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Editorial Message

It gives us the immense pleasure to announce the publication of the latest edition of SSMC Journal Vol. No. 8. We are very much pleased to publish this No. 8 volume of SSMC Journal which strives to words publishing original, authentic, canticles, encompassing various disciplines related to language, literature, management and contemporary subjects. We hope that the pleasant volume will be supportive to the teachers, students, academicians, researchers for attaining the academic, critical knowledge. We are very much grateful to all the respected people who overtly/covertly have supported in publishing the same. We'd also like to express our sincere thanks to the campus administration, campus management committee for providing valuable and constructive suggestions and feedback.

Editorial Board

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PART–A

(ENGLISH LANGUAGE)

STUDENTS' PERCEPTIONS ON TEACHERS' FEEDBACK

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Abstract

Feedback is prescribed information given to the targeted learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. Similarly, it redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome.

The purpose of this study is to describe 'Students' Perceptions on Teachers' Feedback' on Homework' aimed at analyzing students' perceptions towards their teachers' written and oral feedbacks and exploring the feedback techniques used by teachers in class eight. This study was carried out using both the primary and secondary sources of data. For primary data, sixty students were randomly selected from four schools of Chitwan District. I used both the closed and open-ended questions to elicit the required data. It was found that the students would like to get positive feedback for homework from their teachers. Majority of the students' perceived teachers' feedback on homework is extremely helpful to improve their performance in classrooms. The study also discovered that the general feedback techniques the teacher used in the classrooms were teacher correction, peer correction and self correction. The findings, conclusions and recommendations were made after the analysis of the data.

Keywords: Homework, Feedback, Oral Feedback and Written Feedback.

1. Introduction

Homework is a set of tasks assigned to students by their teachers to be done outside the classroom. It is a cost-effective instructional technique and can have positive effects on achievement and character development and can serve as a vital link between the school and family. In other words, it is defined as "tasks assigned to students by school teachers that are meant to be carried out during non-school hours" (Cooper, 1989). Homework should have different purposes at different classes. For lower classes, it should foster positive attitude, habits, and character traits. For higher classes, it should facilitate knowledge acquisition in specific topics. It should be required at all classes for a mixture of mandatory task. Therefore, it must be appropriate match according

to the students' level, age and environment. At the same time, it increases students' participation in the learning process, personal development, enhancement their textual knowledge, effective implementation of homework policy, improved performance and sense of punishment if they don't do the homework.

Feedback is an essential part of the educational process and it cannot be achieved in a random manner. It comes to be understood by the students according to their individual learning objectives. It is a suggestion given to the learner to improve his/her performance. Feedback, in this regard, is any form of comments given by listener, reader or viewer for the improvement and betterment of the students' further output. Sometimes, giving feedback only is not enough; rather, the emphasis should be redirected on the objectives of the feedback; why, when, how it is given, what sort of impact it has created on the learners.

Karki (2011) carried out research on 'Exploring Teachers' Use of Oral Feedback' and the researcher had used a simple random sampling procedure to collect data of Dailekha district. The objective of the study was to find out the types of teachers' oral feedback on class ten students' oral work at primary level. He found out that almost 70% of the teachers used evaluative feedback in the classroom. Majority of the teachers were found very careful to use negative feedback in the classroom.

Joshi (2011) carried out research on "Students' Perceptions on Teachers' Written Feedback" to analyze students' perceptions towards teachers' written feedback on their writings. Sixty students from two schools in Doti district were selected to collect the data. Questionnaire was the tool of data collection. His research revealed that none of the students desired the negative feedback; fifty percent of the students did not understand the role of feedback given by teachers due to the use of new strategies and lack of explanation of them.

Similarly, Joshi (2017) has carried out a research on "Feedback Techniques Used by the Secondary Level Teachers in Developing Students' Writing Skill". The researcher found that the teachers' used different ways and techniques to provide positive feedback and negative feedback. However, the majority of teachers' were aware of providing negative feedback. He also found that written and oral feedback, reformulation, providing direct and clear instruction and others were most frequently used feedback technique whereas, coding system, pointing out errors, criticizing students, rewarding, student self-correction, hinting were the least used feedback techniques in teaching writing skill.

Although a number of researches have been carried out in feedback at secondary level, none of the researches have been carried out on basic level. Likewise, none of the research has been concerned with the students' Perception on Teachers' Feedback in Homework. So, this study was only an attempt to study.

Richards and Schmidt (1985) define feedback as any information which provides a report in the result of behavior. So, feedback is any comments given by listener, reader or viewer for the improvement and betterment of the writer or speaker output. Feedback encompasses not only correcting students' mistakes but also offering them assessment to assess as to how well they have done during or after language production exercise. Without feedback, a student cannot know what he or she has done either right or wrong. In this sense, Kepner (1991, p. 141) defines feedback in general as "any procedures used to inform a learner whether an instructional response is right or wrong." The way teachers assess, and correct students depends on the kind of mistakes being made and the type of activity they are taking part in, for example, the oral work, the written work, major and minor mistakes etc. In this regard, feedback is not only a key element in learning language but also for all individuals who want to attempt any work successfully. Feedback is the information or statement of opinion about something, such as a new product, that provides an idea of whether it is successful or liked. Feedback can improve students' confidence, self-awareness and enthusiasm for learning.

Harmer (2008) advises teachers to ask the students' interest and try to set homework which is relevant to them; not only in terms of their interests but also what they are studying. In the context of Nepal, teachers used to give homework according to the exercise or lesson of the book as the homework, to write, read and memorize by thinking that giving homework is their job of teaching. This is the true fact that the teachers do not forget assigning homework, because they believe that if students do homework, they have learned well. Generally, the teachers do not think how they can make post homework productive. They rarely manage the class where the students correct their mistakes and learn from one another. The teachers have not been successful in providing their learners with opportunities to get students to correct each other's homework in a supportive and cooperative way. Similarly, the teachers usually don't give priority to provide proper feedback for the students' homework, although if they give comments, compliments as a feedback, they only respect the right answers in the students' homework. The students are happy if they don't get homework or feedback from their teachers. They think getting homework is full of stressed work and getting feedback is a type of scold or insult for their personality.

That is why; I wanted to investigate the perceptions of students' towards homework and feedback. It hinders the students' personal activities or helps develop their progress in learning.

Teachers' feedback help students reflect on what and how they have performed, showing them their strong points as well as the weak points to improve the entire learning in the future. We have heard that homework is just a work to connect students to previous learning but it is for developing learners' learning skills and enhancing

language too. Feedback can encourage and motivate the learning effectively as it can be positive/negative, oral/written, immediate/delayed. Whatever its types, it aims to affect on learning positively.

Effective feedback technique as well as varieties in feedback help students learn correct forms of language easily and motivate them towards learning. The problem in Nepal in the field of teaching is that teachers are unknown about proper feedback techniques and they are less concerned with feedback. To them, it is the task of carrying the unnecessary burden, bothering and time consuming task.

Joshi (2012) states that teachers should use a variety of feedback techniques, only the limited set of techniques should not be used in teaching but even the teachers are less clear and aware of some feedback techniques. Similarly, Students are not much motivated towards learning but if a teacher provides proper and appropriate feedback, they can be a good learner. Therefore, this study attempted to identify, types of feedback they were receiving, types of feedback they wanted to get.

Fauziah, Rustandi, & Rohayati (2022) examine students' perceptions on teacher's written feedback in teaching discursive writing to sophomore students and another explore the types of written feedback and students response on teacher's written feedback. In his research, findings revealed that teachers used direct written feedback only in the form of comments, questions, and suggestions that focused on content and form. Another finding was that the students got a positive perception of written feedback that motivated students in writing. In addition, the researcher also found that students followed up non-verbally on the teacher's written feedback. Therefore, in an educational perspective, written feedback could affect students' writing skills. Teachers are advised to apply written feedback as a strategy in teaching writing to improve students' writing.

Gattullo (2000) divided feedback into corrective, evaluative and strategic. Corrective feedback is one which focuses on helping learners notice and correct responses which are wrong. In language learning, corrective feedback is primarily concerned with accuracy. It aims to provide a judgment on the learners' performance. Evaluation feedback is related with the performance of the learners which is dominant in second and foreign language classrooms. The teachers use different words or phrases in giving evaluative feedback. Finally, strategic feedback aims to offer learners advice on what to do to improve their performance. In other words, the teachers try to suggest ways of helping learners to overcome their mistakes by themselves. It can help learners to become self-reliant.

Feedback is not only a key element in learning language but also for all individuals who want to attempt any work successfully. Highlighting the importance of feedback, Nicol & Farlace (2006) provide the following points:

- helps clarify what good performance is, (goals, criteria, expected, standards).
- facilitates the, development of self-assessment (reflection) in learning; when well organized, self-assessment can lead to significant improvement in learning, especially if integrated with staff feedback.
- encourages teacher and peer dialogue around learning.
- encourages students to persist and it is sometimes easier to accept critique from peers.
- encourages positive motivational belief and self-esteem.
- provides opportunities to close the gap between current and desired performance.
- provides information to teachers that can be used to help shape teaching.

Importance of Homework

Every teacher assigns homework to help the students apply, review, and integrate everything that children usually study in the class. Homework develops study habits supporting learning, helps in memorizing of basic content, helps learners in developing skills in related subjects, deepens understanding of concepts in the taught area, makes learners ready for the next day, helps students to organize time and tasks. North and Pillay (2002) explored homework assignments in 88 Malaysian secondary schools in the English language classrooms. They highlighted that homework was seen as an extension of classroom learning and it gave pupils the chance to consolidate classroom learning. Similarly, homework increased participation in the learning process, personal development of the student, enhancing parent-child relations, effective implementation of homework policy, improved public relations and as a form of punishment.

Homework has always been associated with schools and it is part of students' and teachers' workload. The basic purposes of assigning homework to students are the same as schooling in general, i.e., to increase the knowledge and improve the abilities and skills of the student. Homework should be required at all classes, but a mixture of mandatory and voluntary homework is most beneficial. Some of the important points are listed below:

- homework reinforces skills, concepts and information learned in class.
- prepares students for upcoming class topics.
- teaches students to work independently and develop self-discipline.
- encourages students to take initiative and responsibility for completing a task.
- allows parents to have an active role in their child's education and helps them to evaluate their child's progress.

- relates what is learned in school to children's lives outside of school and helps to connect school learning to the real world.

This study is about to investigate the thoughts and perspectives of the students in the field of feedback on homework. Age, gender, attitude etc. are the major affecting factors to students' perception. Feedback is one of the key factors that influences teaching and learning. It motivates students and clearly shows us what is right and what is wrong or what to be practiced, implemented and what to be stopped. In this regard, this study focuses on the search for understanding how the teacher provides feedback on homework to the students' and how the students received the feedback as its effects. This study aims to find out the gap between student feedbacks to teachers. This study has rationale and importance to change and inform if it needs to. Homework should be appropriate to students' level and feedback needs to be done according to the students' homework. The research focuses on the following research questions: What type of feedback do teachers provide? Are there positive aspects outweighing negative aspects towards learning?

Many of the students and teachers comment on feedback. Some of the students' complain about the teacher's feedback that they do bias or their feedback depends upon students. The teacher neglects students' progress on learning and doesn't provide appropriate feedback according to the homework. Here, I were get overall data from students' perspectives. I was finding students' thoughts, wants, expectations and others. Similarly I was exploring what they are doing to get feedback for their learning. In this way the findings of this study will be useful to researchers, teachers, students, parents and to all those who are interested in second language teaching and learning also for those who are directly and indirectly involved in it.

2. Objectives of the Study

The main objectives of this research were as follows:

- to investigate students' perceptions towards feedback on homework,
- to explore the types of feedback techniques used by teacher in Bachelors Degree classrooms.

3. Methods

This research is a qualitative survey descriptive; the main purpose of a survey is generally to obtain a snapshot of conditions, attitudes and events at a single time. Nunan (1992) mentioned that a survey is an overview of phenomenon, event, issues or situation. This research was conducted at Chitwan district. The population of the study was basic level students of Chitwan district. I used a simple random sampling procedure to select schools from the Chitwan district. The sample consists of 60 students. Thirty of them were from eastern and rest from western schools of Chitwan.

I used mainly primary designed a set of questionnaires for the students to elicit the required data. Data were obtained from closed ended and open ended questionnaires and measured through descriptive methods. The questionnaire was designed to get the perceptions of the students on teachers' written and oral feedback on homework. Therefore, the questions were students oriented. I took data from the primary source by forming a set of open-ended and close-ended questionnaires. For this purpose, I adopted the following steps: At first, I went to the concerned schools and talked to the authority to get permission and explained the purpose and process of the research. After getting permission from the authority, I consulted the students of Bachelors Students and requested them to take part in the study. After that, I distributed the questionnaire and requested them to fill them within half an hour.

Then, I collected the questionnaire distributed to the students. The tool of data collection procedures a questionnaire followed by above processes, the collected data was systematically analyzed, interpreted and presented qualitatively and quantitatively.

4. Result and Discussion

Based on the finding of questionnaire, obtained that from eighth graders students' perceptions of teachers' written and oral feedback on their homework. For this purpose, the researcher collected 60 informants from four different schools of Chitwan district. The data were obtained through the use of open-ended and close-ended questions. The main focus of the study was to analyze and interpret the systematically gathered data through appropriate tables. Therefore, the result of this research has been interpreted/discussed as the following in different tables.

This chapter is mainly concerned with the analysis and interpretation of the data collected from the primary sources. The collected data were analyzed and interpreted by interpretative, descriptive approach and used statistical tools like frequency count, percentage. The analysis of data and interpretation of results are given below. As mentioned, I distributed a set of questionnaires with 23 closed ended questions and 5 open ended questions for the data collection. Under the selected themes, numbers of questions were asked. The main theme of the study is related to perspectives and techniques which are presented below:

Students' perspectives related

- Students' General Perceptions: this theme was presented to explore students' perceptions, thoughts, and expectations towards feedback and homework.
- Motivation on Homework: this theme was aimed to understand the way students' get motivated towards learning.
- Effectiveness on Homework: this theme was created to investigate the effects of feedback on learning.

- **Language Learning:** This theme was kept to understand how the students' improve their performance, build confidence and correct mistakes.
- **Homework as a Problem:** this theme explained the students' opinions whether homework is a problem for them or not.
- **Do Research for Homework:** this theme assists the students' behavior whether they do their homework for their choice or classroom or they really want to build their knowledge on learning.

The data collected by using close-ended questions have been analyzed and presented as follows:

Students' General Perceptions

This theme is presented to explore students' perceptions, thoughts, and expectations towards feedback and homework. To fulfill this purpose of theme following sub themes are presented:

Oral Feedback Outweigh Written Feedback

Students were asked to respond to this statement 'Oral feedback plays a more important role than written feedback' and the perceptions of the students are given that 66.67 (S.A & A) percent of the participants agreed with the statement, oral feedback plays a more important role than written feedback and 10 percent of participants disagreed (S. D & D) with the statement. Majority of the participants believed oral feedback was far better than written feedback. As we can see from the table, students' preferred to get oral feedback. This means, oral feedback is a very powerful and effective tool as it can be provided easily in the classroom.

Importance of Teachers' Feedback

The students were asked if teachers' feedback is important to their learning or not, and their responses were that 95 percent of the participants appreciated the statement that the teachers' feedback was really important. This shows the greater number of the students perceived that teachers' feedback is necessary to their homework and it has to be provided to make effective teaching and learning activities.

Advantages of Feedback

The students were asked 'what do you think of providing feedback on homework?', then they replied that, 38.33 percent of the participants thought; providing feedback on homework motivates students' whereas 36.67 percent students' believed that giving feedback helps to uplift students' creativity. Similarly, 20 percent of the students responded that the feedback engages students' on activities and 5 percent participants believed its waste of time.

It is noticeable that the 95 percent of the students agreed that providing feedback

on homework always brings a positive change and effect in learning; i.e., involving students on classroom activities, attracting them in learning, and developing their capabilities.

Motivation on Feedback

This theme is aimed to identify the way in which students' get motivated towards learning. In relation to this theme, the following statements were asked to the students that 81.67 percent (S.A & A) of participants agreed with the fact 'Feedback on homework creates a motivation and intrinsic interest in their study.' The majority of the students' responded that feedback on homework motivates them and creates enthusiasm in learning. It means feedback on homework attracts students' to do more activities, and encourages them directly related to the study in the classroom. Furthermore, the second number of statements shows that 75 percent (S.A & A) of the participants agreed with the statement that teachers' feedback encourages me to be active in the classroom. Similarly, 20 percent of them did not know and 5 percent participants disagreed with the statement.

These results show the majority of the students assumed that the teachers' feedback motivates them to be confident in the classroom which expands students' interests and develops their ability to raise questions. By following this, the last statement presents that 95 percent (S.A & A) of students agreed that teachers' corrections are helpful for students' to develop interest, learn and improve their language skills in learning.

Effectiveness of Feedback on Homework

The researcher tried to investigate how homework affects students' learning. Students' were asked 'Feedback on homework developed our study habits, time management and communication with the teacher' and their responses are that 95 percent (S. A & A) of the participants agreed with the declaration 'Feedback on homework develops our study habits, time management and communication with the teacher'. This result depicts the greater number of students' believed that feedback on homework helps to recognize the learning progress, organize the time and establish a bond with the teacher in their learning.

Language Learning

This theme was stated to know how the students' improve their performance, build confidence and correct mistakes through feedback on homework were 91.66 percent (S.A & A) of participants agreed with the statement 'Feedback on homework completely helps me to improve my performance in the classroom'. This shows the majority of the students' perceived feedback on homework helps in learning to assist and perform according to their ability in the classroom.

Similarly, the second statement presents that 78.33 percent (S.A & A) of the participants believed that feedback on homework naturally boosts their confidence level by taking risks, expressing creativity in classroom activities.

In the same way, the third statement explains that the masses 70 percent (S.A & A) of the students were in the favor of paying attention to teachers' feedback while learning.

Homework as a Problem

Homework used to present as a problem for the students. To understand the matter the researcher tried to investigate the perceptions of the students towards feedback on homework. The statement presents that 41.67 percent of the participants disagreed with the statement 'Feedback on homework gives me stress all the time'; similarly, 33.33 percent of participants did not know about it. On the other hand, 25 percent (S.A & A) of them agreed with the given assertion. Majority of the students disagreed that feedback on homework gives stress all the time in their learning. It means homework doesn't bring stress all the time but we couldn't ignore it from some of the students' perspectives.

Similarly, the next number of statements displays that 60 percent (S.A & A) of the participants agreed with the given assertion 'Homework is not always effective to provide; it eats up our free time'. According to the results, the majority of the students' agreed homework and feedback swallowed their free time.

Doing Research for Homework

This presented theme wants to explore students' perceptions whether they do homework for the classroom or they want to build their level of knowledge. For this purpose, students were asked to response the statement 'Homework provides opportunities for me to do deeper research'. The 75 percent (S.A & A) of the participants agreed that homework provides opportunities to them to do deeper research. This shows that most of the students perceived that homework provides opportunity to them to search in depth. It means, the students dealt with the question/ answer as homework, to complete this task, if they had some confusion, doubt or unknown about the task they can search in Google where they could find any type of question so that the students know the answers along with a lot of information.

Feedback Techniques Related

This section has an aim to explore the students' perspectives on various types of feedback that the teachers used to follow. The researcher tried to understand the ways of providing feedback for the students' homework.

Getting Feedback

Students' were asked 'what would you like your teachers' oral and written feedback

to be?’ and their responses were 48.33 percent of the participants said that they like to have both general and specific feedback whereas 35 percent of the students prefer to have general feedback and 15 percent of them replied that they like specific feedback on their homework and 1.67 percent of participants responded in none of them.

This shows that the majority of the students agreed teachers’ both general and specific feedback is important to their learning. Specific feedback provides detailed or specific information on what the students’ did well or poorly whereas general feedback on the other hand is very non-specific, providing overall compliment. According to the above table the students’ would like to have both types of feedback on their homework.

Easiness of Getting Feedback

The students were asked, ‘do you find easy to understand your teachers’ feedback? And then they responded the table 10 clarifies, 83.33 percent of the participants agreed that they find feedback is easy to understand whereas 16.67 percent of them replied that it is not easy at all. This means, the majority of the students perceived that teachers’ feedback is understandable.

Types of Feedback

The students were asked, ‘what types of homework do you get from your teacher?’ And the responses depicts that 86.67 percent of students said that they received all kinds of homework including free writing, question/answer, reading, presentation whereas 10 percent responded they received question/ answer as homework. Similarly, 3.33 percent of them said free writing.

This means the majority of the students responded that they are having all activities as homework that is, reading, writing, question/answer, and presentation.

Most Getting Feedback

Students were asked ‘what type of feedback do you get most from your teacher?’, and the responses for this question are stated that 45 percent of students replied to oral comments that they get feedback orally. Similarly, 25 percent of them responded to written comments and 25 percent of them said direct comments respectively. On the other hand, 5 percent of them said that they receive indirect comments.

From the above table, it is found that the most of the students are in the favor of getting oral comments/feedback from their teacher along with written, direct and indirect comments. The teachers mostly provide feedback orally, however they use different ways of providing feedback, they should be clear and understandable.

Techniques of Feedback

The researcher tried to research a teacher’ techniques of correction on homework, the students were asked ‘what kind of activities do teachers use to correct your homework?

'And they answered that, 43.33 percent of participants responded, they are getting all kinds of activities to correct their homework i.e. teacher correction, peer correction and self correction. However, 25 percent of participants replied that their homework is corrected by the teacher. On the other hand, 23.33 percent of participants agreed on self correction and 8.33 percent of them said peer correction.

Overall, it can be said that teachers use all of the techniques such as teacher correction, peer correction and self correction to correct homework and provide them correct feedback which is a best way to consider.

Reward on Homework

The students were asked whether they get any reward for their homework or not for their homework and asked 'have you been ever rewarded for your homework?' And they responded that, 58.33 percent of the students responded, they sometimes get reward and support from their teacher for doing homework however, 26.67 percent of participants agreed that they get support while doing regular homework. Similarly, 15 percent of them said they were never rewarded. It means the teacher encourages students' to do homework continuously by praising them in front of the class, providing positive feedback, paper, and pencil as a prize or as reward.

Punishment on Homework

The students were asked whether they got any punishment for their homework and the students' were asked 'have you been ever punished for your homework?' They replied that 50 percent of students got punished occasionally for not doing or doing mistakes on homework. However, 43.33 percent of the participants agreed that the teacher penalized students on homework. It means, the teacher encourages students' to do homework continuously by providing a kind of negative feedback, scolding, and giving more homework as punishment for betterment of students' activity so that the students' wouldn't repeat the same mistakes.

Betterment on Homework

The students were asked 'does your teacher encourage you to perform better in learning?' and then they responded that, 73.33 percent of participants said that they have been getting a supportive hand occasionally from their teacher to perform better whereas only 18.33 percent of participants agreed that the teacher always motivates them to practice hard in learning. It shows that the students were not much encouraged and supported by the teacher to have good performance in the classroom because of laziness, ignoring the students' progress, lack of interest in students learning, and being irresponsible.

Suggestion for Homework

The students were asked 'how does your teacher suggest you for betterment of your

homework?’ and then they replied that 68.33 percent of the students supported that the teacher suggested them to do discuss with friends, do practice regularly, and to raise questions in the classroom for betterment of homework. It means, the teacher frequently encourages and suggests students’ to do many more activities to do better on homework.

Fairness on Feedback

Students were asked ‘do your teachers have fair rules for the class? Or they are partial?’ And the responses are presented that, 50 percent of the students’ said that the teacher made a fair decision while implementing some regulations for the class whereas 20 percent of them replied they do both fair and partial while having rules for the class.

Similarly, 16.67 percent of them said the teacher did partial and 13.33 percent of participants were agreed on neutral. It is clear from the table that the majority of the students’ thought that the teachers do provide feedback on homework without partiality.

Open Ended Questions Analysis

Followings are the students’ responses on given questions. In this section, the analysis of the data is drawn from open ended questions. The major points of the data analysis and interpretation have been presented under the following topics:

Students’ Expectation

The researcher tried to collect students’ expectations on what they expected from their teachers for their homework, by asking a question ‘What do you expect from your teacher to revise more successfully on your homework? As a whole, the students’ appreciated the teachers' help in every task or assignment whereas the teachers didn’t meet students’ expectations. The common perceptions and expectations were: encourage them while doing classroom activities, defining the content with interesting way, defending them in front of the class, explaining in better way, treating equally at classroom, making friendly environment, doing practically, giving some hints, discussing with them personally, providing some materials, and cooperating with students.

In this regard, participants 1 said: I want my teacher to give positive feedback to revise more successfully on our learning. He expects that the teacher would react positively; suggest him in a polite and understandable way for his work. In the same way, participants 2 answered: I want the teacher to teach in an interesting way. The students sometimes want their homework to be funny, such as; games tasks as homework, getting homework through envelopes or hidden papers, various contests to have fun on

homework. Likewise, participants 3 responded: Teachers should give motivation for reading. The students often get humiliated for the sound, pronunciation, fluency and all they expect is appreciation.

Students' learning progress has to be in the center. All the teaching learning activities are for the betterment of students' understanding level and knowledge. The teacher has to play a role of guide, mentor, supervisor, and motivator in order to develop learning strategies.

Positive Feedback

The researcher wanted to find what exactly the students' do to get positive feedback on homework by asking a question 'What do you do to get positive feedback from your teacher?' The common answers were, asking questions, improving handwriting, praising their personality and behavior, passing marker from the office, showing creativity on answers, paying attention while learning, doing homework regularly, being punctual, and being disciplined. Some of the students wrote following answers:

For this purpose, one of the participants replied: I do practice hard. All the students work hard to enter good books and take positive responses from their teacher.

Furthermore, participant 2 said: I do daily homework to get positive feedback for my homework. The students want teachers to take their example of doing daily homework by scolding their friends so that they can upgrade their position in the classroom.

Similarly, the next participant responded: I always complete my homework in time and try to do good things to get positive feedback for my homework. The students are trying to make teachers happy like, rubbing the board, cleaning the seat.

Students are keen to have positive reactions from their teacher to show their family and friends so that they do practice really hard to get direct and optimistic responses. Positive feedback helps motivation, boosts confidence, and shows people you value them. It helps people to understand and develop their skills. And all this has a positive impact on individuals. Feedback can improve a student's confidence, self-awareness and enthusiasm for learning. Providing students engage with feedback, it should enhance learning and improve assessment performance.

Written Feedback and Oral Feedback

The researcher tried to investigate the students' preferences whether they like written or oral feedback for their homework. The number of participants replied they like written feedback because they think written feedback helps them to remember their fault with making them confident, increases writing skill and knowledge whereas the other students want to get oral feedback. Because they think the oral feedback can be fast and easy to understand their fault. They felt the faster they get feedback the greater they improve them immediately. Some of the participants' perceptions are given below:

Participants 1 replied: Oral feedback is better than written feedback. We can get knowledge from them. For this student, oral feedback directly affects them to consider their mistakes, So that they can immediately correct their faults. By following this, **participants 2 said:** Yes, teachers should provide more written feedback than oral feedback, because it makes us creative and our handwriting will be good. We can say that, for this student, when the teacher provides written comments for their writing or the task, the students easily understand that they have to improve their work hardly to get proper feedback and **participants 3 answered:** No, teacher should provide oral feedback rather written feedback. Because I think it helps us to be active. This student says that oral feedback hits directly to students' minds so that they are always aware of having bad comments on their homework.

Oral feedback impacts directly on students' minds whereas written feedback provides details about their whole work and the students' can compare their work then and now and that is why the majority of the students were favored with written feedback on their homework.

Immediate Feedback and Delayed Feedback

The researcher also tried to ask students what they like most, immediate feedback or delayed feedback with reason. The number of students were saying that they would like to have immediate feedback because, while teacher provides immediate feedback on homework, the students' get the concept faster as well as they can correct immediately which helps them to see their fault, whereas another number of students tried to show their interest on delayed feedback because they thought they will have enough time to prepare answer so that while getting a feedback they can pointed where exactly the mistake is. Some of the participants' exact responses are as follows:

Participant 1 said: I like immediate feedback most because we can know the detailed information about our mistakes. When the teacher reacts right of the moment by expressing their face or saying something towards their work, the students will know immediately whether their work was good or bad. Similarly, **participant 2 presented** his answer: I like immediate feedback because we can know our mistakes easily and improve them immediately. This respondent says when the teacher points out the students' mistakes with circling red marks, the students' feel easy to find their mistakes where they have to correct. Likewise, **Participant 3 answered:** I like delayed feedback because if we get immediate feedback then they would punish us, and they will be angry but immediate feedback is also better. According to this participant, when the teacher gives immediate feedback, they scold very badly and punish them in front of the class but if they provide delayed feedback, the students will have time to prepare their work properly which has less chances to get punished.

Delayed feedback is given at the end of the problem whereas immediate feedback

should be given immediately after the task is completed or within seconds of mistakes. If we need feedback to be more effective, it should be given immediately after the task is completed. The immediate feedback makes learning more meaningful and this affects in the more efficient results of the students.

Negative Feedback

The researcher tried to focus on positive and negative feedback and ask to students to share their experience getting negative feedback and if you would like to have negative feedback or not, where some of them answered that was a ridiculous, bad, and felt insulted as well as almost all of the students' wouldn't like to have negative feedback anymore.

In this regard, **participant 1 said:** yes, I have faced negative feedback on my handwriting and I improved it later on. From this student's perceptions, we can say that negative feedback sometimes helps to expand students' learning. In the same way, **participant 2 responded:** no, just hell no. I don't want negative feedback I'm not stupid. According to this participant, negative feedback is bad to provide for students. Likewise, **the Participant 3 replied:** yes, I got negative feedback that was very bad, and I have worked very hard to get positive feedback. This participant has a positive response towards negative feedback. She accepts the negative feedback hurts a lot but develops study habits.

Negative feedback is used more often in the classroom. None of the students wanted to get negative feedback. They wanted positive feedback and sometimes both simultaneously to improve themselves. The teacher shouldn't make it personal; make sure your feedback is about the behavior and the consequences, not the person. It's more effective when you don't point fingers but focus on the outcome instead.

Negative feedback gives a chance to learn and revise the mistakes however the students' agreed that negative response has positive changes but afraid to have negative feedback on their homework.

The findings derived from analysis and interpretations of data are presented. This study was intended to identify the students' perceptions of teachers' oral and written feedback on homework. Survey design was used as the main design of the study. Questionnaires were used as the major tools for collecting data. Simple random sampling strategy was used for sampling the population for the study. And finally, the data were analyzed both quantitatively and qualitatively. On the basis of the analysis and interpretation of the data, the following findings have been derived.

1. The very first and most significant findings are, half of the students' assumed they get affected from oral feedback. 73.33 percent of the students agreed on teachers' oral and written feedback is important to improve the students' performance level.

2. Majority of the students were (55 percent) found paying attention to the teachers' feedback by knowing the importance of it as well as believing the feedback motivates, uplifts their creativity and engages them in activities.
3. Feedback on homework plays a crucial role to help students' to be enthusiastic, knowledge seeker, intrinsic interests, active, in fact, provide a way to improve English language through the feedback on homework.
4. Students agreed on feedback on homework, building confidence, study habits, time management, communication activation, and language skills on their study.
5. The most of the students disagreed on feedback gives stress all the time and homework eats up their free time. They do not feel any boredom to do homework at all in fact; they are attracted to do research in depth for their project. The students' were found that both specific and general kinds of feedback are easy and understandable to have on their homework.
6. Most of the students (86.67 percent) responded that the teachers' have been providing all types of homework including free writing, question/answer, reading, presentation and others to improve their language skills.
7. Forty five percent of students' agreed that teachers mostly used to provide oral feedback on their homework rather than written, gestural, direct and indirect comments.
8. The teacher used his/her techniques towards feedback on homework by providing them with specific and general comments, letting students to do peer correction or self correction, giving them all kinds of homework (free writing, reading, presentation, question/answer), rewarding and punishing, suggesting and encouraging learning with fairness.

5. Summary

The main concern of this research was to identify the perceptions of students' feedback on homework. So, to complete the study the data was collected by using open-ended and close- ended questions with sixty students from four different schools of Chitwan district. After the analysis and interpretation of the data obtained from students, the study explored that they were satisfied with the teachers' feedback but they think that the homework and feedback sometimes eats up their free time. Feedback on homework provided by the teacher in class is an important tool to increase the impact of homework on students' learning and academic achievement. It was found that most of the students have positive attitudes towards it. They appreciated that the feedback on homework attracts them to do more homework which helps them to be active in classrooms, develop study habits and so on.

In conclusion, the findings of study highlight a number of points that can be taken into

consideration in order to enhance student learning and the student experience. The study found that the most significant perception of students on feedback on homework is transparent positively. The results from this study do not support the perception that students are only interested in their grades or stresses.

Rather the findings indicate that most of the students always access, perform, act, pay attention, and practice for getting positive feedback on their work. The majority of students felt that feedback should be timely, constructive, encouraging, and provide detailed direction for future improvement. Although some of the students thought that homework and feedback is all about stress, eating in their free time restricts them in rule, boredom, waste of time and unnecessary things going happen, few of them were confused about what to say or what not to say about feedback.

Overall, Oral feedback is mostly in use which helps students directly on their work however the students more prefer written feedback to remember their mistakes, to see their progress on learning and enlarge their knowledge simultaneously.

Furthermore, the students' believe and agree that the feedback (oral and written) is completely important on homework to enhance their ability, to know their capacity and to foster their creativity to which the teacher need to cares about their students and academic performance, talks to them before and after class, answers questions thoroughly, and invites students who appear to be having problems with the course to discuss those problems and potential solutions, considers student complaints. Teachers play a critical role in the school community as they contribute to the success of students and the school itself.

In addition, by considering the above benefits, teachers have been trying to fulfill all the needs of students while providing feedback on homework. They develop the new but understandable strategies such as peer/self correction, direct/indirect comments, rewarding/punishing for homework, encouraging/suggesting students', specific/general feedback are used in the classroom to make learning successful and students are shaking their hands together. Students' are needed to have time to do preparation and planning in their learning which assists them to ask questions to their teachers and make themselves comfortable. The teacher should look out for and explain his/her provided feedback. Feedback on homework affects students to achieve their score and to do better in their learning.

6. Recommendations

On the basis of findings and conclusion of the study, both policies related and practice related recommendations have been made.

Policy Related

On the basis of finding derived from analysis and interpretation, policy level

implications and recommendation have been listed below.

1. The curriculum and syllabus should consider the importance of teaching materials related to Feedback and Homework while designing the Bachelors Degree curriculum.
2. The curriculum and syllabus designer should consider students' perceptions, level, interest and in the present curriculum.
3. The policy should be adopted in teaching English language to enhance comprehension level of students' homework.
4. The concerned authority needs to include more practical content where the students' can learn and practice for their homework.

Practice Related

Practice level implications and recommendations have been listed below based on the study under this section.

1. The English language teaching and learning using time should be increased. For this, the school should conduct extra-curricular activities to provide proper feedback for students' homework.
2. Student-teacher interaction should be encouraged so that they get adequate time for sharing ideas towards feedback and homework.
3. Asking a question to students to know their response for any activities needs to be done explicitly and made part of the daily curriculum in addition to learning through homework.
4. Teachers' should be aware and sensitive to the individual needs of the students.
5. The teaching item should be related to age, level, interest, ethnicity and demand of the students.
6. Teachers must make portfolios of every student to know their level of understanding.
7. Students should have commitment toward learning English language.
8. Teachers should praise and encourage peer correction so that the students can correct each others' mistakes and can do better in learning the English language.
9. Students liked to be informed about their mistakes to get a chance to correct themselves. So, the teachers should not give them the readymade answer. Give them a chance to correct themselves.
10. Teachers have to be an observer of students' homework so that students' always do their homework regularly.

Further Research Related

The present research is unable to occupy several areas related to the topic. The findings of the study might not be generalized to all contexts as it has a lot of limitations. It has limitations in terms of study population, sample and data collection and so on. So further researchers can be conducted concerning the limitations of this research. Here, some of the other related areas are recommended for further research.

1. Attitude of students' towards learning
2. Teachers should praise and encourage peer correction
3. Impact of feedback on homework
4. Comparative study between feedback and homework
5. Problems faced by learners and the ideas to overcome the challenges
6. Similarity and differences between feedback and homework

7. Limitations of the Study

The study had the following limitations:

- The study was limited to only four schools of Chitwan district.
- Only the 8th graders were included as the sample of the study.
- The study was limited to only the students' responses on written feedback and oral feedback on homework.
- Only questionnaire was the tool of data collection.
- The study included only 60 students represented from four schools.

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9. Conflict of interest

The authors declare that there is no conflict of interest with this research.

10. Author contributions

KRS conceptualized and conducted the study. SS prepared draft and edited the manuscript, participated in revision. All the authors did agree to submit this paper for publication.

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IMPACT OF COVID-19 ON ECONOMY OF NEPAL

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Abstract

This paper reviews the economic impact on various industries of Nepal due to Covid-19 pandemic which forced the Government of Nepal to enforce strict lockdown bringing the entire population and businesses to a halt. With worldwide travel coming to halt due to the pandemic, Nepal's economy highly dependent on revenue from tourism took a massive hit. This paper looks at the consequences of pandemic on various businesses, household economy and nation's financial outlook. This paper looks at GDP contribution by the tourism sector and how it is intertwined with several other businesses. This paper also analyzes the response by the Government of Nepal to handle the pandemic and how the country can recover from this severe downturn in the economy of almost all businesses in Nepal.

Keywords : Covid-19, Coronavirus, Business, Tourism, Health & Public Safety.

1. Introduction

The Covid-19 pandemic, declared by the World Health Organization in March 2020, disrupted social, economic, and health structures worldwide. Its effects were particularly detrimental in developing nations, among which Nepal stands as a significant case study. With a population largely reliant on informal labour, tourism, and remittances from abroad, Nepal's economy was uniquely vulnerable to the lockdowns, travel restrictions, and broader global economic fallout instigated by the pandemic (Rasul, Nepal, Hussain, Maharjan, Joshi, Lama, & Sharma, 2021).

The resultant economic crisis in Nepal offers crucial insights into the intersecting vulnerabilities of developing economies in the face of global pandemics. It also illuminates potential avenues for resilience and recovery. This paper will investigate the health, economic, and social impacts of the Covid-19 pandemic in Nepal, with a particular emphasis on the economic dimensions of the crisis.

2. Objective of the Study

The study aimed to analyse the Impact of Covid-19 on Economy of Nepal.

3. Research Methods and Processes

This study used a qualitative phenomenology method. It incorporated Impact of Covid-19 on Economy of Nepal. Secondary data was used to collect data related to Impact of Covid-19 on Economy of Nepal.

This study followed qualitative research design. In this design I adopted document study method. Articles were identified through internet and library searches. Key word and phrase related articles used. In this study I have utilized secondary sources of data by using related literature from internet source. Trustworthiness of the tools was maintained through consultation with experts. Thematic interpretation and analyses were interwoven from various datasets for triangulation. The ethical issues related to the research process were informed and consent was taken.

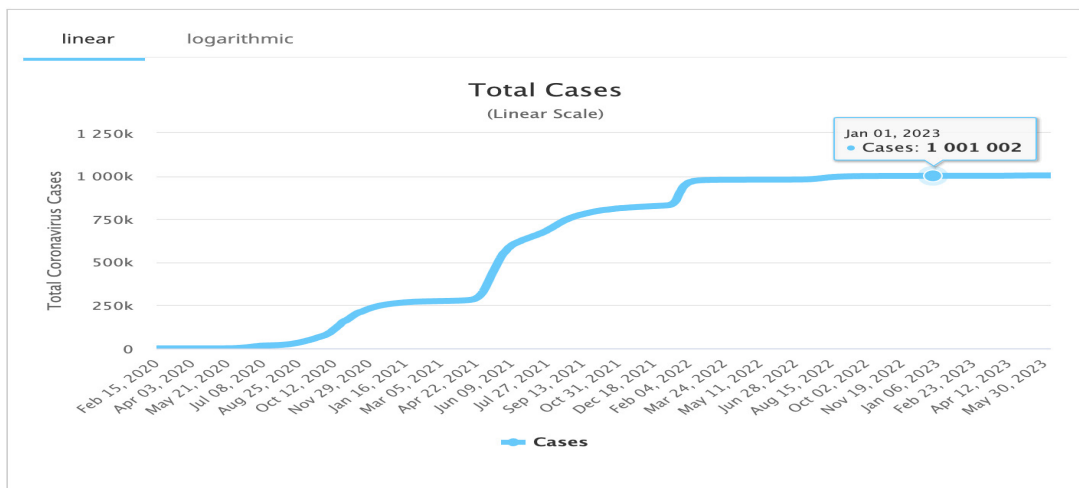
4. Discussion

Covid-19 Outbreak in Nepal

The Covid-19 outbreak in Nepal has brought significant challenges to the country's healthcare systems, economy, and social structure. The first case was reported in early 2020, and since then, the pandemic has strained Nepal's already under-resourced healthcare infrastructure, leading to high case numbers and fatality rates. By the end of 2022, there were just over 1 Million cases of Covid-19 infections resulting in over 12,000 deaths.

Figure 1

Cases of Covid-19



(Source: www.worldometer.com)

The pandemic has dealt a severe blow to Nepal's economy, heavily dependent on tourism, remittances, and agriculture. Travel restrictions halted tourism, leading to significant revenue and job losses. Reductions in remittances from abroad due to global economic contraction further aggravated financial hardships for many Nepali households.

On a social level, the crisis exacerbated existing inequalities, disproportionately

affecting marginalized communities. Prolonged school closures disrupted education, especially in rural areas, and cases of domestic violence increased during lockdown periods. However, despite these adversities, the resilience and adaptability of the Nepalese people have been prominent, underlining the critical need for strengthening the nation's healthcare infrastructure, economic diversification, and social protections in the face of future crises.

Impact of Covid-19 on Business

There were several restrictions around the world to curb the spread of pandemic like travel restrictions, flights suspensions, and lockdowns which was already affecting the tourism industry of Nepal (Ulak, 2020). And after seeing community transmission and local spread of coronavirus, Nepal took following measures to curb the spread of the virus in the country.

On March 7, 2020, The Govt of Nepal announced suspension of Visa-on-arrival for China, South Korea, Japan, Italy and Iran who were severely affected by the pandemic.

On March 14, 2020, the suspension of Visa-on-arrival was extended to all countries and visas were issued only for diplomats and officials.

On March 22, 2020, all flights were suspended to and from the only international airport of Nepal.

On March 23, 2020, all land borders with India and China were also closed. On the same day, Nepal Tourism board announced the suspension of issuance of trekking permits.

On March 24, 2020, The Govt of Nepal enforced a nation-wide lockdown halting operation of thousands of businesses and livelihood of millions of individuals.

On July 21, 2020, The Govt of Nepal announced end of the full lockdown that started on March 2020 (Source)

On January 27, 2021, First Covid-19 vaccine was available in Nepal with over 11 million people fully vaccinated by end of 2022

Table 1

Major Events During the Covid-19 Pandemic in Nepal

MAJOR EVENTS DURING THE Covid-19 PANDEMIC IN NEPAL	
Date	Events
23 January	First Confirmed Case, In a Wuhan returnee
22 March	Suspension of international flights and the visit Nepal 2020 campaign
24 March	Beginning of a nation-wise lockdown
4 April	First locally transmitted case, confirmed in kailali
14 May	First death of a woman from Sindhupalchowk

28 May	1000 Confirmed cases.
8 June	100000 RT-PCR tests.
23 June	10000 Confirmed cases.
13 July	10000 Recoveries.
21 July	End of the nation-wide lockdown
15 August	100 Deaths.
3 November	1000 Deaths.

(Source: [Wikipedia 2021](#))

The travel restrictions had an immense impact on business sectors like hotels, camping sites, travel agencies and several other types of accommodations as well as businesses like restaurants and museums often visited by tourists and citizens alike.

The lockdown measures caused further impact in business as well as public services (Khanal, 2020). Several non-essential businesses shut down temporarily, while government offices, schools, and colleges were also impacted by the lockdown.

The pandemic had a lasting effect on travel businesses and the tourism industry while other businesses recovered swiftly in a post pandemic world. The “Visit Nepal 2020” campaign, officially introduced on Jan 1st, 2020, aimed to attract over 2 Million tourists to generate over \$2 Billion in revenue and thousands of jobs was also cancelled due to the pandemic. As the Covid-19 case numbers in Nepal diminish, there is a gradual revival in the tourism industry (Anup, 2021). The Nepal Tourism Board (NTB) has reported an influx of over 600,000 tourists in 2022, a significant increase compared to the 230,085 visitors recorded in 2020. This suggests a positive trend in tourist arrivals in 2022, following almost two years of downturn triggered by the Covid-19 pandemic.

Economic impact

The year 2022 marked the beginning of economic recovery for Nepal after the severe blow from the Covid-19 pandemic. The recovery, however, varied across different sectors and was influenced by a mix of domestic and global factors.

Consumer spending by households saw a rise of 1.1%, and there was a 3.2% increase in private investments in the fiscal year 2022, compared to the preceding year. This was largely due to considerable savings accumulated by households during the pandemic and the effect of low interest rates. In addition, public sector spending saw an uptick of 5.5% in FY22, fueled by factors such as civil servant salary increases, expenses related to local elections, and the import of vaccines.

With increased consumption demand, the service sector saw growth of 5.9%, almost reaching its level prior to the pandemic. The industrial sector also saw expansion, with a growth rate of 10.2% compared to 4.5% in FY21. This was primarily attributable to an addition of 738.6 MW of power to the national grid, inclusive of the 456 MW from

the Upper Tamakoshi Hydropower Project. (Source: World Bank, 2020, south Asia Economic Focus)

While there was robust demand for consumer goods, agricultural output experienced a drop from 2.8% in the fiscal year 2021 to 2.3% in FY22, primarily due to irregular rainfall patterns in October 2021.

While the economic rebound from the Covid-19 crisis has been quick, job market recovery has been slow and inconsistent. Of the 22% of individuals who were unemployed in 2020, only 14% secured new jobs by the end of 2021. Additionally, 48% are now earning less than their pre-pandemic wages. In terms of job loss recovery, women have regained 69% of lost jobs, while men have recovered 83%, thereby exacerbating the employment gender gap that existed before the pandemic.

Adding to these challenges, escalating inflation is undermining earnings gains for many, particularly those in vulnerable and low-income groups. Inflation is on the rise due to factors such as the cost of transport, edible oils, and housing. It stood at 6.3% in FY22, a significant increase from 3.6% the previous year. Global fuel price hikes have resulted in the steepest inflation rate in a decade in Nepal, with a 16.1% surge in transportation sector prices.

(Source: World Bank, Nepal Development Update 2022)

Macroeconomic impact

GDP growth is a major indicator of the macroeconomic impact for a national economy. For Nepal, Covid-19 pandemic has caused a major strain in the health sector that has severe implications on government resource allocation as the government has to prioritize resources in the public health sector to respond effectively to the pandemic and contain the spread of the virus (UNDP, 2020). The government must also focus on several economic relief measures to address the needs of all the sectors that have been affected by the lockdown. Nepal Labour Force survey (2017/18) shows that 85 percent of the labour force are informally employed in the country that includes all working in the informal sector as well as those in the formal sector not receiving minimum basic benefits (CBS, 2017). As a result, employees of business communities, specifically small-scale industries and tourism are severely affected. Economic development and other significant macroeconomic variables would be adversely affected by this implication of resource allocation and restricted economic activities due to the lockdown. The ratio of gross fixed capital formation to GDP and gross national savings to GDP have declined in the year 2019/20. The consumer price inflation (CPI) and the salary and wage rate index have also declined. This may be because the overall consumer spending has declined (e.g., restaurants and travels) and this has weakened the price rises. This was despite rising food prices due to disruptions in food supply chains and hoarding behaviour of the consumers. In the same vein, the decline in economic participation and pay cuts due to lockdown measures and self-

isolation have put downward pressure on salary and wage rate index. This was also substantiated by the growing evidence of the earning losses due to Covid-19 in other economies. This suggests that the Covid-19 pandemic was a global recession.

As the intensity of the pandemic started to decline, and with the commencement of vaccination campaigns, the economy began to bounce back from the downturn instigated by Covid-19. It is projected that the economy experienced growth of 5.8% in 2022, an improvement from 4.2% in 2021. This increase was primarily driven by a robust resurgence in domestic consumption and investments.

Despite a challenging climate, the service sector saw a growth of 5.9%, nearly returning to pre-pandemic levels, and the industrial sector witnessed substantial expansion with a growth rate of 10.2%. Nonetheless, some sectors such as agriculture saw a slight decline, and job recovery remained slow and uneven, indicating that the effects of the pandemic were still being felt.

Table 2

Real GDP Growth at Constant Market Price

Country Fiscal Year		Real GDP growths at constant market prices(%)				Revision to forecast from October 2022 (% point)	
Calendar year basis		2021	2022	2023	2024(f)	2023(f)	2024(f)
South Asia region (excluding Afghanistan)		8.2	5.9	5.6	5.9	-0.5	0.0
Maldives	January to December	41.7	12.3	6.6	5.3	-1.6	-2.8
Sri Lanka	January to December	3.5	-7.8	4.3	1.2	-0.1	0.2
Fiscal year basis		FY21/22	FY22/23(e)	FY23/24(f)	FY24/25(f)	FY23/24(f)	FY24/25(f)
India	April to March	9.1	6.9	6.3	6.4	-0.7	0.3
Bangladesh	July to June	FY20/21	FY21/22	FY22/23(e)	FY23/24(f)	FY24/25(f)	FY23/24(f)
Bhutan	July to June	-3.3	4.3	4.5	3.1	0.4	-0.6
Nepal	Mid July to Mid July	4.2	5.8	4.1	4.9	-1.0	0.0
Pakistan	July to June	5.7	6.0	0.4	2.0	-0.6	-1.2

(Source: World Bank, Nepal Development Update 2022)

5. Conclusion

This study explores the economic repercussions of Covid-19 and the subsequent lockdowns enforced by the Nepalese government to mitigate virus transmission. It also looks at the long term impacts of such lockdowns and the rebounding of the economy on the post-pandemic world. The findings indicate that the pandemic has adversely affected nearly all macroeconomic indicators, which have either slowed down or turned negative. In response, the Nepalese government has initiated numerous fiscal and monetary measures to contain the virus's spread and preserve livelihoods.

For instance, substantial funding has been allocated towards enhancing the healthcare system, and a variety of relief and support packages have been introduced to aid citizens and businesses severely impacted by the pandemic and lockdowns. Given the government's constrained fiscal capabilities due to sluggish revenue growth and domestic borrowing limitations, prudent spending is essential. This can be achieved by reallocating resources towards priority sectors and dismantling outdated structures across all government levels. Therefore, Nepal must embrace a policy mix capable of managing both the health crisis and livelihood issues. The government needs to be well-prepared to handle potential food and energy crises, alongside healthcare system enhancements.

This research looks at the economic impact of Covid-19 and the subsequent lockdown imposed by the Government of Nepal to curb the spread of the virus. The analysis shows that almost all macroeconomic indicators have either decelerated or become negative, implying that Covid-19 has had an adverse impact on the Nepalese economy. As a result, the Government of Nepal has introduced various fiscal and monetary steps to curb the spread of the virus and keep people's livelihoods intact. The government, for example, has provided vast sums of funds to improve the health system and has also launched numerous aid and assistance packages to support citizens and businesses hit hard by the pandemic and the lockdown. Given that the government's fiscal room has been restricted by weak revenue growth and domestic borrowing constraints, it is necessary for the government to control its spending properly. This can also be accomplished through the reallocation of resources to the priority sectors and the dismantling of obsolete structures established at all three levels of government. It is therefore necessary for Nepal to adopt a policy-mix capable of managing both the health and livelihood crisis. The government should be well-equipped/prepared to handle the food and energy crisis, in addition to improving the health system. Government may implement the following recommendations to manage the crisis created by Covid-19 pandemic and move towards the solid economic recovery.

The government should give more emphasis on improving the health sector that that sick patients can be taken cared of in timely manner while keeping health care workers safe. Focus on more health-care related education and proper distribution of health-care workers across all communities will help manage the pandemic much more effectively.

The government should work on identifying poor and marginalized communities across the nation where relief and aids can be provided in timely and effective manner to prevent the pandemic from severely damaging these communities.

Development of infrastructure in school, colleges, and universities to promote online learning activities during the period of pandemic to curb the spread of the virus. Since majority of students around the country still lack necessary services to participate in online learning, the government must provide subsidies at local level to help students

in poor and marginalized families.

The government should be swift in passing relief packages to the people suffering from lockdowns. Businesses that were shut down due to lockdowns, as well as due to travel restrictions (like tourism) should be provided with necessary aid to help them get through the pandemic as these businesses are the primary contributors to nation's economy and saving them from shutting down will help the country recover more quickly post pandemic.

The current budget of Nepal is not able to tackle the long-term effects of the pandemic. The government should prepare of comprehensive action plan for short term, mid-term and long-term economic recovery. The plan should be devised to focus on sectors that are heavily impacted by Covid-19 like tourism, travel, hotel, and non-essential businesses.

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Tax Awareness and Quality of Services on Tax Compliance of Ratnanagar Municipality.

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Abstract

The study examines the effect of tax payers' awareness and quality of service provided by the local government on tax compliance in Ratnanagar Municipality. The descriptive and explanatory research design has been used to collect primary data through questionnaire. In this study 151 taxpayers, approximately 5% of total population were taken as sample from 16070 households of 16 wards by using convenience sampling method. The data were collected through the five-point Likert scale questionnaire analyzed with the help of SPSS software. The result revealed that tax payers' awareness and the quality of service provided by local government have a positive and statistically significant relation with tax compliance. In general, increased tax awareness and the provision of quality services by the local government to the tax payers can lead to higher tax compliance.

KEYWORDS: *Tax Awareness, Quality Service, Tax Compliance and Local Government*

1. Introduction

Economic growth is generally given top attention in developing country. The amount of money required for developing is relatively high, and it has become more expensive with time. The government should be responsible for the nation and their people. So, government should perform various welfare activities for the betterment of its people and nation. Keeping their common interest at the focal points, government is to perform various developmental works like maintaining peace and security, creating employment opportunities, handling day to day administration works and launching other public welfare activities. Governments require huge funds to meet their targets, which can be collected through debt, revenue and foreign assistance. Debt comes from external loans, while revenue comes from tax and non-tax sources. Tax collection is a major task, if not collected, the government may face problems.

A tax is a payment made to the government by an individual or entity. It is a type of money that every citizen of the country is required by law to pay honestly without expecting anything in return. It is a monetary charge or levy levied on the local government. It is levied on a person's earnings, property, and commodities. Tax is computed and paid at regular intervals in accordance with the law. If a person refuses to pay his/her taxes, he may face legal consequences. Buehler and Muhtada (2016),

a mandatory contribution to public authorities to cover general government expenses incurred for the public good and without regard to special benefit.

Tax awareness refers to an individual's understanding and knowledge of tax laws, regulations, and policies. It includes the knowledge of how taxes are calculated, filed, and paid, as well as an understanding of own's rights and responsibilities as a taxpayer, tax awareness also includes understanding of the different types of taxes that may apply such as income taxes, value added tax and properly taxes, and how they impact individuals and businesses.

Additionally, tax awareness can also refer to the understanding of those implications of various financial decisions, such as saving, investing and spending. Being tax awareness can help individuals and business make informed decisions and ensure compliance with tax laws.

According to Sawitri et al. (2017) quality of service for taxpayers provided by local government can vary depending on a number of factors, including the resources and funding available the level of expertise and training of staff, and the level of technology and automation in place. In general, local governments that have adequate funding and resources, well-trained staff, and up-to-date technology are better equipped to provide high-quality service to taxpayers. Additionally local governments that prioritize transparency, accessibility, and customer services are more likely to provide positive experience for taxpayers. However, in some cases local governments may struggle to provide high quality service due to budget constraints, outdated system, or other challenges. A human or person who seeks to meet the needs and desires of consumers and the accuracy of delivery in offsetting consumer expectations is referred to as quality of service (Asrinanda, 2018). Service is how to serve by assisting in the management or preparation of all necessary items. Fiscal services can be defined as how tax officers assist taxpayers in managing or preparing all of their needs.

Yuesti et al. (2019) quality of service is a human or person who seeks to meet the needs and desires of consumers and the accuracy of delivery in offsetting consumer expectations. Service is how to serve by helping to manage or prepare all the things needed. Fiscal services can be interpreted as how tax officers help manage or prepare all the needs needed by taxpayers (Sawitri et al., 2017).

Tax compliance means observing to the tax laws of a given nation and paying tax immediately without any delay which led to heavy penalties being levied or threatened. Any difference between the real number of taxes collected and the amount of tax owed is known as non-tax enforcement. Non-tax enforcement involves both deliberate avoidance and accidental on-compliance owing to mistakes in estimation and poor knowledge of tax laws.

Having people pay their taxes without hesitation is a goal that policymakers have never

achieved (Muturi & Kiarie, 2015). According to Andreoni et al. (1998), there are three types of factors that influence income tax compliance: economic determinants, socio-demographic determinants, and socio-psychological determinants.

Economic determinants include the tax rate, the penalties for evasion and the likelihood of audit and socio-demographic determinants of age, gender and education. Tax compliance is to submit the required tax information and report them in a timely manner and without enforcement action the correct assessment of the tax owed and to pay this tax in time.

Ratnanagar is a municipality in the Chitwan district of Nepal, with a population of 83,000 people in 16 wards. Tax compliance is a challenge due to lack of awareness, poor enforcement, and corruption, but the government is implementing initiatives to improve it. In most cases, taxpayers has been caught with penalties for failure to comply with tax, laws, on which most of the taxpayers complain that they are not aware of this procedure

2. Literature review

Tax compliance is a critical component of any functioning economy. It is the act of adhering to tax laws and fulfilling tax obligations. Because governments rely on tax revenue to fund public services and initiatives, tax compliance is a societal issue. This review of the literature investigates the relationship between tax awareness, quality service, and tax compliance. The review aims to provide insights into how increasing tax awareness and providing quality service can influence the compliance behavior of individuals and businesses.

2.1 Taxpayer awareness

According to Handoko et al. (2020), taxpayer awareness is the taxpayer's behavior in the form of views or perceptions involving beliefs, knowledge, and reasoning, as well as the tendency to act in accordance with the stimulus or stimulus provided by the system and the applicable taxation provisions. Taxpayers' willingness to pay taxes and file tax returns, as well as their level of order and discipline in paying taxes, are indicators of taxpayer awareness (Kastlunger et al., 2009).

2.2 Quality of service

Alm et al. (1995) taxpayers in the United States and Canada tended to have a higher level of satisfaction with the QoS provided by their tax compliance agencies than taxpayers in developing countries. Dronca (2016) found that the quality of service provided by tax compliance agencies in Latin America tended to be lower than that provided in developed countries. Nugroho and Zulaikha (2012) concluded that quality services have a positive effect on awareness of paying taxes, then the variable of paying taxes has a positive effect on willingness to pay taxes.

2.3 Tax compliance

According to Kurniawan (2020) examines the factors that influence tax compliance in Nepal using data from a survey of taxpayers. The study finds that factors such as the perceived fairness of the tax system, the perceived effectiveness of the tax administration, and the level of trust in government institutions are positively associated with tax compliance. The study also finds that factors such as the level of economic development and education, as well as cultural and societal norms and values, are also positively associated with tax compliance.

2.4 Hypothesis

Tax compliance is an essential aspect of government revenue collection and economic stability. Factors such as the quality of service provided by local government and the level of tax awareness among taxpayers can influence the level of compliance.

The following hypothesis are set to find the relationship between these variables.

H₁: There is significant impact of level of tax awareness among taxpayers on compliance rate.

H₂: There is a significance relationship between quality service provided by local government with tax compliance.

3. Methodology

The article applies a descriptive and explanatory research design with a quantitative approach. Explanatory research collects data in order to explain the causal relationship between variables through hypothesis testing so that a conclusion can be reached. The survey method was used in this study, with the research object being Individual Taxpayer Compliance in the Tax Department in Ratnannagar Municipality.

In this study 16070 total households of Ratnanagar Municipality were considered as a population. It was taken 151 taxpayers by suing convenance sampling method, approximately 5% of total population as a sample to conduct research on effect of tax awareness and quality services provided by local government on tax compliance. The primary data collected through the questionnaire were analyzed and interpreted with the help of MS Excel and Statistical Program for Social Science, (SPSS 26). Cronbach alfa was used to test the reliability of the items in the questionnaire.

Reliability test

Reliability tests measure the consistency and stability of a system or process over time. Cronbach's alpha was tested for the reliability test of each variable.

Table 1

Reliability score

Reliability score	Result
≥ 0.9	Excellent
≥ 0.8	Good
≥ 0.7	Acceptable
≥ 0.6	Questionable
≥ 0.5	Poor
≤ 0.5	Unacceptable

Source: George and Mallery (2018)

Therefore, the Cronbach's alpha was tested on every question item of each variable for reliability of data as follows:

From the Table 2, the overall reliability test result of the study variables is 0.754 which is more than 0.7, so this Cronbach's alpha value

Table 2

Reliability Test

Variables	No of items	Cronbach's alpha value
Tax Awareness	6	0.787
Quality Service	6	0.842
Tax Compliance	5	0.634
Overall	17	0.754

sources:

is acceptable or reliable. The reliability of individual items of the study variables are acceptable or reliable which are shown in annex.

Result and discussion

From the demographic result there were 68% male and 32% female respondents. Which indicates that the most of the taxpayers of every household was male in Ratnanagar Municipality. It shows that still women are less participation in involving outside activities in the Nepalese society.

Concerning the age of respondents, the highest 35.3% respondents were in age group of 18-25, whereas lowest participant in age group of above 50. In general, the study result shows that almost taxpayers were between 18-41 years age group.

According to the survey results on the marital status of the sampled respondents, there were a significant number of married respondents (56%), and there were approximately 40.7% single respondents. According to the outcome, most taxpayers in the research

area were married.

Regarding respondents' educational backgrounds, the study's findings show that roughly 45.3% of sampled taxpayers held a master's degree or more, followed by 42% of respondents with a bachelor's degree. The findings showed that 87.3 percent of respondents had higher education than a bachelor's degree. As a result, it presents a chance for taxpayers to comprehend the conditions necessary for tax compliance.

Concerning to the profession of sampled taxpayers in the study area, Table 3 shows that the tax payers (36%) of respondents were students. Similarly, about 21.3% and 18% of the respondents were private servant and others. This implies that the majority of taxpayers in the study area had students and private servant. It indicates that the local government can provide the knowledge about the taxation in the educational institutions

Data collected using a five-point Likert scale are analyzed in this subtopic. Two independent variables, such as tax payers' awareness and the quality of service provided by local government, and one dependent variable, tax compliance, were identified (Witte & Woodbury, 1985). To simplify the analysis, the researcher used proposed mean score range techniques, where the mean score was between 4.2 to 5.0 is strongly agree, agreeing if the mean score was greater than 3.4., neutral if the mean score was between 2.60 and 3.39, disagreeing if the mean score was between 1.00 and 2.59 and 1.0 to 1.79 is strongly disagree respectively. Based on these classifications, the interpretations of all Likert scale items, such as tax payer's awareness, quality of service provided by local government, and tax compliance, were presented as follows:

Table 3

Descriptive Analysis of Likert Scale Question

Variables	Minimum	Maximum	Mean	Std. Deviation
Tax awareness	1.5	5	3.57	0.60636
Quality service	1.5	5	3.07	0.7254
Tax compliance	2.2	5	3.82	0.50858

Sources: SPSS output

From the Table 3 the mean score of level of taxpayers' awareness was 3.568 with a standard deviation of 0.606. It indicates that the understand level of tax awareness in existing and changing tax laws, regulation and provisions and process of documentation for tax file and return seems satisfactory. Likewise, the tax compliance of local government authorities mean score was 3.82. which indicates that the taxpayer's willingness and capacity to comply with tax laws and the most of the taxpayers paid tax with honestly and fairly within the deadline also seems satisfactory. However, quality of services provided by local government authorities was not

enough (Mean = 3.07). The key informants also stated that because the majority of the taxpayers had experienced, they are not having good quality services concerns with knowledge and information related to tax laws, regulation and provisions and services provided by the local authorities is less than satisfactory level in Ratnanagar Municipality.

Multicollinearity test and other regression analysis.

Table 4

Regression Analysis

Model	Constant	TA	QS	R ²	F	P	VIF
1	2.867 -12.124	0.267 (4.086)**		0.101	16.696	0	1
2	3.2 -18.385		0.202 (3.657)**	0.083	13.371	0	1
3	2.576 -10.115	0.152 (2.745)*	0.218 (3.274)*	0.145	12.483	0	1.08

Sources: Annex-IV

Note:

Figures in parenthesis are t-value.

**Significant at 5 percent level*

***Significant at 1 percent level*

TA-Tax awareness, QS- Quality service

The regression coefficient table contains multicollinearity statistics, which are related to the degree of correlation between independent variables. If there is a high correlation between two independent variables, the regression model assumes redundancy of one of these variables, lowering its significance and negatively affecting its coefficient. Tolerance and Variance Inflation Factor are used to evaluate the problem (VIF). A tolerance of $>.10$ and a $VIF < 5$ are considered adequate for mitigating the effects of multicollinearity (Whicker & Miller, 1999). As a result, the result implies that higher correlation between two independent variables has no effect on the regression model. It indicates that there is no multicollinearity between independent variables, level of taxpayer's awareness and quality service provided by Ratnanagar municipality.

The value of R in the model summary of multiple linear regression analysis was 0.381, indicating a moderate degree of relationship between independent and dependent variables. The adjusted R² value of the regression model was 0.145, indicating that the level of taxpayer awareness and the quality of service provided by Ratnanagar

Municipality explained 14.5% of the variance in tax compliances. Other variables outside the model influence the remaining variance.

Concerning the multiple regression model, which indicates that the multiple regression model itself is statistically significant or not significant. According to the results of the ANOVA table, the model is statistically significant when the level of taxpayer awareness and the quality of service provided by Ratnanagar Municipality are included ($F(2, 147) = 12.483, p < 0.001$). This meant that the overall model of equation was statistically significant. Based on the regression result the following regression equation is formed:

$$\text{Tax compliance} = 12.879 + 0.127 * \text{Tax Payers' Awareness} + 1.08 * \text{Quality Service} + e$$

From the equation the impact on tax compliance due to tax payers' awareness and quality of service are found to be significant. The hypothesis developed were tested as below.

H₁ there is significant impact of level of tax awareness among taxpayers on compliance rate.

The effect on tax compliance by the level of tax awareness among taxpayers was found to be positive and significant ($\beta = 0.127, p < .001$) and implies that a one-unit change in level of tax payers' awareness leads to change in tax compliance by 0.127 units.

According to Asrinanda (2018)'s research, the results of the research for tax awareness variables obtained partially have a significant and positive impact on taxpayer compliance. The positive direction indicates that the higher the level of tax awareness, the higher the level of taxpayer compliance, and the lower the level of tax awareness, the lower the level of taxpayer compliance. Taxpayer awareness is linked to tax knowledge; once a person understands taxation, he or she will pay taxes consciously and voluntarily without being coerced. Individuals with a high level of tax knowledge understand how taxes work in terms of both societal and individual benefits. As a result, the greater taxpayer awareness, the greater the intention to faithfully pay BPHTB taxes.

These findings are in accordance with research conducted by Asrinanda (2018), the results of the research for tax awareness variables obtained partially have a significant and positive impact on taxpayer compliance. The positive direction indicates that the higher the awareness of taxation, the higher the taxpayer compliance and the lower the tax awareness, the lower the taxpayer compliance. Taxpayer awareness is linked to tax knowledge; once a person has a good understanding of taxation, he or she will act consciously and voluntarily to pay taxes without being coerced. People with a high level of tax knowledge will grasp how taxes work, both in terms of societal and individual benefits. As a result, the greater taxpayer awareness, the greater the

intention to pay BPHTB taxes faithfully (Soewardi & Ananda, 2015). H₂: There is a significance relationship between quality service provided by local government with tax compliance.

Regarding quality service provided by local government, Table 4.5 shows that quality service provided by local government has positive and significant relationship with tax compliances. Therefore, the null hypothesis which states quality service has no significant effect on tax compliance is rejected and the alternative hypothesis is accepted. The results of the beta coefficient ($\beta = 1.088, p > 0.001$) indicates that a one-unit change in quality of service provided by local government leads to change in tax compliance by 1.088 units.

The results of the influence analysis using structural models show that tax service quality has a significant positive effect on tax compliance. This demonstrates that improving the quality of tax services can lead to increased tax compliance. Taxpayer compliance in fulfilling the obligation to pay taxes is determined by how tax officers provide the best quality service to taxpayers (Alm et al., 1995).

Furthermore, the findings of this study support the attribution theory, which explains the quality of tax services by stating that if the service quality provided by tax authorities is good and very satisfying to taxpayers, the taxpayer's perception in carrying out his tax obligations becomes positive or towards the good, and the taxpayer will always be obedient in carrying out his tax obligations. This could be the justification for taxpayers complying with their tax obligations related to the quality of tax authorities' services.

Conclusion

The level of tax payer awareness and the quality of service provided by local government both influenced tax payer compliance. Being aware of any changes in existing tax laws, regulations, and provisions, laws, and regulations relating to income tax, processing and requiring documents for tax payment, completing and filing tax return forms without any problems, knowing when tax return is paid, knowing what will happen if tax return is late or fails to file, and knowing the exact day of tax return all have a significant impact on taxpayers' tax compliance. Similarly, being able to easily obtain necessary tax information and updates, receiving timely services and responding to any queries when visiting the tax authority before the deadline, knowing the exact time when tax should be paid, and having received training on timely payment of expected tax are all significant determinants of taxpayers' tax compliance.

The level of taxpayer awareness of tax rules and regulations can affect compliance with paying taxes directly or indirectly through awareness of paying taxes. This demonstrates that as taxation knowledge increases through awareness, so will tax compliance. As a result, it can be stated that tax awareness can mediate the influence of

tax knowledge on tax compliance. This study's findings back up the Theory of Planned Behavior (TPB) and Attribution Theory.

Quality of service can have a direct impact on tax compliance and can also have an indirect impact on tax compliance through tax awareness. It implies that by improving the quality of services, tax compliance will improve. As a result, it can be stated that tax awareness can mediate the influence of the quality of tax services on tax compliance. This study's findings back up the Theory of Planned Behavior (TPB) and Attribution Theory.

In general, increased tax awareness and the provision of quality services by the local government to the tax payers can lead to higher tax compliance. When individuals are more knowledgeable about their tax obligations and the reasons why paying taxes is important, they are more likely to comply with the tax laws. On the other hand, if the local government provides poor quality services, it can reduce the public's confidence in the government and decrease their motivation to comply with tax laws. Thus, both factors play crucial role in determining tax compliance level. Also, the local government should be responsible towards the society, so it might be performing different welfare activities for the betterment of the peoples and to develop the society. These activities also make trust in the government, perceived fairness of the tax system and personal values related to civic duty ad obligations, which influence self-motivate to comply with the tax laws.

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NEXUS BETWEEN REMITTANCE AND POVERTY IN NEPAL

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Abstract

This study is the analysis to examine the nexus between poverty and remittance in Nepal. The study found that near about one quarter people are living below the poverty line out of which One third percent people are poor who don't receive remittance where one fifth percent people are poor who received remittance. Remittance has less effect in the poverty of Terai region. There is drastic difference between the per capita remittance received by an individual in the poorest and the richest consumption quintile. The households have one more additional year of education, experienced two percent less probability of being poor. Migration of an additional member caused to reduce 2.6 percent poverty on the household level. The research design for this study is both qualitative and quantitative with using cross sectional secondary data of NLSS III. By using the STATA software, the study has used the Probit Model as remittance and poverty effect function to observe probability of being non poor.

Keyword: Remittance, Migration, poverty, probit model, Nepal

Introduction

Migrations is a continuous phenomenon which refers to a process whereby people or group of people move from one place to another. In human history migration is considered as a gradual process for the betterment of life. Now a days People migrate from domestic region to the destination region to achieve the better economic benefits and social securities. Overall, the estimated number of international migrants has increased over the past five decades. The total estimated 281 million people living in a country other than their countries of birth in 2020 was 128 million more than in 1990 and over three times the estimated number in 1970 (world Migration report 2022). There will be significant impact of remittance for the poverty reduction in remittance receiving countries.

In Nepalese context study of poverty remains incomplete if the study avoids the impact of remittance. Remittance inflow has captured rapt attention in the Nepali macroeconomic environment. Nepal received remittance amounting to Rs. 875 billion in FY2019/20, which translates into a remittance to GDP ratio of 23.23 percent (NRB 2020). Migrant departures had stopped briefly due to Covid-19, but the exodus is now back to pre-pandemic levels. More than 1,700 young Nepalis are leaving the country daily to work abroad, as per official figures. Remittance excises all other sources of

foreign earning in this economy. It is applicable for other developing countries where there is low chance of internal employment opportunities. Findings suggest that 10 per cent increase in per capita international remittances has caused to reduce 3.5 per cent poverty in developing countries. Acosta et al. (2008) has used two-stage Heckman model to control for selection in examining the impact of remittances on poverty in 10 Latin American countries. The study found that 0.4 percent reduction in poverty headcount due to one percent increase in remittance to GDP.

Department of Foreign Employment (DoFE) has issued over four million labor permits to Nepali workers from 2009 to 2019 (MOLESS 2020). Out of 110 destination countries for labor migration. Qatar, the UAE, Saudi Arabia, Kuwait, and Malaysia are the top five destination countries (MOLESS 2020). The volume of remittance can contribute for capital formation, hydro electricity production, banking sector and government revenue. Our currency has been gradually depreciating against US dollar since October 2011, which has caused to raise the volume of remittance as well as.

Over the past few years, migration and remittance have played significant role in socioeconomic development of Nepal. In 2020/21, Nepal received NPR 961.05 billion remittance from different countries, constituting 22.5 percent of the Gross Domestic Product (NPC, 2020/21).

Literature Review

In 21st century, globalization and economic interdependence make easy to move people and their service throughout the world which has increased foreign remittance significantly. Similarly, different push and pull factors of the economy and internal migration have been taken as natural phenomena, which help to increase internal and external remittance. The volume of migration and flow of remittance is increasing day by day since last twenty years, so it is necessary to study about the role of remittance for the development of physical and human capital. The chapter has studied different theories as well as empirical findings related with the impacts of remittances on poverty.

Theoretical Perspective of Migration, Remittance and Poverty

Neo-classical macroeconomic theory argues that countries with surplus labour have a low wage rate in developing countries. On the other hand, countries with high capital and less labour have higher wage rates than developed countries. So, the wage difference is the main cause for international migration. The high employment rate in the destination country is another key factor for international migration. It is also stimulated due to education, training, and experience.

According to Dual market theory the main reason for international migration is demand base industrial growth in developed countries whereas low economic growth in developing countries. On the one hand, the main motto of the employers is to recruit

new workers at a low wage rate and maximize the profit so they demanded labour from developing countries on another hand, high comparative high wage rate attract labour from developing countries.

Network theory has argued that major cause of migration is development of network among the labours. If a labour resettles abroad, she/he will know well about the destination country then invites other family members and relatives about foreign employment. This caused the decrease migration costs and job risks in the destination country. A theory of remittances called „weak altruism,' whereby households use international remittances to repay debts to their parents. With respect to the amount remitted results suggested that the amount sent home is positively related to migrants' income and the intention to return, and is negatively related to the level of migrants' education.

Empirical Prospective of Remittances and Poverty in Global Context

Almost all of the empirical studies have found an inverse relationship between remittances and poverty. Migration reduces poverty because people migrate from low-income rural areas to high-income city areas or from low-income to high-income countries. Adams and Page (2005) in a wider study used the results of household surveys in 71 developing countries to analyze the impact of international remittances on poverty. Their result suggested that a 10 per cent increase in per capita international remittances in a developing country will reduce 3.5 per cent decline in poverty (US\$1.00/ person/day).

In Nepalese context, migration and remittance have played significant role in poverty reduction. In 2020/21, Nepal received NPR 961.05 billion remittance from different countries, constituting 22.5 percent of the Gross Domestic Product (NPC, 2020/21).

Zhut and Luo (2010) showed the effect of remittance on rural inequality and poverty in China. Poverty headcount, poverty depth and poverty severity are signification lower in the presence of migration in the cause of Hubei. By using the basic poverty line development by Ravallion (2004) for rural areas which is equal to 850 Yuan in 2002, the study found that.

In Algeria, the finding shows that migration has a significant effect on reducing poverty by nearly 40 percent, where the effects differed sharply in extreme poverty of two regions (Margolis et al., 2015).

Anyanwu and Erhijakpor (2010) tried to seek the answer to question: “DO international remittances affect poverty in Africa?”. The main finding of this study was international remittance has strong statistically significant impact on reducing poverty in Africa. 10 percent increase in remittance as a percentage of GDP lead on average to a 2.9 percent decline in the share of population living in poverty.

The ratio of worker’s remittances to gross domestic product (GDP) is gradually

increasing except a marginal drop to 13.8 percent in the 2006/07 from 14.9 percent in the 2005/06. It increased 21.8 percent in 2008/09 against 17.4 percent in 2007/08 (NMYB 2008). In 2009, foreign remittance flow into Nepal was US\$3Billions. These figures showed that Nepal stands as the fifth largest recipient when remittances are expressed as a share of GDP, making 23 % of GDP from remittance in 2009 (Ratha et al. (2009).

Upadhyay (2007) analyzed the role of remittance for poverty alleviation in Nepal in secondary data. Secondary data were taken from Nepal living standard survey 1955/96 and 2003/04 on headcount poverty rate of several types of households according to their migration status in 2003/04.

If the pattern of receiving remittances remained at the same as in 1995/96, then poverty rate among households with internal migration would have been higher than the observed on by 4.2 percent points, whereas poverty rates among households with migrants aboard would have been higher than the observed one by 19.5 percentage points. In overall, the increase in the incidence of remittance accounts for a 3.9 percentage points decline in poverty rate.

Bhadra (2007), aimed to analyze the international labour migration of Nepalese women and the impact of their remittance on poverty reduction. The research was concluded that Nepalese women international labour migration reduced poverty at home and has significant impact of their remittance on overall poverty deduction at the household level.

Research Gap

It has been clear that remittance is the backbone of Nepalese economy similarly it significantly reduced poverty. Very few studies have compared the remittance receiving and non-receiving household and related it with poverty. Research work on the effect of remittance and poverty with different economic variables has been increased by year. However, contribution of remittance on food and nonfood poverty is not found properly so this study has tried to find out the nexus between remittance and poverty in Nepal.

Research Methodology

The research design for this study is both qualitative and qualitative with using cross sectional secondary data of Nepal Living Standard Survey (NLSS) III. The main objective of this study is to review the role of remittance on food and nonfood poverty in Nepalese context. For this purpose, Rs. 11929 and Rs. 7332 income per year has been considered as a food and nonfood poverty line, respectively. It is the national standard to measure the poverty line used by NLSS III.

The study employed three variants of the Foster-Greer-Thorbecke poverty index (FGT, 1984). It has some appealing properties over other poverty decomposable techniques.

This concept not only decomposed and sub-group consistent but also shows the depth. FGT is the index which shows whenever a pure transfer is made from a poor person to someone to rich when there is a reduction in a poor person's income, where other incomes are constant. Following FGT (1984), the poverty index is given as:

$$= \frac{1}{n} \sum_{i=1}^q \left[\frac{z - y_i}{z} \right]^\alpha$$

Where $\alpha \geq 0$ Where,

$y = y_1 + y_2 + \dots + y_n$ represents the income vector of a population, Z is the poverty line, Q is the number of poor individual and α is the weighted parameter that can be view as α measure of poverty aversion which range from 0 to 2 ($0 < \alpha < 2$) where the FGT index measures the poverty head count ratio (i.e., the percentage of poor in the population).

Tools of Data Analysis

By using the STATA software, the study has used the Probit Model as remittance and poverty effect function to observe probability of being non poor. This model tries to explain the relationship between poverty and its different explanatory variables.

Prob. ($y = 1$ If non poor) = $\beta_0 + \beta_1 \text{hhedu} + \beta_2 \text{sex} + \beta_3 \text{land} + \beta_4 \text{hssize} + \beta_5 \text{geog region} + \beta_6 \text{urban, rural} + \beta_7 \text{migration} + \beta_8 \text{remittance} + \dots + \mu$.

Here, the remittance receiving house is coded as $y=1$ if household is not poor, and $y=0$ otherwise. Independent variables are education of household head (hhedu), sex of household head (hhsex), household land size (lands), household size (hs size), household heads" developmental region (geog region) and geographical region (gepbelt).

Result and Discussion

The result explore, remittance reduces poverty but it is necessary to decompose the poverty in different levels because poverty gap is also one of the major challenges of Nepalese economy. NLSS III segregates the poverty bring together poorest, second, third, fourth and richest respectively on the basic of consumption quintile. The situation of poorest is vulnerable where richest one entertains with almost all the resources.

Out of total household 55.8 percent of houses has received remittance in Nepal where average amount of remittance among recipient households is 80436 and per capita remittance received has been experienced Rs. 9245. There is drastic difference between the per capita remittance received by an individual in the poorest and the richest consumption quintile which is presented as Rs.2630 and Rs.21433 respectively.

Among the remittance recipient households poorest household have received only Rs 3425 where as richest households entertains Rs.143138. Per capita remittance as well as volume of remittance has increased from poorest to richest household respectively (Table 1)

Table 1 Size and average per capita Remittance Received by Consumption Quintile

Consumption Quintile	% of HH Receiving Remittance	Amount of Remittance HH (RS)	Per capita Remittance Received (RS)
Poorest	47.6	34425	2630
Second	53.5	45075	4286
Third	58.8	60889	7112
Fourth	59.7	78873	10783
Richest	56.6	143183	21433
Nepal	55.8	80436	9245

Source: NLSS III(CBS 2011)

Remittance by sources on Consumption Quintile

Volume of remittance is strongly related with sources. The total amount of remittance of the country on the survey period has been found RS.259 million in nominal terms. For external remittance India has contributed 18.6 percent followed by 15.6 percent from Gulf Qatar and Malaysia where other developed countries have contributed 7.8 percent. Out of the total poorest consumption quintile, 35.2 percent migrate to India, 14.5 percent to Gulf and only 1.8 percent migrate to developed countries. But the situation is just inversed in richest quintile where 10.5 percent of people in this category receive remittance from India, 11.3 percent from Gulf and 17.4 percent from developed countries so the volume of remittance is high in this category. With decrease in the level of poverty, remittance from India has decreased and increased from other countries respectively.

Table:2 Remittance by sources on Consumption Quintile

	Nepal (%)	Other Countries (%)		
		India	Gulf and Malaysia	Other Countries
Consumption Quintile				
Poorest	51.2	35.2	14.5	1.8
Second	54.5	27.4	15.2	3
Third	55.3	20.2	19.8	4.7
Fourth	62.9	13.3	17.6	6.2
Richest	60.8	10.5	11.3	17.4

Nepal	58	18.6	15.6	7.8
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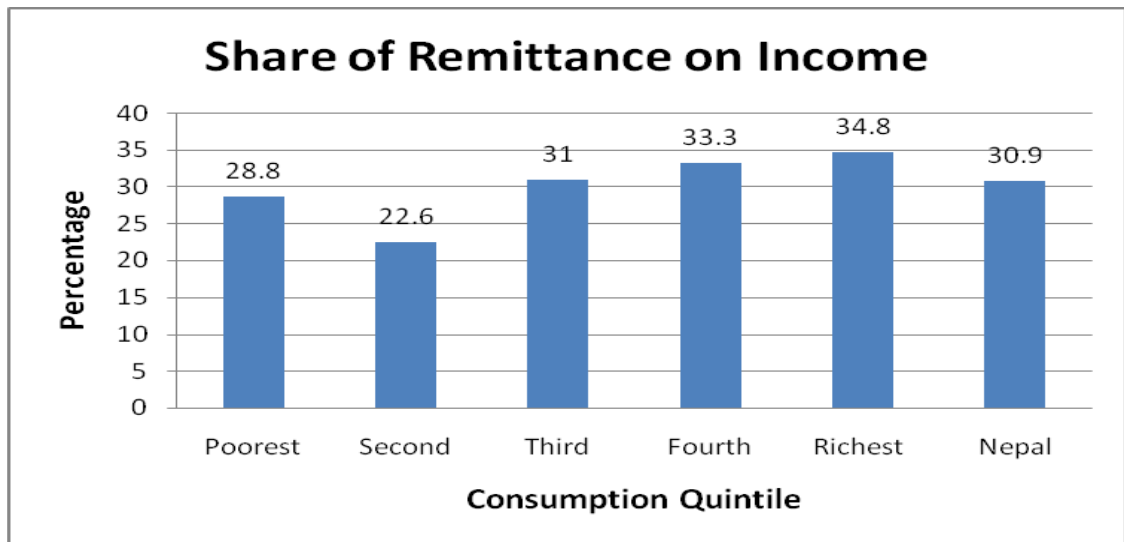
Source: NLSS III, CBS 2010/2011

There is no significant difference to receive internal remittance among all quintile but external remittance has increased with decrease in poverty. In Nepalese context, middle and lower middle-class people have received remittance from Gulf countries where middle and higher classes people enjoy remittance from developed countries.

Share of remittance on Income by Consumption Quintile

Remittance has contributed 31 percent income of the nation. Among different consumption quartile, 28.8 percent income has been contributed by remittance in poorest quintile, 22.6 percent for second, 31 percent for third, 33.3 percent for fourth and 34.8 percent income for richest quartile has been contributed by remittance. The second consumption quintile has experienced lowest 22.6 and richest consumption quintile entertains highest 34.8 percent income from remittance. (See Table 6.3)

Figure:1



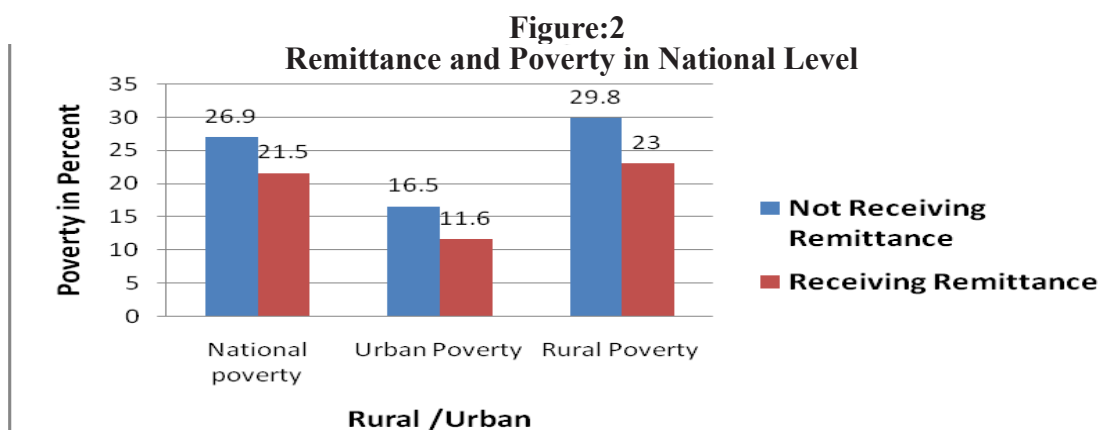
Remittance and Poverty in National Level

The study has already mentioned near about three million international migrants are from Nepal. International remittance has contributed about one-third of the total GDP of Nepal and about 58 percent of households have received remittance in 2010. Migration has created some social problems in Nepal. To find out the impact of remittance on poverty, first of all we decompose the total households into two categories (remittance receiving and non receiving households). By using the dummy variable regression, the study finds out the impact of remittance with the help of

STATA software.

According to the study remittance significantly contributes to reduce the poverty. According to NLSS III, 25.16 percent of people are living below the poverty line out of them 26.9 percent people are poor who don't get remittance followed by 21.59 percent poverty on remittance receiving households. From the analysis, it is clear that remittance receiving household have experienced five percent less poverty in national level. There is a vast gap between rural and urban poverty. Rural people have faced 27.43 percent poverty followed by 15.16 percent in urban area. In comparison with rural area, physical and social infrastructures are easily available which reduce the non food poverty. Similarly in rural area job opportunity as well as other income generating chances is high which cause to increase income as well as consumption that ultimately reduce poverty.

In rural area' out of 27.43percent poverty, remittance receiving households experienced only 23.05 percent poverty but non remittance receiving households have faced 29.84 percent poverty. The study examines that remittance not receiving household have 6.7 percent more poverty in rural area. Generally, there is lack of basic necessities as well as well as job opportunities in rural area. When households receive remittance, they fulfill their basic necessities such as food, shelter, clothes, education and health which ultimately reduce food as well as non food poverty in this area. However the urban poverty is less than rural poverty. Urban poverty is also one of the major issues in Nepalese context. 15.46 percent of people are living below the poverty line in this area. Out of total poverty, remittance not receiving household experienced 16.54 percent poverty which is followed by 11.66 percent of remittance receiving households. In urban area the flow of internal migration as well as rate of inflation is very high so it is difficult to run the daily life .In this context injected remittance on the economy caused to reduce poverty.



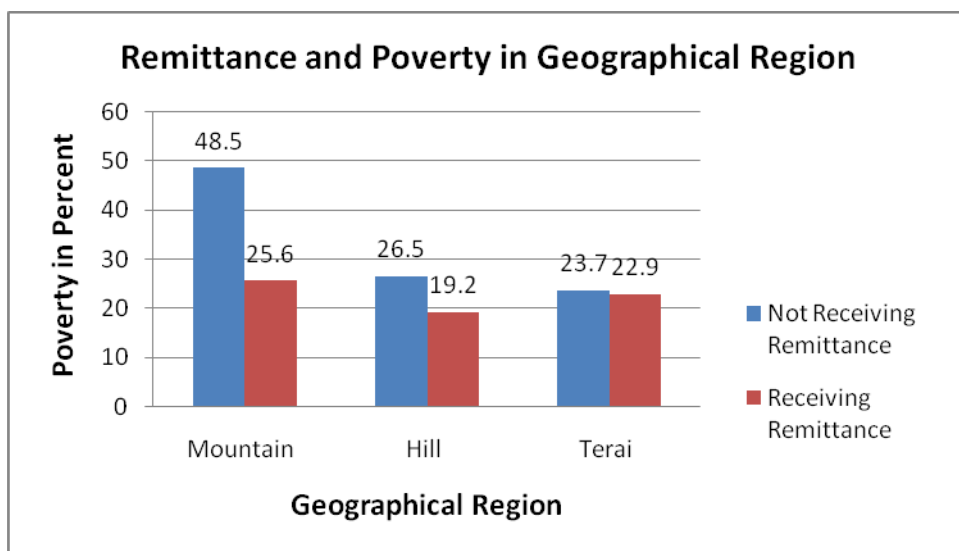
Source: NLSS III

Remittance and Poverty In Geographical Regions

Ecologically, Nepal is divided into Mountain, Hill and Terai. Out of total area (147181 square kilometer), Hilly region occupies 66 percent of land 18 percent by Terai and 16 percent Mountain. Out of the total population, 48 percent people live in the Terai region, 44 percent in hill where only 8 percent in Mountain. The nature and dimension of poverty is heterogeneous among the Geographical Regions. However the poverty has been reduced in Nepal over the last two decades, we have experienced more geographical variation in poverty where higher levels of poverty in hilly and mountainous regions. People of this area are mainly self-employed in subsistence agriculture where the productivity is low. Scarcity of food is a major problem where there is high presence of unemployment and disguised unemployment so remittance remarkably reduced poverty in this region. Comparatively, Terai region has faced less poverty because of better geographical and socioeconomic condition. This study has found that remittance has reduced poverty in the entire ecological region.

In Mountain total poverty is experienced 42.25 out of which, remittance receiving households only face 25.65 percent where non receiving households are suffering from 48.5 percent poverty. In this Geographical Regions, remittance receiving household have experienced 22.85 percent less poverty. This finding result is not stranger because the per capita consumption of mountain region is very low where poverty is very high. In such kind of situation both internal and external remittances are the major sources of their income which causes increase in consumption as well as investment in social capital that reduced poverty significantly. Poverty in hill has been experienced less than in mountain where 24.32 percent people are living below the poverty line. Out of total poverty, remittance receiving households have faced 19.26 percent poverty which is 7.29 percent less than the remittance non receiving households. Similarly, remittance has not strong effect in the poverty. In the Terai region, geographical and socioeconomic condition is favorable so remittance is not only the source of income of the households. Whether the households receive remittance or not they can fulfill their basic needs. As in the study already mentioned, population density of this region is very high due to massive migration from hill. Generally migration to urban or Terai is considered as a progressive phenomenon because capable persons migrate in better place. If capable people migrate in Terai, it will reduce poverty headcount in Terai belt but it caused to increases poverty in mountain and Hill

Figure:3



Source: NLSS III

Relationship of poverty with different explanatory Variables

From the above analysis, it is clear that remittance receiving households have experienced less poverty. Poverty does not only depend upon migration and remittance. There are many other factors which influence it. The study cannot say that poverty has been reduced either by remittance or by other different variables. So this study has used several other control variables while estimating regression, which is already mentioned on the methodological part. This study examines the effect of remittance not only in national level but also in urban and rural areas, Mountain, hill and Terai belt and in each development region as well. For this purpose the study has developed separate model. As it is already discussed, remittance is one of the major determinants for poverty reduction but it is not all in one. So the study has developed the model has address twelve different explanatory variables to explain the poverty.

By using the STATA software, this research work has employed the Probit model for poverty effect function to observe probability of being non poor. This model tries to explain the relationship between poverty with those explanatory variables which have been frequently used in this research . The equation of the model has presented as follow.

$$\text{Prob. (y = 1 If non poor)} = \beta_0 + \beta_1 \text{hhedu} + \beta_2 \text{sex} + \beta_3 \text{land} + \beta_4 \text{hssize} + \beta_5 \text{geog region} + \beta_6 \text{urban, rural} + \beta_7 \text{remittance} + \beta_8 \text{amount of remittance} + \mu \dots \dots \dots (1).$$

Remittance receiving house is coded as $y=1$ if household is not poor, and $y=0$ otherwise. Independent variables are education of household head (*hhedu*), household head age (*hhsex*), household land size (*lands*), household size (*hs size*), household heads' development region (*geog region*) and geographical belt (*gepbelt*) and remittance (1 if receive remittance, 0 otherwise) and amount

All above explanatory variables are relevant with this study because in the core chapter (Chapter 5) the study has already used these variables such as urban and rural areas, Geographical Regions s, development regions as well as migration and remittance. This model is significant so the entire study is significant or it is clear that the model became milestone of this research. The output of the model is present as:

Dependent Variable (1 if not Poor)	
Variables	Chance of Being not poor
Hill	0.0421** (0.0168)
Terai	0.0668*** (0.0155)
Eastern Development Region	0.0992*** (0.0106)
Central Development Region	0.120*** (0.0128)
Western Development Region	0.0989*** (0.0105)
Mid Western Development Region	0.0698*** (0.0113)
Urban Area	0.0327*** (0.0103)
Household Size	-0.0465*** (0.00201)
Migration (1 if yes)	0.0152*** (0.00353)
Amount of Remittance Per Household(Rs. 100000)	0.0679*** (0.0101)
Sex of Household Head	0.0184 (0.0112)
Education of Household Head	0.0175*** (0.00102)
Size of Land (in hectors)	0.0771***

	(0.00925)
Observations	5,988
Standard errors in parentheses	*** p<0.01, ** p<0.05, * p<0.1
Likelihood Ratio	1183.36(0.000)

Table. 6.3 Poverty and different explanatory variable: Probit Model

6.4.1 Result of the regression analysis

As given by the model, except sex of households all other variables are statistically significant, however, some value appear with negative coefficients. Negative coefficients are not unexpected result. For example the size of household has the negative coefficient (-0.04) which is significant at one percent level. The result indicates that house hold with one additional member is 4 percent more like to be a poor. This fact is rational with the economic condition of Nepal. Nepalese economy is subsistence economy where there is lack of food shelter and clothes. Such condition increases the additional members in the household obviously increases poverty. However the coefficient is negative, sex of household is not significant.

Geographical Regions has been frequently used in this study to shows the relationship between food and non food poverty with remittance. Here in the model ecological regions are statistically significant at 5 percent and 1 percent level respectively in Hill and Terai with positive coefficient 0.039 and 0.06. The result implies that as compared to mountain, the probability of being poor is 3.9 and 6.9 percent less in hill and Terai respectively. This result is logical because physical and social infrastructure in mountain is very weak in comparison with Hill where as in Terai all the infrastructures are better where the land is also fertile and chance of employment is high which has reduced poverty.

Similarly in urban and rural areas the model is also significant at 1 percent level with positive coefficient 0.032. The result elaborates as compared to rural area; the probability of being poor is 3.2 percent less in urban area. This result is reasonable because in comparison with rural area, there have been high chances of income generating activities in urban area. This result is empirically valid from the presentation of urban and rural poverty in chapter 5 and 6 of this study.

As per the concern with development region, the model is significant at one percent level where all the coefficients are positive as 0.099, 0.12, 0.098 and 0.069 in Eastern, Central, Western and Mid Western development regions respectively. The result says that in comparison with Far Western Development Region, households from Eastern Development Region have 9.9 percent less chance to be poor. Similarly in Central, Western and Mid Western Development Regions the households have respectively

12 percent, 9.8 percent and 6.9 percent less chance to be poor in comparison with Far Western Development Region.

Education of household head is another important explanatory variable. In this analysis, this variable is also statically significant at one percent with 0.017 positive coefficients. This implies that if the household has one more additional year of education, there is 1.7 percent less probability of being poor because educated people are aware about proper utilization of resources.

Land of households also influences poverty. It has been experienced that there is a negative relationship between land holding and poverty. Size of land is highly significant at one percent level where the coefficient is 0.077 positive which is very strong. It can be concluded that increase in one hector of land caused 7.7 percent decrease in poverty on the household's level. The result is logical because households having land can entertain with agriculture production. Due to higher inflation on real estate, price of land has been experienced very high which caused to reduce poverty for land owner.

In this model two important explanatory variables to examine the poverty are migration and remittance. As given by the result of migration is inversely related with poverty. This variable is statically significant at 5 percent level with 0.015 positive coefficients. It indicates that migration of an additional member caused to reduce 1.5 percent poverty on the household level. It is natural because working class people of the household has been migrating. After migration they work hard and sent money to the home which reduce poverty. Here in the study, there is a positive correlation between migration and remittance so increase in migration has been considered as increases in remittance.

In the model most important variable is amount of remittance. This is significant at one percent level where the coefficient is 0.067 which implies that one lakh (100000) annual income increase in the household caused to decrease 6.7 percent poverty in the household level. This finding is logical because Nepalese economy is subsistence economy which is suffering from vicious circle of poverty. In these circumstances when amount of remittance injects on the economy, it caused to increase the income. Increase in income increase the national saving which is invest on the production process so there is a chance of capital formation in the economy.

High capital formation increases the high investment which leads to increase employment opportunities in the national level. Increase in employment leads to increase in income which ultimately breakdown the vicious circle of poverty in the nation. Amount of remittance directly decrease the poverty because amount of remittance invest on health and education which has reduced non food poverty. Increase in volume of remittance caused to increase daily consumption goods which

has reduced food poverty. The result valid the entire study because all the hypothesis of this study assumed the negative relationship between remittance migration and poverty.

Other different researches also experienced the similar kind of findings. Household survey from Nepal, Lokshin et al. (2010) employed an instrumental variables approach and a full information maximum likelihood model. Lokshin et al. (2010) found that migration reduces poverty in Nepal: almost 20 per cent of the decline in poverty between 1995 and 2004 in Nepal can be attributed to increased internal and international migration. In 2010-11, 56 percent of Nepalese households receive remittances which was only 32 percent in 2003/04 and 23.4 percent in 1995/96 (CBS, 2011). After the restoration of democracy in 1990, it is relatively easier for poor households to receive loan for foreign labour migration. The downward flow of money supported to reduce consumption based poverty rate because almost of remittance is spent for daily consumption (CBS, 2011).

Conclusion

The research explore the quantitative analysis to examine the nexus between poverty and remittance where other explanatory variables are also highly significant to reduce poverty. This chapter also found the inequality by using the consumption quartile. NLSS III segregate the poverty into poorest, second, third, fourth and richest respectively on the basis of consumption quintile. The situation of poorest is vulnerable where richest one entertains wit almost all the resources. This study examine the effect of remittance not only in national level but also in urban and rural area, Mountain, hill and Terai belt as well as in each development region. For this purpose the study has developed separate model. As it is already discussed, remittance is one of the major determinants for poverty reduction but it is not all in one. By using the STATA software, this study has employed the Probit model for poverty effect function to observe probability of being non poor.

The result found that 25.16 percent of people are living below the poverty line out of which 26.9 percent people are poor who don't get remittance followed by 21.59 percent poverty on remittance receiving households. Out of the total poverty, remittance receiving household have faced 19.26 percent poverty which is 7.29 percent less than the remittance non receiving households. Remittance has not significant effect in the poverty of Terai region. Out of total household 55.8 percent households has received remittance in Nepal. There is drastic difference between the per capita remittance received by an individual in the poorest and the richest consumption quintile which is present as Rs.2630 and Rs.21433 respectively The next finding is that if the households have one more additional year of education, there is 1.8 percent less probability of being poor. It can be concluded that increases an additional hector of land caused to 9.3 percent decrease in poverty on the household level. The result

indicates that migration of an additional member caused to reduce 2.6 percent poverty on the household level.

Recommendations

This study views that migration and remittance can play an significant role for the development of less developed countries in the short run. As a policy recommendation, this study argues that the migration, poverty and development agenda should be considered in the sustainable development goal framework. In our context nearly one third GDP has been contributed so it is necessary to take this issue seriously. In this circumstance, the study focuses on the following recommendations:

- Proper migration record needs to be recorded between Nepal and India.
- The study focuses that Nepalese Government and Central Bank should apply strict policy in migration process and remittance transactions. That is, migrants should pay migration cost through banks while remittance should send by formal sector.
- As almost all the remittance goes on daily consumption which cannot reduce poverty in long run. In such kind of situation, government needs to convert the remittance into capital.

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“INDISPENSABILITY OF INTEGRATING THREE LEARNING DOMAINS IN TEACHING AND LEARNING”

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Abstract

This article explores the three fundamental domains of learning: cognitive, affective, and psychomotor. It highlights the importance of addressing these domains in teaching and learning to create a comprehensive and well-rounded educational experience. The cognitive domain focuses on knowledge acquisition, comprehension, application, analysis, synthesis, and assessment. The affective domain delves into emotions, attitudes, and values, influencing motivation and engagement. The psychomotor domain encompasses physical movements, coordination, and motor skills development. The article discusses each domain in detail, providing insights into enhancing cognitive abilities, promoting emotional well-being, and refining motor skills. It emphasizes the need for educators to integrate all three domains in instructional design to cater to diverse learning modalities and styles. The study utilizes a qualitative research design, drawing on secondary sources of data from related literature. By incorporating the cognitive, affective, and psychomotor domains, educators can create a dynamic and inclusive learning environment that fosters critical thinking, emotional resilience, and practical skills. The article concludes with implications for higher education institutions to adopt a comprehensive approach to education and design curricula that address these domains to meet the diverse needs of students.

Keywords : *Domain, Cognitive, Affective and Psycho-motor*

1. Introduction

In teaching and learning, there are several recognized learning domains that encompass different types of knowledge and skills. These domains are commonly used to structure curriculum, design learning activities, and assess student learning. The three main learning domains are cognitive, affective and psychomotor.

It is important for educators to consider all three learning domains when designing instruction and assessments to ensure a holistic and well-rounded learning experience for students. By addressing the cognitive, psychomotor, and affective domains, teachers can help students develop a wide range of knowledge, skills, and attitudes.

A key component of teaching is the creation and delivery of lessons by teachers. Three learning domains of cognitive (thinking), affective (emotions or feeling),

and psychomotor (physical or kinesthetic) are often heard as must-attain matters in teaching-learning practice, and this is where instructors wonder in. It is also thought provoking that we, instructors, universally comprehend there are several types of learners. They require differing levels of support, necessitating the use of various strategies in class design and delivery to meet their requirements. The 'Every Child Matters' framework being progressively embraced by the educational community necessitates counting every learner, regardless of need.

2. Objective of the Study

This article aims to explore the fundamental aspects of learning and the different domains in which it occurs. Understanding how learning takes place is crucial for educators, trainers, and individuals seeking personal and professional development, as it allows for a more comprehensive approach to learning experiences. The article begins by introducing the three learning domains: cognitive, affective, and psychomotor. Each domain represents a distinct aspect of human learning, encompassing various skills, processes, and behaviors. By delving into these domains, readers will gain a deeper understanding of how knowledge is acquired, emotions are engaged, and physical actions are performed during the learning process. As we conjointly argue in favor of a comprehensive pedagogical framework, this investigation acts as a affluence for future studies and a deeper examination of the complex aspects of teaching and learning.

3. Materials and Methods

This study followed qualitative research design. In this design I adopted document study method. Articles were identified through internet and library searches. Key word and phrase related articles were used. In this study I utilized secondary sources of data by using related literature from internet sources.

4. Discussion

The Three Domains of Learning were initially created between 1956 and 1972, and several scholars and professionals in the realm of educational pursuits have made significant contributions. The three learning domains (cognitive, emotional, and psychomotor) have been the subject of studies by Benjamin Bloom, David Krathwohl, and Anita Harrow (Sousa, 2016).

When creating learning assignments for learners, a teacher must take into account all three domains to create a holistic lesson. Such learning assignments' diversity contributes to a relatively well-rounded learning experience that accommodates a variety of learning modalities and learning styles. Students are more engaged when lessons are delivered in a more diverse manner.

A. The Cognitive Domain

The cognitive learning domain focuses on intellect: the comprehension of information and how it expands by means of use ranging from simple recollection to complicated evaluation and creativity. Learning encourages the development of new abilities as well as helps in attitude development. The cognitive domain attempts to improve a person's cognitive abilities and knowledge acquisition. The six categories that make up the cognitive domain are knowledge, comprehension, application, analysis, synthesis, and assessment.

Knowledge comprises the learner's capacity for knowledge retention. This is then followed by **comprehension** which evaluates a student's understanding of the significance of what they have learned. This occurs when a learner can articulate an established theory in their own terms (Anderson et al, 2011). The next step is **application**, which demonstrates the student's capacity to apply abstract information to a novel scenario. An example of this is when a student of economics is able to use the theory of demand and supply to analyze how the market is changing for apparel during a specific season. **Analysis** seeks to distinguish between facts and views. The **synthesis** category demonstrates the capacity to combine many parts or ideas into a solid pattern or structure that contributes to the creation of new meaning. The **assessment** category demonstrates the capacity to assess the significance of concepts. An example of this is when a manager is able to find and use the most economical manufacturing techniques in an effort to boost earnings while maintaining a significant competitive edge.

In light of this, the cognitive domain of teaching and learning is concerned with the growth of the mind and the acquisition of information, abilities, and understanding. Teachers work to improve their pupils' critical reasoning, problem-solving, and thinking skills in this area. It requires activities like knowledge memorization, comprehension, analysis, synthesis, and evaluation. To stimulate students' brain processes and encourage higher-order thinking, teachers use a variety of instructional tactics, including lectures, discussions, simulations, and hands-on activities. Quizzes, tests, essays, and projects that measure students' capacity to effectively apply their information are frequently included in assessments in the cognitive domain.

Thus, the intellectual aspects of learning, encompassing processes such as acquiring knowledge, comprehending information, and applying critical thinking skills are included in this domain. Exploring this domain provides insights into strategies for enhancing cognitive abilities, improving problem-solving skills, and fostering effective learning techniques.

B. The Affective Domain

As we move from a low order activity, like listening to a higher order one like

addressing a problem, our emotions toward learning change. This is known as the affective learning domain. Feelings, emotions, and attitudes are all part of the affective domain. Receiving phenomena, reacting to phenomena, valuing, organizing, and characterizing are the categories of the affective domain (Anderson et al, 2011).

The subdomain of **receiving phenomenon** results in feelings and emotion awareness including the capacity to focus particular attention. This may entail paying close attention throughout class lectures. The learner must actively participate in class or during group discussions in order to successfully complete the next subdomain of **reacting to phenomena** (Cannon and Feinstein, 2005). In order to **value** anything, one must be able to recognize and communicate its value. This involves the student's capacity to express opinions and ideas on various issues brought up in class. **Organization** is the capacity of the learner to rank one value over another and develop a special set of values. This might be evaluated in light of the requirement to prioritize one's scholarly endeavors over their interpersonal connections. Having the capacity to internalize values and allow them to guide one's conduct is explained by the subdomain of **characterization**. Given this, a student places a high value on their academic work because it determines their professional route, not just what may be offered.

The affective domain delves into the emotional and attitudinal dimensions of learning. It examines how learners' feelings, values, and beliefs influence their motivation, engagement, and overall learning outcomes. Exploring this domain helps gain insights into creating a positive and supportive learning environment, fostering learner motivation, and promoting emotional well-being during the learning journey.

The emotional and social facets of education are thus included by the affective domain of teaching and learning. The attitudes, values, beliefs, and sentiments of the students are all addressed in this domain. Education professionals want to inspire ethical conduct, create empathy, and foster favorable attitudes toward learning. Students' social and emotional development can be fostered through exercises like role-playing, group discussions, and community service. Students can express their emotions and think back on their personal growth through reflective journals, self-assessments, peer evaluations, and other subjective assessment methods used in the emotional domain.

C. The Psychomotor Domain

The psychomotor domain includes both using one's motor abilities and being able to control them well. The psychomotor learning domain focuses on our physicality and how it progresses from simple motor abilities to complex performance. There are various subdomains within the psychomotor domain, including perception, set, guided response, mechanism, complex overt response, adaptability, and origination.

Perception heavily relies on the ability to combine sensory information with motor activity. A student could, for instance, practice a few of the exercises from a text book in an effort to do better on examinations. **Set** is a subdomain that deals with being equipped to react to diverse challenges. It includes the ability to imitate a shown action or to tackle an issue by trying several solutions until one works (Sousa, 2011). The capacity to expertly and confidently transform learnt responses into deeply rooted habits falls under the subdomain of **mechanism**. After answering several previous questions with confidence, students are able to solve test problems. The capacity to expertly carry out complicated sequences of activities is explained by **complex overt responses**. The capacity of an apprentice to enhance their typing speed when using a computer is a classic example. The domain of **adaptability** demonstrates the capacity to adjust taught abilities to accommodate unique situations. One example is when a student who has learned numerous fundamental principles is able to innovate something new or build a functional model out of commonplace items. **Origination** also entails developing fresh movement styles for a particular circumstance (Sincero, 2011).

The psychomotor domain encompasses physical movements, coordination, and the development of motor skills. Understanding this domain is particularly more relevant for areas such as sports, arts, and applied disciplines. Examining the psychomotor domain will contribute discovering strategies for enhancing motor skills, refining coordination, and promoting physical dexterity in various learning contexts.

To put it briefly, physical abilities and coordination are fundamental to the psychomotor domain of teaching and learning. It includes the growth of motor abilities, reflexes, and muscle memory. This field is especially important in areas like sports, the arts, and vocational training where practical experience is crucial for mastery. Students' physical aptitude and dexterity are enhanced by teachers through demonstrations, practice sessions, and hands-on activities. In order to gauge how well students can use their physical abilities, assessments in the psychomotor domain include practical tests, skill demonstrations, and performance reviews.

Incorporating the three learning domains - cognitive, affective, and psychomotor - in the teaching-learning process has indisputable significance. By recognizing the interdependence and unique contributions of each domain, educators can create holistic and effective learning experiences for their students. The cognitive domain fosters intellectual growth and critical thinking, the affective domain nurtures emotional intelligence and motivation, while the psychomotor domain enhances practical skills and physical abilities. Embracing a balanced approach to education that integrates all three domains not only enhances students' overall learning outcomes but also cultivates well-rounded individuals capable of succeeding in an ever-changing world.

5. Conclusion

Every person's existence revolves on learning. It is essential for growth and development, thus both students and more importantly teachers must be dedicated to the process. Additionally, it is crucial to make sure that the manner in which learning is delivered typically integrates the many elements that have been designated as learning domains. Considering the growing necessity to use a variety of teaching methods and tactics while instructing followers, it is critical that teachers have a teaching strategy that incorporates a variety of learning areas so that teaching and learning may be thought of as successful. It is because learning is not merely an event; it is a process. It is the continual growth and change in the brain's architecture that results from the many ways we take in information, process it, connect it, catalogue it, and use it; and sometimes get rid of it.

Learning has been, in such a way, categorized generally into three domains: cognitive, affective, and psychomotor. Within each domain there are multiple levels of learning that progress from more basic, surface-level learning to more complex, deeper-level learning. The level of learning we strive to impact will vary across learning experiences depending on 1) the nature of the experience, 2) the developmental levels of the participating students, and 3) the duration and intensity of the experience. When pondering on teaching learning objectives, it is important to think about which domain(s) is relevant to the learning experience instructors are designing.

In a précis, learning is an essential aspect of personal growth and development, requiring both students and teachers' commitment. To ensure effective teaching and learning, it is decisive to incorporate the three domains of learning, considering the diverse strategies and techniques necessary for student instruction.

6. Implications

Being a higher education institution with QAA (Quality Assurance and Accreditation) recognition, SSMC (Shaheed Smriti Multiple Campus) must do its utmost to make sure all facilitators use the finest delivery methods that will have a beneficial influence on the students' Cognitive, Affective, and Psychomotor Domains. It takes more than hiring qualified lecturers with relevant experience, setting up training sessions and workshops on pedagogy or andragogy, or research writing, to succeed. The input from the outcomes of all external assessments and standards will be used to guide future initiatives. Many of our graduates are in gainful employment or have jobs that provide a better living wage in Nepal and several other Asian, European, and other realms.

We take great pride in the fact that we have a successful history of giving youngsters, not just from Chitwan but also from other parts of the nation, the greatest education possible. A QAA certified campus ought to strive to achieve this for the reason that

in today's globalized, competitive world, learning must go beyond reading and memorization of facts and information to include the ability to critically evaluate the information, explain to others, and design things for everyday use.

It would be strongly applauded incorporating the three learning domains-cognitive, emotional, and psychomotor to enhance the educational experience on our campus and foster a comprehensive approach to education. By integrating these domains into our curriculum and campus environment, we can create a dynamic and inclusive learning environment that meets the diverse needs of our students.

Integrating the cognitive domain will promote knowledge acquisition, problem-solving, and critical thinking. We can enhance students' analytical abilities and deepen their understanding of complex concepts by designing learning activities that challenge their intellect and encourage active engagement. Allowing students to reflect, discuss, and apply their knowledge in real-world situations will foster lifelong learning skills and adaptability.

Focusing on the affective domain will foster emotional well-being and motivation. By acknowledging the importance of students' emotions, attitudes, and beliefs, we can cultivate a supportive and welcoming campus culture. Strategies such as cooperative learning, fostering a growth mindset, and providing mentorship and guidance will help develop positive attitudes toward learning and increase overall student engagement.

Incorporating the psychomotor domain will enable students to gain practical knowledge, physical coordination, and hands-on experience. By offering experiential learning opportunities, internships, and practical courses, students can apply their academic knowledge in real-life scenarios. Equipping our facilities with state-of-the-art resources will help students develop valuable skills sought after in the job market.

Implementing these three learning domains will create a well-rounded educational experience that caters to our students' diverse needs. By embracing these domains, we can empower students to become critical thinkers, emotionally resilient individuals, and skilled practitioners in their respective fields. Adopting this comprehensive approach to learning will cultivate a vibrant and thriving learning community, preparing our students for success in their academic pursuits and future endeavors.

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PART–B

(NEPALI LANGUAGE)

“राइटरबाजे” कथाको प्रजातिपरक अध्ययन

कृष्णप्रसाद सुवेदी

प्राध्यापक, भाषा साहित्य विभाग, शहीद स्मृति बहुमुखी क्याम्पस, रत्ननगर, चितवन

लेखसार

प्रस्तुत आलेखमा कथाकार विश्वेश्वरप्रसाद कोइरालाको ‘राइटरबाजे’ कथाको प्रजातिपरक अध्ययन गरिएको छ। साहित्यका समाजशास्त्री टेनका प्रजाति, क्षण र परिवेश मान्यतामध्ये प्रस्तुत आलेखमा ‘राइटरबाजे’ कथामा प्रजातिपरक मान्यता अन्तर्गत प्रजातिगत पहिचान, प्रजातिगत सम्बन्ध र प्रजातिगत प्रभावका अवस्थाहरूको खोजी गरी विश्लेषण गर्ने उद्देश्य राखिएको छ। यसमा कथाको विश्लेषण गर्दा टेनका प्रजातिगत मान्यतालाई मुख्य आधार बनाइएको छ। ‘राइटरबाजे’ कथामा प्रजातिपरक अवस्थाहरूको खोजी गर्ने क्रममा प्रजातिगत पहिचान, प्रजातिगत सम्बन्ध र प्रजातिगत प्रभाव उपशीर्षक दिएर विश्लेषण गरिएको छ। यस विश्लेषणमा ‘राइटरबाजे’ कथाका मुख्य चरित्र राइटरबाजे र भोटिनीमा आर्य र मङ्गोल प्रजातिगत पहिचानको पुष्टि भएको देखाइएको छ भने अन्तर्जातीय सम्बन्ध र प्रभावबाट विकसित मानसिक तथा शारीरिक समर्पणबाट प्राप्त हुने सन्तुष्टिमा प्रेमको उच्च आदर्श स्वरूप प्राप्त हुने निष्कर्ष निकालिएको छ। कोइरालाका कथामा प्रजातिपरक अध्ययन त्यति नभएको परिस्थितिमा टेनको प्रजातिगत मान्यताका आडमा यो आलेखन गरिएकाले साहित्यको समाजशास्त्रीय मान्यताका कसीमा कोइरालाका कथाको अध्ययन र विश्लेषण गर्न चाहने जो कसैलाई यो आलेख उपयोगी बन्न सक्ने अपेक्षा गरिएको छ।

मुख्य शब्दावली : साहित्यको समाजशास्त्र, प्रजाति, मूल आदर्शका चिन्ह, प्रजातिगत पहिचान, प्रजातिगत सम्बन्ध।

अध्ययनको परिचय

विश्वेश्वरप्रसाद कोइराला (वि.सं. १९७१-२०३९) नेपाली साहित्यका प्रसिद्ध आख्यानकार हुन्। कोइरालाले विशेष गरी उपन्यास, कथा र आत्मवृत्तान्त लेखनका क्षेत्रमा कलम चलाएका छन्। उनका तीन घुम्ती (वि.सं. २०२५) नरेन्द्र दाइ (वि.सं. २०२७) सुम्निमा (वि.सं. २०२७) मोदिआइन (वि.सं. २०३६) हिटलर र यहुदी (वि.सं. २०४०) र बाबु आमा र छोरा (वि.सं. २०४६) छ वटा उपन्यास प्रकाशित भएका छन्। त्यस्तै उनको एउटा दैनिकी जेलजर्नल (वि.सं. २०४४) का रूपमा प्रकाशित छ भने मेरो जीवन कथा (वि.सं. २०११), आफ्नो कथा (वि.सं. २०४०) र आत्मवृत्तान्त (वि.सं. २०५५) पनि प्रकाशित छन्। कथाकार कोइरालाको कथायात्रा भने हिन्दी भाषाको कथालेखनबाट प्रारम्भ भएको मानिन्छ। हरिप्रसाद शर्मा (२०६७:३२) का अनुसार कोइरालाले १९८७ देखि कथा-लेखन प्रारम्भ गरेका हुन् र त्यो कथा लेखन हिन्दी भाषाको ‘वह’ (१९८७) कथाबाट नै प्रारम्भ भएको थियो। उनको नेपाली भाषाको पहिलो कथा ‘चन्द्रवदन’ हो जुन शारदा (वि.सं. १९९२) पत्रिकामा प्रकाशित भएको थियो। यस्तै सूर्यविक्रम ज्ञवालीको सम्पादनमा दार्जिलिङबाट प्रकाशित कथाकुसुम (वि.सं. १९९५) मा ‘शत्रु’, ‘विहा’ र ‘सिपाही’ कथा प्रकाशित भएका छन्। पुस्तकका रूपमा उनका दोषी चश्मा (वि.सं. २००६) र श्वेतभैरवी (वि.सं. २०३९) कथा संग्रहहरू नेपाली कथा इतिहासमै महत्त्वपूर्ण कृति हुन्। दोषी चश्मामा उनका सोह्रवटा कथा सङ्कलित छन् भने श्वेतभैरवीमा जम्मा चारवटा कथाहरू सङ्कलित छन्। अन्य ‘चन्द्रवदन’ (शारदा १९९६) ‘द्वन्द्वप्रेम’ (शारदा १९९७) र महाराजको ‘सवारी’ (युगवाणी २००५) कथाहरू फुटकर पत्रपत्रिकामा प्रकाशित भए पनि पछि सबै कथाहरू हरिप्रसाद शर्माद्वारा सम्पादित विश्वेश्वरप्रसाद कोइरालाका कथा (२०६७) मा सङ्कलित छन्। यसरी कोइरालाका जम्मा छब्बीसवटा नेपाली कथाहरू प्रकाशित भएका छन्। कोइरालाका कथाहरूको अनेक कोणबाट पठन र अध्ययन गर्न सकिन्छ। उनका कथाहरू समाजशास्त्रीय दृष्टिकोणबाट पनि

विश्लेषणीय छन् ।

साहित्यबिनाको समाज हुनसक्छ तर समाजबिनाको साहित्य हुन सक्दैन । साहित्यमा समाजका जातीय रूप, भाषिक अवस्था, धार्मिक प्रचलन, साँस्कृतिक परम्परा, प्राकृतिक तथा सामाजिक पर्यावरण, राजनैतिक अवस्था र आर्थिक अवस्थाका ढाँचा आदि आवस्था र रूपहरूको प्रस्तुति हुने भएकाले साहित्य र समाजको अन्तर्सम्बन्ध छ । समाजबाट साहित्यको जन्म हुने र साहित्यमा समाजको प्रतिबिम्ब झल्कने भएकाले साहित्य र समाज अन्तर्निर्भर पनि छन् । साहित्यमा समाजशास्त्रसँग सम्बन्धित विषयलाई जोडेर गरिने वैज्ञानिक अध्ययन पद्धति नै साहित्यको समाजशास्त्र हो । पछिल्लो सय वर्षमा संस्कृतिको भौतिकवादी व्याख्याका आधारमा कलाहरूको जुन समाजशास्त्र विकसित भएको छ, त्यसको एक रूप साहित्यको समाजशास्त्र हो (पाण्डेय, सन् १९८९ :५) । साहित्यको समाजशास्त्रले साहित्यमा साहित्यिक प्रक्रियाको अध्ययन गर्दछ ।

साहित्यको समाजशास्त्रीय चिन्तनलाई आधुनिक समाजमा साहित्यको सत्ता र सार्थकताको परिचयसँगै प्रादुर्भाव भएको बौद्धिक प्रयत्नका रूपमा लिइन्छ । साहित्यको समाजशास्त्र अब समाजशास्त्रभन्दा फरक एक साहित्य विधाका रूपमा विकसित हुँदै छ (पाण्डेय, सन् १९८९ : ३२) । साहित्यलाई साक्ष्य नमानिकन गरेको सामाजिक जीवनको अध्ययन अब पूर्ण हुन सक्दैन । साहित्यको समाजशास्त्रमा समाजसँग साहित्यकारको सम्बन्ध, उसको सामाजिक स्थिति र उसले प्रस्तुत गरेको सामाजिक संसारको अध्ययन हुन्छ । साहित्यको समाजशास्त्रले व्यापक सामाजिक प्रक्रिया अन्तर्गत क्रियाशील सम्पूर्ण साहित्य प्रक्रियाको विभिन्न गति र परिणतिहरूको व्याख्या गर्दै साहित्यको वास्तविक सामाजिक स्वरूपको परिचय गराउँछ र त्यसमा साधारण पाठकको पनि अभिरुचि जगाउन सहयोग पुऱ्याउँछ । साहित्यको समाजशास्त्रीय चिन्तनको प्रारम्भ समाजसँग साहित्यको खोजीसँगै भएको मानिएको छ । यसै सन्दर्भमा प्रस्तुत अध्ययनमा साहित्यको समाजशास्त्रको विकासमा महत्त्वपूर्ण भूमिका खेल्ने टेनको प्रजातिपरक मान्यताका आधारमा विश्वेश्वरप्रसाद कोइरालाको 'राइटरबाजे' कथाको अध्ययन गरिएको छ ।

अध्ययनको समस्या र उद्देश्य

साहित्यको समाजशास्त्र एक स्थापित मान्यता हो । यस मान्यताभित्र टेनको प्रजातिगत अध्ययन पनि अध्ययनको एउटा मुख्य आधार हो । टेनका प्रजातिगत मान्यताका आधारमा विश्वेश्वरप्रसाद कोइरालाको 'राइटरबाजे' कथाको पनि अध्ययन गर्न सकिन्छ भन्ने विषयलाई मुख्य समस्या बनाएर प्रस्तुत अध्ययन गरिएको छ । यस अध्ययनको उद्देश्य साहित्यको समाजशास्त्रको विकासमा महत्त्वपूर्ण भूमिका खेल्ने हिप्पो लाइट अडोल्ड टेनका प्रजाति, क्षण र परिवेश मान्यतामध्ये प्रजातिगत मान्यताका आधारमा विश्वेश्वरप्रसाद कोइरालाको 'राइटरबाजे' कथाको अध्ययन गर्नु रहेको छ । यस मूल उद्देश्यसँग सम्बद्ध भएर आउने अन्य उद्देश्यहरू निम्नलिखित छन् :

- (क) कथाकार कोइरालाको राइटरबाजे कथाको प्रजातिगत पहिचानका अवस्थाहरूलाई देखाउनु,
- (ख) कथाकार कोइरालाको राइटरबाजे कथाको प्रजातिगत सम्बन्धलाई देखाउनु,
- (ग) कथाकार कोइरालाको राइटरबाजे कथाको प्रजातिगत प्रभावका अवस्थाहरूलाई देखाउनु ।

अध्ययन विधि

प्रस्तुत अध्ययन साहित्यको समाजशास्त्रीय अध्ययन पद्धतिभित्रको प्रजातिगत मान्यतामा केन्द्रित रहेको छ । प्रजातिगत अध्ययनका सैद्धान्तिक मान्यताका आडमा रहेर विश्लेषण गरिएकाले यस अध्ययनमा आगमनात्मक विधिको प्रयोग गरिएको छ । नेपाली समालोचनाका क्षेत्रमा प्रजातिपरक अध्ययन त्यति पुरानो मान्यता नभएकाले कतै कतै निगमनात्मक विधि पनि आएको छ । कथाको विवेचनाका क्रममा वर्णनात्मक तथा व्याख्यात्मक विधिको पनि प्रयोग भएको छ भने

प्रजातिपरक सैद्धान्तिक मान्यताका आडमा प्रजातिगत पहिचान, प्रजातिगत सम्बन्ध र प्रजातिगत प्रभावका आधारमा कथाकार विश्वेश्वरप्रसाद कोइरालाको 'राइटरबाजे' कथाको प्रजातिपरक अध्ययन गरिएको छ।

टेन र प्रजातिपरक मान्यता

फ्रान्सेली विचारक हिप्पोलाइट अडोलफ टेन (सन् १८२८-१८९३) साहित्यको समाजशास्त्रका प्रवर्तक नै मानिन्छन्। टेनका साहित्य र कलासम्बन्धी मान्यताको प्रभाव पछिल्ला साहित्य चिन्तकहरूमा परेको छ। उनका अंग्रेजी साहित्यको इतिहास, कलाको दर्शन र इटालीको यात्रा जस्ता पुस्तकका कलासम्बन्धी लेखमा साहित्यको समाजशास्त्रीय धारणा व्यक्त भएका छन्। टेनले अंग्रेजी साहित्यमा मात्र होइन फ्रान्सेली साहित्यमा पनि लेखेका छन्। उनले आफ्ना समकालीन रेसिन र बाल्जाक आदिका निबन्धको पनि आलोचना गरे। हिन्दी समालोचक मैनेजर पाण्डेय (सन् १९९१ : १२१) का अनुसार इतिहासकार टेनका हरेक आलोचनामा साहित्यको समाजशास्त्रीय दृष्टिकोण आएको छ। साहित्यका समाजशास्त्री टेन साहित्यलाई सामाजिक चेतनाको उत्पादन मान्दछन्। उनको समाजशास्त्रीय पद्धति साहित्यिक कृतिबाट चेतना (लेखक) तर्फ र चेतनाबाट चेतनानिर्माणको परिस्थितितर्फ बढेको छ। उनले चेतनानिर्माणको परिस्थिति विवेचन गर्ने क्रममा प्रजाति, क्षण तथा परिवेशको अन्तक्रियाबाट चेतनाको निर्माण हुने बताएका छन् र साहित्यको समाजशास्त्रीय मान्यताका रूपमा प्रजाति, क्षण तथा परिवेश सिद्धान्त अगाडि सारेका छन्।

साहित्यको समाजशास्त्रमा प्रजातिपरक अवधारणा टेनको देन हो। टेन वस्तुवादी दृष्टिकोण राख्ने समाजशास्त्री हुन्। उनले कला जुन मानसिकताबाट उत्पन्न हुन्छ, त्यो मानसिकता कसरी तयार हुन्छ ? भन्ने प्रश्नको उत्तरमा प्रजाति, युग तथा परिवेश सिद्धान्त अगाडि ल्याएका छन् (पाण्डेय, सन् १९८९ : १२४)। टेनका मतमा साहित्यको समाजशास्त्रीय अध्ययनकर्ताले साहित्यमा व्यक्त भएको प्रजातिका विषयमा अध्ययन गर्नुपर्छ किनभने साहित्यकारले आफ्नो सिर्जनाको सामग्री आफ्नो समाजको प्रजातिबाट लिएको हुन्छ। टेनले प्रजातिलाई वंशानुगत गुण, शारीरिक बनावट तथा जातजातिका प्रतिभा, स्वभाव, विशेषता एवम् पारम्परिक मानसिकताका रूपमा परिभाषित गरेका छन्। (सिङ्गल, सन् १९७२, उद्धृत, क्षेत्री, २०६४:२१)। टेनका अनुसार साहित्यको अध्ययनबाट त्यसको रचनाकालका मानिसहरूमा पाइने भावनाहरूको रूप, विचारको गति र जीवनका अवस्थाहरूको बोध हुन्छ। (पाण्डेय, सन् १९८९ : ११८)। समाज विभिन्न प्रजातिहरूको समूह हो। साहित्य सामाजिक उत्पादन भएकाले त्यसमा विभिन्न प्रजातिहरूको प्रभाव रहन्छ। उनीहरूको आचार विचार र व्यवहारबाट नै साहित्यको जन्म हुन्छ। त्यसैले साहित्यमा प्रजातिपरक अध्ययनको महत्त्व रहेको छ।

टेनले प्रजाति अन्तर्गत व्यक्तिको सहज तथा वंशानुगत विशेषता, मानसिक बनावट र शारीरिक संरचना आदिको चर्चा गरेका छन्। एकै प्रजाति पनि देशकालका कारण टाढा टाढा पुगेपछि त्यहाँको हावा पानी माटो अनुसार केही बदलिदै जान्छ भने उनीहरूमा वंशानुगत समानता पनि विद्यमान रहन्छ। निर्मला जैन (सन् १९९२: २२) ले टेनको प्रजाति मान्यताको व्याख्या गर्दै मानवजातिहरू देशकालका परिस्थितिले भिन्न-भिन्न परिस्थितिमा रहे पनि मूल आदर्शका चिन्हहरू विद्यमान रहने कुरा व्यक्त गरेकी छन्। कुनै प्रजातिका चरित्रगत विशेषताहरू जलवायु, माटो तथा इतिहासका महान् घटनाहरूका उपज हुन्छन्। टेनले फ्रान्समा मोन्तन, इग्लैण्डमा शेक्सपियर र जर्मनीमा गेटेले प्रतिभापूर्ण साहित्य सिर्जना गर्नुलाई पनि प्रजातिपरक विशेषता मानेका छन्। उनीहरूसँग रहेको विशिष्ट सौन्दर्यानुभूति र सिर्जना गर्न सक्ने क्षमता प्रजातिपरक विशेषता हो। टेनका मतमा प्रतिभा एउटा शक्ति हो। प्रतिभा शक्तिको विकास देशकाल र वातावरण अनुसार हुन्छ र त्यसलाई आर्जित शिक्षा र ऐतिहासिक घटनाले थप शक्ति प्रदान गर्दछ (पाण्डेय, सन् १९८९ : १२५)। यसबाट टेनले व्यक्तिप्रतिभा र वातावरणलाई महत्त्व दिएको स्पष्ट हुन्छ।

टेनको प्रजाति पहिचानको आधार प्रजातिको शारीरिक संरचना पनि हो। कुनै प्रजाति अग्ला कुनै होचा हुन्छन् भने कतै गोरा कतै काला हुन्छन्। मंगोलियन र आर्यहरू एकै जाति भए पनि उनीहरूको शारीरिक संरचनामा केही प्रजातिपरक भिन्न विशेषताहरू पाइन्छन्। टेनले यस किसिमको प्रजातिपरक धारणाको व्याख्याका लागि आफ्ना समकालीन

विकासवादी डार्विनको चिन्तनबाट पनि मद्दत लिएका छन् (पाण्डेय, सन् १९८९ :१२५) । डार्विनले देशकाल अनुसारको माटो पानीका कारणले प्रकृतिका परिस्थितिहरूसँग सामना गर्नसक्ने क्षमता कुनै प्रजातिमा बढ्दै जान्छ र उनीहरूमा कुनै विशेषता थप घट हुँदै जान्छ भनेका छन् । उनका अनुसार त्यसबाट उत्पन्न हुने अलग-अलग विशेषताका कारणले अलग-अलग प्रजातिहरू बन्दै जान्छन् र उनीहरूको शारीरिक संरचना बदलिदै जान्छ । यसरी टेनले साहित्य सामाजिक उत्पादन र सामाजिकता विभिन्न प्रजातिहरूको पहिचान समूह भएकाले साहित्यबाट प्रजातिपरक पहिचानहरू हुन सक्ने भन्दै साहित्यको समाजशास्त्रीय अध्ययनका निम्ति प्रजातिलाई मुख्य विषयका रूपमा लिएका छन् ।

राइटरबाजे कथाको प्रजातिपरक अध्ययन

विश्वेश्वरप्रसाद कोइरालाको राइटरबाजे कथा श्वेतभैरवी कथासंग्रह (वि.सं. २०३९) मा सङ्कलित छ । प्रस्तुत कथा प्रजातिपरक पहिचान भएको कथा हो । यस कथालाई टेनको प्रजातिपरक मान्यताका आधारमा अध्ययन गर्न सकिन्छ । यस क्रममा प्रस्तुत कथालाई प्रजातिपरक अध्ययनान्तर्गत प्रजातिगत पहिचान, प्रजातिगत प्रभाव र प्रजातिगत सम्बन्धका दृष्टिले अध्ययन गरिएको छ ।

प्रजातिगत पहिचान

कथाका मुख्य पात्र राइटरबाजे र भोट्टेनी दुबै प्रजातिगत पहिचान हुने गरी नामकरण गरिएका पात्र हुन् । राइटरबाजे आर्य ब्राह्मण जातिका हुन् भने भोट्टेनी मङ्गोल भोट्टे जातिकी हुन् भन्ने कुरा कथाकारले यसरी पहिचान गराएका छन् :

निमुका ब्राह्मणले मेरो खाने-पिउने, लुगाफाटा र अरु साना-साना सुविधाका कुरामा ध्यान दिएको देख्दा म सहजै उनीसँग हेलमेल गर्न थालें । (पृ. १९)

..... एउटी भोट्टिनी बालिकालाई तीन नम्बर पहाडबाट जागीर खान सहरमा आएका राइटरबाजेले एक दिन अड्डाबाट फर्किँदा दया गरेर आश्रय दिँदै आफ्नो घरमा नल्याएको भए सायद त्यसले प्रेम नै पाउने थि, न कुष्ठरोग नै । (पृ. १८)

‘भोट्टिनी’ को अभिव्यक्तिमा प्रस्तुत भएको राइटरबाजे कथाका यी साक्ष्यहरूले राइटरबाजे र भोट्टिनीको प्रजातिगत पहिचानलाई प्रस्ट पारेका छन् । टेनले मानव प्रजातिहरू देशकालका परिस्थितिले भिन्न भिन्न परिस्थितिमा रहे पनि मूल आदर्शका चिन्हहरू विद्यमान हुने कुरा औल्याएका छन् । यस कथामा पनि आर्य ब्राह्मण प्रजातिका व्यक्तिहरू पुरेत, पण्डित र अड्डा अदालतको जागीर तथा लेखनदास आदि भूमिकामा हुनु, धर्म कर्ममा चाख लिनु, र ईश्वरीय सत्तामा विश्वास गर्नु उनीहरूको मूल आदर्शको पहिचान हो । त्यसै गरी कथाकी नायिका भोट्टेनीमा पनि वंशानुगत लक्षणहरू पाइन्छन् । उसले आफू र राइटरबाजेको अन्तर्जातीय सम्बन्धलाई यो के हुन लागिरहेछ ? के यो हुने कुरा हो ? के यसमा अस्वाभिकता छैन ? अप्रासङ्गिकता ? फेरि ब्राह्मण पुरुष र भोट्टिनी नारीको वैवाहिक सम्बन्ध सामाजिक दृष्टिमा बेमेल कुरा होइन र ? (पृ. २०) भनेर अस्वभाविक ठानेको देखिन्छ । भोट्टिनीले ब्राह्मण राइटरबाजे र आफू भोट्टिनीबीचको मेलमिलाप, आकर्षण र अन्तरङ्ग आत्मिक प्रेम अनि वैवाहिक सम्बन्धलाई समेत अस्वभाविक तबरले हेर्नु उसको वंशानुगत गुण हो । जातीय भेदभावका दृष्टिले हेर्ने त्यतिखेरको हाम्रो समाजमा यस किसिमको सम्बन्धलाई उसले बेमेल ठानेकी छ । त्यसै भएर होला म पात्र भोट्टिनीले मेरो त्यसै दिन स्वयंवर भएको भन्ने गम्भीर अनुभव हुँदाहुँदै पनि पत्नीको आसनमा उक्लिन खोज्दा मलाई द्विविधा भइरह्यो । (पृ. २०) भनेर द्विविधा स्थितिको आत्मकथन गरेकी छ । हाम्रो समाजमा आत्मीय सम्बन्ध जति गाढा भए पनि वैवाहिक सम्बन्धले मात्र सामाजिक मान्यता पाउने भएकाले त्यो आसनमा बस्न उसको मन द्विविधामा परेको देखिन्छ । मानसिक सम्बन्ध बलियो हुँदाहुँदै पनि ब्राह्मण र भोट्टिनीबीचको वैवाहिक सम्बन्ध कमजोर ठान्नु पर्ने अवस्था उसको अन्तरङ्गमा विद्यमान वंशानुगत सोच हो, जुन भोट्टिनीको प्रजातीय पहिचानको आधार बनेको छ । प्रस्तुत कथामा भोट्टिनीका जेठी, माहिली र साहिलो दिदीहरूको सोच, उनीहरूको जीवनप्रतिको

दृष्टिकोण र उनीहरूले देखाएको स्वजातीय संस्कारप्रतिको सचेतनाले मंगोल भोटोजातिमा पाइने अवस्थाहरूको बोध हुन्छ। सबै पुरुषलाई एकै नजरले हेर्ने उसका दिदीहरू जीवनमा रमाइलो गर्नुपर्छ र धन कमाउनुपर्छ भन्ने दृष्टिकोण यसरी राख्दछन् :

एउटा बाहुन राइटर र अर्को खत्री कप्तान या राणा जर्नेल अर्को नेवार सरदार सबै पुरुष एकै हुन्।
उनीहरू यो भट्टीमा पालैसाँग आएर मसँग रमाइलो गरेर गएका छन्। साँच्चै कतै फरक छैन-बैनी, कतै
फरक छैन। (पृ. २२)

कथाकार कोइरालाले यस कथामा मन मिल्छ र मानसिक सन्तुष्टि प्राप्त हुन्छ भन्ने अरु जातपात, धर्म-संस्कृति केही पनि छेकबार बन्न सक्दैन भन्ने वैचारिक मत दिएका छन्। टेनको प्रजातिपरक चिन्तन, तिनका विशिष्टता, धेरै समयपछि एकअर्को प्रजातिमा पर्ने प्रभाव र प्रजातिहरू जति टाढाटाढा पुगे पनि प्रजातिपरक मूल आदर्शको अंश बाँकी रहने मान्यता यस कथामा पनि देखिन्छ। भोटिनीले वेश्यावृत्ति पेसा सहजै अँगाल्नसक्नुमा प्रजातिपरक मूल आदर्शकै अवशेष हो। यसरी प्रस्तुत कथामा राइटरबाजे, भोटिनी र उसका दिदीहरूको भूमिका, पात्रहरूको नामकरण आदि पक्षले प्रजातिगत पहिचान भएको छ।

प्रजातिगत सम्बन्ध

राइटरबाजे कथाको प्रजातिगत सम्बन्ध आर्य पुरुष र मंगोल नारीको मानसिक र दैहिक सम्बन्धमा विकसित बनेको छ। भिन्न प्रजातिका पुरुष र नारी बिचको दैहिक रक्तसम्बन्धलाई प्रेमको उच्च दर्जा दिइएको छ। सामाजिक दृष्टिकोणले प्रजातिगत बेमेल सम्बन्ध स्वीकार्य नहोला तर कथाकारले स्वीकारेका छन् र मौन स्वीकृति पनि दिएका छन्। 'कथाकी म' पात्र भोटिनीले पुरुष र नारीको सम्बन्धलाई यसरी हेरेकी छ :

अग्निका अगाडिको मन्त्रपाठ या कुनै रुखमुनि भएको माल्यादान-प्रदान, या चूहलोको तीनवटा
पत्थरको पूजा-अर्चना-पुरुष-नारीको आन्तरिक सम्बन्धको प्रकटीकरण होइन र - एक प्रकारको
घोषणा ? मुख्य विषय के हो ? पुरुष र नारीको तात्त्विक सम्बन्ध वा त्यसको घोषणा ? प्राण या शरीर
? (पृ. २०)

भोटिनीका बिचारमा हाम्रो विवाह पद्धति पुरुष र नारीको सम्बन्धको घोषणा मात्र हो। यस्तो प्रथाले दैहिक सम्बन्ध विस्तार गर्न सक्छ तर मानसिक सम्बन्ध अधुरै रहने देखिन्छ। भोटिनीले सामाजिक स्वीकृतिको औपचारिकता र वैधानिकताभन्दा माथि उठेर पत्नीको स्थान ग्रहण गरेकी छ। ऊ दैहिक र मानसिक रूपमा राइटरबाजेप्रति समर्पित भएकी छ र यसबाट ऊ पूर्ण सन्तुष्टिका तहमा पुगेकी छ। सामाजिक मर्यादाका कारणले मनमा अनेकौं द्विविधाका अवस्थाहरू जन्मदा जन्मदै पनि आर्य राइटरबाजेको अनुग्रह र प्रेममा ऊ निर्लिप्त र समर्पित बनेकी छ। उसले पत्नीत्व र मातृत्वको सुखलाई यसरी व्यक्त गरेकी छ:

पत्नीत्व र मातृत्वको सुख-प्रिया र माता हुने भाग्य [मलाई लाग्यो, म देवीदेवताको समकक्षमा छु।
अनन्त छ, मेरो सुख र सन्तोष। ठुलो भाग्य लिएर आएको छु। (पृ. २२)

प्रस्तुत कथामा प्रजातिगत सम्बन्धविस्तारले पत्नीत्व र मातृत्वमात्र होइन पितृत्वको स्थान पनि दिएको छ। राइटरबाजेबाट प्राप्त सबै प्रकारका सुखबाट भोटिनीले आफू देवीदेवताको समकक्षमा पुगेको अनुभव लिएकी छ। त्यस प्रकारको सुख उसलाई सायद राइटरबाजेले मात्र दिन सक्थे। त्यसै भएर होला उसले राइटरबाजे ! यो मेरो जाबो शरीरलाई अपरै पनि तिमीलाई बचाउँछु। (पृ. २४) भनेर राइटरबाजेको उपचार गराएकी छ। यहाँ मन चोखो छ भने शरीर जुठिदैन भन्ने दृष्टिकोण भेटिन्छ :

मन सिस्सङ्ग भएर शरीरले मात्र गरेको कार्य के त्यस्तो आधार हुन सक्छ, जसमा पाप अङ्गन सकोस् ! मनको निर्मलतामा नुहाएर के शरीरका पापको मोचन हुँदैन ? वेश्याशरीरमा पतिव्रता प्राण जीवितै रहँदैन र ! मलाई लाग्थ्यो, वेश्यासज्जामा सुतेको शरीर मेरो होइन, म त्यहाँ हुन्न । (पृ. २४)

भोटिनीका लागि दैहिक र मानसिक सुख फरक फरक हुन् । मानसिक सुखका तुलनामा दैहिक सुख क्षणिक छन् । मनको निर्मलतामा नुहाएको शरीर कहिल्यै बिटुलो हुँदैन । उसले शरीर बेचेर पनि राइटरबाजेको उपचार जति गर्न सकी त्यसमा ऊ निकै सन्तुष्ट भएकी छ । उसले भनेकी छ: “मेरा राइटरबाजे ! मेरो सामर्थ्यको चरमसीमासम्म पुगर मैले जति गर्न सक्थेँ, गरें शरीर दिएर पनि । सानो सन्तोष यसैमा छ ।” (पृ. २५) । यसरी प्रस्तुत कथामा पतिको सेवा र उसको प्राण हितका लागि नारीले हरेक कदम उठाउन सक्छे भन्ने भोटिनीको भिन्न प्रजातीय सम्बन्धका अवस्थाबाट उठेको उच्च मनोभाव निकै सम्मानजनक देखिन्छ ।

प्रजातिगत प्रभाव

कुनै एक प्रजाति अर्को प्रजातिका नजिक आएर एक अर्काप्रति प्रभावित हुनुलाई प्रजातीय प्रभाव मानिन्छ । टेनले एकै प्रजाति पनि देशकालका कारण टाढा-टाढा पुगेपछि त्यहाँको हावा, पानी र माटो अनुसार केही बदलिदै जाने र एक प्रजाति अर्को प्रजातिबाट प्रभावित हुने कुरा औल्याएका छन् । राइटरबाजे कथाका राइटरबाजे र भोटिनीले एक अर्काको प्रजातीय प्रभावलाई स्वीकारेका छन् । हेलम्बुकी भोटिनीलाई काठमाडौँमा मागदै गरेको अवस्थामा राइटरबाजेले घरमा ल्याएका छन् र बिस्तारै पत्नीत्वको दर्जा दिएका छन् । मंगोल भोटिनी र आर्य ब्राह्मण राइटरबाजेको अथाह प्रेम र दैहिक सम्बन्धलाई कथाले मान्यता दिएको छ । आर्य ब्राह्मणको सङ्गतले उसका चिन्तन र व्यवहारमा पनि परिवर्तन आएका छन् । प्रस्तुत कथामा भोटिनीका म एउटी ग्रामीण भोटिनी बालिका, अशिक्षित, केही नजान्ने । मैले स्त्री चोला लिएर जन्मेँ र शरीरधर्मअनुसार हुर्किँदै गएँ । (पृ. १९) भनाइबाट उसको अवस्था बोध भएको छ । उसमा आर्य ब्राह्मणको सङ्गत र प्रभावले स्त्रीत्व, पतिधर्म र शरीरधर्म आदिको स्पष्ट ज्ञान पनि भएको देखिन्छ । ऊ प्रजातिका दृष्टिले भोटिनी भनेर चिनिँकी भए पनि राइटरबाजेका प्रभावले व्यवहार र आचरणमा ब्राह्मणी जस्ती बनेकी छ । राइटरबाजे ब्राह्मण भएकाले उनमा ब्राह्मण परिवारको संस्कार देखिन्छ । उनी ईश्वरीय सत्तामा विश्वास राख्छन् र भोटिनीलाई पनि त्यो संस्कार दिन्छन् । राइटरबाजेका प्रभावले भोटिनीले ईश्वर, स्वर्ग र नरकको विश्वास गर्न लागेको कुरा कथामा यसरी देखाइएको छ : “राइटरबाजेले भन्नुहुन्थ्यो- ईश्वर छन् र भन्नुहुन्थ्यो- पाप-पुण्य पनि छ, किनभने ईश्वर छ (पृ. १७) ।” यस कथनबाट एकातिर राइटरबाजेमा ब्राह्मणहरूले ईश्वरलाई मान्ने वंशानुगत गुण देखिएको छ भने अर्कातिर ब्राह्मणको निकटता र गुणले भोटिनीलाई प्रभाव पारेको यथार्थता पनि प्रस्ट भएको छ । बहिनीले आफ्नो जातिगत विशिष्टता त्यागेर आर्य ब्राह्मणबाट प्रभावित भएर बाहुनको भैं चालचलन र व्यवहार गरेको भोटिनीका दिदीहरूलाई मन परेको छैन । उसकी जेठी दिदीले बैनी, तँ कसरी बदलिछस्, के भो तलाई, रक्सी-जाँड नखाने रे, यो जाडोमा पनि ननुहाई नहुने रे तँलाई । हामी भोटिनीलाई आफ्नै व्यवहार छ, हामीले बाहुनी हुन खोजेर हुन्छ र ? (पृ. २१) भनेकी छ । जेठी दिदीका अभिव्यक्तिले आर्यजाति र मङ्गोल जातिका रीतिस्थिति भिन्न हुने यथार्थता देखाएको छ भने भोटिनीमा परेको आर्यजातिको प्रभावलाई पनि अभिव्यज्जित गरेको छ । माहिली दिदीले पनि बहिनीलाई आफ्नै जातीय स्वभावमा फर्कन उत्प्रेरित गर्दै भनेकी छ :

मसँगै बस्, बैनी ! यो भट्टीमा काम धेरै बढिरहेको छ, ग्राहक पनि थपिँदैछन् । हामी दिदी-बैनी मिलेर रोजगार बढाउँला । म एकली - यो एकलो शरीरले भ्याउन नसक्ने भयो । ... के भएको छ तँलाई ? एउटा बाहुनको तँ के कुरा गर्छस् । यहाँ मसँग बस् भनेको । त्यस्ता राइटरबाजे कति आउँछन् कति । सधैं साटोफेरो गर्न खोजिस् भने पनि पाउँछस् । (पृ. २१)

भोटिनीकी साहिँली दिदी पनि दरबारिया रहनसहन र सम्पन्नतामा रमाएर बसेकी छ । उसले पनि बहिनीलाई

आफूजस्तै हुन प्रेरित गर्छे र भन्छे :

“यहाँ आइज, तँ पनि दरबार पस् । हेर् जाबो एउटा ब्राह्मणको कुरा नगर । तँ राम्री छस्, यहाँ दरबारमा छिट्टै आफ्नो ठाउँ बनाउन सक्छेस् । म नै यहाँ परेको कति भयो र , रानी भएर बसेकी छु । राजकुमार यहाँ थुप्रा छन्... जाबो बाहुन....के भएको छ तँलाई ?” (पृ. २१)

भोटिनी जुन दिदीसँग सल्लाह लिन गए पनि सबैले एउटै किसिमको सल्लाह दिएका छन् । आफ्नो जाति धर्मको रीतिस्थिति अनुसार जसरी सुखभोग गर्न सकिन्छ, त्यसरी जीवन जिउनुपर्छ भनेर दिदीहरूले सल्लाह दिएका छन् । भोटिनीका लागि प्रेम मानसिक उच्च आदर्शको समर्पण हो भने दिदीहरूका लागि प्रेम कुनै पनि पुरुषसँगको सुताइ मात्र हो । उसकी माहिली दिदीले कस्तो प्रेम भनेको तेरो , दुलाहा खोजेर त्योसँग राति सुत्नु, त्यही त हो नि प्रेम भनेको । अरु के खोज्छेस् त्यसमा ? जुन पुरुष पनि एउटै हो । (पृ. २१) भनेकी पनि छ । दिदीहरूका पुरुष हरेक दिनका लागि हरेक हुनसक्छन् भने आर्य संस्कारबाट प्रभावित बहिनी त्यो जीवनबाट माथि उठेकी छ । बहिनीका सोचाइमा पुरुषको संसर्गमात्र प्रेम होइन उसप्रतिको उच्च समर्पण पनि हो । उसले आर्यपुरुष राइटरबाजेसँग मात्रै अनुबन्धित भएर बाँच्न चाहेकी छ र त्यसैमा जीवनको अन्तिम सुख र ईश्वरीय आनन्द ठानेकी छ । भोटिनीमाथिको दिदीहरूको दवाव जातीय संस्कार बोकेको मानसिकताको दबाव हो । दिदीहरूको सजातीय संस्कारको वकालत गरेका छन् । जेठी दिदी चारवटा पतिकी पत्नी हो भने माहिली दिदी पनि सधैं हाहा र हिहिमा रमाउने स्वभावकी छ । भट्टीपसलमा बसे त्यस्ता राइटरबाजे कति आउँछन् कति भनेर बिना सामाजिक त्रास बहुपति स्वीकार्न सकिने मानसिकता व्यक्त गर्दछे । समालोचक गौतमका अनुसार राइटर बाजे कथामा आर्य र मङ्गोल जातिको सन्दर्भ छ । उनले नेपालको हिमाली शेर्पा जातिविशेषमा प्रचलित बहुपतिप्रथाको सन्दर्भ रहेको उल्लेख गरेका छन् । (गौतम, २०७०:३५९) । त्यसो भएर होला भोटिनीका दिदीहरू मङ्गोल जातीय स्वभावमा सजिलै ढल्न सकेका छन् भने भोटिनी ब्राह्मणको सङ्गत अनुसारको संस्कार र जीवनशैलीमा ढल्किएकी छ । उनीहरू चाहन्छन् बहिनी पनि आफू हिँडेकै बाटोमा हिँडोस् र सुखको जिन्दगी बाँचोस् । टेनको मान्यता अनुसार भोटिनीका दिदीहरूमा प्रजातीय मूल आदर्शका चिन्हहरू छन् र समाजमा भट्टीपसल थापेर त्यहाँको हरेक परिस्थितिबाट रमाइलो लिन सकेका छन् । तर भोटिनी आर्य ब्राह्मणको संसर्ग र प्रभावले दिदीहरूभन्दा भिन्न आचरणमा पुगेकी छ र उसमा आत्मसम्मान र गौरवको अनुभूति पनि छ ।

सामाजिक स्थितिअनुसार प्रत्येक प्रजातिहरू एकअर्काबाट प्रभावित हुन्छन् । यस कथामा आर्य ब्राह्मणबाट भोटिनीमात्र होइन कि मङ्गोल भोटिनीबाट आर्य ब्राह्मण राइटरबाजे पनि प्रभावित बनेका छन् । राइटरबाजेकहाँ आएर बिस्तार-बिस्तार उनको गृहस्थीको एउटा अङ्ग हुन पुगेकी भोटिनीबाट राइटरबाजे कति प्रभावित थिए भन्ने कुरा कथाका निम्न अंशहरूले पुष्टि गर्दछन् ।

यो एक कचौरा दूध खानैपर्छ, राइटरबाजे ! नत्र जीउ कसरी लाग्छ ? उनी केही नबोली मेरो हातबाट कचौरा लिएर दूध पिउँथे । म उभिएर हेरिरहन्थे । (पृ. १९)

राइटरबाजेले पनि ममाथिको आफ्नो निर्भरताको पुरा प्रमाण दिएर एक दिन भने- ल लेऊ, मेरो महिनाको तलब । र बाकसको साँचो पनि । अब तलब आउने बित्तिकै तिम्रै हातमा राखिदिन्छु । (पृ. १९)

उपर्युक्त अंशबाट के बुझिन्छ भने यहाँ आर्य राइटरबाजे र मङ्गोल भोटिनी एक अर्काबाट निकै प्रभावित छन् । भोटिनीले राइटरबाजेको मन जितेकी छ । राइटरबाजे निरीह बनेर हो वा भोटिनीबाट औधि प्रभावित भएर हो सबै तालाचाबी सुम्पिएर बसेका छन् र मानसिक, दैहिक र व्यवहारिक सबै पक्षबाट समर्पित छन् । उनको समर्पणमा प्रजातीय प्रभाव देखिन्छ । यसरी प्रस्तुत कथामा कोइरालाले आर्य ब्राह्मण र मङ्गोल भोटिनी एक अर्काबाट प्रभावित बनेको र त्यस सम्बन्धबाट आदर्श प्रेमको स्वरूप भल्किएको देखाएका छन् । अन्तर्जातीय सम्बन्धप्रति कथाकारले सामाजिक सद्भाव राखेको स्पष्ट

हुन्छ ।

निष्कर्ष

राइटरबाजे कथा कोइरालाको प्रजातिपरक पहिचान हुने कथा हो । टेनका प्रजातिगत मान्यतामा कसीमा रहेर यस कथाको अध्ययन गर्न सकिन्छ । यस कथामा आर्य ब्राह्मणजाति र मंगोल भोटैजातिको पहिचान भएको छ । कथाकारले राइटरबाजे र भोटिनीका माध्यमबाट प्रजातिको पहिचान मात्र गराएका छैनन् कि सामाजिक दृष्टिकोणबाट बेमेल सम्बन्ध ठानिने राइटरबाजे र भोटिनीको सम्बन्धलाई पत्नीत्व, मातृत्व र पितृत्वको तहसम्म पुऱ्याएका छन् । हाम्रा समाजका औपचारिक वैवाहिक प्रथाहरूले बाहिरी आवरणको मात्र काम कार्य गरेका हुन्छन् । मेल विवाहले विकसित गरेका अवस्थाहरू दैहिक सम्बन्धका आधार मात्र हुन् । बेमेल विवाहले सामाजिक मर्यादा प्राप्त गर्न असहज होला तर मानसिक र दैहिक समर्पणका लागि कुनै बन्देज हुँदैन । यस कथाका मुख्य पात्र राइटरबाजे र भोटिनी एक अर्काबाट प्रभावित भएर मानसिक तथा दैहिक र बिस्तारै सामाजिक सम्बन्ध स्थापित गर्न सक्षम पनि छन् । कथाकारले यस कथामा मुख्य पात्रका माध्यमबाट जातपात, धर्म-संस्कृतिले पुरुष र नारी भिन्न प्रजातिका भए पनि सम्बन्ध विस्तारमा कुनै बाधा नपर्ने देखाएका छन् भने अर्कातिर भोटिनीका दिदीहरूको भूमिकाबाट टेनको प्रजातिगत चिन्तन, तिनका विशिष्टता, धेरै समयपछि एकअर्को प्रजातिमा पर्ने प्रभाव र प्रजातिहरू जति टाढाटाढा पुगे पनि प्रजातिगत मूल आदर्शको अंश बाँकी रहने उल्लेख पनि गरेका छन् । क्षयरोगले ग्रस्त भएको पतिको उपचारका लागि भोटिनीले वेश्यावृत्ति पेसा सहजै अँगाल्नसक्नुमा पनि प्रजातिगत मूल आदर्शकै अवशेष देखिन्छ । प्रजातिगत अध्ययनका दृष्टिले यो कथा विशिष्ट रहेको छ । कथाकार कोइरालाले कथा लेखनको सामग्री आफू बाँचेको समाजको आर्य र भोटै प्रजातिबाट लिएका छन् । यस कथामा प्रजातिगत आत्माको मनोविज्ञान प्रकट भएको छ । कथाकारले आर्य ब्राह्मण र अनार्य भोटिनीबीच बिजातीय दैहिक रक्तसम्बन्ध देखाएर प्रजातिगत सद्भाव राखेको र भिन्न प्रजातिको सम्बन्धप्रति स्वीकृति दिएको स्पष्ट भएको छ ।

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लघुकथासँग अन्य विधाप्रविधाका सम्बन्ध र असम्बन्ध

लक्ष्मण अर्याल

सहप्राध्यापक, भाषासाहित्य विभाग, शहीद स्मृति बहुमुखी क्याम्पस, रत्ननगर, चितवन

लेखसार

प्रस्तुत लेख विभिन्न विधा र प्रविधासँग लघुकथाको सम्बन्ध असम्बन्ध सम्बन्धी अध्ययनमा आधारित छ। यस लेखमा आख्यानका तीन प्रविधा उपन्यास, कथा र लघुकथाको तुलनात्मक अध्ययन गर्दै यी तीन वटै प्रविधाहरू एक आपसमा समान जस्तो लागे पनि यी स्वतन्त्र छन् भन्ने निष्कर्ष निकालिएको छ। यसका अतिरिक्त यसमा चुटकिला, मुक्तक, लामा कविता, महाकाव्य, खण्डकाव्य, नाटक, निबन्ध आदि विधा प्रविधासँग लघुकथाको तुलनात्मक अध्ययन पनि गरिएको छ। लघुकथाको कुनै विधा वा प्रविधासँग निकट, कुनैसँग निकटतम र कुनैसँग दूरवर्ती सम्बन्ध स्थापित हुन सक्ने आधारलाई यस अध्ययनमा केलाइएको छ। यस्तै यसमा लघुकथासँग कविता, निबन्ध र नाटकको अन्तर्धुलनको अवस्थालाई दिग्दर्शन गरिएको छ। यसमा मूलतः पुस्तकालय विधिको उपयोग भएको छ। वर्णनात्मक र विश्लेषणात्मक विधिको समेत यसमा प्रयोग गरिएको छ। यस आलेखको मूलभूत उद्देश्य लघुकथासँग अन्य विधाप्रविधाको सम्बन्ध केलाउँदै साहित्यमा लघुकथाको स्थान निर्धारण गर्नु र लघुकथाको लेखन शिल्पको बोध गराउनु रहेको छ। लघुकथाको विभिन्न विधाप्रविधासँगको सम्बन्ध असम्बन्ध बारे जानकारी लिन चाहनेहरूका लागि यो अध्ययन उपयोगी हुने अपेक्षा गरिएको छ।

प्रमुख शब्दावली : विधाप्रविधा, लक्षभेदनको साधना, धारिलो व्यङ्ग्यचेतना, अन्तर्धुलन।

अध्ययनको परिचय

जीवन र जगत्का विभिन्न अनुभूतिहरूलाई सुललित शैलीले सजाएर व्यक्त गर्ने लेखन नै साहित्य हो जसमा मानव कल्याणलाई प्रत्यक्ष वा परोक्ष रूपमा स्थापित गरिएको हुन्छ। कथ्य र लेख्य भनी यसलाई छुट्याउन सकिन्छ। कथ्य साहित्य भनेको लोक साहित्य नै हो जुन समाजमा मौखिक स्वरूपमा बाँचेको हुन्छ। लोकगीत, लोककथा, लोकगाथा आदि कथ्य साहित्य हुन्। लिखित साहित्य लेख्य स्वरूपमा प्रकट हुन्छ। कथा, उपन्यास, कविता, नाटक आदि लेख्य साहित्यका पाठ हुन्।

जहाँसम्म लिखित साहित्यको कुरा छ, यसलाई स्रष्टा साहित्य र द्रष्टा साहित्य भनी छुट्याउन सकिन्छ। स्रष्टा साहित्य सिर्जनात्मक साहित्य हो भने द्रष्टा साहित्य समालोचनात्मक साहित्य हो। स्रष्टा साहित्यका मूलतः ४ विधा छन् – आख्यान, कविता, नाटक र निबन्ध। आख्यानका उपन्यास, कथा र लघुकथा गरी ३ प्रविधा विकसित छन् भने कविताका मुक्तक, फुटकर कविता, खण्डकाव्य, महाकाव्य जस्ता प्रविधाहरू छन्। एकाङ्की र पूर्णाङ्की नाटकका प्रविधा हुन् भने निबन्धभित्र आत्मपरक, संस्मरणात्मक, यात्रापरक (नियात्रा), जीवनीपरक (शङ्कर लामिछानेको बिम्ब प्रतिबिम्ब) आदि धारहरू विकसित भएका छन्। यी धारहरूलाई प्रविधा भन्नुभन्दा प्रकार भन्नु उपयुक्त होला। प्रविधाका कुरा गर्दा आख्यानमा सूत्रकथा जस्ता लेखनको प्रयोग थालिएको छ। यस्तै कवितामा त अझ धेरै प्रयोगहरू प्रचलनमा छन्। डा. यज्ञेश्वर निरौलाले 'नेपाली कविताका लघुतम उपविधा' विषयक गोष्ठीपत्रमा हालसम्म कविता विधाका ३६ उपविधा प्रयोगमा रहेको कुरा उल्लेख गरेका छन्। उनका अनुसार कविता विधामा हालसम्म मुक्तक, हाइकु, सिजो, ताङ्का, सेन्यु, सेदोकाक, रुवाइ, एलाक, साइनो, कोपिला, बाछिटा, सुसेली, उदक, खोरिया, क्रिमुक, भर, छेस्का, तफ्कना, पिरामिड,

रम्बास, टुक्रा, छोक, कुटपद्य, सायरी, दोहा, सोरठा, चौपाइ, आल्हा, पुरबी, केस्रा, खिचडी, युग्मक, आगो, शीत, तिपाली, पञ्चाङ्ग जस्ता उपविधा छन्। लेखक निरौलाले यिनीहरूलाई उपविधा भने पनि यी कविता विधाका लेखनमा रहेका प्रयोग हुन्। यसै समालोचनाको धारलाई पक्डिएर हाल निसमालोचना भन्ने प्रयोग पनि थालिएको छ। यी प्रयोगहरूमध्ये कतिपय प्रयोगमा त पुस्तक नै पनि लेखिसकिएको छ। तर एउटा अङ्ग्रेजी उखान छ – एक दुई वटा गाँथली आउँदैमा ग्रीष्म ऋतु आउन्न। भनेको मतलब यी प्रयोगहरू प्रविधाका स्वरूपमा दरिनका लागि त्यसमा अभि व्यापकता आउन जरुरी छ।

लिखित साहित्यका रहेका उपविधालाई अर्को शब्दमा प्रविधा पनि भनिन्छ। विधा समावेशी शब्द हो भने प्रविधा समाविष्ट शब्द हो। साहित्यमा प्रविधाहरू समयक्रममा विकसित भइरहन्छन्। साहित्यिक विधाका प्रविधाहरू कहिल्यै पनि रुढ हुँदैनन् र हुनु पनि हुँदैन। रुढता त विकासको बाधक हो। प्रविधात्मक विकास जति धेरै हुन्छ त्यति नै विधाको व्याप्तता बढ्छ। यहाँनै एउटा कुरा के बुझ्नुपर्छ भने साहित्यका विधाहरूको प्रयोगमा बन्देज हुनुहुँदैन। किनभने साहित्यका प्रयोगहरू जब परिपक्व बन्छन् तब तिनले प्रविधाका स्वरूप ग्रहण गर्छन्। जब विधाका प्रविधाहरू बढ्छन् त्यसले विधालाई समुन्नतिको मार्गतिर लैजान्छ। नेपाली साहित्यमा मूल विधामा प्रयोगहरू प्रशस्त भएका छन्। तर ती मध्ये व्यापकता पाएका केही प्रयोगहरूले मात्र प्रविधा बन्ने सौभाग्य प्राप्त गरेको छ। प्रविधा भनेका मूल घरबाट छुट्टाभिन्ना भएका दाजुभाइ जस्ता हुन् जो पारिवारिक रूपमा एकै हाँगाभित्रका भए पनि परनिर्भरताको मार्ग छाडेर आ नो अस्तित्व निर्माण गरिसकेका हुन्छन्। जबसम्म विधाका प्रयोगहरूको कुरा छ ती प्रविधाका रूपमा विकसित नभएसम्म मूल विधाकै सेकतापमा रहन्छन्।

साहित्यका विभिन्न विधामध्ये आख्यान विधाको एउटा महत्त्वपूर्ण प्रविधाका रूपमा विकसित छ – लघुकथा। यो लघुतम आख्यान हो। यो हिँड्ने फरक लिएको छ। यसको आफ्नै किसिमको लेखनशैली विकसित छ। यो उपन्यासजस्तो पनि होइन र कथाजस्तो पनि होइन। कविताका विधा र उपविधाहरूभन्दा लघुकथा भिन्न छन्। निबन्ध, संस्मरण, जीवनी आदिका शैलीसँग लघुकथाको प्रवृत्ति फरक छ। छोटो र छिटोमा अगाडि बढ्नु लघुकथाको प्रवृत्तिधर्मिता हो। यो एक उद्देश्यकेन्द्री विधा हो। यसैले हाँगाबिगासहितको संरचनालाई यसले बोक्दैन। यसमा कथावस्तु, पात्र, परिवेश आदिको उपयोग गर्दा एकल लक्षलाई ध्यानमा राखी गरिन्छ। यसो हुनुलाई लघुकथाको एकोन्मुख प्रवृत्ति भन्न सकिन्छ। यही प्रवृत्तिले गर्दा लघुकथाकारलाई बहकिने वा व्याख्या गर्ने फुर्सद हुँदैन। यही कारण लघुकथाले रैखिक ढाँचालाई बढी मनपराएको हुन्छ।

लघुकथा आख्यानका अरु प्रविधाहरू उपन्यास र कथा जस्तो लामो इतिहास भएको प्रविधा होइन तर यसो भन्दैमा यो प्रयोगमा मात्र सीमित रहेको पनि छैन। लेखन, प्रकाशन, प्रसारण, पठन, विश्लेषण आदिमा यसको दायरा आशालाग्दो किसिमबाट फैलिएको छ। यो उपन्यास र कथाको दाँजोमा आउन नसके पनि प्रविधाका रूपमा भने विकसित भइसकेको छ।

अध्ययन विधि र प्रक्रिया

यस आलेखमा हालको दशकमा विकासको उक्लाइमा रहेको लघुकथालाई आख्यान अनि आख्यानेतर विधा प्रविधासँग तुलना गरी तिनका बीचमा रहेको सम्बन्ध असम्बन्धलाई केलाउँदै निष्कर्ष समेत निकालिएको छ। यो पुस्तकालय विधिसँग रहेर गरिएको गुणात्मक अनुसन्धान कार्य हो। लघुकथा र अन्य विधाप्रविधाका बिच कुनैसँग निकटतम र कुनैसँग दूरतम सम्बन्ध रहनसक्ने कुरालाई यसमा विश्लेषणका साथ निचोड दिइएको छ। यहाँ उपयोग गरिएको विधि वर्णनात्मक र विश्लेषणात्मक विधि नै हो। यहाँ आवश्यक पर्दा तुलनात्मकतालाई पनि अपनाइएको छ। द्वितीयक स्रोतका सामग्रीहरूलाई यस अध्ययनमा उपयोग गरिएको छ। नेपाली साहित्यमा लघुकथाको स्थान निर्धारण गर्नु यसको मुख्य उद्देश्य हो। अन्य विधाप्रविधा र लघुकथा बुझ्न चाहनेहरूका लागि यो लेख उपयोगी हुनेछ।

आख्यानका तीन प्रविधा : उपन्यास, कथा र लघुकथा

आख्यान विधाका तीन प्रविधा विकसित भएका छन्। यी तीन प्रविधामध्ये उपन्यास बृहद्, कथा लघु र लघुकथा लघुतम आकारका छन्।

उपन्यास : आख्यानको बृहद् रूप

उपन्यास आख्यानको बृहद् रूप हो। यसको ऐतिहासिकताको पाना पल्टाउँदै जाने हो भने करीव तेइस सय वर्ष अगाडिसम्म पुगिन्छ। उपन्यास शब्दको पहिलो प्रयोग गर्ने आचार्य भरतमुनि हुन्। उनले आफ्नो नाट्यशास्त्रमा यसको उल्लेख गरेका छन्। शाब्दिक प्रयोग त भामह, दण्डी, धनञ्जय, विश्वनाथले पनि गरेको भेटिन्छ। यस प्रविधामा संस्कृत साहित्यले दिएको भनेको शब्द प्रयोग र पूर्वाभाष मात्र हो। उपन्यासको वास्तविक नालिबेलीका लागि भने पश्चिममा नै पुगनुपर्छ। पश्चिममा त्यसमा पनि अङ्ग्रेजी साहित्यले हाम्रोमा उपन्यास भनिने शब्दलाई पर्यायकै स्वरूपमा नोबेल भनेको छ। नोबेल शब्द ल्याटिनको नोबस् र नोबल्स हुँदै विकसित इटालियनको नोबेले शब्दकै रूपान्तर हो भनिन्छ। इटालियन लेखक गिओवानी बोकासियाद्वारा लिखित डेकामेराँ कृतिलाई नोबेले भनिएकाले पश्चिममा उपन्यास नाम दिएर आएको पहिलो कृति नै यसैलाई मानिएको छ। ईश्वीको १३४८ देखि १३५८ सम्मका कथाहरू डेकामेराँमा समेटिएकाले पश्चिममा यसको ऐतिहासिकता ईश्वीको चौधौँ शताब्दीतिरको देखापर्छ।

कथानक, चरित्र, कथोपकथन, शैली, भाषा, वातावरण, उद्देश्य जस्ता निर्माण उपकरणहरूबाट सजिएको उपन्यास कथाकै जगमा उभिएको हुन्छ। आख्यानको लघु रूप कथा र लघुतम रूप लघुकथासँग यसको सहोदर नाता छ। शैलीगत रूपमा हेर्दा यसमा गद्य शैलीको प्रयोग गरिएको हुन्छ। जीवनको समग्र रूपलाई यसमा समेटिएको हुन्छ अनि धेरै पात्रहरू प्रयोग गरिन्छन्। लेखनमा विश्लेषणात्मकता र विवरणात्मकताको उपयोग हुन्छ। उपन्यासले जीवन र समाज लेख्छ तर हुवहु होइन। काल्पनिकताको धरातलमा उभिएर यो बग्छ। उपन्यासले लेखनमा कस्तो बाटो अपनाउँछ भन्ने सम्बन्धमा विवेक कृष्णचन्द्र सिंह प्रधान यस्तो तर्क राख्छन् –

“उपन्यासले आन्तरिक र बाह्य प्रवृत्तिहरूको चित्रण गरेर जीवनलाई नाप्छ र त्यसको मूल्य खोज्छ। समाजलाई ठम्याउँछ र मोड्ने प्रयत्न गर्छ, गतिलाई समाउँछ र दिशा दिन सङ्केत गर्छ। यसरी प्रेरणा दिइरहन्छ। केवल यथातथ्यता उद्घाटन हैन, मनुष्य समाजको अध्ययन यसमा अभीप्सित हुन्छ। किनभने विज्ञान तथा दर्शन प्रतिपादित सत्य नै सम्पूर्ण होइन। वैज्ञानिक तथ्यभन्दा परको सत्यलाई उपन्यासले टिप्छ र त्यसै प्रेरित गर्छ।”
(प्रधान, २०५२, पृ. २)

उपन्यासलाई आख्यानको बृहद् रूप भनिए पनि आकृतिका हिसावले यो पनि लघु, बृहद् र बृहत्तम हुनसक्छ। सरुभक्त लिखित चुली, केशवराज पिँडाली लिखित बाँच्ने एउटा जिन्दगी अनि लीलबहादुर क्षेत्री लिखित बसाइँलाई लघु उपन्यासको श्रेणीमा राख्न सकिन्छ भने पद्मावती सिंह लिखित समानान्तर आकाश, दौलतबिक्रम बिष्ट लिखित चपाइएका अनुहार, ध्रुवचन्द्र गौतम लिखित अलिखितलाई बृहद् र मदनमणि दीक्षित लिखित माधवी, दौलतबिक्रम बिष्ट लिखित ज्योति ज्योति महाज्योतिलाई बृहत्तम भित्र राख्न सकिन्छ। यसको लेखनमा कुनै आकारगत सीमा छैन।

कथा : आख्यानको लघु रूप

प्रत्येक विधा तथा प्रविधाको आरम्भिक उठानको कुरा गर्दा पूर्वमा वेद र पश्चिममा प्राचीन ग्रीकसम्म पुगेर थरक मारिन्छ। कथाको जरा खोज्दा पनि त्यहीँ नै पुग्नको विकल्प छैन। तर आजका कथाका आकारप्रकार अनि विषय र शैलीलाई हेरेर यसको प्राचीनता केलाउन सम्भव छैन। पूर्वमा वेद र पश्चिममा प्राचीन ग्रीकमा पुग्दा आजका कथाका पूर्वाभाष भने प्राप्त गर्न सकिन्छ। वेदहरूमा सबैभन्दा प्राचीन भनिएको ऋग्वेदमा कथा सङ्केत मात्र पाइए पनि ब्राह्मण ग्रन्थहरूमा

भने तुलनात्मक रूपमा कथाको आभाष अलि बढी सघन बन्दै गएको सङ्केत देखिएको छ। यसो भनाँ – वेदमा भन्दा ब्राह्मण ग्रन्थहरूमा, ब्राह्मण ग्रन्थहरूमा भन्दा उपनिषद्हरूमा र उपनिषद्हरूमा भन्दा लौकिक संस्कृतका कृतिहरूमा कथातत्त्व क्रमशः प्रगाढ बन्दै गएको छ। पूर्वमा प्राचीन कथाको परम्परा सङ्केतका रूपमा नै सही प्रष्ट छ तर पश्चिममा आफ्नै प्रष्ट कथा जग भेटिन्न। पश्चिमको कथा जग भनेको मिश्रेली, हिन्दु, हिब्रू र अरबेली प्राचीन ख्रिस्सा नै हो। यिनै पूर्वका जगमा टेकेर पश्चिमले कथाको भव्य महल निर्माण गरेका हुन्। यो कुरामा हाम्रो मात्र जिकिर होइन यसमा पश्चिमको पनि पूर्ण स्विकारोक्ति छ। पूर्वमा कथाको कोसेढुङ्गा बन्ने श्रेय लौकिक साहित्यका पहिला आदिकवि भनिने वाल्मीकिकृत रामायणले प्राप्त गरेको छ भने पश्चिममा प्राचीन ग्रीसेली साहित्यकार होमरकृत इलियड र ओडिसिले प्राप्त गरेको छ। यद्यपि पूर्व र पश्चिममा कोसेढुङ्गाको काम गर्ने यी कृतिहरू भने विधागत रूपमा कविता र प्रविधागत रूपमा महाकाव्य हुन्। तिनमा कथात्मकताको मुहार राम्रोसँग झल्किएको छ तर यति भन्दाभन्दै पनि आजका कथाको मुहार हिजोका ती मुहारमा भने खोज्नु मनासिब हुँदैन। कारण हिजोदेखि बगदै आएका ती कथा नदीहरूमा आज निकै ठुला परिवर्तनहरू आइसकेका छन्।

कथा आख्यानको लघु अर्थात् मझौलो रूप हो। माथिका प्रसङ्गलाई सिरानी हालेर हेर्दा पनि यो निकै बुढोपुरानो र छिप्पिएको प्रविधा हो भन्ने पनि पुष्टि हुन्छ। तत्त्वगत रूपमा हेर्दा उपन्याससँग कथाको नाता प्रमाणीकरण गर्न सजिलो छ। तर उपकरणगत प्रयोगलाई हेर्ने हो भने उपन्यासमा भन्दा कथामा प्रयोगको अल्पता प्रष्ट छ। कथालाई लघुरूपको आख्यान भनिने पनि यसको आकारप्रकार तीन स्वरूपमा छन् – (१) अति लामा कथा (२) लामा कथा र (३) छोटो कथा। नेपालीमा अति लामा कथा लेख्ने चलन खासै छैन, लामा र छोटो कथा भने भेटिन्छन्। यहाँ छोटो कथा भन्नुको मतलब लघुकथा भन्नु भने होइन। लघुकथाका ढङ्ग र ढाँचा छोटो कथाभन्दा नितान्त फरक छन्।

लघुकथा : आख्यानको लघुतम रूप

लघुतम विशेषता रहेको लघुकथा आख्यानको तेस्रो प्रभेद हो। यसलाई आख्यानको कान्छो प्रविधा भन्न सकिन्छ। आख्यानका उपन्यास र कथाभैँ यसको पनि लहरो तानिँदै जाँदा पूर्व र पश्चिमका आदिकालका आख्यानात्मक रचनासम्म पुग्छ। पूर्व र पश्चिमका लघुकथा लिएर आएका कथाशहरूमा यसको घुमैलो छवि देख्न सकिन्छ। पूर्वमा वेद, ब्राह्मण ग्रन्थ, उपनिषद् तथा पुराणहरूमा लघुकथाका झल्कको दिने कथाशहरू यथेष्ट भेटिन्छन्। पश्चिममा मिश्रेली, हिन्दु, हिब्रू र अरबेली प्राचीन ख्रिस्साहरूले लघुकथाको अलिअलि नियासो मेट्छ। पश्चिमले लघुकथामा विभिन्न प्रयोग गरेको छ तर हाम्रामा भने त्यति धेरै प्रयोग भेटिन्न। पश्चिममा लघुकथाको पर्यायवाची नाम निकै छन्। ती मध्ये केही हुन् – Short Short Story (लघुकथा), Very Very Short Story (अत्यल्प कथा), Little Short Story (सानो कथा), Mini Story (छरितो कथा), Flash Story (दीप्ति कथा), Micro Story (मिही कथा), Hint Story (सङ्केत कथा), Postcard fiction (डाकपत्रे कथा), Nano fiction (नानु कथा), Drabble (ड्र्याबल कथा), Twitter fiction (ट्विटर कथा), Sudden Story (सडन कथा) आदि। यी नामहरू समालोचक मोहनराज शर्माले आ नो समालोचनात्मक कृति समालोचनाको नयाँ कोणको लघुकथाको चिनारी र नेपाली लघुकथा भन्ने एकाइमा उल्लेख गरेका छन्। पश्चिमले लघुकथा भनेर गरेका यी प्रयोगहरूमा नाममा मात्र भिन्नता नभएर संरचना र प्रस्तुतिहरूमा पनि अलिअलि भिन्नता छ। नेपालीका लघुकथामा ३०० शब्दको आसपासमा रहेर लेखिने शैली बढी प्रचलित छ। केहीले आजकल सूत्रकथा भनेर पनि यसको पृथक् प्रयोग थालेका छन्। समालोचक मोहनराज शर्माले लघुकथाका लेखकहरू एकै प्रयोगमा मात्र नगुजुल्टिएर विविध प्रयोगतर्फ लाग्नुपर्ने कुराको सङ्केत गर्दै भनेका छन् –

“समकालीन नेपाली साहित्यमा अब प्रचलित ढर्रामा हचुवा किसिमले कुनै एउटा शब्दसङ्ख्या (जस्तै ५०० सम्म वा ३०० सम्म) तोकी त्यसबमोजिम लघुकथा लेख्दैमा पुग्दैन अब एउटा मात्र होइन, विविध शब्दसङ्ख्या तोकी योजनाबद्ध रूपमा सार्थक एवम् प्रभावकारी लघुकथा लेख्नु आवश्यक

छ। कुनै शब्दसङ्ख्या तोकै त्यस सीमाभित्र रहेर त्यतिसम्मको वा त्यसभन्दा कम शब्दको लघुकथा रचनाको साथै निश्चित सङ्ख्या तोकै त्यसभन्दा पटककै घटबढ नगरी त्यति शब्दमै कथा लेख्नु पनि जरुरी भइसकेको छ। अचेल सबै लघुकथाहरू दीप्ति कथा वा भिल्को कथाका रूपमा रचिने हुँदा निर्धारित शब्दसङ्ख्या जति भए पनि रचना बिजुलीभैं चम्केर अर्थदीप्ति प्रदान गर्ने खालको हुनुपर्छ।” (शर्मा, २०७८, पृ. ३२७)

लघुकथाको आफ्नै स्वरूप र संरचना छ। यसको स्वरूप र संरचना अन्य विधा प्रविधासँग मिल्थो मिल्थो जस्तो भए पनि फरक छ। यसमा कथानकका आदि, मध्य र अन्त्यको श्रृङ्खला रहन्छ। यस्तो श्रृङ्खला उपन्यास र कथामा पनि हुन्छ। आकारमा तुलो हुने हुँदा उपन्यासमा यो श्रृङ्खलाले विकसित हुने समय प्रशस्त पाउँछ। उपन्यासमा आदि र अन्त्य भागलाई एक एक वटा परिच्छेदमा र मध्य भागलाई विभिन्न परिच्छेदहरूमा फैलाउन मिल्छ। कथा भने मझौलो प्रविधा भएकाले त्यसमा यी अङ्गहरू उपन्यासमा जति फैलन पाउन्नन्। अझ लघुकथामा त यसको फैलावटलाई निकै साँघुर्याउनु पर्ने हुन्छ। किनकि लघुकथाको मूल सूत्र नै ‘छोटो लेख, छिटो लेख र प्रभावकारी लेख’ हो। लघुकथामा ज्यादै लघुतम संरचनामा आदि, मध्य र अन्त्यको श्रृङ्खला खिप्नु पर्ने भएकाले यसको लेखन चुनौतीपूर्ण पनि छ।

लघुकथाको आदि भाग आरम्भ हो। आरम्भ भनेको विषयको उठान। यसै भागमा समस्या रोपिन्छ, समस्या अङ्कुरण हुन्छ र द्वन्द्वबीज उत्पादन हुन्छ। यसका आरम्भिक वाक्यहरू ओजिला हुनु आवश्यक छ किनकि यो पाठकको ध्यान खिच्ने अङ्ग हो। मानकको सुरुवात यही विन्दुबाट हुने भएकाले पनि लघुकथाकारले शैलीगत परिपक्वता यहीँबाट थाल्नुपर्छ। यहाँ व्याख्या चाहिन्न र विश्लेषण राखिन्न। सूत्रात्मक प्रविधि उपयोग गरिन्छ।

आदि भागमा रोपिएको र उम्रिएको समस्याले उत्कर्षता प्राप्त गर्ने ठाउँ मध्य भाग नै हो। द्वन्द्वको उठान र विकास अनि कौतुहलको उद्भव र उत्कर्ष पनि यहीं हुन्छ। द्वन्द्वलाई सघन बनाउने ठाउँ पनि यहीं नै हो। द्वन्द्व जति सघन भयो त्यति नै मात्रामा पाठकभित्र हुँडलो मच्चिन्छ। पाठकभित्र जति हुँडलो र तनाव बढ्यो त्यति नै धेरै लघुकथा सफल बन्छ।

अन्त्य भाग भनेको लघुकथाको बीट हो। यो बलियो गरी बुनिनु पर्छ। आदि र मध्य भागको सफलताले मात्र लघुकथाको मानक निर्धारण हुँदैन। यसैले यो भागमा चोटिला वाक्यहरूको उपयोग हुनुपर्छ। अन्त्य व्यवस्थापन सबै विधा प्रविधामा चाहिन्छ तर लघुकथाको अन्त्य भाग अरु विधाको जस्तो हुँदैन। लघुकथाले अन्त्य व्यवस्थापनमा विलम्ब होइन आकस्मिकता खोज्छ। आकस्मिकताले पाठकलाई खल्बल्याउँछ। यहाँ पाठक जति बढी खल्बलियो त्यति नै लघुकथा सफल बन्छ। यहाँ लघुकथाकारले उपदेश होइन विचारलाई स्थापित गर्नु पर्छ। यसले विस्तारको पथ समातेको हुँदैन। यो छोटो बाटाबाट छिटो गन्तव्यमा पुग्छ। लघुकथामा चुटुकिला बन्ने जोखिम रहन्छ। लेखक यसप्रति चनाखो नहुँदा लघुकथाले क्षति बेहोर्नु पर्छ। यस सम्बन्धमा समीक्षक प्रा.डा. दयाराम श्रेष्ठको धारणा यस्तो छ –

“विस्तारमा क्रमैसँग जानु यसको स्वभाव किमार्थ होइन तापनि आफ्नो रैखिक गतिलाई भने यसले शीघ्रातिशीघ्र पार गरी अन्त्यमा पाठकमा गहिरो प्रतिध्वनि (Eco Sound) को आभाष गराएर छाड्छ। प्रतिध्वनि नसुनिए त्यो लघुरचना लघुकथा नभएर कुनै टट्ट्यौली (Jokes) मात्र बन्छ।” (श्रेष्ठ, २०७८, पृ. १३)

लघुकथालाई अन्त्य गर्ने २ शैली छन् – खोल्ने शैली र छोप्ने शैली। यहाँ खोल्ने र छोप्नेको मतलब अर्थ खोल्ने र अर्थ नखोल्ने भनिएको हो। खोल्ने शैलीमा लेखकले निर्णय दिन्छ भने छोप्ने शैलीमा लेखकले निर्णय दिँदैन। खोल्ने शैलीमा आशय खोज्न पाठक घोट्लिन पर्दैन भने छोप्ने शैलीमा अर्थका लागि पाठक घोट्लिनु पर्छ। खोल्ने शैली अर्थको फोकस लघुकथाकार स्वयंले निर्धारण गर्ने शैली हो भने छोप्ने शैली लेखकले पाठकलाई दिएको गृहकार्य हो। भनिन्छ – पाठकको मनमाफिक धारणा बनाउने र सोचमग्न हुने अधिकारलाई खोल्ने शैलीले कुण्ठित बनाउने हुँदा राम्रो होइन।

यसैले लघुकथा लेखकहरूलाई सुभाष दिँदा छोप्ने शैली नै उपयोग गर्न भनिन्छ। तर कतिपय लेखकहरूले आफ्नो उद्देश्य एकातिर र पाठकको बुझाइ अर्कोतिर हुने अवस्था रोक्न जानाजान खोल्ने शैली रोज्छन्। यो खोल्ने शैली भनेको पनि सूचीकारको सीप जस्तै हो। कपडाको डिजाइन गर्दा कति खोल्दा राम्रो र कति खोल्दा भद्दा हुन्छ भन्ने कुरा कुशल सूचीकारको सीप र अनुभवले तय गरे जस्तै एउटा कुशल लघुकथाकारले पनि समापनमा कति खोल्ने र कति छोप्ने भन्ने कुशलता देखाएमा लघुकथाको स्तरीयता घट्दैन बढ्छ। तर यो खोल्ने शैलीको उपयोग गर्दा लेखकले अत्यन्त कुशलता भने प्रदर्शन गर्नुपर्छ। यसैले यहाँ के भन्न सकिन्छ भने खोल्ने शैलीको उपयोग गर्ने हो भने लेखकले आ-नो उद्देश्यको सङ्केत मात्र गरोस्, पाठकीय जिज्ञासाको सम्पूर्ण आयामहरू बन्द गर्ने गरी यसको प्रयोग नगरोस्।

तुलनात्मक निष्कर्ष

आख्यानका तीन प्रविधा छन् — उपन्यास, कथा र लघुकथा। यी ३ वटै प्रविधाहरू स्वतन्त्र पनि छन्। हुनत एकै विधाका प्रविधा भएकाले यिनमा कतिपय दृष्टिले साम्यता देखिनु अनौठो होइन। निर्माण उपकरणहरू मिल्दाजुल्दा छन् तर उपयोगको तरीका र मात्रामा फरक छ। यी तीन प्रविधाहरू घटना, पात्र र परिवेशका दृष्टिले फरक छन्। उपन्यासमा धेरै घटनाहरू हुन्छन् — एक मुख्य मोटो घटना र त्यही मुख्य मोटो घटनालाई घेर्न आउने अन्य सहायक घटनाहरू। दुरुस्त एउटा मानिसको समग्र जीवनजस्तो जहाँ अनगिन्ती पात्रहरू ठोक्किन आइपुग्छन्, चरित्रको वृहद् विकास हुन्छ, व्याख्यात्मक प्रवृत्ति देखापर्छ र फैलिएको खुला परिवेश साक्षात्कार हुन्छ। दोस्रो प्रविधा कथा जहाँ मुख्य घटना र आवश्यकताअनुसार एकदुई वटा सहायक घटनाहरू पनि रहन्छन् तर यसमा सहायक घटनाहरूको जालो भने रहन्न। पात्र हुन्छन् तर सीमित। परिवेशमा रहन्छ — तुलनात्मक रूपमा व्याख्यात्मक र विस्तारात्मक स्थितिको सङ्कुचन। व्यङ्ग्यचेत शिथिल हुन्छ। जीवनको एक खण्ड प्रस्तुति भनी कथालाई। अर्थात् यो (कथा) जीवन होइन, जीवनमा महत्त्व राख्ने एक घटना। तेस्रो प्रविधा लघुकथा हो, जसमा एउटा अत्यन्त सानो र मसिनो घटना रहन्छ। कम्तीमा २ घटना हुनुपर्छ। एक मात्र घटना जीवन्त लघुकथाका लागि राम्रो होइन। धेरै घटनाहरूको जालो पनि लघुकथाले थेग्न सक्दैन। पात्रहरू पनि हुन्छन् यसमा तर चरित्र चित्रण हुन्न। परिवेश सङ्केतात्मक, अव्याख्यात्मक र अविस्तारात्मक हुन्छ। धारिलो व्यङ्ग्यचेतना, सघन प्रतीकात्मकता लघुकथाका दरिला वैशिष्ट्य हुन्। विद्वानहरूले कथालाई प्रक्रियाबाट खोजिने लक्ष र लघुकथालाई लक्षभेदनको साधना भनेका छन्। प्रख्यात आख्यान लेखक प्रेमचन्दले कथा र उपन्यासको पृथक्ता केलाउँदै “कथामा चरित्रको फलक हुन्छ भने उपन्यासमा भाँकी” भनेका छन्।

कथा र लघुकथा सहसम्बन्धी विधा रहेको कुरा प्रष्ट पाउँदा सिद्धान्तकार लक्ष्मणप्रसाद गौतम भन्छन् —

लघुकथा पनि कथा नै भएकाले कथाका जेजस्ता घटक, लघुसंरचक तत्त्व वा उपकरण हुन्छन् कथामा पनि तिनै उपकरणहरूको विन्यास हुन्छ र कथा लघुकथा दुबै आख्यानका प्रभेद भएकाले पनि यी दुईका बीच सहसम्बन्ध देखिन्छ। (गौतम, २०७२, पृ. ८३)

कथा र लघुकथाको अन्तरलाई प्रष्ट पाउँदा हिन्दी समीक्षक श्री सतीशराज पुष्करणाले भनेका छन् —

“लघुकथा मात्र कथानकको स्तरबाट नै कथाभन्दा भिन्न हुन्छ। लघुकथामा मूलतः एक मात्र क्षणिक घटना हुन्छ, जसमा समय अन्तरालको कुनै गुन्जाइस हुँदैन।” (पुष्करणा, २०१९, पृ. २१५)

हिन्दी साहित्यका समीक्षक निशान्तर कथाको चिनारीमा लेख्छन् —

“कथामा एकभन्दा बढी अलग अलग कालखण्डको, एकअर्कासँग सम्बद्ध अलग अलग घटनाहरूको, एक कथात्मकताको सूत्रमा जोडेर जीवनको कुनै एक अङ्ग वा कुनै एक मनोभावलाई प्रदर्शित गरिएको हुन्छ।” (निशान्तर, २०१९, पृ. ३८)

विवेचक फौकनरले कथा र उपन्यास लेखनका सम्बन्धमा तुलना गर्दै भनेका छन् -

“उपन्यास लेख्दा निकै निस्फिक्री हुन सकिन्छ। यसमा धेरै निरर्थक कसिङ्गर पनि मिसाउन सकिन्छ र जे गरे पनि त्यसमा छुट हुन्छ तर कथा भनेको कविता पछिको विधा भएकाले कथाको प्रत्येक शब्द सटीक र उपयुक्त ठाउँमा रसाइएको हुनुपर्छ। उपन्यासमा तपाईं लापरवाही गर्न सक्नुहुन्छ तर कथामा त्यसो गर्न सक्नुहुन्न। चेखवले लेखेजस्ता उत्कृष्ट कथालाई हृदयमा राखेर मैले त्यसो भनेको हुँ। त्यसैले मैले कथालाई दोस्रो स्थानमा राखेको हुँ। कथाकारितामा अधिकतम निखार वा परिष्कारको आवश्यकता पर्दछ। लापरवाही गर्ने वा नचिल्याइकन छाड्ने अवसर त्यहाँ कम्ती प्राप्त हुन्छ। त्यहाँ कसिङ्गरको निमित्त कम्ती अवसर प्राप्त हुन्छ। यद्यपि कवितामा भने कसिङ्गरका निमित्त अलिकति पनि अवसर प्राप्त हुन्छ। यो विशुद्ध, निश्चल र अत्यन्तै पूर्ण हुनुपर्दछ।” (समकालीन साहित्य पूर्णाङ्क १, २०५०, पृ. ९२)

विभिन्न विधासँग लघुकथाको सम्बन्ध असम्बन्ध

लघुकथा र मुक्तक बीच प्रवृत्तिजन्य निकटता पाइन्छ। यी दुबैले अनुभूतिको झिल्लालाई अभिव्यक्त गर्छन्। लघुतम रचना हुनु दुबैको परिचय हो। जीवनजगतको चित्रण, प्रयोजन र प्रभावकारिताका दृष्टिले यी समान छन्। यी दुबैमा कथ्यपुष्टिका लागि क्रमशः पछिल्ला वाक्य वा पङ्क्तिहरू सघन बन्दै जान्छन्। यी दुबैले पाठकीय मस्तिष्कमा शब्दगुञ्जनको तरङ्ग प्रवाहित गर्छन्। शब्दगुञ्जनको तरङ्ग जति लामो समयसम्म रहन्छ त्यति नै यी दुबै प्रभावकारी रचना बन्छन्। यस्ता प्रवृत्तिगत सामीप्यता हुँदाहुँदै पनि यी दुई एउटै विधाका प्रविधा भने होइनन्। लघुकथा आख्यान विधाको प्रविधा हो भने मुक्तक कविता विधाको प्रविधा हो। लघुकथा गद्यात्मक रचना हो भने मुक्तक पद्यात्मक रचना हो। गद्यशैली प्रधान हुने भएकाले लघुकथामा गेयात्मक प्रवृत्ति पाइन्छ भने पद्यशैली प्रधान हुनाले मुक्तकमा गेयात्मक गुण भेटिन्छ। संरचनात्मक दृष्टिले दुबै विन्दु हुन् सिन्धु होइनन् तर बेजोड अर्थप्रवाहका दृष्टिले दुबै विन्दुभिन्नका सिन्धु हुन्। लघुकथा र मुक्तक बीच रहेको सम्बन्ध प्रष्ट पाउँदा समीक्षक लक्ष्मणप्रसाद गौतमले आफ्नो पुस्तकमा भनेका छन् -

लघुकथा र मुक्तक पूर्णतया भिन्न भिन्न प्रविधा हुन् तर कथ्य, भाव, अनुभूति आदिको उत्तरोत्तर तीव्रता र रहस्यको पटाक्षेप जस्ता केही रचनाविधान र क्रमशः आख्यान र कविताका लघुतम रूपका कारण भने लघुकथा र मुक्तकका बीच सहसम्बन्ध देखिन्छ। (गौतम, २०७२, पृ. ८४)

कथा र मुक्तकदेखि वाहेक अन्य विधाप्रविधासँग लघुकथाको सामीप्यता भन्दा दूरता बढी देखिन्छ। कविता विधा अन्तर्गत पर्ने महाकाव्य, खण्डकाव्य, लामा कविता, फुटकर कविताका साथै निबन्ध, प्रबन्ध, जीवनी, आत्मवृत्तान्त, नाटक आदि विधाप्रविधासँग साहित्यिक अभिव्यक्ति हुनु वाहेक लघुकथाको सम्बन्ध देखिन्छ। चोटिलो अभिव्यक्ति भएका आधारमा लघुकथासँग चुट्किलाको निकटता छ त भन्न सकिएला तर अर्थगाम्भीर्यताका हिसावले यी दुई निकै टाढा छन्। लघुकथा गम्भीर रचना हो भने चुट्किला लोक उद्यौली हो। चुट्किला क्षणिक मनोरञ्जन हो भने लघुकथा जीवन्त साहित्यिक रचना हो। आजका कतिपय लेखकहरूले चुट्किला र लघुकथा बीचको भेद छुट्याउन नसक्दा लघुकथाका नाममा चुट्किला लेखिरहेका छन्। चुट्किलाबाजीबाट लघुकथालाई बचाउनु लघुकथाको चुनौती हो। यस्तै आयामका दृष्टिले लघुकथासँग सूक्तिपद्य, छोटो नीतिकथा र लोककथाको सम्बन्ध देखिए पनि अन्य दृष्टिले यी फरक हुन्।

लघुकथामा कविता नाटक र निबन्धको अन्तर्धुलन भने भएको पाइन्छ। एक विधाभिन्न अर्को विधाको प्रविष्टिलाई विधाहरूको अन्तर्धुलन भनिन्छ। यो विधामिश्रणको अवस्था हो। यो विनिर्माणको एउटा प्रक्रिया हो। कविता, नाटक र निबन्धबाहेक अन्य विधाको लघुकथामा अन्तर्धुलन हुँदैन। कविता विधा अन्तर्धुलित लघुकथाहरू काव्यात्मक लघुकथा हुन्। मुक्त लयात्मकता यसको प्रवृत्ति हो। नाटक विधा अन्तर्धुलन भएका लघुकथाहरू नाट्यात्मक लघुकथा हुन्।

यस्ता लघुकथाहरूमा संवादात्मक प्रवृत्ति भेटिन्छ। निबन्ध विधा मिश्रित लघुकथा निबन्धात्मक शैलीका लघुकथा हुन्। यस्ता लघुकथामा आत्मपरक शैली र प्रथमपुरुष प्रथमपुरुष दृष्टिविन्दुको प्रयोग हुन्छ। निबन्ध मिश्रित लघुकथामा आख्यानतत्त्वको भने न्यूनता रहन्छ। यस्तो विधा अन्तर्धुलित प्रवृत्तिले लघुकथालाई प्रयोगशील बनाई विकसित तुल्याउन सहयोग पुऱ्याएको हुन्छ।

विभिन्न विधा प्रविधासँग लघुकथाको सम्बन्ध असम्बन्धको अवस्था विवरणलाई मसिनोसँग प्रष्ट हुन तलको तालिकालाई हेरौं —

लघुकथाको अन्य विधाप्रविधासँग सम्बन्ध/असम्बन्धको अवस्था विवरण

विधा	प्रविधा	सम्बन्ध/ असम्बन्ध	सम्बन्ध स्थिति	सम्बन्ध तत्त्व	असम्बन्ध तत्त्व (पृथक् पक्ष)	प्रष्टीकरण
आख्यान	उपन्यास	सम्बन्धित	निकट	आख्यान विधाकै प्रविधा भएकाले कथा र उपन्यासका	आकारप्रकार ठुलो भएकाले तत्त्वगत उपयोगको मात्रा कथा र लघुकथाका तुलनामा बढी रहने	—
	कथा	सम्बन्धित	निकटतम	तत्त्वहरू लघुकथाका पनि तत्त्व हुन्।	मझौलो आकारप्रकार हुनाले तत्त्वगत प्रयोगको मात्रा लघुकथाका तुलनामा बढी नै हुने	—
कविता	मुक्तक	आंशिक सम्बन्धित	प्रवृत्तिजन्य निकटता	संक्षिप्तता र चोटिलोपन	लघुकथा आख्यानको प्रविधा र मुक्तक कविता विधाको प्रविधा हो।	विधागत अन्तर्धुलन हुँदा भने लघुकथामा काव्यात्मक प्रवृत्तिको निकटता भल्कन्छ।
	गीत	आंशिक सम्बन्धित	प्रवृत्तिजन्य निकटता	लय तत्त्व दुबैमा रहन्छ (गीतमा भावनात्मक लय हुन्छ भने लघुकथामा विचारको लय हुन्छ।)	आकारप्रकार, विधा, प्रस्तुतीकरण	
	फुटकर कविता	असम्बन्धित	—	—	आकारप्रकार, विधा, प्रस्तुतीकरण	
	खण्डकाव्य	असम्बन्धित	—	—	आकारप्रकार, विधा, प्रस्तुतीकरण	
	महाकाव्य	असम्बन्धित	—	—	आकारप्रकार, विधा, प्रस्तुतीकरण	
नाटक	एकाङ्की	असम्बन्धित	—	—	संवादको प्रयोग एकै किसिमले नहुनु, विधा, आकारप्रकार, प्रस्तुतीकरण	लघुकथासँग नाट्यविधाको विधागत अन्तर्धुलन हुँदा सम्बादात्मक प्रवृत्ति भेटिन्छ।
	पूर्णाङ्की	असम्बन्धित	—	—	—	
निबन्ध (आत्मपरक र वस्तुपरक)	—	असम्बन्धित	—	—	निबन्ध नितान्त वैचारिक विधा हो तर लघुकथाको मूल तत्त्व वैचारिकता होइन।	लघुकथासँग निबन्ध विधाको अन्तर्धुलन हुँदा निबन्धसँग लघुकथाको प्रवृत्तिजन्य आंशिक निकटता भने भल्कन्छ।

चुट्किला	लोकसाहित्यको हास्यव्यङ्ग्यात्मक प्रविधा	आंशिक सम्बन्धित	प्रवृत्तिजन्य निकटता	चोटिलो अभिव्यक्ति	लघुकथा गम्भीर रचना हो भने चुट्किला लोक ठट्ठौली	—
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माथिको तालिकाबाट निम्नलिखित कुराहरू खुल्न आउँछन् -

- (१) उपन्यास र कथासँग लघुकथाको सम्बन्ध क्रमशः निकट र निकटतम छ। तीन वटै प्रविधामा प्रयोग हुने उपकरणहरू समान नै हुन् तर तिनको उपयोगमा भने मात्रात्मक रूपमा कमबेसी छ।
- (२) कविताका मुक्तक, गीत, फुटकर कविता, खण्डकाव्य, महाकाव्य जस्ता प्रविधा छन्। लघुकथाले कविताका मुक्तक र गीतसँग आंशिक सम्बन्ध राख्छ। अन्य प्रविधासँग भने यसको कति पनि सम्बन्ध छैन। कवितात्मक शैलीलाई भने लघुकथामा अन्तर्गुलन गर्न सकिन्छ। यसले लघुकथाको रूपाकर्षणलाई बृद्धि गर्न सघाउँछ।
- (३) एकाङ्की र पूर्णाङ्की गरी नाटकका दुई भेद छन्। लघुकथासँग यी दुई प्रविधाको कुनै सम्बन्ध देखिदैन। तर नाट्यात्मक शैलीलाई भने लघुकथामा उपयोग गर्न सकिन्छ। उपयोगको तरिका भने फरक छ। नाट्यात्मक शैलीको उपयोगबाट लघुकथाले थप प्रभावकारिता पाउँछ।
- (४) निबन्ध वैचारिक विधा हो तर लघुकथा त्यो होइन। यसैले यी दुई बीच सम्बन्ध देखिँदैन। यदाकदा लघुकथामा निबन्धात्मक शैलीको प्रचुर प्रवेश हुँदा त्यसले लघुकथाको आख्यानतत्त्वलाई भने क्षति पुऱ्याएको हुन्छ।
- (५) चुट्किला लोकसाहित्यको एउटा प्रविधा हो। यसमा चोटिलो अभिव्यक्ति हुन्छ। लघुकथाले पनि चोटिलो अभिव्यक्तिको माग गर्ने हुनाले लघुकथा र चुट्किला भनेका दाजुभाइ नै हुन् कि भन्ने भ्रम उत्पन्न हुन्छ तर यो भ्रमबाट लघुकथा लेखकहरू मुक्त हुन सक्नुपर्छ।

निष्कर्ष

नेपाली साहित्यमा लघुकथाको आ नै स्थान निर्माण भइसकेको छ। आख्यान विधाको सशक्त प्रविधाका रूपमा साहित्यमा लघुकथाको व्याप्ति छ। यो प्रयोगको चरणबाट उक्लिएर प्रविधाका चरणमा पुगिसकेको छ। यो साहित्यका अन्य विधा र प्रविधाहरूभन्दा चोटिलो विधाका रूपमा विकसित भइरहेको छ। लेखन, प्रकाशन, प्रसारण, पठन, विश्लेषण आदिमा यसको दायरा फराक हुँदै गएको छ। यसका लेखनमा लेखकहरूले नयाँ नयाँ शैली र बान्कीहरू भित्र्याइरहेका छन्। प्रकाशनमा लघुकथाको पहुँच बढ्दो छ। कुनै विधासँग नजिकिएर र कुनैसँग टाढिएर यो आफ्नो गतिमा निरन्तर विकासको सिंढी उक्लिएरहेको छ भन्दा कुनै अत्युक्ति हुने छैन।

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व्यतिरेकी विश्लेषणको सैद्धान्तिक अवधारणा, प्रक्रिया र प्रयोग

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लेखसार

प्रस्तुत लेख प्रायोगिक भाषाविज्ञानका विभिन्न शाखाहरूमध्येको एउटा महत्त्वपूर्ण शाखा व्यतिरेकी विश्लेषणसँग सम्बन्धित रहेको छ। यस लेखमा व्यतिरेकी विश्लेषणको सैद्धान्तिक अवधारणा, आवश्यकता र प्रयोगबारे चर्चा गरिएको छ। वस्तुतः व्यतिरेकी विश्लेषणको सैद्धान्तिक चर्चा गर्नु, व्यतिरेकी विश्लेषणको प्रक्रिया र प्रयोगको व्याख्या विवेचन गर्नु प्रस्तुत लेखका मुख्य उद्देश्यका रूपमा रहेका छन्। प्रस्तुत लेख तयारीका क्रममा गुणात्मक अध्ययन विधिको अवलम्बन गरिएको छ। यस क्रममा पुस्तकालयीय अध्ययन विधिको प्रयोग गरिएको छ। यस लेखका लागि आवश्यक कुराहरू नेपाली, हिन्दी तथा अङ्ग्रेजी सैद्धान्तिक सामग्रीहरूको अध्ययनबाट प्राप्त गरिएको छ। त्यसरी प्राप्त तथ्यको प्रस्तुतिका लागि व्याख्यात्मक तथा विश्लेषणात्मक विधिको उपयोग गरिएको छ। यस अध्ययनका आधारमा व्यतिरेकी विश्लेषण दुई वा दुईभन्दा बढी भाषाहरूका बीचको तुलनात्मक अध्ययनमा आधारित सिद्धान्तका रूपमा रहेको, यससम्बन्धी अवधारणाको विकास सन् १९५० को दशकपछि भएको, यसमा आधारित भई गरिने अध्ययनमा सामग्रीको सङ्कलन, सामग्रीको सत्यापन, सामग्रीको व्याख्या विश्लेषण र निष्कर्षणजस्ता प्रक्रिया एवम् पद्धतिहरूको प्रयोग गरिनेलगायतका निष्कर्षहरू निकालिएको छ। प्रस्तुत लेख व्यतिरेकी विश्लेषणका बारेमा जानकारी लिन चाहने शिक्षक, विद्यार्थी, जिज्ञासु एवम् सम्बन्धित सबैका लागि उपयोगी हुने अपेक्षा गरिएको छ।

मुख्य शब्दावली : व्यतिरेकी विश्लेषण, व्यतिरेकी विश्लेषणको सिद्धान्त, व्यतिरेकी विश्लेषणका प्रक्रिया, व्यतिरेकी विश्लेषणका पद्धति, व्यतिरेकी विश्लेषणको अभ्यास

अध्ययनको पृष्ठभूमि

दुई वा सोभन्दा बढी भाषाहरूका बीचमा पाइने संरचनात्मक समानता र असमानताको अध्ययन विश्लेषण गर्ने प्रायोगिक भाषाविज्ञानको शाखालाई व्यतिरेकी विश्लेषण भनिन्छ। व्यतिरेकी विश्लेषणमा एकभन्दा बढी भाषाहरूमा रहेका व्यवस्था, उपव्यवस्था एवम् विशेषताहरूको तुलनात्मक अध्ययन गरिन्छ। व्यतिरेकी विश्लेषणको अवधारणा भाषासिकाइको व्यवहारवादी सिद्धान्तसँग सम्बन्धित रहेको छ (गौतम, २०६१:८७)। यसमा भाषा भाषाका बीचको सहसम्बन्ध पहिल्याउने र समानताभन्दा असमानताको अध्ययनमा जोड दिने हुँदा यसको प्रकृति तुलनात्मक, सहसम्बन्धात्मक तथा व्यतिरेकी किसिमको हुन्छ। व्यतिरेकी विश्लेषण एकाधिक भाषाको अध्ययनसँग सम्बन्धित रहेकाले यसका माध्यमबाट भाषाका सार्वभौम विशेषताहरू पहिचान्न सकिन्छ। यो भाषा सिकाइको व्यवहारवादी सिद्धान्तसँग सम्बन्धित विषय हो, त्यसैले यसको सम्बन्ध शैक्षणिक प्रयोजनसँग रहेको छ। शैक्षणिक सन्दर्भमा प्रायः दुई वटा भाषाको तुलना गरिन्छ जसमध्ये एउटा भाषा विद्यार्थीको मातृभाषा (स्रोत भाषा) हुन्छ भने अर्को चाहिँ लक्ष्य भाषा (दोस्रो भाषा)। भाषा शिक्षणमा विद्यार्थीको मातृभाषा र पठनपाठनको भाषा एउटै हुँदा भाषा सिकाइ जेजति सहज र उपलब्धिमूलक हुन्छ भिन्न हुँदा त्यति सहज र उपलब्धिमूलक हुँदैन अर्थात् लक्ष्य भाषाको संरचना स्रोत भाषाको संरचनासँग मिल्दोजुल्दो भए सिकाइ सरल तरिकाले छिटो र नभए कठिन तरिकाले ढिलो हुने अवस्था देखापर्दछ। यसो हुनुका पछाडि प्रत्येक भाषाको संरचनात्मक स्वरूपले भाषासापेक्ष भूमिका निर्वाह गरेको हुन्छ। व्यतिरेकी विश्लेषणमा मातृभाषा र लक्ष्य भाषाका बीचको संरचनात्मक समता र भिन्नताको सूक्ष्म अध्ययन गरिने भएकाले यसबाट

भाषाविशेषका मिल्दा-अमिल्दा अभिलक्षणबारे जानकारी प्राप्त हुन्छ। भाषा शिक्षणका क्रममा स्रोत र लक्ष्य भाषाका बीच रहेका असमानताहरूलाई विशेष ध्यान दिई शिक्षण गर्दा सिकाइ शिक्षण बढी प्रभावकारी बन्न पुग्दछ। यसका लागि व्यतिरेकी विश्लेषण विशेषाधार बन्दछ। प्रस्तुत लेखमा व्यतिरेकी विश्लेषणसम्बद्ध यिनै विविध पक्षहरूको चर्चा परिचर्चा गरिएको छ।

अध्ययन विधि र प्रक्रिया

प्रस्तुत लेख गुणात्मक अनुसन्धानमा आधारित रहेको छ। यसका लागि आवश्यक सामग्रीहरूको सङ्कलन पुस्तकालयीय विधिका माध्यमबाट गरिएको छ। यस क्रममा व्यतिरेकी विश्लेषणका बारेमा चर्चा गरिएका नेपाली, हिन्दी तथा अङ्ग्रेजी सैद्धान्तिक सामग्रीहरूको अध्ययन गरिएको छ र आवश्यक कुराहरूको ग्रहण गरिएको छ। प्रस्तुत लेखमा मूलतः द्वितीयक स्रोतका सामग्रीहरूको उपयोग गरिएको छ। साथै विज्ञहरूका राय एवम् सुभावहरूलाई प्राथमिक स्रोतका रूपमा उपयोग गरिएको छ। यसमा प्राप्त तथ्यहरूलाई व्याख्यात्मक तथा विश्लेषणात्मक रूपमा प्रस्तुत गरिएको छ।

व्यतिरेकी विश्लेषणको परिचय र परिभाषा

दुई वा सोभन्दा बढी भाषाको तुलनात्मक अध्ययनसँग व्यतिरेकी विश्लेषण सम्बन्धित रहेको छ। यसलाई व्यतिरेकी भाषाविज्ञान वा व्यतिरेकी अध्ययन पनि भनिएको पाइन्छ (अधिकारी, २०६५:१२७)। व्यतिरेकी विश्लेषणमा भाषाहरूको अध्ययन विश्लेषण गर्दा विभिन्न भाषावैज्ञानिक तह (वर्णात्मक, रूपात्मक, वाक्यात्मक, शब्दभण्डारगत, शैलीगत आदि) लाई आधार बनाइन्छ। यस क्रममा भाषा भाषाका बीचको अन्तर्सम्बन्ध वा असम्बन्धको अध्ययन गरिन्छ। अन्तर्सम्बन्ध अध्ययन गर्दा व्यतिरेकी ध्वनि वा वर्णको विश्लेषण, रूपात्मक स्वरूपको विशेषता विश्लेषण, रूपको व्याकरणिक अर्थ विश्लेषण, पदक्रम विश्लेषण, रूपको संरचनात्मक विश्लेषण तथा शाब्दिक सम्बन्धको विश्लेषण गरिन्छ भने असम्बन्धको अध्ययन गर्दा रूपतात्त्विक प्रणालीको तुलनात्मक विश्लेषण, शाब्दिक अर्थको तुलनात्मक विश्लेषण, रूपान्तरणात्मक समानताको विश्लेषण तथा दोस्रो भाषा सिकाइको बाधा विश्लेषण गरिन्छ। भाषिक परिवार निर्धारणका लागि भाषाहरूका बीचको अन्तर्सम्बन्ध पत्ता लगाउनु र दोस्रो भाषाको आर्जनमा देखापर्ने व्यवधानको अध्ययन गर्नु व्यतिरेकी विश्लेषणका मूलभूत दुई उद्देश्य हुन् तथापि यो पहिलोमा भन्दा दोस्रो उद्देश्यमा बढी केन्द्रित देखापर्छ। यस अनुसार सिकाइका क्रममा यदि विद्यार्थीले एकै किसिमका गल्ती बारम्बार दोहोर्‍याउँछ भने त्यसमा मातृभाषाको प्रभाव मान्नुपर्दछ र त्यसको पहिचान गरी शिक्षण गर्नुपर्दछ। विद्यार्थीले पहिलो भाषाको नियम दोस्रो भाषामा प्रयोग गर्दा यस्तो स्थिति उत्पन्न हुन्छ। व्यतिरेकी विश्लेषणको सैद्धान्तिक आधार भाषाको शिक्षणका लागि उपयोगी साबित भएको छ (लम्साल, मि.न.)। दोस्रो वा विदेशी भाषा सिकाइका क्रममा देखिने यस किसिमका समस्याहरूको समाधानार्थ व्यतिरेकी विश्लेषण निकै उपयोगी रहेको छ।

व्यतिरेकी विश्लेषणका आधारमा दोस्रो वा लक्ष्य भाषा सिकाइका समस्याको व्याख्या विवेचन एवम् पूर्वानुमान गर्न पनि सकिन्छ। यस अनुसार स्रोत भाषा र लक्ष्य भाषाका बीच संरचनात्मक एकरूपता हुँदा स्रोत भाषामा सिकेका व्यवस्थाको स्थानान्तरण हुन्छ र सिकाइमा कठिनाई कम हुन्छ भने संरचनात्मक वैविध्य हुँदा सिकाइ समस्यामूलक बन्न पुग्दछ। यस्तो स्थितिलाई दृष्टिगत गरी सिकारुलाई दोस्रो भाषा सिक्न, सिकाउन र उक्त भाषामा ज्ञान प्राप्त गर्न, गराउन सहज बनाउने अभिप्रायले सोही अनुरूपका पाठ्यसामग्री, पाठ्यक्रम, शिक्षण विधि आदि तय गरिएको पाइन्छ। यस सन्दर्भमा पनि व्यतिरेकी विश्लेषणको उल्लेख्य भूमिका देखिन्छ।

दोस्रो भाषा सिकाइका समस्या समाधानार्थ विकसित यस सिद्धान्तको पृष्ठभूमिका रूपमा १९ औं शताब्दीको तुलनात्मक भाषावैज्ञानिक अध्ययन रहेको मानिन्छ। लामिछाने, (२०६६) का अनुसार व्यतिरेकी भाषाविज्ञान व्यतिरेकी विश्लेषणको पर्यायका रूपमा विकास भएको मानिन्छ। भाषाविज्ञानका सन्दर्भमा यस सम्बन्धी अवधारणालाई सर्वप्रथम होफ (सन्

१९४१) ले र प्रायोगिक भाषाविज्ञानका क्षेत्रमा दोस्रो विश्वयुद्धपछि अमेरिकी भाषावैज्ञानिक चार्ल्स सी. फ्राइज (सन् १९४५) ले प्रवेश गराएको पाइन्छ। फ्राइजले सिकारुको मातृभाषासँग समान तहमा तुलना गरी तयार पारिएका सामग्रीहरू भाषा शिक्षणमा बढी प्रभावकारी हुन सक्छन् भन्ने अवधारणा राखेसँगै यसबारे अन्य विद्वानहरूले चासो दिएको देखिन्छ। व्यतिरेकी विश्लेषणका क्षेत्रमा फ्राइजपछि बेन्निख (सन् १९५३) र रबर्ट ल्याडो (सन् १९५७) को उल्लेख भूमिका रहेको छ। ल्याडोको लिङ्ग्विस्टिक्स अक्रोस कल्चर (Linguistics across culture) नामक पुस्तक यस सम्बन्धमा निकै महत्त्वपूर्ण मानिन्छ। सन् १९५० र ६० को दशकमा निकै प्रसिद्धि कमाएको यो सिद्धान्त सन् १९७० को दशकपछि भने क्रमशः ह्रासोन्मुख एवम् शिथिल हुँदै गएको छ। भाषासिकाइका क्रममा मातृभाषाका अलावा अन्य प्रभावक तत्त्वहरू (वातावरण, अभिप्रेरणा, अनुभव, अभ्यास आदि) का कारण पनि कठिनाई पैदा हुने धारणा विकसित भएपछि यसको सैद्धान्तिक आधार कमजोर हुन पुगेको हो।

व्यतिरेकी विश्लेषणसँग सम्बन्धित केही परिभाषाहरू निम्नानुसार रहेका छन् :

- “व्यतिरेकी विश्लेषणले मातृभाषा र अन्य भाषामा विद्यमान भेदहरूको अध्ययन प्रस्तुत गर्दछ।” – रेड्डी
- “वर्तमानमा रहेका दुई वा अधिक भाषिक व्यवस्थाको तुलनालाई व्यतिरेकी भाषाविज्ञान भनेर चिनिन्छ। – बर्मा र अन्य
- “दुई वा बढी भाषाहरूको भाषिक व्यवस्थाको व्यवस्थित तुलना व्यतिरेकी विश्लेषण हो जसलाई व्यतिरेकी भाषाविज्ञान पनि भनिन्छ।” – द इन्साइक्लोपेडिया अफ ल्याङ्ग्वेज एन्ड लिङ्ग्विस्टिक्स
- “व्यतिरेकी अध्ययनमा दुई वा दुईभन्दा बढी भाषाका बीच विभिन्न स्तरमा पाइने समानता र विषमतालाई पत्ता लगाइन्छ।” – रवीन्द्रनाथ श्रीवास्तव
- “व्यतिरेकी विश्लेषणले दुई वा सोभन्दा बढी भाषाहरूका बीच संरचनात्मक एकरूपता तथा भिन्नताहरूको वर्णन गर्दछ।” – इन्साइक्लोपेडिक डिक्सनरी अफ अप्लाइड लिङ्ग्विस्टिक्स
- “दुई भाषाहरूको भाषिक व्यवस्थाको तुलना व्यतिरेकी भाषाविज्ञान हो।” – लङ्गम्यान डिक्सनरी अफ अप्लाइड लिङ्ग्विस्टिक्स

उल्लिखित परिभाषाहरूका आधारमा पनि व्यतिरेकी विश्लेषणलाई दुई वा सोभन्दा बढी भाषाहरूका बीच संरचनात्मक एकरूपता र पार्थक्यको अध्ययन गर्ने सिद्धान्तका रूपमा अर्थ्याउन सकिन्छ।

व्यतिरेकी विश्लेषणको प्रक्रिया

व्यतिरेकी विश्लेषण भाषाहरूमा पाइने समानता र असमानताको अन्वेषणसँग सम्बन्धित विषय हो। यसमा एकाधिक भाषाको अध्ययन विश्लेषण एवम् तुलना गरिन्छ। यस क्रममा सम्बन्धित भाषाका संरचनात्मक पक्षको समता र विषमताको अध्ययन गर्ने काम हुन्छ। गौतम (२०६१) का अनुसार व्यतिरेकी विश्लेषणमा सामग्री सङ्कलन, विश्लेषण र निष्कर्षजस्ता प्रक्रियाको अवलम्बन गर्न सकिन्छ। समग्रतः यसका लागि निम्नानुसारको प्रक्रिया अवलम्बन गर्नु युक्तियुक्त हुन्छ :

(क) सामग्री सङ्कलन

व्यतिरेकी विश्लेषण प्रक्रियाको पहिलो चरण सामग्री सङ्कलन हो। यसका लागि अध्येताले सर्वप्रथम भाषाका वर्णात्मक, रूपात्मक, वाक्यात्मक, शब्दभण्डारगत वा शैलीगत कुन तहको व्यतिरेकी अध्ययन गर्ने हो सोही अनुसार स्रोत र लक्ष्य भाषाका समान स्तरका सामग्रीको सङ्कलन गर्नुपर्दछ। भाषाको मौखिक र लिखित स्रोत तथा अध्येता स्वयम्को

अन्तर्दृष्टि उपयोग गरी आवश्यकता अनुसार सामग्री सङ्कलन गर्न सकिन्छ । मौखिक स्रोतबाट सामग्री सङ्कलन गर्दा आवश्यकतानुसार सूचकको छनोट, प्रश्नावली निर्माण, छलफल, अन्तर्वार्ता तथा लिखित स्रोतबाट सामग्री सङ्कलन गर्दा उपयुक्त लेख्य सामग्रीको छनोट गर्नुपर्दछ ।

(ख) सामग्रीको सत्यापन

सङ्कलित सामग्रीको सत्यता प्रमाणित गर्ने कार्यलाई सामग्रीको सत्यापन भनिन्छ । यस अन्तर्गत अध्येता वा विश्लेषकले सङ्कलन गरेका सामग्रीहरूलाई सत्यापन गर्ने कार्य हुन्छ । अध्येताले सङ्कलन गरेका सामग्रीहरू सही र प्रामाणिक होऊन् भन्नाका लागि सम्बन्धित भाषाका ज्ञाता, विद्वान तथा विशेषज्ञहरूबाट रुजु गराउनु आवश्यक हुन्छ ।

(ग) सामग्रीको व्याख्या र वर्गीकरण

यस अन्तर्गत सत्यापन गरिएका सामग्रीहरूको अध्ययन गरी बोध गर्ने, असमानता पहिचान गर्ने, व्याख्या गर्ने र विभिन्न तहमा वर्गीकरण गर्ने काम गरिन्छ । यसबाट सम्बन्धित भाषामा रहेका व्यतिरेकहरूलाई विवेचन गर्न सघाउ पुग्दछ । व्याख्या विवेचनका लागि भाषाविज्ञानका संरचनावादी, रूपार्थपरक, व्यवस्थापरक, रूपान्तरणवादी लगायतका सिद्धान्तहरूमध्ये कुनै एक वा बढीको उपयोग गर्न सकिन्छ ।

(घ) तुलनात्मक विश्लेषण

व्यतिरेकी विश्लेषणको यस चरणमा विभिन्न तहमा वर्गीकरण गरिएका भाषिक सामग्रीहरूलाई तुलनात्मक रूपमा विश्लेषण गर्ने काम हुन्छ । यस क्रममा स्रोत र लक्ष्य भाषामा रहेका समानता र असमानताको तुलना गर्दै व्यवस्थित रूपमा व्याख्या-विश्लेषण गरिन्छ । यसबाट प्राप्त समानताले दुई भाषाका बीच संयोजन र असमानताले वियोजन गर्ने कार्य गर्दछ । यसमा भाषाहरूका बीचमा पाइने भिन्नता, त्यसको कारण, स्वरूप वा प्रकृतिको अध्ययनमा विशेष जोड दिइन्छ ।

(ङ) निष्कर्षण

यो व्यतिरेकी विश्लेषण प्रक्रियाको अन्तिम चरण हो । यस चरणमा तुलनात्मक विश्लेषणबाट प्राप्त तथ्यलाई आधार बनाएर निष्कर्ष प्रस्तुत गरिन्छ । यस क्रममा स्रोत र लक्ष्य भाषाका बीचको समानता, असमानता, असमानताका आधारमा व्यतिरेकी नियमको निर्धारण, सम्भावित त्रुटिको पहिचान एवम् पूर्वानुमान लगायतका कुराहरू निचोडका रूपमा आउँछन् ।

व्यतिरेकी विश्लेषणका पद्धति

व्यतिरेकी विश्लेषण दुई ढङ्गले हुन सक्छ : (क) समतलीय (ख) ऊर्ध्वतलीय (अधिकारी, २०६५:१३२) । व्यतिरेकी विश्लेषणका सन्दर्भमा निम्नानुसारका पद्धतिहरूको प्रयोग गरिन्छ :

(क) समतलीय पद्धति

भाषा १ र भाषा २ वा स्रोत भाषा र लक्ष्य भाषाका भाषिक तत्त्वहरू (वर्ण, रूप, वाक्य, शैली आदि) को तुलनात्मक अध्ययन गरी व्यतिरेकी विश्लेषण गर्ने पद्धतिलाई समतलीय पद्धति भनिन्छ । यस पद्धतिमा प्रायः दुई वटा भाषाको मात्र अध्ययन गरिने भएकोले यसको क्षेत्र अत्यन्त सीमित रहेको देखिन्छ । भाषा सिकाइ शिक्षणका दृष्टिले भने यस प्रकृतिको व्यतिरेकी अध्ययनलाई निकै महत्त्वपूर्ण मानिन्छ ।

(ख) उर्ध्वतलीय पद्धति

दुईभन्दा बढी भाषाहरूका भाषिक तत्त्वहरूको तुलनात्मक अध्ययन गरी व्यतिरेकी विश्लेषण गर्ने पद्धतिलाई उर्ध्वतलीय पद्धति भनिन्छ । यस पद्धतिबाट समभाषिक वा विषमभाषिक परिवारका विभिन्न भाषाहरूको प्रकारात्मक अध्ययन

सम्भव हुन्छ। समतलीय पद्धतिका तुलनामा अलि सैद्धान्तिक प्रकृतिको मानिने यस पद्धतिका आधारमा भाषाका सार्वभौम विशेषताको खोजी गर्न सकिन्छ।

व्यतिरेकी विश्लेषणको अभ्यासात्मक प्रयोग

व्यतिरेकी विश्लेषणमा आधारमा दुई वा सोभन्दा बढी भाषाको तुलनात्मक अध्ययन गरी तिनमा पाइने समानता-असमानता पहिचान्न सकिन्छ। यस्तो अध्ययन अभ्यासात्मक पद्धतिबाट गर्दा अझ बढी प्रभावकारी हुन जान्छ। लामिछाने (२०६६) का अनुसार कुनै दुई भाषाका बीचमा केकस्ता समानता र भिन्नताहरू छन् तिनको अध्ययनका लागि विद्यार्थीलाई अध्यासमा अग्रसार बनाउनुपर्दछ। वस्तुतः अभ्यासात्मक कार्य स्रोत भाषा र लक्ष्य भाषाको कितान भएपछि मात्र गर्नु गराउनु उपयुक्त हुन्छ। यसो गर्दा भाषाका समग्र पक्षमा भन्दा कुनै एक वा दुई पक्षमा केन्द्रित रहनुलाई राम्रो मानिन्छ। यस सिलसिलामा विद्यार्थीहरूलाई भाषाका वर्णात्मक, रूपिमिक, वाक्यात्मक, शब्दभण्डारगत, शैलीगत वा अन्य तहमध्ये कुनैमा अभ्यास गराउन सकिन्छ। अभ्यासका चरणमा व्यतिरेकी विश्लेषणका समग्र प्रक्रियाहरूको अवलम्बन गर्नु श्रेयस्कर हुन्छ।

यहाँ थारू भाषा र नेपाली भाषाका बीच व्याकरणिक कोटि (नामको लिङ्ग, वचन, पुरुष र आदर मात्र) का आधारमा संरचनात्मक भाषाविज्ञानको मान्यता अनुरूप व्यतिरेकी विश्लेषण गरिएको छ। यसबाट थारू मातृभाषी विद्यार्थीले नेपाली भाषाका व्याकरणात्मक कोटिको सिकाइ र प्रयोगमा कहाँकहाँ कठिनाइ महसुस गर्छन् वा गल्ती गर्छन् भन्नेबारे जानकारी प्राप्त गर्न सकिन्छ।

लिङ्ग			
नेपाली भाषा		थारू भाषा	
पुलिङ्ग	स्त्रीलिङ्ग	पुलिङ्ग	स्त्रीलिङ्ग
बुवा	आमा	बाबा	डाई
छोरो	छोरी	छावा	छाई
पाठो	पाठी	पठवा	पठिया
बाघ	बघिनी	बघवा	बघिनिया

तथोक्त उदाहरण अनुसार नेपाली भाषामा पुलिङ्गी नामलाई स्त्रीलिङ्गी नाममा परिवर्तन गर्दा भिन्नै शब्दका अतिरिक्त 'ई', 'एनी', 'इनी', 'नी' जस्ता प्रत्ययको योग गरिन्छ भने थारू भाषामा भिन्नै शब्दका अतिरिक्त 'इ', 'इया' जस्ता प्रत्ययको योग गरिन्छ। यसबाट थारू भाषी विद्यार्थीहरूले नेपाली भाषाको सिकाइमा पुलिङ्गी नामलाई स्त्रीलिङ्गी बनाउँदा कठिनाइ महसुस गर्ने वा गल्ती गर्ने सम्भावना रहन्छ भनी पूर्वानुमान गर्न सकिन्छ।

वचन			
नेपाली भाषा		थारू भाषा	
एकवचन	बहुवचन	एकवचन	बहुवचन
छोरो	छोरा/छोराहरू	छावा	छावान्
छोरी	छोरीहरू	छाई	छाईन्के
साथी	साथीहरू	सडरिवा	सडरिवान्

यस अनुसार नेपाली भाषामा एकवचन नामलाई बहुवचन बनाउँदा 'आ' र 'हरू' प्रत्ययको योग गरिन्छ भने थारू भाषामा

‘नके’ वा ‘न’ प्रत्ययको योग गरिन्छ । यसबाट थारू भाषी विद्यार्थीहरूलाई नेपाली भाषाको सिकाइमा एकवचन नामलाई बहुवचनमा परिवर्तन गर्दा समस्या आइपर्ने देखिन्छ ।

पुरुष					
नेपाली भाषा			थारू भाषा		
प्रथम पुरुष	द्वितीय पुरुष	तृतीय पुरुष	प्रथम पुरुष	द्वितीय पुरुष	तृतीय पुरुष
म, हामी	तैं, तिमी, तपाईं, हजुर यहाँ	यो, यिनी, ऊ, उनी, त्यो, तिनी	मै, हमरे	टै, टु	यी, ऊ

उपर्युक्त उदाहरण अनुसार थारू भाषाको द्वितीय पुरुषमा टै (तैं) र टु (तिमी) को मात्र प्रयोग हुने भएकाले नेपालीका तैं, तिमी, तपाईं, हजुर, यहाँ जस्ता भिन्न-भिन्न द्वितीय पुरुषका लागि कुनै एउटा पुरुषको प्रयोग गर्ने स्थिति देखिन सक्छ भने तृतीय पुरुष यो, यिनीहरू प्रयोग गर्नुपर्ने ठाउँमा यिनी/यिनीहरू र उनी, उनीहरू, उहाँ, उहाँहरूका ठाउँमा ऊ/उनीहरू प्रयोग गर्ने सम्भावना रहन्छ ।

आदर		
आदरार्थी	नेपाली भाषा	थारू भाषा
आदररहित	तैं घर जान्छन् ।	टै घरे जाइबे ।
मध्यम आदर	तिमी घर जान्छौ ।	टुँ घर जाइबो ।
उच्च आदर	तपाईं घर जानुहुन्छ ।	- - -
उच्चतर आदर	यहाँ-हजुर घर जानुहुन्छ ।	- - -

यसअनुसार थारूभाषी विद्यार्थीहरूले नेपाली भाषाको सिकाइमा उच्च र उच्चतर आदर प्रयोगमा कठिनाइ महसुस गर्ने तथा तत् क्षेत्रमा गल्ती गर्ने (तिमी घर जानुहुन्छ, तपाईं घर जान्छौं आदि) सम्भावना देखिन्छ ।

यसका अलावा थारू भाषी विद्यार्थीहरूले नेपाली भाषाको विभक्ति प्रयोग (गुरुले आज्ञा भयो, उसबाट मलाई पिट्यो आदि), अकरण प्रयोग (तिमी घुम्न नजान्थ्यौ, हामीले काम नैगरे आदि) तथा काल र पक्षको प्रयोग (उनले भात खायो, तैं भात खाइरहेका थिइस आदि) मा पनि त्रुटि गर्ने सम्भावना रहन्छ । भाव र वाच्यका सन्दर्भमा प्रायः दुबै भाषाका विशेषता मिल्ने हुँदा यिनको सिकाइ र प्रयोगमा कठिनाइ र त्रुटि गर्ने सम्भावना भने अत्यन्त कम रहन्छ ।

यसप्रकार भाषा शिक्षणका क्रममा शिक्षकले थारू भाषी विद्यार्थीहरूले नेपाली भाषाको सिकाइमा कठिनाइ महसुस गर्ने वा गल्ती गर्ने उपर्युक्त वा अन्य क्षेत्रका बारेमा जानकारी प्राप्त गरी शिक्षण गर्दा सिकाइ उपलब्धि अपेक्षाकृत बढेर जाने हुन्छ । साथै अन्यभाषी विद्यार्थीहरूलाई नेपाली भाषा सिकाउँदा पनि स्रोत भाषा र लक्ष्य भाषाका बीच रहेका अमिल्दा अभिलक्षणहरूमा ध्यान दिएर सिकाइ शिक्षण कार्यकलाप सञ्चालन गर्नुपर्दछ जसबाट लक्षित उद्देश्य प्राप्त गर्न मद्दत पुग्दछ ।

निष्कर्ष

समग्रतः व्यतिरेकी विश्लेषण प्रायोगिक भाषाविज्ञानको शाखाका रूपमा रहेको पाइन्छ । यसको विकास सन् १९५० को दशकपछि भएको देखिन्छ । यसले निश्चित सैद्धान्तिक मान्यताका आधारमा दुई वा दुईभन्दा बढी भाषाका बीचको तुलनात्मक अध्ययनलाई दर्साउँदछ । यसमा कुनै पनि भाषाहरूका बीचको तुलनात्मक अध्ययन विश्लेषण गर्दा सामग्रीको

सङ्कलन, सामग्रीको सत्यापन, सामग्रीको व्याख्या, सामग्रीको विश्लेषण र निष्कर्षणजस्ता प्रक्रियाहरूको उपयोग गर्ने गरिन्छ। यस सिद्धान्तमा समतलीय र उर्ध्वतलीय गरी दुई वटा पद्धतिको समेत प्रयोग गरिन्छ। यीमध्ये समतलीय पद्धतिमा कुनै दुई भाषा वा स्रोत भाषा र लक्ष्य भाषाका बीचको असमानताको अध्ययन गरिन्छ भने उर्ध्वतलीय पद्धतिमा दुईभन्दा बढी भाषाहरूका विभिन्न पक्षको तुलनात्मक अध्ययन विश्लेषण गरिन्छ। भाषाहरूका बीचको समानता र भिन्नताको तुलनात्मक अध्ययनबाट भाषिक सम्बन्ध, इतिहास, समानता, भिन्नताबारे जानकारी प्राप्त हुनुका साथै सिकाइ सहजीकरण एवम् सिकाइ समस्या समाधानका लागि पनि यथेष्ट मद्दत पुग्ने देखिन्छ।

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