

ISSN: 2738-9855

Devkota Journal of

Interdisciplinary Studies

Vol.: 3

January 2021



Research Management Cell (RMC)

Mahakavi Devkota Campus

(A QAA Accredited Institution by UGC)

Sunwal, Nawalparasi, Nepal

Tel: +977-78-570049, 9857046049

E-mail: mdcampus60@gmail.com, info@mdc.edu.np

URL: www.mdc.edu.np

Devkota Journal of Interdisciplinary studies

Published by : Mahakavi Devkota Campus
Sunwal, Nawalparasi

© : Research Management Cell (RMC)

Published © : January 2021

Price : Nrs. 500
US\$ 10 (Outside Nepal)

ISSN : 2631-2395

Printed by : Perfect Print Link
Butwal Sukkhanagar, 9857082122, 9847137095

Chief Patron

Krishna Prasad Lamichhane
Chairman (CMC)

Patron

Narayan Prasad Dhakal
Campus chief (MDC)

Advisory Board

Prof. Dr. Tulsi Ram Pandey
Prof. Dr. Dhurba Bhattarai
Ms. Anita Sharma

Editorial Board

Dr. Bhumi Raj Bastakoti
Pitamber Sapkota
Babin Sharma
Bhimlal Dhakal
Saraswoti Pandey

Published By

Research Management cell (RMC)
MAHAKAVI DEVKOTA CAMPUS
Sunwal, Nawalparasi

Editorial's Note

With a commitment to encourage faculty members and students for research activities and to publish original and innovative scholarly research articles from research scholars, Research Management Committee has been publishing *Devkota Journal of Interdisciplinary Studies* – a platform for conceptual and empirical papers in the field of management, social sciences and humanities. Through this attempt, RMC observes the development of research based academic environment at the campus and surroundings.

As a further step in this odyssey, RMC has brought forth its third volume of the journal. The journal consists of issues from health, literature, linguistics, management and social sciences. With these issues, it has not only tried to negotiate with the contemporary scenario, but also seeks to ask how we are to re-orientate these issues. This journal, we hope, will become a source for all those perspective readers who are interested in upgrading their knowledge in different fields, and for all those creative writers in pursuing their further study.

Research Management Cell owes its existence to all those helping hands that are involved directly and indirectly in publishing this journal. RMC would also like to express its gratitude to the scholars who provided us with their creative and analytical articles. Besides, it welcomes submissions from across various range of scholarship.

Table of Contents

Impulsive Buying Behavior Of Customers In Clothing Stores Of Kathmandu Valley Rishikesh Aryal Rachana Khanal	1
Escapism As The Connecting Theme: A Study Of Plays In B Ed 4th Year Elective English Hari Prasad Bashyal	18
EMI Policy In Education In Nepal And Social Inequalities: A Study Of Problems And Possibilities Surya Dhakal	24
Awareness And Practice On Complementary Feeding Sulochana Aryal	32
Factors Affecting Mobile Banking Services And Customers Satisfaction: Evidence From Commercial Bank Customers In Parasi District Prakash G.C.	42
Nature-Nurture Complementarity in Yann Martel's <i>Life of Pi</i> Padam Pandey	54
हेम सुब्बाले पान खाए कथामा आख्यानतत्त्व डा. ध्रुवप्रसाद भट्टराई	६०
विश्वेश्वरप्रसाद कोइरालाको राजनीतिक दर्शन र जेल जर्नल डा. ईश्वरीप्रसाद कंडेल	७०
भगवान् गौतम बुद्धसँग रामग्राम स्तूपको सम्बन्ध हरिदत्त शर्मा	७९
दोस्रो भाषाका रूपमा नेपाली भाषाको शिक्षण पवित्रा पौडेल	८५

IMPULSIVE BUYING BEHAVIOR OF CUSTOMERS IN CLOTHING STORES OF KATHMANDU VALLEY

Rishikesh Aryal

Teaching Assistant

Mahakavi Devkota Campus

Rachana Khanal

Abstract: *This article describes the impulsive buying behavior of customers in clothing stores of Kathmandu valley. Impulsive buying behavior resembles to the impromptu decisions made by customers while buying clothes. Research is purely based on primary data and it is quantitative. Research is based on the survey questionnaire by one to one queries and online forms to different people who differ on the basis of sex, education, profession, income level and other factors from one another. A pool of 250 respondents was taken as sample followed from convenience sampling. Various sets of tests have been carried out representing demographic factors as well as inferential tests have been performed to test hypothesis. Finding shows that people possess impulsive buying behavior in contrast to the factors such as price of clothes, environment of clothing store and other factors discussed.*

Key Words: behavior, consumer, impulsive, influence, product, relationship

Introduction

Consumer buying behavior generally related to the process of obtaining, consuming and disposing the product and services. Consumer buying behavior must be the primary focus of the every business organization. Only by knowing the actual consumer behavior organization can trigger the customer's mind to purchase goods and services. A consumer's buying behavior is influenced by cultural, social, personal and psychological factors. Consumer behavior is a part of human behavior and by studying previous buying behavior; marketers can estimate how consumers might behave in the future when making purchasing decisions (Kotler & Armstrong, 2010).

Having an insight into these factors enables marketers to better know and predict not only the demand of their product or service, but also the purchasing motives and purchasing frequency of the product or service. More importantly, if these factors are considered whilst developing new products, it will support in developing products with higher probability of success. However, consumer behavior is very difficult to predict; therefore, further study is suggested to closely understand the degree to which these factors impact the consumer's buying behavior, as getting

an insight into this will help organizations to create more suitable products and marketing professionals to build more effective marketing strategies. If organizations include the buyer behavior study in their new product development stage, they will be able to develop a product that might have a higher probability of success (Khaniwale, 2015)

In impulsive buying consumer are exposed to the stimuli which create urge to buy impulsive. As in the impulsive buying customer make on the spot purchase decision without any information search and alternative evaluation. And the immediate purchase of the customer can have both positive and negative post- purchase evaluation. So shoppers should be able to trigger the customer stimuli by both internal and the external factors.

In the current scenario we can feel the changes in the shopping trend of Nepal not only in consumer choices and preferences but also in the context of shopping environment. In the Nepalese context also we can see the dramatic change in the shopping behavior. Various factors are been there to influence the behavior of consumer. Numerous variables like changing life style, migration, globalization, changing family size, banking trend and changing banking culture, remittance has led to the change the buying behavior of the Nepalese customer.

These days' people are becoming more Conesus about their wearing apparels so they are ready to take the immediate buying decision if the shopper is able to trigger the buyer's stimuli. Park (2006) found a positive relationship of positive emotions, fashion involvement and fashion-oriented imp pulse buying with the overall impulse buying behavior of the consumers.

Statement of Problem

This research tries to answer the following questions:

- What are the influencing factors in making impulsive buying decision?
- What is the relationship between each influencing factors and impulsive buying behavior?
- What is the relationship between demographic variable and impulsive buying behavior?
- What are the various factors that trigger consumers in making impulsive buying decision in clothing store?

Objectives of the Study

- To identify the influencing factors (time availability, cash availability, mood of customers, store environment, group influence and product promotion) in making impulsive buying decisions in clothing store.
- To examine the relationship between each influencing factors and impulsive buying behavior.

Research Hypothesis

The study has tested the following hypothesis:

Ho₁ : There is no significant relationship between availability of money and impulsive buying behavior in clothing stores.

Ho₂ : There is no significant relationship between mood of consumer at the time of market visit and impulsive buying behavior in clothing store.

Ho₃ : There is no significant relationship between price and impulsive buying behavior in clothing store.

Ho₄ : There is no significant relationship between store layout and impulsive buying behavior in clothing store.

Ho₅ : There is no significant relationship between availability of time and impulsive buying behavior in clothing store.

Ho₆ : There is no significant relationship between shopping with group influence and impulsive buying behavior.

Ho₇ : There is no significant relationship between cash availability and impulse purchase

In addition, this research can also help consumers gain an insight into the true reasons behind their impulsive buying behavior, especially when in clothing store. Most of the times, consumers themselves are unclear about why they purchase more than what they had initially thought before entering a clothing store.

Limitation of the Study

Though the survey was conducted in a formal and structured manner, there are some limitations. Major limitations of the study are enlisted below:

- Often consumers are unaware of their impulsive buying behavior and may fabricate their answers when filling out survey questionnaire.
- The number of variables that is taken into consideration for evaluation is limited.
- Consumers may justify their purchases as being planned and rational rather than being impulsive.
- The information provided by respondents may vary in different situations.
- The number of respondents to be surveyed is limited.
- This research is limited to clothing stores in Kathmandu Valley.

Literature Review and Theoretical Framework

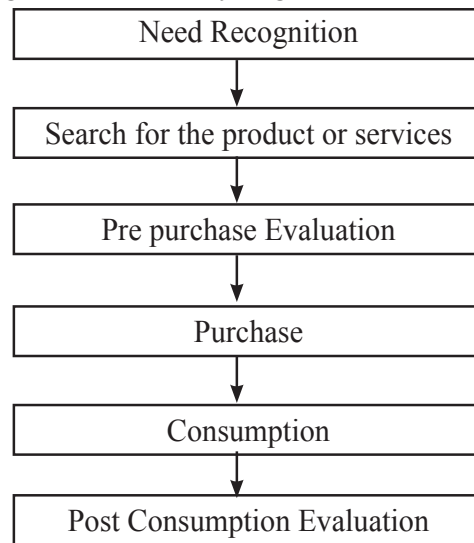
Theoretical Review

This section deals with the consumer decision model, concept of impulsive buying behavior and factor affecting the impulsive buying behavior.

Consumer Decision Model

The Consumer Decision Model (also known as the Engel-Blackwell-Miniard Model) was originally developed in 1968 by Engel, Kollat, and Blackwell and has gone through numerous revisions.

Figure 1 : Consumer Buying Process model by Engel and Blackwell



A buying process is the series of steps that a consumer will take to make a purchasing decision. A standard model of consumer purchase decision-making includes recognition of needs and wants, information search, evaluation of choices and purchase.

Concept of Impulse Buying Behavior

The emotional/impulsive decision making theory and impulsive buying Impulsive buying is grounded and theoretically underpinned within the emotional or impulsive decision making view to consumer decision-making by Schiffman and Kanuk (2007). This view Postulates that consumers are likely to associate some highly involving feelings or emotions such as joy, love, fear, hope, sexuality, fantasy and even some little magic with certain purchases or possessions. Rather than carefully searching, deliberating and evaluating alternatives before buying, consumers are just as likely to make many of these purchases on impulse, on a whim, because they are emotionally driven (Schiffman & Kanuk, 2007).

Factor Affecting Impulsive Buying Behavior

Impulsive Buying and in store Environment

External factors of impulse buying refer to marketing cues or stimuli that are placed and controlled by the marketer in an attempt to lure consumers into purchase behavior (Youn & Faber, 2000). External Stimuli are related to the shopping and the marketing environment. Impulse buying is considered as relevant in today's shopping scenario with the innovative sales promotions, creative messages and appropriate use of technologies in the retail stores (Schiffman & Kanuk, 2010).

Impulsive Buying and Mood of Customer

Sneath et al. (2009) have argued that impulse buying can also be induced because of depression of an individual and an attempt to improve the mood. The various autistic stimuli which are self-generated such as consumer's own thoughts and emotions are also responsible for impulse buying (Hirschman, 1992).

Impulsive Buying and Time Availability

The more the time spent in the store prior to seeing an impulse item, the more is the chance to buy impulsively (Jeffrey & Hodge, 2007). In-store browsing appears to be positively affected by one's available time and one's impulse buying tendency, and in turn, has a positive impact on one's positive feelings and impulse buying urge (Beatty & Ferrell, 1998).

Impulsive Buying and Product Promotion

Dawson and Kim (2009) observed that impulse buying is linked to up and cross-selling strategies. Yu and Bastin (2010) studied the effect of in-store Point of Purchase (POP) posters in supermarkets and found them to induce impulse Purchase behaviors and cost-effective. Some examples of these techniques include in-store settings, on-shelf positions, price-off promotions, sampling, POP displays, coupons, and in-store demonstration.

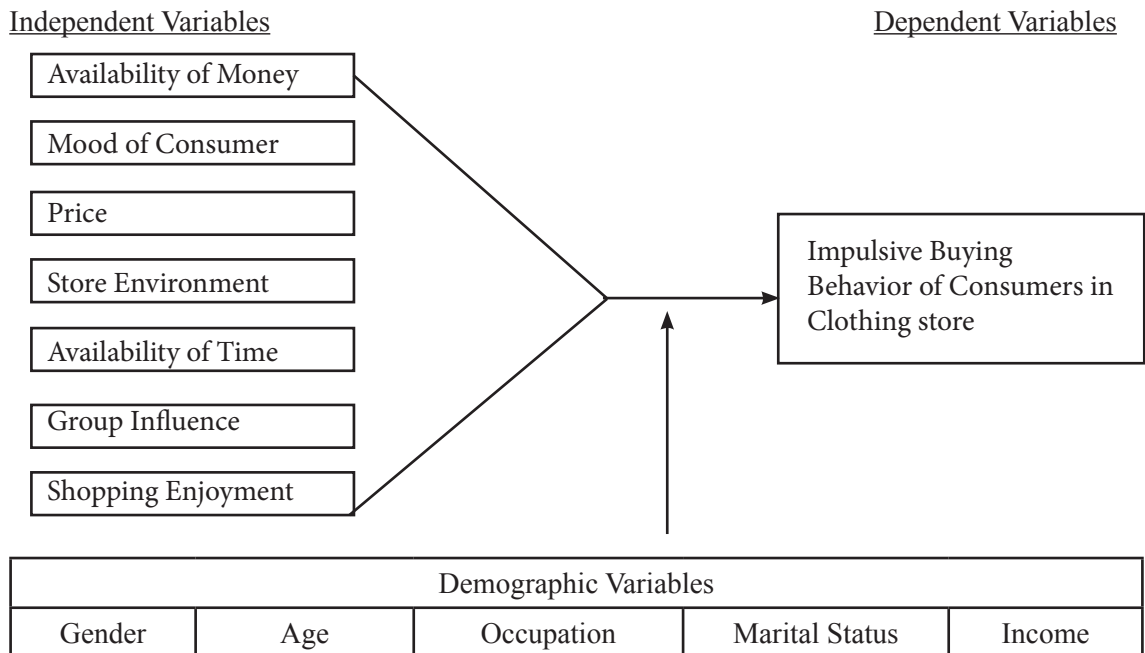
Impulsive Buying and Group Influence

Praise from others, such as salesperson, friends during the shopping may increase the chances of impulse purchase (Yu & Bastin 2010). Luo (2005) research work about —influence of shopping with others on impulsive purchasing revealed that the presence of peers increases the urge to purchase but the presence of family members decreases it. Rook and Fisher (1995) suggested that anonymity might encourage impulse purchasing.

Conceptual Framework

A conceptual framework is a process of identifying a core set of connectors within a topic and showing how these independent variables are related to dependent variables. The proposed model of this research is outlined as follows.

Figure 2 : Conceptual Framework



Dependent Variable

The dependent variable to be considered for this research study is “Impulsive Buying Behavior among consumers in clothing store”. This refers to random and spontaneous buying decision of consumers when they visit clothing store, without having prior purchase intention.

Independent Variables

Availability of money refers to the amount of budget or extra money an individual can spend that day during the shopping trip. Shoppers may feel aroused when they perceive having extra money to spend, thus eliciting positive emotional states.

Mood of consumers at the time of shopping refers to both positive and negative emotional state of consumers. Positive mood can be connected with excitement, happiness. Negative mood can be connected with anxiety, depression and aggression.

Price here refers to psychological pricing of different products. Sometimes, marketers price products in such a way that it tempts consumers to buy those products without thinking much.

Availability of time for shopping refers to the amount of time consumers feel he/she has available that day during the shopping at supermarket/ retail stores, expressed in hours.

Store Environment refers to the general environment in a supermarket which includes factors like customer service, staff behavior and ambience (color, interiors, background music, ventilation, lighting, etc).

Group Influence refers to peer – based group of a consumer with whom the consumer shops or the consumer sees its members as role models. The group influence can be from friends and family.

Research Methodology

The survey was carried out in the form of questionnaire in order to meet the research objectives. The research was based upon the primary survey. The questionnaire is self-administered. The software called Statistical Package for social science (SPSS) and Microsoft Excel were used to analyze and interpret the quantitative data. Determination of sample size is backed up by past researches done in different parts of Kathmandu where 250 was an average sample size taken into account for their respective studies. The population for research is unidentified. 250 respondents have been taken in order to draw the pattern.

The questionnaire used for survey was demographic questions, Likert scale questions. Primary data was collected with the preparation of questionnaire survey and it was distributed to respondents to obtain quantitative data. Personal and electronic survey methods have been used as the mode of administration. In personal method, respondents filled up the questionnaire in physical location as per convenience. In electronic method, links of questionnaire was sent to respondents using the internet as a medium to conduct survey.

Result and Discussion

Impulsive behavior is basically affected from the various variables like demographic as well as other variable. Factors influencing the impulsive buying have been studied as per the objective of the study. For this, primary data was fed into SPSS software and following analysis has been carried out.

Descriptive Analysis

Descriptive statistics is the term given to the analysis of data that helps describe, show or summarize data in a meaningful way such that, for example, patterns might emerge from the data.

Gender Status of the Respondents

Table No.1 Gender Status of Respondents

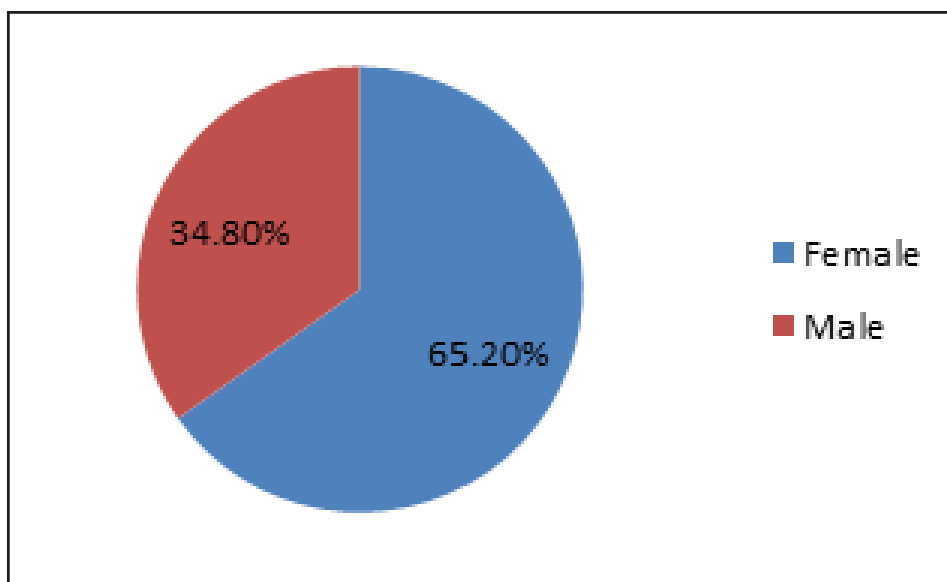
Gender	Frequency	Percent
Female	163	65.2
Male	87	34.8
Total	250	100

Source: Field Survey, 2019.

Above table shows that majority 65.2% of the respondent surveyed was female and male was 34.8%. Among 250 respondents of Kathmandu, 163 were found female and 87 were male. It shows that majority 65.2% of the respondent surveyed was female and male was 34.8%. These shows that female are highly involved in the shopping activity in nature in comparison to male.

Figure: Gender of the Respondents

Figure No. 3: Gender of the Respondent



Educational Status of the Respondent

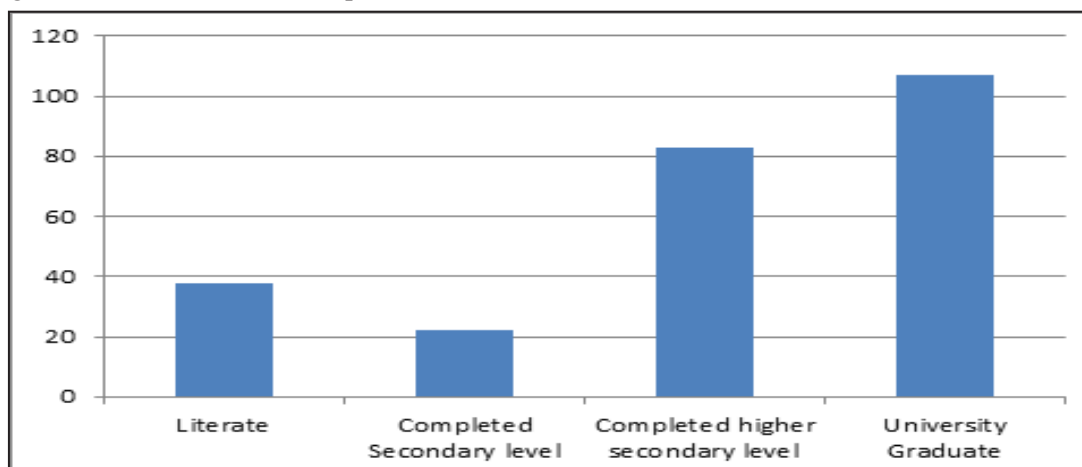
Table 2 : Education of the Respondent

Education of the respondent	Frequency	Percent
Literate	38	15.2
Completed Secondary level	22	8.8
Completed higher secondary level	83	33.2
University Graduate	107	42.8
Total	250	100.0

Source: Field Survey, 2019.

As the survey was done in the most happening and busy market of Kathmandu so the large number of respondents are university graduate i.e 42.8% and 33.2% of the total respondents have completed their higher studies. It shows that in the urban shopping places there is high concentration of the educated people.

Figure 4: Education of the Respondents



Marital Status of the Respondents

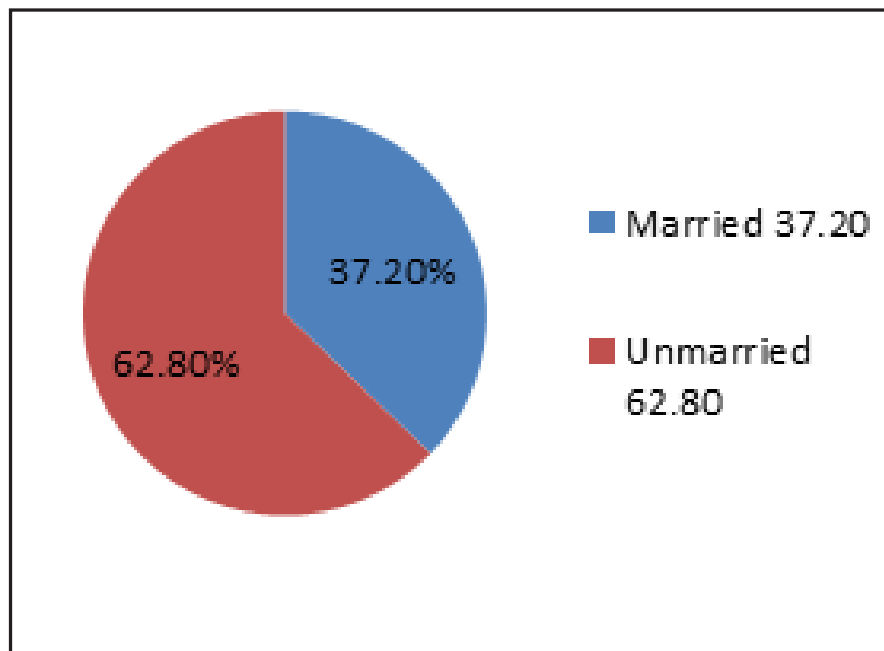
Table 3 : Marital Status of the Respondents

Marital Status	Frequency	Percent
Married	93	37.2
Unmarried	157	62.8
Total	250	100

Source: Field Survey, 2019.

Above table shows that majority 62.8% of the member surveyed was unmarried and married was 37.2%. Among 250 respondents of most crowded and busy places of Kathmandu, 93 were found married and 157 were unmarried. This shows that married women are highly participatory in nature in comparison to widow and unmarried.

Figure 5 : Marital Status of Respondents



Above figure shows that majority 62.8% of the member surveyed was unmarried and married was 37.2%.

Monthly Income of the Respondent

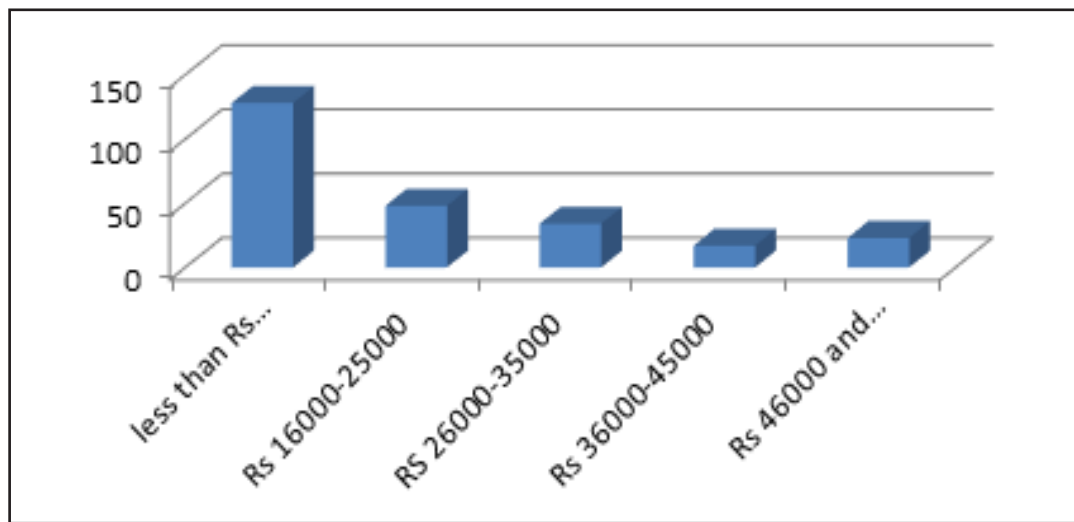
Table 4 : Monthly Income or Pocket Money

Monthly Income	Frequency	Percent
less than Rs 15000	128	51.2
Rs 16000-25000	48	19.2
RS 26000-35000	34	13.6
Rs 36000-45000	17	6.8
Rs 46000 and above	23	9.2
Total	250	100

Source: Field Survey, 2019

The table shows the distribution of respondents as per their monthly income or the amount that they receive as pocket money. Of the total respondents, 51.2% earn less than Rs 15000, 19.2% earns between Rs 16000-25000, 13.6% earn Rs. 26000-35000, 6.8% earns between Rs 36000-45000 and 9.2% earns more than 46000.

Figure 6 : Monthly Income



Variance Analysis

The one way ANOVA is used to determine whether there are any significant differences between the means of two or more independent groups. It is important to realize that one way ANOVA is an omnibus test statistic and cannot tell which specific groups were significantly different from each other; it only tells that at least two groups were different. In statistics, one-way ANOVA is a technique used to compare means of two or more samples (using the F distribution). This technique can be used only for numerical data.

Impulsive Buying Behavior and Age of the Respondent

Table 5 : Impulsive Buying Behavior and Age of the Respondent

Variables	Mean					F-Test	Sig
	16-20 yrs	21-26 yrs	27-31 yrs	31-36 yrs	above 41 yrs		
Respondent buying things spontaneously	3.31	3.55	3.58	3.83	3.65	0.833	0.506
Respondent buying clothing without any thinking	2.89	2.67	2.98	3.17	3.27	1.6	0.175
Respondent buying in the moment and regret it latter	2.89	2.71	2.73	3.75	2.92	1.929	0.106

As per the results respondents of different educational status has the different status. At 0.506 variable 'I often buy things spontaneously' is insignificant. Similarly at 0.175 variable 'I buy things without any thinking' is insignificant. In the similar way, at 0.106 variable 'I buy and regret it latter' is insignificant.

From the above analysis we can say that there is no relationship between age of the respondent and the impulsive buying behavior of the respondent.

Impulsive Buying and Marital Status

Table 6 : Impulsive Buying and Marital Status

Variables	Mean		F-Test	Sig
	Married	Unmarried		
Respondent buying things spontaneously	3.71	3.42	3.995	0.047
Respondent buying clothing without any thinking	3.05	2.73	3.742	0.054
Respondent buying in the moment and regret it latter	2.88	2.79	0.296	0.587

As per the above analysis there is no relationship between the age of the respondent and the impulsive buying behavior.

Educational Status and Impulsive Buying Behavior

Table 7: Educational Status and Impulsive Buying

Variables	Mean Square				F	Sig.
	Literate	Completed Secondary level	Completed Higher Secondary level	University Graduate		
I often buy things spontaneously	3.68	3.5	3.34	3.63	1.34	0.25
Respondent buying clothing without any thinking	3.32	3.09	2.82	2.66	2.78	0.041
Respondent buying in the moment and regret it latter	3	3.32	2.76	2.71	1.67	0.17

Significant at 10 percent level (2-tailed)

From the above table we can say that there is no relation between impulsive buying and educational status of respondents.

Impulsive Buying and Income of the Respondent

Table 8 : Impulsive Buying and Income of the Respondent

Variables	Mean				F-Test	Sig.
	less than 15000	Rs 16000-25000	Rs26000-35000	Rs 36000-45000		
Respondent buying things spontaneously	3.46	3.38	3.76	3.76	8.4	0.004
Respondent buying clothing without any thinking	2.8	2.48	3.06	3.65	6.997	0.009
Respondent buying in the moment and regret it latter	2.78	2.75	2.94	2.96	2.625	0.106

As per the results respondents of different Income status has the different status. At 0.004 variable 'I often buy things spontaneously' is significant. Similarly at 0.009 variable 'I buy things without any thinking' is significant. In the similar way, at 0.106 variable 'I buy and regret it latter' is insignificant. From the above analysis we can say that there is relationship between the income of the respondents and the income status.

Correlation analysis

Correlation analysis is a statistical approach used to determine the level of association between two variables to explain the direction of a variable if that of the original data should change or remain unchanged. If correlation is found between two variables it means that when there is a systematic change in one variable, there is also a systematic change in the other; the variables alter together over a certain period of time. If there is correlation found, depending upon the numerical values measured, this can be either positive or negative. Positive correlation exists if one variable increases simultaneously with the other, i.e. the high numerical values of one variable relate to the high numerical values of the other. Thus, the degree of correlation indicates the direction of movement between the variables.

Table 9 : Correlation matrix for Impulse Purchase and Time Factor

	WSIB	BIET	ETGF
WSIB	1		
BIET	.215**	1	
ETGF	.210**	0.68	1

*** indicates that correlation is significant at 1 percent level (2-tailed)

** indicates that correlation is significant at 5 percent level (2-tailed)

* indicates that correlation is significant at 10 percent level (2-tailed)

The table shows that there is positive relationship between the availability of time and the unplanned shopping of the respondent. As per the result, when people have enough time for shopping there is high chance that customer do unplanned shopping. It means higher the time with customer higher will be the probability for the unplanned shopping. In the similar way, impulsive buying and the visiting more store has the positive relation. If person visits more stores then there would be higher chances of unplanned shopping.

Regression analysis

Regression analysis is used to understand which among the independent variables are related to the dependent variable, and to explore the forms of these relationships. It includes many techniques for modeling and analyzing several variables, when the focus is on the relationship between a dependent variable and one or more independent variables. For this study, linear regression model is used to understand the forms and nature of relationship between dependent and independents variables. The table shows the forms and nature of relationship of dependent and independent variables. Here the weighted average of all the variables has been taken. And it includes impulsive buying behavior as the dependent variable. Independent variables are given below.

Table 10 : Regression Analysis for Dependent and Independent and Variables

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.372	.469		-.793	.428
Time Availability of Shopping	.082	.064	.085	1.280	.202
Cash Availability for Shopping	.229	.104	.148	2.198	.029**
Mood of the Customers	.098	.096	.072	1.025	.306
Store Environment	.165	.086	.130	1.917	.056*
Group Influences in Shopping	.093	.101	.058	.918	.360
Price of the Product	.424	.095	.275	4.487	.000***
Product Promotion	-.098	.066	-.091	-1.471	.143

R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
.460 ^a	.212	.189	.88970	9.276	.000 ^b

*** indicates that correlation is significant at 1 percent level (2-tailed)

** indicates that correlation is significant at 5 percent level (2-tailed)

* indicates that correlation is significant at 10 percent level (2-tailed)

The above table shows that three variables price of the product, store environment and cash availability is significant at the level of 1%, 10% and 5% respectively. Here the impulsive

buying and the time availability of cash have the positive relationship. It means that all the statements related to time availability of cash has the positive relationship with impulsive buying. Customer generally buys more when they have sufficient cash in hand. It shows that customers feel secure about the availability of cash and go for more options and they end up purchasing more than planned.

In the similar way, store environment also has the positive relationship with impulsive buying. Customers are more like to do impulse purchase when the salesperson is appealing and the store environment is good with attractive displays.

The third variable that has positive relation with impulsive buying is price of the product. As Nepalese customers are price oriented they are highly conscious about the price of the product and the values derive from it. Customer prefer to buy when the price is reasonable and when the prices are attractively set.

As the beta coefficients of the price of the product is .275 and it is higher than the other independent variable so it is more important factor affecting the impulsive buying behavior. Second independent variable affecting the impulsive buying behavior is cash availability with the beta coefficient of .148 and in the similar way store environment comes as third variable determining the impulse purchase.

Here adjusted r^2 is 21.6% it means the impulsive buying behavior is effected by above variable and remaining 78% by other variables. Here the overall regression model is significant at the level of 1% so the above model is adequate and reliable.

Conclusion

The major conclusion of this research is that the price of the product, cash availability and the store environment are the vital in determining the impulsive buying behavior of the customers.

As Nepalese customers are price oriented they are highly conscious about the price of the product and the values derive from it. Customer prefer to buy when the price is reasonable and when the prices are attractively set. This shows Nepalese customer is still price sensitive and highly worried about the price of the product while shopping.

One of the important determinants of the impulsive buying is store environment. The decorations, displays and good ambience of the store is so very important. If the salesperson is able to create the friendly atmosphere inside store then it would be certainly the positive point for impulsive purchase.

As per their research, Vishnu and Ahemad (2013) conclude that consumers are more likely to buy impulsively when they see free product and price discounts offers by a store. The income level and visual merchandising has highly and significantly influence on consumer's impulse buying for FMCG's (products) in Larkana Pakistan, especially, a well decorated, with pleasant and calm store environment along with colorful surroundings not just motivating the consumers to buy unintentionally but also build excitement inside the consumer's minds.

Demographic factors also have relationship with the impulsive buying decision. The third

variable that has positive relation with impulsive buying is price of the product. As Nepalese customers are price oriented they are highly conscious about the price of the product and the values derive from it. As the beta coefficients of the price of the product is higher than the other independent variable so it is more important factor affecting the impulsive buying behavior. Second independent variable affecting the impulsive buying behavior is cash availability with the beta coefficient of .148 and in the similar way store environment comes as third variable determining the impulse purchase. Similarly, the time availability is not also that important in determining the impulsive buying behavior.

This study concludes that the price of the product, availability of the cash and the store environment is important factor to determine the impulse buying behavior of the respondents.

REFERENCES

- Ahmad, D. T. (2011). The Impulse Buying Behavior of Consumes For The FMCG Products In Jodhpur" . *Australian Journal of Basic and Applied Sciences*, , ISSN 1991-8178.
- Aryal, S., & Koirala, N. (2015). *Impulse Buying in Grocery*. Kathmandu: Kathmandu University.
- Bakewell, C., Mitchell, V. W., & Rothwell, M. (2006). UK Generation Y male fashion consciousness. *Journal of Fashion Marketing and Management* , 10(2), pp.169–180.
- BASHIR, S., ZEESHAN, M., & SABBAR, S. (2013). Impact of Cultural Values and Life Style on Impulse Buying. *International Review of Management and Business Research* , Vol.1 Issue.2.
- Beatty, S. E., & Ferrell, M. E. (1998). Impulse Buying: Modeling Its Precursors. *Journal of Retailing* , 74(2) 169-191.
- Block, L. G., & Morwitz, V. G. (1999). Shopping lists as an external memory aid for grocery shopping: Influences on list writing and list fulfillment. *Journal of Consumer Psychology* , 8(4), 343-375.
- Datta, D. D., & Bhaskar, S. (2017). IMPULSE PURCHASE BEHAVIOR AMONG THE MILLENNIALS AT AGARTALA TRIPURA INDIA. *International Journal of Marketing & Financial Management* , Volume 5, Issue 6, pp 01-15 .
- Dawson, S., Kim, M., & Kim, M. (2009). External and Internal Trigger cues of impulse buying. *Direct Marketing An International Journal* , VoL. 3 No, 1.
- Engel, J., & Blackwell, R. (1982). *Consumer Behavior*. Chicago: Dryden Press.
- Hirschman, E. C. (1992). The consciousness of addiction: Toward a general theory of compulsive consumption. *Journal of Consumer Research* , 19(2), 155-179.
- Iqbal, A., Akhtar, S., & Lodhi, R. N. (December 2014). DETERMINANTS OF IMPULSIVE BUYING FOR CLOTHING IN PAKISTAN. *British Journal of Marketing Studies* , Vol.2,No.8,No.33-44.
- James, C., Ching, G. S., & Luong, T.-H. (2014). Impulse buying behavior of Vietnamese consumers in Supermarket Setting. *International Journal of Research Studies in Management* .
- Jan1, D. A., & Jan 2, M. F. (n.d.). A STUDY OF IMPULSE BUYING WITH REFERENCE TO. *Abasyn Journal of Social Sciences*. Vol.4 No.2 , Vol.4 No.2.
- Jeffrey, S. A., & Hodge, R. (2007). Factors influencing impulse buying during an online purchase.

- Electronic Commerce Research* , 7(3), 367-379.
- Khaniwale, M. (2 Apr. 2015). Consumer Buying Behavior . *International Journal of Innovation and Scientific Research* , ISSN 2351-8014 Vol. 14 No.
- KOIRALA, N., & ARYAL, S. (JANUARY 12, 2015). ANUARY 12, 2015 SUBMITTED BY: . *IMPULSE BUYING IN GROCERY ITEMS* , DOI: 10.13140/RG.2.1.4096.3681.
- Kotler, P., & Armstrong, G. (2009). *Principles of Marketing*. New Jersey: Pearson Education Thirteenth Edition.
- Lautiainen, T. (2015). *Factors affecting consumers' buying decision in*. Lappeenranta: Saimaa University of Applied Sciences.
- Luo, X. (2005). How does shopping with others influence impulsive purchasing. *Journal of Consumer Psychology* , 15(4), 288-294.
- Michael, J. E., William, J. S., & Pandit, A. (2010). *Marketing*. New Delhi: TataMcGraw Hill.
- Muruganantham, G., & Bhakat, R. S. (2013). A Review of Impulse Buying Behavior. *International Journal of Marketing Studies* , Vol. 5, No. 3; 2013.
- Nair, P., & Rathor, J. B. (2011). AN EMPIRICAL STUDY ON THE IMPULSIVE BUYING BEHAVIOR IN WOMEN AND FACTORS AFFECTING SUCH BEHAVIOR . *Indian Journal of Commerce & Management Studies* , Volume-II Issue-6.
- Park, E. j., Kim, E. Y., & Forney, J. C. (2013). *A structural model of fashion-oriented impulse buying behavior*. Emerald Group Publishing Limited.
- Park, J., & Lennon, S. J. (2006). Psychological and environmental antecedents of impulse buying tendency in themultichannel shopping contex. *Journal of Consumer Marketing* , 23(2), 56-68 <http://dx.doi.org/10.1108/07363760610654998> .
- Pradhan, V. (2015). *Factors Affecting Impulsive Buying Behavior Among Consumer In Supermarkets of Kathmandu Valley*. Kathmandu: Unpublished Thesis Report.
- Rook, D., & Hoch, S. (1985). Consuming impulses. *Advances in Consumer Research* , 7(1), 23-27.
- Sabir, D. R., Sheikh, A., & Shahnawaz, M. (2015). Determinants of Impulsive buying for clothing: A case of Sahiwal Shopping Mall. *Global Journal of Research in Business & Management* , Vol. 1, No. 1,.
- Schiffman, L. G., & Kanuk, L. L. (2007). *Consumer Behavior 9th edn*. New Jersey: Prentice Hall.
- Shakeel, S. A., & Nika, F. A. (2016). The Role of Personality in Impulse Buying Behavior. *Jindal Journal of Business Research* , 5(1) 26–50.
- Sherestha, S. (2016). *Influencing Factors on consumer Buying Behavior on Smart Phone*. Nepal.
- Sneath, J. Z., Lacey, R., & Kennett-Hensel, P. A. (2009). Coping with a natural disaster: Losses, emotions, and impulsive and compulsiVe buying. *Marketing Letters* , 20(1), 4560.
- Sofi, S. A., & Nikka, F. A. (2016). The Role of Personality in Impulse Buying Behavior. *Jindal Journal of Business Research* .
- Solomon, M., Bamossy, G., & Askegaard, S. (2006). *Consumer Behaviour: A European Perspective*. London: Prentice Hall.
- Stern, H. (1962). The Significance of Impulse Buying Today. *Journal of Marketing* , April, 59-62.

- Stern, H. (1962). The Significance of Impulse Buying Today. *Journal of Marketing* , 59-62.
- Tendai, M., & Crispen, T. (July, 2009). In-store shopping environment and impulsive buying. *African Journal of Marketing Management* , 102-108 .
- Thagunna, K. S., & Garima, K. (2013). Dimensions Affecting the Purchasing Behavior of Nepalese Women. *International Review of Management and Marketing* , Vol. 3, No. 1, pp.10-19.
- Veerayeeekanna, K., & D. L. (2016). The Influence of External Factors in Impulse Buying Behavior with Respect to Personality Traits. *SSRG International Journal of Economics and Management Studies (SSRG-IJEMS)* – , volume3.
- Verhagen, T., & Dolen, W. (2011). The influence of online store beliefs on consumer online impulse buying. *Information & Management* , 320-327.
- VISHNU, P., & AHMED, R. R. (May 2013). Factors Afecting Impulsive Buying Behavior. *European Journal of Scientific Research ISSN* , 67-79.
- VISHNU, P., & AHMED, R. R. (May 2013). FACTORS INFLUENCING IMPULSE BUYING BEHAVIOR. *European Journal of Scientific Research* , , Vol. 100 (3): 67-79.
- Vishnu, P., & AHMED, R. R. (2013). FACTORS INFLUENCING IMPULSE BUYING BEHAVIOR. *European Journal of Scientific Research* , 67-79.
- Vyas, H. (2015). Packaging Design Elements and Users Perception: A Context in Fashion Branding and. *Journal of Applied Packaging Resource* , Volume 7 Number 2.
- Willet, R. P., & Kollet, D. (1967). Customers Impulse Purchase Behavior. *Journal of Marketing Research* .
- Xu, Y. (2007). Impact of Store Environment on Adult Generation Y Consumers' Impulse Buying. *Journal of Shopping Center Research* , 14(1), 39-56.
- Young, S., & Faber, R. (2000). Impulse buying: Its relation to personality traits and cues. *Advances in Consumer Research* , 27, 1, pp179-185 .
- Yu, C., & Bastin, M. (2010). Hedonic shopping value and impulse buying behavior in transitional economies: Asymbiosis in the Mainland China marketplace. *Journal of Brand Management* , 18(2), 105-114.

Escapism as the Connecting Theme: A study of Plays in B Ed 4th Year Elective English

Hari Prasad Bashyal

Teaching Assistant
Mahakavi Devkota Campus

Abstract : *With the aims to analyze and explain how the theory of escapism is applicable in the themes of the two plays included in B. Ed. 4 year elective English (Eng. Ed 446) namely “A talk in the Park” by Alan Ayckbourn and “Death of a Salesman” by Arthur Miller, the study is centered on all characters of the play A Talk in the Park where as the study concentrates on the major characters Willy Loman, Biff Loman and Happy Loman of the other play. The characters find themselves blocked in the situations and they look for ways to overcome it. The study made primarily on the basis of textual analysis of the plays and the way the characters try to escape shows that the characters are making desperate attempt to escape away from the problems they face. The problems they face is the problem most common people face every day like their wish for job promotions, business promotions, respect and peaceful and loving family life. But the characters seem failure to obtain it, they try escaping away.*

Key Words Active, avoiding, escapism, extreme, passive, play, reality

Introduction

This article attempts to study how the theory of escapism works on the plays “A Talk in the Park” and “Death of a Salesman”- a British play and the other an American play. Both plays have been investigated from different perspectives like corruption of American dream in “Death of a Salesman” (Zhao, 2010), As an absurd drama, (Saalh & Srayisah, 2017), plays with political and subversive themes (Hudson, 2006) and plays belonging to social period (Ayckbourn, 2014). This article is an attempt to study the plays from new perspectives where the characters try to escape away from the common problems of daily life like the lack of job promotions, business promotions, lack of respect and lack of peaceful and loving family. The study is limited in textual analysis of two plays. “A Talk in the Park” is a play written by Alan Ayckbourn. It is a one act play included in the collections of one act plays *Confusions* first performed in 1974 A. D. that contains five loosely connected one act plays. “A talk in the park” is on among them. It has also been included in the curriculum of elective English 4-year B. Ed. 4th year in *Literature for Language Development* (Eng. Ed 446). There are basically five characters: Arthur, Beryl, Charles, Doreen and Earnest. Two of them are female and remaining other are males. All the characters gather in a public park and try to pour out the realities in which they are living. Outwardly it looks as if they

are trying to earn sympathies of other people but actually they are running away from their reality. They are escaping away. None of them seems to have plan to overcome the trouble they have to face. Rather they look for a bit of entertainment so that they can keep themselves away from the painful realities. It is their attempt to escape away even if it does not provide them a permanent escape away from the bitter reality.

"Death of a Salesman" was written by Arthur Miller in 1949 and was performed in Broadway. It won both Pulitzer Prize for Drama and Tony Award for Best Play in 1949. With a record of more than seven hundred performances and at least four revivals in the theatre, the play is considered as the greatest play of 20th century. The major characters are Willy Loman, Biff Loman, Happy Loman, Linda, Charley, Horace, Ben etc. The play basically shows how a family is struggling for good economy and decent identity. But the pressure that modernism has put on them is heavy for them to lift. Rather than finding the ways to deal the situation, the characters come to decipher that they have become failure to fulfill their role as father or as a son. They also make various desperate attempts to run away from reality. They try various escapes but in a darker form they lose the control and as the extreme form of escapism, the tragedy occurs.

Literature Review

Many studies in different contexts have studied both the plays in different ways. For example Daughtery's (2005) study of Alan Ayckbourn's plays found that his plays showed characters locked in the lives. Similarly, Scheffka's (2010) study of the same plays found that the dramatist uses dramatic dialogue for the purpose of revelation. Ayckbourn himself in (2013) stated that his series of plays with four or five actors typically use dramatic dialogue to present the black comedies of human behavior including in the play "A Talk in the Park". Similarly, (Hınız, 2015) study of Ayckbourn plays found that the dramatist dealt with the them illusion and reality in his plays. Likewise (Kaya, 2017) study of the plays found that the plays presented marriage as a burden in human life. In other words, the above literature shows that the plays of Alan Ayckbourn seemed to focus on family and social life of human beings. However there seems rare studies that focused on how these characters try to keep themselves away from such problems.

Similarly different studies in different contexts have investigated the play "Death of a Salesman" in different ways. For example, Stanton's (2007) study found that the play was based on male-oriented pursuit of American dream. Similarly, (王丽. 2008) study called the play a memory play with lots of flashback techniques. Likewise a study (Hui, 2010) found that the loss of control by the protagonist over the world he lived as the theme of the play. Another study of the play (Hapsari, 2012) studied the play as the play portraying identity crisis. In the similar way, Megawati's (2017) study revealed that the tragedy in "Death of Salesman" was because of over emphasis on material success. Likewise, a study (Selvam & Chandrasekar, 2018) found that destruction of dreams and deceptive nature of protagonist as the central theme of the play. Similarly, a study (Gunawan, 2019) presented the play as a modern tragedy. The above literature

presents the studies on the different themes of the play. However, there is rare study on the attempts that the characters depend on to escape away from the situations in which they live.

This way the above literatures showed that both the plays were the plays with a lot of critical attention of the writers. The literatures show thematic studies, studies of techniques. However, a the desperate attempts of the characters to run away from the situations in which they are living seems missing. A study to fill the gap of literature has become necessary.

Textual Analysis

Escapism in A talk in the Park

All the five characters in the play (Arthur, Beryl, Charles, Doreen and Earnest) are the victims of society they live. They have bitter background reality and they have no way out of it except making an escape away from reality. None of them seem to have been to the extreme type of escapism but the background also reflects that they are not away from it. It is necessary to make individual study of all these characters.

Arthur: is a fellow interested in women watching but the pity is that he has not become able to see as many women as he wants to see. That is the pity of his life. He has become a failure at this interest. It is that is why he is involved in cigarette card collecting. It is a type of escape of avoidance. Though he has a strong wish to watch women and to be with them because he considers women as the the best and superior people yet he is a failure. He moves parks to parks in search of such women but he cannot be impressive to them. Passively he escapes to card collecting and he at the extreme type of escapism wants to destroy himself to turn in to women. He is near to this and is an escapist.

Beryl: is another lady victim of the tortures her husband uses on her. She is married woman supposed to be concerned about her family but the background conditions are such that she can only think about escaping away from the bitter realty. She also thinks that she has to avoid this husband as suggested by her friend but she cannot do that right now because there are lots of things back with her husband that belongs to her. As passive form of escape, she has come to park to keep her away from reality and interested to listen others as well but she also wishes extreme type of escapism of jumping down a big hole and finish herself if she can escape away from her husband. She is another escapist.

Charles: is in his old age surrounded by many problems. Once he had a nice family but his wife died some day. The children sold all the property and migrated to Canada. His business and family is all ruined. He is lonely in his old age. It seems that he is bankrupt but is living with the memories of happier past. It is a kind of an escape in which he is trying to avoid the bitter realities of his life. As a part of passive escapism, he comes to the park and is not interested to listen to the trouble of any other. He wants to be so passive that listening to others puts almost puts him to death. In extreme form of escapism he is going to ruin his life because of bankruptcy. He is an old escapist man.

Doreen: is a middle aged lady separated from her husband as an escape to avoid males and to live in fantasies of pet dogs in a passive way. She is making passive escape to the park and does not want to listen to others. She also pretends that she is happy with the pet dog because the dog is always loyal to her and follows all her commands. Her life is already a ruined life that she has cut off herself from other human beings and does not want any companion. A refusal to human beings is an extreme form of escape.

Ernest: like Doreen, he wants to escape away from his wife. He neither likes wife nor the system of marriage itself. He advises others too escape away from marriages. He actually, has become unable fulfilling the needs of family nor has become able to provide a caring nurse to babies. Family and babies are not bliss to him rather they are man made noises that he must get rid of them as early as possible. He comes to the park to avoid his unpleasant situation and can passively enjoy the calmness of the park. He is not ready to listen to others. He is an escapist.

This way the novel presents all characters as escapist from their situations. The play as one of the five one act plays in the the collection *Confusions* brings confused characters who cannot make analysis of their situation for the betterment rather as an easy step trying to escape away. This is also the result of post- modern societies. People expect the end to problems like an electric click but it does not happen. Soon they become sad and depressed that they run away from the problems. Some even go to the extreme form of escape and finish their life too.

Escapism in Death of a Salesman

Death of a Salesman is a longer play divided in to two acts. The study mainly concentrates on three major characters: Happy Loman, Biff Loman and Willy Loman. All three are living with a big dream of being rich and successful but they are failure at the same time. All their planning go wrong and they are left with nothing but to make attempts to run away.

Happy Loman: is the youngest son of the Loman family. He is an escapist because he lives in false fantasies cheating himself and cheating others. His name is not actually Happy - it is what he kept for himself. He is neither the assistant waiting for near about promotion rather he is assistant of two assistants. But as the type of escape of avoidance, he tells these lies for himself and for others. He tries to keep himself engaged in the fantasies of women that he cannot resist himself before nice women. He is already thirty-two- two years younger than his brother but still he is unmarried. He also states that he does not know why he is doing what he is doing. He is not happy with his job but avoids the feeling for himself and others. He has a hope that his brother will lift him to family business but it does not happen. He is not keeping himself in to escape rather he is also supporting others to make fantasies to escape. It is he who suggests his brother for a made up fantasy to present in front of his father. He is an escapist.

Biff Loman: is the eldest son of family but failure to direct the small boat of his family. He is already thirty -four, still unmarried and unstable. He has been changing the jobs frequently. Lastly he was working in a farm in Texas. He has come home without any prospect and has become

himself a trouble. There is ill relationship between him and his father. But as an escapist he lives in the fantasies of provided words of his earlier boss. Not only this, he also is still practicing football with a hope that he can come to the team but his age is not age for football carrier. He cannot control himself in tempting situations. He has many records of stealing things. It is because of this his career is in trouble. He was also kept in prison for three months for stealing a pair of suit. Neither his studies are going well. He has become tired of this all and is planning to go away and not to return back.

Willy Loman: is the head of Loman family who considers himself failure as the head of family for not being able to raise the family in post Second World War situation. He is sixty in age but still struggling for good and stable job. His boss Howard- the good name given by Willy himself- fires him because business is business for him. There is no room for old people in his firm. He begs for job with reduction in salary but he is kicked. He is made low man where he worked more than thirty years. His youngest son defines him as a man who becomes happy in things that contains looking forward. His wife Linda also believes that he is not an easy man to deal with him but she also says that she has understood him very well and he is the dearest man for her in the world. She tells her sons that they cannot love their mother if they do not love their father. But this man is living with making escapes. He does not want his wife and sons to know about his failures. On the days he does not become able making money he goes home taking loan from his friend Charley to show that he is still a successful salesman. This is an escape of avoidance. He does not accept the offer of job made to him by his friend Charley to show that he does not have problems. It is again another escape he makes in the play. Making different stories of excuses day by day, he becomes tired and losses his creativity of making excuses and wants to take support of his sons in helping him to get another possible excuse to say to his wife to escape away from reality. He keeps sharing with his sons that he will establish family business but this is simply a fantasy to escape away. In reality he has been making secret but extreme forms of escape. He had a rope ready in the cellar to hang himself and he also had few car accidents too. The wife comes to know about them through the informations of insurance officer. Towards the end of play he cannot even face his family and escapes to kitchen garden. He is so trapped that he makes extreme form of escape through high speed car crash permanently escaping away from life.

This way the play "Death of a Salesman" is the presentation of escapism in the life of the then American people in post Second World War situation. It was a time America had become super power of the world and American people the most important people in history. Everyone was running in the race of American dream. It was not possible to achieve the dream easily. The pressure was so huge that those who could not confirm themselves victorious to the race, had to leave the race permanently finishing their life in complete escape like the main character Willy Loman does in the "Death of a Salesman".

References

- Ayckbourn, A. (2013). *Confusions*: A&C Black.
- Ayckbourn, A. (2014). *Alan Ayckbourn Plays 1*: Faber & Faber.
- Daughtery, E. D. (2005). Taking Steps by Alan Ayckbourn: A Directorial Challenge.
- Gunawan, H. Y. (2019). *CHARACTERISATION AND POWER RELATION IN DEATH OF A SALESMAN BY ARTHUR MILLER A THESIS*. INDONESIA UNIVERSITY OF EDUCATION,
- Hapsari, A. (2012). Poetic Approach In The Study Of A Drama Script: Analyzing The Disappointments Faced By Willy Loman In Arthur Miller's Death Of A Salesman In Teaching English As A Foreign Language Context. *JEE, Journal of English and Education*, 6(1).
- Hınız, E. Y. (2015). *Illusion and reality in Sir Alan Ayckbourn'un "Woman in Mind", "Just Between Ourselves", "Private Fears in Public Places" ve "If I Were You"*. Selçuk Üniversitesi Sosyal Bilimler Enstitüsü,
- Hudson, J. (2006). *Alan Ayckbourn: subverting the form*. Kingston University,
- Hui, L. (2010). Dramatic Rhythm in Death of a Salesman. *Journal of Xichang College (Social Science Edition)*(3), 20.
- Kaya, K. (2017). AYCKBOURN'S STAGE REACTION TO FAMILIES BURIED IN TECHNOLOGY. *BAS British and American Studies*(23), 77-88.
- Megawati, S. (2017). The Desperation Of Father In Great Depression Era As Seen In Arthur Miller's The Death Of Salesman. *Jurnal Ilmiah Langue and Parole*, 1(1), 117-124.
- Saalh, S. M., & Srayisah, M. H. (2017). The Death of Salesman Analysis as an Absurd Drama through Social Media and the EFL Students' Attitude towards Studying Literature. *Revista de Stiinte Politice*(56), 90-99.
- Scheffka, K. (2010). Dramatic Dialogue as Revelation: An analysis of the characters in Alan Ayckbourn's Mother Figure. In.
- Selvam, M., & Chandrasekar, R. (2018). An Intensive Study of Arthur Miller's Death of a Salesman as an Anti-Socialist Element. *Language in India*, 18(12).
- Stanton, K. (2007). Women and the American Dream of Death of a Salesman. *Death Of A Salesman*, 156.
- Zhao, J. (2010). Corruption of the "American Dream" in Death of a Salesman: A Thematic Analysis of Arthur Miller's Death of a Salesman. *Cross-Cultural Communication*, 6(3), 122-126.
- 王丽. (2008). Reality, Fantasy and Memory——A Tentative Analysis of the Stage Techniques in Death of a Salesman. *科技信息 (学术研究)*(5), 78.

EMI Policy in Education in Nepal and Social Inequalities: A Study of Problems and Possibilities

Surya Dhakal

Teaching Assistant

Mahakavi Devkota Campus

Abstract : *This paper tries to make studies about the policies and challenges concerning English language in education in Nepal. It mainly focuses on the issues regarding current policies and pedagogies influencing on social equalities/inequalities related with English Medium of Instruction (EMI) in education. With qualitative design and interpretative paradigm methodology based on textual readings of secondary literature available in electronic technologies, personal observations and experiences, and critics' findings, the study focuses on those issues. The study comes with conclusion that there still prevail some social inequalities despite the nation's signatory promises in Grand National and international platforms. Yet the paper also comes with acknowledgements that teachers' role can be essential in dealing against such inequalities.*

Key Words: Education, English, instruction, medium, pedagogy, role, teacher.

Introduction

This article reviews English Medium Instruction (EMI) policy in education of Nepal. EMI is one of the most important recent changes made in educational policies in many non-English speaking countries over the world (Tamtam, Gallagher, Olabi, & Naher, 2012). Duong and Chua (2016) argue adoption of EMI as the internalization of education that opens doors of opportunities for students in global context. The acceptance of EMI initially seemed as if it was colonial imposition but recent studies show EMI as the result of university and student demand (Martinez, 2016). Tsou, and Kao (2017) state that EMI has been accepted in many educational institutions with international faculties and students around the world due to globalization and internationalization. Many non-English speaking countries like South Korea have started promoting EMI policy with additional financial supports (Kim, 2017).

However, EMI in non- English speaking countries has attracted a lot of critical attention though Martinez (2016) calls it unstoppable train. The major challenges in implementation of EMI as stated in (Vu & Burns, 2014) are poor language abilities of lecturers, students' language competence, learning style, pedagogical issues and resource availability. On the other hand the stakeholders seem less aware about maintaining external quality of these implementations (Hou, Morse, Chiang, & Chen, 2013). In addition the researchers have also investigated the effect of

EMI in leaning achievement as Kim (2017) states that EMI may increase English language ability in students but it hinders in-depth knowledge acquisition. Likewise, Kirkpatrick (2017) also states that adoption of EMI policy seems brought in to practice without required planning and preparation for teachers and students. Bhattacharya (2013) reveals that EMI in India has made students doubly disadvantaged that they are cut off from both language and content.

In context of Nepal EMI has become strong demand of parents. Parents wish to admit their children to EMI schools. Most private schools were run in EMI and students' follow was higher in them. Public schools, too, started adopting EMI to increase enrolment. Phyak (2016) argues that the policy makers are heavily influenced by neoliberal ideology based on the symbolic power of English and encourage the use of English education; as a result not only private schools, public schools are also shifting into EMI. Official acceptance of English Medium of Instruction policy (EMI) appears in Education Act (2006) that accepts English or Nepali or both as medium of instruction though mother tongues can be medium of instruction at primary level while Nepali was the sole medium of instruction prior to this (Phyak, 2018). The policy makers believe that EMI ensures quality education and opportunities. However, EMI itself seems to foster inequalities. This issue needs further exploration.

Literature Review

Many studies in different contexts around the world have focused on EMI. For example, Zhang's (2018) EMI policy study in China found that China implemented EMI policy to meet the educational needs of international students and students preparing for international career in some Chinese universities. And a mixed method study (Jiang, Zhang, & May, 2019) in China reported that poor proficiency in English hampered on effective implementation of EMI. However, Murtaza's (2016) a quantitative survey among university students in Bangladesh reported that national attitude towards EMI is not favorable as they think EMI might be a threat to national identity and culture. Similarly, NG Chin Leong's (2017) a qualitative study in Japan, based on a semi-structured interview with Deans and directors of language center in four Japanese universities, showed several major factors hindered the implementation efforts of EMI policy ,such as Lack of trained teachers, students' English proficiency and motivation in learning English, institutional culture, the lack of English-speaking environment and lack of understanding of EMI by top-level management. Likewise, Mahboob's (2017) a quantitative survey among 2160 students, 121 teachers and 63 parents in Pakistan suggested that the current EMI policies in higher education do not enable all students in higher education and might actually create the socio-class variations in the society.

In context of Nepal, a lot of discussions and surveys have been conducted. Some support EMI policy as beneficial, and some finds problems. For example, Khati's (2016) a quantitative survey suggested transitional model of language education is appropriate for multilingual country like Nepal. Sah and Li's (2018) qualitative survey showed switching to EMI, without enough

teachers' preparation and infrastructure support in the school, had contributed to several unplanned negative outcomes, such as lack of content knowledge and English language skills in students. Likewise, R. Shrestha's (2019) a qualitative survey claimed in spite of enhancing learners' creativity, critical and analytical thinking, EMI from very early schooling promotes rote learning. As a result, he emphasized, the learners become unable to solve critical problems analytically and creatively, so EMI policy has made learning frustrating due to poor literacy and communicative skills. By the same token, Sah and Karki's (2020) a qualitative survey found that EMI has put the minoritized students under delusion because the insufficiency of English proficiency among both teachers and students, and the lack of rudiments to effectively implement EMI have created a 'comprehension Crisis' and 'epistemic inequalities' for minoritized students. However, an extensive study on this issue in my locality is rare.

This study follows socio-cultural approach of Vygotsky (1978) in order to access the data required for the study. As knowledge resides in socio-cultural context (Hickey, 2003), I understand the socio-cultural background of the data I use in this study. Based on qualitative design, the study is based on the interpretative research paradigm as suggested by Denzin and Lincoln (2008). Textual readings of secondary literature available in electronic technologies, personal observations and experiences, and critics' findings are the data the study depends on to focus on those issues.

Discussions

English Language Policies and Pedagogies in Nepal

English Language education policies have created difficult circumstances for both English as compulsory subject and English as medium of instruction in Nepal (Phyak, 2018). It was first Rana Prime Minister Ganga Bahadur Rana who had introduced teaching English in Nepal only for Ranas after his Visit of Great Britain though foreign trade in Tibet was to some extent reliant on English and Gorkha soldiers after Sugauli Treaty in 1815 were formally taught English (Giri, 2015). But official acceptance of English Medium of Instruction policy (EMI) appears in Education Act (2006) that accepts English or Nepali or both as medium of instruction though mother tongues can be medium of instruction at primary level while Nepali was the sole medium of instruction prior to this (Phyak, 2018). As private schools have been using English Medium of Instruction, observations show that public schools are shifting in to English Medium of Instruction because it promotes result and addresses the demand of parents and this has called need for English Language Instruction policy.

Current EMI policy seems to be the result of increased pressure to compete with private schools and the ideology of English as social prestige (Davies, 2009). Public schools prefer private schools' EMI policy to attract more students at public schools. But this EMI policy has increased the level of difficulty both for teachers and students and has resulted in keeping students silence with limited creativity, teacher-centeredness and high dependence on memorization (Baral, 2015).

A secondary level science teacher from a public school in Dang expresses views that the policy of EMI despite English translation of Science textbook by Curriculum Development center has become a challenging fashion for many teachers and students.

English Language Policies and Inequalities in Nepal

Current inequalities in Nepal in educational opportunities seem to be the outcome of continuous outcome of inequality and biasness in educational policy framework and it comes from historical time of Ranas, Panchayat System and to the present (Shields & Rapple, 2008). Observations show that inequalities seem to be also the results of social exclusions in the name of caste, religion, gender and class along with educational policies. Much development is seen in educational field in the last fifty years after establishment of democracy. One is the rise of private schools that emphasized in English medium of instruction (EMI) which itself became established as the tool of quality education. English in education is perceived as modern and developed and it has become a part of Nepalese education (Shrestha, 1995). Parents demand regarding EMI is so huge that it is not only the private schools that public schools are also shifting their methods of instruction in English (Pramod Kumar Sah & Li, 2018). This EMI seems to have been adopted in haste and has become the cause of various inequalities such as policy- practice, caste -class and gender -caste, in Nepal with the presence of English as hegemonic presence as demand of time (Devkota, 2018).

Inequalities Caused by Policy Practice

As English Medium of Instruction (EMI) becomes an important part of educational policy, it is hastily adopted first in private schools and secondly the public schools are showing interest in EMI. The schools are compelled as EMI has become status symbol, tool of quality education and modernity. But it has become a matter of promoting inequality. In my twenty years of teaching career, I have found that most children who come from poor economic classes and Dalits and are compelled to join EMI classes find the classes not comprehensive to them. Outside of school, they have very minimum exposure of English. Their home environments are unsupportive. In daily life, they use mother tongue languages to communicate but in schools they are imposed with English. As they cannot feel comfortable, they prefer to isolate themselves. They can neither progress well in English nor their mother tongue language. They feel fragmented. They cannot promote their education and the gap between children from well-to-do families and these children continues. This inequality can affect them lifelong.

Inequalities Caused in Caste- Class

Educational policy related with education also works in promoting inequalities in caste -class system. The low economic class children and Dalits. Their parents cannot enroll them to elite private schools. They are enrolled to public schools to show higher rates of inclusion of children in education. Not all but most public schools have problem in maintaining quality

education. EMI run in these schools can be in bizarre forms. The teachers themselves cannot handle EMI and how can these children. They come low economic status that where the children also have to engage themselves in home labour or paid labour in locality. Some of them have responsibilities to look after the other members of family. Mostly tired due to day to day toil, these children are not able paying for educational materials. Their education cannot meet quality standards in comparison with children from elite private schools and well-to-do families. These children develop low self esteem caused by their education. They say that they cannot progress in education because they are not from elite private schools. The inequality increases between them.

Inequalities Caused in Gender- Caste

Inequalities can be seen in gender- caste because of EMI. Women and girls themselves were denied educational opportunities from historical times in past. Inequalities are rooted in this fact but inequality continues to grow because of EMI. Girls who attend the public schools owing to their economic class are not able managing extra time at home. They have to engage in daily household activities along with other members of families and they have extra kitchen work to finish. As they have no time to complete their assignment and feel ashamed in front of other children who seem better prepared in the subject matter. The gap between these girls and the children in elite private school from well to do families is really big and irreparable. This inequality continues to grow affecting in their lifelong. They generally accept the fact that they could not progress because being girls from poor classes, they were admitted to public schools with poor quality from where they cannot expect quality in any condition. The educational gap keeps growing and it happens because of EMI too.

Mitigating Measures: Teachers' Initiative

No educational policies are drafted and implemented in order to create problems and inequalities. Yet sometimes, the policies may not be effective if influenced by some seen and unseen forces, motives and improper implementation. Nepalese educational policy in general seems to have been under the influence of donors, private sectors and party politics. These factors can be contributing to inequalities in societies. The responsibilities then come on to the shoulders of teachers. To deal with these problems, teachers can adopt several methods such as counselling ,additional time management and using appropriate methodologies of instruction and can be applied.

Counseling

The provision of personal assistance in solving personal and psychological problems of individuals and groups is called counselling. Teachers have to learn the theories of counselling and provide ample time to solve the problems of students. They need to be able to show hope and uplifting themselves from the situations can be possible through education. As the part of counselling they can be told the stories of inspiration. First and foremost is the value of keeping the

presence of these students respectable in classroom. Any kinds of disrespecting behaviours from students, parents, teachers, and other people from society should be minimized and discouraged. They are to be provided ideas on how living with hope with minimum resources can still be possible. They can be asked to write their own feelings and stories and they can be provided extra books with inspirational stories. A good bonding makes the students feel comfortable, respected and optimistic in life. Many good teachers adopt this method in dealing against inequality.

Additional Time Management

Most students coming from economic backwardness, social and cultural backwardness and gender feel isolated and unable to comprehend the classes. They avoid active participation in classroom because the tasks are complicated to them and they also try to hide themselves from the direct observation of teachers in fear that they might be insulted in front of class. Their fear is true in most cases because the teachers rather than understanding their views exercise authority over them. This kind of activity becomes counterproductive and promotes inequality. Rather than this, active an active teacher needs to notice them and provide them necessary feedbacks in small groups or in personal situation. This can be done after school time or teacher can go visiting houses either in the morning or in the evening or on holidays. This activity must not be guided with the motives of making money as they cannot afford because of their economic class. And this is to continued until the student feels comfortable and starts participating in classroom activities.

Using Appropriate Methodologies of Instruction

Instructional methodologies can be a useful tool in dealing against inequality. Co-operative learning, collaborative learning and task based learning can be better methodologies. They are better because firstly they focus on communication and second they make all students engaged. Yet the teacher has to be very careful regarding the proper participation of all students. The smart students are to be instructed to include the other students actively. The bright students are to be encouraged to support the other needy children and in times designing the tasks and practicing in the task, the weaker students need to get priority. They should also be kept in priority while making presentations of the ideas learnt. The methodologies in the field of communicative teaching are the results of researches to fill the gaps of learning and they can be called methods to solved inequality. But they can either be applied as the methods describe the process or they can be modified according to contextual need. Yet making contextual shifts must be carried out in a careful ways.

Conclusion

Educational policies and pedagogies that are formulated to overcome the problems in the field of education can sometimes in certain circumstances be misguided and result in social disintegration rather than social harmony. It may be because of intentional hegemonic presence of some authorities, lack of researches or adoption of inappropriate tools or methods. Some policies may have problems in implementation. EMI seems to have entangled in among these issues.

Enforced with policy formation, parents' pressure and advocacy of educational thinkers without enough and appropriate research, EMI falls in contradiction. On the one hand, it seems distracting comprehensive classes under the handling of incompetent teachers and on the other hand it being applied in different educational institutions in a different competency seems promoting inequality. Educational policies and official signatures in national and international platforms surely seem not expecting this side of consequences of inequality but it happens. In such situations, the role of teachers becomes an important one. Either through personal dealing with needy students, or methodological adoptions and inventions, teachers can address the issues effectively. The children who come representing disadvantageous groups may feel isolated, misguided and disrespected if they are not well treated. This can give rise to promotion of inequalities. The world can be a better place when inequalities are eroded from earth. Teachers well understand the fact and can shape the destinies of those who are left behind in the process of social development.

References:

- Baral, L. N. (2015). Expansion and Growth of English as a Language of Instruction in Nepal's School Education. Towards Pre-Conflict Reproduction or Post-Conflict Transformation. UiT Norges arktiske universitet,
- Bhattacharya, U. (2013). Mediating inequalities: Exploring English-medium instruction in a suburban Indian village school. *Current Issues in Language Planning*, 14(1), 164-184.
- Davies, A. (2009). Professional advice vs political imperatives. *The politics of language education: Individuals and institutions*, 45-63.
- Denzin, N. K., & Lincoln, Y. S. (2008). *Collecting and interpreting qualitative materials* (Vol. 3): Sage.
- Devkota, K. R. (2018). Navigating exclusionary-inclusion: school experience of Dalit EFL learners in rural Nepal. *Globe: A Journal of Language, Culture and Communication*, 6, 115-133.
- Duong, V. A., & Chua, C. S. (2016). English as a symbol of internationalization in higher education: A case study of Vietnam. *Higher Education Research & Development*, 35(4), 669-683.
- Giri, R. (2015). The many faces of English in Nepal. *Asian Englishes*, 17(2), 94-115.
- Hickey, D. T. (2003). Engaged participation versus marginal nonparticipation: A stridently sociocultural approach to achievement motivation. *The Elementary School Journal*, 103(4), 401-429.
- Hou, A. Y. C., Morse, R., Chiang, C.-L., & Chen, H.-J. (2013). Challenges to quality of English medium instruction degree programs in Taiwanese universities and the role of local accreditors: A perspective of non-English-speaking Asian country. *Asia Pacific Education Review*, 14(3), 359-370.
- Jiang, L., Zhang, L. J., & May, S. (2019). Implementing English-medium instruction (EMI) in China: teachers' practices and perceptions, and students' learning motivation and needs. *International Journal of Bilingual Education and Bilingualism*, 22(2), 107-119.
- Khatri, A. R. (2016). English as a medium of instruction: My experience from a Nepali hinterland. *Journal of NELTA*, 21(1-2), 23-30.
- Kim, E. G. (2017). English medium instruction in Korean higher education: Challenges and future directions. In *English Medium Instruction in Higher Education in Asia-Pacific* (pp. 53-69): Springer.

- Kirkpatrick, A. (2017). The Languages of Higher Education in East and Southeast Asia: Will EMI Lead to Englishisation? In *English medium instruction in higher education in Asia-Pacific* (pp. 21-36): Springer.
- Mahboob, A. (2017). English medium instruction in higher education in Pakistan: Policies, perceptions, problems, and possibilities. In *English medium instruction in higher education in Asia-Pacific* (pp. 71-91): Springer.
- Martinez, R. (2016). English as a Medium of Instruction (EMI) in Brazilian higher education: challenges and opportunities. *English in Brazil: views, policies and programs*, 191-228.
- Murtaza, A. (2016). Students' Perceptions of English Language Instruction (EMI) at a Private University in Bangladesh: A Survey. *Language in India*, 16(11).
- NG Chin Leong, P. (2017). English-medium instruction in Japanese universities: policy implementation and constraints. *Current Issues in Language Planning*, 18(1), 57-67.
- Phyak, P. (2016). Local-global tension in the ideological construction of English language education policy in Nepal. In *English language education policy in Asia* (pp. 199-217): Springer.
- Phyak, P. (2018). Translanguaging as a pedagogical resource in English language teaching: A response to unplanned language education policies in Nepal. In *International Perspectives on Teaching English in Difficult Circumstances* (pp. 49-70): Springer.
- Sah, P. K., & Karki, J. (2020). Elite appropriation of English as a medium of instruction policy and epistemic inequalities in Himalayan schools. *Journal of Multilingual and Multicultural Development*, 1-15.
- Sah, P. K., & Li, G. (2018). English medium instruction (EMI) as linguistic capital in Nepal: Promises and realities. *International Multilingual Research Journal*, 12(2), 109-123.
- Shields, R., & Rappleye, J. (2008). Uneven terrain: Educational policy and equity in Nepal. *Asia Pacific Journal of Education*, 28(3), 265-276.
- Shrestha, N. (1995). *Becoming a development category in Crush J ed The power of development* Routledge. In: London.
- Tamam, A., Gallagher, F., Olabi, A.-G., & Naher, S. (2012). A comparative study of the implementation of EMI in Europe, Asia and Africa. *Procedia-Social and Behavioral Sciences*, 47, 1417-1425.
- Tsou, W., & Kao, S.-M. (2017). Overview of EMI development. In *English as a Medium of Instruction in Higher Education* (pp. 3-18): Springer.
- Vu, N. T., & Burns, A. (2014). English as a medium of instruction: Challenges for Vietnamese tertiary lecturers. *Journal of Asia TEFL*, 11(3).
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*: Harvard university press.
- Zhang, Z. (2018). English-medium instruction policies in China: Internationalisation of higher education. *Journal of Multilingual and Multicultural Development*, 39(6), 542-555.

Awareness and Practice on Complementary Feeding

Sulochana Aryal

Teaching Assistant

Mahakavi Devkota Campus

Abstract : *Inappropriate complementary feeding practice is one of the main reasons for malnutrition among Nepal children aged less than one year. The main objective of this study was to identify the awareness and practice of complementary feeding practices among mothers with children less than one year. This study was designed as descriptive and quantitative study. The sample were selected by purposeful sampling method and data were collected from one hundred twenty mothers having children under one year who were attending Maternal and Child Health (MCH) Clinic of Lumbini provincial Hospital, Butwal, by using interview schedule from 15th paush of 2076 to 15th jeshth of 2077. The study revealed that majority of the mothers were aware about the necessary of giving additional food to the child and it differs according to the age of the child. All most mothers were known that six month age is the right period of time to start additional food with breast feeding. Similarly, less than half respondents preferred that sarbottom pitho ko lito can be given to six month child. All of the respondents were awareness that it is necessary to wash hand before preparing food and agreed that child can face nutritional problem if mother is not careful about giving additional food.*

Key words: complementary feeding, maternal and child health, Sarbottom pitho etc.

Introduction

Malnutrition is a significant health problem for infants and young children in Nepal. Appropriate diet is critical in growth and development of children especially in the first two years of life. Nepal demographic health survey report found that the prevalence of stunting among children of 6- 59 months of age has dropped only by 15.3 % points from 69.5% in 1975 to 54.2% in 1998. This unsatisfactory improvement in nutritional status of children may be partly contributed by inappropriate complementary foods practices (MOHP, 2006).

The period of transition from exclusive breastfeeding to family foods, referred to as complementary feeding, covers a child from 6-23 months of age, and is a very vulnerable period. It is the time when malnutrition starts in many infants, contributing to the high prevalence of

malnutrition in children less than two years of age. Malnutrition in young children can be prevented by feeding them enough nutritious and safe complementary foods. Good complementary feeding means feeding your child enriched Borbor every day and offer additional nutritious snacks between meals, for example mashed ripe fruit. You can prepare good enriched Borbor from a variety of local foods that are available in your home, from your garden or the local market (FAO, 2011).

Chapagain, R.H.(2013) was studied on Complementary Feeding Practices of Nepali Mothers for 6 Months to 24 Months Children at Kanti Children's Hospital, Nepal found that eighty-seven percent of mothers had knowledge about the duration of exclusive breast feeding but only 33.0% practiced it and 21.0% breast fed their children up to 3 months. Eighty-seven percent of mothers knew when to start complementary feeding and 53.27% of mothers used the marketed weaning food. Lito alone was offered by 28.27% as complementary food. Though 36.6% had proper knowledge of frequency of complementary feeding, only 33.27% were actually practicing it and 9.9% were offering more frequent than recommended. About half of the mothers fed their child with the food of appropriate consistency and 66.0% fed with the appropriate amount. But only 15.82% mothers fed their children with ideal frequency, sufficient amount and ideal quality.

Kandel, K.P (2016), was studied about the factors affecting complementary feeding mothers of under two year children in darai and kumal communities of Mangalapur, Chitwan. He found that Knowledge on complimentary feeding was found as 96.40 % and correct practice was 73.80% in the study area. In this study, more than half (58.3%) of the respondent had first child at the age of nineteen or more. 86.90 % of the respondents had knowledge of complementary food and mostly (87.70) practiced lito as complimentary food. Almost all (98.80%) mothers had the knowledge of sarbottam pitho and 79.50% had correct knowledge of preparation. Complementary feeding was practiced correctly by 73.80% mothers.

Lamichhane, et al (2016) were studied about "Association of infant and young child feeding practices with under-nutrition: evidence from the Nepal Demographic and Health Survey." He found that out of the 890 children included in the study, 83% received age-appropriate breastfeeding but only 48% were breastfed within 1 hour of birth. Exclusive breastfeeding under 6 months of age was associated with a higher weight-for-age Z-score (WAZ) and a lower probability of wasting, but the estimated effects were of borderline significance. A significant negative association was found between continued breastfeeding at 1 year and WAZ and weight-for-height Z-score (WHZ). Timely introduction of complementary feeding in children aged 6–8 months was associated with a higher WAZ [effect size (ES) 0.6, $P < 0.01$] and higher WHZ (ES 0.6, $P < 0.05$). Higher dietary diversity index (DDI) was associated with higher height-for-age

Z-score (ES 0.1, $P < 0.05$ for each DDI point). Children who achieved minimum meal frequency had a higher WAZ (ES 0.3, $P < 0.05$).

Complementary feeding means giving other foods in addition to breast milk. The gradual shift from breast milk to solid foods is a transition period that begins after an infant reaches six months and continues until the age of two years or more. It is a period of extremely rapid growth & development. All body systems undergo progressive growth and maturation. Infants born with a series of reflex actions those are predictive of later neurological functioning. Hunger and malnutrition is the major problem in the developing countries. Millions of people are suffering from hunger and malnutrition in the world. Regarding hunger and malnutrition problem it was reported that over 780 million people of the world are undernourished and about 13 million under the age of five die each year due to malnutrition and other diseases in the world. In addition about 100 million children sleep hungry at night (WHO, 2016).

An appropriate diet is a critical component for proper growth and development of children. The first two years of life are a critical window for ensuring optimal child growth and development. Nutritional deficiencies during this period can lead to impaired cognitive development, compromised educational achievement, and low economic productivity which become difficult to reverse later in life. Improving infant and young child feeding practices in children aged 0–23 months is therefore critical to improved nutrition, health, and development. Appropriate complementary feeding entails introduction of complementary foods at 6 months with continued breastfeeding up to at least 2 years and beyond, feeding frequency for age, and consumption of a diverse diet. Minimum dietary diversity was assessed by proportion of children of 6–23 months who receive four or more food groups during the previous day. Food groups used for tabulation of this indicator were cereals, legumes, dairy products (milk, yoghurt, and cheese), flesh foods (meat, fish, poultry, and liver/organ meats), eggs, vitamin A-rich fruits and vegetables, butter/oil, and sugar/honey. Minimum meal frequency was assessed by proportion of children aged 6–23 months who receive solid, semisolid, or soft food three times or more in the previous day. Complementary feeding practice was considered appropriate if the mother practices all the above three indicators, as recommended and inappropriate complementary feeding practice if at least one indicator was not fulfilled (Advances in Public Health, 2017).

Widespread ignorance and misconception regarding complementary food frequently results in retarded physical and mental development of young child with long term effect. Mothers play an important role in preparing and serving food to child. So, they must know which foods are necessary for the child and how to give, when to give extra food. Complementary feeding is defined as the process starting when breast milk alone is no longer sufficient to meet the nutritional

requirements of infants, and therefore other foods and liquids are needed, along with breast milk. The transition from exclusive breastfeeding to family foods – referred to as complementary feeding – typically covers the period from 6–24 months of age, even though breastfeeding may continue to two years of age and beyond. This is a critical period of growth during which nutrient deficiencies and illnesses contribute globally to higher rates of under nutrition among children less than five years of age (WHO, 2019).

Surveys conducted in the UK have found that many infants receive solid foods before the age of six months. The Diet and Nutrition Survey of Infants and Young Children (2011) reported that 42% of infants had received solid foods by four months of age. More recently, the Scottish Maternal and Infant Survey (2017) reported that while only 3% of infants began complementary feeding before four months, more than half (54%) had received solid foods before six months of age. These surveys suggest that some parents and caregivers perceive their baby is ready for solid foods before six months or provide solid foods for other reasons. Therefore, HCPs must balance the needs of individuals against population-based recommendations, (BDA, 2020).

In the context of Nepal, there is no enough research has done in this field. In the study area also has on any research on the same topic of “Awareness and Practice on the Complementary Feeding”. So, researcher interested to conduct the research in Lumbini Provisional Hospital because this is the main hospital of this provision and the result that find out can be generalized as the awareness and practice on complementary feeding of mother in this area.

Methods and Materials

This study was designed as descriptive and quantative study. The sample were selected by purposeful sampling method and data were collected from one hundred twenty mothers having children under one year who were attending Maternal and Child Health (MCH) Clinic of Lumbini Province Hospital, Butwal, by face to face interview using interview schedule. Collected data and information were analyzed and interpreted with quantitative descriptive method.

Result

Awareness about complementary food practice

Awareness about complementary food practice has been described which shows the respondents level of knowledge about complementary feeding among mother.

Table 1. Distribution of Mother's Awareness on complementary food practice

Variables	Correct Responses	
	Frequency	Percent
It is necessary to give additional food other than breast milk	120	100.00
The proper age of starting additional food other than breast milk is 6 month of age	101	84.00
Additional food given to the child differs with their age	120	100.00

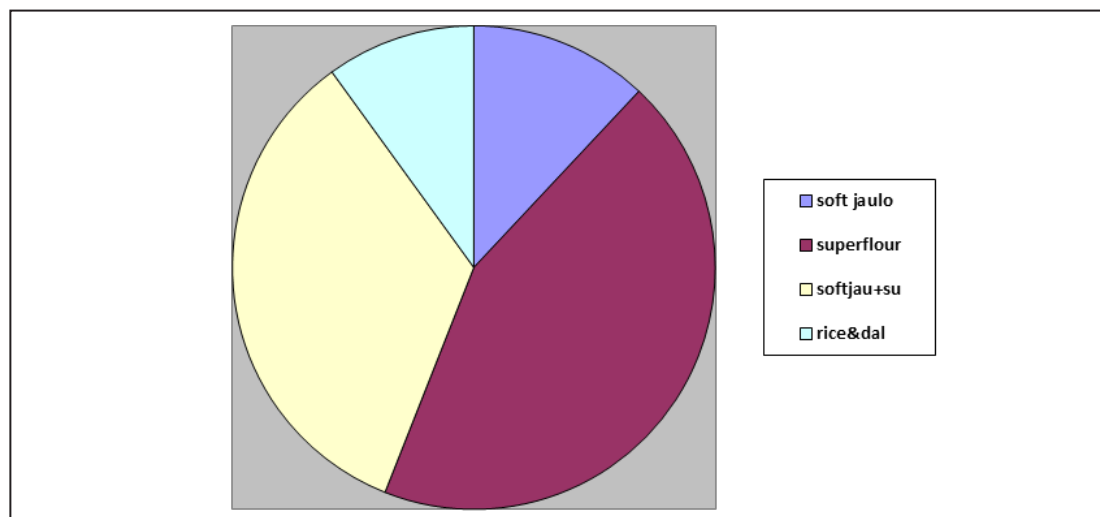
Source: field survey report, 2076/077.

The above table no.1 shows that all the respondents' preferred it is necessary to give additional food other than breast milk to the child. Similarly, about 84 percent respondents said the proper age of starting additional food other than breast milk is from 6 month of age and sent percent respondents agreed that additional food given to the child differs with the age of child. It is concluded that almost respondents know it is necessary to give additional food and additional food should be given to the child according to their child age.

Distribution of Additional Food for Six Months Children

Different variety of food can be used in complementary feeding like jaulo, super flour, juice, fruits etc. The different kinds of additional foods for six months child are listed as preferred by the respondents in fig. below.

Figure 1. Distribution of Additional Food for Six Months Children



The above figure shows that about 44 percent respondents answered that sarbottom pitho ko lito (super flour) can be given to six months age child. Similarly, about 34 percent respondents answered that soft jauilo and sarbottom pitho ko lito (softjau+su), 12 percent respondents answered that soft jauilo and 10 percent respondent answered rice & dal can be given to six months child respectively. It concluded that more respondent feed their baby sarbottom pitho ko lito and less respondent feed their baby rice and dal.

Respondents' Awareness about the Consistency, Amount and Frequency of Complementary Feeding

Mother should feed complementary food to their children according to child's age because the stomach capacity and digestion power is different according to the growth and development of child. So, every mother should have knowledge about consistency, amount and frequency of complementary feeding.

Table 2. Respondents' Awareness about the Consistency, and Frequency of Complementary Feeding

Variables	Frequency	Percent
Consistency of additional food that should be given to 6 months of child with breast milk		
2 to 3 table spoon cooked food can be given to 6 months child at a time	98	82.00
Two times a day additional food can be given to 6 months child	60	50.00
Well mashed cooked food with added salt and oil can be given to 7 to 8 months child	120	100.00
Three times a day additional food can be given to 7 to 8 months child	60	50.00
Well mashed food and small pieces of fruits can be given to 9 to 11 months child	115	96.00
One and half tea cup cooked food can be give to 9 to 11 months child at a feeding	91	76.00
Three to four times a day additional food can be given to 9 to 11 months child	106	88.00
Family food can be given to 11 to 24 months child	91	76.00
Two tea cup cooked food can be given to 11 to 24 months child at a feeding	86	72.00
One to two times or as desired by the child additional food can be given to 11 to 24 months child	115	96.00

Source: field survey report, 2076/077.

The above table shows that, majority of the respondents 98(82%) answered that amount of cooked feeding at a time that can be given to six months age child is 2 to 3 table spoon and 60(50%) said that two times a day additional food can be given to 6 months child. All the respondents (100%) answered that well mashed cooked food with added salt and oil can be given to 7 to 8 months child, 60 (50%) respondents said that three times a day additional food can be given to 7 to 8 months child and 115(96%) respondents answered that well mashed food and small pieces of fruits can be given to 9 to 11 months child. Seventy six percent of the respondents answered that one and half tea cup cooked food can be given to 9 to 11 month's child, 106(88%) respondents answered that three to four times a day additional food can be given to 9 to 11 month's child. Seventy six percent of the respondents said that family food can be given to 11 to 24 months child, 86(72%) respondents said that two tea cup cooked food can be given to 11 to 24 months child and 115(96%) respondents correctly responded that additional food can be given one to two times or as desired to 11 to 24 month's child.

It concluded that more respondents feed their baby in proper amount, consistency and frequency of complementary feeding.

Source of Information Receive about Additional Food

We get different kinds of information by using different kinds of media such as Radio, Television, and Newspaper and so on. Hare are listed the Source of information through which respondents were receiving the knowledge about additional food

There are different media that we can receive information such as audio, video etc. Respondent receive information from different aspect which are given below.

Table 3. Source of Information Receive about Additional Food

Variables	Response	
	Frequency	Percent
Information received about additional Food	-	-
Health Institution, family members and mass media	41	34.00
Health institution	29	24.00
Family members	19	16.00
Family members, mass media & reading	12	10.00
Health institute & family	10	8.00
Heath institution & mass media	10	8.00

Source: field survey report, 2076/077.

The above table no. 3 shows that regarding 41(34%) respondents said that they received information from the health institute, family members and mass media. Similarly, about 29 (24%) respondents said they received from health institution, 19(16%) respondents received from family members, 12(10%) respondents received from family members, mass media and reading, 10(8%) respondents received from health institution and family and 10(8%) respondents received information about additional food from health institution and mass media respectively.

It concluded that many respondents receive information from health institution, family member and mass media.

Discussion

This study was carried out the awareness and practice of mothers concerning complementary feeding in the term of quantity, quality and timing and to identify the factors influencing the inappropriateness of complementary feeding.

The study revealed that majority of the mothers (58%) were aware about the necessary of giving additional food to the child and it differs according to the age of the child. All most mothers (84%) were known that six month age is the right period of time to start additional food with breast feeding. Less than half (42 %) respondents preferred that Sarbottom Pitho Ko Lito can be given to six month child. Similarly, about 82 percent respondents said that two to three table spoon cooked feeding can be given to the 6 months child, all most mothers said that well mashed cooked food with added salt can be given to 7th to 8th months of child, about 96 percent of the respondents answered that well mashed food and small pieces of fruits can be given to 9th to 11th months child and about 76 percent of the mothers said that family food can be given to 11 to 24 months respectively. All of the respondents were awareness that it was necessary to wash hand before preparing food and agreed that child can face nutritional problem if mother is not careful about giving additional food.

The above results show that awareness and practice level of complementary feeding in study area found is not satisfactory than the other study area in Nepal. So, government should be given emphasis to educate mothers about breast feeding and complementary feeding practices during immunization and encouraged for traditional complementary feeding practices through popular media to promote nutritional status of the children.

Conclusion

This study found results on awareness and practice of mothers concerning infant less than one year child feeding. Malnutrition is the major community health problem of Nepal.

Malnutrition problem is directly related with the lack of proper knowledge among mothers regarding complementary feeding. Other associated variables are mother's education; type of family, religion, mother's profession, father's education, family income, sex of child and so on. The findings highlight the importance of mother's education, profession and giving education in immunization clinic for the infant and young child feeding. So, government should be given emphasis to educate mothers about breast feeding and complementary feeding practices during immunization and encouraged for traditional complementary feeding practices through popular media to promote nutritional status of the children.

Acknowledgement – I am indebted to Mrs. Praja Saru for assisting me in the process of data collection to accomplish this research work. She is working as a nursing staff of Lumbini Provincial Hospital. Researcher also thanks all the mothers who participated in this study. Thanks also go to all others who have provided support for conduction of this study.

References

- Ahikari, et al (2016). Promotion And Pre Lacteal Feeding of Breast Milk Substitutes Among Mothers in Kathmandu Valley, Nepal. *Journal of Child and Maternal and child nutrition*, volume 12, page 8-21.
- British Dietetic Association (2020): Policy Statement of Complementary Feeding. [Chapagain, R.H.](#) (2013). Complementary Feeding Practices of Nepali Mothers Community. cochrane.org/news/cochrane-numbers-january-march-2018
- Demilew, Y. M., Tafere, T. E., & Abitew, D. B. (2017). Infant and young child feeding practice among mothers with 0-24 months old children in Slum areas of Bahir Dar City, Ethiopia. *International breastfeeding journal*, 12, 26. <https://doi.org/10.1186/s13006-017-0117>
- DHS (2006-2007): Annual Report, Ministry of Health and Population, Katmandu.
- Gautam, K.P., Adhikari, M., Khatri, R.B. et al (2016). Determinants of infant and young child feeding practices in Rupandehi, Nepal. *BMC Research Notes*, Article number :135
- Kandel, K., Sah, B., Kafle, S., Khanal, S., & Adhikari, B. (2017). Factors affecting complementary feeding among mothers of under two years children in Darai and Kumal communities of Mangalpur, Chitwan. *Journal of Chitwan Medical College*, 6(4), 24-30. <https://doi.org/10.3126/jcmc.v6i4.16711>
- KC, D. et al (2020). Complementary Feeding Practices and its Associated Factors Among Mothers in Selected Urban Area of Nepal. *Journal of College of Applied Food and Dairy Technology, Kathmandu, Nepal*

- Lamichhane, D.K. et al (2016). Association of infant and young child feeding practices with under-nutrition: evidence from the Nepal Demographic and Health Survey. *Journal Paediatrics and International Child Health, Volume 36, Pages 260-269.*
- Malla, M. et al (2017). Complementary Feeding Practice and Associated Factors among Mothers Having Children 6–23 Months of Age, Lasta District, Amhara Region, Northeast Ethiopia. Cite by <https://doi.org/10.1155/2017/4567829>
- MOHP. (2006). Nepal Demographic Health Survey. New ERA Macro International Inc. Calverton,
- WHO (2006): Guiding principles for complementary feeding of the breastfed child.
- WHO (2019). Guideline on ending the inappropriate promotion of foods for infants and young children: Implementation manual.
Retrieved: <https://www.frontiersin.org/journals/advance-public-health>

Factors Affecting Mobile Banking Services and Customers Satisfaction: Evidence from Commercial Bank Customers in Parasi District

Prakash G.C.

Lecturer

Mahakavi Devkota Campus

Abstract : *The paper attempts to analyze the factors affecting mobile banking services and customer satisfaction with reference to commercial bank customers of the Parasi District of Nepal. The study comprises the primary source of data namely the questionnaire. The study employs a questionnaire which was divided into three sections. The descriptive research for the study consists of survey research. The population of the study comprises of all the mobile banking customers in the district. Simple random sampling has been employed comprising of 382 respondents. The study indicated that a large number of respondents were very pleased with the mobile banking services and products. The user-friendliness, time factor, and security of most mobile banking services have increased the customer satisfaction level and trust of using mobile banking services in the Nepalese banking industries. However, challenges like network failure, poor customer care, higher transaction charges, and online help in case of transaction failure, a limited amount when withdrawing were found to be an obstacle to customers. Hence stakeholders need to observe and resolve these challenges to keep their loyal customers. All the factors namely identified were important but convenience factors tend to be the important factor affecting mobile banking service. Commercial bank's customers seem to be satisfied with the mobile banking services provided by commercial banks. However, the factors of mobile banking and customer satisfaction were not perceived differently based on age, gender, and types of banks. The results have practical implications for commercial banks to focus on the convenience factors and need of designing a uniform strategy to satisfy customers irrespective of gender, age, and banking types.*

Keywords: Commercial bank, customer's satisfaction, mobile banking, perceptual difference, significant.

Introduction

Mobile banking is a well-sophisticated system by which banking transactions have been performed through the smart mobile device. In this system, a customer of a bank does not need to go to the bank for the day-to-day transactions. Internet banking refers to the practice of conducting financial transactions by customers over the Internet through a bank's website (Shao, 2007). The customer and bank may not necessarily meet physically for some simple transactions like fund transfer, utility bill payment, the draw of a mini statement, etc. If an account holder uses

the mobile banking system from his bank, s (he) can save the time and efforts to go to the bank for seeking the statement. The mobile banking system itself provides the mini account statement of any account to the account holders. It shows the date wise transaction detail and balance at the end of every transaction.

In today's market-oriented business environment, it can be said arguably that the question of how to satisfy customers becomes the ultimate concern of the companies in any kind of business. Therefore, understanding customers' satisfaction dimensions, measuring it, and taking advantage of these measurements become the urgent need for a manager and establish the mainstream in the academic literature about customer satisfaction in the recent past. Customer satisfaction is important to measure because of its significant impacts on firm long-term performance and customer purchasing behavior.

Technology is a driving force in the global age and is taking over in every way; mobile and internet banking are just a few examples of the ever-developing technology advancement. Mobile banking is a new way of banking, as it makes it easier for consumers to access their finances, even from rural/remote areas. They provide to the consumer they should first find out what the expectation of consumers are and whether they are satisfied with the current services provided by the banks. These studies adopted a quantitative design to determine the factors of mobile banking that influence customer satisfaction. Mobile banking means that any inquiry or transaction can be processed online without going to the branch concerned. It reduces physical and geographical boundaries and allows the customer to makes banking transactions anywhere and anytime.

Mobile phones have created a platform to expand commercial transactions in a very easy manner and have created a wide array of business opportunities through the expansion of wireless communication. Hence, it is clear that mobile banking would be an atractive way of providing banking service and it could contribute to the development of the nation through the promotion of better financial services. Seyal and Rahmin (2011) identified the factors such as income level, Internet experience, age and educational level are significant determinants of overall satisfaction with online banking. However, gender has no impact in determining the overall satisfaction. The results further elaborate that there is significant relationship between demographic factors on customers satisfaction.

Tiwari (2007) exhibits that there are several banks and financial institutions, which offer the mobile banking service in Pokhara, but those have not considered the customer's satisfaction level with this system. The customers are still unaware of using it for banking services appropriately. As per the changing environment, even people are unable to use the system used in banking service through mobile. Khatri (2013), despite many financial institution and commercial banks in Nepal, they are unable to provide accurate and effective information about the system used in the bank through advance mobile. Mobile banking service is essential in commercial and financial sectors to win costumers' perceptions and willingness. All commercial banks and

financial institutions provide mobile banking services to the customers but lack of awareness, lack of utility, ignoring the facility, and poor service by banking institutions are the major problem of this study.

Customer satisfaction has attracted serious research attention in recent times because of the intense competition of banks and financial institutions to get and retain customers. The scope of this study is to supply some insight into the important factors affecting mobile banking services, perceptual differences towards it, and also to assess the level of satisfaction customers have towards mobile banking concerning commercial banks in Parasi.

Literature Review

Xue, Hitt and Chen(2011) exhibited the branch density, local penetration, service demand and customers efficiency as a determining factors affecting the use of internet banking. Islam and Salma (2014) researched “Customer satisfaction of internet banking in Bangladesh: A case study on Citibank N.A”. The study was carried out using questionnaires survey from clients and multiple regression analysis using SPSS software. The results indicate that internet banking plays an important role in customer satisfaction. The results show that the majority of the users of internet banking were satisfied with internet banking. Citibank also needs to be aware of future threats of internet banking and introduce new techniques to combat hacking, phishing, pharming and other unethical practices. It is also evident that those who use traditional banking want to switch to internet banking so the prospect of internet banking. Murugiah and Akgam, (2014) studied customer satisfaction for the Libyan banking sector based on consumer perception of service quality. The researchers evaluated that, service quality and customer loyalties have a definite correlation with customer satisfaction and a significant negative relationship between security and customer satisfaction.

Addai (2015) researcher was carried out that banks provide customers with uninterrupted and convenient electronic banking services to satisfy and retain customers. Likewise, Kombo (2015) revealed that attracting new customers is usually more costly and this creates the requirement to satisfy the customer to retain them. On the other hand, dissatisfied customers can influence 1,000 customers to have a negative feeling about businesses. Kumar (2015) researcher was carried out that there is a significant effect of mobile banking services on customer satisfaction in Tamilnadu, India. Shrestha (2015) researcher outcome provides evidence about the factors affecting customer satisfaction in mobile banking. The methodology used to validate the model and to test the hypothesis is the structural equation model. From hypotheses testing results, it has been confirmed that organizational and functional factors have a strong bearing on customer satisfaction. Shah (2015) researcher has shown that legal and security issues and management banking issues are accepted as challenges for e-banking development in Nepal. Followed by legal, security issues, management banking, and infrastructural barriers are the least important according to both staff and customers. Likewise, Sherpa (2015), has conducted a study on Mobile banking will progress further in Nepal. It can be also expected that with mobile banking, there

will be a huge change in the payment system in Nepal, which will make Nepalese people's life easier and effective in terms of financial activities.

Worku, Tilahun and Tafa (2016) Carried out a study on 'the impact of E-banking on customer satisfaction in the Ethiopian banking industry: The case of customers of Dashen and Wogagen banks in Gondar city' the researcher explains the impact of electronic banking. There are 402 respondents. The study used tables, percentages, chi-square independence test, independency t-test, and regression analysis test has been conducted. Out of 402 respondents, 250 or 62.19% respondents said yes that means they know the fee charged for being mobile banking service and the rest 29.60% said that they did not pay any fee for being mobile banking users and 8.21% they don't know whether they pay a fee or not for being mobile banking users. The interview responses obtained from the banks there is a fee charged for being a mobile banking user.

Aacharya (2017) carried out a study on "Impact of mobile banking on customer satisfaction". Her study showed that there is a positive effect of mobile banking on customer satisfaction. She suggested that banks should provide awareness about the uses of mobile banking. Jisha and Karpagam (2017) have also conducted a study on "Level of customer satisfaction towards various technology" on the level of satisfaction of customers towards various technology used in public sector banks concerning Coimbatore district' and for this purpose, a sample of 250 was collected from the respondents. Percentage analysis, chi-square, and weighted average were used to analyze the data. The study concluded that overall customers were satisfied with the service provided by the banks.

Gomachab and Maseke (2018) argued that the fee and charges of mobile banking have successfully reduced operating and administrative costs. Service quality features in the mobile banking industry are important since human-internet interaction for the main service delivery and communication channel. The potential competitive advantage of mobile banking has offered high-quality services to satisfy consumers' needs, at lower costs. Cost-saving has helped mobile-based banks to offer lower or no service fees and offers higher interest rates on interest-bearing accounts than traditional banks. The study on mobile banking and customer satisfaction of cost has 3.38 mean, which is better than other factors. Chapai (2018) conducted a study on "Impact of mobile banking on customer satisfaction". The study was conducted by taking 150 mobile banking users of commercial banks, showed that mobile banking service has a positive impact on customer satisfaction and convenience is the most valued element and the customer least considers the cost in terms of fees and commission.

Based on the focus of the study and the empirical literature reviews, a conceptual framework has been developed on mobile banking services. The accessibility, convenience, privacy, security, content, speed, fees are taken as an independent variable and customer satisfaction has been taken as a dependent variable. The mobile banking service and its impact on customer satisfaction of commercial banks have been examined in this research. The theoretical basis of the framework lies with Kambo (2015), Masabo (2013), Dhandayuthapani (2013), and Hosseini et. al. (2015). Based on prior research, more empirical research is required to assess mobile banking factors

affecting customer satisfaction. This empirical research has been conducted to fulfill the research gap for the same.

Methodology

Descriptive research design adopting survey research has been used in the study. The opinion of the customers was presented in tables and figures. The opinion of the user was described using statistical tools i.e. Mean and Standard Deviation.

Population and Sample

All the mobile banking user of commercial bank in Parasi district of Nepal, which are around 77000, is the population of this study (Nepal Rastra Bank, 2019). Among them, 382 respondents are chosen as a sample. Multistage sampling is used for the study. The selections of banks were stratified as it was divided into a joint venture and non-joint venture. The respondents were selected based on simple random sampling. The sample size was determined by the following equation 1. (Yamane, 1967)

$$n = \frac{N}{1 + N(e)^2} \dots\dots\dots 1$$

n=sample size

N=Population

e= random error

The sample size for this study, according to sample size determination formula was 398 respondents, the mobile banking users of selected joint and non- joint venture commercial banks of Nawalparisi district. In order to get 382 responses on the impact of mobile banking users on customer satisfaction, 400 questionnaires were distributed. Out of the total questionnaire, 382 questionnaires were returned and further analysis done by taking the responses of 382 respondents.

Nature and Sources of Quantitative Data

This study used self-design structured questionnaires for data collection. The survey questionnaires were justified because it was an affordable and effective way of collecting information from a population in a short period and at a reduced cost. The questionnaires also facilitated easier coding and analysis of data collection. The closed-ended questions ensured that the respondents were restricted to certain categories in their responses. Thus, the major information of this research was collected through primary sources using a questionnaire.

Data Collection Techniques

The questionnaire was developed in the English as well as Nepali language. Some questions were self-developed, and some were adopted from previous researchers. Most of the questions were formulated in close-ended patterns using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). To collect the personal information of respondents, 5 background related questions were included in the questionnaire. Question numbers 6 to 9 were related to the independent variables and remaining question number 10 related to the dependent

variable. The extremely positive and negative anchors of the scale were labeled as strongly disagree, disagree, neutral, agree, and strongly agree. The personal information of the researcher, university, purpose of data collection, confidentiality, and use of data and instruction to fill up the questionnaire were given along with the questionnaires.

Data Analysis Methods

The data was analyzed through the Statistical Package for Social Science (SPSS) software package and Microsoft Excel. SPSS is analytical and scientific software helps to organize the data, determine significant relationships, and identify differences, similarities with and between different categories of respondents. The research employs descriptive statistics namely mean, standard deviation. The statistical test namely one way ANOVA and independent sample T-test were employed to identify perceptual differences of customers based on their demographic characteristics.

Results And Discussion

This study analyzes the deceptive data regarding different variables that were used in this study. Mainly under this study mean, frequency, standard deviation, and the aggregate value of responses were evaluated. Most of the questions were formulated in close-ended patterns using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

Table 1

Descriptive Statistics of Convenience of Mobile Banking

Items	N	Mean	SD
Customers can access mobile banking service at any time and any branch	382	4.5602	0.58439
There is no queue while using mobile banking service	382	3.301	0.86395
Mobile banking services save time as compared to conventional banking	382	4.0052	0.64801
Mobile banks transactions are easy to use and user friendly	382	4.2539	0.59827

Source: Field Survey and Output of SPSS, 2019.

Table 1 shows the mean and standard deviation to convenience. A higher mean is 4.5602 on “customer can access mobile banking services at any time and any branch”, which indicates the customer has a high degree of acceptability on this factor. Similarly, “there is no queue while using mobile banking services” has low mean value i.e. 3.3010, which indicates the bank does not give much more priority for managing queue.

Table 2 : Descriptive Statistics of Privacy of Mobile Banking

Items	N	Mean	SD
Confidential information is delivered safely from banks to customers	382	4.1885	0.70698
Third parties are not able to assess customers financial details	382	3.7199	0.62121
Mobile banks keep customers information private and confidential	382	3.8246	0.63421
Mobile banking ensure the protection of personal information, risk of fraud and financial loss	382	4.000	0.64397

Source: Field Survey and Output of SPSS, 2019.

Table 2 shows the mean and standard deviation to privacy on mobile banking. A higher mean is 4.1885 on “confidential information is delivered safely from banks to customers”, which indicates the customer has a high degree of acceptability on this factor. Similarly, “third parties are not able to access customers’ financial details” has low mean value i.e. 3.7199, which indicates the bank does not give much more priority for managing the queue.

Table 3 : Descriptive Statistic of Security of Mobile Banking

Items	N	Mean	SD
Customers are satisfied with the security system of the mobile banking service providers	382	4.1518	0.564
Mobile banking service users have freedom from danger, risk, and doubt about the security	382	2.9974	0.90347
Mobile banking service users believe that the banking infrastructure is reliable	382	3.877	0.56405

Source: Field Survey and Output of SPSS, 2019.

Table 3 shows the mean and standard deviation to the security of mobile banking. The higher mean is 4.1518 on “customers are satisfied with the security system of the mobile banking service providers”, which indicates the customer has a high degree of acceptability on this factor. Similarly, “mobile banking service users have freedom from danger, risk, and doubt about security” has low mean value i.e.2.9974, which indicates bank does not give much more priority for managing the queue.

Table 4 : Descriptive Statistic of Fee and Charge of Mobile Banking

Items	N	Mean	SD
Price of the service fee is acceptable	382	4.0314	0.65131
New technologies provided by the bank as a reasonable price	382	3.788	0.6058
Efficient and speedy mobile banking transaction with lower transaction cost	382	3.8508	0.65707

Source: Field Survey and Output of SPSS,2019.

Table 4 shows the mean and standard deviation on fees on mobile banking. A higher mean is 4.0314 on “price of the service fee is acceptable”, which indicates the customer has a high degree of acceptability on these factors. Similarly, “new technologies provided by the bank as a reasonable price” have low mean value i.e. 3.7880, which indicates the bank does not give much more priority for managing queue.

Table 5 : Descriptive Statistics of Customer Satisfaction

Items	N	Mean	SD
Customers are highly satisfied with the promptness of the delivery of mobile banking services	382	4.0995	0.61525
Up-to-date contents of information greatly positively influence the adoption of mobile banking	382	3.8743	0.56114
The accessibility of information affects the customers positively	382	3.7644	0.70394
Affordable fee and charge encourage the customers to use mobile banking services	382	3.8953	0.60577

Source: Field Survey and Output of SPSS, 2019.

Table 5 shows the mean and standard deviation of customer satisfaction. The higher mean is 4.0995 on “Customers are highly satisfied with the promptness of the delivery of mobile banking services”, which indicates the customer has a high degree of acceptability on this factor. Similarly, “the accessibility of information affects the customer positively” has low mean value i.e. 3.7644, which indicates the bank does not give much more priority for managing queue.

Table 6 : Descriptive Statistics Overall Factors of Mobile Banking and Customer Satisfaction

Items	N	Mean	SD
Convenience	382	4.0301	0.48272
Privacy	382	3.9332	0.42067
Security	382	3.6754	0.45431
Fee and charge	382	3.8901	0.41284
Customer satisfaction	382	3.9084	0.35325

Source: Field Survey and Output of SPSS, 2019.

Table 6 shows the mean and standard deviation factors affecting mobile banking on customer satisfaction. A higher mean is 4.0301 on “convenience of mobile banking services”, which indicates the customer has a high degree of acceptability on this factor. Similarly, the security of mobile banking service” has low mean value i.e.3.6754, which indicates the bank does not give much more priority for the security of the bank.

Table 7 : Gender-wise Perception toward Mobile Banking and Customer Satisfaction

Items		N	Mean	SD	Sig	T-test
Convenience	Male	213	4.1045	0.47948	0.368	3.427
	Female	169	3.9364	0.47169		
Privacy	Male	213	3.9906	0.41126	0.539	3.024
	Female	169	3.8609	0.42245		
Security	Male	213	3.6635	0.47139	0.549	0.572
	Female	169	3.6903	0.43274		
Fee and charge	Male	213	3.9437	0.40303	0.539	2.876
	Female	169	3.8225	0.41633		
Customer satisfaction	Male	213	3.9167	0.33966	0.712	0.514
	Female	169	3.8979	0.37042		

Source: Field Survey and Output of SPSS, 2019.

Table 7 shows the independent sample t-test result of different mobile banking factors based on gender. In each of the mobile banking factors, the t-test is not significant as the significance value is more than 0.05. This indicates that there is no perception of difference towards mobile banking and customer satisfaction based on gender. The results show that male tends to be affected by mobile banking factors as well as customers satisfaction compared to female.

Table 8 : Age-wise Perception toward Mobile Banking and Customer Satisfaction

Items		N	Mean	SD	Sig	F-test
Convenience	Below 20	38	3.9145	0.52722	0.177	1.654
	20-40	199	4.0553	0.48209		
	41-60	103	3.9879	0.48681		
	Above 60	42	4.119	0.41774		
	Total	382	4.0301	0.48272		
Privacy	Below 20	38	3.7961	0.46446	0.132	1.883
	20-40	199	3.9523	0.43255		
	41-60	103	3.9199	0.39329		
	Above 60	42	4.000	0.3704		
	Total	382	3.9332	0.42067		
Security	Below 20	38	3.5439	0.45468	0.236	1.422
	20-40	199	3.6734	0.44439		
	41-60	103	3.7055	0.46979		
	Above 60	42	3.7302	0.45525		
	Total	382	3.6754	0.45431		
Fee and charge	Below 20	38	3.7982	0.376	0.15	1.783
	20-40	199	3.8727	0.4096		
	41-60	103	3.9612	0.44108		
	Above 60	42	3.881	0.3741		
	Total	382	3.8901	0.41284		

Customer satisfaction	Below 20	38	3.7829	0.37745	0.146	1.806
	20-40	199	3.9209	0.36887		
	41-60	103	3.9199	0.31548		
	Above 60	42	3.9345	0.33157		
	Total	382	3.9084	0.35325		

Source: *Field Survey and Output of SPSS, 2019.*

Table 8 shows the age-wise analysis factors of mobile banking. An ANOVA test has been undertaken to analyze it. In each of the mobile banking factors, the f-test is not significant as the significance value is more than 0.05. This indicates that there is no perception difference towards mobile banking and customer satisfaction based on age. It means those mobile banking factors and customer satisfaction is not influenced by age.

Table 9 : Type of Bank-wise Perception toward Mobile Banking and Customer Satisfaction

Items		N	Mean	SD	Sig	T-test
Convenience	JVB	85	4.1147	0.43396	0.232	1.838
	NJVB	297	4.0059	0.4938		
Privacy	JVB	85	3.9971	0.43728	0.254	1.589
	NJVB	297	3.915	0.41474		
Security	JVB	85	3.7333	0.44186	0.873	1.335
	NJVB	297	3.6588	0.45719		
Fee and charge	JVB	85	3.9725	0.38563	0.25	2.099
	NJVB	297	3.8664	0.41793		
Customer satisfaction	JVB	85	3.9441	0.34369	0.991	1.058
	NJVB	297	3.8981	0.35585		

Source: *Field Survey and Output of SPSS, 2019.*

Table 9 shows the independent sample t-test result of different mobile banking factors based on types of banks. Types of banks have been classified as Joint Venture Bank (JVB) and Non-Joint Venture Bank (NJB). In each of the mobile banking factors, the t-test is not significant as the significance value is more than 0.05. This indicates that there is no perception difference towards mobile banking and customer satisfaction based on types of banks.

The findings of the study are different to Dhakal(2012) who showed relatively different conclusion that a high number of respondent stayed neutral about the products and online banking system of Nepal SBI Bank; whereas Masabo (2013), concluded that in modern banking maintaining and developing long-term customer relationship is essential for competitive business. A similar study is also different from Acharya (2017) who has not categorized the nature of financial institutions in her study, the researcher suggested that the banks should provide awareness about the use of mobile banking but she did not address the issue of independent variables affecting mobile banking. However, the research results are consistent with Chapai (2018).

Conclusions and Implications

This research analyzed the relationship between customers' satisfaction and mobile banking service by considering its major variables e.g. convenience, privacy, security, and fees. This study figured out that, mobile banking service has a great effect on customer satisfaction and that there exists a positive and significant relationship between mobile banking service and customers' satisfaction. This study assesses different factors such as convenience, privacy, security, and fees, among them, convenience has a higher degree of impact and security has the least impact on customer satisfaction. The customers seem to be satisfied with the facilities provided by commercial banks concerning the mobile banking system. The study concludes that there is no perceptual difference among the customers based on gender, age, and types of banks they are involved in. It signifies that factors of mobile banking and customer satisfaction are not being influenced by the gender, age, and bank types of customers. Researchers such as Etezadi-Amili and Farhoomand, (1996) state that the primary purpose for measuring end-user computing satisfaction is to predict certain behaviors and measurement of end-user computing satisfaction and it should be more closely tied to attitude-behavior theory.

The present research does not consider all the factors influencing mobile banking so further research needs to be undertaken by future researchers. Besides the present research does not undertake all the components of customer satisfaction so such factors need to be addressed in future research. The sample consists of only commercial banks, future research needs to study those factors on all the financial institution. The study results provide empirical evidence and several implications for the management of commercial banks. The findings suggest that the four of the factors namely convenience, privacy, security & fee, and charge as significant predictors of customer satisfaction. Thus banking industry needs to focus on such factors to satisfy them. The mobile banking services should not be designed as per gender, age, and types of banks as there are no perceptual differences. The banks need to design a uniform mobile banking strategy to all the customers irrespective of gender, age, and bank type.

References

- Acharya, Y.K. (2017). *Impact of mobile banking on customer satisfaction* (Unpublished master's thesis). Central of Management, Mid-Western University, Surkhet.
- Addai, B. (2015). Electronic banking and customer satisfaction: Empirical evidence from Ghana. *British Journal of Economics, Management and Trade*, 9(3), 1-8.
- Chapai, B. (2018). *Impact of mobile banking on customer satisfaction* (Unpublished master's thesis). University Campus, Central Department of Management, Tribhuvan University, Kathmandu.
- Dhandayuthpani, S. P. (2013). *E-Banking practices and customer satisfaction-in thanjavur District, Tamilnadu: An empirical study* (Unpublished master's thesis). Bharathidasan University, Tamilnadu.
- Etezadi-Amili, J., & Farhoomand, A. F. (1996). A Structural model of end-user computing

- satisfaction and user performance. *Information and Management*, 30(2), 65–73.
- Gomachab, R., & Maseke, B. F. (2018). The impact of mobile banking on customer satisfaction. *Journal of Internet Banking and Commerce*, 23(2).
- Hosseini, M. H., Fatemifar, A., & Rahimzadeh, M. (2015). Effective factors of the adoption of mobile banking services by customers. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 4(6), 254-267.
- Islam, K. A., & Salma, U. (2014). Customer satisfaction of internet banking in Bangladesh: A case study on Citibank N.A. *Sian Journal of Applied Science and Engineering*, 3(1), 51-62.
- Khatri, J. R. (2013). Internet Banking in Nepal. *Banking Journal*, 3(2).
- Kombo, F. (2015). Customer satisfaction in the Kenyan banking industry. *Journal of International Studies*, 8(2), 174-186.
- Kumar, N. S. (2015). *A study on customer satisfaction towards internet banking service with reference to Erode district Tamilnadu* (Unpublished master's thesis). Kandaswani Kanders College, University of Tamilnadu.
- Masabo, H. O. (2013). *Self-service technology and customer satisfaction in a commercial bank in Kenya* (Unpublished master's thesis). University of Nairobi, Kenya.
- Murugiah, L., & Akgam, H. (2014). Study of Customer Satisfaction in the Banking Sector in Libya. *Journal of Economics, Business Management*, 3(7), 674-677.
- Nepal Rastra Bank. (2019). *Bank supervision report, 2018/2019*. Kathmandu: Nepal Rastra Bank.
- Seyal, A.H. & Rahmin, M.M. (2011). Customer satisfaction with internet banking in Brunei Darussalam: Evaluating the role of demographic factors. *E-service Journal*, 7(3), 47-68.
- Shah, K. K. (2015). Electronic banking: Its use and challenge in Nepal. *A Multidisciplinary Journal*, 5(1).
- Shao, G. (2007). The Diffusion of online banking research trends from 1998 to 2006. *Journal of Internet Banking and Commerce*, 12(2), available at: <http://www.arraydev.com/commerce/jibc/>
- Sherpa, P. (2015). *Development and Impact of Mobile Banking in Nepal*. (Unpublished Bachelor's thesis). Turku University of Applied Science, UAS.
- Shrestha, D. K. (2015). Mobile banking and customer. *DAV Research Journal*, 1(2).
- Tiwari, R., (2007). *The Mobile Commerce Prospects: A Strategic analysis of opportunities in the banking sector*. Hamburg University Press, 1-236.
- Worku, G., Tilahun, A., & Tafa, M. (2016). The impact of electronic banking on customer satisfaction in the Ethiopian banking industry. *Journal of Business & Financial Affairs*, 7(12).
- Xue, M., Hitt, L.M., & Chen, P.Y. (2011). Determinant and outcomes of internet banking adoption. *Management Science*, 57(2), 291-307
- Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). New York: Harper and Row.

Nature-Nurture Complementarity in Yann Martel's *Life of Pi*

Padam Pandey

Teaching Assistant

Mahakavi Devkota Campus

Abstract : *This paper seeks to study the nature - nurture relationship that Yann Martel demonstrates in his novel Life of Pi. Employing Social Darwinism as a theoretical perspective, it focuses on the problematic relationship between these two dimensions of life. By studying the two major characters, Richard Parker and Pi, who represent nature and culture respectively, this paper proves that nature and culture not only can adjust together but also can affect and be complementary to each other. It demonstrates their complementary relationship as portrayed in the novel. The characters constantly undergo the challenges of adapting to nature as well as culture. Thus the novel shows how they adjust to the situations that can either be fit or unfit to them. By examining their struggle in various situations, the novel clearly exhibits that their collective struggle to these situations has brought significant result of existence than that of individual struggle. Through depiction of this fact, this paper shows that the co-existence of nature and culture is the must to live a successful life.*

Key terms: Nature, nurture, Pi, tiger, survival

Introduction

Yann Martel's *Life of Pi* (2001) is a Canadian novel having diverse settings including Pondicherry in Southern India and Pacific Ocean. Each setting is full of natural, social or cultural challenges and the struggles of the characters to survive in those adversities. In these struggles, only those characters survive who could adjust themselves with the situation. On one hand, the challenges are either natural or social, while on the other, the characters themselves represent either nature or culture. In the course of their struggle for survival, their natural qualities as well as their social interrelatedness and their cultural upbringing play a significant role. This paper, thus, examines the role and the effects of nature and culture upon the characters thereby explaining the relationship between nature and culture in the text. Basically through the portrayal of the two major characters, Pi, a teen-aged character, and Richard Parker, a Bengal tiger, the author focuses on the issue of nature-culture relationship. This leads to a series of questions: Can nature and culture exist together interdependently? Or do they have their own independent existence? Does one affect the other? Which of them play the vital role in shaping the characteristic features of the characters in the novel? Does the theory 'naturally and socially strong individual continues to live and the weaker one loses one's existence' apply in the novel? This paper thus answers these questions and intervenes in the nature-culture / nurture debate in the novel.

The problem relating to nature and nurture has been a debate among the earlier figures who place the terms opposite of each other. The domain of nurture deserves all the methods, activities or ways in which an individual is shaped by society and environment. Nurture has the access to everything that is under human creation and control. The concept centers on John B. Watson's theory of behaviorism which states that human behavior is learned, rather than being instinctive. Watson (1970) claims most of the things the adults seem to be doing are really learned. Although it used to be thought that a lot of people were instinctive, "(we) are now almost at the point of throwing away the word 'instinct' (Behaviorism, 15). The theory involves the opinion that human beings learn behavior. It avoids nature in the behavior. Therefore, nurture has the control to shape the behavior belonging after birth.

On the other hand, unlike nurture, the role of nature in a living being's behavior involves genetic or inborn traits that cause people or the animals to act the way they do. Nature includes the world that is free from human creation: laws, morals, values, rules and so on that creates restrictions in the spontaneous and wild behavior or nature of the living beings. The role of nature, therefore, tends to create common nature in similar species and differences among various species but lacks hierarchy.

In *Life of Pi*, Pi, a cultural social human being, behaves wildly when interacting with nature or when he is away from the social human world. Richard Parker, a tiger, on the other hand, behaves in a cultured manner when encounters with 'culture', i.e. humans. Because of this, the issue of nature-nurture relationship seems logical to study the text.

Life of Pi has Darwinism as the structural principle to shape its form and has both animals and human beings as the characters. In it, this paper has specially applied Social Darwinism. The term Social Darwinism refers to the application of concepts and ideas in the social world which are derived from Charles Darwin's theory of evolution. That is to say, as in the natural environment, in social and cultural situations too, only the fittest survives or can prove the significance of its existence. Moreover, the fittest in a natural and socio-cultural environment is the one that can blend in itself the instinctual as well as acquired qualities. Here, the characters face the various difficulties and unfavorable natural and social circumstances where they struggle for adaptation. Some are able to survive and others have lost their lives or the significance of being in those struggles.

Literature Review

After it won the Man Booker Prize in 2002, Yann Martel's *Life of Pi* has received responses from various perspectives. When some critics interpreted it as a religious book, some other negated it as a text of religious significance. Some compared the shipwreck in the novel as a model crisis of human life. Some critics even called it a postmodern trauma survivor's story.

Kuriakose (2018) interprets the novel as a religious text appealing for universality. He argues that the concept of universalism in religion is represented by the central character Pi who

finds the same set of universally valid principles in all religions of the world, and thus embraces all religions with the willingness to worship god in all places of worship, irrespective of whether they belong to Hinduism, Buddhism, Christianity or Islam.

On the other hand, Binn Jones (2003) presents a secular interpretation of the novel. He argues that although Martel offers to believe in god, his offer is not convincing; rather, it makes the readers think twice whether they should believe or not. That is to say, the novel has made readers skeptic rather than believer.

Likewise, Morra (2003) compares *Life of Pi* with *Robinson Crusoe* and takes narratives, in both the novels, as a means of survival in the face of difficulties. Similarly, Cobb (2004) appreciates Martel as a novelist in the classical veterans writing survival stories who have treated shipwreck as a paradigmatic crisis in human life. He finds Pi comparable to Coleridge's ancient mariner. Duncan (2008) has also interpreted the novel as a survivor's story giving it a postmodern touch. "Martel, Duncan comments, "engages with, yet radically reshapes, the survivor narrative, using metafictional and self-reflexive dimensions to suggest that a survivor must not only survive the crisis, but also come to terms with the consequences of having survived." (167)

Life of Pi has also been interpreted from a postmodern perspective. Foster (2004) critiques the novel as a timeless and not easily falling in any category or in any topic. For him, the novel offers so many levels of understanding and is "paradoxical and gently challenging ambitions in its scope and highly informative on such vast numbers of topics that rather boggles the mind"(65).

Analyzing the text from historical perspective, Dina Georgis (2006) interprets *Life of Pi* as a story of expelled and subaltern. She relates Pi's story as a story of marginalized and of the unheard truth.

The above mentioned various critical interpretations show that the novel *Life of Pi* has been interpreted from multiple perspectives. However it does not yet seem to be approached with the angle of Social Darwinism. The novel seems to be significant from the perspective of Social Darwinism and requires a profound study from that angle. Thus, this paper is focused to meet the requirement.

Conflictual or Complementary? Nature and Nurture in *Life of Pi*

The issue of nature and nurture has been brought into discussion since long ago. Many critics have participated in the discussion. In the debate of nature and nurture, one is often valorized over the other in the process of development of human behavior. Most often, these two terms are not placed together with equal emphasis.

Life of Pi brings a story of two major characters Pi and Richard Parker (tiger) as the typical representative of culture and nature respectively. This inclusion of a cultured human being and a wild animal together is to examine whether nature and nurture complement each other thus questioning the accepted binary opposition between nature and culture. In this regard, Stanley Hall takes his standpoint favoring nature and argues that nature has more impact in shaping

individual behavior. He opines that the biological factors have so much dominant effect in the developmental process that it can easily overshadow the role of the nature (Adolescence, 57). In the light of this novel, his argument, to some extent, sounds logical. Pi had tamed the tiger, feed it with fish that he had caught and lived with it for almost eight months in the same lifeboat amidst the vast Pacific Ocean. Yet, when they reach Maxican jungle, the tiger disappears itself leaving Pi alone in the coast. As Pi recounts,

He passed directly in front of me on his way to the right. He didn't look at me. He ran a hundred yards or so along the shore before turning in ... I was certain he would turn my way. He would look at me. He would flatten his ears. He would growl. In some way, he would conclude our relationship. He did nothing of the sort. He only looked fixedly into the jungle. Then Richard Parker, companion of my torment, an awful fierce thing that kept me alive, moved forward and disappeared forever from my life. (*Life of Pi*, 285)

From this extract, it can be felt that the tiger is only shaped by its natural instinct or animalistic nature. Its indifference towards Pi at the time of leaving may be felt here. But on deeper analysis, Hall's logic can be found problematic. Pi is a human being, a natural enemy to the tiger. He could be its prey. They have spent a long time in a single lifeboat struggling with hunger, thirst and the natural disturbances like storms and rainfall. A hungry tiger, had it only been determined by nature, would not have left Pi alive for so long. Apart from this, Pi's pitiful expressions on the tiger's departure problematize Hall's logic. Naturally, Pi must feel relieved to get rid of the tiger. But instead, he has so much feeling for it that he feels sad and lonely on its departure. In their every struggle to survive in the lifeboat for 227 days, Pi and the tiger compromised with their natural qualities which shows that nature alone does not shape the behavior of any creature.

Hall's emphasis on nature to be the prime factor in shaping human and animals' behavior is further challenged when Pi feels the necessity to tame the tiger in the lifeboat. When the tiger killed the orangutan, it was Pi's turn to be its prey. Hall would argue that it is natural for the tiger to attack Pi to satisfy its hunger, and for Pi to kill the tiger, if he could, to save his life. However, Pi didn't even think of killing it; rather, he attempted to tame it which was the only option left for him. He started training the tiger with whistles and food supply. On the other hand, the tiger, too, didn't attack Pi but accepts to be tamed. He shows friendly nature towards Pi's whistle and food supply. Although out of necessity, Pi (nature) and the tiger (culture) extend cooperation and harmony for each other. At this point, Watson sounds logical. Contrary to Hall, Watson (1970) claims that most of the things the adults seem to be doing are really learned (Behaviorism, 15). Rejecting the instinctual role in one's education and behavior, he argues that everything a person knows and does is influenced by what he has learned from the society and culture and because of that he adjusts and survives in that situation. To some extent, he sounds logical when, in the text, the tiger survives by learning to befriend Pi, and Pi's acquired knowledge becomes useful in dealing with the animal. However, when the situation turns unfavorable, his claim becomes problematic. Pi, a Hindu vegetarian, has to bite the living fish for survival in the lifeboat (183).

Likewise, towards the end, the tiger leaves its friend Pi alone in the shore ignoring its (learnt) friendship (285). These examples prove that culture alone does not shape the behavior of any creature.

In the nature-nurture debate, E.L. Thorndike attempts to blend these two extremes. Thorndike accepts that both nature and culture have separate shares in human education, and that one's education or achievement is affected by both his original nature and social environment (*The Original Nature of Man*, 2). Pi's life has also got the shares of nature and culture. No doubt, he is a social being influenced by his family environment, various religious circles and school education. He also has encyclopedic knowledge about the animal world, for he was brought up in the zoo environment. Because of that knowledge, he is able to deal with the tiger. Likewise, the tiger, that is able to return to the forest alive, has natural aggressive as well as friendly and cooperative qualities. All these further show that nature and culture not only exist together, but also affect each other.

The complementary relationship between nature and nurture is significant when the question of survival exists amidst hostile environment. Nature and nurture together make a creature fittest to survive. That is to say, the creature holding natural qualities alone cannot cope with the adversities, nor can the creatures with only learnt and adopted qualities do. When Pi was thrown into the lifeboat with a tiger, a hyena and a goat, the lives of all four creatures were at stake, for each was the natural enemy of the other. The goat and hyena could neither fight with the tiger nor befriend it. Becoming unfit in the struggle for survival, they have to lose their lives. In this natural environment, only the tiger is fit to survive. Darwin calls it 'natural selection' or the 'survival of the fittest' (Darwin, 1986). Pi, too, could not fight with the tiger with his physical strength. However, he could befriend it. On the other hand, the tiger has proved itself the fittest by killing the goat and the hyena. It could have even killed Pi proving itself the fittest among all four. But then it would not survive amidst the vast ocean. Befriending Pi was the only option left for it. Killing the goat and the hyena for food was its nature, and befriending a human (Pi) is the culture that it learned, both made it able to survive in the lifeboat for months.

Besides natural settings, even in society, as Social Darwinists like Herbert Spencer argues, only the socially fittest one can survive or prove the significance of his/her existence. Pi has to struggle to give a significant meaning of his name. His real name is Piscine Moliter Patel. But his name is often mispronounced as 'pissing'(21) which he feels humiliating. The urinary connotation of his name makes him uncomfortable to be in friends or social circles.. Once in school, he explained the meaning of Greek alphabet pie, i.e. 'π', which is also the short-form of his name, and its mathematical importance. After that, he finds himself fit to exist in the school and society with his significant name.

Moreover, Pi is, himself, a blend of nature and culture. He is a natural product. His outlook as a human being is not a human construction. On the other hand, he is a social and cultural being. His skin complexion, color of the hair and eyes and so on are hereditary ones. He does have many

features that are acquired. His swimming skills (8-10), schooling (20-24), boating skills, the way he deals with people, animals etc. are all acquired qualities. All these together made him the fittest for survival and adjustment in physical as well as social environment.

Conclusion

Yann Martel, thus, has played with the idea of adaptability and the role of nature and culture in shaping the behavior of human beings as well as the animals. Pi and Richard Parker (tiger), representative figures of culture and nature respectively, have to adopt nature and culture respectively in the course of the struggles that they have to undergo. They not only adjust with each other but also affect each other, and finally become complementary to each other. Cooperating with each other, they are able to survive in all the hostile situations they went through. Through these characters, the novel has shown that adopting both nature and culture makes a creature fittest to survive in any natural and social environment. Likewise, it has also shown that the characters that are either tilted towards either nature and culture only lose their existence or significance of their existence.

Works Cited

- Cob, Gerald T. "Adolescent Mariner". *Horn Book Magazine*. 80.3 (2003):265-275
- Darwin, Charles. *On the Origin of Species*. London: John Murray, 2004
- Duncan, Rebecca. Life of Pi as Post Modern Survivor Narrative. *Mosaic: An Interdisciplinary Critical Journal* 41. 2 (June 2008): 167-18
- Foster, Phoebe Kate. "Everything is Best". *School Library Journal* 50.5(2004): 65-66
- Georgis, Dina. "Hearing the Better Story: Learning an Aesthetics of Loss and Expulsion". *Education, Pedagogy and Cultural Studies*. 28.2(2006):165-178
- Hall, G.S. *Adolescence*. New York: Appleton 2 (1916)
- John Bin. A question of faith: Christian century. Philadelphia. U of Pensilvania P 120.3(2003)
- Kuriakose, John. "Religious Pluralism in Yan Martel's Life of Pi: A Case of Intertextual Correspondence with Swami Vivekananda's Religious Philosophy". *Advances in Language and Literary Studies*.9.2 (2018):138-145
- Morra, Linda M. "Re-visioning Crusoe". *Canadian Literature* 177(2003): 163-164
- Thorndike, E. L. *The Original Nature of Man*. New York: Teacher's College, 1913

हेम सुब्बाले पान खाए कथामा आख्यानतत्व

डा. ध्रुवप्रसाद भट्टराई

सहप्राध्यापक

त्रिचन्द्र बहुमुखी क्याम्पस, काठमाडौं

सारसंक्षेप : यस आलेखमा ध्रुवचन्द्र गौतमको हेम सुब्बाले पान खाए कथालाई आख्यानशास्त्रीय विश्लेषण पद्धतिका आधारमा अध्ययन गरिएको छ । आख्यान साहित्यकै एक विधा भएकाले यसको संरचना साहित्यिक मूल्यमा आधारित हुन्छ । आख्याननात्मक संरचना पनि मूलतः साहित्यिक र भाषिक संरचना गरी दुई भागमा विभाजित हुन्छ । यिनलाई जोड्ने कार्य शैलीविज्ञानले गर्छ । यस अध्ययनमा ध्रुवचन्द्र गौतमको हेम सुब्बाले पान खाए नामक कथामा रहेको साहित्यिक संरचना र भाषिक संरचनालाई शैलीविज्ञानले कसरी आख्याननात्मक स्वरूप प्रदान गरेको छ भन्ने सन्दर्भबाट विश्लेषण गर्ने उद्देश्य राखिएको छ । यस आधारमा विश्लेषण गर्दा गौतमको यो कथा साहित्यका केन्द्रीय र परिधीय घटक एवम् भाषिक संरचनामा आउने व्याकरण, शब्द र ध्वनि व्यवस्थाका दृष्टिले आख्यानशास्त्रका लागि आवश्यक पर्ने तत्त्वले पूर्णता र शैलीय दृष्टिले नवीनता दिइएको र पूर्ण आख्याननात्मक संरचना भएको कथा हो भन्ने निष्कर्ष निकालिएको छ ।

शब्दकुञ्जी : केन्द्रीय घटक, परिधीय घटक, भाषिक संरचना, विचलन, शैली, समानान्तरता, साहित्यिक संरचना ।

विषयप्रवेश :

ध्रुवचन्द्र गौतम नेपाली साहित्यका कथा, कविता, उपन्यास, नाटक, लेखनिबन्ध आदि विभिन्न विधामा कलम चलाउने साहित्यकार हुन् । यिनको जन्म २००० साल पुस २ गते रक्सौलमा भएको हो । नेपाली कथाका क्षेत्रमा उनी २०२० सालमा एक यात्रानुभूति कथा लिएर देखापरेका हुन् । नवीन शैली र शिल्पमा आधारित रहेर कथा लेख्ने गौतमका अँध्यारो द्वीपमा (२०३५), गौतमका प्रतिनिधि कथाहरू (२०४४), तथा संरक्षक (२०४८) जस्ता कथाकृतिहरू प्रकाशित छन् । कथाका अतिरिक्त गौतम, उपन्यास, नाटक, कवि र लेखनिबन्धकारका रूपमा पनि परिचित छन् ।

“प्रयोग र नवीनता फेसन होइनन्, आधुनिक चेतनाका संवाहक हुन् । कथा कहिलेकाहीँ कथासित जोगिएर पनि लेखिन्छ तर परिभाषा घोकेर यी कथालाई केलाउन खोज्ने हो भने त यी कथा नै देखा नपर्लान् आजको चेतना, आजको बाँच्नु र आजको मान्छे नै मेरो कथा हो” (ध्रुवचन्द्र गौतमसँगको अन्तर्वार्ता २०५१) भन्ने गौतमका कथाहरू परम्परित कथाका तुलनामा नितान्त भिन्न छन् । कथाको विश्लेषणका लागि शैली वैज्ञानिक अध्ययनमा विशेष स्थान राख्ने मोहनराज शर्माले शैलीका नयाँ-नयाँ परिपाटी लिएर साहित्यिक रचनाहरूको चिरफार गरेका छन् । उनले आख्यानको विश्लेषणका लागि आख्यानशास्त्रीय विश्लेषण पद्धतिको ढाँचा पनि प्रस्तुत गरेका छन् (शर्मा, २०५१ पृ. ५-७) । उनले प्रस्तुत गरेको आख्यान-विश्लेषणका ढाँचा र शैली पक्षीय अध्ययनलाई समेत आधार बनाई यस आलेखमा २०३५ सालमा प्रकाशित अँध्यारो द्वीपमा कथा सङ्ग्रहमा सङ्गृहीत ध्रुवचन्द्र गौतमको हेम सुब्बाले पान खाए कथालाई विश्लेषण गरिएको छ ।

अध्ययन विधि

प्रस्तुत हेम सुब्बाले पान खाए कथामा प्राथमिक र द्वितीयक गरी दुबै स्रोतबाट सामग्रीको सङ्कलन गरिएको छ । प्राथमिक स्रोतबाट सामग्री सङ्कलन गर्न उनको हेम सुब्बाले पान खाए नामक कथालाई मुख्य आधार बनाइएको छ भने लेखकसँगको अन्तर्वाताबाट आएको तथ्यलाई पनि आधार बनाइएको छ । यस्तै द्वितीयक स्रोतबाट पनि सामग्रीको सङ्कलन गरिएको छ । द्वितीयक स्रोतबाट मुख्यतया विश्लेषणका लागि आवश्यक पर्ने सैद्धान्तिक आधारको सामग्री सङ्कलन गरिएको छ । यसरी आख्यानशास्त्रीय विश्लेषणको सैद्धान्तिक आधारमा कथाको विश्लेषण गरिएकाले यो अध्ययन निगमनात्मक विधिमा आधारित छ भने तथ्यका आधारमा आख्यानात्मक रचना सबल छ भन्ने निष्कर्ष निकालिएकाले यहाँ आगमनात्मक विधिको पनि आवश्यकता अनुसार उपयोग गरिएको छ ।

कथा विश्लेषणको सैद्धान्तिक आधार

साहित्यिक रचनाको संरचना विधागत सन्दर्भबाट विशिष्ट प्रकारको हुन्छ । साहित्यलाई विश्लेषण गर्ने विभिन्न पद्धति विकास भएका छन् । त्यसमध्ये शैली वैज्ञानिक सन्दर्भबाट कृतिलाई हेर्दा यसको संरचनामा तीनवटा तह हुन्छन् । त्यसलाई साहित्यिक संरचना, भाषिक संरचना र शैलीवैज्ञानिक आधार गरी विभाजन गर्न सकिन्छ । कथ्यको आन्तरिक तहलाई अभिव्यक्तिको बाह्य तहमा ल्याउन शैलीले महत्त्वपूर्ण भूमिका खेलेको हुन्छ । वर्तमान अवस्थामा शैलीवैज्ञानिक पद्धतिका पनि अनेक शाखाहरू विकसित भएका छन् । शैली विज्ञानले साहित्यको आधार सामग्रीका रूपमा रहेको भाषा र भाषिक उपकरणका माध्यमबाट साहित्यमा समायोजित हुने छन्द, अलङ्कार, अर्थ, विम्ब, प्रतीक, कथानक, चरित्र आदिको विश्लेषण गर्छ र साहित्य एउटा स्वायत्त संरचना भएको हुनाले यसका लघु र बृहत घटकहरूको अध्ययनका आधारमा कृतिमा रहेको सौन्दर्यलाई प्रकाशित गर्दछ (शर्मा, २०४८, पृ. २५)

कथा गद्यसाहित्यको बृहत् संरचना हो । यसअन्तर्गत सामाजिक, ऐतिहासिक, मनोरञ्जनात्मक, स्वैरकल्पनात्मक तथा मिश्रित भावहरू अन्तर्निहित हुन्छन् । यसको समग्रतालाई वैज्ञानिक आधारमा आख्यानशास्त्रका माध्यमबाट विश्लेषण गर्न सकिन्छ । यस आख्यानशास्त्रले प्रत्येक कथालाई एउटा कलात्मक र सामाजिक तथा सांस्कृतिक सम्पूर्ण एकाइ मान्दछ (शर्मा, २०५१, पृ. ५) यस आधारमा आख्यानात्मक संरचनालाई साहित्यिक संरचना र भाषिक संरचना गरी दुई भागमा विभाजन गरिन्छ ।

साहित्यिक संरचना पनि विभिन्न घटक र उपघटकमा आबद्ध हुन्छ । यिनलाई केन्द्रीय घटक र परिधीय घटक भनी विभाजन गर्न सकिन्छ । केन्द्रीय घटक पात्र र कथानकसँग सम्बद्ध हुन्छ (पृ. ५) । यस घटनाबाट कथानकको संयोजन कसरी भएको छ र कथानक संयोजनमा पात्रले कस्तो भूमिका खेलेको हुन्छ भन्ने तथ्यको सूक्ष्म अध्ययन गरिएको हुन्छ । यो घटक केन्द्रीय स्तरमा अथवा कथानकको लागि अनिवार्य तहमा रहे पनि सूक्ष्म तथा अर्भूत हुन्छ । केन्द्रीय घटकलाई पनि प्रतिफलन र आरोप गरी दुई भागमा विभाजन गर्न सकिन्छ ।

प्रतिफलनले कथाको समस्तरीय आयाम अर्थात् साम्यावस्था तथा विषमावस्थाको अध्ययन गर्दछ । यस समस्तरीय आयामबाट आख्यानको क्रमात्मक संयोजनलाई देखाइएको हुन्छ । यसबाट कथानकको प्रारम्भ, मध्य तथा समापन साम्यावस्था तथा विषमावस्था कसरी अग्रसर हुँदै आएको छ भन्ने तथ्य स्पष्ट हुन्छ । यसबाट पात्रको स्थिति अनुकूल वा प्रतिकूल के छ त्यसको पनि अध्ययन गर्न सकिन्छ । आरोपमा कथाका पात्रको समतामूलक र विषमतामूलक स्थितिको अध्ययन गरिन्छ । यसमा पात्रको सङ्गति वा असङ्गति, सामञ्जस्य वा असामञ्जस्य, साम्य वा वैषम्य, समता वा विरोध, समन्वय वा असमन्वय, ग्लानि वा व्यङ्ग्य आदि पक्षको अध्ययन हुन्छ ।

परिधीय घटक केन्द्रीय घटकलाई टेवा दिने क्रममा आएका लघु घटक हुन् । यसमा वर्णनको प्रकार र दृष्टिविन्दु पर्दछन् । वर्णनको प्रकारले कथा भन्ने ढङ्गलाई जनाउँछ । यसलाई कथाको गति र यति पनि भन्न सकिन्छ । यसलाई सारांश र दृश्याङ्कन गरी दुई भागमा विभाजन गर्न सकिन्छ । दृष्टिविन्दुमा आख्यान कसको कथा हो र त्यस कथालाई भन्ने समाख्याता को हो भन्ने पक्षको अध्ययन हुन्छ । यसले कथा उपस्थित गर्ने दृष्टिलाई जनाउँछ । यो दृष्टिविन्दु प्रथम र तृतीय गरी दुई प्रकारको हुन्छ । प्रथम पुरुष दृष्टिविन्दु आन्तरिक हुन्छ भने तृतीय पुरुष दृष्टिविन्दु बाह्य हुन्छ । यी लघु घटक र बृहत् घटक आरम्भण, मध्यम र समापनसँग समायोजित भई निर्धारित कथाको साहित्यिक संरचना प्राप्त गर्दछन् ।

भाषिक संरचनामा व्याकरण व्यवस्था, शब्द व्यवस्था र ध्वनि व्यवस्थाको अध्ययन गरिन्छ (शर्मा, २०५० पृ. ५१) । व्याकरणिक व्यवस्थाबाट व्याकरणिक एकाइहरू वाक्य, उपवाक्य, पदावली, शब्द र रूपिममा रहेको अन्तर्सम्बन्धलाई र व्याकरणिक धारा लिङ्ग, वचन, पुरुष, काल आदिको अन्तर्संरचनालाई हेरिन्छ । शब्द व्यवस्थामा लेखकले आफ्ना भावहरूलाई अभिव्यक्ति दिनका लागि आफ्नो क्षमता र रुचिअनुसार भर्ना शब्दका साथै अनुरागात्मक शब्द, द्वित्व भएका शब्द, निपात, तद्भव, तत्सम र आगन्तुक आदिको प्रयोग गर्दछ । ध्वनि व्यवस्थामा खण्डीय वर्ण र खण्डेत्तर वर्णको स्थितिलाई हेर्न सकिन्छ । यसमा उच्चारणगत भिन्नताले अर्थ र शब्द प्रयोगमा ल्याउने भिन्नतालाई हेरिन्छ ।

शैलीमा अभिव्यक्तिको ढङ्गलाई हेरिन्छ । शैली अभिव्यक्ति र कथ्य विषयँग एकदमै मिलेर रहेको हुँदा अविभाज्य पनि हुन्छ । यी दुवैको समन्वित रूपनै साहित्य हो, संरचना हो । यसले साहित्यिक संरचनामा प्रयोग गरिने उपकरणलाई र भाषिक संरचनामा प्रयोग गरिने उपकरणलाई रूपान्तरित गर्दछ । यी एउटा जटिल प्रक्रिया हो जसका कारणले कथाले कथ्य (वस्तु र अर्थ), रूप (भाषा) र अभिव्यक्ति (शैली) को संश्लिष्ट रूप धारण गर्दछ (शर्मा, २०४८ पृ. १०) । कथाको यही संश्लिष्ट रूपलाई वाक्य-वाक्य, भाग-भाग तथा समग्र रूपमा चिनाउनु नै संरचनाको विश्लेषण हो । शैलीको सम्बन्ध एकातिर भाषारूपी कच्चा पदार्थसँग हुन्छ भने अर्कोतिर कृतिरूपी तयारी मालसँग पनि हुन्छ (पृ. १०) । शैली विज्ञानले यही सम्बन्धका सूत्रहरूलाई पहिल्याएर चयन, अग्रभूमिको निर्माण र विविधताका आधारमा कृतिको विश्लेषण गर्दछ । लेखकले अभिव्यक्तिका अनेक विकल्पहरूमध्ये कुनै एकको जानेर वा नजानेर गरिएको प्रयोग वा छनोट चयन हो । यो चयन भाषाका तहमा, कथानक प्रस्तुतिका तहमा, परिवेश निर्माणका तहमा, चिन्ह वा विन्दु प्रयोग आदिका तहमा हुन सक्छ । यस्तै अग्रभूमिको निर्माणमा भाषाको समानांतरता वा विचलनलाई हेरिन्छ । समानान्तरतामा समान किसिमको भाषिक संरचनाको आवृत्तिलाई हेरिन्छ भने विचलनमा सामान्य भाषिक नियमको अतिक्रमण अर्थात् मानकेतर प्रयोगलाई हेरिन्छ (शर्मा., २०४८. प २७) । विचलन समानान्तरताको विपरीत तत्व हो । विचलन भाषाका ध्वनि प्रक्रियाका तहमा, कोशीय तहमा, व्याकरणिक तहमा, अर्थका तहमा र लेखप्रक्रियाका तहमा विचलनलाई हेर्न सकिन्छ । उपर्युक्त तरिकाबाट शैली विज्ञानले कृतिको बाह्यस्तलबाट वस्तुवादी र भाषावादी अध्ययन विश्लेषण गरी कृतिको अन्ततलमा प्रवेश गरेर साहित्यिक सौन्दर्यको समुद्घाटन गर्दछ ।

कथाको विश्लेषणका लागि आख्यानका तथ्याङ्क सङ्कलन

आख्यानको तथ्याङ्क लिनका लागि कथानकको विकास प्रक्रियाका आधारमा यहाँ सिँगो कथालाई छ भागमा विभाजन गरिएको छ । त्यस भागबाट सर्वप्रथम कथाका आख्यानतत्त्व र शैली तत्त्वलाई अभिव्यक्त गर्ने प्रतिनिधिमूलक वाक्यहरूलाई छनोट गरिएको छ । त्यसका शैलीय पक्षलाई कोष्ठकमा राखिएको छ भने आख्यानतत्त्वलाई बाहिरै राखेर त्यसको विश्लेषण गरिएको छ ।

भाग - १

- (क) हेम सुब्बा (त्यस शहरमा नौलो) आएका थिए ।
 (ख) (पुड्के काँटीका) हेम सुब्बा (पिचरोडमा जुता बजाई) जब हिँड्थे (त्यस) नगरका धेरै महाजनहरू दोब्रिएर नमस्कार गर्थे ।
 (ग) हेम सुब्बा (नगरमा रातारात) प्रसिद्ध भए ।
 (घ) उनका बानी ब्यहोराको (घरघरै) चर्चा चल्यो ।
 (ङ) हेम सुब्बा कार चढ्दैनन् ।
 (च) हेम सुब्बा नोट (आफ्नो हातले) छुँदैनन् ।
 (छ) हेम सुब्बा रक्सी चुरोट खाँदैनन् ।
 (ज) (एक एकवटा) विकल्प थियो ।
 (झ) हेम सुब्बा कार चढ्दैनन् जीप चढ्न सक्छन् ।
 (ञ) हेम सुब्बा नोट (हातले) छुँदैनन् (त्यस कारण) उनको बगलीमा मोहर, सुकी हुन्छन् ।
 (ट) हेम सुब्बाकी स्वास्नी छैनन् (डेलिभरी केसमा मृत्यु भएकाले) तर उनका एल्बममा (४-५वटी) तरुनीका तस्वीर चाहिँ छन् ।

भाग -२

- (क) उनी (एउटा) स्वस्थ र सामान्य मानिस थिए ।
 (ख) (अलिअलि भकभके हुनुबाहेक) उनको बोलीवचन (पनि) मीठो मानिन्थ्यो ।
 (ग) (तर) उनका (एक दुई) बानी भने (विचित्र) थिए ।
 (घ) शहरमा (एउटा) साहू थियो ।
 (ङ) उसले देख्यो (हेम सुब्बाले गर्दा नगरको) परम्परा भङ्ग भइरहेको छ ।

भाग -३

- (क) साहूले (फागुको दिन पारेर स्टेनलेस स्टिल प्लेटमा ठूलठूला बिरा) पान (सजाएर) लग्यो र निवेदन गर्‍यो हजुर ! (आजको दिन त यो) खानै पर्थ्यो ।
 (ख) हेम सुब्बा (आगो) भए तिमीलाई थाहा छैन म पान खान्न भनेर ?
 (ग) पानले मुख रातो पारेर (रगत दलेर) देखिन चाहन्न म ।
 (घ) साहू (निकै) चिन्तित भयो (अब) यहाँको चलनलाई मार्ने त ?

भाग-४

- (क) (उसको छोराको विवाहमा) साहूले हेम सुब्बालाई निम्त्यायो ।
 (ख) हेम सुब्बा आए ।
 (ग) साहूले (चाँदीको प्लेटमा) मसला हालेको पर्हेला) पानका बिराहरू टक्क्यायो ।
 (घ) भन्यो (हजुर ! मेरो छोराको विवाहको उपलक्ष्यमा) यो (स्पेशल) पान हो ।
 (ङ) (एकपल्ट) हेम सुब्बाले (शान्त भएर) भने- साहूजी मलाई पानले निको गर्दैन । (धन्यवाद) बरु मसला खान्छु ।

भाग -५

- (क) हेम सुब्बा (अति) चिन्तित (भैँ) थिए । (के गर्ने कसरी गर्ने ?) छोरीको बिहा गर्ने भन्या त) महाभारतै जस्तो हुँदो रहेछ ।
- (ख) (शहरका) सबै गन्यमान्यलाई डाक्दा इज्जतको विचार राख्नै पन्यो (आफ्नो पनि उनीहरूको पनि) ।
- (ग) (बिहाभन्दा दुई दिनअघि) साहू आइपुग्यो र भन्यो- हजूर कुनै सेवा ?
- (घ) (कुनै खास छैन साहूजी) चिन्ता (चाहिँ) लाग्ने नै भयो ।
- (ङ) साहूले भन्यो- हजूरको (यत्रो) सम्पत्ति (चार जना) छोरीको बिहा गरेर) घट्टछ र ? (घट्ट्यो भने पनि) भगवान्ले (प्रसन्न भएर फेरि) भरिदिन्छन् ।
- (च) (केही बेर) विवाह सम्बन्धी (अरू) कुराहरू भए ।
- (छ) (त्यसपछि) साहूले प्लेट (बिस्तारै) ल्यायो ।
- (ज) (यसपल्ट सुनको)
- (झ) (कुन्नि जलप मात्रै थियो कि सुनै थियो) ।
- (ञ) प्लेटमा सजायो ।
- (ट) (चाँदीको वर्क लगाएको मसलादार पान गुलाबजल सुगन्धित) ।
- (ठ) साहूले भन्यो- खानुस् हजूर (छोरीको बिहे छ रमाइलो गर्नुस्) ।
- (ड) हजूरकी छोरी मेरी पनि (त) छोरी हुन् ।

भाग -६

- (क) हेम सुब्बाले भने- साहूजी ! (यसले) बिगार गर्ने हो (कि ?)
- (ख) गर्दैन हजूर ! (केही) बिगार गर्दैन ।
- (ग) मैले (ठूलठूला मानिसलाई पनि) कति ख्वाएको छु ।
- (घ) (एकपल्ट) खाएर (त) हेर्नुहोस्
- (ङ) पान हाले मुखमा र (बिस्तारै त्यसको स्वाद र रसको आनन्द अनुभव गर्दै) भने- पान (त ज्यादै) रसिलो (पो) हुँदोरहेछ मलाई त (यतिदिन) थाहै थिएन ।
- (च) साहूले (मुसुकक हाँसेर) भन्यो- (हजूरको यही एउटा बानीका कैफियत थियो अरू त) हजूर हीरा हुनुहुन्छ हीरा ।
- (छ) (अब) आउँदा (पनि) नलिई नआउनु भन्ने हिदायत दिए अनि (साहूले ठीक पारिराखेको जीपमा छोरीको बिहेको) किनमेल गर्न हिँडे ।

हेम सुब्बाले पान खाए कथाको विश्लेषण

यस अध्ययनमा ध्रुवचन्द्र गौतमको हेम सुब्बाले पान खाए कथालाई आख्यानशास्त्रीय विश्लेषण पद्धतिका आधारमा विश्लेषण गरिएको छ । यसका लागि कथाको संरचना पहिल्याउन पाठका अनुच्छेद अनुच्छेदमा रहेका प्रमुख र महत्त्वपूर्ण बीज वाक्यहरूबाट माथि सङ्कलन गरिएका तथ्यलाई आधार बनाइएको छ । ती छुट्याइएका बीज वाक्यमा रहेका आख्यानान्तात्मक तत्त्व अन्य भाषिक एकाइ अर्थात् शैलीय तत्त्वलाई हेरिएको छ । यसै आख्यानान्तात्मक तथ्यहरूकै आधारमा एकै प्रसङ्गका एक वा एकभन्दा बढी अनुच्छेदाभिन्न पर्ने बीज वाक्यका आधारमा सम्पूर्ण कथाको संरचनालाई अध्ययन गरिएको छ ।

भाग - १

प्रारम्भण - परिचय

प्रतिफलन - पात्रस्थिति

आरोप - असमन्वय

वर्णनको प्रकार - सारांश

भाषाशैली - आगन्तुक शब्द प्रयोग, समानान्तरता र विचलन ।

यस भागमा हेम सुब्बाको बानी व्यवहार र उनका प्रवृत्तिबारे चिनारी दिइएकाले यो भाग परिचय भागका रूपमा आएको छ । त्यस शहरमा नौलो आएका तर पुङ्को काँटीका हेम सुब्बा पिचरोडमा जुत्ता बजाएर हिड्दा नगरका धेरै महाजनहरू दोब्रिएर नमस्कार गर्नु (१-क,ख) बाट यस कथामा हेम सुब्बाको चिनारी शारीरिक बनावटले पुङ्को काँटीका, पदले सुब्बा, पिचरोडमा जुत्ता बजाएर हिड्नाले सहरमा रहने व्यक्तिका रूपमा दिएको छ भने महाजनहरूले दोब्रिएर नमस्कार गर्नाले कर्मचारीको चाकरी मनोवृत्तिलाई बुझाइएको छ । सुब्बा नगरमा रातारात प्रसिद्ध हुनु (१-ग) र उनको बानी व्यवहारको घरघरै चर्चा चल्नु (१-घ) बाट सुब्बाको विशेष प्रवृत्तिलाई सङ्केत गरेको छ । सुब्बाले कार चढ्नु, रक्सी, चुरोट नखानु, नोट आफ्नो हातले नसमाउनु (१-ङ.ज) बाट उनको विशेष व्यवहार देखिए पनि कार चढ्दैनन् तर जीप चढ्नु, नोट हातले छुँदैनन् तर बगलीभर मोहर र सुकी हुन्छन्, स्वास्नी छैनन् तर एल्बममा ४, ५ तरुनीका तस्वीरचाँहि छन आदि (१-झ-ट) ले जनाउने वैकल्पिक प्रयोगको सूचनाले उनको यो चरित्रले उनको मुखमा रामराम बगलीमा छुरा रहेको सङ्केत गर्छ । यहाँ हेम सुब्बाको देखावटी वा आडम्बरपन भएको र महाजनको दोब्रिएर नमस्कार गरेको चरित्र देखाइएकाले पात्रस्थितिलाई जनाउने प्रतिफलन र असमन्वय आरोपमा कथानक आएको छ । यहाँ कार, एल्बम, डेलिभरीकेश आदि आगन्तुक अङ्ग्रेजी शब्द आएका छन् । समापिका क्रियापदमा हुँदैनन्, खाँदैनन्, चढ्दैनन्, छैनन् र हुन्छन्, सक्छन्, आदिमा देखिने ध्वनि र वाक्यस्तरको समानताले भाषामा काव्यात्मक पाइन चढाएको देखिन्छ । शहरमा नौलो आएका थिए (१-क) जस्ता वाक्यमा कर्ता विहीन वाक्यको प्रयोगले पदसङ्गतिको अभावले विचलन पनि देखिन्छ ।

भाग २

प्रारम्भण - परिचय विस्तार

प्रतिफलन - प्रतिनिधित्व : प्रतिवेदन

आरोप - विरोध

वर्णनको प्रकार - सारांश

भाषाशैली - अनुकरणात्मक शब्द प्रयोग र समानान्तरता ।

यस भागमा उनी स्वस्थ र सामान्य मानिस थिए (२-३) र अलिअलि भकभके हुनु बाहेक उनको बोली वचन मीठो मानिन्थ्यो (२-ख) बाट हेम सुब्बाको बोली प्राकृतिक कमजोरी देखिए पनि स्वभाव सरल नै रहेको पुष्टि हुन्छ । उनले पान नखानुलाई त्यहाँको समाजले विचित्र बानी मान्नु (२-ग-घ) र साहूलाई सुब्बाले पान नखाँदा नगरको परम्परा नै भङ्ग भएको भान गर्नु (२-ङ-च) ले हाम्रो सामाजिक अवधारणालाई देखाएको छ । यसले समाजमा घुसखोरी नगर्नु भनेको परम्परालाई तोड्नु हो भन्ने अर्थतर्फ सङ्केत गर्छ । हेम सुब्बाको बानीलाई शङ्कास्पद र कर्मचारी वर्गको दास मनोवृत्तिलाई देखाइएकाले यहाँ प्रतिनिधित्व: प्रतिवेदन प्रतिफलनमा कथानक आएको देखिन्छ । सुब्बाको बोली वचन राम्रो हुनु र पान नखानु जस्ता गुणलाई पनि नगरेको परम्परा भङ्ग गरेको मानिनुले यहाँ बिरोधमूलक आरोपमा कथानक छ । भकभके जस्तो अनुकरणात्मक शब्द प्रयोग र विभिन्न वाक्यमा आएको ध्वनिका समानान्तरताले कथन श्रुतिमधुर हुन गएको छ ।

भाग - ३

मध्यन - अन्तर्क्रिया

प्रतिफलन - घोषणात्मक

आरोप - विरोध

वर्णनको प्रकार - अर्धदृश्याङ्कन

भाषाशैली - आगन्तुक शब्द, निपात, टुक्का, प्रतीक, समानान्तरता र विचलनको प्रयोग ।

यस भागमा आएर साहु र हेम सुब्बाका बिचमा आफ्नो अस्तित्वलाई लिएर आएको द्वन्द्वको तीव्रताले कथानक मध्यनका भागमा प्रवेश गरेको छ । फागुको दिन पारेर स्टेनलेसस्टिलको प्लेटमा ठुलठुला बिरा पान सजाएर पान खान सुब्बालाई आग्रह गर्नु (३-क) बाट सुब्बाले पान खानुपर्ने बाध्यत्मक स्थितिको सिर्जना गरिएको छ भने आगो भएर तिमीलाई थाहा छैन म पान खाएर पानले मुख रातो पारेर रगत दलेर हिँडेको देखिन चाहन्न भन्ने (३-ख, ग) वाक्यले पान खानुपर्ने बाध्यात्मक स्थितिलाई विरोध जनाएको देखिन्छ । मुख रातो पारेर रगत दलेर देखिन नचाहनु वाक्य प्रतिकका रूपमा आएको छ । कर्मचारी वर्गले घुस खानुलाई मुख रङ्गाउनु जस्तो ठानिएको छ । सुब्बाले मुख रातो बनाएर चरित्रमा धब्बा लगाएर हिँड्न नचानुबाट चरित्रलाई सफा राख्न चाहेको बुझिन्छ । सुब्बाको निर्णयबाट साहु निकै चिन्तित भयो, अब यहाँको चलनलाई मार्ने त ? (३-घ) बाट घुस खाने र ख्वाउने यहाँको चलन नै भएको पदार्थास गरिएको छ । सुब्बाले पान खाँदै नखाने बताउनुले घोषणात्मक प्रतिफलन र पान नखाँदा त्यहाँको चलन नै भङ्ग हुने भान पुर्नुजस्तो प्रयोगले विरोधमूलक आरोपमा कथानक देखिन्छ । केही भागमा संवाद रहेकाले अर्धदृश्याङ्कन कथन पद्धति रहेको छ । यहाँ स्टेनलेसस्टिल, प्लेट जस्ता आगन्तुक अङ्ग्रेजी शब्दको प्रयोग गरिएको छ भने स्टेनलेस स्टिल, सजाएर, पारेर, र हजुर राती, रगत तिमीलाई थाहा छैन म पान खान्न भनेर (३-ख) मा पदक्रमगत विचलन पनि देखिन्छ ।

भाग - ४

मध्यन - अन्तर्क्रिया

प्रतिफलन - निर्देशक

आरोप - व्यङ्ग्य

वर्णनको प्रकार - अर्धदृश्याङ्कन

भाषाशैली - आगन्तुक शब्द, प्रतीक, समानान्तरता र विचलनको प्रयोग ।

छोराको विवाहको उपलक्ष्यमा सुब्बालाई निम्ता पठाउनु र सुब्बा निम्ता मान्न जानु (४-क, ख) ले यिनीहरू बिच मित्रता रहेको देखिन्छ । साहुले छोराको विवाहको उपलक्ष्यमा चाँदीको प्लेटमा मसला हालेर स्पेसल पानको बिरा टक्याउनु (४-ग,घ) तर सुब्बा शान्त भएर साहूजी मलाई पानले निको गर्दै धन्यवाद बरु मसला खान्छु भन्ने वाक्य (४-ङ) बाट घुसको दर्जा वा मात्रातर्फ पनि सङ्केत गरेको छ । स्टेनलेस स्टिलका प्लेटमा पान ल्याउँदा आगो हुने सुब्बा चाँदीका प्लेटमा स्पेसल पान ल्याउँदा शान्त भएका छन् । यहाँ स्टेनलेस स्टिललाई निम्न र चाँदीको प्लेटलाई निम्नमध्यम स्तरको घुसको प्रतीकका रूपमा लिइएको देखिन्छ । मसलामात्र खान्छु भन्नुले यस स्तरको घुसले पुरै परिकारलाई नभएर मसलालाई मात्र पुग्छ भन्ने कुराको अभिव्यञ्जनालाई सङ्केत गरेको छ । यसबाट यो भागको कथानक व्यङ्ग्यात्मक आरोपमा छ र साहुले फेरि पनि पान खानलाई बिन्ती गर्नाले निर्देशक प्रतिफलन देखिन्छ । प्लेट, स्पेसल जस्ता विदेशज आगन्तुक शब्द प्रयोग तथा चाँदीको प्लेट पदावली र मसला जस्ता शब्द प्रतीकका रूपमा आएका छन् । यहाँ ओ स्वर पटकपटक दोहोरिएकाले समानान्तरता र वाक्यको सुरुमा भन्यो समापिका क्रियापदको प्रयोग तथा पानको बिराहरू जस्ता असङ्गत पदावलीले विचलनलाई देखाएका छन् ।

भाग - ५

समापन- अन्तीक्रिया तथा हासोन्मुख कथा

प्रतिफलन - निर्देशक (सल्लाह)

आरोप - साम्य

वर्णनको प्रकार - अर्धदृश्याङ्कन

भाषाशैली - आगन्तुक शब्द, निपात, समानान्तरता र विचलनको प्रयोग ।

यस भागमा सुब्बा र साहु बिचको द्वन्द्व समापनतर्फ उन्मुख छ । आफैले साहुलाई बोलाएर छोरीको बिहा गर्नु महाभारतै जस्तो हुँदो रहेछ (५-क) कथनमा छोरीको विवाहलाई महाभारतको भयानक युद्धसँग साम्यता देखाइनुले भाषालाई आलङ्कारिक बनाएको छ । यस कथनले समस्यासँग जुध्न आर्थिक सरसहयोगको अपेक्षातर्फ सङ्केत गर्छ । यसलाई सहरका गन्यमान्य र आफ्नो पनि इज्जत राख्नुपर्ने वाक्य (५-ख) बाट हेम सुब्बा पान अर्थात् घुस खाने मानसिकतातर्फ अग्रसर रहेको पुष्टि गर्छ । हजुरको यत्रो सम्पत्ति चारजना छोरीको बिहा गरेर घट्टछ र ? घट्टो भने पनि भगवान्ले प्रसन्न भएर फेरि भरिदिन्छन् (५-ड) बाट विवाह आदि कार्यमा खर्च गर्न वा घुस खान सुन्याउने प्रवृत्तिलाई देखाएको छ । सम्पत्ति घट्टो भने भगवान्ले भरिदिन्छन् भन्ने भनाइले घुसबाट त्यसको परिपूर्ति हुने कुरालाई सङ्केत गरेको छ । यसमा सम्पत्ति घटे पनि सहरका व्यक्तिले दिने घुस भगवान् भएर प्रकट हुने व्यङ्ग्यात्मक प्रस्तुति छ । विवाहसम्बन्धी अन्य कुरा हुनु (५-च) र सुनको प्लेट वा जलपमात्र भएको प्लेटमा चाँदीको वर्क लगाएको मसलदार पान गुलाबजल मिश्रित सुगन्धित पान सजाएर दिनु (५-ट-ट) बाट पहिलेको चाँदीका प्लेटका तुलनामा सुनकै वा जलपमात्रबाट पानको श्रेणी बढेको देखाइएको छ । यसबाट घुसको मात्रा बढेकोतर्फ सङ्केत गर्छ भने बाहिर सुन देखाइए पनि घुस दिनेले ठम सक्ने कुरातर्फ सङ्केत गरेको छ । मसलदार पान, गुलाबजल सुगन्धितमा कवितात्मक भाषा प्रयोग र अरबी, फारसी आगन्तुक शब्द चयन पनि देखाइन्छ । प्लेट, वर्क जस्ता आगन्तुक अङ्ग्रेजी शब्द प्रयोग पनि यहाँ छ । साहुले खानुस् हजुर ! छोरीको बिहे छ रमाइलो गर्नुस् हजुरकी छोरी मेरी पनि त छोरी हुन् भन्ने वाक्य (५-ठ-ड) बाट साहुले सुब्बाको सुख दुःखमा समान सम्बन्ध राख्न खोजेको बुझिन्छ तापनि पान ख्वाउन मात्रा बढाउँदै लगेकोमा र बारम्बार प्रयास गरिरहेकाले आन्तरिक कुटिलता पनि देखिएको छ । यहाँ सुब्बाकी छोरीलाई आफ्नै छोरी मान्दै सुख दुःखमा साथ दिने भावले साम्यमूलक आरोपमा कथानक छ भने सल्लाहात्मक निर्देशकमा प्रतिफलन देखिन्छ । यहाँ र, त जस्ता निपातको प्रयोग, ध्वनि तथा वाक्य खण्डका तहको समानान्तरता रहेको छ ।

भाग - ६

समापन - कथान्त

प्रतिफलन - घोषणात्मक

आरोप - समन्वय

वर्णनको प्रकार - दृश्याङ्कन

भाषाशैली - आगन्तुक, निपात, समानान्तरता र विचलनको प्रयोग ।

यो भाग कथानकको समापनका रूपमा आएको छ । यहाँ साहु र सुब्बाबिचको मतभिन्नता समाप्त भएको छ । बिगार गर्ने हो कि? भन्ने शङ्का (६-क) बाट साहुले सुब्बालाई आफ्नो हातमा लिएको देखापर्छ । बिगार गर्दै न हजुर ! मैले तुलुतुला मानिसलाई कति ख्वाएको छु एकपटक खाएर त हेर्नुहोस् (६-ख-घ) भन्ने भनाइबाट पान ख्वाइरहने प्रवृत्ति वा आदतलाई देखाएको छ । पान हाले मुखमा र बिस्तारै त्यसको स्वाद र रसको आनन्द अनुभव गर्दै साहुजी

पान ज्यादै रसिलो पो हुँदो रहेछ मलाई त यति दिन थाहै थिएन (६-ड) मा स्वाद र रसको आनन्द प्राप्त गर्दै आजतक थाहै नपाएको भनेबाट घुस नखाँदासम्म आफूलाई जति स्वच्छ अनुभव गरे पनि एकपटक खाएपछि त्यसको आनन्दले फसाउन सकछ भन्ने तथ्य अघि सारेको छ । साहुले मुसुक्क हासेर हजुरको यही एउटा बानीमा कैफियत थियो अरु त हजुर हीरा हुनुहुन्छ हीरा (६-च) भनेबाट साहुले आफ्नो लक्ष्य पूरा गरेकाले ऊ खुसी भएको भाव आएको छ । सुब्बाले अब आउँदा पान नलिई नआउनु भन्ने हिदायत दिएर साहुले ठिक्क पारिराखेको जिपमा छोरीको बिहेको किनमेल गर्न हिड्नु (६-छ) बाट सुब्बाले पान अर्थात् घुस खाएर निर्धक्कसँग छोरीको विवाहको सामान किन्न गएको देखिन्छ । यसबाट हेम सुब्बाले पान अर्थात् घुस खाएको देखाएर कथाको समापन भएको देखाइएको छ । यसबाट कर्मचारीले सुरुमा आफ्नो आडम्बरमा घुस नखाने बताए पनि उनीहरू घुस्याहा हुन्छन् भन्ने चरित्रलाई हेम सुब्बा माध्यमबाट यहाँ देखाइएको छ । यहाँ साहुले ठुलठुला मान्छेलाई पान ख्वाएको बताउनुले घोषणात्मक प्रतिफलन र सुब्बा र साहुका बिच सबै कुराकानी ठिक हुनुले समन्वयमूलक आरोप देखिएको छ । यस भागमा गौतमले कैफियत, हिदायत जस्ता अरबी मूलका आगन्तुक शब्दको प्रयोग गरेका छन् भने त, पो जस्ता निपातको प्रयोग गरेका छन् । साहु मुसुक्क हाँस्यो मा ध्वनिगत समानान्तरता र पान हाले मुखमा र बिस्तारै (६-ड) वाक्यमा पदक्रमगत विचलन देखिन्छ ।

यस कथाको विश्लेषणका क्रममा अँगालिएका संरचनासम्बन्धी मूलभूत घटकहरूलाई निम्नानुसार तालिकाबद्ध गर्न सकिन्छ :

विभाजन	बृहत घटक	लघु घटक	प्रतिफलन	आरोप	वर्णनको प्रकार	काल	पात्र
१.	आरम्भण	परिचय	पात्रस्थिति	असमन्वय	सारांश	वर्तमान	हेम सुब्बा, महाजन, साहु
२.	आरम्भण	परिचय	प्रतिनिधिक	विरोध	सारांश	वर्तमान	हेम सुब्बा र साहु
३.	मध्यन	अन्तीक्रिया	घोषणात्मक	विरोध	अर्धदृश्याङ्कन	वर्तमान	हेम सुब्बा र साहु
४.	मध्यन	अन्तीक्रिया	निर्देशक	व्यङ्ग्य	अर्धदृश्याङ्कन	वर्तमान	हेम सुब्बा, साहु र साहुको छोराको सङ्केत
५.	सङ्घर्षहास	अन्तीक्रिया	निर्देशक	साम्य	अर्धदृश्याङ्कन	वर्तमान	हेम सुब्बा, साहु र हेम सुब्बाकी छोरीको सङ्केत
६.	समापन	कथान्त	घोषणात्मक	समन्वय	दृश्याङ्कन	वर्तमान	हेम सुब्बा, साहु र हेम सुब्बाकी छोरीको सङ्केत

निष्कर्ष

आरम्भण, मध्यन, सङ्घर्षहास र समापन क्रमिक रूपमा आएकाले यो कथा आङ्गिक पूर्णतासहित रौंखक ढाँचामा आबद्ध छ । समयक्रमका आधारमा लामो समयको घटनालाई लिएर तापनि कथ्य र प्रस्तुतीकरणको गौतमीय साहित्यिक कलाले सरसता र स्वाभाविकतालाई टुट्न दिएको छैन । कथाको शीर्षक हेम सुब्बाले पान खाए रहेकाले यस कथामा हेम सुब्बाले पान खानु वा नखानुलाई मुख्य कथावस्तु बनाइएको छ । पान खानुलाई घुस खानुसँग तादात्म्य छ भन्ने अर्थ ध्वनित भएकाले यो शीर्षक प्रतीकात्मक छ । त्यसैले शीर्षक र कथावस्तुमा समन्वय देखिन्छ । यहाँ सामाजिक वर्गका पात्रको प्रतिनिधित्व गर्ने साहु र कर्मचारी वर्गको प्रतिनिधित्व गर्ने हेम सुब्बाका माध्यमबाट देशमा भ्रष्टाचार र चाकरी कसरी बढ्छ भन्न तथ्यलाई प्रस्ट्याइएको छ ।

यस कथाको आरम्भदेखि समापनसम्मका सम्पूर्ण भागहरूमा हेम सुब्बा र साहुको उपस्थिति र यसको षियवस्तु यी दुबैमा केन्द्रित रहेकाले यी दुबै चरित्र प्रमुख पात्रका रूपमा उपस्थित छन् । यी दुबैका आ-आफ्नै मानसिकतामा यस कथाको द्वन्द्वले हुर्कने मौका पाएको छ । अन्तमा साहुको पान ख्वाउने अटोटले नै विजय प्राप्त गर्दछ । यसबाट हेम सुब्बा परिवर्तित अर्थात् गोलो पात्रका रूपमा र साहु च्याप्टो पात्रका रूपमा देखिन्छन् । वर्गीय प्रतिनिधित्व निभाउने यी पात्रहरू हाम्रो समाजमा रहेको विकृतिलाई देखाउन सफल छन् । यस प्रकारका घटना गाउँ सहर दुबैतिर घट्न सक्ने भए पनि यहाँ सहरलाई कार्यपीठका बनाइएको छ ।

यस कथाको प्रसङ्ग र प्रकृतिका आधारमा विभाजन गरिएको छ भागमध्ये निर्देशक र घोषणात्मक प्रतिफलन दुई भागमा, प्रतिनिधिक : प्रतिवेदन र पात्रस्थिति एक एक भागमा आएका छन् । यस आधारमा यो कथा सरसल्लाह, बिन्ती तथा पात्रको घोषणा र जनाउसँग सम्बन्धित हुँदै सांसारिक चालचलनकै सरोफेरोमा अडेको देखिन्छ । तृतीय पुरुषको सर्वज्ञ दृष्टिविन्दुमा लेखिएको यस कथामा मनस्तत्वको विश्लेषणमा भन्दा बाह्यतत्त्वलाई विश्लेषण गर्ने ध्यान दिइएको छ । यस्तै छ भागमध्ये अगाडिका चार भागमा विषयमतामूलक आरोप र अन्तका दुई भागमा समतामूलक आरोपको प्रयोगले कथाको प्रारम्भभावस्थामा जटिल परिवेश र द्वन्द्व प्रतिद्वन्द्वको चाप बढी रहेको देखिन्छ भने अन्तमा आएर समतामूलक आरोपको प्रयोगले विश्रान्ति, समन्वय तथा मेलमिलापमा कथा टुङ्गिएको देखिन्छ । विषम परिस्थितिको सिर्जना आन्तरिक नभएर बाह्य स्तरको छ । यो सामाजिक विकृतिले उत्पन्न भएको हो भन्ने तथ्य सुब्बा र साहुबिच पान खाने वा नखाने भन्ने समस्यालाई नै कथानक दिइएबाट पुष्टि भएको छ । भाषाशैलीका आधारमा यस कथामा आगन्तुक, तत्सम र तद्भव गरी तीनै प्रकारका शब्दको प्रयोग गरिएको देखिन्छ । टुक्काको प्रयोग एकाध स्थानबाहेक गरिएको छैन । प्रतीक, समानान्तरता र विचलनले यो कथालाई विशिष्ट भाषिक स्वरूपलाई देखाएको छ ।

सन्दर्भसूची

- गौतम, ध्रुवचन्द्र. (२०३५). *अँध्यारो द्वीपमा*. काठमाडौँ : साभा प्रकाशन ।
- शर्मा, मोहनराज. (२०४८). *शैलीवज्ञान*. काठमाडौँ : नेपाल राजकीय प्रज्ञाप्रतिष्ठान ।
- शर्मा, मोहनराज. (२०५०). *कथाको विकास प्रक्रिया*. (दो. संस्क.). काठमाडौँ : साभा प्रकाशन ।
- शर्मा, मोहनराज, (२०५१). 'कथाको आख्यानशास्त्रीय विश्लेषण', ब्रह्मपुत्र वर्ष १. अङ्क १., पृ. ५-१७ ।
- ध्रुवचन्द्र गौतमसँग उनको निजी निवासमा लिइएको अन्तर्वार्ता ।

विश्वेश्वरप्रसाद कोइरालाको राजनीतिक दर्शन र जेल जर्नल

डा. ईश्वरीप्रसाद कंडेल
सह-प्राध्यापक
राजनीतिशास्त्र केन्द्रीय विभाग

सार संक्षेप : विश्वेश्वरप्रसाद कोइरालाको जेल जर्नल भन्ने पुस्तकको विवेचना गर्दा उनको वास्तविक जीवन कथाका पानाहरु, पात्रप्रवृत्ति र शासक वर्गको चरित्र, वाक स्वतन्त्राबाट बञ्चित जनताको दिनाचर्य लगायतका विषयवस्तुहरु स्पष्ट हुन्छन । कठोर तथा एकतन्त्रिय शासन व्यवस्थामा खडा गरिएका पिलरहरुको वावजुत राजनीतिक योद्धाले गर्ने संघर्ष, जेलजीवनका कटु अनुभव, त्यसपछि निर्मित चिन्तन र रैतीहरुलाई नागरिक बनाउन आर्थिक, राजनीतिक र सामाजिक रुपान्तरणका विषयहरु समेटिएको छ । प्रायः जसो मानिसहरु अपराध गरेर जेल पर्दछन तर वीपी.कोइराला नागरिक अधिकार दिलाउने प्रयोजनका लागि जेल परे । राजनीतिक, आर्थिक र सामाजिक तथा सांस्कृतिक अधिकारविना आर्थिक समानता र राजनीतिक स्वतन्त्रता सम्भव छैन । तसर्थः समानता र स्वतन्त्रता 'एउटा रथका दुई पाटा' हुन भन्ने वीपी. कोइरालाको दार्शनिक पक्षको वैज्ञानिक सान्दर्भिकताप्रति चेतनशिल वर्ग जिज्ञाशु देखिन्छन । वीपी.को जेल जर्नलले जनतामा यही विषयमा प्रकास पारेको देखिन्छ ।

शब्दकुञ्जी: रैती, सान्दर्भिकता, विलय, द्रवीयन, मानवीयता

समस्याकथन

प्रस्तुत लेख निम्न समस्यामा केन्द्रित छ :

१. वीपी.कोइरालाको कृति जेल जर्नलको मर्म के हो ?
२. वीपी. कोइरालाको जेलमा रहँदाको अनुभव के कस्तो छ ?

अध्ययनको उद्देश्य

प्रस्तुत लेख निम्न उद्देश्यमा केन्द्रित रहेको छ :

१. वीपी.कोइरालाको कृति जेल जर्नलको संक्षिप्त विश्लेषण गर्ने ।
२. वीपी.कोइरालाको जेल श्रृंखलाको मुल्यांकन गर्ने ।

विधि

प्रस्तुत लेखमा ऐतिहासिक तथा वर्णनात्मक विधि अवलम्बन गरिएको छ । यसका लागि प्राथमिक तथा द्वितीय स्रोतको उपयोग गरिएको छ । वीपी.कोइरालाको जेल जर्नल र उनको राजनीतिक योगदानको विश्लेषण गर्नका लागि द्वितीय स्रोतको उपयोग गरिएको छ । विश्लेषणात्मक शैलीमा अनुसन्धानात्मक लेख तयार पारिएको छ ।

परिचय

वीपी.कोइरालाका जीवनमा भोगे/गरेका विषयहरूलाई दिनपञ्जी को रूपमा जेल-जर्नल मार्फत जगदम्बा प्रकाशनले २०५४ सालपुस १६ गते पाठक सामु प्रस्तुत गरेको देखिन्छ । यस कृतिमा पञ्चायती व्यवस्थामा नेपाली जनताप्रति राज्यको दृष्टिकोणको यथार्थ चित्रण गरिएको पाइन्छ । उनको यो कृति राजनीतिक, आर्थिक, सामाजिक, सांस्कृतिक तथा बैदेशिक विषयको कुञ्ज मान्न सकिन्छ । आर्दश, नैतिकता र मान्यताहरूका लागि संघर्षरत एउटा राजनीतिक विश्लेषकलाई बाह्य व्यक्ति/संस्थाबाट बञ्चित गरियो भने त्यो देशमा कुनै किसिमको विकास हुन सक्दैन । तसर्थ: मानव जगतको उद्धारका लागि युगसापेक्ष आन्दोलनको नेतृत्व गर्ने, सत्ता लिने र शासन गर्ने प्रक्रिया निरन्तररूपमा चल्दछ । यसका लागि राजनीतिक तथा सामाजिक अध्ययन/अनुसन्धानको विशेष भूमिका रहन्छ । चेतनसिल मानव समुदाय निरंकुशतन्त्रको पराधिनताभित्र अल्भिक्त भन्ने त्यसको अन्त्यका लागि जनता स्वयम् आन्दोलनमा आँउदछन/अत्याचारको विरुद्धमा संघर्ष गर्ने वातावरण बन्दछ । वीपी.कोइरालाले भारतमा चलेको अहिंसात्मक आन्दोलनलाई धेरै नजिकबाट अध्ययन गरिरहेको अवस्थामा भारतीय समाजवादी नेताहरूको संगत हुन थाल्यो । वीपी.कोइराला हिन्दुस्तानका जेलहरू पनि वसे । हिन्दुस्थानमा रहँदा जेल र जेलरको व्यवहारले उनलाई लोकतान्त्रिक व्यवस्थाप्रति प्रतिबद्ध हुने अवसर दिलाउनुका साथै राष्ट्रियता, लोकतन्त्र र समाजवादप्रति प्रतिबद्ध हुने अवसर दियो (दीक्षित, २०५८, १४-१८) । विश्वको इतिहास अध्ययन गर्ने हो भने सारा दुनियाँको भलो गर्ने चेतनशिल मानिसहरूको इतिहास कारुणीक तथा रोदनयोग्य देखिन्छ । मानव जातीको धर्म यसैमा केन्द्रित छ भन्ने अनुभूति सचेत नागरिकहरूमा रहेको देखिन्छ ।

जेल जर्नलको वास्तविकता

दोस्रो विश्वयुद्धको पिडाबाट प्रभावित विश्वको ध्यान युद्धविनासबाट शान्तिदर्प मोडिएको पृष्ठभूमिमा भारतीयहरू बेलायती उपनिवेशबाट मुक्ति खोजिरहेको वातावरण थियो । भारतीयहरूको अहिंसात्मक आन्दोलनको प्रभाव नेपालमा पनि पर्दै गयो । नेल्सनमण्डेला, महात्मागान्धी, कार्लमाक्स तथा वीपी.कोइराला लगायतका नेताहरू यसका प्रतिनिधिपात्रको रूपमा चित्रित देखिन्छन । ईसापूर्व ३८७ भन्दा अगाडि युरोपको राजनीतिक गतिविधिलाई अध्ययन गर्दा त्यहाँको शासन व्यवस्था नीति र विधिमा आधारित देखिन्छ । एथेन्स र स्पार्टा प्रमुख नगरराज्य भएपनि अन्य थुप्रै नगरराज्यहरू थिए । त्यहाँ कतै प्रजातन्त्र त कतै गणतन्त्र थियो । तात्कालिक अवस्थामा प्रत्यक्ष प्रजातन्त्रको अभ्यासस्वरूप नागरिक हुनका लागि जुरीको सदस्य हुनुपर्ने व्यवस्था थियो । नगरराज्यभित्र रहेका विदेशीहरू, दासहरू, आईमाई तथा केटाकेटीहरू नागरिक हुनका लागि अयोग्य मानिन्थे । जुरीको सदस्यता ग्रहण गर्न सक्ने व्यक्ति मात्रै नगरराज्यको योग्य नागरिक मानिन्थ्यो । राज्य निर्माणका क्रममा नगर राज्यहरू एक अर्कामा विलय हुँदै जाँदा विशाल राज्यहरूको निर्माण हुँदै गयो । विशाल राज्यहरू निर्माण भएपछि प्रत्यक्ष निर्वाचन पद्धति प्रायः असम्भव हुन थाल्यो । शासनसत्ता सञ्चालन गर्ने प्रतिनिधि अप्रत्यक्ष रूपमा छानिने परिपाटीको विकास हुँदै गयो । लोकतन्त्रको पक्षमा प्रसिद्ध दार्शनिक प्लेटो र अरस्तुले सारगर्भित विचार दिए । अरस्तुले कलासिफिकेशसन्स अफ गभर्मेन्ट भन्ने ग्रन्थ नै लेखेर विश्वसामु भविष्यतप्रभावी विचार ईसापूर्व ३०० भन्दा अगाडि दिए । अरस्तुले सरकार परिवर्तनको सन्दर्भमा लेखेको ग्रन्थले विश्वको राजनीतिमा परिवर्तन ल्याउन सघाउ पुऱ्यायो । करीव ३० वर्षसम्म जेल जीवन विताएका नेल्सनमण्डेला र अहिंसात्मक आन्दोलनका पुजारी महात्मागान्धी तथा विश्वका सबै मजदुर एक हौं भन्ने कार्लमाक्स र लोकतन्त्र स्थापनाका लागि जीवनभर लड्ने वीपी.कोइराला उक्त ग्रन्थको अध्ययनबाट प्रभावित भए । यस विषयमा युनानी सभ्यताको अन्त्यपछि मध्यकालीन राजनीतिक सभ्यताको सुरुवात र रोमन दार्शनिक सिसिराको रूल अफ ल को

अवधारणा साक्षीका रूपमा रहेका छन् । कानुनको आधारमा सबै नागरिकहरूको राजनीतिक तथा आर्थिक अधिकारमा समान पहुच हुनुपर्ने धारणालाई पुरातनवादी सत्ताधारीहरूलाई सिसिरोको ग्रन्थले चुनौती दिएको पाइन्छ । तर पनि लोकतन्त्रको मुटु कानुनी शासनको मान्यता स्थापित नहुँदै युरोपमा धार्मिक शासन प्रारम्भ भयो, जुन लोकतान्त्रिक व्यवस्थाको वाधक बन्न पुग्यो । धार्मिक शासनमा राजा पोपको अधिनमा बस्न बाध्य पारिए । क्रमिकरूपमा पोपहरू निरंकुश बन्दै गएपछि बाह्रौं शताब्दीको प्रारम्भमा परिषदीय आन्दोलन हुन पुग्यो, आन्दोलन निरंकुशवादमा आधारित धार्मिक शासनको अन्त्यमा केन्द्रीत थियो र यसबाट आधुनिक राज्यको उदय भयो । आधुनिक युगको प्रवर्तकको रूपमा चिनिने म्याकियावेलीले द प्रिन्स र द स्टेट कराफ भन्ने ग्रन्थ लेखे । दार्शनिक म्याकियावेलीका यी दुई ग्रन्थले विश्वभरि राजनीतिक तरङ्ग श्रृजना गरायो । यसले जहाँ सम्भव छ, त्यहाँ गणतन्त्र र जहाँ आवश्यक छ, त्यहाँ राजतन्त्र भन्ने नारा युरोपभरि फैलाउन सघायो । विश्वका अधिकांस मुलुकहरूमा राजाको शासन चलन थाल्यो । त्यसवेला नेपाल स-साना राज्यहरूमा विभक्त थियो । महिषपाल बंशदेखि नै राजाले शासन गर्दै आएको देखिन्छ । लिच्छवीकाल, किरातकाल, मल्लकाल हुँदै शाहकालका राजाहरूले नेपालमा शासन गरेको पाइन्छ । शाहकालमा वाइसी/चौविसी राज्यहरूको एकिकरण अभियान सञ्चालन गरियो । पृथ्वीनारायण शाहको एकिकरण अभियानको सफलता पश्चात आधुनिक नेपालको निर्माण हुन पुग्यो । राजाहरूभित्र रहेको विवादको फाइदा उठाएर जंगवहादुर राणाले महारानी राजेन्द्रलक्ष्मीदेवी शाहबाट शासनको वागडोर हातमा लिएपछि नेपालको शासन पारिवारीक नेतृत्वबाट सञ्चालित हुँदै गयो । राणाकाल करीव १०४ वर्षसम्म रह्यो । उनीहरूको अत्याचारको विरुद्ध चेतनसिल युवाहरूको आवाज बुलन्द हुन थाल्यो । तात्कालिक परिस्थितिसँग जुध्न सामर्थ्य राख्ने केही होनहार युवाहरूलाई राणाशासकले फाँसीको सजाय दियो । लोकतन्त्र स्थापना गर्ने र निरंकुश राणाशाहीको विरुद्धमा बोल्ने व्यक्तिको ज्यानको ठेगाना रहेन । राणाशासकको अत्याचारलाई अत्यन्तै नजिकबाट नियालेर वीपी.कोइरालाले हेरिरहेको देखिन्छ । नेपालमा राणाशासन अन्त्य गर्न भारतबाट अंग्रेज हट्टनुपर्ने मान्यताका कारण उनले भारतीय स्वतन्त्रता संग्रामको आन्दोलनमा सहभागिता जनाएको देखिन्छ । भारतमा अंग्रेज शासन रहेसम्म नेपालमा राणाशासकलाई जिस्काउन नहुने उनको तर्क स्वाभाविक रूपमा नै दुरदर्शी देखिन्छ । अंग्रेज सरकारको आडमा नेपालमा राणासरकारले जनतालाई सास्ती दिँदै आएको पाइन्छ । नेपालमा राणासरकारले आफ्नो शासन कायम राख्न राखनका लागि के कसरी जनतालाई दवाउने भन्ने विषयमा पर्याप्त गृहकार्य गरिरहेको अवस्थामा मजदुर आन्दोलन भयो । मजदुर आन्दोलनलाई राणा सरकारले कसरी दमन गर्‍यो भन्ने विषयमा विश्वेश्वरप्रसाद कोइरालासँग धेरै अनुभवहरू रहेको देखिन्छ (कोइराला, वीपी, २०५४, ३०-४५) । आजको दुनिया स्वार्थमा लिप्त हुँदै गएको अवस्थामा जनताका हकहितका लागि लड्ने क्षेमता बोकेका वीपी.कोइरालाको राजनीतिक योगदानको व्याख्या गर्न त्यति सहज देखिदैन । खुला सञ्चार माध्यमका कारणले सञ्चार साँघुरिएको विश्वपरिवेश, भारतीय समाजवादी तथा बर्मेली नेता र अन्य चिरपरिचित देशहरूको आन्दोलनबाट वीपी. कोइरालाको अन्तर्राष्ट्रिय छवीका कारण राणा सरकार कमजोर हुँदै गइसकेको थियो । गाँस, वास र कपासका अतिरिक्त राजनीतिक अधिकार हुनुपर्ने वीपी. कोइराला धारणालाई दार्शनिक आधार मान्न सकिन्छ । नागरिकहरूको महत्वपूर्ण अधिकार राजनीतिक स्वतन्त्रता हो, यसबाट जनताले वाक स्वतन्त्रता पाउँदछन्, जसका लागि प्रतिस्पर्धात्मक बहुदलीय व्यवस्था पूर्वशर्तको रूपमा रहन्छ । वाकस्वतन्त्रताका लागि राणाशासकसँग लडेको देखिन्छ । राणाशासनको समाप्तिपछि पञ्चायती व्यवस्थाको विरुद्ध उनले फेरी संघर्ष गर्नुपर्थ्यो । यही संघर्षको द्रवीयनमा कहिले भारत र कहिले नेपालका जेलमा उनको वास हुनपुग्यो । भारत र नेपाल दुवै देशको जेलको अनुभव उनीसँग छ । राज्यले मानव समुदायलाई समान अवसर र वितरणबाट बञ्चित नगरोस भनी वीपी.कोइरालाले समाजवादी आर्थिक नीति तथा कार्यक्रम ल्याए । हरेक नागरिकको आर्थिक हैसियत जीवननिर्वाह गर्नसक्ने खालको हुनुपर्छ । एउटै देशमा सधैंभरि कोही कारमा र कोही

खाली खुट्टा हिड्न नपरोस भन्ने कोइरालाको मान्यता थियो । यसका लागि धनीलाई अत्याधिक ट्याक्स र गरीवलाई राहत दिने नीति उपयुक्त मान्न सकिन्छ ।

जसरी तलाउमा खसेको ढुङ्गाले सारा तलाउको सतहमा कम्पन पैदा गर्दछ, त्यसरी नै विचारभावले नागरिकहरूको जीवनमा चेतनाको स्तर निर्माणमा तरङ्ग पैदा गर्दछ । आधुनिक तथा नयाँ विचार निर्माणमा पनि विभिन्न पक्षको भूमिका महत्वपूर्ण रहन्छ । कुनै व्यक्तिको पारिवारिक पृष्ठभूमिबाट उसका विचार र दृष्टिकोण निर्माणमा प्रत्यक्ष प्रभाव पर्दछ । वीपी.कोइरालाको राजनीतिक दर्शनको आधार पनि पारिवारिक पृष्ठभूमिबाट तय भएको देखिन्छ । उनका पिता कृष्णप्रसाद कोइरालाले तात्कालिक राणा प्रधानमन्त्री चन्द्रसमशेरलाई गरिव तथा निमुखा जनताका जुम्रा र लिखाले भरिएका मैला कपडा पार्सल पठाएर उनीहरूप्रति अन्याय नगर्न चुनौती दिएको घटनाले गरीव तथा असहाय वर्गप्रतिको प्रतिबद्धतालाई स्पष्ट गर्दछ । सन् १९३० को दशकदेखि वीपी.कोइराला भारतीय समाजवादी नेताहरूको सर्म्पर्कमा रहि स्वतन्त्रता संग्रामको राष्ट्रिय आन्दोलनमा सक्रिय सहभागि भए (कोइराला, वीपी, २०५४, ३०-४५) । पिताजीको देहावसान हुँदाका बखतमा पनि वीपी.कोइराला प्रवासमा रहेको देखिन्छ । समाजवादी दर्शनबाट प्रभावित कोइरालाले स्वतन्त्रता, समानता र साहचर्यजस्ता समाजवादी आदर्शलाई परित्याग गर्न सक्तैनथे (कार्की, २०६८, ३३-३५) । वीपी.कोइरालाले दोस्रो विश्वयुद्धको कुराकानी भारतीय सञ्चार माध्यमबाट सुन्थे । उनले यस युद्धलाई महायुद्धको संज्ञा दिएका थिए । दोस्रो विश्वयुद्धपछि संसारबाट उपनिवेशवाद र निरंकुश व्यवस्थाको अन्त्य हुने क्रम तिब्रतरूपमा बढ्दै गयो । त्यसैको पुष्टि भारतीयहरू वेलायती उपनिवेशबाट मुक्त हुनु र नेपालमा लोकतान्त्रिक व्यवस्था स्थापना हुनुले गर्दछ । भारत सद्दियौँदेखि उपनिवेशमा जकडिएको पृष्ठभूमिमा वीपी. कोइराला पटक पटक राजनीतिक आरोपमा भारतीय भूमिमा पक्राउ परेका थिए । भारतीय जेलबाट छुटी सन् १९४२ मा जनकपुर वीपी. आएपछि राणाशासकको निग्रानीमा रहे (चालिसे, २०५९, १७) । भारतीय पक्षको अहिंसात्मक आन्दोलनमा सहभागी भएकोमा तात्कालिक राणासरकार कोइरालाप्रति चिढिको देखिन्छ । राणासरकारले जतिसुकै क्रुद्र नीति अपनाएतापनि वीपी.कोइरालाको निशानामा राणाशासन रहि रह्यो । राणासरकार पनि आन्दोलनका तरङ्गहरूलाई रोक्न प्रत्यत्नशिल थियो । तात्कालिक राणासरकारले मुजफ्फपुर र मोतिहारीबाट नेपालभित्रीएका नेपाली नागरिकहरूलाई पक्राउ गरिरहेको थियो (शर्मा, २०६८, ८८-९६) । वीपी.कोइराला नेपालमा पक्राउ पर्दा कार्यक्रम गर्न असजिलो हुने अनुमान गरी विहारको आरा भन्ने ठाउँतर्फ जान बाध्य पारियो तापनि उनीहरू दुवै भारतीय प्रहरीद्वारा समातिए । ती दुवैलाई बाँकेपुर जेलमा लगियो । बाँकेपुर जेलमा केही समय राखेपछि हाजारीवाग जेलमा सारियो । उक्त जेलमा भारतीय समाजवादी नेता राजेन्द्रप्रसादसँग सँगै बस्ने अवसर उनहरूले पाए । राजेन्द्रप्रसादसँगको जेल वसाई वीपी.कोइरालाका लागि उपलब्धीपूर्ण रह्यो । उनी समाजवादी तथा क्रान्तिकारी नेता वन्न सके । श्रीकृष्ण सिन्हा, अनुग्रह नारायणसिंह लगायत थुप्रै समाजवादी नेताहरू उक्त जेलमा थिए । वीपी. कोइराला भारतीय जेलमा रहँदा भारतीय नेताहरूकै दर्जामा ए कलासको सुविधा उपलब्ध गराइएको कुरा उनले जेल जर्नलमार्फत जनतामाभ प्रस्तुत गरेको देखिन्छ (कोइराला, २०५४, ३०-४५) । भारतीय जेलमा अन्य कैदीहरू पनि थिए । कैदीहरूलाई पुलिसहरूले कुटेको पनि उनले देखे । त्यहाँका पुलिसहरूले कैदीहरूलाई जतिसुकै कुटेपनि उनीहरूको मौलिक स्वतन्त्रता र स्वास्थ्य उपचारको लागि आवश्यक व्यवस्था गरेकोमा कोइराला निकै उत्साहित थिए भनिन्छ । कैदीहरूलाई कुट्टा डाक्टरको उपस्थिति गराइएको दृश्यले यस कुराको पुष्टि गर्दछ । कैदीहरूप्रति अंग्रेज सरकारको व्यवहार लोकतान्त्रिक मूल्य र मान्यताका आधारित रहेको देखिन्छ । यसै विषयलाई औलाउदै वीपी. कोइरालाले “अपराधी कैदीहरूको पनि वेला वेलामा स्वास्थ्य परिक्षण हुन्थ्यो । कुनै पनि कैदीको स्वास्थ्य अवस्था गम्भीर भयो भन्ने लागेमा उपचारको व्यवस्था पनि गरिन्थ्यो । भारतीय जेलमा खाने र बस्नेको मात्र होइन पत्रपत्रिका पढ्ने सुविधा पनि थियो । कैदीहरू पनि लोकतान्त्रिक

व्यवहारबाट प्रभावित देखिन्थे । भारतीय जेलमा रहने कैदीलाई यातना र अवसर दुवै उपलब्ध गराइन्थ्यो, यद्यपि म पनि कैदी नै थिए । लोकतान्त्रिक सरकार कैदीप्रति नरम भएको मैले देखे” (शर्मा, २०६८, २५-३३) भनी आत्मवृत्तान्तमा उल्लेख गरेको देखिन्छ । यसबाट उनीले समाजवादी बन्ने प्रेरणा पाए । निरंकुश सरकार र लोकतान्त्रिक सरकारका बीच रहेको भिन्नताको उनले तुलनात्मक अध्ययन गर्थे । जेलभित्र रहनु खराव भएपनि उनका लागि जेलका अनुभवहरू नागरिकहरूको मुक्तिको मार्ग बन्दै गयो । भारतीय स्वतन्त्रता संग्रामको आन्दोलनको क्रममा भारतीय जेलमा रहँदा उनले नागरिकहरूको मौलिक हक स्थापना गर्न सशस्त्र क्रान्ति गर्नु असल नागरिक कर्तव्य हो भन्ने पाठ सिके । भारतलाई अंग्रेजको उपनिवेशबाट मुक्त गराउने उद्देश्यका साथ महात्मागान्धी अहिंसात्मक आन्दोलनको अस्त्रको रूपमा अनसनलाई साधन बनाए भने नेपालमा वीपी.कोइरालाले राणाशासनको जरो उखाल्नका लागि सशस्त्र क्रान्ति गर्ने सोच बनाए (शर्मा, २०६८, ८१-९६) । यसै उद्देश्य पूरा गराउनका लागि भारतीय जेलबाट छुटे लगत्तै उनी विराटनगर जुटमिलमा काम गर्ने मजदुरहरूको आन्दोलनमा सहभागी भए ।

वीपी.कोइराला भारतप्रवासमा रहेकै वखत उनका भाई गिरिजाप्रसाद कोइराला जुटमिलका मजदुर थिए, जुटमिलमा काम गर्थे । मजदुरहरूमाथि मालिकले अन्याय गरेको कुरा उनलाई पटककै मन परेको थिएन । उनकै पहलकदमी र नेतृत्वमा २००३ साल फाल्गुन २१ (४ मार्च, १९४७) गते प्रातः ७ बजे जुट मिलका सम्पूर्ण मजदुरहरू आफ्ना मागहरू राखेर हडतालमा सहभागी भए । सो मजदुर हडतालले अन्ततः राजनीतिक सङ्घर्षको रूप लियो (चालिसे, २०५९, १७) । मजदुरहरूले २००३ साल फाल्गुन २१ गते (४ मार्च, १९४७) ‘विराटनगर मजदुर युनियन’ नामक एउटा मजदुर सङ्गठन खोले । मजदुरहरूको आन्दोलनमा सहभागी नेताहरूलाई काठमाडौँबाट आएको सैनिक जत्थाको सहयोगमा मोरङका बडाहाकिम रामसमशेरले पक्राउ गर्न लगाए, जसको विवरण तलको तालिका बमोजिम छः

क्र.स.	मजदुर आन्दोलनमा सहभागी हुँदा पक्राउ परेका नेताहरूको नामावली	कैफियत
१.	विश्वेश्वरप्रसाद कोइराला	
२.	गणेशमान सिंह	
३.	बालचन्द्र शर्मा	
४.	कृष्ण प्रसाद भट्टराई	
५.	गोपालप्रसाद भट्टराई	
६.	तारिणीप्रसाद कोइराला	
७.	गिरिजाप्रसाद कोइराला	
८.	गेहेन्द्रहरि शर्मा	
९.	युवराज अधिकारी	
१०.	मनमोहन अधिकारी	

स्रोत : कोइराला, २०५४ ।

मजदुर आन्दोलनलाई वीपी.कोइराला लगायतका नेताहरूले सम्बोधन गरी उनीहरूका जायज मागलाई राणासरकारले पुरा गराउनुपर्ने भन्दै मजदुरहरूको पक्षमा आ-आफ्नो धारणा व्यक्त गरे । मजदुरहरूको आन्दोलन लगत्तै उनीहरू समातिए । वीपी. कोइराला जेल सुधारका नाममा २९ दिनसम्म आममरण अनसन बसे । उक्त आन्दोलनमा सरकारी सेनाको गोलीबाट मजदुर नेता तुलाराम तामाङ मारिए (चालिसे, २०५९, १७) । वीपी.कोइरालाले मजदुर

आन्दोलनमा व्यक्त गरेका धारणाहरूलाई पुरुषोत्तम बस्नेतले आफ्नो पुस्तक (बस्नेत, २०६६) मा यसरी विश्लेषण गरेका छन् “मजदुर वर्ग संसारको एक शक्तिशाली वर्ग हो । यस वर्गले राम्रोसित काम गर्ने अवसर पायो भने मात्र कुनैपनि मुलुक समुन्नत हुन्छ । यदि मजदुरहरूलाई हेप्ने, शोषण र दमन गर्ने प्रवृत्ति अपनाइयो भने मुलुक अभाव र गरिबीमा पर्नेछ र प्रत्येक मजदुरलाई एउटा मजदुरमाथि परेको कष्ट हटाउनका लागि हजारौं मजदुरहरूले सहयोग गर्नेछन् । मजदुर एक्लो र निःसहाय वर्ग होइन (पृ. ७३) ।” वीपी. कोइरालालाई काठमाडौं जेल रहँदा राणासरकारले कठोर भन्दा कठोर यातना दियो । जेलमा बन्दी जीवन विताई रहेका कैदीहरूलाई मानवीय व्यवहार देखाउने चेष्टा नगर्नु राणाशासकको दिनगन्तीको संकेत हो (कोइराला, २०५४, १३-४५) । केही समयपछि उनलाई जनना जेलमा लगियो, उक्त जेलको ढोकेले वीपी. कोइरालालाई फोहोरी शब्द बोलेवापत जेलभित्रबाटै दुई थप्पड लगाए (शर्मा, २०६८, ४८) । मनमोहन अधिकार पनि सँगै थिए । कोइरालालाई जेलमा लिएको विरोधमा विद्यार्थीहरूले राणासरकारको विरोधमा नारावाजी गरिरहेको अवस्थामा मोहनसमशेर हिटलर चढ्ने जस्तो रातो कारमा शानकासाथ आउँदै गर्दा विद्यार्थीहरूको जुलुसले अगाडि बढ्न बाधा पुऱ्यायो, उ रिसले चुर हुँदै रोकियो (कोइराला, २०५४, ३०-६५) । त्यसपछि आठ पहिरियाहरूले विद्यार्थीहरूलाई निर्मम तरीकाले कुटे । यो दृश्यले कोइरालालाई राणाशासकप्रति थप कठोर बनायो । एस मेन को भूमिकामा नागरिक कतिनजेल रहने ? उनको ध्यान यसैमा मात्र केन्द्रीत हुन गयो । जेलमा राम्रोसँग खाने, बस्ने तथा ओड्ने अर्थात न्यूनतम मानवीयता पनि थिएन (शर्मा, २०६८, ४८) । कुनै पनि अपराधीले आपराधीक घटना घटाएर जेल गएकालाई त कार्वाही गर्दा मानवीय धर्म पालना गर्नुपर्छ भने लोकतन्त्र स्थापना गर्नका लागि लडेका व्यक्तिलाई पनि यातना दिनु भनेको हदैसम्मको निरंकुशता हो, यसलाई सदाका लागि समाप्त गर्नुपर्छ भन्ने विषयमा वीपी. कोइराला स्पष्ट थिए । उनले जेलमा रहँदा पनि अनावश्यक फजुल खर्च रोक्न सहयोग गरे (शर्मा, २०६८, ५०) । जेलभित्र रहँदा राणाशासकको व्यवहारप्रति कोइराला सन्तुष्ट थिएनन् । उनी घाँटीको विरामीबाट पिडित थिए । पद्यमसमशेरको शासनकालमा उनी जेलबाट छुटी उपचार गर्न भारत पनि गए ।

भारत स्वतन्त्र भइसकेपछि सन् १९४८ मा उनी काठमाडौं फर्किए, फर्किँदासाथ जेलमा हालियो । उनी जेलभित्रै अनसन बसेर राणाशासकलाई चुनौती दिएर विद्रोह गर्ने हिम्मत पनि गरे । उनको स्वास्थ्य स्थिति खराब हुँदै गएपछि अनसन बसेको २२ दिनमा राणाशासकले कैदीहरू बस्ने घर बनायो र २९ औं दिनमा उनलाई जेलबाट मुक्त गरिदियो । त्यसभन्दा अगाडि मोहनसमशेरले वीपी. कोइरालालाई गाँथगादीको आशा नगर्न पटकपटक चेतावनी दिदै आएको कुरा जेल जर्नलमा उल्लेख छ । त्यसको प्रतिउत्तर दिँदै वीपी. कोइरालाले ‘हामीहरू नागरिक अधिकार र यो सरकार जनउत्तरदायी हुनुपर्छ भनेका हौं’ (शर्मा, २०६८, १०४) भनी स्पष्ट पारे । हिन्दुस्तानमा जस्तो सुविधा नभएतापनि न्यूनतम मानवाधिकारको पालना गर्नुपर्थ्यो भन्ने उनको विश्लेषण अनन्तकालसम्म सत्य सावित हुने देखिन्छ । राणाअधिनस्थ जेलमा रहँदाको अनुभवले वीपी. कोइरालालाई सशस्त्र क्रान्तिको बाटो तय गर्न मद्दत पुऱ्यायो । परिणामतः राणाशासनको अन्त्य पनि भयो । वीपी.कोइरालाको अन्तर्राष्ट्रिय व्यक्तित्व र समाजवादी विचारबाट पक्कै पनि राजपरिवार सन्तुष्ट थिएन (शर्मा, २०६८, ४८) । वीपी.कोइरालाको राष्ट्रिय तथा अन्तर्राष्ट्रिय लोकप्रियतालाई राजाले आफ्नो अपमानको रुपमा लिएको विश्लेषण भुवनलाल जोशी एण्ड लियोईरोज (सन् १९९६) ले गरेको देखिन्छ (रोज, १९९६, २०-४३) । वीपी. कोइरालाको संयुक्त राष्ट्र सङ्घको भ्रमणको अवसरमा तात्कालिक राष्ट्रपति आइसन हवार र वीपी.कोइरालासँग भेटघाटको क्रममा राजा महेन्द्र र उनको को बीचमा असन्तुष्टि रहेको खुलासा गर्दै हवार गरे । उक्त अवसरमा हवारले “राजाले तपाईंको बारेमा असन्तोष व्यक्त गरेका थिए, त्यो त राम्रो

भएन । हामीले राजालाई भन्यौ, असन्तोषको कुरा केही छ भने हटाउने कोसिस गर्नुपर्छ, तपाईंहरू पनि त्यसको निम्ति तयार रहनुपर्छ । किनभने, तपाईंहरू र राजा मिल्नुभयो भने मात्र नेपालको कल्याण हुन्छ” (शर्मा, २०५५, २५४) । आफूलाई ईश्वरको अवतार ठान्ने राजा महेन्द्र उनीप्रति क्रुद्ध बन्दै गए । त्यसपछि राजा महेन्द्रले वीपी. कोइरालाका विरुद्ध अन्तर्राष्ट्रिय समर्थन जुटाउन थाले (अधिकारी, सन् १९९८, १८२-१८३) । नेपालगञ्जमा आयोजित नागरिक अभिनन्दन समारोहलाई २०१६ साल माघ १६ गते (सन् १९६०, जनवरी ३०) सम्बोधन गर्दै राजा महेन्द्रले भनेका शब्दहरूलाई राजेश्वर देवकोटा (देवकोटा, २०३३) ले यसरी उल्लेख गरेका छन् “मैले आफ्नो कर्तव्य पालनाको लागि अरू कुनै कदम चाल्नु नपरोस् र साथै म यो पनि भन्न चाहन्छु कि मेरा पनि केही कर्तव्यहरू छन् ती हुन् देशको सार्वभौमसत्ता, राष्ट्रियता र अन्य देश तथा जनहित कार्यहरूको संरक्षण गर्नु । यदि यसमा कुनै किसिमको बाधा आइपर्छ भने त्यसबेला जहिलेसुकै, जेसुकै र जे गर्न परे पनि म कदापि हट्ने छैन । जसका लागि म प्रत्येक नेपाली मात्रको सहयोग मात्र सँधै चाहन्छु (पृ. ३१८-३२०) ।” उनले सैनिक शक्तिको आडमा संसदीय लोकतान्त्रिक सरकारसँग टकराव सुरु गरे, अन्ततः लोकतन्त्र नै समाप्त पारे । राजा महेन्द्र र वीपी.कोइराला बीच कहिलेकाही सहकार्य हुन्थ्यो भने कहिलेकाही बेमेल हुन्थ्यो । राजा महेन्द्रलाई लक्षित गरी वीपी. काइरालाले आफ्नो आत्मवृत्तान्तमा भनेका विषयलाई गणेशराज शर्मा (२०५५) ले यसरी उल्लेख गरेका छन् “राजाले जुन मेरो लोकप्रियता देखे, प्रधानमन्त्री भइदिएर काम गरेको जुन तरिका देखे, जुन गतिशीलता देखे, त्यसबाट उनी तर्सो पनि । तर मलाई लाग्दछ उनले मेरो प्रशंसा पनि त्यसै बखत गर्न थाले । यी पनि अरू जस्तै त होलान् भन्ने उनको पूर्वधारणामा, त्यस वेलादेखि परिवर्तन भयो (पृ. २१३) ।”

वीपी.कोइरालाको विचार र दृष्टिकोण आन्तरिक तथा बाह्य जगत्का लागि आदर्श बन्दै गएको पृष्ठभूमिमा राजा महेन्द्रले वीपी.कोइरालाको सिकायत गर्नुको एउटै उद्देश्य शासनसत्ता आफ्नो हातमा लिनु मात्र थियो, उनलाई विकास र वाकस्वतन्त्रतासँग कुनै मतलव थिए । वीपी. कोइरालाका सामु सदियौंदेखि रैतीको व्यवहार खप्टै आइरहेका नेपाली जनताको वास्तविक हक कसरी संस्थागत गर्ने भन्ने चुनौती रहेको देखिन्छ । जनताले पनि लोकतान्त्रिक सरकारको उपस्थितिमा तत्कालै रेडिकल चेन्ज खोजिरहेको अवस्थामा उनको सरकारले पर्याप्त सन्तुष्टी दिन सकेको पाइदैन । उनले जनताका अधिकांस आवश्यकता पूरा गर्न कम्तीमा पनि १५ वर्षको समय आवश्यक ठानेको देखिन्छ । उनले निम्नवर्गीय समाजलाई मध्यवर्गीय बनाउनका लागि समाजवादी नीति अवलम्बन गरिसकेका थिए । कोइरालाले पुरानो सामन्तवादको पूरै अन्त्य गर्न नसकिएतापनि उनीहरूलाई प्रगतिशिल करको दायरामा ल्याउने नीति पनि अख्तियार गरेको देखिन्छ । उनले ल्याएको प्रगतिशिल नीतिमा राजसंस्था पनि पर्दथ्यो । राजालाई करको दायरामा ल्याउने, भूमिसम्बन्धी नीति लागू गर्ने, सामन्तवादको अन्त्यका लागि समाजमा रहेका कुप्रथाहरू हटाउने, अन्तर्राष्ट्रिय सम्बन्धमा सुधार गर्ने, लोकतान्त्रिक मूल्य र मान्यताका आधारभूत मान्यतालाई सबै पक्षले पालना गर्नुपर्ने, हुँदा खाने र हुनेखाने वर्गको अन्तर कम गर्नुपर्ने, जातजाती तथा जनजातीको बीचमा रहेको अन्तर कम गर्ने, महिला तथा दलीतहरूलाई राज्यको मुल प्रवाहमा ल्याउने, पञ्चशिलको सिद्धान्तका आधारमा विश्ववन्धुत्व र भाइचराको नीति अवलम्बन गर्ने, भौगोलिक रूपमा पछि परेको सिमान्तकृत समाजको उत्थान गर्ने, आर्थिक तथा सामाजिक रूपमा विपन्न समुदाय वा व्यक्तिको पुर्नस्थापना गर्ने, सिंहदरवारको अधिकार ग्रामिण तहसम्म पुऱ्याउने, शिक्षा, स्वास्थ्य, यातायात, विजुली, खानेपानी, सिंचाई, खाद्यान्न तथा कृषकहरूको परिश्रमको उचित मूल्य निर्धारण गर्ने, मजदुर वर्गलाई श्रमको उचित

व्यवस्था गर्ने, असंलग्नपरराष्ट्र नीतिका आधारभूत मान्यतालाई कार्यान्वयन गर्ने, आत्मनिर्भर र स्वाभालम्बी अर्थनीति लागु गर्ने लगायतका सुधारात्मक कार्यहरू केही सामन्ती र सामन्तवादको नेतृत्वकर्तालाई पटककै मन परेको देखिदैन । उनले अप्रत्यक्षरूपमा कोइराला सरकारलाई हटाउन चाहन्थे, धेरै कोशिस गरेतापनि सबै प्रयत्नहरू असफल भए (पोखरेल, २०७०, २५-५०) । संसदीय सरकारको नीति र कार्यक्रम सामन्तवादी संस्कृतिको अन्त्य गर्न केन्द्रीत भएपछि सामन्तीहरू एक जुट हुन थाले । राजसंस्थालाई सामन्ती संस्कारबाट मुक्त गरी पूर्णरूपमा आलांकारीक दीर्घकालीक गराउने कोइरालाको योजना सफल हुन सकेन । वीपी.कोइराला राजालाई संविधानभित्र बसेको हेर्न चाहन्थे । अन्ततः राजा महेन्द्रको हठ संसदीय व्यवस्था अन्त्यको कारक तत्व बन्न पुग्यो । २०१७ साल पौष १ गते विहान ११ वजे वालवाला प्रधानमन्त्रीलाई सैनिक प्रयोग गरी पक्राउ गरियो, जवकि सैनिकले उनको निर्देशनमा काम गर्नुपर्थ्यो (कोइराला, २०५४, ९-१२) । जेलभित्र उनलाई सोधिएका प्रश्नोत्तरले उनको दार्शनिक पक्ष प्रष्ट हुन्छ । उनको धारणा जेलभित्र रहेको अवस्थामा पनि परिवर्तन भएको देखिदैन । लोकतन्त्रको सुन्दर पक्ष भनेकै चरित्र हो । २०१७ साल पौष १ गते पछि पनि उनको विचार कति शालिन थियो भन्ने कुरा आत्मवृत्तान्त (२०६८) मा उल्लेखित यी भनाइले स्पष्ट गर्दछ: “देश र व्यक्तिको निश्चित परिणामको परवाह नगरेर यो घोषणा गर्ने इच्छा हुन्छ कि नेपालका लागि गणतन्त्र अब आवश्यक भएको, तर क्रोधको वेगमा देशको चिन्तन सम्भव हुँदैन । क्रोधमा आएर उठेको यो विचार पौष १ गतेको शाही कदममा निहित विचार जस्तै मूर्खतापूर्ण र स्वार्थपरायण हो । राजाको स्थान हाम्रो राजनीतिमा के हुनुपर्छ भन्ने मेरो पुरानो विचारमा पौष १ गतेको घटनाले परिवर्तन ल्याउन सकेको छैन (कोइराला, २०५४, १९) ।” उनी अडानमा दृढ सङ्कल्पित थिए । उनले नागरिकको मौलिक हक तथा अधिकार र लोकतन्त्रको पुनर्स्थापनाको लागि राजासँग कुनै किसिमको सम्झौता नगर्ने र राजाबाटै लोकतन्त्र पुनर्स्थापनाका लागि आजीवन संघर्ष गर्ने निर्णय लिए । जेल सुधार गर्नका लागि उनले अखवार पढ्ने, खेलकुद खेल्ने, नातेदारसँग भेट्ने र निर्दोस नागरिकहरूलाई प्रमाणविना जेलमा राख्न नहुने माग राखि भोक हडताल गरे । भोक हडताल १३ दिनसम्म चलेको देखिन्छ । सबै माग पुरा भएपछि मात्र भोक हडताल तोडिएको थियो (शर्मा, २०५८, २८२) । २०२५ साल कार्तिक १३ गते आठ वर्षे लामो कारावासको सजायपछि उनलाई रिहा गरियो र स्वास्थ्य उपचारका लागि तत्कालै भारत प्रस्थान गरे । राणाकालमा २ ९ र पञ्चायतकालमा १३ दिनसम्म उनी जेलमा आमरण अनसन बसे ।

निष्कर्ष

वीपी.कोइराला रैतीहरूलाई नागरिक बनाउने उद्देश्यका साथ भारत तथा नेपालका विभिन्न जेलहरूमा वन्दी जीवन विताए । उनले राणाशासनको अन्त्य गर्ने सिलसिलामा २००७ सालमा सशस्त्र क्रान्ति गरे । आन्दोलन सफलताउन्मुख भइरहेको अवस्थामा भारतीय संस्थापन पक्षको सहजीकरणमा त्रिपक्षीय दिल्ली सम्झौता गरियो । परिणामतः आन्दोलन टुंगियो र राणाशासन समाप्त भयो । सशस्त्र क्रान्तिको उद्देश्य राणाशासन समाप्त पार्ने र लोकतन्त्र स्थापनामा केन्द्रीत थियो, सम्झौता सोही व्यहोराको गरियो । राणाशासन अन्त्यपछिका केही वर्षहरू राजनीतिक संक्रमणको रूपमा रहे । विधानसभाको वेवास्ता गर्दै तात्कालिक राजाले आमनिर्वाचन र संविधान एकै पटक घोषणा गरे । तात्कालिक वस्तुगत अवस्थाको विचार गरि नेपाली काँग्रेस लगायतका राजनीतिक दलहरू चुनावमा होमिए । वीपी.कोइरालाको नेतृत्वमा सरकार बन्यो । उक्त सरकारले पुरानो सत्ताका विकृत पक्षहरूको शुद्ध अध्ययन गरि सर्वसाधारण जनतालाई सिंहदरवारको अधिकार दिलाउने कोसिस पुरा गर्ने तरखरमा रहेको अवस्थामा अदृश्य शक्तिको

केन्द्र राजसंस्थाले जनघाती काम गर्‍यो । यस कुराको पुष्टि २०१७ साल पौष १ गतेको घटनाले गर्दछ । वालवाला प्रधानमन्त्रीलाई पक्राउ गर्नुले नेपालमा बहुदलीय शासन व्यवस्थाप्रति राजाको दृष्टिकोण स्पष्ट पार्दछ । लोकतन्त्र समाप्त पारिएपछि नेपालको आर्थिक, राजनीतिक, सामाजिक तथा सांस्कृतिक विकास ओभेलमा पर्दै गए । गुमेको अधिकार फिर्ता गराउने सन्दर्भमा लामो समयसम्म राजसंस्थासँग लड्नु पर्‍यो । अतः वीपी.कोइरालाको जेल जर्नल उल्लेखित गतिविधिमा समर्पित छ ।

सन्दर्भसामग्रीहरू

- अधिकारी, सूर्यमणी (सन् १९९८), *नेपालमा प्रजातान्त्रिक आन्दोलनको इतिहास*, दिल्ली: निराला पब्लिकेशन ।
 कार्कि, रत्नजङ्ग (२०६८), वी.पी.को विचारमा नेपालको अखण्डता, राष्ट्रियता र प्रजातन्त्र औचित्य, *विचार प्रवाह*, पोखरा: प्रजातान्त्रिक विचार समाज पृ. ३३-३५ ।
 कोइराला, विश्वेश्वरप्रसाद (२०५४), *जेल जर्नल*, ललितपुर: जगदम्बा प्रकाशन ।
 चालिसे, पुष्पराज (२०५९), जनआन्दोलन २०४६: सत्तापक्षको प्रतिवाद र प्रतिरोध, काठमाडौँ: सामयिक राजनीतिक इतिहास) उदय बुक्स प्रा.लि. ।
 दीक्षित, मदनमणि (२०५८), सम्बत २०१७ को पृष्ठभूमिमा बीपी कोइरालाको व्यक्तित्व, बीपी स्मारिका काठमाडौँ: बीपी चिन्तन प्रतिष्ठान, पृ. १४-१८ ।
 देवकोटा, गृष्मबहादुर (२०३३), नेपालको राजनैतिक दपर्ण (भाग-२), नेपाल: भद्रराई बन्धु प्रकाशन
 पोखरेल, परसुराम (२०७०), वी.पी.कोइरालाको आलेख, भाषण र अन्तरवार्ता, काठमाडौँ: सुकृति अपसेट ।
 बस्नेत, पुरुषोत्तम (२०६६), नेपाली काँग्रेसको इतिहासको प्रारूप, ललितपुर: बंगालामुखी अफसेट ।
 शर्मा, गणेशराज (सं.) २०६८, आत्मवृत्तान्त (पुनर्मद्रण), ललितपुर: जगदम्बा प्रकाशन ।
 Joshi, B. L. and R.Leo (1996). *Demotracic innovations in Nepal : A case study of political Acculturation*. Berkeley: University of California.

भगवान् गौतम बुद्धसंग रामग्राम स्तूपको सम्बन्ध

हरिदत्त शर्मा
शिक्षण सहायक
महाकवि देवकाटा क्याम्पस

अध्ययन सार : धार्मिक तथा सांस्कृतिक दृष्टिले उत्कृष्ट भूमि नेपाल एक बहु धार्मिक, बहु भाषिक, बहु सांस्कृतिक, बहु जातिय राष्ट्र हो । नेपालमा हिन्दू, बौद्ध, किरात, ईशाई, क्रिश्चियन जस्ता धर्महरू मुख्य रूपमा मानिएको देखिन्छ । नेपालमा मानिने मुख्य धर्महरू मध्ये बौद्ध धर्म पनि एक हो । वर्तमान समयमा नेपालमा मात्र नभएर विश्वका थुप्रै देशहरूमा बौद्ध धर्म एक मुख्य धर्म बनेको छ । प्राचिन कपिलवस्तुका राजकुमार शुद्धोधन र कोलिय राज्यकी राजकुमारी मायादेवीका बीच विवाह सम्बन्ध जोडिए पछि जन्मिएका पुत्रत्न गौतम बुद्ध एशियाका तारा का रूपमा चिनिएका छन् । गौतम बुद्धको जन्म यति नै मितिमा भएको थियो भनेर किटान गरेर भन्ने अवस्था नरहेता पनि आज भन्दा करिव २५०० वर्ष पहिला रुपन्देही जिल्ला अन्तर्गत पर्ने लुम्बिनी भन्ने ठाउँमा भएको थियो । (दाहाल, २०७४:७) भने भारतको कुशिनगर भन्ने ठाउँमा उनको मृत्यु भएको थियो । भगवान् गौतम बुद्धको महापरिनिर्वाण (पूर्ण रूपमा प्राप्त हुने मोक्ष) पछि उनको शरिरबाट मोतीका दाना जस्ता स-साना दाना निस्किए तिनै दाना जम्मा गरेर आठ देशका राजाहरूले बराबर बाँडे जस मध्ये रामग्राम राजधानी भएको प्राचिन कोलिय राज्यका राजा पनि एक थिए । उनले ती दानाहरू ल्याएर प्राचिन कोलिय राज्यको राजधानी रामग्राममा स्तूप निर्माण गरी राखे, जुन वर्तमान अवस्थाको रामग्राम स्तूप हो । यसरी हेर्दा जीवन रहँदा र नरहँदा अर्थात् मृत्यु पछि पनि गौतम बुद्धसंग रामग्रामको घनिष्ठ सम्बन्ध रहेको पुष्टि हुन्छ ।

विषय प्रवेश

सुख र स्वर्ग प्राप्त हुने भन्ने लोक विश्वासको सुकर्म, पुण्य कर्म, लोक हितका लागि स्विकारिने कर्तव्य कर्म, सदाचार, सत्कर्म, ईश्वर प्राप्ति वा सदगतिका लागि शोकाशास्त्र निहित कर्म, स्वधर्म, सामूहिक कर्तव्य, कुनै मान्यजन वा महापुरुष वा ऋषि वा ग्रन्थ निर्दिष्ट परलोक वा सुख प्राप्त हुने उत्तम कार्य, कुनै माहात्मा वा महापुरुषद्वारा प्रतिपादित सिद्धान्त नै धर्म हो । (शर्मा नेपाल, २०५८:६९९) यसले एक अलौकिक शक्ति वा शक्तिहरूलाई बुझाउँछ जुन ब्रह्माण्डको प्रान्त र राज्यपालको रूपमा मानिन्छ । यसमा आध्यात्मिक व्यक्तिहरूका शिक्षामा आधारित विश्वास, मूल्य र व्यवहारहरूको एक समूह समावेश छ । धर्म पवित्र विश्वासको आधारमा विश्वास, प्रतिकहरू र अभ्यासहरूको समूह हो, जसले विश्वसीहरूलाई सामाजिक, धार्मिक समुदायमा एकताबद्ध बनाउँछ । नेपाल एक बहु सांस्कृतिक, बहु धार्मिक, बहु जातिय मुलुक मात्र नभई बहु भाषिक मुलुक पनि हो । (लम्साल, गौतम र अन्य, २०६७:३३) यहाँ १२५ जाति १२३ भाषा उनीहरूका आ-आफ्ना धर्म संस्कृतिहरू रहेका छन् । नेपालमा खास गरेर हिन्दू, बौद्ध, किराँत, ईशाई, क्रिश्चियन जस्ता धर्महरू मुख्य रूपमा मानिदै आएका छन् । ती मध्ये बौद्ध धर्म नेपालको दोस्रो ठूलो धर्म

हो । कुल जनसङ्ख्याको १.०४४ प्रतिशत मानिसहरूले बौद्ध धर्म मान्दछन् । (काफ्ले, नेपाल, २०७४:५१,५९,६३) कपिलवस्तुका राजकुमार शुद्धोधन र कोलिय राज्यकी राजकुमारी मायादेवीको विवाह पश्चात् एक पुत्रको जन्म भयो उनको नाम थियो सिद्धार्थ गौतम । तिनै सिद्धार्थ गौतमले लामो समयको तपस्या पश्चात ज्ञान प्राप्त गरे पछि गौतम बुद्धका रूपमा परिचित भए । उनको ज्ञान र उपदेशको अनुसरण गरी उनलाई ईश्वरका रूपमा स्वीकार गरे पछि बौद्ध धर्म भनेर मानिसहरूले यसको पालना गरे परिणाम स्वरूप यो बौद्ध धर्मको रूपमा विकसित भयो । उनै भगवान् गौतम बुद्धको महापरिनिर्वाण पश्चात उनको अस्तु धातु आठजना राजाहरूले बाँडे र आ-आफ्नो राज्यमा लगेर स्तूप निर्माण गराए तिनै स्तूपहरू मध्येको एक मूल स्तूप हो रामग्राम स्तूप । भगवान् गौतम बुद्धको ज्ञान प्रचार प्रसार गर्ने बुद्धका अनुयायी सम्राट अशोकले सातवटा स्तूपबाट ८४००० स्तूपहरू निर्माण गराए तर रामग्राम स्तूपमा नागले ठूलो भक्ति देखाउँदै त्यसको रक्षा गरिरहेका थिए । सम्राट अशोकले उक्त स्तूपलाई जस्ताको त्यस्तै छोडेका थिए । बुद्धको अस्तु धातु रहेका बुद्धसंग सम्बन्धित मुख्य आठ स्तूपहरू मध्ये रामग्राम स्तूप एकमात्र स्तूप हो जुन यसको मूल रूपमा देख्न सकिन्छ । गौतम बुद्धको मामाघरको रूपमा परिचित प्राचिन कोलिय राज्यको राजधानी रामग्रामसंग गौतम बुद्धको घनिष्ठ सम्बन्ध रहेको देखिन्छ । जीवन रहँदासम्म मामाघर आउने जाने गौतम बुद्धको अस्तु धातु त्यही रामग्राममा ल्याएर स्तूप निर्माण गरी राखिएको हुनाले जीवन पश्चात पनि रामग्रामसंग सम्बन्ध रहिरह्यो, जुन जीवन जीवनसम्म पनि सम्बन्धित रही रहनेछ, त्यही सम्बन्धलाई यस लेखमा प्रस्तुत गरिएको छ ।

सिद्धार्थ गौतम

नेपाल एक धार्मिक सहिष्णुता भएको राज्य हो । नेपालमा हिन्दू, बौद्ध, किराँत, ईशाई, क्रिश्चियन जस्ता धर्महरू मुख्य रूपमा मानिदै आएका छन् । ती मध्ये बौद्ध धर्म पनि एक मुख्य धर्म हो । नेपालको दोस्रो ठूलो धर्मका रूपमा स्थापित बौद्ध धर्ममा भगवान् गौतम बुद्धलाई मुख्य आराध्य मानेर पूजा अर्चना गर्ने गरिन्छ । भगवान् दुईओटा 'भग' र 'वान्' शब्दहरूको संयोजनबाट बनेको छ । यहाँ 'भग' भनेको 'ऐश्वर्यता' या सम्पन्नता हो । अतः 'भगवान्' भनेको ऐश्वर्यका गुणले युक्त भएको हो । बुद्ध दुई खालका सम्पन्नताले युक्त थिए । स्वार्थसम्पदा र परार्थसम्पदा । (खनाल, सन् २०१८:१९१)

प्राचिन कपिलवस्तु राज्यका राजा शुद्धोधन र कोलिय राज्यकी राजकुमारी मायादेवीका बीच वैवाहिक सम्बन्ध स्थापना भएपछि पुत्ररत्नका रूपमा बालक सिद्धार्थ गौतमको जन्म हुन्छ । राजा शुद्धोदनले बैशाख पूर्णिमाको दिन रानी मायादेवीलाई सुनले सिंगारिएको पालकीमा विराजमान गराई नगर सैन्य तथा कर्मचारीहरू पछि लगाएर माइत पठाइदिए । रानीको माइत देवदह र घर कपिलवस्तुको बीचमा लुम्बिनी नामक रमणीय वन थियो । त्यहाँ पुगे पछि रानीलाई आराम गर्ने इच्छा जाग्यो । प्राकृतिक सौन्दर्यको सुखानुभव गर्ने क्रममा उनलाई शारीरिक स्वभावमा केहि परिवर्तन हुन लागेको अनुभव भयो । त्यही सालको वृक्षमुनि रानीको कोखबाट उनको जन्म भएको थियो । (दाहाल, २०७४:९) उनको नाम असित ऋषिले सिद्धार्थ गौतम राखेका थिए । सिद्धार्थको अर्थ सबै मनोकामनाले पूर्ण भन्ने हुन्छ । सानैदेखि गम्भीर र चिन्तनशील स्वाभावका सिद्धार्थ गौतम पिताद्वारा प्रदत्त राजसी सुखसयलमा हुर्किएका थिए । राजा शुद्धोदन भने मेरो एकलो छोरोलाई बुद्धत्वको कुनै खाँचो छैन । जे गरेर भए पनि हजारौं द्विपको अधिपति बनाएर चक्रवर्ती सम्राट बनाउन पाए पुग्छ भन्ने इच्छा थियो । (दाहाल, २०७४:१३)

भगवान् गौतम बुद्ध

एक दिन दरबारबाट बाहिर निस्कने क्रममा उनले रोगी मानिस, मरेको मानिस र बृद्ध मानिसलाई देखे । उनीहरू स्वयम् पनि दुःखी थिए साथसाथै उनीहरूका आफन्तहरू पनि दुःखी थिए । यसरी सबै मानिसहरू दुःखी देखेर

आफु पनि दुःखी बनेका सिद्धार्थ गौतमले मानिसका यी दुःखका कारण के हुन् ? भनी त्यसबाट छुटकारा पाउन ज्ञानको खोजीमा हिँडेका थिए । (भट्टराई, २०७३:२९५) २९ वर्षको उमेरमा रातीको समयमा गृहत्याग गरी भारतका विभिन्न ठाउँमा सात वर्षसम्म तपस्या गरी हिँडे र बोधगया भन्ने ठाउँमा एक पिपलको वृक्षमुनि बसी तपस्या गर्न थाले । लामो समयको तपस्या पछि उनले ज्ञान प्राप्त गरे अनि गौतम बुद्धका रूपमा परिचित भए । अहिंसा परमो धर्मको मूल मन्त्रलाई आत्मसात गर्दै मानिस दुःखी छन् त्यो दुःखको कारण इच्छा शक्ति हो । यदि हामीले इच्छा शक्ति त्याग्यौं भने दुःख आफैँ हटेर जान्छ भन्ने महान विचार संसारलाई दिएर भगवान्का रूपमा परिचित भएका छन् । महात्मा गौतम बुद्धले प्रतिपादन गरेको हुनाले यसलाई बौद्ध दर्शन भनिएको हो । बौद्ध धर्म सम्बन्धि प्रतिपादित सिद्धान्त, नियम, उपनियम आदिको विवेचना गरिएको शास्त्र नै बौद्ध दर्शन हो । (शर्मा नेपाल, २०५८:९७२) प्रत्यक्ष र अनुमानलाई प्रमाण मान्ने यो दर्शन मध्यममार्गी दर्शन हो । यस दर्शनले ईश्वर आत्मा, अन्धविश्वास, पुनः जन्ममा विश्वास राख्दैन, तपस्या गरेर शरीर सुकाएर पुनः जन्ममा विश्वास गर्ने भन्दा जीवीत अवस्थामा द्वेष राग, ईर्ष्याबाट टाढा रहेर निर्वाण प्राप्त गर्ने उपाय सिकाउँछ । (ढकाल, २०६०:१८६) महात्मा गौतम बुद्धले दुःखबाट छुटकारा पाउनका निमित्त कयौं वर्ष तपस्या गरे पछि उनले प्राप्त गरेका मुख्य चार वटा आर्य सत्यहरू (Superme truths) निम्न छन् संसारमा दुःख (Suffer) छ, दुःखका कारण (Causes) छन्, दुःखलाई निवारण गर्न सकिन्छ (Suffer can be removed) र त्यसका उपायहरू (Ways to remove suffer) छन् । (भट्टराई, २०७३:२९५)

दुःख र दुःखबाट निर्वाण प्राप्त गर्नु बुद्ध दर्शनका यथार्थ (Reality) हुन् । निर्वाण प्राप्तिका लागि अष्टमार्ग (Eight fold paths) पनि बताइएका छन ती हुन्,

१) सम्यक् दृष्टि २) सम्यक् संकल्प ३) सम्यक् वाक ४) सम्यक् कर्म ५) सम्यक् जीवन ६) सम्यक् प्रयास ७) सम्यक् स्मृति ८) सम्यक् समाधि

(Right view, Right aspiration, Right speech, Right action, Right livelihood, Right effort, Mindfulness and Right contemplation) (भट्टराई, २०७३:२९५)

प्रस्तुत आठ वटै साधना गर्नले अज्ञानता नाश हुन्छ र पूर्ण शान्ति प्राप्त हुन्छ । पूर्ण शान्तिको अवस्थालाई निर्वाण भनिन्छ । सत्यका आठबाटारु संसारलाई देखाएर शान्तिका अग्रदूत बनेर चम्किएका उनले सत्यका आठबाटारु पत्ता लगाएर संसारलाई दुःख मुक्त बनाउने प्रयास गरेका थिए । त्यति मात्रै होइन पञ्च शीलको पालना गरेर पीडा मुक्त गराउनको लागि पाँच शील प्रदान गरेका छन् जसमा अहिंसा, चोरी नगर्नु, इन्द्रिय भोगबाट विरति, असत्य भाषणबाट विमुखता र मादक पदार्थ र अन्य उत्तेजक पदार्थ सेवन नगर्ने । यदि तपाईंले यी पाँच शीलको भावनामा रहेर जीवन विताउनु भयो भने तपाईं स्वयम् पीडा र जागतिक विकृतिहरूबाट बाच्ने मात्रै होइन आफ्नो परिवार र मित्रहरूलाई पनि बचाउनु हुनेछ । (दाहाल, २०७४:९४)

कल्पनाका एक साम्यक सम्बुद्ध भनेर चिनिने गौतम बुद्ध भन्नाले बोधी प्राप्त वा अन्तिम सत्यको साक्षात्कार गरेको महामानव भन्ने हुन्छ । अन्तिम सत्यको साक्षात्कार गरी संसारलाई दुःख मुक्त बनाउन चार नोबल सत्य र समस्या साथै पीडाबाट मुक्त बनाउन आठवटा बाटाहरू प्रदान गरेर उनी सिद्धार्थ गौतम बुद्धबाट भगवान् गौतम बुद्ध बनेका थिए । पौराणिक मान्यता अनुसार भगवान् विष्णुका प्रसिद्ध दश अवतारहरू मध्ये नवौं अवतार बुद्धको मानिन्छ । विश्वमा अहिंसा, करुणा र परोपकारको उद्देश्यले विश्व शान्तिको कामना गर्ने शान्तिका अग्रदूत भगवान् गौतम बुद्धलाई हिन्दुहरूले विष्णु भगवान्कै रूपमा पूजा गर्दछन् । (उपाध्याय, २०६५:७७)

रामग्राम स्तूप

प्राचिन कोलिय राज्यको राजधानीका रूपमा रहेको रामग्राम वर्तमान सङ्घिय व्यवस्था अनुसार प्रदेश नं. ५ अन्तर्गत पर्ने नवलपरासी जिल्लाको सदरमुकाम परासी बजारबाट तीन किलोमिटर दक्षिणमा अवस्थित उजैनी चोकबाट ६०० मिटर पूर्वमा रामग्राम स्तूप अवस्थित छ । सामान्य भाषामा माटो-प्रस्तर आदिको मनुष्यनिर्मित चुली वा टाकुरी वा अग्लो ढिस्कुरोलाई नै स्तूप भनिन्छ । (शर्मा नेपाल, २०५८:१३६०) तर बौद्ध धर्मशास्त्रका आधारमा हेर्ने हो भने भगवान गौतम बुद्धको अवशेष अस्तु धातु राखिएको थुम्कोलाई स्तूप भनिन्छ । रामग्राम स्तूप पनि गौतम बुद्धको अस्तु धातु राखिएको थुम्को वा डिस्को हो जुन बौद्धमार्गीहरूका लागि आस्थाको धरोहर हो । रामग्राम स्तूप भगवान् गौतम बुद्धको जन्मस्थल लुम्बिनीबाट ४० किलोमिटर पूर्वमा रहेको छ । शान्तिको प्रतिकका रूपमा निर्माण गरिएका स्तूपहरू बौद्ध धर्मावलम्बिहरूका लागि महत्वपूर्ण तिर्थस्थल मानिन्छन् । भगवान् गौतम बुद्धकै रूपमा स्तूपको पूजा गरिने हुनाले स्तूपहरूको निकै महत्व रहेको देखिन्छ । अभ्र त्यसमा पनि रामग्राम स्तूप एकमात्र मूल स्तूप रहेको हुनाले यसको थप महत्व रहेको छ ।

भगवान् गौतम बुद्धसंग रामग्राम स्तूपको सम्बन्ध

भारतको कुशीनगर भन्ने ठाउँमा भगवान् गौतम बुद्धको महापरिनिर्वाण पछि मगध, वैशाली, कपिलवस्तु, कुशीनगर, पावा, अलकप्पर, वेठ्ठेदीप गणराज्यहरूका राजा साथै रामग्राम का राजा समेत गरी विभिन्न आठ देशका राजाहरू उनको अन्तिम श्रद्धाञ्जली दिन साथै बुद्धको अवशेष लिन त्यहीँ पुगे, कुशीनगरका मल्लराजाले अन्य देशका राजाहरूको प्रस्ताव अस्वीकार गरे र भने गौतम बुद्ध आफ्नो राज्यमा आएर महापरिनिर्वाण प्राप्त भयो, त्यसकारण भगवान् बुद्धको अवशेषमा हाम्रो अधिकार चल्छ । (उपाध्याय, २०६५:७७) साथै उनले अरु राजालाई पनि सोधे के तपाईंहरूको राज्यमा हिरा र सुन पत्तालागेको भए बाँड्नु हुन्थ्यो ? अरु राजाहरूले भने युद्धै गरेर भए पनि बुद्धको अवशेष लैजाने कुरा गरे त्यसै बीच भगवान् गौतम बुद्धलाई अन्तिम श्रद्धाञ्जली दिन भिक्षु ड्रोन पनि त्यहीँ पुगे, राजाहरूका कुरा सुनेर भिक्षु ड्रोनले भने बुद्ध अहिंसाका पक्षधर हुन त्यसैले युद्ध बुद्धको उपदेश भन्दा बिरुद्ध छ । त्यसकारण भगवान्को अवशेषलाई सबैले बाँड्नु पर्छ भने । त्यसपछि कुशीनगर लगायत सबै आठ राजाहरूलाई भगवान् बुद्धको अवशेष अस्तु धातु बराबर बाँडियो र बुद्धको अहिंसाको सिद्धान्त पालना गरियो । बुद्धको अवशेष प्राप्त गर्ने कुशीनगर बाहेकका सात राजा मध्ये एक थिए कोलिय राज्यका राजा । प्राचिन कोलिय राज्यको राजधानी थियो रामग्राम त्यही रामग्राममा राजाले अस्तु धातु ल्याएर राखे । (दाहाल, २०७४:१८) वर्तमानको रामग्राम स्तूप त्यही ठाउँ हो, जहाँ प्राचिन कोलिय गणराज्यका राजाले आफ्नो राजधानी रामग्राममा भगवान् गौतम बुद्धको अस्तु धातु राखेका थिए ।

उपर्युक्त तथ्यहरूको आधारमा के भन्न सकिन्छ भने भगवान् गौतम बुद्ध र रामग्राम स्तूपका विचमा घनिष्ठ सम्बन्ध रहेको छ । रामग्रामसंग बुद्धको सम्बन्ध जीवन रहँदासम्म मामाघर र महापरिनिर्वाण पछि बुद्धको अस्तु धातु रहेको स्थानको रूपमा रहेको छ । भगवान् गौतम बुद्धको अवशेष रामग्राममा राखिएको कुराले रामग्राम र बुद्धका बीचको सम्बन्ध पुष्टि गर्दछ ।

भगवान् गौतम बुद्धको अस्तु धातु अवशेष राखिएको रामग्राम स्तूप बौद्ध धर्मावलम्बिहरूको लागि एक महत्वपूर्ण तिर्थस्थल हो । सम्राट अशोकले सात स्तूपहरूबाट ८४००० स्तूपहरू निर्माण गराए तर रामग्राम स्तूप विश्वकै एक मात्र मूल स्तूप हो जुन पुरानै रूपमा देख्न सकिन्छ । बुद्धको अवशेषको लागि सम्राट अशोक रामग्राम स्तूपमा आएका थिए । त्यहाँ एक श्राप युक्त नागले रक्षा गरिरहेका थिए । नागले प्रतिदिन पूजा अर्चना र परिष्कार गरी श्राप

मुक्त हुने कुरा बताए पछि सम्राट अशोकले उक्त स्तूपलाई केही पनि गरेनन् र यो जस्ताको त्यस्तै मूल रूपमा नै रह्यो त्यसैले यसलाई विश्वकै एक मात्र मूल स्तूप मानिन्छ । भगवान् बुद्धको महापरिनिर्वाण पछि प्राप्त अष्ट धातु मध्ये एक मूल अस्तु धातु रहेको हुनाले यसको धार्मिक महत्व छ । (उपाध्याय, २०६५:७८) सातौँ शताब्दी भन्दा पहिला नेपाल भ्रमणमा आएका बौद्ध भिक्षु फाइयान र हन्वेन्साडले यहाँ आएर पूजा अर्चना पनि गरेका थिए । (उपाध्याय, २०६५:७८) सन् १९७७ मा एशियाई सोसाइटी बंगाल डब्ल्यू होईको पुरातत्वविद्द्वारा खोजिएको थियो त्यो बेला यो ठूलो गोल ईटा चन्द्रमा घाँस र भाडीले ढाकिएको थियो । सन् १९७७ मा नेपाल पुरातत्व विभागले व्यवस्थित उत्खनन् गरेर स्तूपको इतिहास प्रकाश पार्यो । पुरातात्विक निष्कर्षले के देखाएको छ भने रामग्राम स्तूपमा विशिष्ट चार चरणहरू सामेल छन् जसमा विभिन्न शाही राजवंशहरू मौर्य, सुङ्ग, कुआन र गुप्ता रहेका छन् । यी शाही राजवंशहरूको समयमा पनि स्तूपको मूल्य संरक्षणमा जोड दिएको देखिन्छ । त्यसैले त स्तूप आजसम्म पनि सुरक्षित छ । स्तूप सात मिटर अग्लो छ । यसलाई माटो र ईटाबाट बनाइएको छ ।

विश्व सम्पदा सूचिमा सुचीकृतिको तयारीमा रहेको रामग्राम स्तूप नेपालका २५ स्थानहरू मध्येको एक महत्वपूर्ण स्थान हो । रामग्राम स्तूप बौद्धमार्गीहरूका लागि आस्थाको धरोहर हो । महत्वका दृष्टिले हेर्ने हो भने रामग्राम स्तूपको धार्मिक महत्व अत्यन्तै रहेको छ । वर्षेनी सात लाख पर्यटकहरूले रामग्राम स्तूपको दर्शन गर्नुले पनि सो कुरा पुष्टि हुन्छ । धार्मिक मात्र नभएर रामग्राम स्तूपको सांस्कृतिक, आर्थिक र सामाजिक दृष्टिले पनि महत्व रहेको छ ।

सांसारिक जीवन प्रारम्भ गरेका उनले राजकुमारी यशोधरासंग विवाह गरी एक छोरो राहुलको पनि जन्म भयो, सानो छोरो राहुल र आफ्नी जीवन सङ्गीनी यशोधरालाई चटक्क छोडेर बुबाको राजा बनोस् भन्ने इच्छालाई समेत तिलाञ्जली दिएर आफुले दुःखलाई अडगीकार गरेर अरुको दुःख निवारणको लागि दरबारको सुख सयल, धन दौलत सम्पत्ति सबै त्यागी तपशिव बनेका महान व्यक्ति गौतम बुद्धको अस्तु धातु रहेको रामग्राम स्तूप पवित्र धार्मिक स्थल हो । भगवान गौतम बुद्धको मावलीघरका रूपमा समेत परिचित रामग्राम स्तूप विश्वसमुदायमा चिरपरिचित स्थान हो । भगवान गौतम बुद्धको महापरिनिर्वाण पछि उनको अस्तु धातु आठ राजाले बराबर बाँडेका थिए ती आठ मध्ये एक थिए प्राचिन कोलिय राज्यका राजा, उनले उक्त अस्तु धातु रामग्राम भन्ने ठाउँमा राखेका थिए यसरी हेर्दा रामग्राम स्तूप र गौतम बुद्धको सम्बन्ध अति निकट रहेको पुष्टि हुन्छ ।

निष्कर्ष

बहु धार्मिक, बहु भाषिक, बहु सांस्कृतिक, बहु जातिय राष्ट्रका रूपमा परिचित नेपाल अनेकतामा एकता भएको सुन्दर मुलुक हो । यहाँ विभिन्न धर्म मान्ने मानिसहरूको बसोबास रहेको छ । तिनै धर्महरू मध्येको एक हो बौद्ध धर्म । प्राचिन कपिलवस्तुका राजा शुद्धोधन र रानी मायादेवीका पुत्र सिद्धार्थ गौतमले संसारलाई दुःखी देखे र संसारका मानिसहरूको दुःखको निवारण गर्न तपस्या गर्न थाले अन्तत्वागत्व बोधी सत्व वा अन्तिम सत्यको साक्षात्कार गरी ज्ञान प्राप्त गरे । चार दुःख निवारणका उपायहरू र आठवटा सत्यका बाटा पत्तालगाएर संसारका मानिसहरूलाई दुःखबाट छुटकारा पाउने उपाय दिए पछि उनी भगवान् गौतम बुद्ध बने, उनै गौतम बुद्धको कुशीनगरमा भएको महापरिनिर्वाण पछि उनको अस्तु धातु अवशेष कुशीनगर लगायतका आठ राज्यका राजाले बराबर बाँडे ती आठ राजाहरू मध्ये प्राचिन कोलिय गणराज्यका राजा पनि एक थिए । उनले त्यो अस्तु धातु आफ्नो राज्यको राजधानी रामग्राममा लगेर राखे यसबाट के पुष्टि हुन्छ भने गौतम बुद्धको सम्बन्ध रामग्राम स्तूपसंग छ । प्राचिन कपिलवस्तुका राजकुमार शुद्धोधन र कालिय राज्यकी राजकुमारी मायादेवीका बीचको विवाह सम्बन्धले पनि के पुष्टि गर्छ भने भगवान् गौतम

बुद्ध र रामग्रामको विचमा सम्बन्ध थियो अर्थात् रामग्राम भगवान् गौतम बुद्धको मावली स्थान हो । प्रस्तुत तथ्यहरूका आधारमा के पुष्टि हुन्छ भने रामग्रामसंग भगवान् गौतम बुद्धको सम्बन्ध जीवन रहँदा र नरहँदा अर्थात् मृत्यु पछि पनि त्यत्तिकै नजिकको रहेको छ ।

सन्दर्भसूचि

उपाध्याय, शैलेशकुमार, 'रामग्राम स्तूपको ऐतिहासिक तथा धार्मिक पचिय', नवलपरासी दर्पण भोलम ३, वि.सं. २०६५.पृ. ७७ - ७९ ।

काफ्ले, रामेश्वर र विमल नेपाल, नेपालको जनसाङ्ख्यिक अवस्था, दोस्रो संस्करण, काठमाडौं : जुपिटर प्रिन्टिङ एण्ड पब्लिसिङ हाउस प्रा.लि., २०७४ ।

खनाल, अञ्जु, 'साम्यक् आजीविकाको अर्थशास्त्रीय विवेचना', लुम्बिनी प्रभा (Lumbini Prabha) भोलम ३, सन् २०१८.पृ.१९१-१९७ ।

ढकाल, माधवप्रसाद, शिक्षाको दर्शन शास्त्रीय एवं समाज शास्त्रीय आधार, पाँचौ संस्करण, काठमान्डौं : विद्यार्थी पुस्तक भण्डार, २०६० ।

दाहाल, रोशन, गौतम बुद्ध जीवनी र दर्शन, पाचौं संस्करण, काठमाडौं : पाँच पोखरी प्रकाशन गृह, २०७४ ।

पुण्डरीक धर्माभूतसार, Buphwa- Jungsa Bhikkhu Dorim Monk, 2016

भट्टराई, होमनाथ, शिक्षाको दर्शन शास्त्रीय एवं समाज शास्त्रीय आधार, सातौं संस्करण, काठमाडौं : जुपिटर प्रिन्टिङ्ग एण्ड पब्लिसिङ हाउस प्रा.लि., २०७३ ।

लम्साल, रामचन्द्र, वासुदेव गौतम र अन्य, प्रायोगिक भाषा विज्ञान, परिमार्जित संस्करण, काठमाडौं : भुँडी पुराण प्रकाशन, २०६७ ।

शर्मा नेपाल, वसन्तकुमार, नेपाली शब्दसागर, काठमाडौं : भाभा पुस्तक भण्डार, २०५८ ।

दोस्रो भाषाका रूपमा नेपाली भाषाको शिक्षण

पवित्रा पौडेल
शिक्षण सहायक
महाकवि देवकाटा क्याम्पस

सार : प्रस्तुत अध्ययनको उद्देश्य दोस्रो भाषाका रूपमा नेपाली भाषा शिक्षणका प्रयासहरू उल्लेख गर्दै उक्त कक्षामा अपनाइने शिक्षण कार्यकलापलाई प्रस्तुत गर्नु रहेको छ । यो अध्ययन गुणात्मक प्रकृतिको रहेको छ । अध्ययनमा मुख्यतः द्वितीय स्रोतका सामग्रीको उपयोग गरिएको छ । आवश्यक द्वितीय स्रोतका सामग्री पुस्तकालयीय कार्यका माध्यमबाट सङ्कलन गरिएको छ । नेपाल एउटा बहुभाषी मुलुक हो । यहाँका बासिन्दाहरू एकभाषी, द्विभाषी र बहुभाषी खालका छन् । शैक्षिक, सामाजिक, राजनैतिक, आर्थिक, सांस्कृतिक र प्रशासनिकजस्ता विविध कारण दोस्रो वा तेस्रो भाषा सिक्नुपर्ने आवश्यकता हुन्छ । नेपालको परिवेशमा नेपाली भाषा अधिकांश नेपाली (४४.६३ प्रतिशत) को मातृभाषा (नेपालको जनगणना २०६८) बहुसङ्ख्यक (५५.३७ प्रतिशत) नेपालीको साभ्ना सम्पर्क भाषा (नेपालको जनगणना २०६८), सरकारी कामकाजको भाषा, ऐतिहासिक महत्त्व बोकेको तथा भाषा, साहित्य र व्याकरणका दृष्टिले समृद्ध भाषा भएका कारण दोस्रो भाषाका रूपमा नेपाली शिक्षण गर्नु अनिवार्य देखिन्छ । दोस्रो भाषाको सिकाइ आफैका जटिल कार्य भएकाले दोस्रो भाषाका रूपमा नेपाली शिक्षण पनि एउटा जटिल कार्य हो । यसका लागि सिकारुको भाषिक पृष्ठभूमिको पहिचान गरी उनीहरूका लागि छुट्टाछुट्टै पाठ्यक्रम, पाठ्यपुस्तक, शिक्षण विधि र मूल्याङ्कनको व्यवस्था मिलाउनु आवश्यक पर्दछ । दोस्रो भाषा शिक्षणका पद्धतिहरू, विधि र कार्यकलापको प्रयोग गरी दोस्रो भाषाका रूपमा नेपाली शिक्षणलाई सफल, उद्देश्यमूलक र प्रभावकारी बनाउन सकिन्छ । प्रस्तुत अध्ययनमा यसका लागि के कस्ता प्रयास गरिएका छन् भन्ने खोज गरिएको छ साथै दोस्रो भाषाका रूपमा नेपाली शिक्षण गर्दा अपनाउन सकिने कार्यकलापलाई समेत प्रस्तुत गरिएको छ ।

मुख्य शब्दावलीहरू : शिक्षण कार्यकलाप, सबलीकरण, सम्पर्क भाषा, सम्प्रेषण ।

१. विषयप्रवेश

भाषा मानवीय अनुभूति सम्प्रेषणको सशक्त माध्यम हो । यो सामाजिक वस्तु हो । भाषा बोध र अभिव्यक्तिको प्रक्रिया हो । राष्ट्रिय जनगणना २०६८ को तथ्याङ्कअनुसार नेपालमा १२३ भन्दा बढी भाषा बोलिन्छन् (राष्ट्रिय जनगणना प्रतिवेदन, २०६८, पृ. १६४-१६७) । नेपालमा बोलिने १२३ भन्दा बढी भाषामध्ये ४४.६३ प्रतिशतको मातृभाषा नेपाली हो भने अन्य मातृभाषा हुनेहरूको पनि साभ्ना सम्पर्क भाषा, शिक्षा, सञ्चार र प्रशासनको माध्यम भाषाका रूपमा प्रयोग हुँदै आएको छ । नेपालीहरूबिच सामाजिक सम्पर्क र सद्भाव कायम गर्न, राष्ट्रिय एकता कायम गर्न, साहित्य, कला, पर्यटन, शिक्षा तथा सञ्चारको उन्नयन र प्रवर्धनका निमित्त, राजनीतिक विचार प्रवाह र मुलुकको आधुनिकीकरणका निमित्त भाषाले खेल्ने भूमिकालाई नेपाली भाषाले निर्वाह गर्दै आइरहेको छ ।

भाषा सिपपरक विषय हो । यसको सिकाइ जन्मेदेखि सुरु हुन्छ घर, विद्यालय, समाज, साहित्य लगायतको माध्यमबाट सिकाइले स्तरीयता र परिपक्वता पाउँदै जान्छ (गिरी, २०६९, पृ. १६-१९) । भाषाको सिकाइलाई पहिलो र दोस्रो भाषाका रूपमा हेर्न सकिन्छ । जन्मेपछि आफ्नो आमाबाबुको काखमा बसेर, परिवारमा घुलमिल भएर सहज र प्राकृत रूपमा सिकिने भाषा पहिलो भाषा हो । यसलाई स्रोत भाषा पनि भनिन्छ । अनिवार्य आवश्यकताका कारण मस्तिष्कमा रहेको भाषा प्राप्ति संयन्त्र शीब्र सक्रिय भई प्रयत्न र भ'लका माध्यमबाट पर्याप्त उत्प्रेरणा र सबलीकरणका सहायताले पर्याप्त सिकाइ परिवेशको फलस्वरूप बालकले पहिलो भाषाको प्राप्ति गर्दछ (अधिकारी, २०५७, पृ. ३६-३९) । पहिलो भाषाको सिकाइपछि रुचि वा ऐच्छिक आवश्यकताका कारण अभ्यास तथा पुनरावृत्तिका माध्यमबाट कृत्रिम परिवेशमा दोस्रो भाषाको सिकाइ हुन्छ । दोस्रो भाषाको सिकाइ पहिलो भाषाका तुलनामा जटिल एवम् चुनौतीपूर्ण हुन्छ । नेपाली बाहेक अन्य मातृभाषा भएका विद्यार्थीहरूका लागि नेपाली भाषा शिक्षण गर्नु दोस्रो भाषा शिक्षण हो । नेपाली मातृभाषी विद्यार्थीको तुलनामा दोस्रो नेपाली भाषी विद्यार्थीलाई नेपाली भाषा शिक्षण गर्न जटिल हुन्छ । मातृभाषा नेपाली भएका विद्यार्थीहरूमा नेपाली भाषाको पूर्व अनुभव हुन्छ । यस्ता विद्यार्थीहरूमा नेपाली भाषाको उच्चारण, शब्दभण्डार, वाक्यगठन, शैलीलगायत पक्षमा थोरै धेरै अनुभव र अभ्यास भइसकेको हुन्छ । यसको तुलनामा दोस्रो भाषी नेपाली विद्यार्थीहरू नेपाली भाषाको अनुभव पटककै नभएका, अलि अलि भएका र धेरै भएका गरी तीन थरीका हुन्छन् (शर्मा र पौडेल, २०६०, पृ. २८) । यस्ता विद्यार्थीलाई पहिलो मातृभाषी विद्यार्थीसँग राखेर शिक्षण गर्नु भन्नु चुनौतीपूर्ण हुन्छ । त्यसैले दोस्रो भाषाका रूपमा नेपाली शिक्षण गर्दा समूह विभाजन गरी सोही अनुसारका पाठ्यक्रम, पाठ्यपुस्तक, विधि, मूल्याङ्कन लगायतको व्यवस्था गरी उत्प्रेरणा र सबलीकरणयुक्त शिक्षण गर्नु वाञ्छनीय हुन्छ । यसै सन्दर्भमा यहाँ दोस्रो भाषाका रूपमा नेपाली शिक्षणको औचित्य र कार्यकलापलाई क्रमशः खोजी गरिएको छ ।

२. अध्ययनको उद्देश्य

प्रस्तुत अध्ययन दोस्रो भाषाका रूपमा नेपाली भाषा शिक्षणको आवश्यकता के छ ? अहिले सम्म दोस्रो भाषा शिक्षणमा के कस्ता प्रयासहरू भएका छन् ? र यस्तो शिक्षणमा अपनाइने कार्यकलाप के के हुन सक्छन् ? भन्ने प्राज्ञिक जिज्ञासामा केन्द्रित छ । अनुसन्धान समस्यासँग सम्बन्धित अध्ययनका उद्देश्यलाई निम्न बुँदामा उल्लेख गरिएको छ :

क) दोस्रो भाषाका रूपमा नेपाली भाषा शिक्षणको आवश्यकता पहिचान गर्नु,
 ख) दोस्रो भाषाका रूपमा नेपाली भाषा शिक्षणमा गरिएका प्रयासहरू केलाउनु,
 ग) दोस्रो भाषाका रूपमा नेपाली शिक्षणमा अपनाइने कार्यकलापहरूको खोजी गर्नु ।

३. अध्ययन विधि तथा प्रक्रिया

प्रस्तुत अध्ययन गुणात्मक प्रकृतिको रहेको छ । यसका लागि पुस्तकालयीय अध्ययन कार्यका माध्यमबाट द्वितीय स्रोतका सामग्री सङ्कलन गरी तिनको निगमनात्मक र आगमनात्मक अध्ययन पद्धतिको प्रयोग गरी सामग्रीको विश्लेषण र मूल्याङ्कनका साथ अध्ययनमा प्रस्तुत दाबीलाई भाषा शिक्षणका साक्ष्य र तर्कद्वारा पुष्टि गरिएको छ । बहुसत्य (मल्टिपल रियलिटी) मा आधारित प्रस्तुत अध्ययनमा द्वितीय स्रोतबाट प्राप्त तथ्य वा सूचनालाई ज्ञानको स्रोत

(इपिस्टोमोलोजी) का रूपमा लिइएको छ भने अध्ययनबाट प्राप्त विषयगत निष्कर्षलाई मूल्य (एक्जियोलोजी) का रूपमा लिइएको छ । यही दर्शन र विधिको व्यवस्थित अध्ययन प्रक्रियाबाट अध्ययनको उद्देश्य पूरा गरिएको छ ।

४. दोस्रो भाषाका रूपमा नेपाली भाषा शिक्षणको आवश्यकता

नेपाली भाषा स्वदेश तथा विदेशका विभिन्न भागमा बोलिने, साहित्य, व्याकरण र कोश निर्माणका दृष्टिले समृद्ध एवम् ऐतिहासिक महत्त्व बोकेको भाषा हो । नेपालको संविधान २०४७ ले राष्ट्रभाषाका रूपमा र २०७२ ले सरकारी कामकाजको भाषाका रूपमा मान्यता दिएको नेपाली भाषा नेपालका अन्य भाषासरहको राष्ट्रिय भाषा हो । विभिन्न जात, जाति, भाषा, भाषी र संस्कृतिका व्यक्तिहरूबिच एकताको सूत्रमा बाँध्ने नेपाली भाषा राष्ट्रिय एकताको प्रतीक पनि हो । अतः नेपाली मातृभाषीका लागि मात्र नभएर अन्य मातृभाषीका लागि समेत नेपाली भाषाको प्रयोग सहज एवम् युगानुकूल आधुनिक र मानक बन्नु आवश्यक छ । दिनानुदिन बढ्दै गइरहेको ज्ञानको विष्फोटलाई भाषाले बहन गर्दै आम प्रयोक्ताका लागि माध्यम बन्नु सफल भाषाको विशेषता पनि हो । प्रयोक्ताको चाहना अनुकूल समग्र राष्ट्रिय गतिविधिको बाहकका रूपमा भाषालाई गतिशील बनाउन शिक्षण सिकाइ कार्य गर्नु आवश्यक हुन्छ । खास गरी दोस्रो भाषाका रूपमा नेपाली शिक्षणको आवश्यकतालाई निम्न रूपमा उल्लेख गर्न सकिन्छ :

नेपालको संविधान २०७२ ले व्यवस्था गरेअनुसार नेपाली भाषा हाल सरकारी कामकाजको भाषा भएका कारण सरकारका तीन अङ्ग (व्यवस्थापिका, कार्यपालिका र न्यायपालिका) मा नेपाली भाषाको प्रयोगावस्थालाई सहज, स्तरीय र सम्पादनीय बनाउन त्यस्तै नेपाली भाषा १२२ भाषाभाषी अर्थात् ५५.३७ प्रतिशत नेपालीको साभ्भा सम्पर्क भाषा र ४४.६३ प्रतिशत नेपालीको मातृभाषा भएका कारण नेपाली भाषालाई आम नेपालीहरूबिच सम्प्रेषणीय बनाउन र राष्ट्रिय एकतामा आबद्ध गर्न, दोस्रो भाषाका रूपमा नेपाली भाषा शिक्षणका माध्यमबाट सिकारुको आफ्नो मातृभाषा, संस्कृति, जाति र अस्तित्वको पहिचान भई त्यसको संरक्षण, संवर्धन र विकास गर्न साथै नेपाली भाषाका पाठ्यसामग्री आफ्ना भाषामा अनुवाद गर्न, शिक्षाको मूलधारमा नसमेटिएका, नेपाली भाषाको अनौपचारिक अनुभव मात्र लिन विवश भएका विमातृभाषी नेपाली भाषीलाई दोस्रो भाषाका रूपमा नेपाली भाषाको शिक्षणका माध्यमबाट औपचारिक ज्ञान, सिप र धारणाको विकासमा सहयोग पुऱ्याउन, अर्को भाषाका माध्यमबाट त्यो देशको भाषा, साहित्य, कला, दर्शन, संस्कृति, धर्म, ज्ञान, विज्ञान, भूगोल, राजनीति, इतिहास, सभ्यतालगायतको ज्ञान हासिल गरी आवश्यकतानुकूल त्यसलाई आफ्नो जीवन व्यवहारमा उपयोग गर्न, दोस्रो भाषाका रूपमा नेपाली भाषाको शिक्षण भनेकै स्तरीय वा मानक नेपालीको शिक्षण भएको हुँदा योजनाबद्ध, व्यवस्थित र शिक्षार्थीपरक नेपाली भाषाको शिक्षणले मातृभाषाको प्रभाव र अन्य कारणले देखापर्ने त्रुटिहरूको निराकरणमा सहयोग पुऱ्याउन (पौडेल, २०६६, पृ. ३६), विदेशी वा दोस्रो भाषाका रूपमा नेपाली भाषाको शिक्षणबाट नेपालीहरूसँग आपसी समझदारी वृद्धि गर्न, व्यापार व्यवसाय सञ्चालन गर्न, बौद्धिक उन्नयन गर्न र आफ्नो भाषामा मात्र सीमित ज्ञानको दायरालाई फराकिलो बनाउन र नेपाली भाषाको शैक्षणिक उद्देश्य पूरा गर्न, नेपाली भाषा सूचना तथा सञ्चारको भाषा, प्रकाशनको भाषा, पठनपाठनको माध्यम भाषा भएकाले नेपाली भाषाको औपचारिक शिक्षणबाट नेपाली भाषामा बोध अभिव्यक्ति क्षमता बढाउन साथै विषयगत लेखक, अध्यापकहरू द्विभाषिक अनुवादक बन्न आदि ।

माथि उल्लेखित विभिन्न तर्क र प्राज्ञिक आधारमा दोस्रो भाषाका रूपमा नेपाली भाषा शिक्षणको औचित्य छ भन्न सकिन्छ ।

५. दोस्रो भाषाका रूपमा नेपाली भाषा शिक्षण गर्न गरिएका प्रयास

नेपालमा शिक्षा विकासको इतिहास लामो छ । राणा शासनकालभर (१९०३-२००७) अङ्ग्रेजी शिक्षा, संस्कृत शिक्षा, भाषा शिक्षा, आधार शिक्षा, अनौपचारिक शिक्षा र धार्मिक शिक्षा गरी ६ किसिमका शिक्षा प्रणालीहरू (जोशी, सन् २००३, पृ. १२) विद्यमान भए पनि १९५८ मा खुलेको भाषापाठशाला नै सार्वभौम प्रकृतिको प्राथमिक शिक्षा थियो; जसलाई आधुनिक प्राथमिक शिक्षा (आचार्य, २०६८, पृ. १०) का रूपमा लिन सकिन्छ । यस समयदेखि नेपाल राष्ट्रिय शिक्षा आयोगको प्रतिवेदन (२०११) सम्म दोस्रो भाषाका रूपमा नेपाली भाषा शिक्षण गर्ने दृष्टिकोण पाइँदैन । यस्ता विद्यार्थीका लागि भिन्न पाठ्यक्रम र पाठ्यपुस्तकको सिफारिस पनि भएको छैन । अर्थात् मातृभाषी र विमातृभाषी नेपालीले एउटै पाठ्यक्रम र पाठ्यपुस्तकबाट सिकाइ गरेको पाइन्छ । सर्वाङ्गीण राष्ट्रिय शिक्षा समितिको प्रतिवेदन (२०१८) ले प्राथमिक कक्षाहरूमा स्थानीय भाषामा शिक्षा दिन सकिने राय व्यक्त गरे पनि दोस्रो भाषाका रूपमा नेपाली शिक्षणबारे स्पष्ट दृष्टिकोण आएको छैन । यसैगरी राष्ट्रिय शिक्षा पद्धति योजना (२०२८-३२) र राष्ट्रिय शिक्षा आयोग (२०४९) ले प्राथमिक तहमा स्थानीय भाषालाई माध्यम भाषा बनाउन सकिने, विद्यार्थीलाई मातृभाषामा अध्ययन गर्न प्रोत्साहित गर्ने (आचार्य, २०६८, पृ. १२) दृष्टिकोणको उल्लेख भए पनि नेपाली भाषालाई दोस्रो भाषाका रूपमा शिक्षण गर्ने स्पष्ट निर्देशन आएको पाइँदैन ।

बैरागी काइँला (तिलविक्रम नेम्बाङ) को संयोजकत्वमा गठित राष्ट्रिय भाषा नीति सुझाव आयोग (२०५०) को प्रतिवेदनले दोस्रो भाषाका रूपमा नेपाली शिक्षण, मातृभाषामा शिक्षण र दोस्रो भाषी विद्यार्थीका लागि अलग पाठ्यक्रम, पाठ्यपुस्तक र विधिको प्रस्ताव गरेको छ । उक्त आयोगको सुझावमा भनिएको छ -

विभिन्न मातृभाषी पृष्ठभूमि भएका कतिपय बालबालिकाहरूले विद्यालय आउँदा नेपाली भाषाको भाषिक वातावरण पाइसकेका हुँदैनन् । विद्यालयसम्म आइपुग्दा राष्ट्रभाषा नेपालीको बिलकुलै अनुभव नभएकाहरूलाई यो भाषा सिकाउन कठिन हुने हुनाले मातृभाषा सरहका पद्धति तथा विधिको उपयोग गरी सिकाउनु उपयुक्त हुँदैन । उनीहरूलाई दोस्रो भाषा सिकाइका सिद्धान्त अनुरूपका पद्धति तथा विधिको उपयोग गरी राष्ट्रभाषाको अनुभव सुगम र प्रभावकारी रूपमा दिन सकिन्छ । यस क्रममा बालबालिकाहरूलाई पहिलो भाषा र दोस्रो भाषामा निहित समानता र भिन्नताको अध्ययनका आधारमा तयार पारिएका पाठ्यसामग्रीहरूलाई उपयोग गरी शिक्षण गर्नु आवश्यक हुन्छ । (पृ. २९)

नेपाल सरकारको शिक्षा विभाग (२०६६) ले दोस्रो भाषाका रूपमा नेपाली शिक्षण गर्न सकिने अवधारणा प्रस्तुत गरेको छ । यो नेपालमा सरकारी स्तरबाट सर्वप्रथम ल्याइएको पहिलो अवधारणा हो । यसपूर्व राष्ट्रिय भाषा नीति सुझाव आयोगको प्रतिवेदन (२०५०) ले पनि यही सुझाव दिएको थियो । २०६६ को सुझावलाई कार्यान्वयन गर्ने प्राथमिक प्रयास स्वरूप शिक्षक निर्देशन पनि तयार पारेको देखिन्छ (आचार्य, २०६८, पृ. १४) । प्रस्ताव तथा दृष्टिकोण आए पनि दोस्रो भाषी विद्यार्थीका लागि नेपाली शिक्षण गर्न अलग पाठ्यक्रम तथा पाठ्यपुस्तकहरू तयार गर्नतर्फ ठोस कार्य भएको देखिँदैन । भाषामा दोस्रो भाषी विद्यार्थीका लागि समेत (ढकाल, २०७३, पृ. ३३०) भनिए पनि उनीहरूलाई मातृभाषी विद्यार्थीकै लागि तयार गरिएका पाठ्यक्रम र पाठ्यपुस्तक शिक्षण गरिँदै आएको पाइन्छ । विभिन्न उपलब्धि मूल्याङ्कनले पनि दोस्रो भाषी विद्यार्थीका लागि फरक पाठ्यक्रम, पाठ्यपुस्तक र शिक्षण विधिको आवश्यकता औँल्याएका छन् ।

६ दोस्रो भाषाको शिक्षण सिकाइ कार्यकलाप

भाषापाठ्यक्रमले निर्दिष्ट गरेका उद्देश्यहरूलाई उपलब्धिपूर्ण बनाउने काम शिक्षण कार्यकलापको हो । शिक्षण कार्यकलापलाई शिक्षण कौशल, शिक्षण प्रविधि र सिकाइ सहजीकरण प्रक्रिया पनि भनिन्छ । शिक्षण कार्यकलापको सम्बन्ध शिक्षण पद्धति तथा शिक्षण विधिसँग रहन्छ । अमेरिकन भाषावैज्ञानिक एडवार्ड एन्थोनी (सन् १९६३) का अनुसार पद्धति स्वयम्सिद्ध हुन्छ; जसले सिकाइने विषयवस्तुको स्वभाव वा प्रकृतिको वर्णन गर्छ । यसै गरी विधि भाषा सामग्रीहरूको क्रमबद्ध प्रस्तुतिका लागि गरिने समष्टिगत योजना हो । पद्धति स्वयम्सिद्ध हुन्छ तर विधि प्रक्रियात्मक हुन्छ । एउटा पद्धति अन्तर्गत धेरै विधिहरू आउन सक्छन् । प्रविधि कुनै पनि तहको कक्षाकोठामा हुने प्रक्रिया र विश्लेषणसँग सम्बन्धित हुन्छ (पौडेल, २०६७, पृ. ५०) । सिकारूको रुचि, उमेर, भाषिक, सांस्कृतिक पृष्ठभूमि, पाठ्यांशको उद्देश्यजस्ता आधारमा एउटा कक्षामा एकभन्दा बढी विधिको छनोट गर्न सकिन्छ । विधिलाई कार्यान्वयन गर्ने प्रक्रिया वा युक्ति प्रविधि हो । यसर्थ कक्षाकोठामा शिक्षण सिकाइ क्रियाकलापलाई अगाडि बढाउन उपयोग गरिने क्रियाकलाप नै शिक्षण प्रविधि हुन् । पद्धति कुनै खास भाषावैज्ञानिक, मनोवैज्ञानिक वा शैक्षणिक सिद्धान्तहरूको उपयुक्त पृष्ठभूमिसँग सम्बन्धित हुन्छन् । अतः भाषा शिक्षणमा यस्ता सिद्धान्त, विधि र प्रविधिको आवश्यकतानुकूल उपयोग गरिन्छ ।

कक्षामा विविध भाषिक पृष्ठभूमिका विद्यार्थी हुन्छन् । तिनलाई एउटै पद्धति र प्रक्रियाबाट शिक्षण गर्नु वैज्ञानिक हुँदैन भन्ने निष्कर्ष माथि उल्लेखित विभिन्न प्रतिवेदन र उपलब्धि मूल्याङ्कनले प्रस्ताव गरेका छन् । यसर्थ दोस्रो भाषी नेपाली हुने विद्यार्थीहरूका लागि उनीहरूको भाषिक पृष्ठभूमिको पहिचान गर्ने, तुलनात्मक र व्यतिरेकी अध्ययन गर्ने, उनीहरूलाई भाषिक पृष्ठभूमिका आधारमा अलगअलग पाठ्यक्रम, पाठ्यपुस्तक, शिक्षण निर्देशिका, सहायक सामग्री, शिक्षण सामग्री तथा शिक्षक प्रशिक्षण जस्ता योजना, रणनीति र कार्यनीतिका आधारमा नेपाली भाषा शिक्षण गर्नु उपयुक्त हुन्छ । यसै तथ्यलाई विचार गरी निम्न कार्य र प्रक्रिया अपनाई दोस्रो भाषाका रूपमा नेपाली शिक्षण गर्नु वाञ्छनीय हुन्छ ।

६.१ पाठ्यक्रममा सुधार

दोस्रो भाषाका रूपमा नेपाली सिकाइ गर्ने सिकारूहरूको सर्वप्रथम भाषिक पृष्ठभूमिको ख्याल गर्ने, उनीहरूको भाषिक आवश्यकता र कठिनाई क्षेत्र पहिल्याउने, भाषिक सिप र पाठ्यवस्तुको छनोट र स्तरणमा उचित ध्यान दिने, स्थानीय परिवेशको पर्याप्त उपयोग हुने गरी शिक्षण विधि निर्धारण गर्ने र भाषिक मूल्याङ्कन गर्दा दोस्रो भाषाका रूपमा नेपाली सिकने विद्यार्थी हुन् भनी ख्याल गर्ने (पौडेल, २०६७, पृ. ३३) जस्ता कार्यद्वारा पाठ्यक्रम निर्माण तथा सुधार गरी दोस्रो भाषी विद्यार्थीलाई नेपाली भाषा शिक्षण गर्नुपर्दछ ।

६.२ पाठ्यपुस्तकमा सुधार

विमातृभाषी नेपाली विद्यार्थीहरूको आवश्यकता र भाषिक क्षमतालाई ख्याल गरी भाषिक सिपको विकासमा मद्दत पुग्ने खालका विविध विषयवस्तु समावेश गर्नुपर्छ । यसक्रममा उच्चारण, शब्दभण्डार, वाक्यगठन, वर्णविन्यास जस्ता पक्षको उचित सङ्गठन र स्तरण गर्नुपर्छ । व्याकरण र भाषालाई सँगसँगै सिकाउने किसिमले पाठहरूको व्यवस्था मिलाउनुपर्छ । विविध अभ्यासात्मक कार्यकलापको अवसर प्रदान गरी दृश्यात्मक सामग्रीहरूको प्रशस्त उपयोग गरेर विद्यार्थीमैत्री पाठ्यपुस्तक तयार गर्नुपर्छ ।

६.३ शिक्षण विधि र प्रक्रियामा सुधार

पहिलो मातृभाषी हुने विद्यार्थीलाई भन्दा दोस्रो मातृभाषा नेपाली हुने विद्यार्थीका लागि केही भिन्न शिक्षण पद्धति, विधि र प्रक्रिया अपनाउनु पर्छ। यसका लागि आगमनात्मक, निगमनात्मक, श्रुतिभाषिक, सम्प्रेषणात्मक जस्ता शिक्षणपद्धति र व्याकरणानुवाद विधि, प्रत्यक्ष विधि, ध्वन्यात्मक विधि, भाषा नियन्त्रण विधि, मौन विधि, पठन विधि जस्ता दोस्रो भाषा शिक्षणका विधि र यिनै अनुकूलका कार्यकलाप अपनाउनु पर्छ। योजनाबद्ध शिक्षण, निरन्तर मूल्याङ्कन तथा अभ्यासात्मक कार्यकलापका साथ निराकरणात्मक शिक्षणको व्यवस्था मिलाउनु पर्छ। सिकाइमा मातृभाषाको हस्तक्षेप कम गर्न विभिन्न उपाय (जस्तै, दोस्रो भाषामै कुरा गर्न लगाउने) अपनाउने र साहित्यलाई भाषिक सिपसँग आबद्ध गरेर शिक्षण गरेको खण्डमा दोस्रो भाषाका रूपमा नेपाली शिक्षण सफल र प्रभावकारी हुन्छ।

६.४ मूल्याङ्कन विधिमा सुधार

दोस्रो भाषाका रूपमा नेपाली भाषाको शिक्षण गर्दा मूल्याङ्कनलाई शिक्षणको अभिन्न अङ्ग बनाउनु पर्छ। आवश्यकतानुसार निर्माणात्मक, निदानात्मक र निर्णयात्मक मूल्याङ्कनको उपयोग निरन्तर गर्नुपर्छ। मूल्याङ्कनमा पृष्ठपोषणलाई विशेष महत्त्व दिनुपर्छ। लिखित, मौखिक, प्रयोगात्मक जस्ता मूल्याङ्कनलाई महत्त्व दिनुपर्छ (पौडेल, २०६७, पृ. ३४) साथै मूल्याङ्कनका साधन र स्रोतमा समसामयिक सुधार गर्दै तिनमा विविधता ल्याउनु पर्छ।

दोस्रो भाषाका रूपमा नेपाली भाषाको शिक्षण गर्दा माथि उल्लेखित कार्य र प्रक्रियाका आधारमा दोस्रो भाषा शिक्षणका पद्धति र विधिलाई शिक्षण कार्यकलापमा रूपान्तरण गर्नुपर्छ। विविध भाषिक पृष्ठभूमि भएका सिकारुको भाषिक क्षमता र कठिनाइको स्तर पनि फरक फरक हुन्छ। नेपाली भाषाको वाक्यगठन, शब्दभण्डार, उच्चारण, वर्णविन्यास, शैलीजस्ता पाठ्यवस्तुहरूको प्रकृति, सिकारुको स्तर वा तह, रुचि, आवश्यकता, शैक्षणिक तथा मनोवैज्ञानिक आधार जस्ता पक्षलाई पनि शिक्षण कार्यकलापको चयनमा ध्यान दिनुपर्छ। साहित्यिक विधाको शिक्षणलाई विषयगत रूपमा शिक्षण नगरी सिपगत रूपमा गरिनुपर्छ। समग्रमा दोस्रो भाषा शिक्षणका विधि र पद्धतिलाई आधार बनाएर दोस्रो भाषाका रूपमा नेपाली भाषा शिक्षणका कार्यकलापलाई निम्नानुसार उल्लेख गर्न सकिन्छ :

६.५ निगमनात्मक पद्धतिसँग सम्बन्धित कार्यकलाप

यस पद्धति अनुसार शिक्षण गर्दा शिक्षककेन्द्रित विधि तथा कार्यकलाप अपनाइन्छ। शिक्षकले नियम र सूत्रहरूलाई दोहोर्चाई, तेहेर्चाई व्याख्या गर्छन्, उदाहरण दिन्छन्, उदाहरण घोक्न लगाउँछन्, घोकेका आधारमा विद्यार्थीले थप कुरा सिक्दै जान्छन् र उनीहरूको यसैका आधारमा मूल्याङ्कन गरिन्छ (पौडेल, २०६७, पृ. ५३)। यस पद्धति अनुसार शिक्षण गर्दा व्याख्या, छलफल, प्रश्नोत्तर गराइन्छ। शिक्षकको सक्रियतामा विद्यार्थीले पाठ्यवस्तुको श्रवण, पठन र धारण गर्दछन्। विद्यार्थी कम सक्रिय हुने र कण्ठस्थीकरण तथा उदाहरणीकरणका आधारमा विद्यार्थी मूल्याङ्कन गरिने हुँदा यो विधि, पद्धति तथा कार्यकलापलाई नीरस, अवैज्ञानिक र परम्परागत मानिन्छ तापनि अभै दोस्रो वा पहिलो भाषा शिक्षणमा यही पद्धति/विधि तथा कार्यकलाप धेरै थोरै प्रयोग भएको देखिन्छ।

६.६ आगमनात्मक पद्धतिसँग सम्बन्धित कार्यकलाप

यस पद्धतिअनुसार भाषा शिक्षण गर्दा विद्यार्थीकेन्द्रित कार्यकलाप अपनाइन्छ। उदाहरणीकरण, स्पष्टीकरण, अभ्यासीकरण, नियमीकरण र मूल्याङ्कन (पौडेल र खतिवडा, २०६७, पृ. १८८) जस्ता शिक्षण प्रक्रियाका आधारमा

यस पद्धति अनुसार भाषा शिक्षण गरिन्छ । यसमा शिक्षक सहजकर्ताका रूपमा रही विद्यार्थीलाई खोजमूलक कार्य समस्या समाधान, भाषिक प्रयोग, बोध, अभिव्यक्ति जस्ता शिक्षण कार्यकलाप गर्न लगाइन्छ । पाठ्यवस्तु वा पाठमा प्रयुक्त भाषिक नियम खोज्न लगाइन्छ । निगमनात्मक पद्धतिका तुलनामा यस पद्धति अनुसारका कार्यकलापलाई विद्यार्थी केन्द्रित, आधुनिक र वैज्ञानिक मानिन्छ । परियोजना कार्य, समूह कार्य र पुस्तकालयीय कार्य, छलफल, प्रश्नोत्तर, समीक्षा, प्रस्तुतीकरण, विधागत ढाँचामा लेखन, कक्षाकार्य, गृहकार्य, रङ्गमञ्च अभिनय (शर्मा, २०६८, पृ. ७५) जस्ता विधि तथा कार्यकलापलाई आगमनात्मक पद्धतिमा उपयोगमा ल्याइन्छ ।

६.७ श्रुतिभाषिक पद्धतिसँग सम्बन्धित कार्यकलाप

यस पद्धति अनुसार शिक्षण गर्दा विद्यार्थीलाई सर्वप्रथम सुनाइ र बोलाइ केन्द्रित कार्यकलाप गराइन्छ । भाषिक सिपलाई सुनाइ, बोलाइ, पढाइ र लेखाइको क्रममा शिक्षण गरिन्छ (शर्मा र पौडेल, २०६०, पृ. ६१) । दैनिक कुराकानीमा प्रयोग भइरहने स-साना संवादहरूको श्रवण र कथनमा जोड दिइन्छ । सुन्न र बोल्नमा अभ्यास गराइन्छ । शिक्षक विद्यार्थीबिच प्रशस्त प्रश्नोत्तर गराइन्छ । विद्यार्थीका आफ्नै परिस्थितिलाई उपयोग गरी बौद्धिकता र जटिलताविना नै भाषाको संरचनात्मक अभ्यास गराइन्छ । विद्यार्थीका श्रुतिभाषिक पक्षमा आधारित भई लेखन र पढ्न लगाइन्छ । भाषिक सिपको शिक्षणमा विद्यार्थीलाई प्रशस्त अभ्यास, उत्प्रेरणा र सबलीकरणजन्य कार्यकलापमा जोड दिइन्छ । लयबद्धवाचन, श्रुतिलेखन, नियन्त्रित मौखिक र लिखित अभिव्यक्ति गराइन्छ । वस्तु, चित्र, तस्बिर र भाषिक कार्यका माध्यमबाट कक्षाकोठामा सन्दर्भ अनुकूल बोध अभिव्यक्तिगत अभ्यासमा जोड दिई भाषा शिक्षण गराइन्छ । सामूहिक र व्यक्तिगत शिक्षण तथा मनोवैज्ञानिक र शैक्षणिक सुसिक्त्यतालाई समेत दोस्रो भाषा शिक्षणमा विशेष जोड दिइन्छ ।

६.८ सम्प्रेषणात्मक पद्धतिसँग सम्बन्धित कार्यकलाप

विद्यार्थीको सम्प्रेषणात्मक सामर्थ्यको विकासमा सहयोग पुऱ्याउने सम्प्रेषणात्मक पद्धतिले घरपरिवार, पसल, साथीभाइ, विद्यालय, यातायात, अपरिचित व्यक्ति आदिमा भाषाको सम्प्रेषण कसरी गर्ने भन्ने कुरालाई महत्त्व दिइन्छ (भट्टराई र अन्य, २०६५, पृ. २०५) । यस पद्धतिअनुसार भाषा शिक्षण गर्दा प्रशस्त अभ्यासमूलक क्रियाकलाप गराइन्छ । अन्तरक्रिया तथा सूचनाको आदानप्रदानमा जोड दिन लगाइन्छ । भाषाको सन्दर्भपरक प्रयोगमा जोड दिन लगाइन्छ । वस्तु वा चित्र वर्णन, अन्तरक्रियामूलक कार्यकलापअन्तर्गत संवाद, छलफल, भूमिका निर्वाह, अभिनय, खेल, वादविवाद जस्ता प्रकार्यहरू गर्न लगाइन्छ । शिक्षक सहजकर्ताका रूपमा रही निष्क्रिय सिकारुलाई सक्रिय बनाई भाषिक सम्प्रेषणमा सहभागी बनाउन शिक्षकको भूमिका महत्त्वपूर्ण रहन्छ । सम्प्रेषणात्मक कार्यकलापहरू व्याकरणात्मक उपयुक्तता र शुद्धतातर्फभन्दा सम्प्रेषणात्मक क्षमता छिटो प्राप्त गराउनतर्फ केन्द्रित रहेका हुन्छन् (पौडेल, २०६७, पृ. ८९) । विद्यार्थीहरूमा मौखिक र लिखित अभिव्यक्तिको विकास गराउनु यस पद्धतिको मुख्य उद्देश्य भएकाले विद्यार्थीहरूलाई मूलतः खेल विधि, कथोपकथन विधि, समस्या समाधान विधि, अभ्यास, छलफल जस्ता विधिसँग जोडेर शिक्षण क्रियाकलाप गराइन्छ । विद्यार्थी केन्द्रित कार्यकलाप, अभ्यासात्मक कार्यकलाप, निराकरणात्मक शिक्षण, प्रयोगात्मक एवम् सुधारात्मक मूल्याङ्कन जस्ता शिक्षण कार्यकलाप/तरिका/प्रक्रिया यस पद्धतिमा अपनाइन्छ ।

६.९ प्रत्यक्ष विधिसँग सम्बन्धित कार्यकलाप

शिक्षणीय नेपाली भाषालाई साधन र साध्य बनाई दोस्रो भाषा शिक्षण गर्ने विधि प्रत्यक्ष विधि हो । यस विधिमा आधारित शिक्षण कुनै कुराको प्रदर्शन, भूमिका निर्वाह तथा वर्णनमा आधारित हुन्छ । यसमा दृश्य सामग्रीहरूको उपयोग गरी बोल्ने र लेख्ने अभ्यास गराइन्छ । यसमा श्रुतिलेखन तथा स्वतन्त्र एवम् निर्देशित कथन वा लेखन सम्बन्धी अभ्यास गराइन्छ । भाषा प्रयोगलाई वस्तु वा वातावरणसँग प्रत्यक्ष सम्बन्ध गराइन्छ । व्यवहार र प्रयोगबाटै भाषा सिक्नु भन्ने मान्यता राख्ने यस विधिमा प्रदर्शन, वर्णन, भूमिका निर्वाह, श्रुतिलेखन, निर्देशित लेखन, स्वतन्त्र लेखन, मौखिक रचना, लिखित रचना जस्ता कार्यहरू (भट्टराई र अन्य, २०६५, पृष्ठ. २०३) गराइन्छ । सस्वरपठन, उच्चारण, अनुकरण, प्रश्नोत्तर जस्ता कार्यकलापबाट नेपाली भाषाको प्रत्यक्ष प्रयोगमा जोड दिन लगाइन्छ । यसमा आगमनात्मक किसिमले व्याकरण शिक्षण गरिन्छ । दैनिक प्रयोगमा आउने शब्द र वाक्यद्वारा श्रव्य, दृश्य, पाठ्य सामग्रीको प्रयोग गरी भाषा शिक्षण गरिन्छ । भाषिक सिपको क्रम सुनाइ, बोलाइ, पढाइ, लेखाइमा आधारित हुन्छ । सुरुमा प्रशस्त मौखिक अभ्यास वा उच्चारणको अभ्यास गराइन्छ । व्याख्या कम र अनुकरणमा जोड दिन लगाइन्छ । नेपाली भाषाको सहज र स्वाभाविक सिकाइसँग प्रत्यक्ष विधिमा आधारित कार्यकलापहरू केन्द्रित हुन्छन् । यस्तो कक्षा रुचिपूर्ण र जीवन्त हुन्छ ।

७ निष्कर्ष

नेपाल एक बहुभाषी मुलुक हो । जसका कारण यहाँ १२३ भन्दा बढी भाषा बोलिन्छन् । यी भाषाहरू मध्ये धेरै क्षेत्रमा फैलिएको र धेरै जनसङ्ख्याले बोल्ने भाषा नेपाली हो । यो भाषा साभ्ना सम्पर्क, सञ्चार, शिक्षा, प्रकाशन, पठनपाठन, प्रशासन लगायतको माध्यम भाषा भएका कारण नेपाली भाषालाई पहिलो वा दोस्रो भाषाका रूपमा सिक्नुपर्ने आवश्यकता छ । नेपाली भाषाका माध्यमबाट सिकारुको त्रुटि क्षेत्र पहिचान गरी निराकरण गर्न, सिकारुमा भाषिक सिपको विकास गर्न, दोस्रो भाषा नेपालीका माध्यमबाट स्वभाषा, स्वसंस्कृति र स्वसभ्यताको पहिचान, संरक्षण र संवर्द्धन गर्न, स्वदेश तथा विदेशका नेपाली भाषी र अन्य भाषी बिच आपसी समझदारी वृद्धि गर्न, व्यापार व्यवसाय सञ्चालन गर्न, आफ्ना भाषामा मात्र सीमित ज्ञानको दायरालाई फराकिलो बनाउन साथै विभिन्न देशको भाषा, साहित्य, कला, संस्कृति, सभ्यता, भूगोल, राजनीतिजस्ता पक्षको जानकारी लिएर त्यसलाई विविध रूपमा प्रयोग गर्न साथै नेपाली भाषाका पाठ्यसामग्री आफ्नो भाषामा अनुवाद गरी आफ्नो भाषा, साहित्यको विकास गर्न पनि दोस्रो भाषाका रूपमा नेपाली भाषाको/शिक्षणको आवश्यक छ । दोस्रो भाषा शिक्षणका लागि विभिन्न पद्धति, विधि र कार्यकलापहरू अपनाउन सकिन्छ । अतः दोस्रो भाषाका रूपमा नेपाली शिक्षणका लागि आगमन, निगमन, मौखिक संरचना सन्दर्भ, सम्प्रेषणात्मक जस्ता पद्धति तथा व्याकरण अनुवाद, प्रत्यक्ष, मौन, भाषा नियन्त्रण जस्ता विधि अन्तर्गत रहेर सस्वर पठन, मौन पठन, समूह कार्य, परियोजना कार्य, पुस्तकालयीय कार्य, छलफल, प्रश्नोत्तर, प्रदर्शन, प्रस्तुतीकरण, कक्षाकार्य, गृहकार्य जस्ता विविध शिक्षण कार्यकलाप अपनाउन सकिन्छ । शिक्षण कार्यकलाप अपनाउँदा पाठ्यवस्तुको स्वरूप, उद्देश्य, सिकारुको तह, रुचि, आवश्यकता र शिक्षण सामग्रीको प्रयोगलाई अवश्य ख्याल गर्नुपर्छ । साथै उत्प्रेरणा र सबलीकरणका उपाय सदैव अपनाउनु पर्छ । दोस्रो भाषाका रूपमा नेपाली सिकाइ गर्ने सिकारुहरूको सर्वप्रथम भाषिक पृष्ठभूमिको ख्याल गर्ने, उनीहरूको भाषिक आवश्यकता र कठिनाइ क्षेत्र पहिल्याउने, भाषिक सिप र पाठ्यवस्तुको छनोट र स्तरणमा उचित ध्यान दिने, स्थानीय परिवेशको पर्याप्त उपयोग हुने गरी शिक्षण विधि निर्धारण

गर्ने र भाषिक मूल्याङ्कन गर्दा दोस्रो भाषाका रूपमा नेपाली सिक्ने विद्यार्थी हुन् भनी ख्याल गर्ने जस्ता कार्यद्वारा पाठ्यक्रम निर्माण तथा सुधार गरी दोस्रो भाषी विद्यार्थीलाई नेपाली भाषा शिक्षण गर्नुपर्दछ । अतिरिक्त मौखिक संरचना सन्दर्भ पद्धति, संज्ञानात्मक पद्धति, प्राकृत/नैसर्गिक पद्धति, प्रकार्यात्मक पद्धति तथा व्याकरण विधि, अनुवाद विधि, व्याकरणानुवाद विधि, ध्वन्यात्मक विधि, भाषा नियन्त्रण विधि, पठन विधि, मौन विधि जस्ता दोस्रो भाषा शिक्षणका विधिबाट दोस्रो भाषाका रूपमा नेपाली शिक्षण गर्न सकिन्छ । यस्ता पद्धति र विधिमा आधारित रहेर सस्वर पठन तथा मौन पठन गराएर, व्याकरण अनुवाद गराएर, भाषा अनुवाद गराएर, प्रकार्यपरक शिक्षण गराएर, व्यक्तिगत तथा समूह कार्य गराएर जस्ता कार्यद्वारा दोस्रो भाषाका रूपमा नेपाली शिक्षण गर्न सकिन्छ । योजनाबद्ध शिक्षण, निरन्तर मूल्याङ्कन, विद्यार्थीका कठिनाइ क्षेत्रको पहिचान, त्रुटिको पहिचान, वर्गीकरण र विश्लेषण, निर्माणात्मक तथा निर्णयात्मक मूल्याङ्कन, उत्प्रेरणा र पृष्ठपोषण, श्रव्यदृश्य, पाठ्य, स्पर्श जस्ता शिक्षण सामग्रीको प्रयोग लगायतका विविध सामग्री र शिक्षण कार्यकलापको प्रयोगद्वारा दोस्रो भाषाका रूपमा नेपाली शिक्षणलाई सफल र प्रभावकारी बनाउन सकिन्छ ।

सन्दर्भ सामग्री

अधिकारी. हेमाङ्गराज (२०५७). भाषा शिक्षण : केही परिप्रेक्ष्य तथा पद्धति. काठमाडौं : विद्यार्थी पुस्तक भण्डार ।
आचार्य. शर्वराज (२०६८). “दोस्रो भाषाका रूपमा नेपाली भाषा शिक्षण गराउने दृष्टिकोणको अध्ययन”. पृथ्वीदर्पण (वर्ष २, अङ्क २), पृ. १०-१७ ।

जनगणना (२०६८). काठमाडौं : केन्द्रीय तथ्याङ्क विभाग ।

तिमिल्सिना. ताराप्रसाद र श्रेष्ठ. मनिषकुमार (२०७२). नेपालको संविधान २०७२. काठमाडौं : स्वदेश प्रकाशन ।

दोस्रो भाषाका रूपमा नेपाली शिक्षण (२०६६). भक्तपुर : नेपाल सरकार, शिक्षा मन्त्रालय, शिक्षा विभाग ।

दोस्रो भाषाका रूपमा नेपाली शिक्षणका लागि शिक्षक निर्देशन (२०६६). भक्तपुर : नेपाल सरकार, शिक्षा विभाग, बहुभाषी शिक्षा कार्यक्रम ।

पौडेल. माधवप्रसाद (२०६७). दोस्रो भाषाका रूपमा नेपाली शिक्षण. काठमाडौं : विद्यार्थी पुस्तक भण्डार ।

भट्टराई. रमेश; दाहाल. द्रोण; खनाल. तोया; सापकोटा. सुकदेव; भट्टराई. गणेश; ढुङ्गाना. ध्रुव र गिरी. अमरनाथ (२०६५). नेपाली भाषा शिक्षण (सक्षमतामा आधारित निम्न माध्यमिक तथा माध्यमिक शिक्षक तालिम, स्वाध्ययन सामग्री). भक्तपुर : शैक्षिक जनशक्ति विकास केन्द्र ।

शर्मा. केदारप्रसाद र पौडेल. माधवप्रसाद (२०६०). नेपाली भाषा र साहित्य शिक्षण. काठमाडौं : न्यु हिरा बुक्स ।

शर्मा. केदारप्रसाद र पौडेल. माधवप्रसाद (२०६८). नेपाली भाषा शिक्षणका सन्दर्भहरू. काठमाडौं : विद्यार्थी पुस्तक भण्डार ।

शर्मा. विष्णुप्रसाद (२०६८). “साहित्य शिक्षणमा अपनाइने शिक्षण विधि तथा कार्यकलापहरू”. पृथ्वीदर्पण (वर्ष २, अङ्क २), पृ. ७३-७९ ।