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Editorial Message

It gives us immense pleasure to announce the publication of the latest edition of SHAHEED SMRITI JOURNAL Vol. 9. SHAHEED SMRITI JOURNAL is annual, peer reviewed journal which strives towards publishing original and authentic articles encompassing the critical and interdisciplinary perspectives to understand diverse issues related to literature and language education, management, mathematics and contemporary subjects. The basic objective of the publication is to promote research culture in the campus among the faculties on diverse subjects especially in the context of Nepal. In this respect, the Journal contains articles of contemporary issues prepared by the faculties of the campus and the other experts from TU and we hope that this publication is not only to encourage faculties for the research work, but also establish a successful platform for the researchers, teachers, students, and those who are keen interested in the field of research.

The journal has included   theoretical articles in their nature and that provide exploratory, experimental, descriptive insights in the fields of literary theory, educational theory, teaching methods, instructional design, students management, evaluation system, case studies etc. levels. The editorial board have heartily welcomed the high-quality research papers focusing on curriculum design, pedagogy, researching, training and applied work in the field of higher education.

Finally, we would like to express our sincere gratitude towards all the authors, reviewers, readers, advisory board and Patron for the immense support and constant motivation and rigorous inspiration.

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PART–A
(ENGLISH LANGUAGE)

Politics of Irony in Owenson's *The Missionary: An Indian Tale*

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Abstract

The Missionary: An Indian Tale   is the expression of Sydney Owenson Morgan's tremendous insider knowledge of India as well as of her love and admiration for the country and its people. The novel embodies the ironic mode of storytelling that foregrounds the panoramic celebration of India, a magnificent picture of its landscapes, religious performance, culture and a fascinating depiction of characters named Luxima, an Indian prophetess and a Portuguese monk named Hilarion. He travels to India to spread Christianity with the mission of establishing the colony. The focus on this paper was to analyze   how politics of irony had been used in the novel. To substantiate the paper, the researcher had taken help of Beerendra Pandey's article entitled "Radicalizing Irony" who claims that irony as " motor of the entire rhetorical system" (263) that creates "the gap between the said and unsaid" (266) in which the marginalized, repressed, colonized counters and invalidates the center. To accomplish this research article, Owenson's novel The Missionary: An Indian Tale had been used. Similarly, the researcher used "The Missionary Picturesque, 1790-1860" by Pramod K. Nayar , Michael J. Franklin's book " The Romantic Representations of British India" as the tools of analysis. The irony hidden in the texture quotes expose that Luxima , the representative of India and Hindu religion, is reckoned by her belongingness and devotion to her religious practice. The ironic representation of Hillarion undercuts his missionary purpose of converting her into Christianity.

Keywords: *Radicalizing Irony, colonial violence, Eurocentric intellectual history, ironic representation.*

Irony: Vehicle of Politics

Irony is characterized as the gap between saying and the actual meaning. It is a literary tool to convey the message distancing oneself in a literal way. It creates the layers of meaning and complexities to problematize the established values, norms, beliefs, and meaning. Irony deals with a verbal play in which the stated and unstated come together in a certain way in order to make real meaning. According to Linda Hutcheon, irony is different from metaphor or metonymy and it has an edge; unlike incongruity or

juxtaposition, irony can put people on edge; unlike paradox, irony is decidedly edgy. While it may come into being through the semantic playing off of the stated against the unstated, irony is a "weighted" mode of discourse in the sense that it is asymmetrical, unbalanced in favor of the silent and the unsaid (38). In this regard, irony is generally taken as the rhetorical trope where one articulates something to other; then; s/he actually means another as Booth regards irony as "says one thing and mean another" (21). Irony helps to understand not only the literal meaning but it also helps to unfold the hidden meaning of the text which is not given.

Owenson while ironizing the missionary's luxury of reasons; enthusiasm, has used irony as the vehicle of politics that Hillarion actually could not work in a reasonable way rather Luxima works more reasonable way (62). The locus from where Ownson is writing the novel, Hilarian becomes the center of irony that Hillarion's attempt of converting Luxima by his a radical element of self-proclaimed rationality and enthusiasm (28-29) has been confronted with Luxima's sensibility and devotion to God. Although Owenson's novel in the words of Michael J. Franklin is "representation of India in the novel was the product of significantly less labored research but considerably more emphatic insight into Hindu culture"(25), she here polishes the image of Luxima who demystifies Hilarion's imagination, perspective which "excite man to sow the seeds of great and distant events, to found empires, or to destroy them" (80). The novel reveals India as rude, wild war like (15), site of desire to power and control which is Owenson's own territorializing of her desire within colonial system with its basic concepts of control and domination.

The novel is not overt propaganda, and on the surface, what comes across above all else is Owenson's tremendous insider's knowledge of India and her love and admiration for the country and its people. While exposing such politics of irony in the novel, it foregrounds the perspective of the margin (Luxima) in a way that it deconstructs the views of the center in the official representation (Hillarion) and it questions on the validity of the official representation. Luxima embodies the Indian sublime, the unstructured, appealing ambiguity of the east and subverts Hilarion's implied colonial violence, stable western knowledge.Though Hilarion presents himself as the paternalistic rescuer of Luxima and the Hindus in general, his mission to convert Luxima, becomes afflicted with an excess of sensibility, a paralyzing mixture of anger, superiority, lust, and repression.

Eurocentric Intellectual History:

During the time of romantic period, physical colonization was in speed. Colonizers imposed the   universal world view of history, religion culture etc. They were trying to universalize their model of colonizing mission. But they did not understand the reality that history, religion, culture was local. What they believed in that anything that did not fit into their framework/model was considered to be conservative, savage, barbarous.

In fact, the colonizers tried to justify them identifying the Indians as primitive and barbarous. They opined that they could make the Indians civilize by colonizing them. They were highly rooted into the thinking of negative sublimity of Indian culture and Hindu religion. Their notion was based on the taming \ domesticating India. Large numbers of travelers, missionaries wrote negatively about India because of their colonial ideology. In spite of this negative ideology also, Owenson wrote this novel with the positive representation of Hindu religion. The colonial mission in India was to convert the Hindus to Christians. Anybody who was not Christians was considered as a heathen.

As a literary device, irony is the use of words to convey a said meaning that is the opposite of its literal or unsaid meaning. It is the indirect presentation of a contradiction in expression and the context in which it occurs. Irony, in its use, emphasizes on the opposition between the literal and intended meaning of a statement; one thing is said and its opposite is implied. Similarly, Beerendra Pandey have further writes:

> Irony, through which the Western world has propped up its images of self and as privileged home of reason, on the one hand, had remained a highly valorized trope in Eurocentric intellectual discourse for long time. It is through the elitist trope of irony that the Western discourse has attempted to take control of the ways in which the Western narratives produce the Western subjects and their other. Thus, deconstructive irony exposes the cognitive bias of the Eurocentric Western intellectual history by subverting it through its own authenticity (263).

Irony, as Pandey observes in the above quotes, creates the gap between said and unsaid and the deeper and unseen layer of significance is revealed not by the words themselves but the situation and the context in which they are occurred. The use of irony involves a subtle technique where by different levels of meaning are created. The writers have a specific purpose when they choose to use irony in this subtle sense. Instead of engaging the reader in a direct lecture, with the use of irony, they leave the readers to explore and ponder on the various levels of meaning and arrive at an understanding hinted by the writer. The colonial discourses have portrayed of Indian people and culture of India is essentially prejudiced. It is believed that the British rule has a utility as it helped in maintaining law and order. Without the Britishers, India would not have been able to escape savagery, illiteracy, poverty, famine. Elleke Boehmer argues:

> Colonizers dismissed the local cultures as primitive; Europeans did not necessarily cancel the scripts and artefacts made by the colonized peoples. On the contrary, during the early days of administration in

areas such as India, South- East Asia, and the Middle East, colonizers often searched diligently for the non- European texts that would help them govern. In many cases too, textual borrowings took place with the co-operation of colonized subjects…. Through the medium of translation, so gaining command over a variety of texts, British administrators hoped to undermine the native monopoly on legal knowledge, and to gather the information needed to impose their own authority (19).

The reality of colonialism enters in the literary texts as the necessary background that makes possible their narratives of adventure and romance. The linking of colonialism with the genre of the romantic adventure story is also evident. While using Britain's colonial enterprise/mission as the setting of their narratives, the literary writers also participate in the construction and propagation of colonial ideology by providing an implicit justification for British imperialism. Colonialism, therefore, appears in these colonial narratives not only as the literal backdrop for the narrative action, but also as the ideological framework that provides the justification of their colonial mission. Hilarion in the novel in this context leaves for India to accomplish his missionary aspirations. Colonialism thus provides an expanded canvas even to the novels, which reveal the inextricable involvement of British society in the colonial enterprise. At the same time, the implicit presence of ideas such as the savage nature of natives and the white man's burden of bringing civilization to them also involves in the form of colonial ideology that provides the conceptual framework for colonialism.

Resistance against Colonizing Sensibility:

The irony in the novel gradually exposes with a missionary of Christianity as well as the representative voice of colonizers named Hillarion who claims that he is the man of reason, rationality. He considers India as the land of fools and barbarism. Therefore, he comes there to civilize the barbaric and fool Indians to civilize them through the process of Christianity. Similarly, he is also critical of the enthusiasm (26) of Luxima and justifies his superiority complex in the name of western missionary. It is the arrogant attitude of colonizing missionary who claims himself as a reasonable man (3) and the Indians are the emotional. In fact, it is his colonial mindset and he actually can't think and work in a reasonable way. He is proud of having luxury of reasoning. It is the ironic unsaid position that missionary's zeal of enthusiasm to convert Luxima into Christianity radically subversive at this position and her subjectivity is transferred towards him. Promod K.Nayar in "The Missionary Picturesque" writes," The second moment reveals the missionary's plans to transforms India, to integrate non- Christian India into Christian world" (106). But the irony hits here at the core of the missionary who comes here to convert the Indians into Christianity begins to appreciate Luxima's enthusiasm at last. Thus irony has been used here as a powerful critique

of the missionary's "visions of holy illusion"(7) which subverts his notion of India's sensibility and to his enlightenment dogma (5).

> At the moment that he was struck by the conviction, a light and rustling noise seemed to proceed from the summit of the mound. He drew back, and casting up his eyes, perceived Luxima descending amidst the trees. She came darting lightly forward, like an evening iris; no less brilliant in hue, no less rapid in descent. She passed without observing the Missionary, and her dark and flowing tresses left an odor on the air, which generated his sense. He had not the power to follow, nor to address her: he crossed himself, and prayed…. Thrice she bowed to the earth the brow irradiated with his beams, and then raising her hands to the west, while all the enthusiasm of a false, but ardent devotion sparkled in her upturned eye, and diffused itself over her seraphic countenance, she repeated the vesper worship of her religion (61-2).

The speaker in the above-mentioned extract is speaking in the typical narrative British voice of the colonial time. Perhaps it can be the surrogate voice of the novelist. Basically, Luxima who represents the India herself reveals the ironical representation of the missionary. On the one hand, it gives the impression about Hillarion as an enthusiastic person and Luxima as a fanatic woman (35). Hillarion claims that he is man of reason and enlightenment. But the irony critically exposes the fact that reason, enlightenment, enthusiasm can't go together. When he sees her, he is guided by religious enthusiasm, at the same time; he is also guided by her beauty. He is gazing on her body language from typical British eyes. Here, what we find is that there is gap between religious enthusiasm (61) and sexual enthusiasm (62) of the missionary. The irony lies here in his appearance and reality. There is contradiction in his narratorial and colonial eyes. Therefore, he is in self-delusion and his eyes try to prove her enthusiasm as false. The ironic edge goes on sharpening as Hillarion commands her for his intention:

> "Daughter, in approaching thee I obey a will higher than thy command; I obey a Power, which bids me tell thee that the prejudice which thy mind submits is false alike to happiness and to reason; and that a religion which creates distinction between the species cannot be the religion of truth; for He who alike made thee and me knows no distinction: He who died to redeem my sins died also for thy salvation. Children of different religions, we are yet children of the same parent, created by the same Hand, and inheritors of the same immortality"(63).

Here, the narrator talks on the position of having typical colonizing mission. He argues that it is his duty to teach and protect the Indians through his mission. In other words, it is his paternalistic attitude or civilizing mission. So, he addresses her as

daughter. He justifies that her religious enthusiasm is false and to take her into the right path is his duty. This obviously displays the colonizing mission of the British Empire.

As Pandey states, "Irony is mostly produced by interpreters in a dynamic interplay of the said meaning with the unsaid one"(265), the missionary is conjuring up the Indian landscape as' primaeval mountains',' rude', 'wild as the storms'(15) into his mind. It is his presupposition about India that it was the land of no civilization and they were living in the cities where as the Indians were living in the cave. The colonial ideology of the missionary in the novel has represented the Indian people as war like, rude, wild etc. Therefore, the irony in the novel turns out to be politically subversive to the center as it is directed at the subversion of the long-rooted western rhetoric that takes India as primitive and uncultured place. Hillarion's world view of India is resurfaced in the narrative where he is mesmerized by the beauty and refined religious practice of India. Hilarion is a fusion of imperialist; his experience of sublimity as he wants to convert the east and introduces him as a man who brings the material claims of imperialism with his vision of founding or destroy the empire. But the politics of irony is deconstructed with the exposition of biased Eurocentric worldview by subverting it through its own authenticity. The gap between the said and unsaid which creates the politics of irony is unequivocally apparent in the quotes:

> The soul of the Missionary swelled in the contemplation of scenes so calculated to elevate the ideas, to inflame the imagination, and to recall the memory to those areas in time, to those event in human history, which stimulate, by their example, the powers of latent genius, rouse the dormant passions into actions, and excite man to sow the seeds of great and distant events, to found empires, or to destroy them (16).

In the above quote, the missionary's attitude reflects the ironic unsaid of what has been said. Here the missionary's sharp perceptions of India shifted from clear appreciation to extensive condemnation of Indian Hindu religious practices and customs. Endowed with the sense of superiority, he justified Western intellectual superiority to the Indians. He interpreted it as India's cultural and spiritual backwardness. He argues that it is his mission to civilize India and hold it as a trust until Indians prove themselves competent for self-rule. His imagination is here based on the notion of establishing the Empire or to dismantle it if he is unable to do so. Can the man of reason do this? He has the civilizing mission to India to be achieved by replacing the Hindu religious values with Christianity. "Daughter" he said, "health and peace to thee and thine! May the light of true religion effuse its luster o'er thy soul, as the light of the sun now irradiates thy form!" (82). He expects the light of true religion, i.e., Christianity would impress her so that she could able to convert herself into his religious practice. To the orthodox Christian, the true light means the physical light of the sun. But to Luxima , true light means the sun light which is regarded as the divine light. She is being

ironical indicates that she herself is the manifestation sun power and she is irradiated by that light. Luxima, being an enlightened one represents for India and she isn't an ordinary girl. She has all her virtues and she shows them in the sense of using her reasons. The said information of Hillarion in the novel ironically recalls the unsaid information of Luxima. Therefore, the irony in the novel turns out to be politically subversive as it is directed at the subversion of the long-rooted western ideology that Hindu religion has weakness, irrationality and lack of enthusiasm. The novel tries to correct the representation of Luxima as the devotee of enthusiasm (16), reason (33) and enlightenment (63) from the eyes of the missionary with the application of the politics of irony. The stereotypical image of Luxima as a timid girl (63) produces the irony that it is used in the negative way. But the timidity implies here a sharp irony that it exposes the good character of her with proper use of reason and enthusiasm. The "elitist trope irony", (Pandey 263) has taken control over Luxima's character as timid girl which ultimately subverts the cognitive bias of the Eurocentric Western intellectual history.

Conclusion :

The ironical representation of her embodies both emotions and reasons and Hillarion, his pride of being rational, enlightened and reasonable but he lacks all of these virtues. He boasts on his performance that he is doing his task very conscious way. But he suffers from the unconscious mind that he is unable to distinguish which one is rational and irrational act. Can a rational, enlightened man display such character? She is not Christian but holds the view that his God is also hers. Here, the novelist precisely ironizes the missionary's ideology of looking at the Hindu religion by justifying his mission of converting it into Christianity. The irony used in the novel underwrites the irrationality, enthusiasm inherent in Hillarion that has kept him in the veil of blindness to Hindu religion and India. The irony hidden in the texture quotes expose that Luxima , the representative of India and Hindu religion, is reckoned by her belongingness and devotion to her religious practice. The ironic representation of Hillarion undercuts his missionary purpose of converting her into Christianity.

By and large, westerners are negative towards Indian culture, Hindu religion. It is the stereotypical cultural practice of the colonizers. Though the novelist belongs to that group, she has not shown the cultural superiority of Christianity rather she has valorized the Hindu religious practices in an ironical way that it is more than three thousand years old when the colonizers were in the cave. She ironically intends to say that India is culturally, religiously superior to the British Missionaries. She has not distorted the Indian culture and it cannot be represented in the "colonial rhetoric" and it is highly wrong to think that Hindu religion is uncultured. Owenson is different from

the typical of colonial rhetoric.

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Teacher's Role in Managing the Classroom Pedagogy

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Abstract

The purpose of this research is to investigate teacher's roles performed by the English teachers in managing the class during the teaching and learning process at schools of Ratnanagar municipality. The research methodology used is descriptive design with qualitative approach which is aimed to describe the real situation in the field. In collecting the data, the researchers used questionnaires, observation sheet, field note and interview guide as the instruments. Moreover, the research subject is an English teacher who teaches at seventh and eighth grades of different schools of Ratnanagar municipality. The result of the research is that the teacher runs nine roles in the classroom. They are as a controller, an assessor, an organizer/manager, a prompter/motivator, a participant, a resource/informer, a facilitator, a demonstrator, and as a guide. There are preeminent roles which are most applied by the teacher, such as teacher as a controller and teacher as an assessor. It is shown by the result of students' responses in the questionnaire, restrictive questions; 77 percent and 68 percent, and free answer questions; 68 percent and 100 percent, which was also found in the time the researcher did the observation. On the contrary, the teacher's roles as a prompter and as a resource have not been played maximally by the teacher.

Key Words: *Teacher's role, Classroom management, Pedagogy*

INTRODUCTION

It is universally recognized that teacher is a backbone of any educational system because knowledge to be taught is transferred to the students from the teachers. Every country is giving a prime importance to the quality of teachers and national policies have been influenced by the growing realization that teachers have a key role to play in determining the quality of output of educational institutions. Even the modern technology has its own important roles in supporting the educational system; teacher is still the vital element in the teaching and learning process.

Teacher is a person who teaches, especially in a school. It is universally recognized

that the teacher is the key person in an education system. She/he enjoys the high esteem and prestigious status sometimes denied to kings and emperors, and he/she plays pivotal role. Around him/her, whole system of education revolves. Nowadays, teacher is so much obligatory in order to develop education's quality. According to Harmer (1990), there are metaphors to describe what teachers do; sometimes they are like actors because they are always on the stages. Others think they are like orchestral conductors because they direct conversation and set the pace and tone. In other words, a teacher is a person who is trusted to educate the young generation to make them well-educated persons. Being a teacher is not as easy as what people casually think. Teachers should know how to teach and manage their students in the classroom. In addition, teachers have a significant role in teaching the students.

Furthermore, Richards & Rodgers (2014) state that *'Role'* refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. In attempting to determine a problem in language, the teacher has some roles. A good teacher should have a capacity to perform his/her roles effectively, depending on different circumstances. According to Harmer (1990), a teacher has six roles in managing class. They are controller, assessor, organizer, prompter, participant, and resource. Additionally, Sanjaya (2007) also states that teacher has six roles in managing a class during teaching and learning process; they are teacher as a learning source, facilitator, manager, demonstrator, guide, and motivator.

However, whole elements that the researchers try to figure out are all about classroom management which itself refers to skills in the organization and presentation of lessons in such a way that all pupils actively engage in learning. This requires an ability to analyze different elements and phases of a lesson, to select and deliver appropriate material, and to reduce sources of resistance. Moreover, a good management in classrooms can help students reduce their levels of stress. Teachers can also build up their students and their own self-management and learning skills in the classroom. Smith and Lastleth (2002) point out four rules in classroom management. The first is "get them in" which means the way teachers start a meeting or a class. This rule consists of greeting, seating and starting. The second rule is "get them out" which means the way how teachers end a meeting or a class. This rule consists of concluding and dismissing. The third rule is "get on with it" which means the main part of the lesson the nature of its content and the manner of its presentation, and the fourth rule is "get on with them" which means teachers develop good personal relationship with their students.

To create a successful education, a good classroom management will be so much needed, because by applying this, a teacher can control, organize, assess and prompt a class well. Based on the fact that the role of a teacher in managing classroom is

desirable byentire teacher, the researchers would like to find out the teacher's role in managing the classroom pedagogy in schools of Ratnanagar municipality.

METHODOLOGY

The design of this research is descriptive design with qualitative approach. Referring to Quenn (1990), the qualitative approach has some characteristics, those are: (1) qualitative research has the natural setting as the direct source of data and the researcher is the key instrument; (2) qualitative research is descriptive; (3) qualitative researchers are concerned with the process rather than simply with outcomes or products; (4) qualitative researcherstend to analyze their data inductively; and (5) "Meaning" is of essential concern to the qualitative approach. Additionally, Suryabrata (2003) says, literally, descriptive study is a research to make a description about situation or events. In this sense, descriptive study is an accumulation of basic data merely in a descriptive way. It is not necessary to test its hypothesis, to make prediction or to get meaning and implication.

Regarding with research instruments that the researchers use, firstly, the researchers are the key instruments. In this case, the researchers have some functions, such as determine the focus of the research, select some information as the source of the data, assesses the data quality, analyze the data, and conclude of the findings (Sugiono, 2009). Secondly, the researchers used questionnaires which were given to the students to get students' ideas about the roles of the teacher in managing the class during the teaching and learning process. There were two kinds of questionnaire which were to be used, they were free answer and multiple choice. In this case, questionnaire is a set of questions deal with a single topic which is related to one another. This is used for investigating a problem which influences people. The questionnaire should be answered by the subject distributing to the subject in order to get any answers, responses, or ideas which is needed (Kartono, 2009).

Furthermore, the third research instrument that was used by the researchers was observation sheet to collect the data of the teacher's roles in managing the class during the teaching and learning process. The main aspect that the researchers focused on was the teacher's roles in managing the class which are applied during the teaching and learning process. Furthermore, the statements in observations sheet are the combination of the theory of Harmer and Sanjaya. In addition, the researchers also used field note to write activities which happened in the class during the researchers' observation, such as the situation of the class and the activities during the teaching and learning process. Lastly, the researchers also had an interview. In this case, the researchers directly had some questions with the teachers who were also the subject of this study.

Moreover, to collect the data, the researchers acted as passive observers where they didnot participate to any single activity during the lesson. Related to how the

researchers analyzethe data, the researchers used a flow model of data management and analysis methods which proposed by (Miles & Huberman, 1994). Specifically, the data analysis contains three linked sub processes: data reduction, data display, and data conclusion drawing/verification.

FINDINGS

1. The Result from restrictive questionnaire:

Table 1: The Result Table

Questions	Always (%)	Seldom (%)	Never (%)	Remarks
1. Does the teacher control the student's language and behavior in the class?	17 (77%)	5 (23%)	-	
2. Does the teacher guide the student in the teaching and learning process?	15 (68%)	7 (32%)	-	
3. Does the teacher assess the students' assignment?	20 (91%)	2 (9%)	-	
4. Does the teacher use the student centered teaching?	16 (73%)	6 (27%)	-	
5. Does the teacher pray in the beginning of the class to motivate the students?	9 (41%)	9 (41%)	4 (18%)	
6. Does the teacher assign home work at the end of the class ?	12 (55%)	8 (36%)	2 (9%)	
7. Does the teacher use actions when the students have not understood the lesson well?	21 (95%)	1 (5%)	-	
8. Does the teacher use supported media in the pedagogy frequently?	16 (73%)	6 (27%)	-	
9. Does the teacher motivate the students with games?	4 (18%)	12 (55%)	6 (27%)	
10. Does the teacher encourage the students?	11 (50%)	8 (36%)	3 (14%)	
11. Does the teacher get involved with the students in curricular and extra activities?	7 (32%)	13 (59%)	2 (9%)	
12. Does the teacher become cooperative in the pedagogy?	16 (73%)	5 (23%)	1 (5%)	

The Result from questionnaire with free answer:

This questionnaire consists of twelve questions. Here, the students were asked to deliver their opinions about the teacher's role.

Question number one was "*What does your teacher do in controlling the students' language and behavior in the class?*" The answers are so various. There are 14 students or 63 percent who answered that the teacher usually advises the students. 3 students or 14 percent answered that the teacher is usually firm but not so always. 2 students or 9 percent answered that the teacher usually warns the students. The rest of three students or 14 percent had the answer that the teacher prohibits, punishes and even fines them.

Question number two "*How does your teacher guide you in the teaching and learning process?*" There are 11 students or 50 percent said that the teacher is good in guiding them. They said that the teacher usually give guidance and explanation before they do some activities. 4 students or 18 percent answered that the teacher usually guides them by inviting them to read the text. 4 others or 18 percent students answered that the teacher usually guides them patiently. 3 students or 14 percent had the opposite answer with their friends. They said that the teacher is usual in guiding them, so sometimes the feel bored.

Question number three "*How does your teacher assess the students' assignment?*" The first 6 students or 27 percent answered that the teacher usually assesses their assignment by seeing their ability. The second 6 students or 27 percent answered that the teacher is so accurate. They said that their teacher assesses their assignment by seeing how active they are, and alsotheir tidiness in doing assignment. 8 students or 36 percent answered that their teacher usually invitesthem to check or assess the assignment together so that they can discuss it together, but sometimes the teacher does it alone. The rest of 2 students or 9 percent answered that in assessing theassignment, the teacher usually forms them into groups.

Question number four asks about "*The style and the way of teacher in teaching*". 16 students or 73 percent answered that the teacher is usually serious, firm and also disciplined but actually in the whole teaching, she is also fun. They said that teacher often makes some jokes and makes the class alive. 4 students or 18 percent answered that their teacher's style and way of teaching is good. They said that the teacher is so easygoing. In starting the class, the teacher usually tells them the aim in learning a topic or a material and also what things they should remember about the topic. Furthermore, they said that theteacher usually explains a material slowly in the soft voice so this makes them understand with the explanation. They added if there are students who still do not understand with her explanation, she will repeat it. In the other hand, 2 students or 9 percent answered that the style of the teacher in teaching is is general and sometimes it seems boring.

Question number five "*How does your teacher start the class?*" 16 students or 73 percent answered that the teacher usually starts the class by inviting all of the students to pray. And after that the teacher greets the students and asks about their condition at the day. 4 students or 18 percent said that, after praying together, the teacher sometimes asks the students about their readiness to join the class. The rest of 2 students or 9 percent answered that after praying, the teacher sometimes talks about the material directly. Sometimes, the teacher offers some questions to the students as a warm up to direct them to the topic that will be discussed at the day.

In answering question number six "*How does your teacher finish the class?*" all

students or 100 percent answered that the teacher usually finishes the class by praying together and then teacher greets her students. Two students or 9 percent added that teacher usually addresses her thanks and appreciates the students because of joining her class. 7 of them or 32 percent added that sometimes the teacher gives some review and conclusion about the material which has been discussed. Furthermore, the teacher also gives the students homework.

Question number seven asks about "*The teacher's actions when she sees that there are students who have not understand the material well*". 14 students or 63 percent said that the teacher usually repeat her explanation to all students. The teacher usually explains the material slowly to the students. 5 students or 23 percent answered that the teacher usually asks the students if there is something that they do not understand. Sometimes, the teacher tests the students by offering some questions. 5 students or 23 percent answered that sometimes teacher doesnot ask any question to the students. The teacher usually asks the students to learn by themselves at home. 3 students or 14 percent answered that sometimes the teacher gets mad with students if they are still confused although the teacher has explained a material more than three times.

In answering question number eight which asks about "*The supported media whichis usually used by the teacher in teaching*", all of the students or 100 percent said that the teacher usually uses LCD Projector but sometimes teacher also brings some interesting pictures and other stuff or media which are related with the topic. For example, in using LCD Projector, the teacher usually teaches the students by displaying material in slides in the power point program and the teacher often shows some pictures or even assignment by LCD.

In answering question number nine, "*How does your teacher motivate the students?*" 13 students or 59 percent said that the teacher often encourages them to study by saying motivated statements. Among them, there are 5 students who added that sometimes the teacher tells some stories and even the story which is experienced by her to motivate the students. 5 students or 23 percent answered that the teacher usually invites the students to watch a funny movieto entertain the students and to refresh them. 4 students or 18 percent said that, sometimes the teacher gives some reward or gifts for the students who are diligent in doing assignment in the class or homework.

In answering question number ten which asks about "*The way of the teacher in giving the instructions in doing something in the class,*" 16 students or 73 percent said that the teacher usually gives the instruction clearly and she usually starts by giving examples first. 2 students or 9 percent said that in explaining something, the teacher usually tells it step by steps repeatedly. And if there are mistakes made by the students, the teacher will fix them. The rest 4 students or 18 percent also added that in the time

of doing assignment, the teacher usually asks them firmly.

Question number eleven asks about "*The way of the teacher in handling the students who are not brave to get involved actively in the class.*" 6 students or 27 percent said that the teacher usually persuades them to involve actively in the class. 9 students or 41 percent answered that the teacher usually encourages and support the students to be brave. 1 student gave the example based on his experiences that he was once called by the teacher and they had a chat about his problem at the break time. He also said that the teacher also did it with other students. On the other hand, 4 students or 18 percent said that in handling those students who are not active enough in the class, sometimes teacher gives extra assignment to fulfill their score. 3 students or 14 percent answered that the teacher usually warns those students who are not brave enough and sometimes the teacher gets crazy.

In answering question number twelve which asks about "*The way of the teacher in serving the students when they find problems such as difficultness in comprehending a material,*" 11 of them or 50 percent said that the teacher usually explains it again till the students understand the material. 4 students or 18 percent answered that sometimes the teacher has some approaches with those students to know what problems they have. 5 students or 23 percent answered that the teacher also usually advises the students to study hard at home and always do the homework which is given to them. On the other hand, there are 2 students or 9 percent who said that sometimes the teacher gets mad with those students.

2. Data Result from Observation Sheet and Field Note

In doing research, the researchers did the observation and made the field note in the same time. On the first day, the researchers did observation in class seven. Here, the researchers saw that the teacher played some roles in teaching. The first was as a *controller*. The researchers saw the teacher controlling the students' behavior, attitude and also the way they communicated during the teaching and learning process. The researchers also saw the teacher advising not to gossip some indecent words in the class.

At the beginning, in initiating the class, the researchers saw that the teacher played the role as a *guide*. Here, she invited her students to pray and after that she gave the morning motivation before starting the teaching and learning process. This is the habit which shouldbe done by every teacher who teaches the first subject. In a few moments after that the researchers saw the teacher playing the role as an *organizer*. Here, the teacher told the students what they are going to learn at that day. This also happened when the teacher gave the assignment, she firstly gave clear instruction and she made sure that the students were ready to do the assignment. The teacher also

gave examples before she gave the assignment. When the students were doing the assignment, she walked around the class to see her students work. Next, when they checked and discussed the answer together, the teacher let the students answer the questions. She also listened to the idea or opinion from the students. In the last session, the teacher did review of the material that had been learnt. At the time of the end of the class, teacher gave short review to strengthen their mind about the material which had been taught.

On the second day, the researchers made observation in class eight. Here, the researchers got the same data. The teacher still played the same role as she did in the first day when she taught class seven such as a controller, a demonstrator, a guide and an organizer. The way of teaching which the teacher did in this class was same with the way of her teaching she did in the first observation. The only different thing which was done by the teacher in this was the use of LCD in teaching. In this class, the researchers got a new role. Here, the researchers saw the teacher also played the role as a *prompter*. The researchers saw that the teacher supported the students during the teaching and learning process and especially at the time when the teacher gave assignment to the students. During the teaching and learning process, the situation of this class was alive. The researchers saw that the teacher sometimes threw some jokes to make the students laugh and be happy.

In the third day class, the researchers saw that the teacher still played the same role as she did in the two previous meeting. She still acted as a controller, a guide, a prompter, a participant, an organizer and an assessor. Although the way the teacher did teaching was somewhat different with those previous meeting, but she still showed and played those roles similar at the previous meetings. However, this day was different in the sense that she more often had some jokes, so her class on that day was so crowded.

In the fourth day, when the researchers did the observation in class eight, the researchers still saw that the teacher played the same role as she did in the three previous meeting. She still acted as a controller, a guide, a prompter, a participant, an organizer and an assessor. There was no more roles was seen by the researchers, but they still joined the class until the end of the teaching and learning process.

In the fifth day, the researchers decided to still have the observation. In that day, the researchers made third observation in class seven. During the teaching and learning process, the researchers saw that the teacher still played the same role as she did in some previous meetings. There was no more or additional role that the researchers saw acted by the teacher. Based on this reason, the researchers then decided to stop the observation in the fifth meeting.

3. Data Result from Interview

In doing the interview, the researchers had some questions to address to the teacher to dig and find out the roles which she had applied during teaching and learning process. The teacher also shared her experiences that she accumulated during her teaching tenure in class to the writer.

In answering question number one which asked about things which had been done in managing the class and what the impact was, the teacher stated that the teacher usually controls the class which means disciplines the class by creating a comfortable and safe situation before starting the class. She added that by doing that she gives chance to the students to prepare everything, and it works and brings good impacts.

By doing that, periodically, students will also understand and know their teacher's character, habit, will and what should they behave when they face and meet with teachers. Furthermore, she also said that she usually recognize the situation and condition of a class. She also creates a live class so the students will not feel bored joining her class. For this, to avoid monotony in class, she usually uses some interesting media to attract the students' attention.

Question number two asked about how the teacher controls the behavior and language used by the students in the class. Here, the teacher stated that she usually mingles with the students to see and observe the students' behavior and the way they communicate. If she finds those things, she will call and or reprimand the student in blameless ways so she will not make the students get offended.

Question number three asked about how she shows the students' mistakes in doing assignment and helps them to realize and understand the mistakes and also corrects them. The teacher wondered and replied that sometimes she finds there are students who have not understood the material well although it has been explained for times. In facing that, the teacher usually tells their mistakes directly. After that, she usually invites them to discuss about the material.

Related with that, she told, sometimes there are students who are offended with those ways. In handling those students, she usually calls the students personally so the students can be guided well. She said that those ways really work.

Question number four asked about what she does first before giving assignment to the students. In answering this, the teacher told that she usually starts it by giving the explanation and usually follows by offering some simple questions. She added that, sometimes she finds students who are not brave to tell their confusion about a material at the time and they will tell it after class.

Question number five asked about what the teacher does to create a live and

confortable class during the teaching and learning process. The teacher answered that she usually gives some quizzes with the rewards. This makes them to be enthusiastic. They will compete to each other to get the reward. By doing that, the teacher makes the students refocus on joining her class.

Question number six asked about the supported media which had been used by the teacher in teaching. The teacher stated that she usually uses laptop, LCD Projector and sometimes she brings some interesting pictures. She prepares media based materials on her own initiative. In this case, she added that actually the school also prepares some means to make the teaching and learning process easier and more interesting.

Question number seven asked about what the teacher does when she finds students' questions which cannot be answered at the time. In answering this question, she stated that sometimes she tells honestly to her students if she has not found or even she does not know the answer of the students' questions. She also promises to the students that the questions have become her homework, and she will answer those in the next meeting. She added, to solve the problem, sometimes she invites the students to discuss and find out the answer or the solution together with her students.

Question number eight asked about what the teacher does in order to make her students understand a material well in a class. The teacher said that she usually explain a material slowly and in detail. Sometimes, she repeats her explanation to make sure that the students understand it. After that she usually gives some brief tests to examine the students' comprehension and understanding about the material.

Question number nine asked about the teacher actions in handling the students so they can grow well according to their potential, talent and interest. In answering this question, the teacher told that the first thing she does is she recognizes the students' character. After that, she guides them to be better according to their potential, talent and interest in the teaching and learning process related and according to the material which is taught. The teacher also said that, in this case, she values every potential, talent and interest each student owns in the class.

4. DISCUSSION

After finding the teacher's roles which have been applied by the English teacher in managing the class during the teaching and learning process in schools of Ratnanagar municipality, the researchers would like to present the discussion as follows:

a. The teacher as a controller

The teacher as a controller is a teacher who controls the whole activity in the class during the teaching and learning activity, including the language and students' behavior which happened in the classroom.

Based on the data and the real condition that had been found during the research about the role of a teacher as a controller, the teacher who teaches English in schools of Ratnanagar municipality (Class VII and Class VIII) has fulfilled her role as a controller in the classroom. It's been proved also by the result of questionnaires, observation, field not only interview guide.

In the restrictive questionnaire; the answer of question number one shows that 77 percent students said that the teacher always advises them and 23 percent said seldom. In question number two of restrictive questionnaire, 68 percent students answered the teacher always controls the language, and 32 percent said seldom. In the free answer, question number one;86 percent students told that the teacher always advises and warn the students firmly and 14 percent students even told that in controlling the students, the teacher sometimes prohibits, gives punishment and fines them.

In the field note and observation sheet, in every meeting which has been observed, it was seen that the teacher always controls the students' behavior, the language and also advises the students during the teaching.

In the interview guide, in the first and second question, the teacher gave statement that she usually controls her students and straighten up the class by creating peace in the beginning of the class. From all the findings and data, it is clear that the teacher controls the students in teaching and learning process.

b. The teacher as an assessor

The teacher as an assessor is a teacher who assesses the activity of students during the teaching and learning process. As the result of the research that found in the field that the English teacher in schools of Ratnanagar municipality (Class VII and Class VIII) has played the role well in assessing the students. It can be proved from the questionnaire; in question number three of restrictive questionnaire, 91 percent students said that the teacher always assesses their assignments and 9 percent students said that the teacher seldom does that. In question number four from the restrictive questionnaire, 73 percent said that the teacher always checks their mistakes, and the rest students or 27 percent said seldom. It is also shown in question number five, where 41 percent students said that the teacher always shows the mistakes, 41 percent students said seldom and 8 percent said never. In question number six of restrictive questionnaire, 55 percent assesses the students' performance by telling them directly. 36 percent said that the teacher seldom does that, and 9 percent said that the teacher never does that. In question number three of the free answer questionnaire, all students or 100 percent said that the teacher assesses their assignment in two ways, such as teacher assesses the assignment by herself accurately, and she does it together with the students.

In the field note and observation sheet, it was seen that the teacher together with the students discuss and assess the assignment. In the interview guide, based on the question number 3, the teacher says by her self that she assesses and does the correction for the mistakes and then discusses them. From all the data above, it can be stated that the teacher is the assessor. She corrects, assesses and discusses the students' mistakes.

c. The teacher as an organizer/manager

The teacher as organizer/manager is a teacher who manages all the elements that involved in teaching and learning activity. In the question number seven of restrictive questionnaire, 95 percent students said that the teacher always gives clear instructions before thestudents do an assignment. 5 percent students said that the teacher seldom does that. In the question number eight of restrictive questionnaire, 73 percent students said that the teacher always tells them what should they talk, write and read, 27 percent students said that the teacher seldom does it. In question number ten of free questionnaire, all students or 100 percent said thatthe teacher usually gives clear instruction and she usually starts it by giving example.

In the field note and observation sheet, it was seen that the teacher told the students what are going to learn, the teacher gave clear instructions and made sure that the students are ready to do the assignment. In the interview, based on the question number 4, the teacher stated that she usually gives the explanation first about the assignment and also gives some simple questions. Based on the data above, the teacher is an organizer who gives clear instruction to the students.

d. The teacher as a prompter/motivator

The teacher as prompter/motivator is a teacher who is able to give encouragement or motivation to the students in teaching and learning process. In question number nine of restrictive questionnaire, 18 percent students answered that the teacher always motivates them, 55 percent said that the teacher seldom motivates them and 27 percent said that the teacher never motivates them. In question number ten of restrictive questionnaire, 50 percent answered that the teacher always encourages them when they keep silent or confused, 36 percent answered that the teacher seldom does that and 14 percent said that the teacher never does that. In question number nine of free questionnaire, all the students or 100 percent answered that the teacher always motivates them. They said that the teacher usually does that by giving some motivated statements, telling stories, watching funny movie and also giving some rewards for students. In question number twelve, 18 percent students say that the teacher motivates them in order to study harder. 14 percent students say that the teacher sometimes scolds them.

In the field note and observation sheet, it was seen that the teacher also cracked some jokes. In the interview, in the first question, the teacher gave statement that in starting teaching, she usually sees situation and the condition first and during teaching she usually creates more alive situation. It is also shown by teacher's statement in answering question number five that, she gives some quizzes with the rewards or gift to support and attracts the students' attention. Based on the data above, the teacher is a prompter/motivator where she usually motivates the students by giving the encouragement statement and does things that can attract the students' attention and rise up the students' passion in study.

e. The teacher as a participant

The teacher as participant means that the teacher participates in some activities in the class during teaching and learning process. In question number eleven of restrictive questionnaire, 32 percent students answered that the teacher always gets involved with the students in activities. 59 percent students said that the teacher seldom does that and 9 percent students answered that the teacher never does that.

In the field note and observation sheet, it is seen that the teacher gives chance to the students to answer the questions and deliver their ideas or opinion. She also listens to the students' opinion. In the interview, in the question number two, the teacher states that she mingles with the student and also participates in activities as a students' partner. In question number two, she stated that she together with the students find out the answer. Based on the data above, it can be stated that the teacher is a participant where she gets involved, give the students chance, listens to the students' opinion and becomes students' partner.

f. The teacher as a resource/informer

The teacher as resource/informer is a teacher who becomes the resource of information related to the development of knowledge and technology. Furthermore, the teacher also should be ready in helping the student when he or she is needed.

In the restrictive questionnaire question number thirteen, 13 students or 59 percent answered that the teacher always gives and prepares additional information from other source whereas 9 students or 41 percent answered that the teacher seldom does it. It is also stated in question number fourteen in restrictive questionnaire where 10 students or 45 percent answered that the teacher is always ready when they need her and 12 students answer that the teacher seldom does that. In response of question number fifteen of restrictive questions, 8 students or 36 percent answered that the teacher always prepares extra material from other sources, 12 students or 55 percent answered "seldom" and the rest of 2 students or 9 percent answered "never". In the question number twelve of free questionnaire, 68 percent students gave answer that

the teacher isalways ready helping the students when they need her. The teacher will explain again till they understand adapting individual approach to the students during the class.

On the interview in the question number seven, the teacher stated honestly that she will give the answer in the next meeting when the students ask for an answer or information and she has not got any idea. Based on the findings data, it can be stated that the teacher is an informer/resource where she is always ready to her students when they need her. But sometimes she postpones it.

g. The teacher as a facilitator

The teacher as facilitator means that the teacher gives good services to the students such as giving chance for each student in doing activities and also prepares facilities to support the teaching and learning activity. In other words, the teacher can ease the students to study.

In question number twelve of restrictive question, 16 students or 73 percent answer that the teacher always gives chance to the students to practice their English, 5 students or 23 percent answer seldom and 1 student or 5 percent answer never. In question number eight of free questionnaire, all the students or 100 percent say that the teacher uses media (LCD Projector) in showing and explaining the material in her teaching.

In the field note and observation sheet, it is seen on the second day that the teacher uses a media to support her teaching. It is also supported by the admission of the teacher in the interview in question number one and number six. There the teacher says that in teaching, she usually uses some media such as laptop, LCD projector and also some interesting pictures to avoid a boredom class. Based on the data above, it can be stated that the teacher is a facilitator where she usually uses supported media which help the students to understand the material which is taught in the teaching and learning process.

h. The teacher as a demonstrator

The teacher as a demonstrator means that, the teacher shows everything well. Here, this can be divided into two things. The first is connected with the attitudes and behavior. The second is connected with how the teacher delivers explanation or gives instructions in teaching.

In question number four of free questionnaires, 100 percent students say that the teacher teaches them seriously, firmly and in disciplined way. In other side, the teacher is also fun. The jokes she makes in the process of the study creates the class more alive and it is supported with the other things such as good teaching, patient, explain softly and gently, and all of this makes the students understand the material easier.

In the field note and observation sheet, it is seen that the teacher usually gives the warm up at the beginning of the class and also gives the review at the end of the class. It is also shown in the time when she delivers the material where she gives clear explanation. Based on the data above, it can be stated that the teacher is a demonstrator where she always conduct teaching well and disciplined. She also knows how to make a more alive class.

i. The teacher as a guide

The teacher as a guide means that the teacher directs and keeps the students to the good things and directions. In question number eleven of free questionnaire, 100 percent students state that the teacher guides them by persuading to get involved, encouraging and or directing them. It is supported with the personal experiences of one of the students. He once was summoned by the teacher, and they talked what was the problem which made him inactive in the class. Another student also adds it is for all students with the same problem. The student further adds that the teacher will also give extra assignment to inactive students. The teacher often gets impatient and even gets mad.

In the field note and observation sheet, it is shown that the teacher usually invites and leads the students pray. After that she also gives morning reflection to the class before starting the class. In the interview guide question number three, the teacher states that she calls the students to be guided well when there are students who are easy to get offended. In question number nine, the teacher states that the teacher drags the students based on their interest to be better. Based on the data above, the teacher is a guide where she directs them to be better according with their interest and potential during the teaching and learning process.

5. CONCLUSION

Based on the findings and the discussion as well as the purpose of the study, it can be noted that generally the English teachers who teach in schools of Ratnanagar Municipality applies all the nine roles in managing the class during the teaching and learning process, but there are roles which are preeminent and most applied by the teacher. Those preeminent roles are mostly found in the time when the teacher does teaching (this is found at the time the researcher does the observation).

The teacher's roles which are most often used and applied by the English teachers in schools of Ratnanagar Municipality in managing the classroom (class VII and VIII) are teacher as a controller and teacher as an assessor. The teacher's roles which are often used and applied by teachers in Schools of Ratnanagar municipality in managing the classroom (class VII and VIII) are teacher as an organizer, as a facilitator, as a participant, as a demonstrator and as a guide. Meanwhile the teacher's roles which are seldom used or have not been applied maximal by the teacher in Schools of Ratnanagar municipality in managing the classroom (class VII and VIII) are teacher as a prompter

and as a resource.

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7. Conflict of interest

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

8. Author contributions

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

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The Emergence of Old Age Homes and Social Issues in Nepal

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Abstract

The aim of the study is to explore the concept of elderly care in Nepalese society and its changing meaning in the modern times. Specially, this study tries to address the causes of old age homes are becoming a trend in Nepalese society. A cross sectional study was conducted mainly focusing on these facilities within the Kathmandu valley. A descriptive research design has been used whilst 18 elderlies who are living in private old age home were completed structured interviews for collecting data form three private owned old age home of Lalitpur and Kathmandu. The data were collected through the survey questionnaire analyzed with the help of SPSS software. Most of the respondents they are being there not only due to family's member were abroad or migration or other issue. The trend of private old age home are becoming trend, whose family's members are in Nepal but they were not properly cared from their children due to busy schedule that's cause their families choosing this arrangement.

Keywords: *Old Age, Old age home, aging in Nepal & elderly care.*

Background of the study: Ageing is a normal process, which is associated with physical, social and psychological changes. The number of older populations of both developed and developing countries has considerably increased in the 20th century. According to the 2001 census of Nepal, its elderly population constituted 6.5 percent of the total population of the country. During the years 1991-2001, the annual elderly population growth rate was 3.39 percent as against the national population growth rate of 2.3%. According to the 2011 census, the percentage of elderly population has increased to 9.1 percent. The number of seniors will increase because 54.7% of the total population is within the age group of 15-59, which is reproductive. As Nepal marches towards modernity and economic prosperity, many of her traditional values seem to be unravelling in the process. One of them is a very sensitive yet unignorable issue of elderly care in this country. From time immemorial, it had been a foregone conclusion that parents take care of their children, and children in turn return the favour in due course of time. This had been an unalterable social structure which to this day holds true for many (Ranjan, 2013).

In 2021, population aged 65 years and above for Nepal was 5.9 %. Population aged 65 years and above of Nepal increased from 3.1 % in 1972 to 5.9 % in 2021 growing at an average annual rate of 1.36%.

According to Hiday (1978), now a days it's very sensitive issue to care elder peoples in the society due to migration, tied schedule, nuclear family and etc. that's why most of the elders' parents they should live separate from their children's. There is also a rising trend for families to swap their elderly care duties in favor of these costly old age homes. These facilities have seen growth in great leaps and bounds over the last decade. This research is about investigating these observables, perhaps anecdotal, realities and finding out if there is any semblance of truth on the ground (Aryal, 2022).

The aim of the study is to explore the concept of elderly care in Nepalese society and its changing meaning in the modern times. According to Thapa and Kattel (2019), it is known to all that the traditional way has always been that grown up children take care of their elderly parents, the same way the latter took care of their young ones. A manifestation of a beautiful circle of life. One could find innumerable references of an ideal offspring, the one who devotes his/her life in service of the parents (Speck, 2017). They are everywhere; from religious scriptures, to folklore, in almost every artistic expression as well as in common vernacular. Hence, it is considered not only a moral endeavor but also a righteous duty.

But the turn of the century and the significant increase in the pace of life affected many aspects of Nepalese living, even the case of elderly care and the possibility of seeking outside assistance in accomplishing it. More recently, the rising number of private as well as public care home facilities somewhat support belief. Gone are the days when such issues were a reality of the far away land. Society seems to slowly register the depth and width of this issue (Rai & Dangal, 2021).

It was important to properly address the issue at hand and see how and why it has proliferated in recent times. What has really changed and what is causing the growth of care homes as an integral part of our overall healthcare system.

The study stems from the changing social fabric of Nepal. This has been more visible in the urban areas comparatively but rural Nepal also faces similar challenges from some of the burning issues of the last decade. For instance, Gautam (2008), first among the issues tackles the issue of mass immigration the country has faced that transcends the socio-economic demographic. There is a huge exodus of young working age men and women of all backgrounds for foreign employment and for other better opportunities. Secondly, the family structure has also taken a different turn with the emergence of nuclear families away from traditional joint families. The third and perhaps the more important issue of ageing which equates with growing health related issues among the elderly. There could be many more underlying issues that could have contributed towards the sprawl in care homes especially in the urban areas such as Kathmandu, Pokhara and others.

Literature review

In Nepal, as in many other countries, the traditional practice was for the elderly to be cared for within the family. However, various factors have contributed to the emergence of old age homes in Nepal in recent years. These factors include changing family structures, urbanization, migration, and socio-economic transformations (Chalise et al., 2022).

In the modern world, population ageing affects both industrialized and developing nations, and it is a severe problem in both groups. Health and other social policy areas are affected by population aging getting older does not always imply that our latter years will be better or have a higher quality of life (Chalise & Brightman, 2006). The Nepalese government established social security for the elderly in 1995–1996; nonetheless, there were surprisingly few research that specifically addressed this topic. According to Chalise and Brightman (2006) a recent survey, senior Nepalis are not particularly pleased with the current government policy of giving them cash because it is insufficient for the old who are poor.

Even so, the majority of elderly people live in joint families. According to Mishra and Chalise (2019), over 80% of elderly people in Nepal live with their children. Similar to other Asian nations, Nepal's government has little obligation to provide care for the elderly. Instead, it is the responsibility of the elderly's own children to ensure their welfare. However, due to socioeconomic changes, population aging, and child out migration, Nepal is becoming a problem that requires attention before it disintegrates that society (Speck, 2017). All of these factors may have recently contributed to an increase in the number of elderly people residing in old age homes. These factors may be support to increase the trend of old age home.

Changing Family Structures: Traditional family structures in Nepal, which emphasized multi-generational households, are undergoing changes. Younger generations are increasingly migrating to cities or abroad for education or employment, leaving behind aging parents and elderly relatives (Freedman, 1996).

Urbanization and Migration: Rapid urbanization in Nepal has resulted in increased job opportunities and a shift in lifestyles. Younger generations often migrate to urban areas in search of employment, leaving their aging parents in rural areas. This separation can make it challenging for families to provide care for elderly family members (Dubey et al., 2011).

Socio-economic Transformations: According to economic factors also play a role in the emergence of old age homes. As Nepal undergoes economic development, there are shifts in societal values and norms. The increased cost of living, changing cultural dynamics, and individualistic values can influence families' ability or willingness to provide care for their elderly members.

Luck et al. (2009), Old age, often referred to as elderly age or senior age, describes the later phases of a person's life after they reach an advanced age. Although the precise meaning of "old age" varies, it generally refers to a stage of life during which people go through the physical, cognitive, and social changes that come with aging.

Physical Changes: As people get older, their physical capacities normally gradually deteriorate. Reduced strength, flexibility, and mobility can be a result of this. Typical physical changes associated with aging also include modifications to sensory abilities like vision, hearing, and taste (Chalise et al., 2022).

Cognitive Changes: Some cognitive functions, such as processing speed, working memory, and some aspects of attention, tend to deteriorate with age (Singh & Shrestha, 2016). However, additional mental abilities such Other cognitive abilities, including collected knowledge and wisdom, may, however, hold steady or even advance. It is crucial to remember that these alterations can differ substantially amongst people.

Health Concerns: Aging frequently increases the risk of a number of illnesses. Chronic conditions like cardiovascular disease, arthritis, diabetes, osteoporosis, and cognitive loss, including types of dementia like Alzheimer's disease, are common health problems in old age. However, a lot of elderly people enjoy healthy, fulfilling lives (Shrestha, 2012).

Social and Emotional Changes: Older persons may go through social and emotional changes in their lives. They might retire from their jobs, lose loved ones, or run into difficulties when their roles and responsibilities change. However, many older folks also benefit from having more free time for hobbies, excursions, and time spent with family and friends (Gautam, 2005).

Positives: Van Velsen (1960), aging might be difficult, there are certain advantages to this period of life. Many senior citizens claim to have more wisdom, contentment, and self-acceptance. They might have more time to pursue hobbies and participate in worthwhile activities, which would increase their sense of contentment.

Care and assistance: As people age, they could need more care and assistance. This can include treating chronic health concerns as well as help with daily tasks like bathing and dressing. To fulfill the needs of older persons, families, communities, and healthcare systems frequently offer resources and services (Khanal & Chalise, 2020).

An old age home, also known as a retirement home or senior living facility, is a residential institution designed to provide housing, care, and support services for older adults who may not have family members available to care for them or who choose to live independently in a community of their peers. Chalise and Brightman (2006), old age homes typically cater to individuals in the later stages of life who require varying degrees of assistance with daily activities and healthcare needs.

It is important to note that old age homes can vary in terms of their size, services offered, cost, and overall approach to care. Some facilities focus on providing independent living options for active seniors, while others specialize in providing higher levels of care for individuals with specific health conditions or disabilities (Chalise, 2021).

Old age homes can offer a sense of community, companionship, and specialized care for older adults who may have limited support from their families or who prefer to live in a structured environment. However, it's essential to consider individual preferences, cultural norms, and family dynamics when making decisions regarding elderly care options.

When considering an old age home, it is advisable to visit potential facilities, review their services, speak with staff and residents, and assess the overall environment and quality of care provided.

Methodology

During the research, several old age homes exclusively privately owned, were selected and visited in the areas around Lalitpur and some other locations in Kathmandu. A cross sectional study was conducted mainly focusing on these facilities within the Kathmandu valley. A descriptive and explanatory research design has been used whilst collecting the data which included:

- Field visit
- Structured interviews with care home authorities
- Direct survey questionnaire with the residents
- Literature review from published articles on the subject matter
- Government data available in the public domain (secondary data)

Mixed approach (both quantitative and qualitative) has been utilized in order to give the research topic a wider scope and a much more nuanced perspective to reflect the changing social fabric of the country. It was decided that compiling varied opinions contributed from both the residents as well as the consummate professionals who operate these facilities would deliver a deeper understanding of the subject matter.

Information and Data management

A non-probabilistic purposive sampling method was followed for selecting the respondents. 18 elders were chosen as a sample from three old age homes in Kathmandu and Lalitpur. The primary data was collected with the aid of a questionnaire to be completed by the respondents which was mainly composed of three parts. For instance, the survey sought specific information about the respondents, their

families and the circumstances that led them to the current facility.

Three variables were considered for this study and a separate set of questions were attributed to each of the variables. There are altogether 18 questions in the questionnaire.

Method of Data Collection

Three field visits were conducted in the process of collecting primary data. This included booking an appointment with the care home managers and having a structured interview with them. Also, there were a few survey questions completed during the course of the conversation with the residents. Due to the circumstantial challenges faced for having to deal with the elderly who were often not in a position to respond properly, other methods were adopted such as talking to the nurses and caregivers, observation of their process of giving care and the premises of the care home as a whole.

Results

This study is based on questionnaire-based survey, which was carried out through 18 elderlies who are living in private old age home in Kathmandu valley. All the data were collected from three old age home through primary data by structure interview.

Table 1

Demographic profile of respondents

Gender	n	%	Marital status	n	%
Male	8	44.4	Unmarried	1	5.6
Female	10	55.6	Married	11	61.1
Total	18	100	Widow	6	33.3
			Total	18	100
Age	n	%	Past occupation	n	%
Below 60	2	11.1	Trade/Business	7	38.9
61-69	7	38.9	Farming/ Household	2	11.1
70-89	8	44.4	Gov Job	4	22.2
Above 90	1	5.6	Others	5	27.8
Total	18	100	Total	18	100

The data indicates involvement of below 60 years to above 90 years, male respondents 44.4% and 55.6% women respondents. Most of the respondents 94% were married and 6% unmarried. All of the respondents had different occupation and most of the respondents 39% were belongs to trade and business and only 11% from household.

Table 2

Family member status

Family member live	n	%
Abroad	5	27.8
Nepal	13	72.2
Total	18	100

From the table 2, most of the respondents who are living in old age home they are belongs to family, who were affluent and living in Kathmandu. More than 72% respondents' families are living in Nepal near their old age home Kathmandu and rest of the respondents 28% families are live in abroad.
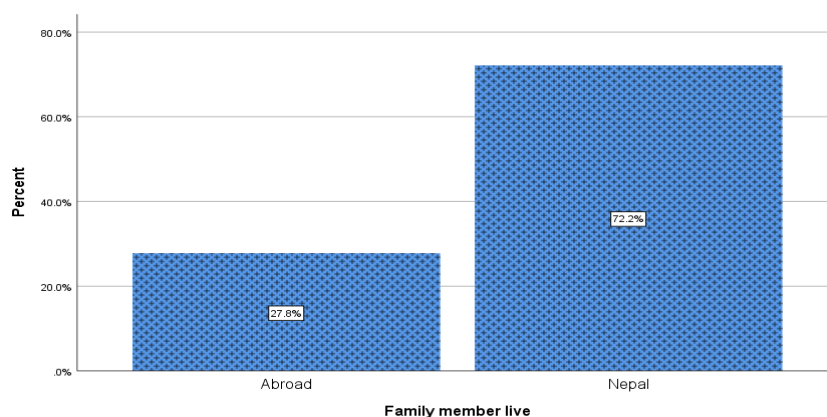
Form the figure 1 shows that recently increasing trend of old age home in Nepal not only due to abroad migration whereas most of the respondents 72% families are living in Nepal.

Table 3

Previous living status

Stay before	n	%
Daughter's family	2	11.1
Son's family	16	88.9
Total	18	100

Form the table more than 89% respondents they were from the Joint family. Still, most of the parents when they are aged, want to live with their children. But now a days children they do not interested to live with their parents.

Figure 2

Previous living status
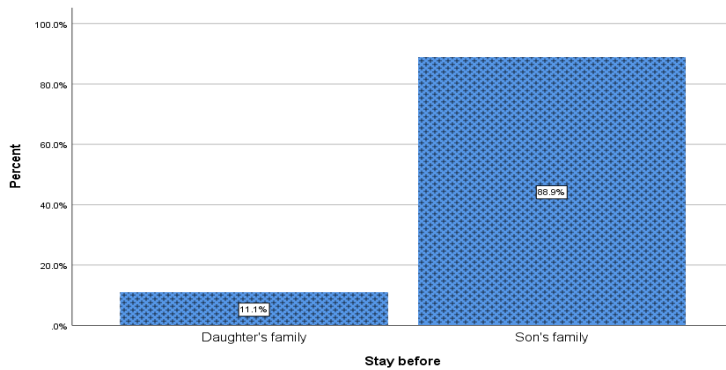
Table 4

Reasons for coming

Reasons for coming	n	%
Abroad	5	28
Health issue	4	22
Children busy	9	50
Total	18	100

Form the table shows that why the respondents were leaved their home or what's the reasons for coming in old age home. More than 50% respondents were come due to busy schedule of their children. Near about 28% respondents they have different health issue and 22% respondent's family's member were abroad so they were not properly cared from their children due to busy schedule that is cause their families choosing this arrangement.

Figure 3

Reasons for coming
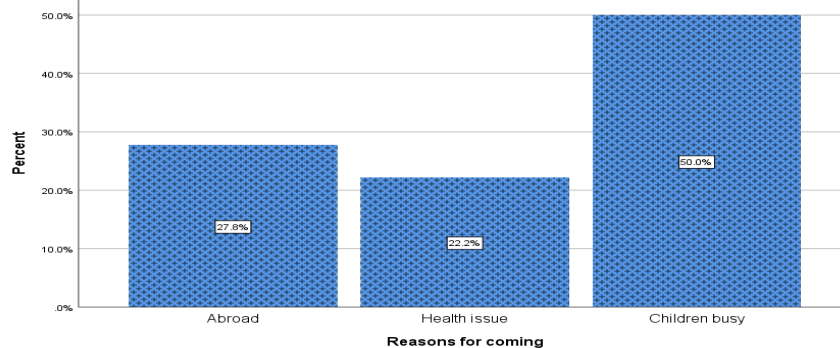
Discussion

The majority of the family members were affluent and living in Kathmandu. A substantial percentage, although not a majority of cases anymore, of the elderly living in these facilities, had their family members settled abroad. Most residents have a good amicable relationship with their families. They are in constant touch and their family members visit the residents on a regular basis. Even if they were abroad, they would constantly keep in touch via video calls. However, there were a few unfortunate cases where the family members didn't get along and some had even turned violent in the past. On a positive note, there is a changing attitude towards the elderlies using old-age home facilities in recent times. It is considered morally acceptable to give them care in this manner as opposed to keeping them at home with no one to look after them. Having said that, there is still a long way to go before this arrangement gains mainstream acceptability. Many still haven't been able to come to terms with this in order to be a normal practice in this society. Certain communities still see this more through the lens of social approval. "What would people think of us?" is a burning question. One sticking point is that the health condition of the elderly seems to be the core because of their families choosing this arrangement. Bottom line, Nepalese society is changing and slowly this will likely be more prevalent around us and no longer just practiced by westerners.

Conclusion

Relocation to an old age home is becoming increasingly widespread, probably reflecting the growing mobility of Western nations. Although most elders prefer to remain in familiar settings and consider home adaptations and remodeling as well as new technologies to avoid involuntary relocation, voluntary relocation, including seasonal migration and relocation to forms of assisted living (e.g., CCRCs), is becoming an increasingly common event—and is likely to become even more so among future cohorts of elders (Oswald & Rowles, 2006).

There is a shift in the Nepalese mindset on such a sensitive issue of elderly care that may take a while to catch up with the urban-rural divide. However, the future looks hopeful for this new way of thinking to become more mainstream and that society will be generous enough to view it with the compassion and sensitivity that it deserves. Away from some of the baggage tradition and culture may bring tackling this issue.

Alternative aged living and care arrangements are desperately needed in Nepal, because the current facilities are inadequate. However, the terrible image of nursing homes that the media has constructed is false. According to the report, older folks and close family are grateful for fresh possibilities. The rise in the number of such organizations reflects a shift in attitudes toward intergenerational relationships and aging assistance choices outside of the conventional extended family (Speck & Müller-Böker, 2021). All the signs suggest that elderly care is going to be more relevant with

every passing day. Longer life expectancy, hectic modern lifestyle, and many other reasons may contribute to the topic in question. A larger conversation is required on this issue for a more reasonable solution, which at one time or another, will affect us all.

Nepal is still suffering from extensive poverty, diseases that are increasing both communicable and non-communicable, insufficient health care facilities, unplanned and low economy. As a result, the country is less prepared to deal with the effects of its rapidly growing elderly population. The government should make a plan to care elders.

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EXAMINING THE DRIVERS OF ECONOMIC GROWTH IN NEPAL: A MACROSCOPIC ECONOMETRIC ANALYSIS

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Abstract

This article investigates the impact of macroeconomic variables on the economic growth of Nepal. The study focuses on the post-COVID-19 era, addressing the unique challenges faced by both advanced and developing economies. GDP is dependent variable, and independent variables are the consumer price index, exchange rate, gross capital formation, import, broad money supply, remittances, tourism income, and export. Data from 1974 to 2020 are derived from secondary sources, which include macroeconomic data published by Central Bureau of Statistics and Nepal Rastra Bank; a variety of economic surveys published by the Ministry of Finance. The econometric results reveal a robust model, with an R-squared value of 70.66%, indicating a good fit. The researchers employed the Augmented Dickey-Fuller Test to ascertain the stationarity of the variables, while Johansen's Co-integration Test revealed the presence of co-integration within the model. The negative and significant coefficient of VECM expresses the long run relationship and Granger Causality. The findings of the test indicate that there is a two-way causal relationship between gross capital formation and broad money supply with GDP. There is unidirectional causality between the Nepalese consumer price index and GDP, as well as between GDP and remittances, but no causality between the exchange rate, tourism income, exports, and GDP.

The findings confirm that the variables are determinants of economic growth in Nepal. As a result, policymakers should consider these variables for the country's economic growth.

Keywords: *Granger Causality test, Co-integration test, Time series analysis, VECM, Unit root test,*

1. **Introduction**

The country is said to be experiencing economic growth if its gross domestic product continues to rise over the long term. Economic advancement, economic welfare, and occasionally economic prosperity are other names for it. An abundantly resourced nation will trade with a nation that needs its exports and imports to be mutually beneficial in order to further economic development in both nations. Then, according to the idea of human capital, human capital is the primary capital to develop in order to maximize productivity from already-existing resources. The literacy rate, proficiency level and life expectancy at birth of a country provide an overview of the quality of its human resources. Because resources are required for processing, robust health and human resources are required to fully use the state's existing resources.

Increases in an economy's productive capability over a specific time period are referred to as economic growth. All other things being equal, this means that if land, labor, and capital are all used as effectively as possible, the economy should expand. The primary metric for measuring macroeconomic performance is this (Lewis, 2013). While the measurement of productive capacity poses challenges, economists often turn their attention to more accessible indicators of economic development, such as the percentage fluctuation in Gross Domestic Product (Lewis, 2013; McCombie & Thirlwall, 2016).

Economic development has historically been the best method for enabling countries to raise the standard of living for all of its citizens, including the poorest country. Economic growth can take three forms: positive, negative, or zero, according to Haller (2012). According to her, a country experiences good economic growth when the macro-indicators' yearly average rhythms are greater than the population's annual average rhythms of growth. On the other side, when population growth rhythms are faster than macroeconomic indicator rhythms, negative economic growth is observed.

According to her, the annual patterns of growth observed in macroeconomic indicators, specifically GDP, closely mirror the patterns of population growth, which is another definition of zero economic growth.

According to Bakari and Mabrouki (2017), the presence of the advantages of the nation's resources cause trade activity in the economy, and the output will strengthen the nation's economy. A country's increasing reliance on imports to provide its domestic needs might be brought on by a lack of processing resources for raw materials or by the poor quality of domestically produced items. The subpar quality of human resources employed in the manufacturing sector hinders the ability to meet the national expectations for goods and services produced. Human resources is foundation of prosperous nation (Todaro, 1995).

The examination of the variables that support or restrict economic growth has been

one of the primary foundations; however, there is still a lack of consensus on the matter. Two significant innovations have dominated most of the current discussion on economic development within the context of economic growth theory. The neoclassical and endogenous growth theories fall within this category. They have primarily emphasized the significance of state elements like the growth of human capital and the buildup of physical capital (Lucas 1988, Romer 1986).

Various studies have considered different variables using different statistical tools but the combination of the used variables are not done in the recent time. Mainly after the covid-19 the discussion about the economic growth is of the prime concern. Different between the advance economics and developing economies with regard to the concerned variables are different, hence the impacts of the same variables are considered for the purpose of the study is important. There aren't as many studies on the correlation between macroeconomic factors and economic growth and Nepal's economic growth as compared to other industrialized nations. However, it is impossible to disregard Nepal's economic development, thus this study aims to provide shed light on the relationship and implications between macroeconomic factors and Nepal's GDP growth.

2. Literature Review

When the drivers of economic growth are explored in diverse literatures, several distinct variables are identified to be the determinants of economic growth. Chen and Feng(2000) examined the relationships between commerce, state-owned firms, investment, inflation, enrolment in higher education, and economic development in China in their research. Using province panel data, the study found that commerce and university enrolment were significantly and positively related to GDP.

On the other side, economic growth was adversely and strongly correlated with inflation and state-owned businesses. Therefore, their analysis came to the conclusion that education, private businesses and international trade were significant factors in China's long-term economic success.

Using an expanded neoclassical growth model that encompassed the years 1964-1991, Freire-Seren (2002) examined the connection between the accumulation of human capital and economic growth in different regions of Spain. .According to the study, investing in and developing human capital are both significantly and positively related to economic growth. Using an enhanced neoclassical growth model, Anaman (2004) examined the factors influencing economic development in Brunei Darussalam over the years 1971–2001. The findings demonstrated a positive and substantial relationship between exports and investment share and real GDP growth. The findings of the study also revealed threshold effects in government size, with moderate size of government significantly and positively connected with economic growth and bigger size of

government significantly and negatively correlated with economic growth.

According to a study conducted by Haque and Kneller (2015) using panel data from 63 countries from 1980 to 2003, corruption reduces the returns on public investments and renders them unproductive for enhancing economic growth. In a distinct investigation carried out by Obamuyi and Olayiwola (2019) in Nigeria and India, it was found that corruption negatively affects economic growth by influencing investment and human resources in both nations. This negative impact occurs due to the transmission mechanism associated with corruption...By lowering the productivity of already-existing resources, corruption directly lowers the growth rate of per capita income and indirectly influences decreased investment. Based on Alfada's (2019) findings, it can be observed that in Indonesia, provinces that had corruption levels lower than the threshold value of 1,765 points encountered a decrease in growth. Additionally, the adverse effects of corruption appear to be more significant in provinces where corruption levels exceed the cutoff point.

Several empirical studies have found that a variety of factors impact economic growth in a given nation. These are as follows: According to Petrakos and Arvanitidis' 2008 study, political and institutional elements of a certain economy are critical for supporting growth. Elkomy et al. (2015) conducted a study to investigate how income affects the impact of foreign direct investment on economic growth in emerging and developing nations, whereas Ghazanchyan et al. (2015) investigated Asian development drivers. Upreti (2015) identified economic development drivers in underdeveloped nations. In a distinct study conducted by Bassanini and Scarpetta (2001), it was found that financial institutions play a crucial role in promoting economic growth by facilitating the accumulation of capital and assisting in the creation of new technologies

Ghimire et al. (2020) identified macroeconomic indicators such as FDI, export, currency rate and gross fixed capital creation as predictors of economic development. They employed trend analysis, multiple regressions, and Karl Pearson's correlation to calculate the results of this study. Through their analysis of institutional and cultural elements, Abrams and Lewis (1995) conclude that personal freedom, political, cultural and economic arrangements have a substantial connection with economic growth. Once again, they argue that, under similar conditions, countries with lower income levels experience greater economic expansion compared to countries with higher income levels. The study's goal will be to assess the influence of various economic factors on economic growth.

Various studies have considered different variables using different statistical tools but the combination of the used variables are not done in the recent time. Mainly, after the covid-19, the discussion about the economic growth is of the prime concern.

Different between the advance economics and developing economies with regard to the concerned variables are different, hence the impact of the same variables considered for the purpose of the study is important. There is little literature in the context of our country and they are not enough to describe the sources of economic growth of Nepal.

3. Research Methodology

3.1 Research Design

The descriptive and analytical method was used in this research, which was designed as a quantitative study. To quantify the effects of independent variables on the dependent variable, secondary data was employed to measure the variables. In order to interpret the data, the acquired data was analyzed using E-views statistical package version 10.

3.2 Model formulation and Variables

In that study, GDP was the dependent variable, and CPI, Exchange Rate, M_2, GCF, Export, Import, and Tourism income were taken as independent variables.

$$LN\_GDP = \beta_0 + \beta_1 t + \beta_2 LN\_CPI + \beta_3 LN\_EXR + \beta_4 LN\_GCF + \beta_5 LN\_IMPORT + \beta_6 LN\_M_2 + \beta_7 LN\_REM + \beta_8 LN\_TOURISM + \beta_9 LN\_EXPORT + e_t$$

This research incorporates two categories of variables, namely the independent variable and dependent variables. The variables, along with their descriptions and measurements, are as follows:

Table 3.1: Variables, their description and measurement

Name of the Variable	Description	Measurement
LN_GDP	Natural Log of Gross Domestic Product	Rupees in Million
LN_EXPORT	Natural Log of Money Value of Export of Goods and Services.	Rupees in Million
LN_IMPORT	Natural Log of Money Value of Import of Goods and Services.	Rupees in Million
LN_CPI	Natural Log of Amount of Consumer Price Index	Base Year :
	Natural Log of Amount of Exchange Rate(US$)	2014/15 = 100
LN_EXR	Natural Log of Amount of International Remittances	Rupees per US Dollar
		Rupees in Million
LN_REM	Natural Log of Amount of Tourism Income	Rupees in Million
LN_TOURISM		
LN_M$_2$	Natural Log of Amount of Broad Money	Rupees in Million
LN_GCF	Natural Log of Amount of Gross Capital Formation	Rupees in Million

3.3 Nature and Sources of Data

The data used in this analysis were secondary and time series data. The main sources of the data were Different Series of Economic Surveys published by the Ministry of Finance, Industrial Statistics published by the Department of Industry, Nepal Rastra Bank, Ministry of Commerce and Supply, Central Bureau of Statistics of Nepal, and FNCCI (Federation of Nepalese Chambers of Commerce and Industry).

3.4 Time Period

In order to analyze the relationship among GDP, CPI, Exchange Rate, M_2, GCF, Export, Import, and Tourism income, the researcher used 47 sets of time series data covering the period from 1974 to 2020.

3.5 Data Analysis

The major objectives of the study were to examine the linkage between GDP, CPI, Exchange Rate, M_2, GCF, Export, Import, and Tourism income in Nepal. To fulfill these research objectives, the time series data was analyzed using E-views.

3.6 Econometric Method

In the context of the study mentioned, the researcher employed econometric methods, specifically time series analysis, to analyze the data and examine the relationships between GDP, CPI, Exchange Rate, Remittances, M_2, GCF, Export, Import, and Tourism income in Nepal.

3.7 Econometric Results

3.7.1 Test of Unit Root

The unit root test is employed to examine the stationarity of the data. The ADF test is utilized as a unit root test, which helps determine if the variables satisfy the condition of stationarity (Poudel, 2023).

Table 3.2: Result of ADF Test on Level and First Difference Series

Series	On Level		On First Difference	
	t-Stat	Prob-Value	t-Stat	Prob-Value
LN_GDP	-1.2025	0.6654	-3.8762	0.0046*
LN_CPI	-1.9260	0.3178	-4.8944	0.0002*
LN_EXR	-1.6675	0.4407	-5.0302	0.0001*
LN_GCF	-0.7130	0.8332	-6.9900	0.0000*
LN_M	-1.1275	0.6971	-5.4444	0.0000*
LN_X	-1.3219	0.6115	-5.2318	0.0001*
LN_M$_2$	-1.4639	0.5428	-4.8771	0.0002*
LN_REM	-0.1608	0.9359	-9.5201	0.0000*

LN_TOURISM	-2.1981	0.2097	-3.1950	0.0268**

Source: Author's calculations performed using E-Views

* denotes significance at the 1% level, indicating that the result is highly significant,

while ** denotes significance at the 5% level, indicating a moderately significant result.

The outcomes of the augmented Dickey-Fuller (ADF) test, with a significance level of 5%, indicate the following: (i) The null hypothesis that the level series of all variables possess a unit root is accepted, but (ii) it is rejected for the first difference of the variables. This means that all the series become stationary when differenced once, indicating that they are integrated of order one. This suggests that the variables are co-integrated, indicating a long-term relationship between them (Poudel,2022).

3.7.2 VAR Lag Order Selection Criteria

Prior to conducting the co-integration test, it is necessary to determine the appropriate lag length. The table presented indicates that most of the criteria recommend selecting 1 lag. Therefore, we will proceed with further tests using a lag length of 1.

Table 3.3: Selection Criteria of VAR Lag Order

Lag	HQ	SC	AIC	FPE	LR	LogL
0	-3.701673	-3.475042	-3.836374	1.74e-13	NA	95.31842
1	-14.42524*	-12.15893*	-15.77226	1.22e-18*	543.7559*	444.8758
2	-13.47476	-9.168767	-16.03408*	1.46e-18	100.4075	531.7669

* denotes lag order selected by the criterion

3.7.3. Co-integration Result

Co-integration can occur when multiple time series variables of the same level of integration are combined. Since LN_GDP, LN_CPI, LN_EXR, LN_GCF, LN_IMPORT, LN_M$_2$, LN_REM, LN_TOURISM, and LN_EXPORT are co-integrated, it indicates that they are closely related in the long run, suggesting a long-term connection among them. Multiple co-integrating relationships may exist between these variables. The Johansen test is used to determine the number of co-integrating equations and provides test statistics and estimates. Table 3.4 presents the findings of the Johansen co-integration test.

Table 3.4: Result of the Johansen Co-integration Test:

Trace Test				
Hypothesized No. of CE(s)	Eigen-value	Trace Stat.	0.05 Critical Value	P-value##
None 1#	0.751885	227.0601	197.3709	0.0007

At most 1[#]	0.665096	164.3363	159.5297	0.0266
At most 2	0.568473	115.1103	125.6154	0.1825
At most 3	0.434020	77.29115	95.75366	0.4592
At most 4	0.360430	51.67732	69.81889	0.5637
At most 5	0.264500	31.56413	47.85613	0.6360
At most 6	0.231449	17.73992	29.79707	0.5853
At most 7	0.115663	5.893768	15.49471	0.7080
At most 8	0.008023	0.362483	3.841466	0.5471

At a significance level of 0.05, the Trace test reveals the existence of two co-integrating equations.

[#] indicates rejection of the hypothesis at the 0.05 level

[##] p-values of MacKinnon-Haug-Michelis (1999)

3.7.4 Vector Error Correction Model

Given the presence of a long-term relationship between the variables, we can proceed to estimate and analyze the VECM. The calculations in the model are based on the level data, and the variables are automatically converted to their first differences. The estimated long-run relationship can be expressed as follows:

Table 3.5: Vector Error Correction Model:

D(LN_GDP) = C(1)*(LN_GDP(-1) + 3.1017*LN_EXR(-1) -1.3997*LN_TOURISM(-1) - 1.3777*LN_EXPORT(-1) - 6.7431*LN_GCF(-1) + 4.6178*LN_IMPORT(-1)+1.6871*LN_M2(-1)+ 0.7906*LN_REM(-1)) + C(2)*(LN_CPI(-1) - 2.3745*LN_EXR(-1) + 0.8106 LN_TOURISM(-1)+ 0.8319*LN_EXPORT(-1) +3.4351*LN_GCF(-1) - .4443*LN_IMPORT(-1) - 1.4167*LN_M2(-1) - 0.5104*LN_REM(-1)) + C(3) *D(LN_GDP(-1)) + (4)*D(LN_CPI(-1)) + C(5)*D(LN_EXR(-1)) + C(6) *D(LN_TOURISM(-1)) + (7)*D(LN_EXPORT(-1)) + C(8)*D(LN_GCF(-1)) + C(9)*D(LN_IMPORT(-1)) + (10)*D(LN_M2(-1)) + C(11)   *D(LN_REM(-1)) +C(12)

	Coeff.	Standard Error	t-Stat	P-value.
C(1)	-0.296261	0.105615	-2.805104	0.0084
C(2)	-0.454613	0.183390	-2.478944	0.0185
C(3)	-0.374188	0.160126	-2.336835	0.0257
C(4)	2.231740	0.426186	5.236537	0.0000
C(5)	0.488381	0.142620	3.424341	0.0017
C(6)	-0.047004	0.038877	-1.209048	0.2352
C(7)	-0.061265	0.054750	-1.118995	0.2712
C(8)	0.254215	0.120133	2.116106	0.0420
C(9)	-0.212008	0.150755	-1.406305	0.1690

C(10)	-0.079642	0.153238	-0.519732	0.6067
C(11)	-0.019363	0.019950	-0.970572	0.3388
C(12)	0.033685	0.041855	0.804819	0.4267

R-squared	0.706606	Adjusted R-squared	0.608808
F-statistic	7.225170	Prob(F-statistic)	0.000004
Durbin-Watson stat	1.949601		

Table 3.5 displays the outcome of the Vector Error Correction Model, with R-squared values indicating variance in explanatory factors. It indicates the model's explanatory strength. The model exhibits a satisfactory R-square value of 0.7066 (70.66%), indicating that it is appropriate and does not suffer from spurious regression. The coefficient of the Vector Error Correction Model (VECM) is significant and negative, providing evidence of a long-term relationship between GDP and the independent factors.

3.7.5 Long Run Causality

The coefficient of ECM has the anticipated sign is negative, sits between zero and one, and is statistically significant at the 5% level. The importance of the error correction mechanism supports co-integration and shows that a long run steady-state equilibrium exists between the level of real output (GDP) and the explanatory variables. The ECM suggests a feedback of roughly 29.63% of the previous year's disequilibrium from the explanatory factors' long term elasticity. In other words, the error correction term's coefficient quantifies the rate at which the level of real output adjusts to changes in the explanatory variables in order to reach long run static equilibrium. As a result, the rate of adjustment might be described as rapid..

3.7.6 Short run causality

Table3. 6: Wald Test

Coefficient	Test Statistic	Value	df	Probability
C(3)	Chi-square	5.460798	1	0.0194*
C(4)	Chi-square	27.42132	1	0.0000*
C(5)	Chi-square	11.72611	1	0.0006*
C(6)	Chi-square	1.461796	1	0.2266
C(7)	Chi-square	1.252150	1	0.2631
C(8)	Chi-square	4.477906	1	0.0343*
C(9)	Chi-square	1.977695	1	0.1596
C(10)	Chi-square	0.270121	1	0.6033
C(11)	Chi-square	0.942011	1	0.3318

Source: Author's calculation through E-views

There is insufficient evidence to support the existence of short-term causation from lagged tourism income, export, import, wide money, and remittance to GDP, as indicated by the Chi-square probability values exceeding 5%. However, there is evidence of short-term causation from lagged GDP to consumer price index, exchange rate, and gross capital formation, as the Chi-square probability values are below 5%.

3.8 Model Diagnosis

3.8.1 F-Test

The research model demonstrates a good fit, supported by an R-squared value of 70.66 percent. Additionally, the probability-value of the F-statistic is <1%, indicating statistical significance.

3.8.2 Normality Test

The JB test is employed to evaluate whether the distribution of the variables in the model conforms to the assumption of normality. The statistical significance of this test indicates that the variables exhibit a normal distribution. The findings of the JB normality test are depicted in following figure.

Figure 1: Jarque-Bera Normality Test

Series: Residuals	
Sample 3 47	
Observations 45	
Mean	-1.50e-16
Median	-0.001259
Maximum	0.089374
Minimum	-0.136798
Std. Dev.	0.044727
Skewness	-0.614335
Kurtosis	3.910153
Jarque-Bera	4.383762
Probability	0.111706
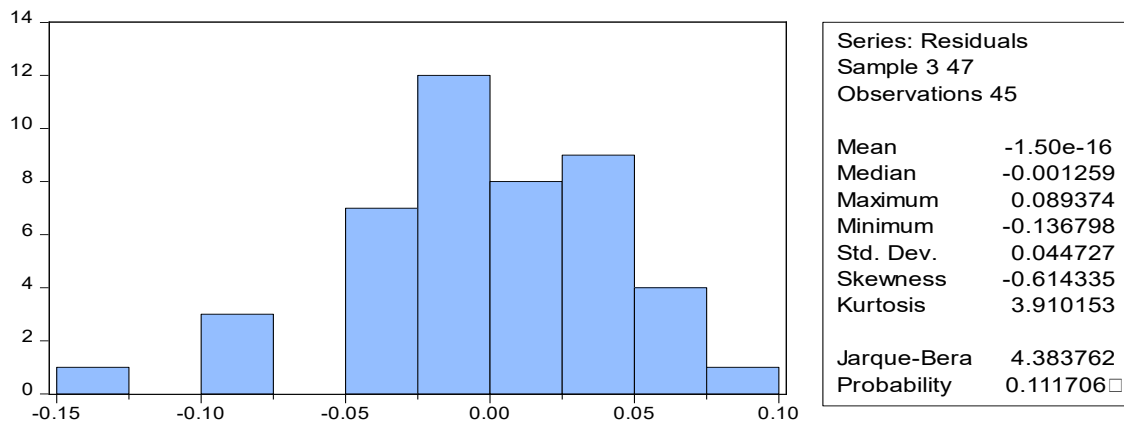
The JB test was conducted to examine the normality of the residuals in the model. Given that the p-value of the test (0.1117) exceeds the 5% significance level, the results indicate that the null hypothesis is accepted, This suggests that the residuals in the model follow a normal distribution.

3.8.3 Test of Heteroskedasticity

Below is the table presenting the results of the Bruesch-Pagan-Godfrey test, which is used to detect heteroskedasticity:

Table 3.7: Heteroskedasticity Test: Breusch-Pagan-Godfrey

F-statistic	0.843181	Probability F(18,26)	0.6406
Observed R-squared	16.58626	Probability Chi-Square(18)	0.5517
Scaled explained SS	12.97887	Probability Chi-Square(18)	0.7928

Source: Author's calculation through E-views

Table 3.7 presents the findings of the Breusch-Pagan-Godfrey test, which examines the presence of heteroskedasticity in the data. If the p-value of the observed R-squared is greater than 5%, it suggests that the null hypothesis of homoscedasticity is not rejected at a significance level of 5%. This implies that the data exhibits homoscedasticity, meaning that the variability of the residuals is constant across all levels of the independent variables.

3.8.4 Serial Correlation Test

To examine whether there is serial correlation within the model, the Breusch-Godfrey LM test was performed. The results of the test are presented in Table 3.8, which displays the findings of the Breusch-Godfrey Serial Correlation LM Test.

Table3. 8: Breusch-Godfrey Serial Correlation LM Test

F-stat	0.041496	Probability F(1,32)	0.8399
Observed R^2	0.058278	Probability Chi-Square(1)	0.8092

Source: Author's calculation through E-views

H_0 : There is no serial correlation in the residuals. Table 3.8 shows results of the Breusch-Godfrey Serial Correlation LM Test. Based on the F-statistic and the probability of the observed R^2, both exceeding the 5% significance level; the null hypothesis of no serial correlation is accepted.

3.8.5 Test of Granger Causality

The test of Granger Causality is employed to examine the causal association between the dependent and independent variables. It is conducted to identify the direction of influence, which is crucial for informing policy decisions. The test result is displayed in part in the table below:

Table 3.9: Test of Pairwise Granger Causality

H0:	Observed	F-Stat	P-value
LN_GCF does not Granger Cause LN_GDP	46	9.96198	0.0029*
LN_GDP does not Granger Cause LN_GCF		2.89801	0.0959
LN_EXR does not Granger Cause LN_GDP	46	0.00395	0.9502
LN_GDP does not Granger Cause LN_EXR		0.28190	0.5982
LN_CPI does not Granger Cause LN_GDP	46	3.85205	0.0562

LN_GDP does not Granger Cause LN_CPI		0.00672	0.9351
LN_IMPORT does not Granger Cause LN_GDP	46	1.98468	0.1661
LN_GDP does not Granger Cause LN_IMPORT		1.26295	0.2673
LN_M2 does not Granger Cause LN_GDP	46	6.97385	0.0115**
LN_GDP does not Granger Cause LN_M2		4.10656	0.3306
LN_REM does not Granger Cause LN_GDP	46	0.11393	0.7374
LN_GDP does not Granger Cause LN_REM		5.16990	0.0280**
LN_TOURISM does not Granger Cause LN_GDP	46	3.10362	0.0852
LN_GDP does not Granger Cause LN_TOURISM		0.16237	0.6890
LN_X does not Granger Cause LN_GDP	46	0.14533	0.7049
LN_GDP does not Granger Cause LN_X		1.05367	0.3104

Source: Author's calculation through E-views

Table 3.9 depicts the model's pairwise granger causality amongst independent and dependent variables. The findings indicate that there is two way causation between gross capital formation and broad money. GDP, consumer price index, export, import, gross capital formation, broad money, and tourist income all have unidirectional causation to remittances. Similarly, GDP is derived from gross capital formation and broad money. Unidirectional causation has also been discovered from the consumer price index to gross capital formation, import to the consumer price index, and the exchange rate to export.

3.9 Conclusion and Discussion

The study utilizes the test of Johansen Co-integration to find the association between economic growth and its macroeconomic factors in Nepal. The research utilized a quantitative approach, employing a Vector Error Correction Model (VECM) and various econometric tests to analyze the data spanning from 1974 to 2020. The primary variables considered were Consumer Price Index (CPI), Exchange Rate (EXR), Gross Capital Formation (GCF), Import, Export, Broad Money (M2), Remittances (REM), and Tourism Income. The VECM results indicate a significant long-term relationship between GDP and the selected macroeconomic factors. The model's explanatory power, as reflected by the R-squared value of 70.66%, suggests that the chosen variables effectively account for variations in GDP. The co-integration test further confirms the existence of a stable long-term equilibrium among the variables. The Granger Causality Test reveals that there is a one way causation running from the Consumer Price Index (CPI) to GDP in the short term. Additionally, there is two- way causation between GDP, Gross Capital Formation (GCF) and Money Supply (M_2). However, there is no significant causality found amongst exchange rate, imports, tourism income, exports, and GDP. This study lays the groundwork for further exploration into Nepal's economic dynamics. Policymakers and researchers can use these findings as a basis for formulating targeted strategies to foster sustainable

economic growth in the country.

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Appendix-1: Research Variables (Rupees in Million) in Nominal Form (all variables are Rs. in million except EXR and CPI)

Year	GDP	gross capital formation	export	import	EXR US$	CPI	remittance	tourist income	M_2
1974/75	16601	2402	889.6	1814.6	12.18	4.17	90.7	120.7	2064.4
1975/76	17394	2632	1185.8	1981.7	12.50	4.14	97.7	189	2524
1976/77	17280	2768	1164.7	2008	12.33	4.26	125.4	244.1	3223
1977/78	19727	3506	1046.2	2469.6	12.00	4.73	120	342.5	3772.1
1978/79	26128	4133	1296.8	2884.7	12.00	4.89	146.3	406.8	4511.4
1979/80	23351	4270	1150.5	3480.1	12.00	5.37	150.3	518.7	5285.3
1980/81	27307	4808	1608.7	4428.2	13.00	6.09	216.8	616.8	6307.7

1981/82	30988	5314	1491.5	4930.3	13.88	6.73	205.5	493.8	7458
1982/83	33821	6639.8	1132	6314	15.50	7.68	292.5	491.1	9222.4
1983/84	39290	7332.3	1703.9	6514.3	17.93	8.16	280	585.8	10455.2
1984/85	46587	10184	2740.6	7742.1	19.95	8.50	275.4	724.9	12296.6
1985/86	55734	10599	3078	9341.2	21.69	9.84	346.7	863.6	15159
1986/87	63864	12898	2991.4	10905.2	22.21	11.15	478.7	1208.1	17498.2
1987/88	76906	15237	4114.5	13869.6	25.63	12.35	589.8	1415.1	21422.6
1988/89	89270	19415	4195.3	16263.7	28.64	13.38	602.1	1856.5	26605.1
1989/90	103416	19076	5156.2	18324.9	31.95	14.68	676.8	1541.7	31552.4
1990/91	120370	25074	7387.5	23226.5	42.69	16.12	549.7	1993.8	37712.5
1991/92	149487	31619	13706.5	31940	45.65	19.51	423.6	3090.7	45670.5
1992/93	171474	39653	17266.5	39205.6	49.25	21.24	549.7	2615.1	58322.5
1993/94	199272	44644	19293.4	51570.8	49.94	23.14	223	4819.7	69777.1
1994/95	219175	55231	17639.2	63679.5	55.21	24.92	2906.7	5506.7	80984.7
1995/96	248913	68017	19881.1	74454.5	57.02	26.94	2660.2	6605.9	92652.2
1996/97	280513	71084	22636.5	93553.4	61.95	29.12	2938	6158.8	103720.6
1997/98	300845	74728	27513.5	89002	67.95	31.55	4084.2	7850.9	126462.6
1998/99	342036	70061	35676.3	87525.3	69.07	35.14	6520.6	11584.2	152800.2
1999/00	379488	92272	49822.7	108504.9	73.83	36.33	6031.4	11691	186120.8
2000/01	441519	98648.69	55654.1	115687.2	76.88	37.21	9797.6	11969.2	214454.2
2001/02	459442.6	93019.46	46944.8	107389	77.79	38.29	14859.8	7798.4	208130.1
2002/03	492230.8	105383.2	49930.6	124352.1	73.79	40.11	41630	10369.4	229669
2003/04	536749.1	131670.5	53910.7	136277.1	72.06	41.70	56629.8	12337.4	262057
2004/05	589411.7	155906.7	58705.7	149473.6	72.32	43.59	61784.81	11814.95	283202.3
2005/06	654084.1	175632.8	60234.1	173780.3	70.49	47.06	92748.65	11710.83	328159.2
2006/07	727827	208778.5	59383.1	194694.6	65.02	49.84	107417.4	12645.78	317180
2007/08	815658.2	247272	59266.5	221937.7	76.88	53.18	139421.5	20339.89	435818.9
2008/09	988271.5	313028.7	67697.5	284469.6	74.54	59.87	194215.6	34589.82	533400.1
2009/10	1192774	456489.3	60824	374335.2	72.27	65.60	213998.9	29385.88	703761
2010/11	1562681	433624.7	64338.5	396175.5	81.02	71.87	225909.4	25408.87	820986.8
2011/12	1758379	502944	74261	461667.7	87.96	77.85	333366.8	31801.4	921320.7
2012/13	1949295	578484.6	76917.06	556740.3	98.25	85.51	394348.7	34205.13	1130302
2013/14	2232525	691772.3	91991.4	714365.8	99.49	93.27	490302.5	46114.68	1315376
2014/15	2423638	758051.9	85319.12	774684.2	106.35	100.00	540053.2	77299.01	1565967
2015/16	2608184	736577.3	70117.17	773599.1	106.21	109.94	594588.3	41115.29	1877802
2016/17	3077145	1148546	73049.07	990113.2	104.37	114.83	602497.4	51977.38	2244579
2017/18	3455950	1365100	81359.8	1245103	112.88	119.60	654003.1	65659.74	2591702
2018/19	3858930	1597597	97109.52	1418535	116.31	125.14	750690	74202.33	3094467
2019/20	3888700	1182165	97709.11	1196799	117.87	132.84	754470.8	60536.15	3582138
2020/21	4277300	1531273	141124.1	1539837	120.84	137.62	841486.5	6391.291	4230970

Source: *MOF, Economic Survey (2010/11 and 2021/22) and NRB, QEB (2023)*

Appendix-2: Concerned Variables in Real Form (except EXR and CPI)

Year	EXR US	CPI	RGDP	RGCF	REXPORT	RIMPORT	R_REM	R_TOU	R_M$_2$
1974/75	12.18	4.2	69281	10024	3713	7573	379	504	8615
1975/76	12.50	4.1	72088	10908	4914	8213	405	783	10460
1976/77	12.33	4.3	73552	11782	4957	8547	534	1039	13719
1977/78	12.00	4.7	93344	16590	4950	11686	568	1621	17849
1978/79	12.00	4.9	127880	20228	6347	14119	716	1991	22080
1979/80	12.00	5.4	125468	22943	6182	18699	808	2787	28399
1980/81	13.00	6.1	166364	29292	9801	26978	1321	3758	38429
1981/82	13.88	6.7	208459	35748	10033	33167	1382	3322	50171
1982/83	15.50	7.7	259752	50995	8694	48493	2246	3772	70830
1983/84	17.93	8.2	320575	59826	13902	53151	2285	4780	85306

1984/85	19.95	8.5	395860	86536	23287	65786	2340	6160	104487
1985/86	21.69	9.8	548623	104332	30299	91951	3413	8501	149219
1986/87	22.21	11.2	712086	143813	33354	121593	5338	13470	195106
1987/88	25.63	12.4	950033	188225	50827	171334	7286	17481	264637
1988/89	28.64	13.4	1194456	259778	56134	217613	8056	24840	355983
1989/90	31.95	14.7	1517986	280006	75685	268981	9934	22630	463140
1990/91	42.69	16.1	1940212	404161	119077	374382	8860	32138	607878
1991/92	45.65	19.5	2916841	616961	267446	623224	8265	60307	891138
1992/93	49.25	21.2	3642408	842299	366771	832796	11677	55549	1238872
1993/94	49.94	23.1	4611725	1033190	446505	1193496	5161	111542	1614842
1994/95	55.21	24.9	5460765	1376085	439482	1586580	72421	137200	2017741
1995/96	57.02	26.9	6706167	1832501	535633	2005939	71671	177975	2496218
1996/97	61.95	29.1	8169007	2070085	659213	2724431	85559	179355	3020517
1997/98	67.95	31.5	9490526	2357387	867947	2807678	128841	247666	3989419
1998/99	69.07	35.1	12017753	2461658	1253520	3075283	229107	407022	5368777
1999/00	73.83	36.3	13786042	3352058	1809959	3941767	219109	424711	6761397
2000/01	76.88	37.2	16430035	3670967	2071029	4305012	364593	445404	7980381
2001/02	77.79	38.3	17591072	3561516	1797416	4111695	568950	298584	7968855
2002/03	73.79	40.1	19741545	4226528	2002531	4987300	1669624	415878	9211170
2003/04	72.06	41.7	22380135	5490096	2247845	5682171	2361220	514417	10926655
2004/05	72.32	43.6	25691405	6795697	2558877	6515288	2693090	514992	12344284
2005/06	70.49	47.1	30780501	8265094	2834552	8177915	4364652	551099	15442824
2006/07	65.02	49.8	36271555	10404564	2959381	9702685	5353189	630208	15806793
2007/08	76.88	53.2	43373925	13149084	3151591	11801891	7413960	1081606	23175364
2008/09	74.54	59.9	59165047	18740151	4052860	17030398	11627143	2070796	31933172
2009/10	72.27	65.6	78246128	29945769	3990064	24556446	14038358	1927718	46166829
2010/11	81.02	71.9	112311675	31165105	4624082	28473588	16236370	1826165	59005261
2011/12	87.96	77.8	136884965	39152803	5781014	35939556	25951687	2475651	71722277
2012/13	98.25	85.5	166676560	49463951	6576876	47604680	33719216	2924746	96647719
2013/14	99.49	93.3	208229430	64522155	8580112	66629474	45730911	4301153	122686204
2014/15	106.35	100.0	242364411	75805371	8531931	77468599	54005443	7729919	156597079
2015/16	106.21	109.9	286739450	80978086	7708565	85048200	65368042	4520146	206442371
2016/17	104.37	114.8	353348551	131887538	8388225	113694699	69184775	5968562	257744957
2017/18	112.88	119.6	413331620	163265990	9730632	148914345	78218767	7852905	309967559
2018/19	116.31	125.1	482906500	199923291	12152285	177515513	93941352	9285680	387241555
2019/20	117.87	132.8	516574908	157038772	12979678	158982787	100223901	8041623	475851166
2020/21	120.84	137.6	588642026	210733845	19421496	211912378	115805371	879569	582266062

Source: *Researcher's own calculation*

Appendix-3: Data after Taking Natural Log

YEAR	LN_EXR	LN_CPI	LN_GDP	LN_GCF	LN_EXP	LN_IMP	LN_REM	LN_TOU	LN_M$_2$
1974/75	2.50	1.43	11.15	9.21	8.22	8.93	5.94	6.22	9.06
1975/76	2.53	1.42	11.19	9.30	8.50	9.01	6.00	6.66	9.26
1976/77	2.51	1.45	11.21	9.37	8.51	9.05	6.28	6.95	9.53
1977/78	2.48	1.55	11.44	9.72	8.51	9.37	6.34	7.39	9.79
1978/79	2.48	1.59	11.76	9.91	8.76	9.56	6.57	7.60	10.00
1979/80	2.48	1.68	11.74	10.04	8.73	9.84	6.69	7.93	10.25
1980/81	2.56	1.81	12.02	10.29	9.19	10.20	7.19	8.23	10.56
1981/82	2.63	1.91	12.25	10.48	9.21	10.41	7.23	8.11	10.82
1982/83	2.74	2.04	12.47	10.84	9.07	10.79	7.72	8.24	11.17
1983/84	2.89	2.10	12.68	11.00	9.54	10.88	7.73	8.47	11.35
1984/85	2.99	2.14	12.89	11.37	10.06	11.09	7.76	8.73	11.56
1985/86	3.08	2.29	13.22	11.56	10.32	11.43	8.14	9.05	11.91

1986/87	3.10	2.41	13.48	11.88	10.41	11.71	8.58	9.51	12.18
1987/88	3.24	2.51	13.76	12.15	10.84	12.05	8.89	9.77	12.49
1988/89	3.35	2.59	13.99	12.47	10.94	12.29	8.99	10.12	12.78
1989/90	3.46	2.69	14.23	12.54	11.23	12.50	9.20	10.03	13.05
1990/91	3.75	2.78	14.48	12.91	11.69	12.83	9.09	10.38	13.32
1991/92	3.82	2.97	14.89	13.33	12.50	13.34	9.02	11.01	13.70
1992/93	3.90	3.06	15.11	13.64	12.81	13.63	9.37	10.93	14.03
1993/94	3.91	3.14	15.34	13.85	13.01	13.99	8.55	11.62	14.29
1994/95	4.01	3.22	15.51	14.13	12.99	14.28	11.19	11.83	14.52
1995/96	4.04	3.29	15.72	14.42	13.19	14.51	11.18	12.09	14.73
1996/97	4.13	3.37	15.92	14.54	13.40	14.82	11.36	12.10	14.92
1997/98	4.22	3.45	16.07	14.67	13.67	14.85	11.77	12.42	15.20
1998/99	4.24	3.56	16.30	14.72	14.04	14.94	12.34	12.92	15.50
1999/00	4.30	3.59	16.44	15.03	14.41	15.19	12.30	12.96	15.73
2000/01	4.34	3.62	16.61	15.12	14.54	15.28	12.81	13.01	15.89
2001/02	4.35	3.65	16.68	15.09	14.40	15.23	13.25	12.61	15.89
2002/03	4.30	3.69	16.80	15.26	14.51	15.42	14.33	12.94	16.04
2003/04	4.28	3.73	16.92	15.52	14.63	15.55	14.67	13.15	16.21
2004/05	4.28	3.77	17.06	15.73	14.76	15.69	14.81	13.15	16.33
2005/06	4.26	3.85	17.24	15.93	14.86	15.92	15.29	13.22	16.55
2006/07	4.17	3.91	17.41	16.16	14.90	16.09	15.49	13.35	16.58
2007/08	4.34	3.97	17.59	16.39	14.96	16.28	15.82	13.89	16.96
2008/09	4.31	4.09	17.90	16.75	15.21	16.65	16.27	14.54	17.28
2009/10	4.28	4.18	18.18	17.21	15.20	17.02	16.46	14.47	17.65
2010/11	4.39	4.27	18.54	17.25	15.35	17.16	16.60	14.42	17.89
2011/12	4.48	4.35	18.73	17.48	15.57	17.40	17.07	14.72	18.09
2012/13	4.59	4.45	18.93	17.72	15.70	17.68	17.33	14.89	18.39
2013/14	4.60	4.54	19.15	17.98	15.96	18.01	17.64	15.27	18.63
2014/15	4.67	4.61	19.31	18.14	15.96	18.17	17.80	15.86	18.87
2015/16	4.67	4.70	19.47	18.21	15.86	18.26	18.00	15.32	19.15
2016/17	4.65	4.74	19.68	18.70	15.94	18.55	18.05	15.60	19.37
2017/18	4.73	4.78	19.84	18.91	16.09	18.82	18.18	15.88	19.55
2018/19	4.76	4.83	20.00	19.11	16.31	18.99	18.36	16.04	19.77
2019/20	4.77	4.89	20.06	18.87	16.38	18.88	18.42	15.90	19.98
2020/21	4.79	4.92	20.19	19.17	16.78	19.17	18.57	13.69	20.18

Source: *Researcher's own calculation*

PART–B
(NEPALI LANGUAGE)

लघुकथा निर्माणका उपकरणहरू

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

लेखसार

प्रस्तुत लेख लघुकथा निर्माणका उपकरण सम्बन्धी अध्ययनमा आधारित छ। यस लेखमा लघुकथाका उपकरणहरूलाई आधार उपकरण, मुख्य उपकरण र अन्य उपकरण भनी छुट्याई अध्ययन गरिएको छ। यसमा विषयवस्तुलाई आधार उपकरण, कथानक, पात्र, परिवेश, दृष्टिविन्दु, शैली र उद्देश्यलाई मुख्य उपकरण अनि मुख्य उपकरणभित्र रहने आधारमा संवाद र द्वन्द्वलाई अन्य उपकरण भनी केलाइएको छ। यसमा मूलतः पुस्तकालय विधिको उपयोग भएको छ। वर्णनात्मक र विश्लेषणात्मक विधिको समेत यसमा प्रयोग गरिएको छ। यस आलेखको मूलभूत उद्देश्य लघुकथामा उपकरणहरूको मात्रात्मक उपस्थितिलाई निर्धारण गर्नु र लघुकथा लेखन शिल्पको बोध गराउनु रहेको छ। आख्यानका अन्य प्रविधामा प्रयुक्त हुने तत्त्व भन्दा लघुकथामा प्रयुक्त हुने तत्त्व के के कारणले पृथक् छ भन्ने जानकारी लिन चाहनेहरूका लागि यो अध्ययन उपयोगी हुने अपेक्षा गरिएको छ।

प्रमुख शब्दावली : *उपकरण, घटना तरङ्ग, पारिस्थितिक घटना, आलोडन, सिर्जनाक्रमको आधारविन्दु, कथ्य र लक्ष्य बीचको जोडक*

अध्ययनको पृष्ठभूमि

लघुकथा आख्यान विधाको प्रभावकारी प्रविधा हो। यसलाई लघुतम आख्यान भन्नु उपयुक्त हुन्छ। लघुतमको अर्थ आकारगत लघुता मात्र होइन घटनाहरूको अनगिन्ती हाँगाबिँगाले नजेलिएको पनि हो। कथ्य विषयको अगलबगल रिङ्दै लेखिनु र आफैँमा पूर्ण हुनु पनि लघुकथाको घेरा हो। यसलाई सार कथा भनेर बुझ्नु हुँदैन। यो भिल्का हो, अग्रेठ होइन र अग्रेठबाट निकालिएको अगुल्टो वा कोइला पनि होइन यो। यो आफैँमा पूर्ण सानो टर्चलाइट हो तर सडकबत्ती होइन। टर्चलाई सडकबत्ती बनाउन सकिँदैन र सडकबत्तीलाई टर्च बनाउन पनि मिल्दैन। यो छोट्याइएको कथा होइन। भन्नुको मतलब लघुकथा आफैँमा पूर्ण सावयव सिङ्गो रचना हो।

सानोमा पूर्ण हुनु लघुकथाको वैशिष्ट्य भएकाले यसको लेखनमा ज्यादा सावधानी अपनाउनु आवश्यक छ। लघुकथाका अङ्गहरू सबै कसिला बन्नुपर्ने कुरा त छँदै छ त्यसमा पनि यसको अन्त्य प्रभावोत्पादक हुनु जरुरी छ। अर्थात् लघुकथाको अन्त्यले पाठक प्रभावित पार्नुपर्छ। पाठक त्यतिखेर प्रभावित बन्छ जतिवेला लघुकथाको अन्त्यमा नाटकीयता आउँछ। नाटकीयता भनेको लघुकथा पढ्दै गर्दा लेखकको धारणामा बन्दै गएको स्थिति अन्त्यमा पुग्दा हठात् परिवर्तन हुनु हो। लघुकथामा यो स्थितिको सिर्जना हुनुहुनु लघुकथाकारको कुशलतामाथि निर्भर गर्छ।

यो आलेख लघुकथाको तत्त्वगत प्रस्तुतीकरणको सन्दर्भलाई केलाई तयार पारिएको छ। यसो गर्नुको मुख्य ध्येय लघुकथाको प्रविधात्मक स्थितिलाई मजबुत बनाउनु नै हो।

अध्ययन विधि र प्रक्रिया

यो आलेख लघुकथाका निर्माणका आधारहरूसँग सम्बन्धित छ। यो गुणात्मक अध्ययन हो। पुस्तकालयीय विधिको उपयोग गरी सामग्री सङ्कलन गरिएकाले यसमा द्वितीयक स्रोतका सामग्रीहरूको उपयोग भएको छ। यसमा लघुकथाका

उपकरणहरूलाई आधार उपकरण, मुख्य उपकरण र अन्य उपकरण भनी छुट्याई अध्ययन गरिएको छ। यसमा विषयवस्तुलाई आधार उपकरण भनिएको छ भने कथानक, पात्र, परिवेश, उद्देश्य, शैली र दृष्टिविन्दुलाई मुख्य उपकरण मानिएको छ। यसैगरी यहाँ मुख्य उपकरण भित्रै रहने भएकाले संवाद र द्वन्द्वलाई भने अन्य उपकरणका रूपमा विश्लेषण गरिएको छ।

लघुकथाका उपकरणहरू

लघुकथा उपकरण लघुकथा निर्माणका आधार हुन्। विषयवस्तु लघुकथाको आधारशिला हो। यसकै जगमा लघुकथाको भवन खडा हुन्छ। यसैले विषयवस्तु लघुकथाको आधार उपकरण हो। कथानक, पात्र, परिवेश, प्रयोजन, संवाद, दृष्टिविन्दु, भाषा, शैली आदि विषयवस्तुको आधारमाथि लघुकथाको आकृति निर्माण गर्ने मुख्य उपकरण हुन्। यसलाई यसरी बुझाऊँ – घर निर्माणका लागि नभई नहुने अपरिहार्य कुरा घर निर्माण गर्ने ठाउँ वा घडेरी हो। घडेरी नै छैन भने अन्य ढुङ्गा, माटो, रड, सिमेन्ट, इँट आदि निर्माणसामग्री मात्र भएर घर बन्दैन। यस्तै लघुकथा-भवन बनाउने हो भने सबैभन्दा पहिला उपयुक्त विषयवस्तु चाहिन्छ। भनौँ, विषयवस्तु लघुकथा-भवन निर्माणको घडेरी हो। यसैले यहाँ विषयवस्तुलाई लघुकथा निर्माणको आधार उपकरण भनिएको हो। अर्को कुरा ढुङ्गा, माटो, रड, सिमेन्ट आदिले घरको आकृति निर्माणमा मुख्य भूमिका निर्वाह गर्छन्। यसैले घर निर्माणका यी मुख्य तत्त्व हुन्। लघुकथा लेखनमा पनि कथानक, पात्र, परिवेश, उद्देश्य, शैली, दृष्टिविन्दु, आदिले विषयरूपी घडेरीमा लघुकथारूपी घर बनाउन मुख्यतत्त्वको काम गरेका हुन्छन्। यही भएर यहाँ कथानक, पात्र, परिवेश, उद्देश्य, शैली, दृष्टिविन्दु आदिलाई मुख्य उपकरण भनिएको हो।

संवाद र द्वन्द्वलाई पनि लघुकथाको मुख्य उपकरण मान्नेहरू पनि छन् तर ती मुख्य उपकरण भने होइनन्। लेखनमा संवादात्मक र वर्णनात्मक २ शैली छन्। लेखकले यी दुईमध्ये कुनै एकलाई रोज्न सक्छ। यस्तै द्वन्द्व मुख्य उपकरणभित्र रहने तत्त्व हो अनिवार्य होइन। यसैले यहाँ संवाद र द्वन्द्वलाई अन्य उपकरणभित्र राखिएको छ। कतिपयले मुख्य उपकरण मान्ने शीर्षकलाई यहाँ अन्य उपकरणमा पनि राखिएको छैन किनकि यो कृतिको शीर्ष भाग हो। शीर्षक रचनाको अङ्ग हो अनिवार्य तत्त्व होइन। यही कारण यहाँ लघुकथाको उपकरणको चर्चा गर्दा आधार उपकरण, मुख्य उपकरण र अन्य उपकरण भनी वर्गीकरण गरिएको छ। यसलाई तलको आरेखमा हेरौँ –
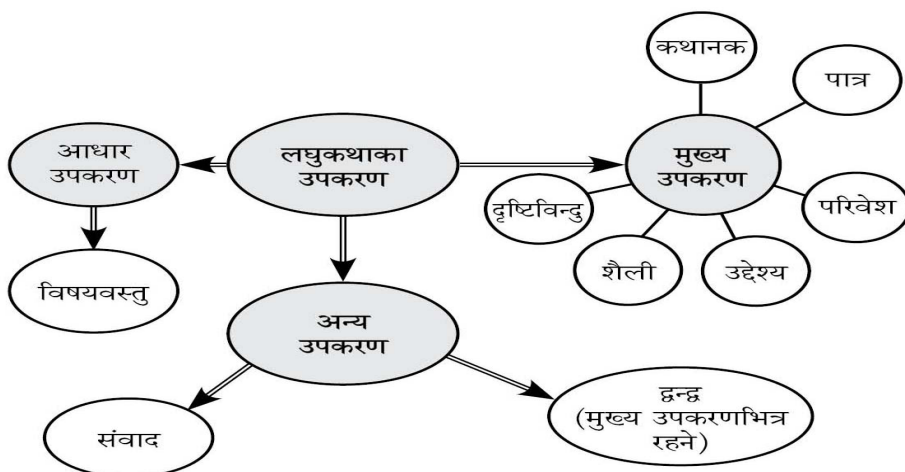
१. लघुकथामा कथानकको प्रयोग

कथानकलाई शब्दकोशहरूले घटनाहरूको पूर्वापर क्रम एवं चरित्रको तादात्म्य भएको कथावस्तु वा कथासार भनेर चिनाएका छन्। यो घटनाको आधारबाट उब्जिएको हुन्छ। यो लघुकथाको अत्यावश्यक वा अपरिहार्य उपकरण हो। यसैले यसलाई मुख्य उपकरण पनि भनिन्छ। लघुकथाकारको मनमा उठेका घटनाहरूको मोटामोटी आरेख वा खाकाबाट कथानकको निर्माण हुन्छ। घटना भनेको लघुकथा लेख्नु अघि लघुकथाकारका मनमा उब्जिने धुमिल तरङ्ग हो। यसलाई घटनावली वा लघुकथाका हकमा अझ घटना तरङ्ग पनि भन्न सकिन्छ। घटना तरङ्ग वा घटनावली हुबहु लघुकथा होइन। लघुकथाकारले मस्तिष्कमा ठोकिन आएका घटना तरङ्गलाई समायोजन गर्छन् र लघुकथा बनाउँछन्। लघुकथाकारले धुमिल घटना तरङ्गलाई कथाकारिताको कालीगढीले सजाए पछि मात्र त्यसले लघुकथाको आकृति पाउँछ। अझ यस्तो पनि हुन्छ कि त्यो घटना आरेख लेखन र परिमार्जनका तहसम्म पुग्दा मस्तिष्कमा पहिलोचोटि कोरिएभन्दा पृथक् धारामा पनि बग्न सक्छ। घटनाहरू लघुकथाको कच्चा पदार्थ हुन्। घटनाहरू कालक्रमिक श्रृङ्खलामा आउँछन् भने कथानक कार्यकारण श्रृङ्खलामा रहन्छन्। घटना तरङ्गले जब रचना विधानको यात्रा तय गर्छ तब मात्र लघुकथा बन्छ। घटना तरङ्ग र लघुकथा बिचको विभाजक रेखा नै रचनाविधान हो। लघुकथालाई घटना तरङ्गको परिपक्व र तयारी अवस्था भन्न सकिन्छ।

सबै खाले घटनाबाट लघुकथाको कथानकको निर्माण हुँदैन। लघुकथाका कथानकका लागि उपयुक्त घटनाको चयन लघुकथाकारको पहिलो सर्त हो। लघुकथाकारले लघुकथाको कथानकका लागि घटना छान्दा बृहद् घटनाको जोहो गर्नु उपयुक्त हुँदैन। विशाल भवन निर्माण गर्दा र सानो दुई कोठे घर बनाउँदा एकै किसिमको र एकै परिमाणको निर्माण सामग्रीको उपयोग नभएझैँ लघुकथा र अन्य आख्यानात्मक लेखनका लागि एकै खाले घटनाको उपयोग हुन सक्दैन। लघुकथामा घटनाका जालाहरू अनावश्यक कुरा हुन्। यसले लघुकथाको सटीक प्रस्तुतिमा आघात पुर्‍याउँछ। यसो भन्दैमा लघुकथा एउटै मात्र घटनाको सुइरो पनि होइन। एक घटनाबाट मात्र सशक्त द्वन्द्वको उत्पादन हुँदैन। सशक्त द्वन्द्वको उत्पादन बिना जबरजस्त लघुकथा बन्दैन। यस विषयमा प्रखर समालोचक मोहनराज शर्माको धारणा यस्तो छ –

> एउटा मात्र स्वतन्त्र घटनाबाट कथानकमा चरम (क्लाइमेक्स) उत्पन्न हुँदैन। त्यसका लागि दुई वा दुईभन्दा बढी स्वतन्त्र घटनाहरू चाहिन्छन्। कम्तीमा दुई वटा स्वतन्त्र घटनाहरूको चाप वा दवाउबाट चरम सिर्जित हुन्छ ……। यसो नहुँदा कथानक अपुरो भई लघुकथा नै असफल हुन्छ। आकर्षणरहित, अप्रभावी, पढ्न मन नलाग्ने, भित्र स्पर्श नगर्ने र अपरिपक्व एवं अधुरो खालका वर्तमान लघुकथा मध्ये सबै नै एउटा स्वतन्त्र घटनामा ठिंगुरिएका रचना हुन्। (शर्मा, २०७२, मधुपर्क, पृ.४२)

लघुकथा छोटो कथा होइन। यो लम्ब्याएर कथा पनि बन्दैन। कथाको कथानकलाई काटकुट पारेर लघुकथा बनाउन पनि मिल्दैन अनि लघुकथाको कथानकमा थपथाप पारी तन्काएर कथा बनाउन पनि सकिँदैन। लघुकथा आफैँमा पूर्ण प्रविधि हो। लघुकथामा कथानकको रचनाविधान गर्दा विस्तारको बाटो अवलम्बन नगरी सङ्क्षेपलाई रोज्नुपर्छ।

लघुकथाको कथानक बुन्दा प्रारम्भ, घटना विकास र आकस्मिक अवतरणका क्रममा बुन्नुपर्छ। यसको प्रारम्भ अव्याख्यात्मक र सघन हुनु जरुरी छ। सघन भनेको भाषाको ओजिलो प्रयोग हो। छोटो र छिटोमा प्रभावकारी रूपमा व्यक्त गर्नुपर्ने भएकाले यसमा विस्तारको हस्तक्षेप हुनुहुँदैन। यसमा समस्याको रोपण, समस्याको बीजाङ्कुरण र द्वन्द्वबीजको सङ्केतन गर्नुपर्ने हुन्छ। प्रारम्भपश्चात् लघुकथाको कथानकलाई एकैचोटि उठाइन्छ र विकसित तुल्याइन्छ। यो लघुकथाको मध्य भाग हो। यो द्वन्द्वको उठान, द्वन्द्वको विकास, कौतुहलको सिर्जना र उत्कर्षको चरण हो। अनावश्यक तन्काउने, व्याख्या गर्ने, घटना विवरणहरू विस्तारमा प्रस्तुत गर्ने सुविधा यहाँ हुँदैन। यसो गर्दा लघुकथाको प्रभावकारितामा घाटा पुग्छ। यो चरणपश्चात् लघुकथाकारले कुनै विलम्ब नगरी कथानकलाई आकस्मिक अवतरणको स्थितिमा पुर्‍याउनुपर्छ। यो चरण लघुकथाको समापन चरण हो। यसलाई अन्त्य भाग पनि भन्न सकिन्छ। द्वन्द्वको

बैठान, कौतुहलको अवतरण र पटाक्षेप यस चरणमा सम्पन्न हुन्छन्। लघुकथाको कथानक बुनाइमा विद्युतप्रवाहको गति आवश्यक छ।

कथानकका दुई ढाँचा छन् – सरल र जटिल। सरल ढाँचालाई रैखिक र जटिल ढाँचालाई अरैखिक पनि भनिन्छ। रैखिक पनि दुई किसिमका हुन सक्छन् – पूर्ण रैखिक अनि वक्र रैखिक। पूर्ण रैखिक भनेको सरल रैखिक पनि हो। लघुकथाकार पूर्ण रैखिक ढाँचामा सीधा बाटो प्रयोग गरी लक्ष्यमा पुग्छ भने वक्र रैखिक ढाँचामा अलि घुमाउरो बाटो प्रयोग गरी लक्ष्य पक्डन्छ। पूर्ण वा सरल रैखिकमा घटनाहरूको क्रमिक शृङ्खला रहन्छ। यसमा अगाडि घटेका घटना अगाडि र पछाडि घटेका घटना पछाडि नै राखेर बुनिन्छ। पछाडि घटेका घटना अगाडि र अगाडि घटेका घटना पछाडि राखेर बुन्दा वक्र रैखिक ढाँचा बन्छ। वक्र रैखिक ढाँचा प्रयोगशील ढाँचा हो। यसमा क्षीण घटनाको प्रस्तुति पाइन्छ। यो ढाँचाले अति बौद्धिक पाठकको अपेक्षा गर्छ। हुनत यी सबै ढाँचाको प्रयोग नेपाली लघुकथामा भएका छन् तर लघुकथामा आदि, मध्य र अन्त्यको शृङ्खलालाई विस्तारमा व्याख्या गर्ने फुर्सद लघुकथाकारलाई नहुने भएकाले लघुकथाका लागि रैखिक ढाँचा नै उपयुक्त ढाँचा हो भन्न सकिन्छ। अधिकांश लेखक अनि पाठकहरू पनि यो ढाँचा नै बढी मन पराउँछन्।

> सरल कथानक लघुकथाका लागि उपयुक्त हुन्छ। छोटो कालखण्डमा घटित कुनै एक घटना लघुकथाका लागि उपयोगी ठहरिन्छ। जटिल कथानकको उपयोग भने कथा, उपन्यास आदि विधाका लागि गरिन्छ। जटिल कथानकमा लामो कालखण्डमा घटित घटनाहरू हुन्छन्। – (निशान्तर, सन् २०१९, लघुकथा कलश, पृ.१९६)

लघुकथाको कथानक सत्य घटना पनि हुन सक्छ। सत्य घटनामा आधारित भएर लघुकथा लेख्दा लघुकथाकार सचेत भएन भने त्यो लघुकथा अस्वभाविक र प्रभावहीन बन्न सक्छ। सत्य घटनालाई लघुकथामा उपयोग गर्दा लघुकथाकारले त्यसलाई सार्वजनीन बनाउन सक्नु पर्छ। कतिपय लघुकथाकारहरूले पाठकलाई लघुकथा पठनपश्चात् आश्चर्यमा पार्न बलजफ्ती झड्का उत्पन्न गराउने प्रयत्न गर्दा लघुकथामा क्षति पुगेको देखिन्छ। लघुकथाका नाममा चुड्किला बन्ने स्थिति यसैको परिणाम हो। यस्तै कथानकमा व्यङ्ग्यलाई प्रयोग गर्दा लघुकथाको प्रभावकारिता र स्तरीयता बढ्छ तर व्यङ्ग्य कृतिम वा बनावटी भने हुनुहुँदैन। बलजफ्ती लादिएको कृतिम व्यङ्ग्यले पनि लघुकथालाई चुड्किलाकै दिशातिर लैजान्छ।

२. लघुकथामा पात्र प्रयोग अवस्था

पात्र लघुकथाभित्र घटना घटाउने उपकरण हो। यसले कथानकलाई जीवन दिई गतिशीलता प्रदान गर्दछ। छोटा संरचनामा प्रभावकारिता ल्याउनुपर्ने भएका कारण लघुकथामा धेरै पात्रको प्रयोग वर्जित छ। छोटोमा छिटो व्यक्त गर्नुपर्ने कारण लघुकथामा प्रयोग भएका पात्रहरू कथा र उपन्यासमा भैं विकसित हुन पाउँदैनन्। यसैले लघुकथामा पात्रहरूको चरित्रगाथा तयार हुँदैन। लघुकथामा पात्रप्रयोगका विषयमा मोहनराज शर्मा भन्छन् –

> उपन्यासमा घटनाको वाहुल्यताका कारण पात्रको पनि आधिक्य हुन्छ। यसका विपरीत घटनाको न्यूनताका कारण कथामा पात्रको स्वल्पता र लघुकथामा एकदमै स्वल्पता हुन्छ। (शर्मा, २०५९, समकालीन साहित्य, पृ. ९)

लघुकथामा विपात्रताको स्थितिलाई इन्कार गर्ने समालोचक राजेन्द्र सुवेदीको लघुकथामा पात्रप्रयोग सम्बन्धी धारणा यस्तो छ –

> पात्र कथामा जस्तै लघुकथामा पनि आवश्यक मानिन्छन्। पात्र अर्थात् चरित्रको सङ्ख्या भने लघुकथामा अति नै सीमित हुनुपर्दछ। वस्तुको भोक्ता र समाख्याता अलग रहेर पनि कथाको निर्माण हुन्छ र समाख्याता स्वयं नै वस्तुको भोक्ता भएर पनि कथाको निर्माण हुन्छ तर कथामा

जस्तै विपात्रताको स्थिति भने लघुकथाको गुण बन्न सक्दैन। (सुवेदी, २०७२, मधुपर्क, पृ. ९)

कतिपय समालोचकहरू लघुकथामा पात्रका चरित्रको विकास नहुने भएकाले चरित्र चित्रण गरिँदैन भन्छन्। यसै सन्दर्भमा समालोचक लक्ष्मणप्रसाद गौतम भन्छन् –

कथा उपन्यास र अन्य आख्यानात्मक कृतिमा जस्तो पात्रको चरित्र चित्रण लघुकथामा प्रायः नहुने भएकाले तिनलाई पात्र वा चरित्र भन्दा सहभागी भन्नु युक्तिसङ्गत हुन्छ। (गौतम, २०७२, मधुपर्क, पृ. ४७)

लघुकथामा पात्रहरूको उपस्थिति कथाको जस्तो नभए पनि प्रयोगको प्रकार भने लगभग उस्तै उस्तै हुन्छ। लघुकथामा प्रयुक्त हुनसक्ने पात्रहरूको प्रकारलाई सङ्क्षेपमा यहाँ अभिरेखाङ्कन गरिएको छ –

(१) लैङ्गिक स्वरूपको आधार : यस आधारमा पात्रहरू नारी र पुरुष गरी दुई प्रकारका छन्।

(२) भूमिकागत आधार : लघुकथामा प्रयोग हुने पात्रहरूको भूमिका कमबेसी हुनसक्छ। लघुकथामा बढी भूमिका भएका पात्रहरू प्रमुख पात्र हुन्। लघुकथाको कथानकलाई डोर्‍याउन आउने बढी भूमिका भएका पात्रहरू नायकीय गुण (नायिका पनि) ले भरिपूर्ण हुन्छन्। लघुकथाको मुख्य पात्र असल नै हुनुपर्छ भन्ने छैन, खराब पात्र पनि भूमिकाका हिसाबले मुख्य हुनसक्छ। खराब पात्रमा नायकीय गुण नभएर खलनायकीय स्वभाव हुने गर्छ। लघुकथामा एकाध सहायक र गौण पात्र पनि रहन सक्छन्। लघुकथामा मुख्य पात्रका सहयोगी पात्रहरू सहायक र नगण्य भूमिका रहेका पात्रहरू गौणका रूपमा आउँछन्।

(३) आनीबानीको आधार : पात्रहरूमा सकारात्मक या नकारात्मक आनीबानी हुनसक्छ। सकारात्मक आनीबानी भएकाहरू अनुकूल हुन् भने नकारात्मक आनीबानी भएकाहरू प्रतिकूल हुन्।

(४) गतिशीलताका आधार : लघुकथामा गतिशील र गतिहीन पात्र पनि आउन सक्छन्। स्वभावमा परिवर्तन हुने पात्रहरू गतिशील हुन् भने स्वभावमा परिवर्तन नहुने पात्रहरू गतिहीन हुन्। यसलाई अर्को शब्दमा क्रमशः परिवर्तनशील र स्थिर पनि भनिन्छ।

(५) वर्गीयताको आधार : यस आधारमा लघुकथाका पात्रहरू वर्गीय र व्यक्तिगत हुन सक्छन्। वर्गीय भनेका हाम्रा समाजमा जताततै भेटिने पात्र हुन्। यस्तो पात्र एक्लैले समूहको प्रतिनिधित्व गर्छ। यसका अतिरिक्त व्यक्तिगत पात्रहरू भने समाजमा जताततै भेटिँदैनन्। व्यक्तिगत पात्रहरू समूहको प्रतिनिधित्व गरेर आउन सक्दैनन्। मनोवैज्ञानिक विषयका लघुकथाहरूमा वैयक्तिक पात्र हुन्छन्।

(६) उपस्थितिको आधार : यस आधारमा पात्रहरू मञ्चीय र नेपथ्य हुन्छन्। लघुकथामा प्रत्यक्ष भूमिका जनाउने पात्र मञ्चीय पात्र हुन् भने अप्रत्यक्ष भूमिका जनाउने पात्रहरू नेपथ्य पात्र हुन्। मञ्चीय पात्रलाई नेपथ्य पात्रले सघाएका हुन्छन्।

(७) बाँधिने आधार : यस आधारमा लघुकथाका पात्रहरू बद्ध र मुक्त हुन्छन्। लघुकथामा बाँधिएर अर्थपूर्ण बन्ने पात्रहरू बद्ध पात्र हुन् भने लघुकथामा नबाँधिएरै पनि अर्थपूर्ण बन्ने पात्रहरू मुक्त पात्र हुन्।

(८) प्राणीवर्गका आधार : यस आधारमा लघुकथाका पात्रहरू मानवीय र मानवेतर हुन्छन्। लघुकथामा आएका मान्छेहरू मानवीय पात्र हुन् भने पशु, पन्छी आदि मानवेतर पात्र हुन्। मानवेतर पात्रले पनि लघुकथामा मानवीय भूमिका पाएका हुन्छन्। मानवेतर पात्रहरू पनि मान्छेजस्तै बोल्छन्, व्यवहार गर्छन्। लघुकथामा मानवीय पात्रको उपयोग गर्नुको मतलब मान्छेलाई परोक्ष रूपमा मानवजन्य विधिव्यवहार सिकाउनु नै रहेको हुन्छ। लघुकथामा मान्छे मात्र, पशुपन्छी मात्र या पशुपन्छी र मान्छे दुबै प्रयोग हुने स्थिति पनि हुन्छ। यस्तै देवता, राक्षस, परी जस्ता अदृश्य शक्ति पनि पात्रका रूपमा आउन सक्छन्।

(९) सचेतनाका आधार : यस आधारमा लघुकथामा पात्रहरू सजीव र निर्जीवका रूपमा प्रयोग हुन्छन्। मान्छे, पशुपन्छी

आदि जीवन भएका पात्रहरू सजीव पात्र हुन् भने ढुङ्गा, माटो, वनस्पति, घर, कलम, पुस्तक आदि जीवन नभएका पात्रहरू निर्जीव पात्र हुन्। लघुकथा आख्यान भएकाले निर्जीव पात्रको प्रयोग पनि सान्दर्भिक नै हुन जान्छ। लघुकथाकारले निर्जीव पात्रमा जीवन भरेको हुन्छ। निर्जीव पात्रले पनि सजीव पात्रलाई मार्गदर्शन गरेको हुन्छ।

(१०) दृष्टिविन्दुका आधार : यस आधारमा पात्रहरू प्रथम पुरुषात्मक र तृतीय पुरुषात्मक हुन्छन्। म, हामी प्रथम पुरुषका रूपमा आएका पात्रहरू प्रथम पुरुषात्मक पात्र हुन् भने ऊ, यो, त्यो, यी, ती, यिनीहरू, तिनीहरू जस्ता तृतीय पुरुष सर्वनामका रूपमा आएका वा नामै तोकिएका (विवेक, कञ्चन, जया, माला आदि) पात्रहरू तृतीय पुरुषात्मक पात्र हुन्।

यसका अतिरिक्त उमेरका हिसाबले बाल, युवा र बृद्ध, पठनका हिसाबले पठित, अपठित र सामान्य साक्षर, समृद्धताका हिसाबले गरीब वर्ग, मध्यम वर्ग र धनी वर्ग, मानसिकताका हिसाबले सचेत र विक्षिप्त, अङ्गगत हिसाबले सवलाङ्ग र विकलाङ्ग आदि पात्रहरू पनि लघुकथामा आउन सक्छन्।

लघुकथामा जुन धरातलका पात्र छन् उनीहरूलाई त्यही धरातलको सम्वाद बोलाउनुपर्छ, जस्तै – लघुकथामा अपठित पात्रको प्रयोग गरिएको छ भने उसले प्रयोग गर्ने तहको भाषा नै उसबाट बोलाउनुपर्छ। लघुकथामा नपढेको पात्रले पठित व्यक्तिले प्रयोग गर्ने उच्च कोटिको र वौद्धिक सम्वाद बोल्न थाल्यो भने अस्वभाविक बन्छ। यसैले पात्रले प्रयोग गर्ने सम्वादका लागि उसको स्थिति हेरेर उपयुक्त भाषिक छनोट गर्नेतर्फ लघुकथाकार सचेत बन्नु उपयुक्त हुन्छ।

३. लघुकथामा परिवेश

परिवेश लघुकथाको अर्को महत्त्वपूर्ण तत्त्व हो। यो लघुकथाको सङ्क्षिप्त कायाभित्र भेटिने देश, काल र वातावरण हो। कथा र उपन्यासमा भैँ लघुकथामा पनि स्थानिक, कालिक र पारिस्थितिक परिवेश रहन्छ। घटना कहाँ घटेको हो ? घटना कहिले घटेको हो ? र घटना कस्तो अवस्थामा घटेको हो ? यही तीन प्रश्नको जवाफमा क्रमशः स्थानिक, कालिक र पारिस्थितिक परिवेशको निर्मिति हुन्छ। लघुकथामा आउने परिवेशमा सत्यता, यथार्थता र जीवन्तता हुनुपर्छ। सत्यताको अर्थ सत्यापन हो, स्वीकार्यता हो। अर्थात् स्थानिक स्वीकार्यता, कालिक स्वीकार्यता र पारिस्थितिक स्वीकार्यता। जस्तै – 'धानको गाँज' भनियो भने सत्यता रहन्छ तर धानको 'रुख' भनियो भने सत्यता रहँदैन। यस्तै चितवनको परिवेश वर्णन गर्दा युरोपको सुविधा सम्पन्न सहरको जस्तो स्वरूप खिचियो भने असत्य हुन्छ, उड्न्ते कुरा कुरा हुन्छ। भानुभक्तकालीन समय र पात्रको चित्र खिचेर लेखिने लघुकथामा आजको युग जवर्जस्ती घुसाइनु असत्य ठहर्छ र आजको युगको कुरा गर्दा भानुभक्तको युग प्रविष्ट गराइनु सत्यता विपरीत हुन जान्छ। यथार्थता भनेको सामाजिक परिवेशमा घटेका र घट्न सक्ने घटनाको खिपाइ हो। यसले विश्वसनीयता जगाउन मद्दत गर्छ। यहाँ जीवन्तता भनेको लघुकथाको पारिवेशिक जिउँदो अवस्था हो। अर्थात् लघुकथा जहिले र जुन कालमा पढिए पनि परिवेशको 'तस्वीर सत्यता' रहिरहनु हो। जीवन्तताका लागि लघुकथाकारले प्रयोग गर्ने भाषिक बुनोटले पनि केही न केही भरथेग गर्छ।

लघुकथामा एक स्थानिक, एक कालिक र एक पारिस्थितिक घटनाको उपयोगका कुरा पनि यदाकदा उठ्ने गरेको छ। यो कुरा उठाउनेहरूले लघुकथाको सङ्क्षिप्त संरचनाको हवाला दिएका छन् तर पृथक् स्थानिक, वहुकालिक र भिन्न भिन्न पारिस्थितिक घटनाहरूलाई एउटै लघुकथामा उनेर पनि राम्रा लघुकथा लेखिएका छन्। धेरै अगाडि घटेका घटनाहरू पनि स्मृतिका माध्यमबाट वर्तमानसँग जोडिएर आउँदा र पृथक् स्थानिक एवं भिन्न भिन्न पारिस्थितिक घटनाहरू एउटै लघुकथाभित्र उनिएर आउँदा पनि लघुकथाको स्तर घट्दैन बढ्छ तर तिनको खिपाइमा लघुकथाकारको कुशलता भने झल्कनुपर्छ।

लघुकथामा लघु परिवेशकै वकालत हुन्छ किनकि लघुतम आख्यान भएकाले लघुकथामा परिवेशले फैलिने अवसर नै पाउँदैन। यसैले लघुकथामा परिवेशको सङ्केत मात्र गरिएको हुन्छ। यसो भन्नुको मतलव लघुकथामा स्थानिक,

कालिक र पारिस्थितिक सीमितता हुनुपर्छ भन्ने हो ।

४. लघुकथा लेख्नुको प्रयोजन

प्रयोजन बिना कुनै पनि काम गरिन्न । लघुकथा लेखन पनि लघुकथाकारको काम हो । यसैले यो पनि प्रयोजनरहित हुँदैन । पूर्वमा आचार्यहरूले धर्म, अर्थ, काम, मोक्ष, आनन्द/प्रीति, रक्षा, उपदेश/शिक्षा, सुरक्षा, फलप्राप्ति, प्रियता, यश/कीर्ति, रसनिष्पत्ति, व्यवहारविज्ञान, विश्राम, अन्तश्चमत्कार, बुद्धि, हित, मनोरञ्जन/विनोद, नयाँ व्यवहार आदिलाई साहित्यको उद्देश्यका रूपमा स्वीकारेका छन् । पश्चिममा भने आनन्द, नीति शिक्षा, मनोरञ्जन, कौतुहल सृष्टि, हास्य, सुधार, समस्याचित्रण, राजनैतिक चित्रण, जीवनदर्शनको प्रकटीकरण, लोकहित र लोक मङ्गल, सौन्दर्यको खोजी, चरमोल्लास आदिलाई साहित्यको प्रयोजन मानिएको छ । लघुकथा पनि साहित्यकै विधाप्रविधा भित्र पर्ने भएकाले यसको सिर्जन र पठनको उद्देश्य भिन्दै हुँदैन । पूर्व र पश्चिमका उधृत उद्देश्यहरू कुनै न कुनै आधारमा लघुकथाका पनि उद्देश्य बन्न पुग्छन् ।

यथार्थको खुलस्तीकरण नै आजका लघुकथाको मुख्य प्रयोजन हो । सामाजिक विकृति र विसंगति प्रति व्यङ्ग्य गर्दै गलतहरूमा सुधारको अपेक्षा गर्नु पनि लघुकथाका प्रयोजन हुन् । यसैलाई अर्को शब्दमा भन्ने हो भने मानवोत्थानिक सन्देश ध्वनित हुनु पनि लघुकथाको प्रयोजन हो ।

लघुकथाको प्रयोजनको कुरा गर्दा लेखकगत र पाठकगत भनेर छुट्याइनुपर्छ । जसले जे जे भने पनि लेखकगत प्रयोजन 'स्वान्त सुखाय' नै हो । लघुकथा लेखेर कीर्ति/प्रसिद्धि, आर्थिक लाभ पनि प्राप्त हुनसक्छ । तर यो कर्मको सफलताको पछि पछि डोरिएर आउने कुरा हुन् । यो लेखन अब्बल हुँदाको परिणाम हो । लेखकीय 'स्वान्त सुखाय'को प्रयोजनभित्र सामाजिक सुख, शान्ति र सद्भावको प्रयोजन पनि निहित हुनुपर्छ । सामाजिक सुख, शान्ति र सद्भाव नजोडिने लेखनको कुनै महत्त्व हुँदैन । यसैले लघुकथाको लेखनमा सामाजिक दायरालाई सकुशल जोगाउनु पनि लेखकीय उद्देश्यभित्रै रहनुपर्ने कुरा हो । यस्तै लघुकथाको लेखननदी मानवीयता छोएर बग्नुपर्छ । मान्छे र उसको समाज नछोइएका लघुकथाहरू सफल लघुकथा होइनन् । पाठकगत प्रयोजन पठनपश्चात्को सन्तुष्टि हो । लघुकथामा आएका परिस्थितिका माध्यमबाट पाठकभित्र सन्तुष्टिको प्रवेश हुन्छ र उसलाई गलतको त्याग गर्दै असलितिरको बाटो खोल्न मदत गर्छ । अर्थात् एउटा राम्रो लघुकथाले के गर्ने र के नगर्ने भन्ने कुरामा रहेको दोधारको मनोदशाबाट पाठकलाई मुक्त गराउँछ ।

५. दृष्टिविन्दु

दृष्टिविन्दु लघुकथाको शैलीगत तत्व हो । यो लघुकथाकारले लघुकथा व्यक्त गर्नका लागि रोजेको ढङ्ग र ढाँचा नै हो । कसको कथा कसले भन्दै छ भन्ने कुरा दृष्टिविन्दुबाट खुल्छ । अन्य विधामा भैँ यसमा पनि प्रथमपुरुष र तृतीयपुरुष गरी दुई ढाँचा प्रचलित छन् ।

(क) प्रथमपुरुष दृष्टिविन्दु : प्रथमपुरुष दृष्टिविन्दुलाई अन्तरङ्ग दृष्टिविन्दु पनि भनिन्छ । म, हामी जस्ता सर्वनामका रूपमा लघुकथाभित्र प्रवेश गरी मुख्य, सहायक वा गौण रूपमा आउनु यसको विशेषता हो । यसमा लघुकथाकार आफैँ भित्र पस्दा लघुकथाको शैली आत्मकथा जस्तो बन्न जान्छ र लघुकथा लघुकथा जस्तो नभएर आत्मकथाको सानो अंश बन्ने खतरा पनि हुन्छ । लघुकथाकारले यो खतराबाट लघुकथालाई बचाउन मन्नगे कुशलता देखाउनु जरुरी छ । वरिष्ठ समालोचक मोहनराज शर्मा प्रथमपुरुष दृष्टिविन्दुका शक्ति र सीमा दुबै देख्छन् । यस विषयमा उनको धारणा यस्तो छ –

> यस (प्रथमपुरुष) दृष्टिविन्दुका केही लाभ पनि छन्, जस्तै – आख्यानमा विश्वसनीयता आउँछ ।
> पाठकले रचनामा भनिएका कुरालाई लेखको प्रत्यक्ष अनुभव ठान्छ । साथै म को प्रयोगबाट

पाठकसँग सहजै आत्मीयता र घनिष्ठता पनि स्थापित हुन्छ। यसका केही सीमा वा बेफाइदा पनि छन्, जस्तै – म ले आफ्ना विचार व्यक्त गर्दछ तर अर्काको विचार व्यक्त गर्न सक्दैन। त्यस्तै म ले आफ्ना सन्दर्भबाट आ नो परिवेश देखाउन सक्छ तर अर्काको परिवेशबाट आफूलाई देखाउन सक्दैन। (शर्मा, समकालीन समालोचना सिद्धान्त र प्रयोग, २०६३, पृ. ४१०)

(ख) तृतीयपुरुष दृष्टिविन्दु : कथावाचक (समाख्याता) आफू लघुकथा भित्र नपसी तटस्त बसेर लेखिने लघुकथाहरू तृतीयपुरुष दृष्टिविन्दुका लघुकथा हुन्। यो, त्यो, यी, ती, यिनी, तिनी, यिनीहरू, तिनीहरू आदि सर्वनाम र समता, ममता, उद्देश्य, शैवाल जस्ता नामका रूपमा पात्र आउनु यसको विशेषता हो। कथावाचक लघुकथा बारी रहने भएकाले यसलाई बहिरङ्ग दृष्टिविन्दु पनि भनिएको पाइन्छ। यस्तो दृष्टिविन्दुमा लघुकथाकार आ ना विचारलाई व्यक्त गर्नका लागि आफू प्रत्यक्ष उपस्थित नभएरै पनि लघुकथाको कुनै पात्रमा पस्छ। यस्तो लेखक पसेको पात्रलाई लघुकथाकारको मुखपात्र भनिन्छ।

६. लघुकथाको भाषा

कुनै पनि सिर्जनाको एउटा क्रम हुन्छ। परिवेश सिर्जनाक्रमको आधारविन्दु हो। भनौँ परिवेशबाटै लेखन विषयको उठान हुन्छ। परिवेशको साक्षात्कारपश्चात् लेखकभित्र आलोडन उत्पन्न भयो भने उसको सिर्जनाक्रमको थालनी हुन्छ। परिवेशको साक्षात्कारले लेखकमा हुँडलो नमच्चिए त्यो क्रम अगाडि बढ्दैन। जब सिर्जनाक्रम अगाडि बढ्छ तब पोख्ने माध्यमको आवश्यकता पर्छ। साहित्यमा पोख्ने माध्यम भनेको भाषा हो। अर्थात् भाषाले अमूर्त विचारलाई मूर्त रूपमा प्रकट गर्ने कार्य गर्छ। लघुकथा पनि साहित्यिक सिर्जना भएकाले यसको लेखनक्रम पनि त्यही बाटो हुँदै अगाडि बढ्छ।

भाषा विचार प्रकटीकरणको सशक्त माध्यम हो। कथ्य होस् या लेख्य जुनसुकै अभिव्यक्तिको प्रभावकारिताका लागि बलियो भाषाशैलीको उपयोग आवश्यक छ। सपाट वर्णन नभई प्रतीकात्मक, ध्वन्यात्मक, आलङ्कारिक, व्यङ्ग्यात्मक हुनु नै भाषाको बलियो प्रयोग हो। साहित्यका विधापिच्छे भाषिक प्रयोगका तौरतरिका फरक हुन्छ। लघुकथाले ओजिलो र कसिलो भाषाको माग गर्छ। भनौँ, मितव्ययी शब्दसन्तुलन लघुकथाको सुगठित शरीर हो। लघुकथाको भाषा जमेको हिउँझैँ नभई सङ्ग्लो पानीझैँ सलल बग्ने हुनुपर्छ। लघुकथाको पनि आफ्नो लय हुन्छ। गीत, कविता आदिमा भावात्मक लयको अपेक्षा हुन्छ भने लघुकथामा विचारको लय अपेक्षित हुन्छ। भाषाको माध्यमबाट लघुकथामा कथानक, पात्र, परिवेश, उद्देश्य आदि सबै तत्त्वहरू व्यक्त हुन्छन्। अतिभावुकता व्यक्त गर्ने भाषाको प्रयोग लघुकथामा वर्जित छ। आयामगत लघुता भएका कारण यसमा वर्णनात्मक र विवरणात्मक भन्दा सूत्रात्मक र चित्रात्मक भाषाको प्रयोग हुनु बढी सान्दर्भिक हुन्छ। लघुकथाकारमा सजगता, सरलता र शब्दचयनप्रतिको गम्भीरता हुनु आवश्यक छ किनकि यिनीहरू लघुकथाका प्राणतत्त्व हुन्। आडम्बरी र कृतिम भाषा लघुकथाका खराब क्षेत्र हुन्। दरिलो र कसिलो भाषाले लघुकथालाई जीवन्त बनाउँछ। विषयवस्तु जतिसुकै सशक्त छाने पनि भाषाको उपयोगमा ध्यान दिइएन भने लघुकथाको प्रभावकारिता दुर्घटित बन्छ।

घटना मात्र लघुकथा होइन। विशिष्ट भाषाशैलीको प्रयोग बिनाको घटना अखबारी लेखन हुन्छ लघुकथा हुँदैन। कतिपय लघुकथाकारहरूले घटना जोर्नुलाई मात्र लघुकथा हो भन्ने ठानेका छन्। यो बुझाइ मानक लेखनको बाधक हो। यो सोचबाट पाठकहरू पनि अछुतो छैनन्। अलि सशक्त घटना वर्णन गरिएको पाइए त्यसको बुनाइ वा खिपाइतर्फ कुनै ध्यान नदिई लघुकथाकारलाई अनावश्यक रूपमा हौस्याउने पाठकीय कार्यले पनि लघुकथाकारको लेखकीय कार्यमा प्रत्यक्ष परोक्ष नकारात्मक प्रभाव पारेको छ भन्न गाह्रो पर्दैन। यसैले लघुकथाकार र पाठकले पनि सशक्त घटनाको भाषिक खिपाइ लघुकथा हो भन्ने बुझ्नु जरुरी छ।

लघुकथामा कथ्यका आधारमा भाषिक प्रयोगको छनोट हुनुपर्छ। ग्राम्य यथार्थका लागि नागर भाषाको प्रयोग सुहाउँदैन र नागर यथार्थका लागि ग्राम्य भाषाको प्रयोग उपयुक्त हुँदैन। यस्तै कालिक यथार्थमा पनि यही हो। आजको आधुनिक समाजमा प्रयुक्त भाषाको प्रयोगले भानुभक्त कालीन विषयलाई न्याय गर्न सक्दैन भने आधुनिक समाजको चित्रणमा भानुभक्त कालीन भाषिक प्रयोगले जीवन्तता दिन सक्दैन। यस्तै लघुकथाकारले लघुकथामा भाषिक प्रयोग गर्दा स्थानिक यथार्थतालाई पनि ध्यान दिनुपर्छ। डोटीको सन्दर्भमा लघुकथा लेख्दा र काठमाडौँका सन्दर्भमा लघुकथा लेख्दा एकै भाषिक ढबको प्रयोग हुनुहुँदैन किनकि स्थानिक विशेषताअनुसार भाषिक ढाँचाकाँचा धेरैथोरै फरक हुन्छ। घटना घटेको ठाउँअनुसारको भाषिक प्रयोग गर्दा कथनले विश्वसनीयता र प्रभावकारिता पाउँछ।

लघुकथाकारले लघुकथाको भाषा छनोट गर्नु अगाडि लघुकथामा प्रयोग गर्न लागिएको पात्रको जात, जाति, पेशा, धर्म, सम्प्रदाय, आर्थिक स्थिति, शैक्षिक स्थिति आदि वर्गीय परिवेश बारे निकै गहिरिएर अध्ययन गर्नुपर्छ। घटनालाई बोक्ने पात्रको वर्गस्थितिअनुरूपको भाषा प्रयोग नहुँदा पनि लघुकथाले सफलता पाउँदैन। पात्र संस्कार अनुकूलित भाषा सफल लघुकथा लेखनको अपिरिहार्य सर्त हो। यति भन्दाभन्दै पनि लेखकको सोच, उसको बौद्धिक स्तर र सामाजिक-सांस्कृतिक स्थिति आदिको प्रतिच्छाया भने लघुकथाको भाषाप्रयोगमा परेको हुन्छ।

७. लघुकथाको शैली

सिर्जनाका सन्दर्भमा भाषा काया हो भने शैली त्यही काया सजाउने शृङ्गार प्रसाधन हो। यसले अनुभूत विषयलाई सजाई अभिव्यक्तिलाई धारिलो बनाउँछ। शैली के हो भन्ने सन्दर्भमा समालोचक मोहनराज शर्मा भन्छन् –

"रचनाकारको यस्तो विशिष्ट रचनाप्रकार वा अभिव्यक्तिलाई शैली भनिन्छ जसमा भाषिक एकाइको सौन्दर्यबोधक समुच्चय हुन्छ र भाषा एवं विषयका दृष्टिबाट विचलन हुन्छ" (शर्मा, २०५०, पृ. ४२)।

लघुकथामा विधागत कला र लेखकीय कला दुबैको महत्त्व छ। लघुकथा लेखनको आफ्नै विशिष्ट टेक्निकल पाटो छ। त्यो टेक्निकल पाटो नै लघुकथाको विधागत कला हो। विधागत कला भनेर यहाँ विधागत संरचनातिर इङ्गित गर्न खोजिएको हो। विधागत कलालाई केन्द्रमा राखी लघुकथाकारले लघुकथामा आफ्नो लेखकीय विशिष्ट कलालाई प्रवेश गराउँछ। लेखकीय कला भन्नु नै लेखकीय शैली हो। लेखक सापेक्ष हुने लेखकीय शैली लेखकको लेखन पहिचान वा सम्पत्ति हो। कुशल लेखकले लघुकथाको विधागत कलाको परम्परागत धारलाई मोड्न सक्छ। हिजो पूर्णप्रसाद ब्राह्मणभन्दा अगाडिको लघुकथाको लेखनधार एक किसिमको थियो तर त्यसलाई लघुकथाकार ब्राह्मणले मोडिदिए। क्रमश: आजसम्म आइपुग्दा पूर्णप्रसाद ब्राह्मणले बसालेको लेखनधार पनि मोडिँदै गएको छ। प्रगतिशील लेखक आए, यथार्थवादी लेखक आए, आदर्शवादी लेखक आए, हिजोको समाज र चेतनास्तरमा पनि परिवर्तन आयो, विषय बदलिए अनि लघुकथाको विधागत कलामा पनि धेरथोर बदलाव आए। यसरी विधागत कलामा परिवर्तन आउनु विधागत जीवन्तताको द्योतक हो। लघुकथामा नवीन शैली भित्रिनुपर्छ र नवीन शैलीको सधैँ स्वागत पनि गर्नुपर्छ। परम्परित शैलीलाई मात्र लघुकथाको लेखनशैली भनी रुढ बनाउनु हुँदैन। शैलीगत रुढता विधा विकासको बाधक हो।

शैली समयानुकूल फेरिइरहन्छ भन्ने प्रसिद्ध लघुकथाकार विनय कसजू लघुकथामा शैलीको महत्त्व बारे साहित्यकार नारायण तिवारीसँगको अन्तर्वार्तामा भन्छन् — "लघुकथा ललित अभिव्यक्तिको उत्कृष्ट रूप हो। …. सफल लघुकथाले शैलीको प्रखरता खोज्छ, विषयवस्तु मात्र होइन।"

लघुकथा लेखनमा शिल्पयोजनाको महत्त्वपूर्ण भूमिका रहन्छ। शिल्पयोजना भनेको कथ्य र लक्ष बिचको जोडक हो। लघुकथामा लघुकथाकारले विशिष्ट शिल्प योजनाको तर्जुमा गर्नुपर्छ तर शिल्पसज्जाका नाममा शिल्पाधिक्य प्रयोग गर्नु

उपयुक्त होइन । शिल्पको अधिक र चरम प्रयोगले लघुकथाको मूल कथ्यलाई हानि पुऱ्याउँछ । शिल्पको स्वभाविक प्रयोग लघुकथाको स्तरीयताबृद्धिको सोपान हो । अर्को कुरा कथानकको विविधताले शिल्प विविधताको माग गर्छ । जस्तै ठिक्क मात्राको आभूषणले नारीको रूपाकर्षणलाई बृद्धि गर्छ तर एउटी नारीको शरीरमा दश किलोको स्वर्ण आभूषण लगाइदिए त्यसले अनाकर्षण ल्याउँछ ।

एउटै कथानकलाई पनि फरक फरक शिल्पको उपयोग गरी सजाउन सकिन्छ । यसरी सजाउँदा लघुकथाको रूपगत आकर्षणको स्वादमा भने फरक पर्छ । एकै कथानकमा शिल्प विविधताको उपयोग नेपाली लघुकथामा खासै भित्रिएको छैन । आख्यानशिल्पी मोहनराज शर्माले भने एक कथानकमा दुई शिल्पको प्रयोग गरेर लघुकथा लेखेको देखिएको छ तर उनले पनि एक घटनामा मात्र यस्तो प्रयोग गरे । यो प्रयोग लघुकथा लेखकका लागि उपयुक्त लेखन आधार हुने ठानी उदाहरणका रूपमा यहाँ उद्धृत गरिएको छ । हेरौं –

प्रयोग १
दुःखको मूर्ति

सेते गरिब गाउँले ठिटो थियो । उसको बाबु धन कमाउन घरखेत बेचेर लाहुर गएको थियो, उतै कतै बिलायो । घरमा आमा मात्र थिइन् । उनी पनि बुढ्यौली र रोगले गलेर थाङ्नामा लडिरहन्थिन् ।

सेतेसँग हातमुख जोर्ने कुनै उपाय थिएन । ऊ रोजै बिहान वनमा जान्थ्यो, दिनभरि गिठ्ठाभ्याकुर बटुल्थ्यो र बोरामा खाँदेर साँझ घर फर्किन्थ्यो । अनि त्यसलाई राम्ररी पकाएपछि पहिला आफ्नै हातले आमालाई ख्वाउँथ्यो र त्यसपछि उब्रेको आफूले खान्थ्यो । त्यत्ति खाएर पनि उसलाई भोलिपल्ट वन आउजाउ गर्ने जाँगर चल्थ्यो ।

एक दिन वनमा पुग्दा उसको हंसले ठाउँ छोड्यो । डरले उसका निधारभरि चिटचिट पसिनाका दाना उछे । सधैं गिठ्ठाभ्याकुर खोस्रिने ठाउँमा त बाघको बथानै आएर लडिबुडी खेल्दै थियो । त्यो देखेर डरले थरथर काम्दै ऊ त्यहाँबाट सासससम्म नफेरी भाग्यो ।

दौडिंदादौडिंदा सुरक्षित ठाउँमा आइपुगेपछि थकाइ मार्न ऊ छेउको ठुलो ढुङ्गामाथि थचक्क बस्यो । बसेपछि आमालाई के ख्वाउने भन्ने चिन्ताले उसलाई घमलङ्ङ छोप्यो । त्यही सुर्तामा रुमल्लिरहेका बेला उसका आँखा अलि पर भ्याप्पभ्रुप्प उम्रेका च्याउमा परे । उसले खुसी भएर च्याउ टिप्यो, पातमा बेरेर धोक्रामा हाल्यो र खुसीखुसी घरको बाटो ततायो ।

सेतेले मिठो गरी च्याउ पकाएर सधैंझैं पहिला आमालाई खुवायो । खाएको एक छिनपछि नै उनले फुस्रा आँखा पल्टाइन् र बल्लतल्ल भनिन्, "च्याउ त बिखालु रैछ बाबु, तैं नखाएस् ।" यति भनेर उनले सधैंका लागि आँखा चिम्लिन् । आमाको त्यो हबिगत देखेर सेते अवाक् भई दुःखको मूर्तिसरह उभिरह्यो ।

प्रयोग २
दुःखको मूर्ति

सेती परीलोककी सुन्दर परी थी । कसैसँग लहसिएको शङ्कामा उसका बाबुले उसकी आमाका पखेटा काटिदिएको थियो र सजाय पाउने डरले बेपत्ता भएको थियो । त्यहाँदेखि थलिएर आमा सुनजल्पे महलमा ओछ्यान परेकी थिइन् ।

परीलोकका वैद्यले रोजै एउटा तारा ख्वाउनसके पखेटा फेरि पलाउँछन् भनेको हुँदा सेती रोजै साँझ आकाशतिर उड्थी र नजिकको एउटा तारा टिपी पोल्टामा राखेर फर्किन्थी । धोइपखाली गरी चाँदीको रिकापीमा राखेर पहिला आमालाई

ख्वाउँथी अनि बाँकी रहेको आफू खान्थी । यसबाट ऊ भोलिपल्ट आकाश आउजाउ गर्ने तागत पाउँथी ।

एक साँझ सेती आकाशमा पुग्दा ग्रहणले चन्द्रमालाई गाँजेका कारण उसको मुख मलिन भएकाले चारैतिर बाक्लो अँध्यारो फिजिएको थियो । दुष्ट ग्रहणका डरले ताराहरू पनि कताकता लुकेका थिए । उदास भएर ऊ रित्तो हात फर्किन लागी ।

परीलोक र आकाशको दोसाँध अन्तरिक्षमा आइपुगेर उसले एकै छिन थकाइ मार्ने सुर गरी । बस्नासाथ आमालाई के खुवाउने भन्ने चिन्ताले उसलाई पिरोलिहाल्यो । त्यसै बेला उसले सामुन्ने धिपधिप गरेर निभ्न लागेका थुप्रै भकुन्डा देखी ।

खुसी हुँदै एउटा भकुन्डो लिएर ऊ महलमा फर्की । भकुन्डो आफैँ तातो भएको हुँदा उसले चाँदीको रिकापीमा राखेर आमालाई खुवाई । खाएलगत्तै आमाको शरीर चिरिक्कचिरिक्क चिरिन र पटपटी फुट्न थाल्यो । हिक्कहिक्क गर्दै आमाले मधौरो बोली काढिन, "त्यो तारा थिएन नानी, विध्वंश गरिहिंड्ने पुछ्रेतारा थियो । तैँ नखाएस् ।" यति भनेर उनी क्षतविक्षत भई हराइन् ।

आमाको त्यो हबिगत देखेर सेती अवाक् भई दुःखको मूर्तिसरह उभिरही ।

(यी दुई लघुकथा मोहनराज 'शर्माको जोडी लघुकथा दुःखको मूर्ति : प्रयोग र प्रष्टीकरण' भन्ने सम्प्रेषण अङ्क १९, २०७४, भाद्रमा प्रकाशित लघु आलेखबाट साभार गरिएका हुन् ।)

यी दुई लघुकथामा भिन्न भिन्न कथाशिल्पको प्रयोग भएको छ । पहिलामा यथार्थवादी शैली छ भने दोस्रामा स्वैरकाल्पनिक शैली छ । यी दुई लघुकथाको सारमा भने कुनै फरक छैन । यी दुई लघुकथालाई २/२ सय शब्दको संरचनामा लेखेर लघुकथाकार शर्माले यहाँ अर्को प्रयोग पनि गरेका छन् । यस्ता शैलीगत प्रयोगहरू नेपाली लघुकथामा हुनु आवश्यक छ । यस्ता खाले प्रयोगले लघुकथाको विधागत विकासमा टेवा पुऱ्याउँछ ।

ट. कथोपकथन/सम्वाद : शैलीको एउटा विकल्प

कथोपकथन/सम्वाद शैलीको एउटा विकल्प हो । यो जति नाटकका लागि अपरिहार्य हुन्छ त्यति लघुकथाका लागि अपरिहार्य भने होइन । उपन्यास र कथामा यसको भूमिका बढी भए पनि लघुकथामा यसको प्रयोगको स्वल्पता रहन्छ । सम्वाद बिना पनि लघुकथा लेख्न सकिन्छ । वर्णनात्मक शैलीको उपयोगबाट लेखिएका लघुकथा पनि उत्कृष्ट छन् तर हाल सम्वाद प्रधान लघुकथा लेख्ने प्रचलन बढ्दो छ । सम्वाद प्रधान लघुकथामा भनाइको तीक्ष्णता रहने भएकाले यस्ता लघुकथाप्रति पाठकको आकर्षणसमेत देखिन्छ । यसको उपयोगले लघुकथालाई थप प्रभावकारी र जीवन्त बनाउन मदत गर्छ । यो लघुकथा निर्माणका लागि मुख्य उपकरण नभई सहयोगी वा ऐच्छिक उपकरण हो ।

लघुकथामा सम्वाद छोटो, छरितो र कसिलो हुनुपर्छ । लामा र भद्दा सम्वादले लघुकथालाई क्षति पुऱ्याउँछ । लघुकथामा सम्वादको उपयोग गर्दा सरलता माथि ध्यान दिनुपर्छ । पात्र जुन वर्ग र समुदायको छ त्यसै अनुरूप उसलाई सम्वाद बोलाउनुपर्छ । पात्रको शैक्षिक स्थिति, आर्थिक स्तर, सामाजिक हैसियत, स्वभाव, उमेर, उसले मान्ने धर्म तथा रीतिस्थिति, पेसा आदिलाई पनि ध्यानमा राखेर कथोपकथन तयार गर्नु आवश्यक छ । लघुकथाको पात्रद्वारा अपनाएको सम्वाद जीवन्त, सटीक र समयानुकूल हुनु अनिवार्य छ ।

पात्र र परिस्थितिको सघन द्वन्द्वले लघुकथालाई जीवन्त बनाउँछ भने सम्वादले लघुकथामा बलियो द्वन्द्वको सिर्जना गर्न मद्दत गर्छ । आख्यान विधाका उपन्यास र कथा प्रविधाको चरित्र चित्रणमा सम्वादले महत्त्वपूर्ण भूमिका खेलेको हुन्छ तर लघुकथामा पात्रको चरित्रगाथाको निर्माण नहुने भएकाले यसको भूमिका रहन्न । लघुकथामा कौतूहलको सिर्जनाका लागि भने बलियो सम्वादको उपयोग प्रभावकारी ठानिन्छ ।

५. लघुकथामा द्वन्द्व :

विभिन्न स्वार्थ बिचको टक्कर द्वन्द्व हो। यसको खास उत्पत्ति थलो भनेको मानव समाज नै हो। हुनत यो सबै प्राणीमा हुने प्रवृत्ति हो तर सचेत प्राणी विशेषलाई महत्त्व दिंदा यसको उत्पत्ति थलो मानव समाज भनिएको हो। समाजमा वर्गीय विषमताले यसको सिर्जना गर्छ। साहित्य पनि समाजकै प्रतिच्छाया भएकाले त्यसमा पनि द्वन्द्वको सिर्जना भेटिन्छ। साहित्यका विशेषतः नाटक र आख्यानमा द्वन्द्वको सिर्जना गरिन्छन्। द्वन्द्वले कृतिको प्रभावकारितालाई निकै माथि उठाउँछ। द्वन्द्व लघुकथामा पनि आउँछ। छोटोमा प्रभावकारी प्रस्तुति दिनु पर्ने हुँदा लघुकथालाई सघन द्वन्द्वले बढी नै सघाएको हुन्छ।

द्वन्द्व आन्तरिक र बाह्य हुन्छन्। आन्तरिक द्वन्द्व पात्रका मनभित्र खेल्ने हुँडलो हो। बाह्य द्वन्द्व पात्र पात्र बिच हुने द्वन्द्व हो। यो पात्र र समाजका बिच पनि हुन्छ। बाह्य द्वन्द्वलाई स्थानिक, कालिक र पारिस्थितिक भनेर पनि छुट्याउन सकिन्छ। समाज समाज बिचको टक्कर स्थानिक हो भने पुस्तान्तरले ल्याउने द्वन्द्व कालिक हो। यस्तै दुई विपरीत परिस्थिति बिच हुने द्वन्द्व पारिस्थितिक हो।

साहित्यमा द्वन्द्वको भूमिका छ तर द्वन्द्व मुख्य तत्त्व हो या होइन भन्नेमा भने मतभेद छ। कसैले द्वन्द्वलाई मुख्य भनेका छन् भने कसैले सहायक तत्त्व मानेका छन्। यसलाई सहायक तत्त्व मान्नेहरूले यसको उत्पत्ति पात्र र कथानकमा हुने तर्क अघि सारेका छन्। प्रसिद्ध समालोचक मोहनराज शर्माले द्वन्द्वलाई लघुकथाको अनिवार्य तत्त्वका रूपमा गणना गरेका छैनन्। उनको धारणा यस्तो छ –

> नवीन मान्यताअनुसार यो (द्वन्द्व) पात्र र परिवेशसँग सम्बद्ध हुन्छ। पात्र तथा परिवेशको संयुक्त व्यवहारका रूपमा प्रतिफलित हुने हुँदा यसको गणना स्वतन्त्र तत्त्वमा गरिदैन। (शर्मा, २०७८, पृ. ३५१)

अन्तमा, लघुकथाका यी उपकरणहरूले लघुकथाको निर्माण गर्छन्। यी उपकरणहरू महत्त्वपूर्ण छन् तर राम्रो लघुकथा लेखिन यी उपकरणका अतिरिक्त लेखकको लेखन प्रतिभाको आवश्यकता पर्छ। यदि लेखन प्रतिभा छैन भने यी उपकरणहरूको जोडजाड मात्रले लघुकथामा मानकको उदय हुँदैन। एउटा राम्रो लघुकथाकारले यो कुरा बुझ्नु पर्छ कि सिद्धान्त भनेको एउटा सूक्ष्म सङ्केत मात्र हो, एउटा परिपूर्ण लेखनका लागि यो सङ्केत मात्र काफी छैन।

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भाषाशिक्षणका सापेक्षतामा त्रुटि विश्लेषण : सैद्धान्तिक अवधारणा, प्रक्रिया र प्रयोग

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लेखसार

प्रस्तुत लेख प्रायोगिक भाषाविज्ञानका विभिन्न शाखाहरूमध्येको एउटा महत्त्वपूर्ण शाखा त्रुटि विश्लेषणसँग सम्बन्धित रहेको छ। यस लेखमा त्रुटि विश्लेषणको सैद्धान्तिक परिचय र प्रयोगबारे चर्चा गरिएको छ। वस्तुतः त्रुटि विश्लेषणको सैद्धान्तिक परिचय दिनु, भाषाशिक्षणमा त्रुटि विश्लेषणको आवश्यकता दर्साउनु र त्रुटि विश्लेषणका पद्धति र प्रक्रियाको व्याख्या गर्नु, प्रयोगात्मक पक्षको व्याख्या विवेचन गर्नु यस 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 तथ्यहरू नेपाली, हिन्दी तथा अङ्ग्रेजी सैद्धान्तिक सामग्रीहरूको अध्ययनबाट प्राप्त गरिएको छ। त्यसरी प्राप्त तथ्यको प्रस्तुतिका लागि व्याख्यात्मक एवम् विश्लेषणात्मक विधिको उपयोग गरिएको छ। यस अध्ययनका आधारमा व्यतिरेकी विश्लेषण भाषा सिकाइका क्रममा देखापर्ने त्रुटिहरूको पहिचान, वर्णन तथा विश्लेषणसँग सम्बन्धित रहेको, भाषाशिक्षणमा त्रुटिलाई सिकाइको स्वाभाविक प्रक्रियाका रूपमा लिइने, भाषाशिक्षणमा त्रुटि विश्लेषणको महत्त्व सन् १९७० को दशकपछि स्थापित भएको, भाषाशिक्षणमा त्रुटिको पहिचान गर्न, त्रुटिगत अनुमान परीक्षण गर्न, सिकारुलाई सिकाइप्रति प्रेरित गर्न, भाषाशिक्षणलाई प्रभावकारी बनाउन त्रुटि विश्लेषणको आवश्यकता पर्नेलगायतका निष्कर्ष निकालिएको छ। प्रस्तुत लेख त्रुटि विश्लेषणका बारेमा जानकारी लिन चाहने शिक्षक, विद्यार्थी, जिज्ञासु एवम् सम्बन्धित सबैका लागि उपयोगी हुने अपेक्षा गरिएको छ।

मुख्य शब्दावली : *त्रुटि विश्लेषण, त्रुटि विश्लेषणको शैक्षणिक उपयोगिता, त्रुटि भेद, त्रुटि विश्लेषणका पद्धति, त्रुटि विश्लेषणको अभ्यास*

अध्ययनको पृष्ठभूमि

त्रुटिको शाब्दिक अर्थ भूल वा गल्ती हो। भाषा सिकाइ एक किसिमको बानी निर्माण भएकाले यस क्रममा पनि प्रशस्तै भूल, गल्ती वा त्रुटि हुन सक्छन्। त्रुटिविना भाषाको सिकाइ वा आर्जन सम्भव हुँदैन त्यसैले त्रुटिलाई भाषा सिकाइका क्रममा देखापर्ने स्वाभाविक प्रक्रिया वा सिकाइक्रमगत प्रवृत्तिका रूपमा लिइन्छ, लिइनुपर्दछ। मातृभाषा सिकाइका क्रममा होस् वा विमातृभाषा सिकाइका क्रममा सिकारुले गल्ती गरेकै हुन्छ। भाषा सिकाइका क्रममा सिकारुले त्यस्ता गल्तीलाई क्रमशः परिष्कार तथा परिमार्जन गर्दै लग्दछ र अन्ततः मानक वा स्तरीय भाषाको प्रयोगमा आफूलाई समर्थ तुल्याउँदछ। सुरुसुरुमा सिकारुले गर्ने त्रुटिलाई असफलता वा बौद्धिक कमजोरीका रूपमा लिइन्थ्यो तर सम्प्रति यसलाई विकासशील प्रक्रियाका रूपमा लिने गरिएको छ। पौड्याल (२०५८) का अनुसार संरचनात्मक भाषाविज्ञान र व्यवहारवादी मनोविज्ञानले व्यतिरेकी विश्लेषणको सिद्धान्त र पद्धतिलाई गति दिएको छ भने रूपान्तरण भाषाविज्ञान र बुद्धिवादी मनोविज्ञानले त्रुटि विश्लेषणको सिद्धान्त र प्रणाली जन्म दिएको छ। मूलतः संरचनावादी र मनोवादी सम्प्रदायका भाषावैज्ञानिकहरूको धारणा यसैसँग सम्बन्धित देखिन्छ। संरचनावादीहरूका अनुसार त्रुटि भनेको अभ्यासको कमी, असफलताको द्योतक, नकारात्मक प्रवृत्ति तथा सिकारुको कमजोरी हो भने मनोवादीहरूका अनुसार यो सिकाइको सकारात्मक एवम् स्वाभाविक प्रक्रिया हो। त्रुटिका सन्दर्भमा देखापरेका यी दुई धारणामध्ये पछिल्लो धारणा 'जसले त्रुटिलाई सिकाइ प्रक्रियागत चरणका रूपमा व्याख्या गरेको छ' लाई बढी उपयुक्त मानिन्छ। भाषा सिकाइका क्रममा

देखापर्ने त्रुटिले भाषा सिकाइ प्रभावित हुने हुँदा त्रुटि विश्लेषणमा सिकारुले के कस्ता त्रुटि गर्दछन् र ती केकति कारणले हुन्छन् भनी अध्ययन विश्लेषण गरिन्छ। यस्तो कार्यबाट शिक्षार्थीहरूलाई लक्षित भाषाको अपेक्षित तहसम्म पुऱ्याउन सहयोग पुग्दछ। यस वस्तुतालाई मनन गरी प्रस्तुत लेखमा त्रुटि, त्रुटि विश्लेषण, त्रुटि विश्लेषण पद्धति र प्रक्रिया, भाषा शिक्षणमा यसको आवश्यकता र अभ्यासबारे 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 त्रुटि 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 सुभ्mावहरूलाई प्राथमिक स्रोतका रूपमा उपयोग गरिएको छ। यसमा प्राप्त तथ्यहरूलाई व्याख्यात्मक तथा विश्लेषणात्मक रूपमा प्रस्तुत गरिएको छ।

त्रुटि विश्लेषणको परिचय र परिभाषा

भाषा सिकाइका क्रममा देखापर्ने त्रुटिहरूको पहिचान तथा वर्णन विश्लेषण गर्ने प्रायोगिक भाषाविज्ञानको शाखालाई त्रुटि विश्लेषण भनिन्छ। त्रुटि विश्लेषण दोस्रो वा अन्य भाषाशिक्षणका सन्दर्भमा व्यतिरेकी विश्लेषणपछि विकसित सिद्धान्त हो। अधिकारी (२०६५) का अनुसार त्रुटि विश्लेषण मूलतः दोस्रो वा अन्य भाषा शिक्षणका सन्दर्भमा विकसित दृष्टिकोण तथा पद्धति हो। पहिलो, दोस्रो वा अन्य भाषाको अध्ययनका सन्दर्भमा यसको उपयोग गर्न सकिने भए पनि यो मूलतः दोस्रो भाषा सिकाइका क्रममा हुने त्रुटिहरूको अध्ययन विश्लेषणमा अधिकाधिक केन्द्रित रहेको देखिन्छ। त्रुटि विश्लेषणले भाषा सिकाइको प्रकृति र प्रवृत्तिलाई सूचित गर्दछ। लम्साल र अन्य (मि.न.) का अनुसार भाषा सिकाइको क्रममा देखापर्ने त्रुटिहरूको वर्णन विश्लेषण गर्ने प्रक्रिया नै त्रुटि विश्लेषण हो। यो मूलतः दोस्रो भाषा सिकाइका क्रममा देखापर्ने सार्वभौम समस्याहरू पत्ता लगाई सिकाइलाई सहज र सबल बनाउने उद्देश्यले गरिन्छ। यसबाट समभाषिक वा विषमभाषिक त्रुटिहरू मातृभाषाका विशेषताहरूको स्थानान्तरणका कारण देखापरेका हुन् वा अन्य कारणले देखापरेका हुन् पहिचान गर्न सकिन्छ। साथै सिकारुले गर्ने त्रुटि उच्चारणगत, रूपरचनागत, शब्द प्रयोगगत, वाक्य निर्माणगत कुन प्रकृतिका हुन् स्पष्ट रूपमा खुट्याइन्छ र तिनको निराकरणका लागि आधार उपलब्ध गराइन्छ। यस्तो आधार शिक्षार्थी, शिक्षक तथा सम्बन्धित सबैलाई प्राप्त हुने भएकाले शैक्षिक प्रयोजनका दृष्टिले त्रुटि विश्लेषणलाई निकै महत्त्वपूर्ण पद्धति मानिएको छ। अधिकारी (२०६५) का अनुसार भाषाशिक्षणका प्रसङ्गमा त्रुटि विश्लेषण भखैँ चर्चित हुन थालेको विषय हो। भाषाशिक्षणमा त्रुटि विश्लेषणको महत्त्व सन् १९७० को दशकपछि स्थापित भएको पाइन्छ तदपि यसको विकास चम्स्केली रूपान्तरणवादी भाषाविज्ञान तथा मनोवादी मनोवैज्ञानिकहरूको शैक्षिक दृष्टिकोणको अभ्युदयपछि सन् १९६० को दशकको उत्तरार्धतिर भएको हो। यसको विकासमा एस.पिट कर्डर, सिङ्क्लेयर, आइ. ए. रिचर्डस लगायतका भाषावैज्ञानिकहरूको महत्त्वपूर्ण योगदान रहेको देखिन्छ। सिकारुको भाषा सङ्क्रमणको स्थितिबारे लेखिएको कर्डरको लेख (१९६७), दोस्रो भाषा सिकाइमा सिकारुको मातृभाषावत् मानसिक संरचनाका कारण त्रुटि हुन्छ भन्ने निचोडसहितको सिङ्क्लेयरको अनुसन्धान (सन् १९७२), भाषावैज्ञानिक आधारमा रिचर्डसले गरेको त्रुटिको वर्गीकरण (सन् १९७४) लगायतलाई यस क्षेत्रमा पुऱ्याइएका विशिष्ट योगदानका आधारका रूपमा लिइन्छ।

त्रुटि विश्लेषणसँग सम्बन्धित केही परिभाषाहरू निम्नानुसार छन् :

"भाषासिकाइका क्रममा सिक्ने व्यक्तिहरूले गरेका त्रुटिहरूको अध्ययनबाट उसको त्यस क्षेत्रमा कत्तिको ज्ञान छ भन्ने कुरा अनुमान गर्न सकिन्छ। यसबाट उसले अभ्m कुन कुन कुरा सिक्न बाँकी छ भन्ने कुरा पत्ता लगाउन सकिन्छ। उसले गरेका त्रुटिहरूको भाषावैज्ञानिक शब्दमा वर्णन र वर्गीकरण गरेर एउटा त्यस्तो चित्र बनाउन सकिन्छ जसले भाषा सिकाइमा

समस्या उत्पन्न गर्ने भाषिक विशेषताहरू बताउँछ।" – एस.पिट्. कर्डर

"भाषाशिक्षण र सिकाइमा त्रुटि विश्लेषण एउटा प्रविधि हो जसको माध्यमद्वारा विदेशी भाषा सिकिरहेको व्यक्तिले गर्ने त्रुटि वा भूलहरूको पहिचान, वर्गीकरण तथा व्यवस्थित व्याख्या गरिन्छ। सिकारुले सामर्थ्यको कुन तहसम्म प्राप्त गर्न सकेको छ सो कुरा उसले गरेका त्रुटिहरूबाट व्यवस्थित ढङ्गले झल्किन्छ।" – डेभिड क्रिस्टल

"त्रुटिविश्लेषण दोस्रो वा विदेशी भाषा सिक्ने शिक्षार्थीहरूले गर्ने त्रुटिहरूको अध्ययन विश्लेषण हो।" – लङ्म्यान डिक्स्नरी अफ अप्लाइड लिङ्ग्विस्टिक्स

"व्यवस्थित रूपमा त्रुटिहरूको वर्णन र व्याख्या गर्ने प्रक्रियालाई त्रुटि विश्लेषण भनिन्छ।" – द इन्साइक्लोपेडिया अफ ल्याङ्ग्वेज एन्ड लिङ्ग्विस्टिक्स

उपर्युक्त परिभाषाका आधारमा पनि त्रुटि विश्लेषणलाई दोस्रो वा अन्य भाषा सिकाइका क्रममा सिकारुले गर्ने त्रुटिहरूको पहिचान, व्याख्या तथा विश्लेषण गर्ने सिद्धान्तका रूपमा अर्थ्याउन सकिन्छ।

भाषाशिक्षणमा त्रुटिको स्थान र त्रुटि विश्लेषणको उपयोगिता

त्रुटि विश्लेषण प्रायोगिक भाषाविज्ञानको एउटा शाखा हो। ढकाल (२०६७) का अनुसार यो अध्ययनका आधारमा सीमित क्षेत्रमा पर्ने विषय हो। भाषाशिक्षणमा त्रुटिलाई सिकाइको चरणगत अवस्था मानिन्छ। भाषासिकाइ प्रयत्न र भूलको माध्यमबाट हुने भएकाले सिकाइमा देखिने त्रुटिलाई यसैसँग सम्बन्धित तुल्याएर हेर्ने गरिन्छ। लामिछाने (२०६६) का अनुसार पहिलो भाषा सिक्दा जति सहज वातावरणको प्रयोग भएको हुन्छ, दोस्रो भाषा सिकाइमा त्यस्तो सहजता प्राप्त हुन सक्दैन। भाषा सिकाइका क्रममा विद्यार्थीहरूले विभिन्न प्ररूपका गल्तीहरू गर्दछन् जसमध्ये केही सामान्य प्रकृतिका हुन्छन् भने केही विशिष्ट प्रकृतिका। केही मातृभाषाबाट प्रभावित स्वरूपका हुन्छन् त केही अन्य प्रभावक (वातावरण, उत्प्रेरणा, लापरवाही, शिक्षण विधि आदि) बाट प्रभावित प्रकृतिका। यस्ता त्रुटि स्तरीय मातृभाषा सिकाइका क्रममा समेत देखापर्दछन्। भाषाको प्राप्ति वा आर्जन त्रुटिरहित नहुने भएकाले त्रुटिलाई भाषाशिक्षणमा सकारात्मक सिकाइ प्रक्रियाका रूपमा लिइन्छ।

त्रुटि भाषाशिक्षणका क्रममा देखापर्ने सार्वभौम अभिलक्षण हो। सिकारुको मातृभाषासँग मिल्दो वा समाभाषिक प्रकृतिको भाषा सिकाइमा सिकारुले कम त्रुटि गर्ने र अन्यको सिकाइमा अधिक त्रुटि गर्ने स्थिति रहन्छ। सिकारुले गर्ने त्रुटिहरू भाषाको उच्चारण, वर्णविन्यास, शब्दरचना, प्रयोग, वाक्यगठन, सङ्गति, अर्थसम्बन्ध आदिसँग सम्बन्धित हुन्छन्। कुनै पनि सिकारुले त्यस्ता त्रुटिहरूलाई सच्याउँदै जाने र मानक भाषाको प्रयोग-व्यवहार गर्ने अवस्था क्रमशः विकसित हुन्छ। यसका लागि बारम्बारको अभ्यास, त्रुटिबोध, सुधार तथा प्रभावकारी शिक्षणको आवश्यकता पर्दछ।

त्रुटि विश्लेषण शिक्षार्थीपरक पद्धति भएकाले यसबाट सिकारुले गर्ने त्रुटिको पहिचान, व्याख्या-विश्लेषण तथा निराकरणका उपायको खोजी गरिन्छ, परिणामस्वरूप सिकारुले अपेक्षित सिकाइ हासिल गर्दछन्। यस दृष्टिले भाषाशिक्षणका क्षेत्रमा त्रुटिको स्थान महत्त्वपूर्ण सिकाइ मार्गका रूपमा देखा पर्दछ।

त्रुटि विश्लेषण दोस्रो भाषा सिकाइका सन्दर्भमा देखापरेका समस्याहरूको समाधानार्थ विकसित सिद्धान्त भएकाले यो विशेषतः भाषाशिक्षणकै लागि उपयोगी रहेको छ। लामिछाने (२०६६) का अनुसार भाषा सिकाइका कठिनाइहरूको पहिचान गर्न, मनोभाषा विज्ञानका सिद्धान्तहरूको परीक्षण गर्न, मातृभाषासँग नमिल्ने दोस्रो भाषाका विशेषताहरूको पहिचान गर्न त्रुटि विश्लेषणको आवश्यकता पर्दछ। समग्रतः त्रुटि विश्लेषणका उपयोगिताहरूलाई निम्नानुसार चर्चा गरिएको छ :

(क) भाषा सिकाइका क्रममा देखापर्ने त्रुटिको पहिचान व्याख्या र निराकरण गर्न

भाषा सिकाइका सिलसिलामा विद्यार्थीहरूले विभिन्न किसिमका त्रुटिहरू (उच्चारणगत, वर्णविन्यासगत शब्दप्रयोगगत, वाक्यगठनगत, व्याकरणात्मक आदि) गर्दछन्। त्यस्ता त्रुटिहरू भाषाका कुन पक्षसँग सम्बन्धित छन् भनी पहिचान गर्ने र तिनको व्याख्या विश्लेषण गरी निराकरणार्थ आधार प्रदान गर्ने काम त्रुटि विश्लेषणले गर्ने हुँदा त्रुटिको पहिचान, व्याख्या र निराकरणका लागि यो उपयोगी देखिन्छ।

(ख) व्यतिरेकी विश्लेषणको पूर्वानुमानलाई परीक्षण गर्न

त्रुटि विश्लेषणमा स्रोत भाषाका संरचनात्मक विशेषतासँग मिल्ने भाषाको सिकाइ सरल र अन्यको सिकाइ असहज एवम् कठिन हुन्छ भनी व्यतिरेकी विश्लेषणले प्रस्तुत गरेको पूर्वानुमानको परीक्षण गरिन्छ। यस अन्तर्गत सिकारुले दोस्रो भाषा सिकाइमा गर्ने त्रुटिको स्वरूप, स्रोत एवम् कारणको खोजी गरी स्रोत भाषाको प्रभावले गर्दा त्रुटि भएको भेटिए व्यतिरेकी विश्लेषणको पूर्वानुमान सही भएको अन्यथा नभएको प्रमाणित गर्ने काम हुन्छ।

(ग) भाषाशिक्षणलाई प्रभावकारी बनाउन

भाषाशिक्षणलाई प्रभावकारी बनाउनमा त्रुटि विश्लेषणको महत्त्वपूर्ण भूमिका रहेको हुन्छ। शिक्षक आफ्नो विषयवस्तुमा दक्ष भएर मात्र शिक्षण कार्यकलाप प्रभावकारी बन्न सक्दैन। यसका लागि विधा अनुसारको शिक्षण विधि र सामग्री चयनमा विविधता ल्याउनुपर्ने हुन्छ। कुनकुन विधाका लागि के कस्ता सामग्री वा विधि प्रयोग गर्दा सिकाइ शिक्षण त्रुटिरहित हुन्छ भन्ने बारेमा जानकारी प्राप्त गर्न त्रुटि विश्लेषण उपयोगी हुन्छ।

(घ) शिक्षक-शिक्षार्थीलाई शैक्षिक गतिविधिमा सघाउन

त्रुटि विश्लेषणबाट शिक्षकले दोस्रो भाषा सिकाइका क्रममा विद्यार्थीले गर्ने त्रुटिको प्रवृत्ति, स्वरूप वा कारणबारे जानकारी प्राप्त गर्न सक्छन् भने विद्यार्थीले आफूले गरेको त्रुटिको पहिचान गर्न सक्छन्। यसबाट शिक्षकले सम्भावित त्रुटि क्षेत्रमा जोड दिए सिकाउने र विद्यार्थीले सचेततापूर्वक त्रुटिरहित भाषिक सीपको विकास गर्ने अवसर प्राप्त हुन्छ।

(ङ) सिकारुलाई सिकाइप्रति प्रेरित गर्न

सिकारुले आफ्नो मातृभाषासँग मिल्ने भाषाको सिकाइ छिटो र नमिल्ने भाषाको सिकाइ केही ढिलो गर्दछन्। हुन त सिकारुले पहिलो भाषाको आर्जन खाली मस्तिष्कद्वारा स्वतन्त्र वातावरणमा रहरपूर्वक गर्दछन् भने दोस्रो भाषाको आर्जन अनुभव प्राप्त मस्तिष्कद्वारा नियन्त्रित वातावरणमा बाध्यता वा आवश्यकताजन्य कारणले गर्दछन्। त्यसैले दोस्रो भाषाको सिकाइप्रति उनीहरूको रुचि पहिलो भाषामा जस्तो नहुन सक्छ। यस्तो अवस्थामा सिकारुलाई दोस्रो भाषाको सिकाइ कठिन लाग्ने कारण पत्ता लगाउन र सोही अनुरूप प्रभावकारी शिक्षण गरी सिकाइमा उनीहरूलाई प्रेरित गर्न त्रुटि विश्लेषणले सहयोग पुऱ्याउँदछ।

(च) भाषा पाठ्यक्रम तथा पाठ्यसामग्री निर्माणमा सहायता प्रदान गर्न

भाषा पाठ्यक्रम तथा पाठ्यसामग्री सिकारुको तह वा स्तर अनुकूलका भएको खण्डमा सिकाइ शिक्षक उपलब्धिमूलक हुन पुग्दछ। दोस्रो भाषाको सिकाइमा विद्यार्थीहरूले गर्ने सार्वभौम प्रकृतिका त्रुटिहरूलाई विशेष ध्यान दिई तत्क्षेत्रमा उनीहरूलाई अभ्यस्त तुल्याउने किसिमका पाठ्य सामग्री उपलब्ध गराउँदा त्यसबाट अपेक्षित सिकाइ प्रगति प्राप्त हुन्छ, साथै भाषा सिकाइ रुचिकर पनि बन्दछ। यसका लागि त्रुटि विश्लेषणले आधार उपलब्ध गराउँदछ।

यस अतिरिक्त सिकारुको भाषिक ज्ञान र क्षमताको लेखाजोखा गर्न, शैक्षणिक योजना तयार पार्न तथा शिक्षकलाई शिक्षण प्रक्रिया सुधारका लागि आवश्यक पृष्ठपोषण दिन पनि त्रुटि विश्लेषण विशेषोपयोगी रहेको देखिन्छ।

त्रुटि र यसका प्रकार

शिक्षार्थीले मातृभाषा वा दोस्रो भाषा सिकाइका क्रममा गर्ने त्रुटिहरूलाई विभिन्न आधारमा वर्गीकरण गर्न सकिन्छ। अधिकारी (२०६५) का अनुसार त्रुटिको प्रकृतिलाई केही मुख्य आधार : विकासशीलता, भाषाकोटि, स्रोत, गम्भीरता, व्यापकता, स्वरूप र अनौचित्यका आधारमा छुट्याउन सकिन्छ। समग्रमा त्रुटि वर्गीकरणका आधार र ती अन्तर्गतका प्रकारहरूलाई निम्नानुसार प्रस्तुत गरिएको छ :

(क) विकासशीलताका आधारमा त्रुटि

सिकारुको लक्ष्य भाषा सिकाइको अवस्थालाई विकासशील अवस्था भनिन्छ। एस. पिट. कर्डरका अनुसार यस आधारमा त्रुटिलाई निम्न तीन प्रकारमा वर्गीकरण गर्न सकिन्छ :

अव्यवस्थित त्रुटि : भाषा सिकाइको प्रारम्भिक अवस्थामा देखापर्ने त्रुटिलाई अव्यवस्थित त्रुटि भनिन्छ। यस अवस्थामा सिकारुले भाषाको प्रयोग गर्दा कतै शुद्ध र कतै अशुद्ध रूपको प्रयोग गर्दछ। कुनै सिकारुले एक पटक 'शरीर' शब्दको र अर्को पटक 'सरीर' शब्दको प्रयोग गर्नुलाई यसको उदाहरण मान्न सकिन्छ। यस्तो त्रुटिलाई अनियमित त्रुटि पनि भनिन्छ।

व्यवस्थित त्रुटि : भाषा प्रयोगमा विद्यार्थी सचेत हुँदाहुँदै पनि सुधार्न नसक्ने त्रुटिलाई व्यवस्थित त्रुटि भनिन्छ। एउटै व्यक्तिले धेरै ठाउँमा एकै किसिमको त्रुटि (जस्तै: पानि/पानि/पानि) गर्नुलाई यस अन्तर्गत लिइन्छ। गलत सामान्यीकरण, भाषिक ज्ञानको अभाव वा भ्रामक व्यत्पत्तिका कारण यस्तो त्रुटि देखापर्दछ। यस्तो त्रुटिलाई नियमित त्रुटि पनि भनिन्छ।

उत्तरव्यवस्थित त्रुटि : भाषिक नियमहरूको ज्ञान वा जानकारी भएर पनि भाषिक प्रयोगकर्ताको असावधानीका कारण हुने त्रुटिलाई उत्तरव्यवस्थित त्रुटि भनिन्छ। यस्ता त्रुटि अत्यन्त कम र सीमित हुन्छन्। 'वाल्मीकि' लेख्नुपर्नेमा कहिलेकाहीँ 'बाल्मिकी' लेख्नु, 'जीवन्त' लेख्नुपर्नेमा 'जिवन्त' लेख्नुलाई यसको उदाहरण मान्न सकिन्छ।

(ख) स्रोतका आधारमा त्रुटि

विद्यार्थीले गर्ने भाषिक त्रुटिको स्रोतका आधारमा त्रुटिलाई निम्न दुई प्रकारमा वर्गीकरण गर्न सकिन्छ :

भाषान्तरिक त्रुटि : सिकिरहेको भाषाको आन्तरिक व्यवस्थासँग सम्बन्धित त्रुटिलाई भाषान्तरिक त्रुटि भनिन्छ। यस्तो त्रुटि लक्ष्य भाषा सिकाइका सिलसिलामा हुने गर्दछ। नेपाली भाषालाई लक्ष्य भाषाका रूपमा सिकिरहेको शिक्षार्थीले गर्ने 'म सफल हुएँ', 'भाइ रुयो' जस्ता त्रुटिलाई यस किसिमका त्रुटि मानिन्छ।

अन्तर्भाषिक त्रुटि : मातृभाषा वा स्रोत भाषाको प्रभावबाट लक्ष्य भाषाको सिकाइ वा प्रयोगमा देखापर्ने त्रुटिलाई अन्तर्भाषिक त्रुटि भनिन्छ। यस्तो त्रुटि लक्ष्य भाषाको भाषिक व्यवस्था विपरीतको हुन्छ। नेपाली मातृभाषीले अङ्ग्रेजी भाषाको प्रयोग गर्दा 'गाडी इज फसिङ' भन्नु, नेवार मातृभाषीले नेपाली भाषाको प्रयोग गर्दा 'तिमी कहिले आयो' भन्नुलाई यसको उदाहरण मान्न सकिन्छ।

(ग) गम्भीरताका आधारमा त्रुटि

भाषिक सम्प्रेषणमा गम्भीर वा कम गम्भीर बाधा उत्पन्न गर्ने आधारमा त्रुटिलाई निम्न दुई भागमा वर्गीकरण गर्न

सकिन्छ :

अर्थबाधक त्रुटि : सम्प्रेषण वा आशयमा बाधा पर्ने अर्थात् भन्न खोजिएको कुरा भन्दा भिन्न अर्थ सम्प्रेषण भई अर्थको अनर्थ हुने प्रकृतिका त्रुटिलाई अर्थबाधक त्रुटि भनिन्छ। नेवारभाषी वक्ताले हिन्दी भाषा सिकाइका क्रममा 'मे आटा हुँ टो टु रोटी हे, टु रोटी हे टो मे आटा हुँ (मे आता हुँ तो तुँ रोती हे, तु रोती है तो मे आता हुँ) को प्रयोग गर्नुलाई अर्थबाधक त्रुटिको उदाहरण मान्न सकिन्छ।

अर्थअबाधक त्रुटि : त्रुटि भए पनि सम्प्रेषण, आशय वा अर्थबोधमा खासै बाधा नपर्ने प्रकृतिका त्रुटिलाई अर्थअबाधक त्रुटि भनिन्छ। यस्ता त्रुटि भाषाको मानक रूपबाट विचलित हुन्छन् तर अर्थघातक भने हुँदैनन्। उच्चारणगत तथा वर्णविन्यासगत त्रुटिलाई यस अन्तर्गत लिन सकिन्छ। जस्तै : धनि (धनी), सहीद (सहिद), टिमी कटा जाने ? (तिमी कता जाने?) के गन्यो हो ? (के गर्ने हो?) आदि

(घ) स्वरूपका आधारमा त्रुटि

भाषाको बाह्य स्वरूप, आकृति वा बनोटका आधारमा त्रुटिलाई निम्न तीन प्रकारमा वर्गीकरण गर्न सकिन्छ :

लोपगत त्रुटि : भाषिक प्रयोगकर्ताको मौखिक वा लिखित अभिव्यक्तिमा आवश्यक कुन अंश लोप हुनुलाई लोपगत त्रुटि भनिन्छ। यस्ता त्रुटि अर्थबाधक भने हुँदैनन्। जस्तै: सायता (सहायता), मामन्त्री (महामन्त्री), बालवाला (बहालवाला), बुटेल (बुटवल), केटाटी (केटाकेटी) आदि।

थपोटगत त्रुटि : भाषिक प्रयोगकर्ताको मौखिक वा लिखित अभिव्यक्तिमा अनावश्यक केही अंश थपिएर आउनुलाई थपोटगत त्रुटि भनिन्छ। यस्ता त्रुटि आर्थी दृष्टिले अर्थअघातक प्रकृतिका हुन्छन्। जस्तै: इस्कुल (स्कुल), समुन्द्र (समुद्र), आएर ल्यायो (आयो) आदि।

आदेशगत त्रुटि : भाषिक प्रयोगकर्ताको मौखिक वा लिखित अभिव्यक्तिमा आउनुपर्ने कुनै एकाइका स्थानमा अर्को एकाइको आगम वा आदेश हुनुलाई आदेशगत त्रुटि भनिन्छ। यस्ता त्रुटि पनि आर्थी दृष्टिले अर्थअघातक प्रकृतिका हुन्छन्। जस्तै: सूर्जे (सूर्य), बुडो (बुढो), डाँरो (डाँडो), किताप (किताब) आदि।

(ङ) मात्राका आधारमा त्रुटि

सिकारुले भाषिक प्रयोगमा गर्ने त्रुटिको मात्रा वा परिमाणका आधारमा त्रुटिलाई निम्न दुई भागमा वर्गीकरण गर्न सकिन्छ :

आंशिक त्रुटि : वाक्यको कुनै खास अंशमा देखिने त्रुटिलाई आंशिक त्रुटि भनिन्छ। यस्तो त्रुटि वाक्यको कुनै एक शब्द वा पदमा देखापर्ने भएकाले यसलाई शब्दगत त्रुटि पनि भनिन्छ। यो खास अंशसँग मात्र सम्बन्धित हुने हुँदा अर्थअबाधक प्रकृतिको हुन्छ। जस्तै: हामी घर गयो, केटाहरू आयो, तिमी जान्छ आदि।

समग्रात्मक त्रुटि : वाक्यको अधिकांश वा समग्र अंश तथा एकाधिक वाक्यसँग सम्बन्धित भएर आउने त्रुटिलाई समग्रात्मक त्रुटि भनिन्छ। यस्तो त्रुटि एकभन्दा बढी पद, पदावली, उपवाक्य, वाक्य आदिमा देखिन सक्छ। जस्तै: त्यो केटाहरू आयो, मेरो किताबहरू हरायो, तिम्रो छोराहरू घरमा हुनुहुन्छ, मेरो छोराहरू हुनुहुन्न आदि।

(च) भाषाकोटिका आधारमा त्रुटि

भाषा सिकाइका क्रममा देखापर्ने त्रुटिहरूलाई भाषाकोटिका आधारमा उच्चारणगत, वर्णविन्यासगत, रूपगत, शब्दभण्डारगत, पदावलीगत, वाक्यगत, अर्थगत र सङ्कथनात्मक प्रकारमा वर्गीकरण गर्न सकिन्छ। अल्पप्राण वर्गलाई महाप्राण, घोषलाई अघोष, हलन्तलाई अजन्तका रूपमा उच्चारण गर्ने त्रुटिलाई उच्चारणगत, य र ए, श,

ष र स, चन्द्रविन्दु र शिरविन्दु, ह्रस्व र दीर्घ आदिको प्रयोगमा देखापर्ने त्रुटिलाई वर्णविन्यासगत, शब्दको उपयुक्त रूपायन र व्युत्पादन गर्न नजान्दा हुने त्रुटिलाई रूपगत, शब्दको उपयुक्त प्रयोग नजान्दा हुने त्रुटिलाई शब्दभण्डारगत, शीर्ष र विशेषक अंशका बीचको उपयुक्त सङ्गति मिलाउन नसक्दा हुने त्रुटिलाई पदावलीगत, पदक्रम तथा उद्देश्य-विधेय, विशेषण-विशेष्य आदिको सङ्गति नमिलाई प्रयोग गर्दा हुने त्रुटिलाई वाक्यगत, शब्द र अर्थ वा अभिव्यक्ति र आशयका बीच तालमेल नमिल्दा देखापर्ने त्रुटिलाई अर्थगत, सम्बद्धक र सम्बद्धनको सही अन्वय नहुँदा देखिने त्रुटिलाई सङ्कथनात्मक त्रुटि भनिन्छ।

(छ) औचित्य-अनौचित्यका आधारमा त्रुटि

व्याकरणिक दृष्टिले सही वा ठीक भए पनि सन्दर्भ र प्रयोग अनुरूपताका दृष्टिले अस्वीकृत, अनपेक्षित वा अनुपयुक्त प्रकृतिका त्रुटिहरूलाई यस अन्तर्गत लिइन्छ। यस्ता त्रुटिलाई वस्तुतः अनौचित्यपूर्ण त्रुटिका रूपमा व्याख्या गर्न सकिन्छ। मूलतः शैलीविशेषसँग सम्बद्ध त्रुटिहरू यस अन्तर्गत पर्दछन्। कसैको मृत्युमा शोकाकुल परिवार वा आफन्तजनद्वारा आयोजना गरिएको श्रद्धाञ्जली सभामा 'यस्ता श्रद्धाञ्जली सभाहरू गरिरहनुपर्दछ' भन्नुलाई अनौचित्यपूर्ण त्रुटिको उदाहरण मान्न सकिन्छ।

त्रुटि विश्लेषणको पद्धति र प्रक्रिया

त्रुटि विश्लेषणको कार्य उपर्युक्त प्रक्रियाद्वारा सम्पन्न हुने भए पनि यो मूलतः निम्न दुई प्रकारका पद्धतिमा आधारित रहेको हुन्छ :

(क) पूर्वनिर्धारित कोटि पद्धति

त्रुटि विश्लेषणको यस पद्धतिमा विद्यार्थीहरूले गर्न सक्ने सम्भाव्य भाषागत एवम् व्याकरणगत त्रुटिहरूको पूर्वानुमान गरी तिनको सम्भावित प्रकृतिलाई देखाउन प्रारम्भमै आवश्यक स्तम्भ, तालिका वा खाका तयार पारिन्छ। तयार पारिएका स्तम्भ, तालिका वा खाका भाषाको उच्चारण, वर्णविन्यास, रूप, पद, पदावली, वाक्य, अर्थ, सङ्कथन, शैली, लिङ्ग, वचन, पुरुष, आदर, काल, पक्ष भाव, वाच्य, कारक, सङ्गति, उक्ति, अर्थ आदि बहुविध पक्षसँग सम्बन्धित हुन्छन्। तत्पश्चात विद्यार्थीका मौखिक र लिखित अभिव्यक्तिबाट सामग्री सङ्कलन गर्ने, त्रुटिको पहिचान गर्ने, तिनलाई पूर्वनिर्धारित खाकामा वर्गीकरण गर्ने अनि व्याख्या-वर्णन गरी आवश्यकता अनुसार त्रुटि निराकरणका लागि उपायहरू सुझाउने काम गरिन्छ। लामिछाने (२०६६) का अनुसार यस पद्धतिमा विद्यार्थीमा पाइने त्रुटिका आधारमा शिक्षण सिकाइ प्रक्रियाको मूल्याङ्कन गरिन्छ। पूर्वनिश्चित त्रुटि प्रकृतिका आधारमा सिकारुका त्रुटिको अध्ययन गरिने भएकाले यस पद्धतिलाई निगमनात्मक पद्धति पनि भनिन्छ।

(ख) पश्चनिर्धारित कोटि पद्धति

त्रुटि विश्लेषणको यस पद्धतिमा पूर्वनिर्धारित कोटि पद्धतिको ठीक विपरीत प्रक्रिया अवलम्बन गरिन्छ। यसमा सर्वप्रथम विद्यार्थीहरूको मौखिक वा लिखित स्रोतबाट सामग्री सङ्कलन गरिन्छ। तत्पश्चात सङ्कलित सामग्रीको सूक्ष्म अध्ययन गरी त्रुटिको पहिचान गरिन्छ। पहिचान गरिएका त्रुटिहरूलाई तिनको स्वरूप वा प्रकृति अनुसार विभिन्न कोटि, उपकोटिमा वर्गीकरण गरी व्याख्या गरिन्छ र आवश्यकता अनुसार त्रुटि निराकरणका लागि उपयुक्त सुझाव प्रस्तुत गरिन्छ। सिकारुले भाषा सिकाइका क्रममा गर्ने त्रुटिहरूको सङ्कलन र अध्ययनपछि तिनलाई आवश्यकता बमोजिम पश्चनिर्धारित कोटि स्तम्भ, तालिका वा खाकामा प्रस्तुत गरी देखाइने भएकाले यस पद्धतिलाई आगमनात्मक पद्धति पनि भनिन्छ।

पूर्वनिर्धारित पद्धतिमा अनुमान गरिएका सबै त्रुटिहरू सिकारुमा नदेखिन सक्ने, अनुमान गरेभन्दा भिन्न त्रुटिहरू पनि देखिन सक्ने तर त्यसको अध्ययन त्यसबाट (पूर्व निर्धारित कोटि पद्धतिबाट) सम्भव नहुने भएकाले सिकाइका क्रममा

देखिने त्रुटिको वस्तुगत एवम् व्यावहारिक विश्लेषणका लागि पश्चनिर्धारित कोटि पद्धतिलाई निकै महत्त्व दिइएको पाइन्छ ।

त्रुटि विश्लेषण भाषा सिकाइका क्रममा हुने त्रुटिहरूको अध्ययन विश्लेषणसँग सम्बन्धित विषय हो । यसमा निश्चित प्रक्रियाहरूको अवलम्बन गरिन्छ । त्रुटि विश्लेषणका प्रक्रियालाई त्रुटि विश्लेषणका चरण पनि भनिएको पाइन्छ । पौड्याल (२०५८) का अनुसार भाषावैज्ञानिक एस. पिट. कर्डरले त्रुटि विश्लेषणको प्रक्रियालाई पहिचान, वर्णन र व्याख्या गरी तीन भागमा विभाजन गरेका छन् । यहाँ यीसहितका प्रक्रियाहरूको चर्चा गरिएको छ :

(क) सामग्री सङ्कलन

यो त्रुटि विश्लेषण प्रक्रियाको पहिलो चरण हो । यस चरणमा विद्यार्थीको मौखिक र लिखित अभिव्यक्ति (स्रोत) बाट त्रुटि विश्लेषणका लागि आवश्यक सामग्रीहरूको सङ्कलन गरिन्छ । मौखिक स्रोतका सामग्री सङ्कलनका लागि अवलोकन फारम, टेप रेकर्डर आदिको प्रयोग गर्न सकिन्छ भने लिखित स्रोतका सामग्री विद्यार्थीलाई विभिन्न विषयमा लेख्न लगाई सङ्कलन गर्न सकिन्छ ।

(ख) त्रुटिको पहिचान

यो त्रुटि विश्लेषण प्रक्रियाको दोस्रो चरण हो । यस चरणमा सङ्कलन गरिएका सामग्रीहरूको सूक्ष्म अध्ययन गरी त्रुटिको पहिचान गर्ने काम हुन्छ । यस क्रममा मौखिक वा लिखित स्रोतबाट प्राप्त सामग्रीलाई सुन्ने, पढ्ने, टिपोट गर्ने, त्रुटि छुट्याउने तथा तिनको प्रकृति पहिल्याउने काम गरिन्छ ।

(ग) त्रुटिको वर्गीकरण

यो त्रुटि विश्लेषण प्रक्रियाको तेस्रो चरण हो । यस चरणमा पहिचान गरिएका त्रुटिहरूलाई तिनको स्वरूप वा प्रकृति अनुसार विभिन्न समूहमा वर्गीकरण गरिन्छ । यसमा निश्चित गरिएका त्रुटिहरू भाषिक वा व्याकरणिक के कस्ता हुन् ? ती विकासशील, स्रोत, गम्भीरता, मात्रा, भाषाकोटि र औचित्य-अनौचित्यका दृष्टिले कुनसँग सम्बन्धित छन् ? सोको स्पष्ट निक्यौंल र वर्गीकरण गरिन्छ ।

(घ) त्रुटिको वर्णन र विश्लेषण

यो त्रुटि विश्लेषण प्रक्रियाको चौथो (एक हिसाबले अन्तिम) चरण हो । यस चरणमा वर्गीकरण गरिएका त्रुटिहरूलाई विभिन्न किसिमले वर्णन र विश्लेषण गरिन्छ । विद्यार्थीले गर्ने त्रुटिका कारण के हुन सक्छन् ? त्रुटि किन नियमित हुन्छन् ? कुन खालका त्रुटिको सङ्ख्या धेरै र कुन खालका त्रुटिको सङ्ख्या कम छ, त्रुटि मातृभाषाबाट मात्र प्रभावित भएर देखापरेका छन् कि अन्यबाट पनि प्रभावित भएर देखापरेका छन् ? लगायतका बहुविध पक्षको सूक्ष्म समीक्षण यस अन्तर्गत हुन्छ ।

(ङ) त्रुटिको निराकरण

यो त्रुटि विश्लेषणको महत्त्वपूर्ण चरण वा प्रक्रिया भने होइन । त्रुटि विश्लेषणको मुख्य कार्य चौथो चरणमा नै सकिएको हुन्छ अपितु त्रुटि विश्लेषणको मूल उद्देश्य शिक्षार्थीले गर्ने त्रुटिको निराकरण गर्नु हो । त्यसैले सामग्रीको सङ्कलन, त्रुटिको पहिचान, वर्गीकरण, वर्णन र व्याख्याबाट प्राप्त तथ्यहरूका आधारमा तिनको निराकरण गर्ने उपाय त्रुटि विश्लेषण प्रक्रियाको अन्तमा सुझावस्वरूप प्रस्तुत गर्नु उपयुक्त हुन्छ ।

त्रुटि विश्लेषणको अभ्यास

त्रुटि विश्लेषणबाट भाषा सिकाइका क्रममा विद्यार्थीहरूले गर्ने त्रुटिको पहिचान गर्न सकिन्छ । यसबाट त्रुटिको प्रकृति,

स्वरूपका अतिरिक्त त्रुटि हुनाका कारणको समेत जानकारी पाउन सकिन्छ। यसले सिकारुलाई त्रुटि सच्याउन र शिक्षकलाई सम्भावित त्रुटि क्षेत्रमा सचेतापूर्वक शिक्षण गर्न आधार प्रदान गर्दछ। त्रुटि विश्लेषण उच्चारण, वर्णविन्यास, रूपविन्यास, पदविन्यास, वाक्यविन्यास, सङ्कथन, अर्थ, शैली लगायतका भाषिक पक्षमा केन्द्रित रही गर्न, गराउन सकिन्छ। भाषाका यी विविध पक्षहरूमध्ये कुनै एक वा दुई पक्षमा सम्बन्धित भाषाका सामग्री सङ्कलन गर्न लगाई विद्यार्थीहरूलाई त्रुटि विश्लेषणको अभ्यास गराउनु राम्रो हुन्छ। यसो गर्दा सिकारुले लक्ष्य भाषाको सिकाइमा हुने सम्भावित त्रुटिबारे जानकारी प्राप्त गर्न सक्दछन्।

यहाँ त्रुटि विश्लेषणको पश्चनिर्धारित कोटि पद्धति अनुरूप मैथिलीभाषी विद्यार्थीहरूले स्तरीय नेपाली सिकाइमा गर्ने उच्चारणगत (त/ट वर्गका वर्ण, हलन्त, अजन्त, रेफ र संयुक्त वर्णको उच्चारण मात्र) त्रुटिको विश्लेषण प्रस्तुत गरिएको छ :

क) ‘त’ र ‘ट’ वर्णको उच्चारण सम्बन्धी त्रुटि

स्तरीय नेपाली	उच्चारित त्रुटिपूर्ण शब्द
बुढा	बुडा
ठिटलाग्दो	ठिटलाग्दो
खपत	खपट

यस अनुसार मैथिलीभाषी विद्यार्थीले नेपाली भाषाका कतिपय शब्दमा प्रयुक्त ‘ढ’ वर्णलाई ‘ड’, ‘ट’ वर्णलाई ‘ठ’ तथा ‘त’ वर्णलाई ‘ट’ को रूपमा त्रुटिपूर्ण उच्चारण गर्दछन्।

ख) हलन्त र अजन्तको उच्चारण सम्बन्धी त्रुटि

स्तरीय नेपाली शब्द	उच्चारित त्रुटिपूर्ण शब्द
अब	अब्
दुःख	दुख्
आज	आज्

यस अनुसार मैथिलीभाषी विद्यार्थीहरूले नेपाली भाषाका कतिपय अजन्त शब्दको उच्चारण हलन्तको रूपमा गरी त्रुटि गर्दछन्।

ग) रेफसम्बन्धी उच्चारणगत त्रुटि

स्तरीय नेपाली शब्द	उच्चारित त्रुटिपूर्ण शब्द
वर्ष	बरस
कर्म	करम
स्वर्ग	स्वरग

यस अनुसार मैथिली मातृभाषी विद्यार्थीहरूले नेपालीमा रेफयुक्त शब्दको उच्चारण गर्दा डिकोमाथि लेखिने आधा ‘र’ जनित चिन्हलाई सिङ्गो ‘र’ का रूपमा त्रुटिपूर्ण उच्चारण गर्दछन्।

घ) संयुक्त वर्णको उच्चारण सम्बन्धी त्रुटि

स्तरीय नेपाली शब्द	उच्चारित त्रुटिपूर्ण शब्द
बुट्टा	बुटा
बुद्ध	बुध
उच्चतम	उचतम

यस अनुसार मैथिलीभाषी विद्यार्थीहरूले नेपाली भाषाका शब्दमा संयुक्त रूपमा आउने वर्णको एक अंशलाई लोप गरी त्रुटिपूर्ण उच्चारण गर्दछन्।

यसबाहेक मैथिलीभाषी विद्यार्थीहरूले स्तरीय नेपाली भाषाका 'क्ष' र 'छ', 'य' र 'ए', 'ण', अनुनासिक शब्द, आदिस्थानिक 'स' वर्ण लगायतको उच्चारणमा पनि त्रुटि गर्दछन्। भाषाशिक्षणका क्रममा कुनै पनि शिक्षकले मैथिलीभाषी विद्यार्थीले गर्ने उपर्युक्त प्रकृतिका उच्चारण सम्बन्धी त्रुटिहरूलाई निराकरण गर्न तत्सम्बद्ध अभ्यास गराउनु पर्दछ जसबाट नेपाली भाषाको शुद्ध उच्चारणमा अपेक्षित सिकाइ उपलब्धि प्राप्त गर्न सघाउ पुग्छ। साथै अन्य मातृभाषी विद्यार्थीहरूलाई पनि तिनले गर्न सक्ने सम्भावित त्रुटि क्षेत्रको पहिचान गरी आवश्यकतानुसार वर्णगत, रूपगत, वाक्यगत, कोटि एवम् उपकोटिगत तहमा प्रशस्त अभ्यास गराउनु पर्दछ। यसबाट त्रुटिको निराकरणका अतिरिक्त विद्यार्थीहरूमा भाषिक दक्षताको समेत विकास गराउन सकिन्छ।

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