Research Management Cell (RMC)
SIDDHARTHA GAUTAM BUDDHA CAMPUS
Butwal-5, Rupandehi, Nepal
Affiliated to Tribhuvan University
Contact No.: +977-71-541601, 541301, 9857025100,
Fax No.: +977-71-541601
Email:info@sgbc.edu.np, Web: www.sgbc.edu.np

ISSN: 2042-2529

Journal of Siddhartha

Gautam Buddha Campus

(A Peer- Reviewed, Multidisciplinary Journal)

Vol. 5 No. 1 September 2023

Published by:
Research Management Cell (RMC)
SIDDHARTHA GAUTAM BUDDHA CAMPUS
Butwal-5, Rupandehi, Nepal
Affiliated to Tribhuvan University

ISSN: 2042-2529

Journal of Siddhartha

Gautam Buddha Campus

(A Peer- Reviewed, Multidisciplinary Journal)

Vol. 5 No. 1 September 2023

Published by:

Research Management Cell (RMC)

Siddhartha Gautam Buddha Campus

Butwal-5, Rupandehi, Nepal

Affiliated to Tribhuvan University

Contact No.: +977-71-541601, 541301, 9857025100,

Fax No.: +977-71-541601

Email:info@sgbc.edu.np, Web: www.sgbc.edu.np

Journal	: Journal of Siddhartha Gautam Buddha Campus
Volume	: 5
No.	: 1
ISSN	: 2042-2529
Published Date	: September 2023
Publisher	: Research Management Cell (RMC)
	© Siddhartha Gautam Buddha Campus
Printed by	: MB Suppliers & Printing, Butwal
E-mail	: mbkunwar1@gmail.com

Editorial

Journal of Siddhartha Gautam Buddha Campus is a peer-reviewed, multidisciplinary journal published by the Research Management Cell (RMC) of Siddhartha Gautam Buddha Campus, Butwal-Nepal. The journal offers a unique opportunity for scholars from diverse backgrounds to address complex research problem by integrating different perspectives and methodologies.

The publication has achieved its credibility and integrity following the procedure of screening, reviewing, editing and proofreading of the articles. The articles are given to the authors to address the comments and feedback from the reviewers. Moreover, papers are accepted for the review on the understanding that they have not been published or accepted for publication elsewhere.

Journal of Siddhartha Gautam Buddha Campus, Volume-5 includes research-based articles from Management, Economics, English Literature, English Education, Nepali and Population Studies. We strongly believe that the commitment to rigorous peer review ensures that the publication remains reliable resources to the concerned researchers fostering the collective pursuit of knowledge.

We express our sincere gratitude to all the authors for their contribution. Similarly, we are thankful to the valued reviewers for their scholarly support and campus administration for the support in every step in publication of this journal.

Happy reading !

TABLE OF CONTENTS

Effect of Online Digital Marketing on Customer Purchase Decision

Krishna Prasad Khanal
Lecturer
Siddhartha Gautam Buddha Campus

Abstract

This research was concerned with effect of online digital marketing on customer purchase decision. The main objective is to examine the impact of digital marketing factors affecting customer purchase decision. Through review of previous literature four independent variables were identified to find impact on dependent variable. Research hypothesis are set on basis of objectives. Research applies causal comparative design, and conducted on basis of primary data. Data are collected from structured questionnaire. 384 employees were approached from ten garments industries located in Pokhara valley. Altogether 283 valid respondents were collected. The collected data are analyzed by using descriptive statistics, reliability test, correlation and multiple regressions with the help of SPSS software. The study finds 68.3 percent variation in Customer Purchase Decision is explained by Cost efficiency, Information system, Customer trust, and Internet shopping experience. Further, extensive research on online marketing is still to be conducted and suggest to take more components of digital marketing like social influence, e-word of mouth etc.

Key words: *Cost efficient, information satisfaction, consumer trust, internet shopping experience*

Introduction

The trend of innovation and development in information technologies has made a sharp increase in numbers of business organization to adopt information technology. People are using internet and mobile applications for their day to day activities which are also increase tremendously. This changing trend has force the garment manufacturers to clinch internet based digital technology as a means of communication, and to come up with new creative ways to capture the attention of wider markets. Dasgupta and grover (2019) study revealed that social media marketing is a very important tool for the marketers of apparel brands online for trending new fashion, announce sales and most importantly generate positive reviews and word of mouth as these reviews are the most looked for. Many garment producers websites now offers a whole range of interactive features, using technologies like flash and MS media players. Website visitors are increasingly able to mix and match colors, view the garment from various angles get responses to online queries.

Digital marketing has been described as- it is the use of technologies to help marketing activities in order to improve customer knowledge by matching their needs. Al-Azzam and Al-Mizeed (2021) The different digital marketing channels such as email marketing, online advertising, social media marketing, and mobile marketing has significant effect on the purchasing decision of student in the Jordan market. In the developed world, companies have realized the importance of digital marketing. To run businesses successful, they have to merge online with traditional methods for meeting the needs of customers more precisely. To promote products and services, digital marketing uses digital technology such as electronic billboards, mobile phones, and social media. Digital marketing's main goal is to promote products or services or brands. Digital marketing is different from traditional marketing in that it allows a company to analyze whether its marketing campaign is working or not in real life by using various channels and methods Delafrooz, Paim, and Khatibi (2010), opined that online shopping has been a growing phenomenon in all four corners of the world, in particular amongst countries possessing highly developed infrastructure available for marketing activities through the internet. The rise of convergent technology and social media is growing. Consumers online purchase are growing rapidly because the internet makes their lifestyle easier, as they tend to shop around more because they have access to several other points of information. Customers use the internet to research before committing to purchase and are early adopters of technology because they have a world view (Correa and Soto, 2010). Marketing over the internet creates a basic change not only in business but also in customers' behavior. Internet marketing provides a unique platform for firms to understand the need of the customers and make them free from the time and place encumbrances. It also reduces cost by omitting unnecessary transaction cost (Sheth and Sharma, 2005). Consumers are aware of digital channels in spite of their educational qualification and the customer prefer digital channels to buy any sort of products due to their internet shopping experiences (Mahalaxmi and Ranjith, 2016).

The number of social media users growing has attracted marketers. Marketers have recognized that social media marketing as an important part of their marketing communication strategies.

Communication through social media has found impact on consumer decision-making and marketing strategies. Consumer socialization theory predicts that communication among consumers affects their cognitive, affective, and behavioral attitudes (Ward, 1974). Consumers tend to make purchases or conduct business on social media. Social media marketing is a part of digital media marketing which can also be define as a marketing of goods and services. In the recent years, the popularity of social networking sites and social media has increased at a global level (Kucuk and Krishnamurthy, 2007). Kaplan and Haenlein (2010) state that, there are many advantages of using social media marketing, it helps to connect business to consumers, develop relationships, and foster those relationship in a timely manner and at a low cost. Social media websites gives an opportunity to the organizations to connect and interface with potential and current consumers, which will help to have a strong customer relationship and also to build all-important meaningful relationships with consumers (Malthouse, Calder, and Mersey 2010). Viewing the various research conclusion of different scholar, this research paper was designed to find the impact of on line digital marketing on customer purchase decision on garment products within Pokhara valley.

Literature Review

Handani et. al (2022) The results show that digital marketing has a significant effect on consumer decision-making on the Aero street shoe brand. This explains that consumers tend to make purchases by using technology. This research result states that consumer purchasing decisions in the fashion industry, especially shoes are influenced by digital promotion and marketing processes. The results showed the magnitude of the influence of 56.0%. This research also provides practical benefits for business actors to improve marketing performance by trying to adapt to technology as a promotion or sales strategy. Zanubiya et.al (2023) revealed that an effective digital marketing strategy include a solid understanding of the target market segmentation, choosing the right marketing platform, interesting and relevant content, search engine optimization, ongoing customer interaction and interest. The organization should involves in analysis of internal and external elements to choose the best digital marketing approach.

Dankwa (2021) study showed that consumer engagements influenced the relationship between information and advertising creativity in social media advertising and consumer decision-making. The study recommends that firms that advertise fashions brands on social media must focus on crafting advertisements that are creative and informative in order to influence decisions that consumers make on social media platforms. The study also contributes to practice by indicating that emotional appeals of social media adverts no longer influence consumer's decision-making on fashion brands, but rather the extent of information and newness of the adverts to satisfy their needs played a major role in consumers' decision-making.

Stephen (2016) conducted research about consumers in digital and social media marketing settings. The five important factors are identified; they are consumer digital culture, consumer responses to digital advertising, effects of digital environments on consumer behavior, mobile environments, and online word of mouth. The research also finds how consumers experience, are influenced by the digital environments.
Social networks are increasingly taking up a greater share of consumer time spent online.

Users are also using different online formats to communicate, such as Blogs, YouTube, My space, Instagram and Facebook to share information about the product or service and also to contact the other consumers who are also seen as a more objective information source (Kozinet, 2002). Ariely (2000) revealed regarding the price, product attribute is being so visible and dominant, the option position, with the absence of imperative on the amount of information, is that consumer can spend more time going through it and evaluating non price attribute information. Moreover, Smith and Brynjolfsson (1999) state that in online purchasing lower prices are being charged than in traditional outlets. Information satisfaction refers to consumer satisfaction and dis-satisfaction with overall information that is provided for the goods and services (Crosby and Stephens, 1987).

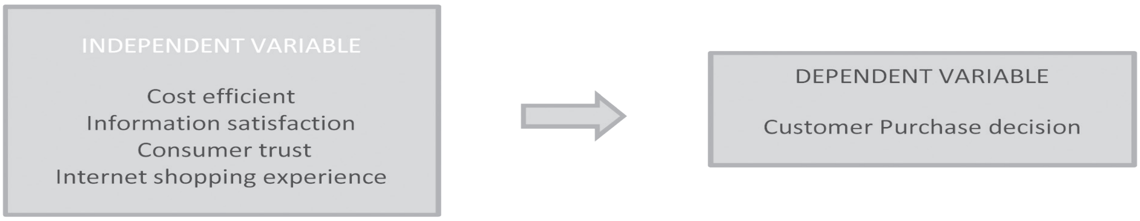
Consumers with greater internet experience will probably utilize on the web channels to gather item data because the cost of collecting information is less costly than that from offline channels (Kaplan and Haenlein (2010). Consumers who have a greater internet experience is likely to the various perception of the attribute of the online channels from that of an internet beginner and also the consumer will have a higher confidence on the internet (Bart et al. 2005). Online shopping is seen as being more dangerous operations and also developing trust by using the internet is more difficult than in traditional channels (Kaplan & Haenlein (2010)

Consumers have a tendency to take part in relational behaviors to accomplish more efficiency in their decision-making, to reduce information processing, to achieve more cognitive consistency in their decisions, and to reduce the perceived risks associated with future choice (Sheth and Sharma, 2005). A consumer begins to feel safe with the service provider or supplier when transactions are done successful (Ariely, 2000). When consumer trusts the company, they realize that this organization can satisfy their requirements and needs and in the long run, they become committed to the company. (Kaplan and Haenlein 2010) on customers' attitude and perception towards online shopping unveiled that majority of the respondents in all age groups shop online for convenience followed by wide variety and discount deal.

Consumers have a tendency to take part in relational behaviors to accomplish more efficiency in their decision-making, to reduce information processing, to achieve more cognitive consistency in their decisions, and to reduce the perceived risks associated with future choice. (Sheth and Sharma, 1995). Kucuk and Krishnamurthy, (2007) in their research on consumers' shopping and purchasing behavior, came to the conclusion that despite the remarkable growth in Internet sales, there was evidence to suggest that there were many consumers shopping with intent to buy at retail websites, but for some reason did not complete the transaction. Consumers with greater internet experience will probably utilize on the web channels to gather item data because the cost of collecting information is less costly than that from offline channels. (Ariely, 2000). When a consumer does a transaction with an online web store that is portrayed to be operating in an uncertain environment like the internet. (Kaplan and Haenlein 2010).

Theoretical Framework

Theoretical framework of this paper was structure on the basis of the comprehensive analysis of literature already discussed in introduction and literature review section. The theoretical framework of this research was presented in following figure.



Statement of the Problem

What is the impact of cost efficient, information satisfaction, consumer trust, and internet shopping experience on customer purchase decision?

Objectives

To analyze the impact of cost efficient, information satisfaction, consumer trust, and internet shopping experience on customer purchase decision?

Hypothesis

The following are the hypothesis of this research.

H1 There is significant impact of cost efficient on customer purchase decision.

H2 There is significant impact of information satisfaction on customer purchase decision.

H3 There is significant impact of consumer trust on customer purchase decision.

H4 There is significant impact of internet shopping experience on customer purchase decision.

Study Area

This research was primarily concerned with the effect of digital marketing on customer purchase intention on garments products within Pokhara valley. The research concerned with the four major independent variables i. e. cost efficient, information satisfaction, consumer trust, and internet shopping experience of customer and customer purchase decision is dependent variable.

Research Design

This research has been designed under descriptive and analytical research design, tries to find the impact of cost efficient, information satisfaction, consumer trust, and internet shopping experience (independent variables) on customer purchase decision (dependent variable).

Nature and sources of data

The study is based on primary data, and data are collected from the presently operating forty two garments industries located within Pokhara Valley. The data collected from the senior employees who worked more than seven years as departmental heads, and managers of respective garment industries.

Population sample and sampling

The total populations of garment industries are fifty two, presently operating forty two. From all operating garment industry respondent were selected who worked more than seven years. The respondents were selected by applying judgmental sampling method. This research was carried out on the basis of primary data. The total population of the respondent are unknown, so for sample purpose Cochran formula (1977) was applied comprises 384 employees as sample for the study. Total 384 questionnaires were distributed to the concerned respondent in forty two garment industries operating in different parts of Pokhara valley. Among 384 questionnaires 283 questionnaires were returned and remaining 101 questionnaires were not returned. Therefore, the response rate is 73.6 percent. The samples for the respondent are to be selected through judgmental sampling procedure.

Research Instruments

The research used structured questionnaire for collection of information regarding research problems. The questionnaire contains two sections. First section is demographical variables and second section contains questions related with independent and dependent variables. The research variables were measured in five point likert scale format with answer ranging from 1 to 5 (1= strongly disagree, 2= disagree, 3= Neutral, 4= Agree, and 5 strongly Agree). Each variable contains four statements.

Reliability Test

Reliability Test is conducted to determine the internal consistency of the instrument as measuring tools, so that the result of measurement can be trusted. Internal consistency is measured by using Cronbach's Alpha (α). Cronbach's alpha range from 0 to 1. Higher the value indicating greater internal consistency. According to Nunnally (1978) common guidelines for evaluating Chronbach's Alpha are: 0.00 to 0.69 is poor, 0.70 to 0.79 is fair, 0.80 to 0.89 is good and 0.90 to 0.99 is excellent. The result of reliability test using Chronbach's Alpha is presented in Table 1.

Table 1

Reliability test		
	Cronbach'sAlpha	Items
Cost efficiency	0.734	4
Information Satisfaction	0.768	4
Consumer Trust	0.752	4
Internet Shopping Experience	0.719	4
Customer Purchase Decision	0.816	4
Total		20

Note. SPSS Output

Data Collection Methods

The data are collected from structured questionnaire by personally visiting the garment industries and contacting with the senior employees, departmental heads, and managers of respective garment industries.

Data analysis methods

After the collection of data, scores are developed for consumer purchase decision organizational constructs by averaging the response to items comprising each dimension means; correlation and regression were found out by using SPSS 25 version software to test the relationship between different variables and effect of concerned variables on consumer purchase decision

Results and Discussion

Table 2

Demographic profile of respondents			
Variable		Frequency	Percent
Gender			
	Male	189	66
	Female	94	34
Age group			
	15-24	36	12.7
	25-34	219	77.3
	Above 35	28	10
Education Qualification			
	SLC	30	10.6
	10+2	90	31.7
	Bachelor	145	51.4
	Master/M.Phil	18	6.3
Marital Status			
	Married	140	49.3
	Unmarried	143	50.7
	Total	283	100

Note. SPSS Output

As mentioned in the above table among all the respondent 66 percent represent male and 34 percent represent female workers. 77.3 percent of respondents were in the age group of 29-38 followed by 12.7 percent in the age group of 18-28, 7.0 percent in the age group of 39-48 and 3 percent of respondents in the age group of 49 and above respectively. It is observed that among the entire respondent the majority of the respondents i.e., 51.4 percent were from Bachelor degree followed by 31.7, 10.6 and 6.3 percent of respondents from 10+2, SLC and Master/Mphil respectively. Among total respondents 49.3 percent were married respondents and 50.7 percent were unmarred respondent.

Table 3

Descriptive Statistics of Variables		
Variables	Mean	Std.Deviation
Cost efficiency	3.51	1.277
Information Satisfaction	3.67	1.295
Consumer Trust	3.67	1.3
Internet Shopping Experience	3.62	1.487
Customer Purchase Decision	3.61	1.186

Note. SPSS Output

The above table depicts that the mean value of Cost efficiency is 3.51, Information Satisfaction, and Customer Trust is 3.67, Internet shopping experience is 3.62 and Customer Purchase Decision is 3.61 which shows that the response of respondents are inclined towards Agree. Cronbach's alpha is the most common measure of internal consistency, which is reliability of the constructs. It was found that the value of Cronbach Alpha for Cost efficiency, Information satisfaction, Consumer Trust, Internet shopping experience and Customer Purchase Decision are 0.734, 0.768, 0.752, 0.719 and 0.816 respectively which means that the questions in the questionnaire for different variable are reliable.

Table 4

Correlation Analysis					
	C E	I S	CT	ISE	CPD
CE	1				
IS	0.942**	1			
CT	0.954**	0.927**	1		
ISE	0.663**	0.596**	0.676**	1	
CPD	0.772**	0.691**	0.805**	0.603**	1
** Correlation is significant at the 0.01 level (2-tailed)					

Note. SPSS Output

From the above table no 4.7 it is found that the value of r with respect to Cost efficiency, Information satisfaction, Consumer Trust, Internet shopping experience in-relation to Customer Purchase Decision are 0.772, 0.691, 0.805 and 0.603 respectively which means there is strong positive relationship between independent variable and Dependent variable.

Table 5

Model summary					
Model	R	R Square	Adjusted R Square	Std. Error of the estimate	
1	.826a	0.683	0.673	0.678	
Predicators: (Constant), CE, IS, CT and ISE. Note. SPSS Output					

Table 6

Analysis of variances (ANOVA)					
Model	Sum of Squares	Df	Mean Square	F	Sig
Regression	135.305	4	33.826	73.684	.000b
Residual	62.892	279	0.459		
Total	198.197	283			
Note.SPSSOutpu					

Table 7

Regression Coefficients					
	B	T	Sig		
(Constant)	1.214	6.779	.000		
CE	0.342	1.944	0.054		
IS	0.483	3.467	0.001		
CT	0.819	5.236	.000		
ISE	0.524	3.721	0.001		
Dependent variable CPD					

Note. SPSS Output

The regression equation revealed that R- square value is 0.683 which means that 68.3 percent variation in Customer Purchase Decision is explained by Cost efficiency, Information system, Customer trust, and Internet shopping experience. Hence 31.7 percent of variance is explained by other variables.

The ANOVA table shows that regression model is significant to explain the variables of customer purchase decision (CPD) since P value or Sig. (0.000) is less than significance level value (0.005). The regression coefficient table shows hypothesis H2, H3, H4 is accepted since ($p<0.05$) where as in case of cost efficiency (CE) significance value 0.054 which is ($p>0.05$) so it is rejected.

Conclusion

It is clear from the finding that the response of employees are directed towards agree with respect to different factors of digital marketing i.e. Internet shopping experience, Information system, Customer trust, Cost efficiency impact on Customer buying decision.. Similarly, it is found that there is strong positive relationship between different dimensions of digital marketing i.e. Cost efficiency, Customer trust, Information system Internet shopping experience, with Customer buying decision. Similarly, among all the variables, customer trust, information system and Internet shopping experience are the major factors. Thus, it is concluded that if the online companies takes initiatives of preparing strategies and policies on the basis of these factors in the favor of customers then there is a higher possibility that buying behavior of consumer will be influenced in a positive direction. This research has focused only four dimensions of digital marketing have so for future research to take more components of digital marketing like social influence, e-word of mouth etc. Extensive research on online marketing in a national context is still in its infancy, and needs further attention.

References

Al-Azzam, A. F., & Al-Mizeed, K. (2021). The effect of digital marketing on purchasing decisions: A case study in Jordan. *The Journal of Asian Finance, Economics and Business, 8*(5), 455-463.

Ariely, D. (2000). Controlling the information flow: Effects on consumers' decision making and preferences. *Journal of Consumer Research, 27*(2), 233-248.

Bart, Y., Shankar, V., Sultan, F., & Urban, G. L. (2005). Are the drivers and role of online trust the same for all web sites and consumers? A large-scale exploratory empirical study. *Journal of Marketing, 69*(4), 133-152.

Correa, J., & Soto, A. (2010). Active visual perception for mobile robot localization. *Journal of Intelligent and Robotic Systems, 58*, 339-354.

Crosby, L. A., & Stephens, N. (1987). Effects of relationship marketing on satisfaction, retention, and prices in the life insurance industry. *Journal of Marketing Research, 24*(4), 404-411.

Dankwa, D. D. (2021). Social media advertising and consumer decision-making: The mediating role of consumer engagement. International *Journal of Internet Marketing and Advertising, 15*(1), 29-53.

Dasgupta, S., & Grover, P. (2019). Impact of digital strategies on consumer decision journey: special. *Academy of Marketing Studies Journal, 23*(1).

Delafrooz, N., Paim, L. H., & Khatibi, A. (2010). Students' online shopping behavior: An empirical study. *Journal of American Science, 6*(1), 137-147.

Hamdani, N. A., Muladi, R., & Maulani, G. A. F. (2022, July). Digital Marketing Impact on Consumer Decision-Making Process. *In 6th Global Conference on Business,* *Management, and Entrepreneurship (GCBME 2021)* (pp. 153-158). Atlantis Press.

Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons, 53*(1), 59-68.

Kozinets, R. V. (2002). Can consumers escape the market? Emancipatory illuminations from burning man. *Journal of Consumer Research, 29*(1), 20-38.

Kucuk, S. U., & Krishnamurthy, S. (2007). An analysis of consumer power on the Internet. *Technovation, 27*(1-2), 47-56.

Mahalaxmi, K. R., & Ranjith, P. (2016). A study on impact of digital marketing in customer purchase decision in Trichy. *International Journal for Innovative Research in Science & Technology,* 2(10), 332-338.

Malthouse, E. C., Calder, B. J., & Mersey, R. D. (2010). Engagement with online media. *Journal of Media Business Studies, 7*(2), 39-56.

Sheth, J. N., & Sharma, A. (2005). International e-marketing: opportunities and issues. *International Marketing Review, 22*(6), 611-622.

Smith, M., & Brynjolfsson, E. (1999). *Frictionless Commerce? A Comparison of Internet and Conventional Retailers* (No. 1022). Society for Computational Economics.

Stephen, A. T. (2016). The role of digital and social media marketing in consumer behavior. *Current Opinión in Psychology, 10*, 17-21.

Ward, S. (1974). Consumer socialization. *Journal of consumer research, 1*(2), 1-14.

Zanubiya, J., Meria, L., & Juliansah, M. A. D. (2023). Increasing Consumers with Satisfaction Application based Digital Marketing Strategies. *Startupreneur Business Digital (SABDA Journal), 2*(1), 12-21.

Taxpayer's Intention Towards e-filling System in Tilottama Municipality

Laxman Pandey
Lecturer
Siddhartha Gautam Buddha Campus

Abstract

The aim of this research is to measure the relationship between attitudes, perceived usefulness, perceived ease of use, information system quality, perceived credibility of the system and taxpayer's intention. This study has been based on survey based correlational research design. The sample respondent has been approached with the help of convenience sampling methods. Out of 371 questionnaires 145 questionnaires got responded by the respondents. Therefore, the response rate is 39%. Primary data were collected by administering questionnaires during the survey to sample Population in Tilottama Municipality. The sample respondents were approached to collect information. Taxpayer's intention is explained by Perceived Credibility, Information System Quality, Attitude, Perceived Ease of Use, and Perceived Usefulness all the independent variables are significant effect on Taxpayer's intention. It is suggested to incorporate other variables affecting tax policy, tax system, tax audit, tax knowledge and Tax Compliance. The study only covers the sample of Tilottama Municipality. So, it is better to include others area and sectors.

Keywords: *Attitudes, e-filing, information system quality, perceived credibility, perceived ease of use*

Introduction

Currently, the Inland Revenue Board (IRB) is embracing e-Filing and the Self-Assessment System (SAS) while prioritizing audit activities. IRB aims to achieve a paperless process through e-Filing, which offers convenience, speed, accuracy, and secure payment options. Taxation plays a crucial role in sustainable development by supporting a functioning state and facilitating economic growth. Moreover, taxation serves as a catalyst for responsive and accountable government, and it expands state capacity (Shoup, 2010).

Understanding perceptions is essential in comprehending human behavior, as perceptions shape thoughts and actions (Sing, 1991). Taxpayer perceptions of taxation can influence their intention to use e-Filing and compliance attitudes. One of the factors hindering taxpayer intention to use e-Filing is the complexity of taxes.

Attitudes toward the tax system and perceptions of fairness are influenced by taxpayer knowledge and information provided by tax authorities. Revenue agencies should furnish detailed information on the tax system, compliance obligations, payment procedures, and associated sanctions (Dahal, 2010). Tax knowledge encompasses general understanding and awareness of possible tax evasion opportunities.

E-Filing involves four steps, including enrollment and verification of digital signatures, entering gross earnings, deductions, and relief, automated computation, and electronically receiving the tax form with email verification (Wenzel, 2013). Taxpayer voluntary compliance relies on tax base broadening, which necessitates taxpayer education on understanding tax obligations through legislative and procedural multi-faceted approaches.

Problem Statement

It seems clear that there is lack of study that has been conducted in the area of e-Filing taxpayer's particularly in due to the problem on using e-Filing, taxpayers were uncomfortable with e-Filing as they were unfamiliar with electronic transactions and some said they were not computer savvy. Bedsides, slow response to e-Filing was mainly because of people's habit of doing their assessment at last minute. Some of them are difficult to accept a new technology since they are very concern about the security. Especially this study has been carried out to answer the following questions.

What is the relationship between attitudes, perceived usefulness, perceived ease of use, information system quality, perceived credibility of the system and taxpayer's intention?

What is the effect of attitude, perceived usefulness, perceived ease of use, information system quality and perceived credibility of the system on taxpayer's intention?

Objectives of the Study

The major objective of this study is to identify the factors influencing taxpayer's intention to use e-Filing with tax system in Tilottama. However, the specific objectives of the study are as follows;

To assess the relationship between attitudes, perceived usefulness, perceived ease of use, information system quality, perceived credibility of the system and taxpayer's intention.

To examine the effect of attitude, perceived usefulness, perceived ease of use, information system quality and perceived credibility of the system on taxpayer's intention.

Hypothesis

H1 : Attitude has significant effect on Taxpayer’s intention
H2 : Perceived Usefulness has significant effect on Taxpayer’s intention
H3 : Perceived Credibility has significant effect on Taxpayer’s intention.
H4: Information System Quality has significant effect on Taxpayer’s intention.
H5 : Perceived Ease of Use has significant effect on Taxpayer’s intention.

Literature Review

Governments often employ the concept of fiscal illusion in revenue collection to achieve a fair distribution of the tax burden. Fiscal illusion refers to the taxpayer's perception that taxes are lower than they actually are (Sawer, 2017). As a result of the complexity introduced by these changes, taxpayers' intention to use e-Filing with the tax system who are committed to compliance may unintentionally fall into non-compliance. Despite their efforts to comply with tax laws to the best of their abilities, they may still struggle to ensure total compliance due to the intricate nature of the tax system (Ilias &Suki 2008). Similarly, it is essential to investigate taxpayer perceptions regarding taxation, as these perceptions can significantly affect their compliance attitudes when it comes to using e-Filing with the tax system (Bhattarai,2016)). In summary, understanding taxpayer perceptions of taxation is vital as it significantly shapes their compliance attitudes, particularly when using e-Filing with the tax system. Factors like tax complexity, perceived unfairness, and uncertainty about the use of tax revenues can all influence taxpayers' intentions to comply with tax regulations.

Empirical Review

Richardson (2006), in his research on 45 countries found that complexity is the most important determinant of non-compliance, apart from education, income source, fairness and tax morale. His findings were consistent with who focused on the State Road Funds in the US State of Kentucky. The authors found that procedural tax complexity contributes to an increase in tax non-compliance.

Timlsina (2008) tried to explain about the tax evasion behavior of taxpayer’s intention to use e-Filing with tax system. People in developing countries like Nepal have greater propensity to evade taxes. Lack of proper measurement of tax assessment, Nepal is facing the problem tax evasion. Because of this, resources have not been mobilized efficiently and resource gap is increasing each year in Nepal Public Finance. His Main Findings from the Study a serious problem of financial resources gaps in Nepalese economy. It was 41.69% during 1975/76 and increased to 53.35% during 1985/86. It needs to be controlled in time; otherwise it may create a greater problem in national economy.

Shah (2010) carried out a survey among tax agents, noted that tax agents were not happy with the increasing complexity of the tax law. She further claimed that the tax agents desired a much simpler tax law, with less regulatory material and ad hoc change. Similar findings were documented. She found that taxpayer's intention to use e-Filing with tax system were more likely to comply when the tax law was perceived as less complex.

Bhattarai (2016) investigated the reasons behind taxpayers' preference for the manual system. Additionally, the study seeks to bridge the gap between manual taxpayers and the government (IRBM) to understand why manual tax systems are still used. It also aims to identify incentives that IRBM could offer to motivate manual users to switch to the e-filing system. The research focuses on determining the factors (perceived usefulness, perceived ease of use, perceived risk, and facilitating condition) that influence taxpayers' intention towards the manual system.

IRD (2016) in a study report titled "Taxpayer's intention to use e-Filing with tax system ' Satisfaction Level in Nepal'" perverted under a Revenue Administration Support Project (RAS), a joint project of the Inland Revenue Department (IRD) - Ministry of Finance and the German Technical Cooperation (GTZ) shows tax preference of Nepali tax payers (www.ird.gov.np: 27 November 2011). Offences are dealt within the Act in a sense of criminal offences of taxpayer's intention to use e-Filing with tax system as well as tax administrators.

Methods and Procedures

This study includes three types of research as descriptive, analytical as well as empirical. To achieve the objectives of the study, the opinions of the various respondents associated with distinct denomination i.e. collected data has been classified and tabulated for the presentation. Percentage, mean, SD, correlation and regression as a tool for analyzing data various taxpayer's intention to use e-Filing with tax system' perceptions were collected through structured questionnaire.

Research Design

This study has been based on survey based correlational research design. After collection of opinion and views and some data, this study has tried to analyze and describe by using correlational statistical tools like mean standard deviation percentage frequency, correlation and regression.

Population

There are 5171 taxpayers (IRD, 2077/78) in Tilottama Municipality. So, the 5171 taxpayer's is the population of the study.

Sample Size

The sample of the study is calculated with the help of solvin's formula is.

$$n = \frac{N}{1 + Ne^2} \qquad = 371$$

Where e = margin of error 5% N= Population of the Study 5171 n = Sample of the study However only 145 questionnaires were responded by the respondents. so, 145 is taken as sample of the study.

Sampling Method

The sample respondent has been approached with the help of convenience sampling methods. Out of 371 questionnaires 145 questionnaires got response by the respondents. Therefore, the response rate is 39%.

Nature and Sources of Data

Primary data were collected by administering questionnaires during the survey to sample Population in Tilottama Municipality. The sample respondent was approached to collect information from them.

Data Collection Procedures

Total 371 set of questionnaires were distributed to the sample respondents in order to get actual and accurate information. Distribution work has been done through personal visit rather than sending by any means to get accurate and actual information. Out of 371 questionnaires 145 questionnaires got response by the respondents. Therefore, the response rate is 39%. Questionnaire has been used as a research instrument with five-point Likert scale where 5= Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree.

Tools for Data Presentation and Analysis

The collected data has been classified and tabulated for the presentation. At the time of presentation and analysis of primary data edited and processed. Percentage, mean, SD, correlation and regression are used as a tool for analyzing data.

Theoretical Framework

The variable in the rectangle at the right side (taxpayer's intention to use e-Filing) is dependent variable and the other variables such as (attitude, perceived usefulness, perceived ease of use, information system quality and perceived credibility) that listed in the rectangle at left side are independent variables. As shown in figure 1 (Ilias et al., 2008).

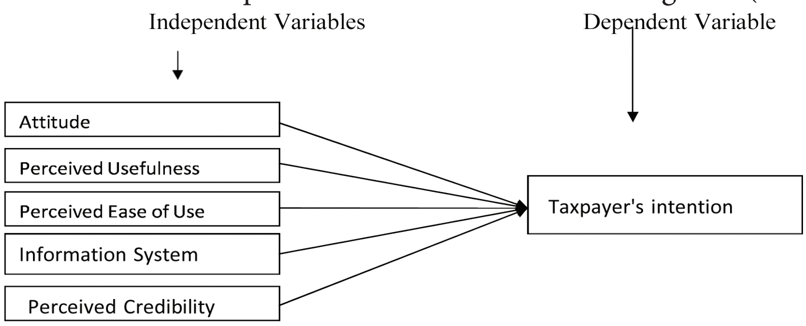


Figure 1: *Theoretical frameworks of taxpayer's intention and attitude, perceived usefulness, perceived ease of use, information system quality, perceived credibility.*

Measures

In this study, we evaluated service quality dimensions through the utilization of 20 indicators. To assess customer satisfaction among restaurant customers, a 4-item scale was employed (see Table 2 for specific details). The research adopted a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

Data analysis and results

Respondents Profile

Sample descriptions are conducted to generalize the characteristics of the respondents. In this section, the respondents' profile has been analyzed in terms of their gender, age, qualification.

Gender of Respondents

The table no 1 reveals that, the highest numbers of respondents are male (72.2 percent) followed by female (27.8 percent) this shows active participants of male in taxpayers, factors influencing taxpayer's intention to use e-Filing with tax system than female. Gender of respondents is shown in Table 1.

Table 1
Gender of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	105	72.2	72.2	72.2
	Female	40	27.8	27.8	100.0
	Total	145	100.0	100.0	

(Note: Field survey, 2023)

Age of Respondents

The table no 2 reveals that, the highest numbers of respondents is in 30 to 39 years age group (27.59 percent) followed by 40-49 years age group (25.52 percent), and 26- 29 years age group (24.14 percent).

Table 2
Age of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
SLC	32	22.07	22.07	22.07
+2	70	48.28	48.28	70.34
Bachelor	19	13.10	13.10	83.45
Master/M Phil	24	16.55	16.55	100.00
Total	145	100.0	100.0	

Note: Field Survey, 2023)

Qualification of Respondents

The table no 3 reveals that, the highest numbers of respondents are education +2 group (48.28 percent) followed by SLC groups (22.7 percent) followed masters/M Phil (16.55 percent) and bachelor (13.10 percent). It indicates that active education group is +2, where taxpayers e-Filing with tax system in Tilottama

Table 3

Qualification of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22-25	28	19.31	19.31	19.31
	26-29	35	24.14	24.14	43.45
	30-39	40	27.59	27.59	71.03
	40-49	37	25.52	25.52	96.55
	50-59	5	3.45	3.45	100.0
	Total	145	100.0	100.0	

(Note: Field Survey, 2023)

Reliability of Constructs

In the assessment of a measurement instrument, validity and reliability are crucial factors. Validity refers to how well an instrument measures what it is designed to measure, ensuring that it accurately captures the intended construct. On the other hand, reliability pertains to the instrument's ability to produce consistent results over multiple measurements. The alpha coefficient, introduced by Lee Cronbach in 1951, serves as a measure of internal consistency for a test or scale. It is represented as a numerical value ranging from 0 to 1, indicating the degree of consistency in the instrument's items or questions (Tavakol & Dennick, 2011.

A low alpha appears if these assumptions are not meet. A high value of alpha (>0.90) may suggest redundancies and show that the test length should be shortened. According to Nunally (1978), a higher score on the reliability coefficient indicates a more dependable or reliable generated scale. In his work, Nunally suggested that a reliability coefficient of 0.7 is considered acceptable. However, it's worth noting that in some cases, lower limits for reliability coefficients are also utilized in the literature to determine the scale's reliability.

Table 4

Reliability of Construct

S. N	Construct	Cronbach Alpha	Internal consistency
1	Attitude	0.985	Excellent (High-stakes testing)
2	Perceived Usefulness	0.991	Excellent (High-stakes testing)
3	Perceived Ease of Use	0.907	Excellent (High-stakes testing)
4	Information System Quality	0.947	Good (Low-stakes testing)
5	Perceived Credibility	1.000	Excellent (High-stakes testing)
6	Taxpayer’s intention	0.875	Acceptable

Table 5

Cronbach Alpha Value

Cronbach's alpha Internal consistency	$\alpha \geq 0.9$	Excellent (High-stakes testing)
	$0.7 \leq \alpha < 0.9$	Good (Low-stakes testing)
	$0.6 \leq \alpha < 0.7$	Acceptable
	$0.5 \leq \alpha < 0.6$	Poor
	$\alpha < 0.5$	Unacceptable

In order to describe internal consistency, Kline (2000) proposed a commonly accepted rule by using Cronbach's alpha which is shown in table 6.

Descriptive Statistics

As per the views collected from questionnaire they were asked to rate in 5 likert scale the collected openings are analyzed and using SPSS.

Table 6

Descriptive Statistics

	N	Mean	SD
I have sometimes made higher deductions than I was legally permitted to when I submitted my tax e-filing.	145	3.2781	1.00106
The tax policy needs to be designed on such a way that the tax rates are appropriate and rational.	145	3.2914	.99726
There is fairness in decisions making of tax officials in e-filing.	145	3.2914	.99726
Attitude		**3.287**	**0.999**
People unintentionally evade tax because they do not know what is required of them by the law.	145	3.2848	1.00914
The Fiscal authorities (IRD) would notice if decided to evade tax	145	3.2980	1.00528
Availability of information on tax relating to public services	145	3.2715	.99287
Perceived Usefulness		**3.285**	**1.002**
Tax is very complicated; I do not know how to calculate my own tax liability.	145	3.4768	1.07601
Calculate the taxes correctly and pay them on time.	145	3.5563	1.10536
The tax burden of the tax evasion should not be much more intense in e-filing.	145	3.8013	1.04575
Perceived Ease of Use		**3.611**	**1.076**
Availability of information on tax in e-filing.	145	3.6755	1.03634
Ease in understanding the printed documents in e-filing.	145	3.7682	1.02920
Contents and coverage of the printed documents in e-filing.	145	3.6291	1.03676
Information System Quality		**3.691**	**1.034**
Register as a voluntary Taxpayer to the Tax Office (KPP).	145	3.7550	1.01303
Fill out the Tax return (SPT) by the provisions of the legislation and report on time.	145	3.7550	1.01303
Tax is very complicated; I do not know how to calculate my own tax liability	145	3.7550	1.01303
Perceived Credibility		**3.755**	**1.013**
Response of tax officials to problems of taxpayers in e-filing.	145	3.7550	1.01303
The presence of the way of submitting tax directly at tax office of e-filing.	145	3.5828	1.02864
Fairness in decisions making of tax office for e-filing.	145	3.3179	.98908

From the table No.6 the mean value of Attitude is 3.287 which means the mean value of the Attitude inclined towards agree. Hence it is inferred that taxpayers are providing good Attitude to their e-filing system.

The mean value of Perceived Usefulness is 3.285 which means the mean value of the Perceived Usefulness inclined towards agree. Hence it is inferred that taxpayers are providing good Perceived Usefulness to their e- filing system.

The mean value of Perceived Ease of Use is 3.611 which means the mean value of the Perceived Ease of Use inclined towards agree. Hence it is inferred that taxpayers are providing good Perceived Ease of Use to their e-filing system.

The mean value of Information System Quality is 3.691 which means the mean value of the Information System Quality inclined towards agree. Hence it is inferred that taxpayers are providing good Information System Quality to their e-filing system.

The mean value of Perceived Credibility is 3.755 which means the mean value of the Perceived Credibility inclined towards agree. Hence it is inferred that taxpayers are providing good Perceived Credibility to their e- filing system.

The mean value of Taxpayer's intention is 3.552 which means the mean value of the Taxpayer's intention inclined towards agree. Hence it is inferred that taxpayers are providing good Taxpayer's intention to their e- filing system.

Correlation Analysis

Correlation analysis is a valuable statistical method used to assess the relationship between two variables. Its primary purpose is to determine the extent of association between these variables, indicating whether the relationship is positive or negative. When a positive correlation is present, it means that an increase in one variable is accompanied by an increase in the other variable. Conversely, a negative correlation suggests that an increase in one variable corresponds to a decrease in the other variable. The correlation coefficient is a numerical value that falls between +1 and -1. A correlation coefficient of +1 indicates a perfect positive correlation, while a -1 coefficient represents a perfect negative correlation

When the correlation coefficient is 0, it signifies that there is no discernible relationship between the variables. The numerical value of the correlation coefficient provides insights into the strength and direction of the correlation between the variables. In the context of the study in Tilottama, the table below displays the correlation coefficient (r) for various e-filing taxpayer's variables, illustrating the degree of correlation between them.

Table 7
Correlation

		Attitude	Perceived Usefulness	Perceived Ease of Use	Information System Quality	Perceived Credibility	Taxpayer' Intention
Attitude	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	145					
Perceived	Pearson Correlation	.606**	1				
Usefulness	Sig. (2-tailed)	.000					
	N	145	145				
Perceived	Pearson Correlation	.483**	.648**	1			
Ease of Use	Sig. (2-tailed)	.000	.000				
	N	145	145	145			
Information	Pearson Correlation	-.005	.069	.093	1		
System	Sig. (2-tailed)	.947	.396	.25			
Quality	N	145	145	145	145		
Perceived	Pearson Correlation	.424**	.511**	.532**	.106	1	
Credibility	Sig. (2-tailed)	.000	.000	.000	.194		
	N	145	145	145	145	145	
Taxpayer's	Pearson Correlation	.699**	.773**	.728**	.023	.546**	1
intention	Sig. (2-tailed)	.000	.000	.000	.781	.000	
N		145	145	145	145	145	145

**. Correlation is significant at the 0.01 level (2-tailed).

From table No. 7 it is found that the value of correlation coefficient r= 0.669 which means there is strong positive linear relationship between Attitude and Taxpayer's intention.

From table No. 7 it is found that the value of correlation coefficient r= 0.773 which means there is strong positive linear relationship between Perceived Usefulness and Taxpayer's intention.

From table No. 7 it is found that the value of correlation coefficient r= 0.728 which means there is strong positive linear relationship between Perceived Ease of Use and Taxpayer's intention.

From table No. 7 it is found that the value of correlation coefficient r=0.023 which means there is strong positive linear relationship between Information System Quality and

Taxpayer's intention.

From table No. 7 it is found that the value of correlation coefficient r= 0.669 which means there is strong positive linear relationship between Perceived Credibility and Taxpayer's intention.

Regression Analysis

Table 8
Regression

Variables	P value	β value	R^2
Attitude	0.00	0.659	0,489
Perceived Usefulness	0.00	0.748	0.598
Perceived Ease of Use	0.00	0.690	0.530
Information System Quality	0.00	0.526	0.275
Perceived Credibility	0.00	0.552	0.298

Dependent Variable: Taxpayer's intention

Since the p value (0.00) of t- statistic is less than 0.05, the hypothesis H1 is accepted

i.e. Attitude has significant effect on Taxpayer's intention. The β value of 0.659 indicates that a unit change in "Demographic factors" would cause Taxpayer's intention to increase by 0.659. Also the value of R2 is .489 which indicates Attitude predicting 48.9% variation Taxpayer's intention.

Since the p value (0.00) of t- statistic is less than 0.05, the hypothesis H2 is accepted

i.e. Perceived Usefulness has significant effect on Taxpayer's intention. The β value of 0.748 indicates that a unit change in "Perceived Usefulness" would cause Taxpayer's intention to increase by 0.748. Also the value of R2 is .598 which indicates Perceived Usefulness predicting 59.8% variation Taxpayer's intention.

Since the p value (0.00) of t- statistic is less than 0.05, the hypothesis H4 is accepted i.e. Information System Quality has significant effect on Taxpayer's intention. The β value of 0.526 indicates that a unit change in "Information System Quality" would cause Taxpayer's intention to increase by 0.526. Also the value of R2 is .275 which indicates Information System Quality predicting 27.5% variation Taxpayer's intention.

Since the p value (0.00) of t- statistic is less than 0.05, the hypothesis H5 is accepted

i.e. Perceived Credibility has significant effect on Taxpayer's intention. The β value of 0.552 indicates that a unit change in "Perceived Credibility" would cause Taxpayer's intention to increase by 0.552. Also the value of R2 is .298 which indicates Perceived Credibility predicting 29.8% variation Taxpayer's intention.

Table 9
Overall Regression

Model	B	Std. Error	Beta	T	Sig.
(Constant)	.492	.217		2.271	.025
Attitude	.285	.050	.302	5.696	.000
Perceived Usefulness	.335	.059	.346	5.644	.000
Perceived Ease of Use	.305	.054	.322	5.620	.000
Information System Quality	.042	.047	.037	.898	.371
Perceived Credibility	.074	.052	.073	1.428	.155

Dependent Variable Taxpayer's intention

Discussion

Research is conducted to know the factors influencing taxpayer's intention to use e- Filing with tax system. The specific objectives of the study are to explore the factors influencing taxpayer's intention to use e-Filing with tax system, to identify relationship between Perceived Credibility, Information System Quality, Attitude, Perceived Ease of Use, and Perceived Usefulness and taxpayer's intention of e-filing and to access the impact of taxpayer's intention on Perceived Credibility, Information System Quality, Attitude, Perceived Ease of Use, and Perceived Usefulness.

It's found that taxpayer's intention has strong positive relationship with attitude, perceived usefulness, perceived ease of used, information system quality and perceived credibility. This finding supports, Sawyer (2017), the usability model suggests that the analysis of how taxpayer’s intention to use e-Filing with tax system. the model mainly focuses on how and whether taxpayer's intention to use e-filing with tax system actually succeed in their tax compliance tasks.

Taxpayer’s intention is explained by Perceived Credibility, Information System Quality, Attitude, Perceived Ease of Use, and Perceived Usefulness all the independent variables are significant effect on Taxpayer’s intention. It is suggested to incorporate other variables affecting tax policy, tax system, tax audit, tax knowledge and Tax Compliance. The study only covers the sample of Tilottama municipality. So, it is better to include others area and sectors. More specifically, social media, which allows individuals to interact remotely, appears to be gaining significant importance as a tool for identifying customers’ products and service needs. Increasingly, customers are also increasingly engaging with retailers through social media to search and shop for product and services options, evaluate the alternatives, and make purchases.

Furthermore, the research on the customer service quality can be held essential since it acts as a means for the promotion of the competitiveness of an organization. Precisely, the knowledge about the customers’ view concerning service quality can be used by organizations as a tool to improve their customer services. For example, knowledge of the required customer service would help in the facilitation of training programs oriented toward the enlightenment of the overall employees on the practices to improve and offer high-quality customer services. Besides, information concerning customer services would be essential in decision-making process concerning the marketing campaigns of the firm, hence generating competitive advantage of the organization in the marketplace. Findings show that customers demand more from auto repair, so the company must work hard to increase all service quality dimensions to improve customer satisfaction. Thus, organizations ought to venture in customer services initiatives to harness high-quality services.

Limitations and Future Research Direction

This research is not without limitations. First, the findings of this study are based on data collected from a single source and at a single point of time. Future research can collect data from different points of time to validate the findings of this research. Second, this research was carried out with data obtained from Tilottoma Municipality; the findings of this research might be different because the research framework was retested in a different context. Therefore, more research is needed to improve the understanding of the principles of taxpayers’ intentions towards e -filing in general. Since these concepts are critical a greater sample size should be used in a similar study so that the findings could be applied to a larger population.

Conclusion

The research conducted aimed to understand the factors influencing taxpayers' intention to use e-Filing with the tax system. The study identified several key factors that have a strong positive relationship with taxpayer intention, including attitude, perceived usefulness, perceived ease of use, information system quality, and perceived credibility. These findings align with Sawyer (2017) usability model, which emphasizes the importance of analyzing how taxpayers' intention to use e-Filing influences their tax compliance tasks.

The research also suggests that incorporating other variables affecting tax policy, tax system, tax audit, tax knowledge, and tax compliance could further enhance the understanding of taxpayer intention. Moreover, expanding the research to include other areas and sectors, particularly through social media interactions, would provide valuable insights into taxpayer behaviors and preferences.

The study has practical implications for revenue authorities, as it can help improve taxpayer education and design user-friendly systems for small business taxpayers. It also serves as a guideline for promoting e-governance services in tax e-filing. However, the research has limitations, such as being based on a single data source and a specific location (Tilottama municipality). Future research can validate the findings by collecting data at different points in time and in various contexts to gain a broader understanding of taxpayers' intentions towards e-filing.

In conclusion, this research sheds light on the factors influencing taxpayer intention to use e-Filing and provides useful insights for tax authorities and policymakers to enhance tax compliance and e-governance services. However, further research with larger sample sizes and in diverse contexts is recommended for comprehensive and applicable results.

References

Ahmed, A. J., & Kedir, S. (2016). Tax compliance and its determinant the case of Jimma zone, Ethiopia. International *Journal of Research in Social Sciences, 6*(2), 15–39.

Annual report. https://ird.gov.np/publication/category/annual-reports, *2074/75.* Inland Revenue Department, Ministry of Finance, Government of Nepal.

Bhattarai, G. (2016). *Applicability and Feasibility of VAT in Nepal* [[Master's Thesis]. Office of the Dean, Faculty of Management, Tribhuvan University].

Dahal, M. K. (2010). Tax structure and policy framework in Developing countries. *Economic Journal of Nepal, 6*(14), 22–48.

Davis, F. D. (1989). Perceived Usefulness, Perceived ease of use, and user acceptance of information technology. *MIS Quarterly, 13*(3), 319–340. https://doi.org/10.2307/249008 Frankish, K., & Ramsey.

W. M. (2012). *The Cambridge Handbook of Cognitive Science*. Cambridge University Press.

Ilias, A., & Suki, N. M. (2008). A study of taxpayers' intention in using E-filing system: A case in Labuan F. T s. Yasoa, M.R., and Rahman, R.A. *Computer and Information Science, 2*(2). https://doi.org/10.5539/cis.v1n2p110

Inland Revenue Department. (2016). *Taxpayer's intention to use e*. http://www.ird.gov.np. Ministry of Finance. Filing with tax system. Satisfaction Level in Nepal.

Kline, J. M. (2000). Principles and practice of structural equation modeling. Guilford press.

Kline, R.B. (2016). *Principles and Practice of Structural Equation Modeling (Fourth)*. Retrieved July 26, 2023. https://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=3591678. Guilford.

Mustafa, J. (1996). *Study Report on possible effects of Value Added Tax Different Areas.* Chamber of Commerce.

Nunnally, J. C. (1978). *Pychometric theory. McGraw-Hill.*

Richardson, L. (2006). Perception. In K. Frankish & W. M. Ramsey (Eds.), *The Cambridge handbook of cognitive science.* Cambridge University.

Sawyer, R. (2017). The multiplicity of taxpayer identities and their implications for tax ethics. *Law and Policy, 29*(1).

Shah, R. K. (2010). *Value added tax in Nepal: An empirical assessment* [[Master's Thesis]. Office of the Dean, Faculty of Management, Tribhuvan University].

Sharma, C. M. (2008). *Value added tax in Nepal: An administrative and policy issues* [Master's Thesis]. Office of the Dean, Faculty of Management, Tribhuvan University.

Shoup, C. (2010). The value added tax and developing countries, [The World Research observer. *Observer, 3*(2).

Shrestha, J. (2018). Value added tax: Its problems and prospects in Nepal. *Nepal Journal of Public Finance and Development, 8*(2).

Sing, J. (1991). *Value Added Tax in Nepal: An analysis of its problem and prospect* [Master's Degree Thesis]. Office of the Dean, Faculty of Management, Tribhuvan University.

Tavakol, S., Dennick, R., & Tavakol, M. (2011). Empathy in uk medical students: Differences by gender medical year and specialty interest. *Education for Primary Care: An Official* Publication of the Association of Course Organisers National Association of Gp Tutors World Organisation of Family Doctors 297–303 , 22(5). https://doi.org/10.1080/14739879.2011.11494022

Timlsina. (2008). *Value added tax, key issues in Nepal* [Master's Thesis]. Office of the Dean, Faculty of Management, Tribhuvan University.

Wenzel, M. (2007). The multiplicity of taxpayer identities and their implications for tax ethics. *Law and Policy, 29*(1), 31–50. https://doi.org/10.1111/j.1467-9930.2007.00244.x

Brand Switching Behavior of Telecommunication Customer in Butwal Area

Ramesh Prasad Pandey
Lecturer
Siddhartha Gautam Buddha Campus

Abstract

This research paper reveals Brand switching behavior of customer in Nepalese telecommunication companies a case of Butwal sub metropolitan city of Rupandehi district in Nepal. Globally, it has been found that when the customers do not found the quality, price, service delivery and other services in product than they are shifted to another product in similar nature and which is exist in Nepalese telecommunication companies also .Searching new customer is not only the problem of these companies but also holding of them is highly challengeable task. Price, Quality, Competitive Offer, after sales service and Brand Image is the major problems of brand switching. This paper employs the brand switching behavior of customer with 336 sampling unit using purposive sampling techniques. Questionnaire was constructed to elicit primary data on independent variables and was evaluated on five-point Likert Scale. Majority of the sample are switching form one brand to another. The findings revealed that Brand Image is the vital factor for the customers which force them to switch into another brand. However, other factors are not highly considerable to brand switching. This study signifies and helps to solve some how the problem relating to brand switching in the days to come.

Keywords: *Brand switching, price, brand image, after sale service, etc*

Introduction

Factors affecting customer satisfaction has great importance in order to know the reasons and facts that are responsible behind switching in cellular network. Customers are satisfied, when their desires, wishes & needs are fulfill by any brand, used by them. In case of different brands of cellular network like Nepal Telecom, Ncell etc and factors like: Price, service quality, trust and brand loyalty play a great role in customer satisfaction & their brand switching. For this research study, the sample is taken from the users of telecommunication companies in butwal sub metropolitan city. This researcher has looked for the fundamental causes of customers switching to other service providers in the telecom sector. One of the most significant sectors of the global economy is telecommunications. As competition becomes fiercer, businesses are forced to innovate and give their all to satisfy customers in order to acquire a competitive advantage. Customers can choose from a variety of service providers in the telecom sector, and they can actively exercise their right to change telecom service providers. Customers demand better services at fair costs in this fiercely competitive market, while service providers prioritize keeping their most lucrative clients rather than acquiring new ones.

The telecommunications business is experiencing rapid growth in technology, which is changing the size and types of network services. The network service providers typically offer a variety of tariff plans to compete in their menu plans and deliver the best possible service. In the telecom sector, service providers compete for a sizable customer base in an effort to take advantage of the diversity in consumer preferences. Understanding why customers transfer to alternative service providers is now a crucial field of research. To determine the potential factors causing customers to switch brands, switching behavior must be evaluated. It is obvious that a client will research which service provider will provide them with the best value when deciding to switch to another network. The cost of switching has an impact on customer switching behavior as well. Customers change when they discover that their potential savings are comparatively greater than the switching cost. In the telecom sector, service providers get a significant benefit from a thorough understanding of consumer switching behavior.

In the competitive business environment of today's telecom industry, it has been observed that consumers' long-term relationships with a particular network or service provider are crucial for a company's success.

This study will help us to analyze the factors that industry has been growing rapidly and the rate of penetration also increased, the number of new customers subscribing that cause the switching behaviors. While gaining clients from rivals and keeping existing customers has evolved into the most crucial approach for service providers in a mature market with a base of dwindling potential subscribers, Customers are completely heterogeneous in nature and can repeat switching from time to time; thus, service organizations have become increasingly interested in learning and understanding the fundamental elements causing the switching behavior of customers.

The expanding industry attracts academic scholars, businesses, and society. Many studies in the field of telecommunication engineering have been conducted in particular states, ranging from manufacturing to advertising aspects of telecommunication production. The background focuses on the reasons why someone would be forced to change their telecommunications provider and the repercussions that might result for their network connection. The dependent variable and the independent variable are the two variables of concern in this context. Independent variables draw attention to the cause behind a person's switch in telecommunications brand. Low call rates, improved bundles, and improved network coverage are a few of these. Services include caller tunes, loan shares, bubble messaging, and smart shares.

The dependent variables specify the brand that a person plans to cut off their relationship with. The relationship between the variables is quite unique because the dependent variable—the next brand that the individual chooses for future use is greatly influenced by the independent variable, which represents the circumstances that lead to brand switching. People who are dissatisfied with the service providers of the connections they are now using make up a diverse group of participants. They want to switch companies in quest of better package deals that not only satisfy them but also offer a good combination of solutions to all of their difficulties. The businesses are in fierce competition with each other.

Based on offers and value-added services, networks compete with one another. Roaming was first launched by Ncell, a company that also offers international roaming, SMS bundles, late-night deals, and customer support. The people were given an opportunity and did not need to purchase additional numbers to use while traveling to other nations. Ncell was the first business to offer a low call rate that allowed customers to call for their well-being. Additionally, Ncell has a feature called Smart Share that allows credit transfers so that, in the event of a balance shortage, an emergency call can be placed. As a result, it was much easier to take advantage of the chance and have access to enough credit in an emergency.

By subtracting a small amount of tax when recharging a card or loading a balance, Ncell gives its customers an additional opportunity. In actuality, businesses employ a variety of techniques to attract customers, and periodically, they all introduce special offers that aid in retaining and gaining the loyalty of their existing clientele.

Both defensive and offensive strategic marketing vantage points have shown that a decrease in customer switching generates benefits on both sides of the income statement in the form of higher revenues and cheaper costs. (Fornell & Wernerfelt, 1987)

Keaveney, S. M. (2018) In his model of customers' service switching behavior, found seven elements that influence this behavior. Price, inconvenience, and the core service failure factor were given precedence among those seven considerations.

Porter (1998) defines switching cost, also known as the switching barrier, as the expense incurred when a consumer switches from one service provider to another service provider in Competitive Strategy: Techniques for Analyzing Industries and Competitors.
In telecommunication sector, the mobile network companies use effective ways to retain their customers, as the customer may shift if not satisfied with their existing network. Hence, the mobile network companies focus towards market research to understand the consumers sated and underlying needs. Therefore to retain consumers, gain consumer loyalty and to reduce the threat of brand switching companies are offering attractive packages. This study is hence important to explore the factors that make the consumer

switch towards other cellular network brands.
The research question addressed in this stipulated research is as mentioned below:
Is there any relationship between Price, Quality, Competitive Offer, after sales service, Brand Image and Brand Switching Behavior?

Objectives of the study

Telecommunicating companies have vital role for providing communication and economic development of the country. Without having these companies, communication by using electronic devices is either impossible or difficult. To sustain these companies it is necessary to have large no of users. To make large no of users and retaining them for a long run is more challenges for these companies. So this paper consists of to measure the relationship between Price, Quality, Competitive Offer, after sales service, brand image and brand switching behavior of the companies.

Research Framework and Hypothesis

Based on concept, theory, and thinking results, the conceptual framework used in this study is an improvement from the previous study on the analysis between the variables of price, quality, and competitive offer. Price, after sale services and brand image are the major factors in switching the behavior of customers towards the telecommunications industry in Nepal. An overview of the general customer switching behavior is shown in the accompanying graphic (Figure 1).

In order to comprehend the factors influencing consumer switching behavior, these five measures were taken into consideration for this study.

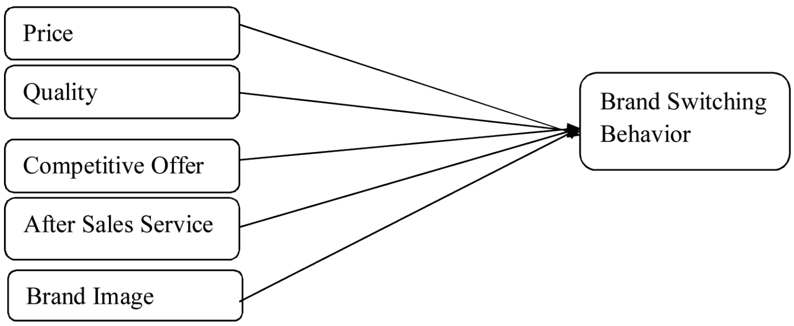


Figure 1 : Conceptual Model for brand switching behavior

Based on above research framework, the hypotheses of the study were formulated in the following way.

H1: There is significant relationship between Price and Brand Switching Behavior.
H2: There is significant relationship between Quality and Brand Switching Behavior.
H3: There is significant relationship between Competitive Offer and Brand Switching

Behavior.

H4: There is significant relationship between after sales service and Brand Switching Behavior.

H5: There is significant relationship between Brand Image and Brand Switching Behavior.

Methodology

This study has applied descriptive and analytical research designs to find out the result. Only the Butwal area was chosen as the study area. Survey Questionnaire with structured questions was constructed to elicit information from the sample customers on independent explanatory variables (Price, Quality, Competitive Offer, after sales service and Brand Image) so as to obtain the responses evaluated on five-point Likert Scale (1 = Strongly disagree, 5 = Strongly agree). The population of this study was all the customers that have been switching telecommunication services in Butwal area of Nepal which was unknown. So in this unknown population this study considers 384 users as sample. A Purposive sampling technique was used to select 384 samples. Although questionnaires were sent all the users, only 336 respondents were responded their opinions about brand switching behavior.

Advisor, faculties, and subject specialists were consulted to determine the questionnaire's content validity. Before the questionnaire was finalized, the issue of external dependability was addressed through a trial survey of 10 consumers in related situations. The Cronbach's alpha values for price, quality, competitive offer, after-sales service, brand image, and brand switching behavior are 0.716, 0.739, 0.756, 0.646, 734, and 692, respectively. This indicates that the questions for all of the variables mentioned in the questionnaire are reliable because they have Cronbach's alpha values of between 60 and 70 percent. Data were gathered and examined by using the descriptive and inferential statistics and IBM Statistics 20 version was used to analyze the data.

Result and Analysis

To achieve the objective of this study, qualitative data gathering from survey method are presented and analyzed using descriptive and inferential statistics through IBM Statistics 20 Version. The responses were classified into different variables like price, quality, competitive offer, after sale services, brand image and brand switching behavior on the basis of five point Likert Scales. The categories and no of respondents are as follows:

Table No. 1
Categories of Respondents

Measure	Frequency	Percent	
Valid	Male	219	65.2
	Female	117	34.8
	Total	336	100.0

According to Table No. 1, more than sixty-five percent (65.2%) of respondents were male, while 34.8% were female. Therefore, it can be concluded that male respondents were more eager to take part in the study than female respondents.

Table No. 2
Mean value of variables

Independent Variable	Mean	S.D
Price	3.519	1.31603
Quality	3.63	1.28059
Competitive Offer	3.60	1.28691
After Sales Service	3.53	1.31846
Brand Image	3.59	1.31398
Brand Switching Behavior	3.87	1.224

The table no 2 depicts that the mean value of Price, quality, competitive offer after sales services ,brand image and Brand switching behaviors are 3.51, 3.63, 3.6 ,3.53,3.59 and 3.87 Respectively , which shows that the response of respondents are towards Agree. This means that the respondent showed their response that price, quality, competitive offer after sales services, brand image and Brand switching behaviors are an important factor for brand switching in telecommunication sector. similarly, standard deviation on the opinions of respondents' towards Price, quality, competitive offer after sales services ,brand image and Brand switching behaviors are 1.31,1.28,1.28,1.31,1.31and 1.22 respectively. From these values, we can conclude that there is no fully consistency among the respondents on their opinions on brand switching behavior. Hence, it is suggested that the organization should take initiatives of formulating and implementing competitive price policy in-order to retain their customers.

Table No. 3
Mann Whitney U test of variables

Variables	Gender	Mean Rank	Z value	P value
Price	Male	168.36	.038	.970
	Female	168.77		
Quality	Male	171.34	.750	.453
	Female	163.19		
Competitive Offers	Male	172.88	1.166	.243
	Female	160.29		
After sales services	Male	173.47	1.310	.190
	Female	159.21		
Brand Image	Male	169.70	.318	.751
	Female	166.26		

From the table no 3, it is found that the P value of Price, Quality, Competitive Offer, after sales service, and Brand image is more than 0.05 so the null hypothesis is accepted at 5 percent level. So it can be said that there is a difference between mean rank of male and female customers with different factors i.e. Price, Quality, Competitive Offer, after sales Service, and Brand image.

Table No. 4

Correlation coefficient matrix among price, quality, after sale services, competitive offer, brand image and brand switching behavior.

	Price	Quality	Competitive Offer	After Sales Service	Brand Image	Brand Switching Behavior	
Price	Pearson Correlation	1	0.943	0.921	0.960	0.980	0.747
	Sig. (2-tailed)		.000	.000	.000	.000	.000
Quality	Pearson Correlation		1	0.988	0.945	0.965	0.730
	Sig. (2-tailed)			.000	.000	.000	.000
Competitive Offer	Pearson Correlation			1	0.933	0.945	0.708
	Sig. (2-tailed)				.000	.000	.000
After Sales Service	Pearson Correlation				1	0.970	0.763

	Sig. (2-tailed)					.000	.000
Brand Image	Pearson Correlation					1	0.782
	Sig. (2-tailed)						.000
**. Correlation is significant at the 0.01 level (2-tailed).							

*Note: **=P<.000*

Table no. 4 reveals the correlation matrix between Brand Switching Behavior with Price, Quality, Competitive Offer, after sales Services and Brand Image. The table exhibits that there is high degree of positive correlation between Price (0.747,p<0.000), Quality (0.730,p<0.000), Competitive offer (0.708,p<0.000), After sales Service(0.763,p<0.000), and Brand Image(0.782,p<0.000), it also manifests that, there is near strong correlation between Brand image and Brand switching behaviors .

Conclusion

It is clear from the finding that the responses of customers are agree regarding different factors affecting Brand Switching in Telecommunication companies i.e. Brand Image, Competitive Offer, After Sales Service, Price, and Quality. Likewise, it is found that there is a significant relationship between Brand Image, Competitive Offer, After Sales Service, Price, Quality and brand switching behavior. It is also found that there is a significant effect of Brand Image, Competitive Offer, After Sales Service, Price, and Quality on Brand switching behavior. The findings revealed that the Pricing, after sale service and Brand Image are the vital factor for the customers which force them to switch into another brand. Hence, it can be concluded that the organization need to take initiatives of formulating and implementing good policies related to Brand Image, Competitive Offer, and Price to retain their customers at the highest level.

Reference

Avery, D.R., McKay, P.F, & Wilson, D.C. (1992) Perception of customer towards service of telecom sector, *Journal of Applied Psychology, 25*(9), 1542-1556.

Bakker, A.B., Schaufeli, W.B., Leiter, M.P. and Taris, T.W. (2002), "Determinants of customer satisfaction in Telecom sector, *Industrial and Organizational Psychology, 22*(3), 187-200.

Buckingham, M. & Coffiman, C. (1999), *First, break all the rules: What the world's greatest managers do different,* Simon & Schuster

Chaubey, W.S. (2004). *Brand Switching Behaviour: Concepts and cases*, USA: Pearson Education Incorporated.

Crewell, J.W. (2009) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches,* (3rd ed.), London: Sage

Dick, T. &Basu, (1994), Perception of customer towards service of telecom sector, *Journal of Applied Psychology.*

Fatma Jaupi, ShyqyriLlaci (2015). The Impact of Communication Satisfaction and Demographic Variables on Customers Engagement. *Journal of Service Science and Management. 8, 191-200.*

Garvin, L. (1984). Factors affecting Brand Switching in Telecom companies", *Human Resource Management Journal, 16* (2), 173-92.

Gonring, M.P. (2008). Customer loyalty and customers engagement: an alignment for value. The Journal of Business Strategy, 29(4), 29–40.

Jeong, K., & Park, T. (2017) Type A behavior and work situation: brand switching behaviour, *Scandinavian Journal of Work, Journal of Organization Behaviour, 48* (25), 135-142

Haslam, S.A & McGarty, C. (2003), *Research Methods and Statistics in Psychology*, London: Sage

Jones, L.W. & Foster, S.T. (2002). Comparative analysis of customer satisfaction in telecommunication sector, *Journal of Quality Management, 4*(1), 5-22.

Jackson, J. (1985). Factor affecting Brand Switching Behaviour, *Journal of Occupational and Organizational Psychology, 80* (4), 735-5.

Kahn, W.A. (1990). Psychological condition of personal engagement and disengagement at Work, *Academy of Management Journal, 23*(33), 692-723

Keaveney, S. M. (2018). Factor affecting Brand Switching Behaviour, *Journal of Occupational and Organizational Psychology, 80*(4), 735-5.

Kollmann, P. (2000). Customer satisfaction in Telecom companies, *Journal of Human Resource Management, 8* (17), 309-332.

Malhotra, G.S. (2013). Factors affecting Brand Switching in Telecom companies, *Human Resource Management Journal, 16* (2), 173-92.

Young, R., & Choi J.P. (2019), factors affecting switching behavior in Kenya. *Journal of Personnel Psychology, 46* (2), 259-93.

The Role of Social Media in Marketing and Customer Engagement

Shreewatsha Nepal
Lecturer, Siddhartha Gautam Buddha Campus
Prajwal Nepal
Research Assistant

Abstract

This article explores the pivotal role of social media in contemporary marketing and customer engagement, investigating consumer behavior, platform preferences, and the impact of a brand's social media presence on purchase decisions. The objective of this research is to provide insights into how businesses can effectively leverage social media for client engagement, marketing, and decision-making, based on client behavior and preferences. The study employed a quantitative research design, collecting data through a structured questionnaire distributed to 120 customers in the Rupandehi district via email. Convenience sampling was employed, ensuring accessibility and willingness to participate among respondents. This article uncovered compelling insights. A significant proportion of consumers (20% daily, 30% weekly, 25% monthly, 15% infrequently) use social media for product and service research before making purchasing decisions, underscoring the importance of a robust online presence for businesses. Furthermore, this research revealed that 50% of consumers made purchases their require goods due to social media interactions or advertisements. The study's implications emphasize the growing significance of social media in marketing and consumer engagement.

Keywords: *Social media, user generated content, brand awareness, customer engagement, and social media marketing*

Introduction

Social media refers to a class of Internet-based apps that build on the ideological and technological roots of Web 2.0 and enable the creation and exchange of User Generated Content (Kaplan &Haenlein, 2010). Social media has become a crucial part of our everyday lives, as well as a platform for businesses to reach out to and communicate with their customers. According to Statista (2021), there are over 4.2 billion active social media users globally, and this figure is predicted to rise. Social media platforms like Facebook, Instagram, and TikTok have evolved into powerful tools for businesses to improve brand awareness, website traffic, and revenue.A recent study showed that 76% of U.S. customers have purchased a product they saw in a brand's social media post, whereas 50% said that user-generated content (e.g. pictures, comments from other users) would make them more likely to buy products through a brand's social media channel (Shelly, 2017). In this article, we will look at the importance of social media in marketing and consumer engagement, as well as the benefits and best practices for businesses to use social media effectively.

Social media has evolved into an essential tool for businesses to reach out to and engage with customers. Customer engagement is defined as a psychological readiness to invest in the undertaking of focal interactions with specific engagement objects (Hollebeek et al., 2016). Affective engagement refers to passion and satisfaction with relation to a focal object, whereas behavioral engagement refers to the concept's active expressions, such as sharing, reviewing, and learning, suggesting, and approving activities (Dessart& Laurence 2017).The principle of customer engagement value, which covers both transactional and non-transactional value, such as customer referral value, customer influence value, and customer knowledge value (Kumar, Aksoy, Donkers, Venkatesan, Wiesel, Tillmanns 2010). Uses and Gratifications Theory (U&G) supports the belief that users of technology (in this case, social media) are active, self-aware, and goal-oriented (Katz, Blumler, &Gurevitch, 1974). Because of the vast amount of users across numerous platforms, it is an excellent avenue for businesses to engage with their target audience. According to (Hootsuite ,2022) survey, 91% of retail brands use two or more social media channels, while 81% of small and medium-sized enterprises promote using social media. These numbers highlight the value of social media for businesses, since it helps them to reach a larger audience and connect with them.

The emergence of social media platforms has been a major factor in the significant transformation of the marketing and customer engagement environment in the digital age. These platforms have transformed from simple means of interfacing with people to potent instruments used by companies to engage, connect, and cultivate relationships with their clients (Smith, 2019). As a result of this change, brands now have the chance to interact and engage with their audience in previously unheard-of ways, as well as broadcast their messages to them in a way that was never before possible (Kaplan & Haenlein, 2010).

Social media sites are a wonderful resource for data analysis. Businesses can gain knowledge of consumer trends, interests, and behavior to help them fine-tune their strategy for optimal effect (Hennig-Thurau et al., 2010). With the aid of these insights, businesses can modify their content so that it connects with audiences more deeply, so boosting engagement and forging closer relationships.

Furthermore, social media networks provide significant information into the behavior and interests of their customers. For example, Facebook's Insights tool enables businesses to track the performance of their Facebook page and learn about their audience's demographics. This data is critical for firms to better focus their marketing efforts and personalize them to their specific needs.

Additionally, social media platforms offer businesses a low-cost and effective option to communicate with their customers. Businesses may use platforms like Facebook and Instagram to respond promptly to customer concerns and complaints, create relationships with their audience, and gather useful feedback.

Objectives

The overall objective of this research is to provide insights into how businesses can effectively leverage social media for client engagement, marketing, and decision-making, based on client behavior and preferences. But the specific objectives of research are as follow:

- Studying customer behavior on social media
- To choose the Best Social Media Platforms
- To evaluate the value of having a social media presence

Research Methology

This study employs a quantitative research design based on a structured questionnaire. Data were collected through the customer survey in Rupandehi district through email. To get information120 customers were surveyed. Convenience sampling was used, where respondents were selected based on their accessibility and willingness to participate in the survey. A structured questionnaire was designed to collect data. The questionnaire consists of multiple-choice questions with predefined response options. Data collection took place through surveys administered to the selected respondents. The collected data was tabulated summarizing responses to each survey question. Field survey was collected in the year 2023.

Analysis and Discussion

The content of the table includes survey questions, response options, percentages, and the number of consumers polled, is identified and contextualized by this title, which is presented below.

Table 1: Analysis of survey data

Questions	Option	Percentage (%)	Number of customer	Total number of customer
How frequently do you use social media to research product or services before making a purchase.	Daily	20	24	120

	Weekly	30	36	120
	Monthly	25	30	120
	Rarely	15	18	120
	Never	10	12	120
2) What type of social media platform do you primary use to engage with brand and making purchasing decision	Facebook	35	42	120
	Instagram	25	30	120
	Tiktok	15	18	120
	Daraz	10	12	120
	Others	15	18	120
3) How much weight do you put on the social media presence of a brand when considering making purchase.	Not at all	10	12	120
	A little	20	24	120
	Moderately	25	30	120
	Significantly	30	36	120
	Extremely	15	18	120
4) Have you ever made a purchase as a result of a social media interaction or advertisement?	Yes	50	60	120
	No	50	60	120
5) Have you ever made a purchase as a result of a social media interaction or advertisement?	Acceptable	25	30	120
	Somewhat acceptable	30	36	120
	Unacceptable	20	24	120
	Not sure	25	30	120

Source: Field Survey, 2023

Above table display that sizable proportion of customers utilizes social media to investigate products or services before making a purchase. Specifically, 20% of clients use social media on a daily basis, 30% use it weekly, 25% use it monthly, and 15% use it infrequently. Only 10% of clients utilize social media for this purpose at all.

This statistic, in my opinion, emphasizes the growing necessity of having a solid online presence for businesses, as more and more customers use social media to inform their purchasing decisions. It also proposes that businesses actively use social media channels to communicate with customers and provide information about their products and services. Furthermore, it could imply that customers are getting more motivated to conduct research before making a purchase, and that having a solid internet reputation is becoming increasingly crucial for businesses.

Data shows, 35% of customers primarily engage with brands and make purchasing decisions on Facebook, 25% on Instagram, 15% on TikTok, 10% on Daraz, and 15% on other platforms.

This data implies, in my opinion, that Facebook and Instagram are currently the most popular platforms for customers to interact with brands and make purchasing decisions. Facebook's popularity may be attributed to its large user base and lengthy history as a social media platform, whilst Instagram's success may be attributed to its emphasis on visual content and attraction to younger users. TikTok, a relatively new platform, is present, implying that it is swiftly gaining popularity among customers as a tool to communicate with brands and make purchasing decisions. The presence of e-commerce platforms such as Daraz indicates that individuals enjoy online purchasing and are getting more at ease with digital platforms. The inclusion of the "others" category also demonstrates that customers engage with brands and make purchasing decisions on a range of different platforms, and businesses should be prepared to have a presence on various platforms.

The research shows, 10% of buyers place no weight on a brand's social media presence when considering a purchase, 20% place a little weight, 25% place somewhat weight, 30% place significantly weight, and 15% place highly weight on a brand's social media presence.

This data demonstrates, in my opinion, that the majority of customers value a brand's social media presence when making a purchase decision. Specifically, 30% of buyers place major weight and 15% place extreme weight on a brand's social media presence. Customers are increasingly adopting social media to inform their shopping decisions, emphasizing the growing necessity of having a solid online presence for businesses. It also proposes that businesses use social media platforms to actively communicate with customers and provide information about their products and services. Furthermore, it could imply that customers are getting more motivated to conduct research before making a purchase, and that having a solid internet reputation is becoming more crucial for businesses.

According to this research, 50% of customers made a purchase as a result of a social media interaction or advertisement, whereas the other 50% did not.

This data demonstrates, in my opinion, that social media advertising and participation can be an efficient strategy for businesses to increase sales. The fact that half of the clients in this sample purchased as a result of a social media interaction or advertisement demonstrates the potential for businesses to reach and convert potential customers via social media. However, it is important to note that half of customers did not make a purchase as a result of a social media interaction or advertisement. This could be due to a variety of factors such as not finding the product relevant to them, not finding the price suitable, or not being convinced by the advertisement. As a result, businesses must not only have a social media presence, but also a well-targeted and engaging social media marketing plan in order to reach and persuade potential customers.

The data, 25% of customers regard the use of personal data by corporations on social media platforms for targeted advertising and personalized marketing to be acceptable, 30% find it somewhat acceptable, 20% find it unacceptable, and 25% are unsure.

This evidence, in my opinion, indicates that customers are generally ambivalent about the use of personal data for targeted advertising and personalized marketing. While the majority of customers find it tolerable or fairly tolerable, a sizable minority finds it to be undesirable. This emphasizes the importance of companies being honest about how they utilize personal data and providing customers with the option to opt out if they so desire. Furthermore, it implies that customers have a lack of awareness and expertise concerning data privacy, which is unsurprising given the topic's complexity. It also recommends that businesses ensure they are in compliance with all data protection requirements and that they be honest about their data collecting and usage policies in order to develop confidence with their consumers.

Advantages of Social Media for Client Involvement

Social media platforms offer numerous advantages for businesses in terms of client involvement. One of the most important advantages is the opportunity to develop relationships with clients. Social media platforms such as Facebook and Instagram enable businesses to communicate with their customers in a more casual and conversational manner, which can aid in the development of trust and loyalty. Furthermore, social media sites such as Instagram and TikTok enable businesses to present their products and services in a more creative and visually appealing manner, which can aid in the creation of a more personal relationship with clients.

Another significant advantage of social media for consumer involvement is the opportunity to solicit feedback from customers. Social media platforms such as Facebook and Instagram enable businesses to engage in two-way discussions with customers, which can aid in the identification of areas for improvement. Additionally, businesses can utilize social media sites to conduct surveys or polls to get client feedback.

Businesses can also use social media channels to quickly handle client issues. Platforms such as Facebook and Instagram enable businesses to respond rapidly to customer enquiries and concerns, which can aid in the resolution of issues before they escalate. Furthermore, social media platforms such as Facebook and Instagram enable businesses to develop customer care pages, which can aid in centralizing customer support activities and improving response times.

Best Practices for Social Media Marketing and Customer Engagement

Some best practices for social media marketing and customer engagement are discussed below.

Developing a content plan: Developing a content strategy is one of the most critical best practices for organizations to properly use social media for marketing and consumer engagement. Identifying the target audience, setting goals, and developing a plan for creating and sharing content that matches with those goals are all part of this process. This involves determining the type of content to be shared, the frequency with which it will be posted, and the platforms to be used.

Using analytics: Another excellent practice is to utilize analytics to track the performance of social media activities. This includes tracking metrics like as website traffic, engagement, and conversion rates. Businesses may use analytics to determine which posts and campaigns are most productive and make data-driven decisions to improve their social media operations.

Building a social media team: A specialized social media staff can assist in ensuring consistency and effectiveness of social media activities. A social media manager, community managers, and content developers may be part of this team. Businesses may guarantee that their social media initiatives are well-coordinated and that consumer involvement is handled in a timely and professional manner by establishing a dedicated staff.

Interact with customers: It is critical to interact with clients on social media channels. Respond to comments, messages, and mentions as soon as possible and in a professional manner. Demonstrating that you value your customers' opinions and concerns can result in customer loyalty and great word-of-mouth.

Be genuine: Be genuine and forthright. Avoid utilizing phony testimonials or buying phony followers. Instead, concentrate on developing true relationships with your customers. This will aid in the development of trust and credibility with your intended audience.

Keep testing: Continue to experiment with new content, marketing, and techniques to see what works best. Because social media platforms and algorithms are always changing, it is critical to keep current and change your strategy accordingly.

Make use of influencers: Collaborating with influencers can help you reach a wider audience and raise brand awareness. Influencers may assist promote your products or services in a more genuine manner, which can help establish trust with their audience.

Maintain consistency: Maintain consistency in content, scheduling, and messaging. This will aid in the development of a loyal following and the maintenance of engagement over time.

Conclusion and implementaion

As a result, this study emphasizes how important social media is in today's digital environment, as it has developed from a simple medium for communication to a potent tool for companies to engage with their clients. Businesses cannot afford to ignore the potential of social media platforms like Facebook, Instagram, and TikTok, with over 4.2 billion active social media users worldwide with this figure continuing to climb.A structured questionnaire and data from 120 customers in the Rupandehi area revealed that a sizeable percentage of consumers use social media to investigate goods and services before making decisions. This demonstrates how crucial it is for companies to build and maintain a strong internet presence. Furthermore, the data reveals that Facebook and Instagram reign supreme as the preferred platforms for consumer engagement and decision-making, with TikTok gaining ground. The weight assigned by customers to a brand's social media presence when considering a purchase is notable, signifying that active engagement on these platforms is not just beneficial but imperative.

To implement the research findings effectively, businesses should start by identifying the social media platforms favored by their target audience, allocating resources accordingly. Developing a content strategy tailored to these platforms, including visually engaging and diverse content types, is crucial. Consistency in posting and prompt engagement with customer interactions is paramount. Businessmen can employ monitoring and analytics tools to measure the impact of social media efforts and be ready to adapt strategies as platforms evolve. By actively engage with customers, by respond to the customers' comments, businessmen can enhance their business.

References

Brodie, R. J., Hollebeek, L. D., Juric, B., &Ilic, A. (2011a). Customer engagement: Conceptual domain, fundamental propositions, and implications for research. *Journal of Service Research.*

Dessart& Laurence (2017). Social media engagement: a model of antecedents andrelational outcomes, *Journal of Marketing Management.*

Hennig-Thurau, T., Malthouse, E. C., Friege, C., Gensler, S., Lobschat, L., Rangaswamy, A., & Skiera, B. (2010). The impact of new media on customer relationships. *Journal of Service Research, 13*(3), 311-330.

Hoot suite. (2022). *The State of Social Media Marketing in 2022.*

Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite. The challenges and opportunities of social media. *Business Horizons, 53*(1), 59-68.

Katz, E., Blumler, J. G., & Gurevitch, M. (1974). *Uses and gratifications research.* Public Opinion Quarterly.

Kumar V., Aksoy L., Donkers B., Venkatesan R., Wiesel T., Tillmanns S. (2010): Undervalued or overvalued customers: Capturing total customer engagement value. *Journal of Service Research*

Shelly, Jared (2017). 2017 Curalate Consumer Survey: Social Content is the New Storefront (November 15, 2017).

Statista. (2021). *Number of social media users worldwide from 2016 to 2021* (in billions).

Smith, T. (2019). Social media marketing. In Encyclopedia of Big Data Technologies (pp. 1-10). Springer.

Dualistic Realism in Thoreau's Walden

Manoj Prasad Sapkota
Lecturer
Siddhartha Gautam Buddha Campus

Abstract

This article interprets *Walden* by Henry David Thoreau from the perspective of dualistic realism of the *Samkhya school.* The Samkhya philosophy postulates that the cosmos comprises of two eternal realities: *Prakriti* and *Purusa.* Purusa is the principle of consciousness, whereas *Prakriti* is the primal matter out of which evolved the psychophysical world in its multiplicity. In *Walden,* Thoreau is aware of this bipolar characteristic of the existence. Time and again, he is aware of himself as a spectator and his surroundings as an evolute of *Prakriti.* Thoreau is also aware of three constituents of *Prakriti,* i.e. *sattva, rajas* and *tamas,* their respective manifestation in the evolutes of the *Prakriti* and their ensuing effects. This study is based on library works. It takes up a qualitative approach to research and uses an interpretative method to analyze the writer's inclination towards the dimensions of *Samkhya* . This research work is significant as it adds a novel perspective to the study of Thoreau.

Key Terms: *Dualism, gunas, liberation, Prakriti, primal, Purusa, Samkhya*

Introduction

This research article examines *Walden,* a seminal work of Henry David Thoreau, from the perspective of the *Samkhya* school of Indian philosophy. It is because the text exhibits its writer's inclination towards the basic tenets of *Samkhya* dualism. First of all, he accepts the *Samkhya* concept of the evolution of the universe, i.e. that the entire cosmos has been evolved out of two eternal and real elements, i.e. *Purusa*, the principle of awareness and *Prakriti,* the ultimate phychophysical matter. He also understands the phenomenal manifestations as the play of the *Prakriti* and the faculty in every conscious being that witnesses the cosmic play as the *Purusa.* Thoreau's awareness of the distinction between *Purusa* and *Prakriti* becomes evident when he asserts:

> I am conscious of the presence of and criticism of a part of me, but a spectator, sharing no experience, but taking note of it, and that is no more I than you. When the play, it may be the tragedy, of life is over, the spectator goes his way. It was a kind of fiction, work of imagination only, so far as he was concerned. This doubleness may easily make us poor neighbors and friends sometimes. (110)

The faculty in the writer that becomes conscious is the *Purusa*, whereas his psycho- physical existence that the *Purusa* is aware is *Prakriti*. The bipolar nature of the existence that Thoreau upholds has been substantiated by Puligandia thus, "The dualistic metaphysics of *Samkhya* is thus founded on the undeniably bipolar character of everyday experience as made up of experiencer an experienced" (220). *Purusa* is the experiencer, whereas *Prakriti* is the object of experience. Thus, becoming aware of the subject- object dichotomy is undoubtedly embracing a major tenet of the *Samkhya*.

Secondly, the writer concedes that the *Prakriti* constitutes three elements, i.e. *sattva, rajas* and *tamas*. Along with the evolution of the *Prakriti* in the presence of the *Purusa*, these constituents also pass on to her evolutes from mahat to gross elements and display their corresponding tendencies. *Sattva* causes joy, *rajas* pain and *tamas* delusion. The result of the *sattvic* mode of life in the writer becomes evident in the assertion, "This is a delicious evening , when the whole body is one sense , and imbibes delight through every sense" (Thoreau 104). The feeling of joy in the writer results from domination of sattva. The very knowledge of the gunas and their respective effects in the psycho- physical world constitute major discussion in the Bhagvadgita too. Kri Krsna exhorts this valuable knowledge to Arjuna thus:

> Sattvam rajas tama iti gunah prakriti – sambhavah
> Nibadhnanti maha- baho dehe dehinam avyayam (607)

(The material nature consists of three modes- goodness, passion, and ignorance. When the eternal living entity comes in contact with nature, O mighty armed Arjuna , he becomes conditioned by these three modes.)

The reason behind the variety of temperament among living entities is domination of one or another *guna*. The Spirit, though uncontaminated in itself, acts under the spell of the three gunas. Getting acquainted with the theory of the gunas is understanding the crux of Samkhya philosopy.

Finally, Thoreau in *Walden* follows the S*amkhya* epistemology to delve deep into the core of existence. According to the *Samkhya*, the act of cognizing involves the knower, the object to be known and the process of knowing. The *Purusa* is the knower, the *Prakriti* manifested in the phenomenal world is the object to be known and the act of the *Purusa* cognizing the phenomenal world through sense organs, mind and intellect is the process of knowing. The process of gaining knowledge begins with perception which is "application of (of senses) to (their special) objects" (Isvarakrsna 9). The sensations and perceptions are analyzed by the mind and are passed to the intellect. Intellect, though devoid of consciousness, reflects the light of *Purusa* due to its sattvic nature and proximity to *Purusa* and it assumes the form of the percepts it has received. This is how the *Purusa* cognizes the evolutes of the *Prakriti*. The interaction between the sense organs and sense objects as the basis for formation of knowledge becomes apparent when Thoreau asserts , “It was worth the while to see the sun shine on these things, and hear the free wind blow on them; so much more interesting most familiar objects look out of doors than in the house” (93). Thoreau depends primarily on the sense of sight and sound to receive the sensation and perception of the natural world around him. This alertness of senses in the writer is the foundation upon which his transcendental wisdom of the natural world rests. This is exactly what Puligandia asserts, “…the self comes to have knowledge through the vehicles of the sense organs, *manas* and *mahat*” (29). There is no knowledge without perception and no perception without the sense organs and the mind.

Review of Literature

Researches on Thoreau have not specifically analyzed Walden from the perspective of *Samkhya.* However, some of the works deemed relevant for the study at hand have been reviewed.

The life style and works of Thoreau have been influenced by his reading of eastern philosophical texts. Shrinibas Tripathy in his doctoral dissertation, “The Influence of Hindu Scriptures on the Writings of Henry David Thoreau” has analyzed the influence of Hindu sacred texts like the *Vedas,* the *Upanisads,* the Laws of Manu, and the *Bhagwad Gita* in the philosophical, literary and emotional mind of Thoreau. He has interpreted how the structure of the *Gita* has influenced the structure of A Week, the moral conduct outlined in the Law of Manu on the way of life Thoreau adopted at *Walden* Pond and the fundamental Hindu life in his later writings (iii). The eastern texts are undoubtedly the reasons behind his dispassion to material mode life and his unwavering yearning for the pereniality of existence. The scholarship on Thoreau as mentioned above doesnot touch upon the duality of the everyday existence constituting matter and spirit. And the study on Thoreau remains incomplete without unravelling this particular aspect of Thoreau’s understaning.

Thoreau’s reading of Hindu scriptures results into his yogic mode of life. In the book, *Hindu Scripture and Transcendentalists,* Umesh Patri analyzes the influence of Hindu philosophical thoughts in spiritual life of Thoreau. In a chapter devoted to Thoreau entitled “Thoreau as a Yankee Yogi”, he maintains that the lifestyle that Thoreau has adopted owes largely to the observances and restraints outlined in yoga. For example, he, “…was a vegetarian, a non- smoker and teetotaler. He remained bachelor throughout his life…(99)”. These are the traits that Thoreau embraces during his sojourn in the woodland. However, he was not an ascetic in the way a typical Hindu yogi is. Unlike a typical Hindu yogi, he has a concern also for the material life, an essential constituent of the *Samkhya* dualism. This is the reason why the sojourner of the secluded life returns to civilized life again.

Walden has been so remarkable due its graphic representation of the contemplative life Thoreau led by *Walden.* Emphasizing the contemplative life Thoreau led, Kent Kurtis observes:

> Thoreau is perhaps best remembered for his experiment at Walden Pond on the outskirts of Concord, where he lived for two years in a handmade house, an experience subsequently memorialized in what has come to be considered his masterpiece and a masterpiece of American literature, Walden. The model presented in Walden continues to inspire right down to the present. (1-2)

No doubt, it is due to the mystic experiment that Thoreau had in the woodland that inspired him to write *Walden*. Resonating the mystic life Thoreau lived, Deirdre Green observes: "the beauties of nature are seen as revealing divine reality" (120). It is the graphic representation of the transcendental experience in *Walden* that made his works standout in crowd.

All the studies on Thoreau incorporated so far deal with the influence of eastern philosophical texts in the works and lifestyle of Thoreau. They also address how the mystic lifestyle he led at *Walden* contributes to the popularity of his works. However, the writer's awareness the bipolar nature of the entire existence and the process of cognizing this dualism, the issues closely related to *Samkhya* metaphysics and epistemology, have not been touched upon. This paper offers novel dimension to the study of Thoreau by unraveling these two issues.

Statement of Problem

The researchers of Thoreau have examined the works of Thoreau from the perspectives of oriental philosophy, particularly *Vedanta.* They have analyzed the influence of Hindu philosophy both in his writings and lifestyle. They have also claimed that the yogic lifestyle in him has resulted from his readings of the Hindu sacred texts like *Bhagvatgita, Manusmriti, Visnu Purana* and the like. However, the *Samkhya* insights that the existence consists of the two eternal realities, i.e. the *Prakriti* and the *Purusa* and that this ultimate knowledge can be gained through perception *(pratakshya)*, inference *(anumana)* and testimomy *(sabda)* which constitute the major understanding of Thoreau in *Walden* has not been encompassed in any studies on Thoreau. Therefore, this paper interprets *Prakriti- Purusa* dichotomy inherent in *Walden* and expounds how the writer exhibits his awareness of the process of knowledge formation as outlined in *Samkhya.* The following question has been formulated to bridge the gap:

i) What aspects of Samkhya philosophy have been reflected in Thoreau's Walden?
ii) How does the writer follow the Samkhya process of gaining knowledge ?

Objectives of the Research

The objectives of this research paper are as follow:

i) To elucidate dualistic realism of *Samkhya* as reverberated in *Walden*.
ii) To analyze critically how the text exhibits *Samkhya* process of gaining knowledge.

Research Methodology

This research work has beeen based on library work. As it does not use fieldwork, the primary source of this research will be *Walden* by Henry David Thoreau. The secondary sources have been used as the research works related to Thoreau, i.e. journal articles, book reviews, PhD dissertations and so on. These primary and secondary sources has been selected based on purposive sampling. This article takes up qualitative approach to research and elucidates and analyzes the primary text through descriptive and analytical research design.

Prakriti - Purusa Dichotomy in *Walden*

A close analysis of *Walden* reveals the *Samkhya* influence on Thoreau. It is because he understands the entire existence as composed of two fundamental constituents: the *Purusa* and the *Prakriti*. *Samkhya* distinction between *Purusa* and *Prakriti* can be equated to our everyday experience of the subject and the object, the knower and the known. The *Purusa* is the principle of consciousness that does not partake in the activities of the *Prakriti* but merely observes the activities of all her evolutes including intellect. Thoreau in *Walden* realizes the *Purusa* the principle of consciousness and the *Prakriti* as the field of awareness. His understanding of the *Purusa* as experiencer and the Prakriti as the object of experience becomes evident when he asserts, "But I was at the same time conscious of a slight insanity in my mood, seemed to foresee my recovery. In the midst of a gentle rain while these thoughts prevailed, I was suddenly sensible of such sweet and benevolent society in Nature" (107). The faculty in the writer that is aware of his mood and nature is the *Purusa*, whereas his mood and nature are the product of the *Prakriti*. This dualistic dichotomy of the existence that Thoreau accepts is the essence of the *Samkhya* philosophy. Isvara Krsna puts forward the following claim to justify the existence of the Purusa, " The spirit exists, since the composite (objects) are meant for another; since it is the reverse of that which has three Attributes and the rest ; since there must be control ; since there must be someone who enjoys ; and since there is activity for release" (27). Thus, *Purusa* is the eternal principle of consciousness behind the fleeting world of senses. *Purusa* makes everything happen; it is the root of the dynamic play of this whole manifestation of the creation. The *Purusha* simply observes the dance of the *Prakriti* and the rhythms of the gunas. The nature of the *Purusa* and the *Prakriti* has been described succinctly in the beginning of 13th chapter of *Bhagvadgita* (hereafter BG). In a question of Arjuna about the nature of the *Purusa* and the *Prakriti,* Krsna replies:

idam sariram kaunteya ksetram ity abhidhiyate
etad yo vetti tam prahuh ksetra – jna iti tad – vidah (563)

(This body, O son of Kunti, is called the field , and one who knows this body is called the knower of the field.) The body (the *Prakriti*) has been described here the field and the consciousness (the *Purusa*) t as the knower of the field.

Thoreau is aware also of the complementary relationship between the *Prakriti* and the Purusa. He understands the *Prakriti* as an essential complement to the *Purusa* for the evolution of the world. It becomes evident when he says, "…Nature herself would cheerfully accompany men on their on their errands and be their escort" (95). This companionship between Nature and men brings to mind the companionship between the blind man (*Prakriti*) and a lame man (*Purusa*) wandering through a forest to reach their common goal: the *Prakriti* to liberate the *Purusa* and the Purusa to contemplate the *Prakriti.* Without one the other is incomplete and cannot reach the destination. Samkhya interpretation of the term, 'Prakriti' is based on its principle of *parinama-vada*, i.e. that the physical world is the result (*parinama*) of the single, all-pervasive substance, Prakriti. The conception of *Prakriti* is based also on the *Samkhya* principle of Sat- karya- vada, "the doctrine of preexistent effect". It holds that the entire physical universe is the effect preexistent in its primal cause, the *Prakriti.* It is "the first and ultimate cause of all objects, gross and subtle" (Puligandia 121). It is the ultimate stuff of which all the objects of the world are made up. It cannot be perceived, and can only be inferred using logic. It is not conscious in itself, but it has activity. Thus, understanding this integral relationship between the Prakriti and the *Purusa* is to embrace *Samkhya* dualism.

An equally dominant aspect in *Walden* is its writer's understanding of the three gunas of the Prakriti. The three gunas, i.e. *sattva, rajas and tamas.* They exist in differing degree in the Prakriti and her evolutes and cause them to have corresponding effects. Sattva causes joy, rajas pain and tamas indifference. Thoreau's understanding of these three gunas becomes apparent when he says, "Shall we always study to obtain more of these things and, and not sometimes to be content with less"(check this citation whether it is correct or not) (29). Contentment is one of the effects of *sattva* domination. Emphasizing the need to live a spiritual life, Thoreau writes, "…we are still forced to cut our spiritual bread far thinner than our grandfathers did their wheaten" (32). Here, he emphasizes on the gradual deterioration of sattva along the generations. He further says, "I will endeavor to speak a good word for the truth" (40). Goodness in a man results from the domination of *sattva. Tamas* is the counterpart of *sattva*, which is responsible for indifference and delusion. He imagines how life would be like if the people were dominated by *sattva* . He says, "Shams and delusions are esteemed for soundest truths, while reality is fabulous. If men would steadily observe realities only, and not allow themselves to be deluded, life, to compare it with such things as we know, would be like a fairy tale and the Arabian

Nights' Entertainments" (78). Shams and delusion result from the domination of tamas in a man. This understanding of Thoreau is the reflection of what Isvarakrsna exhorts in the Samkhyakarika. He asserts that these three constituents are "of the nature of pleasure, pain and delusion" and "they are adopted to illuminate, to activate and to restrain" (20). In a broad sense, these constituents imply a necessary condition of all existence. Radhakrishnan substantiates, "Every stage of evolution of Prakriti involves an ideal or purpose (*sattva*), a striving to realize it (*rajas*) and a materiality (*tamas*), which are not abstractions but definite positive existents, at any rate in the words of Vijnanabhiksu" (296). Before the evolution , though there was a tendency among the gunas to dominate one another, they were in a state of equilibrium. The discussion of the three gunas constitutes major segment in the BG too. Exhorting the knowledge of the gunas and their respective effects in the psychophysical domain, Sri Krsna says to Arjuna:

> Sattvam rajas tama iti gunah prakriti – sambhavah
> Nibadhnanti maha- baho dehe dehinam avyayam (607)

(The material nature consists of three modes- goodness, passion, and ignorance. When the eternal living entity comes in contact with nature, O mighty armed Arjuna , he becomes conditioned by these three modes.)

This stanza reveals the reason behind the variety among the living entities. Domination of one or another *guna* in the living entity causes them to behave differently. Thoreau's understanding of the three *gunas* and their consequent effects in human beings bring him to the domain of the Samkhya.

Thoreau in *Walden* embraces the *Samkhya* concept of liberation because he knows that the awareness of the Purusa as distinct from Prakriti brings about liberation. Relating a tale from Hindu book, he puts forth his concept of liberation, which is very close to *Samkhya* deleanation of liberarion. He tells that a prince was expelled from his palace in infancy and was brought up by a barbarous race. In his delusion, he forgets his true identity and supposes himself to be a barbarous race. What he requires is an eye-opening knowledge that he is a prince. Once his identity is revealed by some holy teacher it "knows itself to a Brahme" (Thoreau 78). Such a solution to free the *Purusa* from the clutches of *Prakriti,* according to the *Samkhya* School, is the ultimate aim of life and it is possible when a person becomes aware of the distinction between them. Emphasizing the very way of getting liberation, Hiriyanna elucidates:

> "So soon as this whole and disinterested truth about the world dawns upon one's mind, one sees through Prakriti and realizes its absolute distinctness from purusa. And this is the knowledge of this distinctness (vivek- jnana) rather than that of the world as it is, that is stated here to be the means to release" (119).

The knowledge of the distinction between the *Purusa* and the *Prakriti* brings about the detachment of the *Purusa* from the *Prakriti.* Once the discriminative knowledge has been gained, the shadow of *Prakriti* ceases to act "As a dancer desists from dancing showing herself to the audience, so the Nature desists after showing itself to the Spirit" (Isvarakrsna 71). The *Purusas*, on the other hand, "will be the seers with nothing to look at, mirrors with nothing to reflect, and will subsist in lasting freedom from *Prakriti* and it defilements as pure intelligences in timeless void." (Radhakrishnan 287- 288). The discriminative knowledge is the knowledge of the twenty five principles outlined by the *Samkhya* system. The concept of liberation exhorted in the BG further substantiates this claim. Sri Krsna says:

> gunam etan atitya trin dehi deha – samudbhavan
> janma – mrtyu- jara- duhkhair vimukto mrtam asnute (620)

(When the embodied being is able to transcend these three modes associated with the material body, he can free from birth, death, old age and their distresses and can enjoy nectar even in this life.)

Liberation is possible here and now when one is free from the three modes of the *Prakriti.* Thus, Thoreau closely follows the Samkhya concept of liberation.

The *Samkhya* Epistemology in Walden

Walden reveals Thoreau's understanding of the Samkhya concept of knowledge formation. As a dualistic philosophy, *Samkhya* believes P*urusa* as the knower and the *Prakriti* as the object to be known. Thoreau is quite familiar with the subject and object relationship between *Purus* and *Prakriti.* He observes:

> I am conscious of the presence of and criticism of a part of me, but a spectator, sharing no experience, but taking note of it, and that is no more I than you. When the play, it may be the tragedy, of life is over, the spectator goes his way. It was a kind of fiction, work of imagination only, so far as he was concerned. This doubleness may easily make us poor neighbors and friends sometimes. (Thoreau, 110)

This observation of Thoreau is akin to the *Samkhya* philosophy about the formation of knowledge that the *Purusa* comes to have knowledge through *mahat*, *manas* and sense organs. Sensations and perceptions arise as a result of the contact between sense organs and sense objects. The sensations and perceptions are analysed by mana and are passed to *mahat. Mahat,* thus becomes the form of a particular object. Though *Mahat* cannot generate knowledge, it reflects the consciousness of *Purusa* and therefore becomes aware of the form it has assumed (Puligandia 132). Therefore, *Mahat* needs the light of *Purusa* to produce cognition and therewith knowledge. Thus, this observation of Thoreau confirms the Samkhya concept of knowledge formation involving the knower and the object of the knowledge.

Thoreau depends on the sources (*pramanas*) of valid knowledge, i.e. perception (*pratakshya*), inference (*anumana*) and testimony (*sabda*) outlined in the *Samkhya.* Perception arises as a result of the interaction between sense organs and sense objects. Isvara Krsna defines perception as "application of (of senses) to (their special) objects" (9). Thoreau heavily depends on perception to gain knowedge of the phenomenal world. Emphasizing the importance of perception Thoreau says, "If we are really dying, let us hear the rattle in our throats and feel cold in the extremities; if we are alive , let us go about our business" (80). He calls his reader to continue learning until death through perception. Sound is one of the senses that Thoreau depends upon for the mystic insight. He asserts , " while the birds sing around or flitted noiseless through the house , until by the sun falling in at my west window, or the noise of some traveller's wagon on the distant highway, I was reminded of the lapse of time" (91). Another dominant sense that Thoreau depends upon is the sight. He says, "It was worth the while to see the sun shine on these things, and hear the free wind blow on them; so much more interesting most familiar objects look out of doors than in the house" (93). Though Thoreau does not depend much upon taste, he uses it as a compliment to Nature. He says, "I tasted them out of compliment to Nature, though they were scarcely palatable (93). He also depends on the sense of smell for perception. He observes, "I am refreshed and expanded when the freight train rattles past me, and I smell the stores which go dispensing their odors…" (97). Thoreau, therefore, depends on all the senses to gain mystic knowledge of the natural surroundings. In other words, he depends on "knowledge produced from the sense activity" (Radhakrishnan 173). Depending on the perception as the source of knowledge formation is following the *Samkhya* epistemology to gain knowledge.

Inference is another source of knowledge that Thoreau depends on in *Walden*. It is the process of gaining knowledge of something unknown from something known. In the words of Puligandia it is the process through which "…we perceive or know something that we have not yet perceived or known." (133). Samkhya divides all inferences into two types: *vitta* (affirmative) and *avita* (negative). The first type of inference is based on universal negative propositions and the second one is based on universal negative propositions. Thoreau makes use of *purvavat* inference to infer about the traveler who might have come to the Walden Pond. He says, "Yet perchance the first who came to this well have left some trace of their footsteps. I have been surprised to detect encircling the pond, even where the thick wood has just been cut down on the shore…" (147). Likewise, he predicts about the depth of the pond from his observation of its decreasing depth. He says, "It is remarkable that this fluctuation, whether periodical or not, appears thus to require many years for its accomplishment. I have observed one rise and a part of two falls , and I expect that a dozen or fifteen years hence the water will again be as low as I have ever known it" (148). Again he predicts, "It is very certain, at any rate that once there was no pond here, and now there is one…. (149). Thus, Thoreau uses inference to gain knowledge of the surroundings he lives in.

Thoreau uses testimony where neither perception nor inference works. Testimony is the words of trustworthy person or of the scriptures. It is divided into two types: *laukika and vaidika. Laukika* testimony is the one that can be confirmed by perception and inference. The *vaidika* testimony is the one that cannot be confirmed by the perception and inference. The first type is concerned with the knowledge of the world of experience, whereas the second one is related to the knowledge of the transcendental experience. In *Walden*, Thoreau depends on testimony, particularly the western philosophical texts for the absolute knowledge. Thoreau says, "To read well, that is, to read true books in true spirit, is a noble exercise…" (83). He further says, "Those who have not learned to read the ancient classics in the language in which they were written must have a very imperfect knowledge of the history of the history of human race; for it is remarkable that no transcript of them has ever been made into any modern tongue, unless your civilization itself may be regarded as such a transcript,(84). He highlights the significance of reading religious books when he says, "…when the Vaticans shall be filled with Vedas and Zendavestas and Bibles , with Homers and Dantes and Shakespeares , and centuries to come shall have successively deposited their trophies in the forum of the world. By such a pile we may hope to scale heaven at last" (85). The testimonies as such are the sources of valid knowledge through which one can attain the discriminative knowledge. Depending on the western philosophical texts for the transcendental knowledge makes Thoreau an orthodox *Samkhyan*.

Conclusion

Walden unfolds its writer's understanding of the *Samkhya* philosophy and its major tenets. It exhibits the existence as the union of consciousness and psychophysical matter known as the *Purusa* and the *Prakriti*. He regards these principles as the real constituents of the existence. He also understands the *Purusa* as a spectator of the activities of the *Prakriti*. It does not participate in the activities of the *Prakriti* ; it merely watches with indifference. His understaning of his awareness as the experiencer and the entire physical surroundings as the object of experience brings him very close of the *Samkhya* dualism. His understanding of the *Prakriti* as a primal matter becomes obvious when he capitalizes "Nature". The text also exemplifies his understanding of the three *gunas* and their subsequent effects in the behavior of people. Relating a Hindu anecdote, Thoreau clarifies how *Purusa* falsely suffers due to its false identification with the *Prakriti* and how it can liberate itself from the delusion of the *Prakriti* by shattering its false identification with the *Purusa*. Moreover, the writer follows the same process of gaining knowledge about the natural world as outlined in the *Samkhya*. He accepts the *Samkhya* claim that the *Purusa* gains the knowledge of the *Prakriti* and her evolutes through the senses, mind and intellect. Thus, *Walden* exemplifies its writer's understanding of the Samkhya metaphysics and epistemology.

Works Cited

Curtis, Kent. The Virtue of Thoreau: Biography, Geography, and History in Walden Woods. *Environmental History*, vol. 15, Jan. 2010, pp. 31–53, https://www.journals.uchicago.edu/doi/abs/10.1093/envhis/emq005

Green, Deirdre. Living between the worlds: Bhakti Poetry and the Carmelite Mystics. *The Yogi and the Mystic*, edited by Karel Werner, Curzon Press, 1989. pp. 119-137.

Hiriyanna, M. *The Essentials of Indian Philosophy.* Motilal Banarasidass, 2008.

Isvara Krsna. *Samkhya Karika.* Translated by Dr. Har Dutt Sharma. Oriental Book Agency, 1933.

Patri, Umesh. *Hindu Scriptures and American Transcendentalists,* Messrs Intellectual Publishing House. 1987.

Prabhupada, A.C. *Bhaktivedanta Swami. Bhagvad- gita As It Is.* The Bhaktivedanta Book Trust, 2012. English .

Pulignadia, M. *Fundamentals of Indian Philosophy* . D.K. Printworld, 1997.

Radhakrishnan, S. *Indian Philosophy.* (vol. 1). Oxford University Press, 2008.

Thoreau, Henry David. Walden. : Pigeon Books India, 2010.

Tripathy, Shrinibas. *The Influence of Hindu Scriptures on the Writings of Henry David Thoreau.,* Utkal University. PhD dissertation, 1983. http://hdl.handle.net/10603/119107

Evaluation Through CIPP Model: A Case of Four-Year B.Ed. Program

Shiva Kumar Gyawali
Lecturer
Siddhartha Gautam Buddha Campus

Abstract

The present study is aimed to evaluate Four Year B.Ed. Program using a context, input, process, product (CIPP) evaluation model. Information was collected through observation, semi-structured interviews, documents and reports. The study was conducted on a purposive random sample of four teaching faculty members with four years B.Ed. program of Sahid Narayan Pokhrel Ramapur Campus, Sainamaina, Rupandehi. Campus Chief, Education Department Head, QAA focal person and two B.Ed. completed students and a management committee member were interviewed. It was also found that the campus has tried its best to provide all types of resources. The findings showed that a four-year B.Ed. the programme was effective in terms of updating student teachers' knowledge and skills. Students and teachers favoured the quality education of B.Ed. curriculum, lesson planning and presentation by themselves and their teacher educators, and had some reservations about the nature of the subject matter in the course, length of the course, and proper use of ICT tools. The findings of the present study showed that there is a requirement for more resources; learner friendly environment, and training on the use of ICT in the classroom.

Keywords: *Context, input, process, product, evaluation*

Background of the Study

Program evaluation is the continuous process of determining the extent to which objectives are attained. It is focused not only on the appraisal of achievement but also on the improvements. Several evaluation designs and models have been used for evaluating the programs. The CIPP model is an evaluation model for curriculum evaluation given by Stufflebeam(1983) which includes four elements: C- Context, I- Input, P- Process and P- Product. This model can be effectively used for evaluating the quality of education on campus. Context incorporates the goals, objectives, history and background of the school, input refers to the material, time, physical and human resources needed for the effective working of the school. The process includes all the teaching and learning processes and the product focuses on the quality of teaching learning and its usefulness and the potential that benefit society (Stufflebeam, 2003). The product shows the quality of students learning and its usefulness for the individual and society.

Introduction of Four-Year B. Ed. Programme

Tribhuvan University (TU) had been implementing three-year Bachelor programmes with an annual examination system in Faculties of Education, Management and Humanities and Social Sciences and the Institute of Science and Technology since 1996. Recently, the duration of Bachelor programmes in those faculties and institutes has been made four years by adding one more year. In conformity with this, the Faculty of Education (FoE) is going to introduce a four-year Bachelor of Education (B.Ed.) with two specialization subject areas (specialization major and specialization minor subject) in 2072 BS instead of offering a single specialization area like in a three-year B.Ed (Faculty of Education, 2015).

Accordingly, students of four-year B.Ed. the programme will have to study one subject area as a specialization major and the next as a specialization minor area selecting from among Nepali Education, English Education, Mathematics Education, Science Education (physical science), Health and Physical Education, Population Education, History Education, Geography Education, Economics Education, and Political Science Education. The course has 22 subjects which cover 2200 marks in total. The course is divided into five groups. They are communicative skills, professional core areas, specialization major, specialization minor and teaching internship (Faculty of Education, 2015).

Objectives of this Program

The objectives of this program encompass a range of goals aimed at improving teaching strategies and producing highly capable educators. Firstly, one of the objectives is to adopt a new teaching strategy within the classroom, promoting innovative approaches that enhance student learning and engagement. Secondly, the program aims to equip teachers with the necessary skills and knowledge to effectively teach students with different abilities, ensuring inclusive education for all. Another key objective is the development of leadership qualities among teachers, empowering them to take on administrative roles and make positive changes within educational institutions. Additionally, the program strives to enable teachers to teach at both primary and secondary levels, ensuring their versatility and effectiveness across various educational stages. Furthermore, the program seeks to foster a student-centric approach by enabling participants to function as course designers and education officers. This objective aims to empower students to actively contribute to curriculum development and educational policy-making processes. Moreover, the program emphasizes the importance of adapting to ever-changing societies, equipping teachers with the skills to provide education that aligns with evolving societal needs. Encouraging lifelong research and learning is also a central objective of the program. By promoting a culture of continuous professional development, the program aims to ensure that teachers stay updated with the latest educational practices and contribute to the advancement of knowledge in the field.

Requirement for Admission

The students who are interested to study for a Bachelor of Education should have completed 12 years of formal education. They should have completed the +2 or proficiency certificate level through the boards recognized by the university. Applicants from any stream (science, management and humanities) are eligible to apply for the program.

To be specific, the present study "Four Year B.Ed. programme" based on one of the public campuses located in Lumbini Province is Sahid Narayan Pokhrel Ramapur Campus.

Four Year B. Ed. at Sahid Narayan Pohrel Ramapur Campus: At a Glance

Sahid Narayan Pohrel Ramapur Campus, one of the reputed and UGC accredited campuses, was established in 2003 (2063 B.S.) by dedicated lecturers and social workers. It has been marching forward to stand out as an excellent centre of learning as a result of a committed academic team of distinguished staff. To quench the thirst of students for university education, Sahid Narayan Pokhrel Ramapur Campus has been successfully running bachelor's and master's programs in education. An adequate educational environment has been set up to impart quality and practical education which certainly helps to develop confidence and cultivate discipline in the students.

Current status of students and staff at Sahid Narayan Pohrel Ramapur Campus

There are 569 students in B.Ed. program. Out of them, 424 students are girls and the remaining 143 students are boys. There are 28 teaching faculties on the campus, existing of them 27 are male and one is female. Similarly, there are eight non-teaching staff, from them there are six males and 2 are females (Annual Report, 2079).
Sahid Narayan Pohrel Ramapur is one of the leading campuses in the result of Tribhuvan University. The result analysis of the last eight years in the Education stream shows a good pass percentage of the 4-year B. Ed. Programme. There is simultaneous progress in all the subjects: English, Nepali, Health and Mathematics (Annual Report, 77 & 2079).

Statement of the Problem

Market selling education has become a keyword for everything that you talk about in today's life. Practical and efficient education has become an issue in the Nepalese education system. Even though we find a big talk by the government agency and policymakers, the quality of education that is imparted on campuses and other educational institutions is questionable. We have very few educational institutions which are providing quality education. Evaluation is an ongoing and comprehensive process which involves judgments that cover all aspects of quality education.

Purpose of the Study

The main purpose of the study is to review and assess the newly launched four-year B.Ed. program at Sahid Narayan Pokhrel Ramapur Campus using the CIPP evaluation model to suggest stakeholders (policymakers, educational planners, textbook writers etc.) updating, re-designing, or change the present curriculum implied in our country.

Research Questions

The study seeks to answer following research questions :

What are the aims and objectives of the Four-Year B. Ed Program?
What are the strategies and activities needed for the fulfilment of requirements in the Four-Year B. Ed. program?
What are the strengths and weaknesses in input, process and output of four years B.Ed. program?

Methodology

The present study is based on the qualitative evaluation of a Four-Year B. Ed. program using the CIPP model for a UGC-accredited community campus. Interviews, observation, reports and document analysis were the major techniques for information collection. The campus chief, department heads, QAA focal person, faculty members, and students of Sahid Narayan Pokhrel Campus Ramapur were interviewed in different phases. The researcher, via document analysis, examined the context of the campus system, including the objectives, missions and goals of the campus. For identifying the inputs, the researcher used resources like the curriculum, syllabus, and annual reports of the campus. Furthermore, for exploring the processes and inputs, the researchers observed classrooms. In addition, to assess the product value and to compare it with the inputs and process, the researcher developed questions to conduct document analysis (Patil & Kalekar, 2014). Based on information obtained from interviews, observation and documents, the researcher analyzed the context of input, process and product of the entire process evaluation of the newly launched Four-Year B.Ed. program.

Context Evaluation and Findings

The objectives of context evaluation are to define, identify and address the needs of the target population, identify the problems and assess if the goals are responsive to the desired needs or not (Khuwaja,2001; Stufflebeam, 2001 as cited in Aziz, S. Mahmood, M.& Rehman, Z. 2018). Context evaluation helps to assess the needs and opportunities within a defined context or environment (Stufflebeam & Shinkfield, 2007).

Regarding the aims and objectives of Four-Year B. Ed. The program, the campus chief says aims and objectives are appropriate but a bit more theoretical in the sense that the majority of students can't easily meet them. The English course and curriculum are according to the need of students so there is increasing charm in English. One of the students, Vijay (pseudonym) tells the current English curriculum has almost fulfilled the demand of society as the course has focused on both practical as well as theoretical aspect that has supported to develop communicative power of students. While answering the question of why girls are more attracted to the program, the campus chief replied that it is easy access for girls and daughters-in-law and there is an increasing trend that girls choose B.Ed. more than boys and boys choose other technical fields that ensures to get a job in the country or abroad. When the researcher asked the question why they decided to run B. Ed. instead of other programs, the campus chief replied that it was easier to run and get affiliation for this program and there were no other publicly run B.Ed. campus in the Ramapur area at that time. He further mentioned that they didn't need high investment to fulfil the requirements for the university affiliation. From the analysis of context as a whole, it was found that Sahid Narayan Pokhrel Campus Ramapur started B.Ed. program to meet societal needs. The curriculum addresses the student's needs and interests although it is a bit more theoretical.

Input Evaluation and Findings

In this regard, Aziz, S. Mahmood, M.& Rehman, Z. (2018) claim 'the resources include human resources, physical resources, infrastructure, curriculum and content for evaluating the quality of education. The purpose of this type of evaluation is to provide information for determining the resources used to meet the goals of the program (Khawaja, 2001).

Input analysis of Sahid Narayan Pokhrel Campus Ramapur, Four-year B.Ed. reveals that the resources for the students and teachers are adequate. Campus chief of Sahid Narayan Pokhrel Campus Ramapur claims that the library is rich with different textbooks, reference materials, audio-video equipment, magazines, newspapers, journals, and teaching manuals, for both students and teachers. Regarding the researcher's query about subject faculties, he says the campus has managed subject-wise adequate faculty members as full-time and part-time lecturers. The coordinator of the QAA focal person explains that the college has managed to visit professors for developing different skills among the students. Head of the department critically answers regarding the B. Ed. Four years' syllabus that the course would be more fruitful if we can add Eastern philosophical ideas to our syllabus, he also points out guardians' worry regarding the length of the course, four years would be longer in case they would not be able to sell the certificate in the competitive market.

Regarding the infrastructure, it was observed that Sahid Narayan Pokhrel Campus Ramapur has buildings with rich furniture. It was also observed that the campus has one well-equipped and well-furnished seminar or training hall. The rooms were well–ventilated and in 14 rooms projectors were fit. It was also found that the campus has separate staff rooms for teachers and the head of the department.

Process Evaluation and Findings

Process evaluation focuses on the running of the program and teaching-learning processes. Aziz, S. Mahmood, M.& Rehman, Z. (2018) claim that implementation is a phase in which the inputs are used effectively to achieve the desired aims, objectives, and goals of the product. The evaluator assesses the processes to understand how the educational institution is working. Processes of the institution include systematic approaches, teaching-learning activities, parent-teacher meetings, annual functions, and co-curricular and extra-curricular activities; it also includes student board examinations based on both summative and formative assessments (Print, 1993).

When I look at the process evaluation of Sahid Narayan Pokhrel Campus Ramapur, it was observed that most of the teachers use student-centred approaches, especially the communicative approach, task-based approach, inquiry-based approach that lead students to read, re-read, think and reflect. In this regard, the campus chief opined "Our teachers have been shifted to students focused learning from lecturing and they have started to use the projector for their presentations and ask students for their presentations." Regarding my query about the parent-teacher relationship, the campus chief stated that the campus organizes an annual function every year. He further said that the campus sometimes calls parents' meet and organizes sports week every year and allows the students to participate in different games regularly.

Regarding our query about the evaluation system, one of the faculty members claimed that unit tests, monthly tests, terminal examinations, and internal as well as board exams are the tools for internal and external examination. He further says that practicum and research subjects in the third and final year have added beauty to the program.

It was observed that the campus is increasing towards betterment in ICT friendly environment and pedagogy to meet the standard of QAA. The communication between the administration, teachers, and other staff was found satisfactory. The focus has been given to both formative as well as summative evaluation and students have been made more active and responsible for learning now than in the past. One of the students opined that we are happy to see the progress of the campus, it should not be for the sake of only getting a QAA certificate but also for a longer time. Another student added that we are overwhelmed by the recent progress of campus.

Product Evaluation and Findings

A final product evaluation assesses outcomes and outputs, short and long term, intended and unintended, which not only keeps track but also focuses on the fulfilment of objectives (Stufflebeam, 2003). This study included product evaluation of the college to assess whether objectives meet the targets or not. In the context of product evaluation, one of the members of management committee shared that almost all the products of this campus are employed at least in private forms and institutions around Ramapur areas. The findings of the study showed that an effective environment, appropriate resources, relevant content, proper and effective teaching and learning, use of different teaching-learning methodologies and strategies have a great impact on the student's skills, attitudes, behaviour, grades and results (Patil & Kalekar, 2014). It shows that the more student-friendly the environment, the more effective learning.

The findings show that there is a great impact of context, inputs and processes on the product of the students. Documents analysis revealed that the students take part in activities and achieve high positions at national and international levels. The students of this campus are successfully making their places in society by excelling in different fields, especially in teaching. etc. in this context campus chief says that by the end of four years B. Ed. program almost everyone seems to be engaged in different private as well as government schools around Sahid Narayan Pokhrel Campus Ramapur. On the other hand, the products are not limited to teaching rather they are found in business and a few have gone abroad for further study and employment.

Conclusions and Further Implications

As the objectives of the 4-year B.Ed. the program encompasses adopting innovative teaching strategies, producing educators capable of teaching diverse students, developing leadership qualities, enabling versatile teaching at different levels, fostering student involvement in education design and adaptation to societal changes, and promoting lifelong research and learning among teachers. The campus is working hard to maintain the quality of education by implementing different strategies with the help of hard-working administrations as Assistant campus chief, department heads, teachers and staff. According to the findings of the study, a few undesirable features were also revealed, for example, students were pressurized to some extent and focused on rote learning of the content. Due to this cramming system, there is huge pressure on students which affected their creativity and capabilities. To improve and be accountable and to develop further, it is necessary to take steps to eradicate the problems hindering the way towards quality education and effective learning. The present study will be helpful for future research involving the CIPP evaluation model for quality evaluation and quality development of an educational institution.

The present study will be an example for future research studies on the systematic evaluation of quality education at the campus level. The recommendations provided are for the campus chief, faculty members, administration of the campus and others concerned with improving the quality of education of their institution.

The campus must effectively formulate and implement teaching-learning activities that align with the vision, mission, and objectives of the curriculum. Regular assessment and evaluation of students' learning outcomes and program outcomes should be carried out to ensure continuous improvement. It is imperative to establish a program for continuous quality improvement, focusing on enhancing the overall educational experience.

To enhance the quality of education, the appointment of well-qualified and trained teachers is crucial. These teachers should be provided with adequate facilities, resources, and training opportunities to update their knowledge and adapt to new changes in the field. Rote learning practices should be eradicated, and learners should be recognized and appreciated for their unique qualities and creative efforts.

The emphasis should be on practical learning experiences, not merely on obtaining marks on certificates. Ensuring practicality in education is important to equip students with skills that can be applied in real-life scenarios. Adopting student-centred methodologies that prioritize the mental and physical growth of students through co-curricular and extracurricular activities is essential.

Establishing a two-way channel of communication between the management and parents can facilitate a better understanding of students' needs and create a supportive educational environment. Regular updates and practical ICT-based training programs should be implemented to keep pace with the advancements in technology and enhance classroom teaching.

By implementing these measures, the campus can strive towards providing a comprehensive and effective educational experience that aligns with the goals and aspirations of the curriculum.

References

Annual Report (2079). Sahid Narayan Pokhrel Ramapur Campus

Aziz, S. Mahmood, M.& Rehman, Z.(2018). Implementation of CIPP Model for Quality Evaluation at School Level: A Case Study. *Journal of Education and Educational Development* Vol. 5 No. 6

Faculty of Education (2015). Courses of Four-Year B.Ed, Annual System, Tribhuvan University.

Khuwaja, S. (2001). *Education evaluation and monitoring concepts and techniques.*

University of Missouri.
Patil, Y., & Kalekar, S. (2014). CIPP Model for school evaluation. *Scholarly Research Journal for Humanity Science & English Language, 2*(10).
Print, M. (1993). *Curriculum development and design.* Allen and Unwin Ltd.
Stufflebeam, D. L. (1983). An EEPA interview with Daniel L. Stufflebeam. *Educational Evaluation and Policy Analysis*
Stufflebeam, D. L. (2003). The CIPP model for evaluation. In D. L. Stufflebeam & T. Kellaghan (Eds.), *The international handbook of educational evaluation*. Kluwer Academic Publishers.
Stufflebeam, D. L. (2007). *CIPP evaluation model checklist* (2nd ed.). Retrieved from http://www.wmich.edu/evalctr/archive_checklists/cippchecklist_mar07.pdf
Stufflebeam, D. L., & Shinkfield, A. J. (2007). *Evaluation theory, models, & applications.* San Francisco, CA: Jossey-Bass.

Ethnic Attitudes in Hemingway's Novels and Non-Fiction

Subhash Chandra Chaudhary
Lecturer
Tribhuvan University

Abstract

The range of Ernest Hemingway's interests was so vast that the world became a sort of stage for him. Hemingway's his novels and non-fiction works in different countries and the settings are inseparable from the people. So the characters who appear in his books are drawn from diverse ethnic sources. There are the American, American-Indian, Black, British, Chinese, Cuban, Greek, Irish, Italian, Jewish, Mexican, Russian, Spanish, Swedish, Swiss, Turkish and other people in Hemingway's world. Although his literary work is such a rich ethnic mosaic, there is hardly any significant study of the ethnic attitudes in Hemingway. This paper attempts to explore in some details this interesting aspect and draw a few plausible conclusions.

Keywords: *Ethnic, mosaic, war correspondent, noble-looking nigger, Judgment*

Introduction

Hemingway interacted with people of different colours, creeds and cultures. As a war correspondents, he had opportunities to meet the high and mighty and also the humble from different parts of the globe, Given a background such as Hemingway's, it is not surprising that he has located. The Red and the Black specimens of humanity, primitive and poor as they are, are generally not romanticized as Noble Savages by Hemingway. Marginalized in a predominantly white society, these people are marginalised in Hemingway's fiction also. The Red, the Black and the Semitic which we have discussed so far are racial differences. Race implies a common descent or origin. The term ethnic is must wider in its connotation as it includes such parameters as sharing a common language or a set of customs or traits. There is a rich ethnic variety in Hemingway's writings as already stated in the beginning of this paper.

Objectives:

As a young boy who grew up in northern Michigan, Hemingway was personally and directly acquainted with the ojibway Indians very well. They are depicted in several stories and in the novel, The Torrents of Spring. Even in his juvenile stories, "Judgment of Manitou" and "Sepi Jingan" which were published in his school magazine, Tabula, in 1916, he describes them. In his more mature stories such as "Indian camp," "The Doctor and the Doctor's Wife,." "Ten Indians," and "Fathers and Son's" a few Indians appear in minor roles. In the first of these, an Indian is unable to watch the birth pangs of his wife and commits suicide by cutting his throat. Dying violently was easier for him than observing the suffering of his squaw. Eddy and Billy Tabeshaw in "The Doctor and the Doctor's Wife" are presented as willing assistants of the bully, Dick Boulton. Nine of "Ten Indians" are drunk on Independence Day while the tenth Indian, Prudence Mitchell, disappoints Nick by having an affair with another man, Frank Washburn. In "Fathers and Songs," Nick Adams goes shooting squirrels with Bill Gilby and makes love to his sister, Trudy. In the Torrents of Spring, Hemingway ridicules Sherwood Ander-son's notion (as he expressed it in his Dark Laughter), that the Blacks must be nearer Nature than the Whites. Neither the Blacks nor the red Indians, in spite of the romantic assumptions of Rousseau, Tolstoy and Wordsworth, are children of Nature. The concept of the Noble Savage is turned upside down when two Indians say to Yogi Johnson in The Torrents of Spring: "White chief Nature's nobleman," "White chief rough diamond." The American Indians as depicted in Hemingway's works are neither "noble" nor are they "savages." They are just as human as any person of any other ethnic group.

The Work of Hemingway

Compared to the Red Indians, the Blacks in Hemingway's works are fewer in number and they appear in very minor roles. While Sam, the cook in "The Killers," wants to keep off all trouble when the hired killers lie in wait for Ole Andreson, Bugs in "The Battler" who has served a jail term for "cutting a man", saves Nick from the crazy Ad Francis. Bugs in hospitable, friendly and helpful to Nick. Although there is hardly any Black character in Hemingway's novels, a few incidents involving the Negroes are reported in a couple of novels. In For Whom the Bell Tolls, the hanging and burning of a Negro at a lamp-post in Ohio was narrated by Robert Jordan. The killing and burning was apparently due to drunkenness and it was witnessed partly by Robert Jordan when he was a boy of seven. Pilar and Maria to whom this gruesome incident was narrated react spontaneously, and they express their shock and horror. Robert Jordan, on whose young mind, this incident must have made a deep impression, does not give vent to any emotion. Maybe, he became insensitive to such things as he must have heard about such killings in his country often. In The Old Man and the Sea, Santiago regains his confidence by remembering how he had vanquished the great negro from Cienfuegos in a day-long wrestling match in his younger days. Bill Gorton in The Sun Also Rises is all praise for the "noble-looking nigger" who took part in the Vienna prize-fight. He complains to Jake that the promoter of this fight cheated the nigger and denied him the prize money because the local white boy lost the match. Bill Gorton admired the nigger, treated him with sympathy and helped him. The Peroxide Blonde in "The Light of the World.," is blinded by her admiration for a white wrestler, SteveKetchel, and so she runs down Jack Johnson as 'the big black bastard: She attributes the black man's success in the ring to a stroke of luck. However, the Blacks in Africa are rather different in Hemingway's description of them. In the hunting expeditions in Kenya, the white hunters are accompanied by several Blacks who serve as drivers, guides, skinners and trackers. By and large, these men are shown to be friendly and loyal.

Discussion

While discussing the ethnic attitudes in Hemingway, it is interesting to note that all the code heroes who seem to embody Hemingway's own cherished system of values are non-Americans and most of them are Latin Characters. Pedro Romero, the bullfighter, "gave real emotion, because he keeps absolute purity of line in his movements" (168) death in the afternoon. Count Mippipopolous in the same novel is likened to a code hero in the making by Robert E.Fleming. The Greek Count has participated in seven wars and four revoluations; he bears the arrow wounds as a mark of his suffering. He may be an ostentatious spendthrift, but he values self-respect and quiet. Lady Brett certifies that the Count is "One of us" (60). The Italian Count who appears briefly in A Farewell to Arms is a full-fledged version of the code hero. At ninety four, Greffi loves life and lives with grace and dignity, thus setting an inspiring model to Frederic Henry who is in despair. Robert Wilson, the professional hunter in "The Short Happy Life of Francis Macomber," another code hero, is British. Hemakes Francis Macomber a man by teaching him professional standards and codes of big game hunting. Santiago, the Cuban fisherman in the Gulf Stream, teaches manolin the art of angling on the high seas. He remains undefeated in spite of diminishing physical strength and growing challenges.

The principal women characters in the fiction are usually non-American: Lady Brett Ashley is British; Catherine Barkley is also British; Pilar and Maria are Spanish; Renata is Italian. With the sole exception of Pilar, they are all passive. The American women, as Robert Wilson observes, are "the hardest, the cruellest, the most predatory and the most attractive" as Margot proves to be. (107).

Interpretation od Hemingway's Novel "The sun Also Rises".

The Jew plays an important role in The Sun Also Rises. Robert Cohn in this novel has invited derisive comments and hostile reactions from most of the important characters in the novel. Jake Barnes, the narrator, does not conceal his dislike of Cohn: he is happy at Cohn's nervousness; he 'felt the impulse to devil him...I certainly did hate him." (98-99); Jake's alter ego, Bill Gorton, uses the hostile term, kike,' referring to Cohn (104). Lady Brett says that Cohn 'depresses' her (181). There is elaborate Jew-baiting at the fiesta at Pamplona. Cohn is not taken into the group because he displays his jewish superiority, his boredom during the bullfight, his sexual jealousy and his lack of self-control. He is an unwelcome and unwanted outsider both in Paris and in Pamplona. His unacceptable behavior is attributed, by implication if not openly, to his Jewishness. We cannot help feeling that there is an anti-Jewish stance in The Sun Also Rises. When the narrator and his best friend, Whose general outlook and values the author seems to share, are outspoken in their comments on Cohn, it is difficult to believe that Hemingway did not share some of that dislike. Hemingway's vicious attack on Gertrude Stein in A Moveable Feast and his uncharitable and mischievous suggestion that she was a Lesbian may not be entirely due to professional jealousy or rivalry.

Hemingway's Fictional World

The Sun Also Rises and A Farewell to Arms have binational settings, the first one in France and Spain and the second in Italy and Switzerland. Surprisingly, the French characters are few. The Italians are quite a few in A Farewell to Arms and in Across the River and into the Trees; the Spaniards are in a large number in The Sun Also Rises and in For Whom the Bell Tolls. There are good, bad and indifferent people among the Italians and the Spaniards we come across in Hemingway's fictional world. There are the inefficient and irresponsible doctors in the military hospital, but there are also the competent and sympathetic ones like Dr.Valentini who helps Frederic Henry by making his wounded leg serviceable. There are deserters, patriots and cruel military police among the Italians. similarly, among the Spaniards there are great and graceful matadors like Pedro Romero, Partiots like Anselmo, brave fighters like E1 Sordo, and also traitors like Pablo. Unlike the women in several of Hemingway's novels, Pilar is an energetic activist on the Republican side. Robert Jordan, the hero-narrator comments on the Spanish people: And what wonderful; people. There is no finer and no worse people in the world. No kinder, no cureler (355). The French people use money as the yardstick of human relationships. JakeBarners, the narrator of The Sun Also Rises, Says;. "It felt comfortable to be in a country where it is so simple to make people happy. You can never tell whether a Spanish waiter will thank you. Everything is on such a clear financial basis in France. It is the simplest country to live in. No one makes things complicated by becoming your friend for any obscure reason. If you want people to like you, you have only to spend a little money." (233). This is perhaps Hemingway's left-handed compliment to the French.

Conclusion

Hemingway does not hesitate to use pejorative terms while referring to people of diverse ethnic origins both in his fiction and non-fiction. The Jews are 'kikes' the, Blacks are 'niggers', the Germans are 'Krauts', the Hungarians are 'wops' and the Chinese are 'chinks.' Perhaps on some occasions, such terms are used in a lighter vein.

A close look at the exchanges between and interactions of the characters of diverse ethnic backgrounds in the world of Hemingway gives some indication of his prejudices and preferences. And Hemingway, in my judgment, was a man of strong likes and dislikes. His desire to be present where the action was so that he could describe "the real thing" made him visit many battlefields in Italy, Spain and France; his fascination for the bullfight and the fiesta took him to Spain; his passion for fishing the high seas pushed him to the Gulf Stream; his love of big game hunting attracted him to the green hills of Africa.

References

Anderson, S.W. (1925). *Dark Laughter.* New York: Boni and Liveright.

Fleming, R. E. (1988). The Importance of Count Mippipopolous: Creating the Code Hero. *Arizona Quarterly,* 44-2.69-75.

Hemingway, E (1933). *The Torrents of Spring.* London: Jonathan Oape.

Hemingway, (1928). *The Sun Also Rises.* New York: Seribner's.

Hemingway, (1929). *A Farewell to Arms.* New York: Seribner's.

Hemingway, (1935). *Green Hills of Africa.* New York: Seribner's.

Hemingway, (1955). *The Short Stories.* New York: Seribner's.

Hemingway, (1940). *For whom the Bell Tolls.* New York: Seribner's.

Hemingway, (1950). *Across the River and into the Tree.* New York: Seribner's.

Hemingway, (1952). T*he old Man and the Sea.* New York: Seribner's.

Hemingway, (1964). *A Moveable Feast.* New York: Seribner's.

Use of Formative Assessment in Undergraduate English Language Classroom

Suman Ghimire
Lecturer
Siddhartha Gautam Buddha Campus

Abstract

The study explores how English teachers practice the activities of formative assessment in classroom at undergraduate level. The theoretical base for the study is social constructivism. Two teachers teaching English at undergraduate level in public colleges of Lumbini Province were selected as participants purposively. The study shows that teachers have good understanding and positive thought towards the practice of the activities of formative assessment for enhancing the skills like creative thinking, problem solving, reasoning skills etc. However, some rigorous challenges like improper management, national policy of assessment, untrained manpower etc. need to be addressed for integrating these activities into classroom practice. The theme of this study is generated based on how English teachers perceive formative assessment and practice its activities in the classroom along with some affecting factors.

Keywords: *Formative assessment, feedback, practice, activities*

Introduction

Evaluating language performance of the students has been a major challenge (Sireci,1997) in the field of teaching and learning as teachers need to assess their students' language performance on the basis of their interest, context, level, culture etc. at all times involving them in different instructional activities so that they do not worry for grades rather they focus on their performance. For this Karimi (2014) puts his view strongly forward that the most influential way to improve teaching and learning process assessing students' understanding, learning needs, and learning progress concerning a particular unit of learning materials is formative assessment but in the context of Tribhuwan University at undergraduate level (B.Ed.) summative assessment is in practice which may provide some indications of students' test achievements but it does not directly measure the quality of the teaching (Acharya, & Shiohata,2014). Along with that external test results offer few insights about necessary measures to improve learning, unless they are analyzed systematically and feedback is given to schools (Somerset, 2011). On the other hand, it is formative assessment that merely collects detailed information about the teaching and learning processes that can be utilized for further instructional improvement to attain the highest learning standard needed by the students to continue their learning (Newton, 2007; Filsecker & Kerres,2012). Students hardly take part in the activities of formative assessment in my class as they think that these activities have nothing to do for marks or grades.

Furthermore, the evaluation system awards them with grades and certificates but no skills which I think is a great danger in placing a heavy emphasis on learning outcome goals that it may lead to reliance on high-stakes summative testing, which can be detrimental to the relevance of education (Barrett, 2011).The challenge for policy makers and practitioners is to explore ways in which knowledge and understanding of learning outcomes can be used for diagnostic purposes to improve teaching and learning(Acharya,& Shiohata,2014) and some aspects of educational process can only be judged through observation against qualitative indictors (O'Sullivan, 2006; Alexander, 2008). In this context, the purpose of formative assessment seems to be applicable to determine and modify learning activities with choosing the most appropriate strategies to improve the students' learning achievement which takes place during the teaching and learning activities and the primary objective is to help teachers to conduct more appropriate teaching and learning activities to enhance the students' learning achievement and it works in favor of teachers and students as it allows teachers to make adjustments and revision on learning materials and teaching techniques in order to be more successful in teaching. Rea-Dickins and Gardner (2000) have shown that formative assessment is essential in English language teaching and learning as it works for the instructional improvement for better outcomes collecting detailed information about the teaching and learning processes. Thus, teachers must continuously assess their students in order to help teaching and learning progress considering that the assessment can have diagnostic purpose in the classroom as well.

Similarly, formative assessment engages teachers and students to identify the strength, and diagnosis of weakness areas for improvement (Andrade & CiZek,2010). Because of this essential nature, formative assessment is more valuable for day-today teaching to meet students' needs helping them to monitor their own progress as they get feedback from their peers and the teachers and the activities of formative assessment are the most for improving teaching and learning. Moss and Brookhart (2009) put their view strongly forward that the primary purpose of formative assessment is to improve learning not merely to audit it. Similarly, Sadler (1989) states that formative assessment can be the best source to make programmatic decisions with respect to readiness, diagnosis and remediation. Likewise, formative assessments should take place during learning and they should be built on a realistic model of the way in which learning builds on learning (Hunt & Pellegrino,2002). Thus, it is formative assessment that takes account of classroom assessment as a social and constructive practice explaining the notion of a sociocultural type of assessment.

The main purpose of the paper is to explore how English teachers practice the activities of the formative assessment in classroom and what challenges they face integrating those activities in the English language classroom. I seek to answer the following questions to achieve the purpose of the study.

How do English teachers practice the activities of formative assessment in English language classroom?
How do English teachers face the challenges while practicing the activities of formative assessment in classroom?

Formative Assessment

Formative assessment uses insights about a learner's current understanding to alter the course of instruction and supports the development of greater competence (Shepard, 2005). Research studies (Crook,1998, Hattie & Timereley, 2007) established that formative assessment can improve learning by raising standards of achievement. However Marshall and Drummond (2006) argued reverse stating that teacher implementing procedures that reflect the 'letter' of formative assessment rather than the 'spirit' which would look to developing students' understanding and autonomy is their learning experiences. Similarly formative assessment is often 'convergent 'with teachers focusing on identifying and reporting whether or not students achieve extent curriculum derived objectives rather than 'divergent' which would be much more oriented towards identifying what students can do in an open-ended and exploratory fashion(Torrance &Prayer,1998, 2001). It shows that formative assessment is good but empirical evidence indicates that it is difficult to implement consistently and effectively.

Activities of Formative Assessment

The major activities of formative assessment are 'eliciting prior knowledge, repeat the test, monitor answering history, encouraging students self-assess, (Shepard, 2005).Similarly, project work, portfolio, presentation, cooperative activity, private conference, oral test are the activities of formative assessment (Moss & Brookhart,2009) which help the learners for their all-round development. In addition to this, classroom assessment is an effective aspect of teaching and learning and it is an integral part of the teaching and learning process (Black & William, 1998) and classroom assessment can be compared with 'assessment for learning' which is likely to improve students' achievement (Brooks & Brooks, 1999). Recently, there has been a growing use of additional procedures including devices such as portfolios, observations, peer-assessment, interviews, projects, simulations and self-assessment (as cited in Rea-Dickins, & Gardner,2000). Along with that instructional activities like teacher – student interactions, communicating to the students, gathering detail information about learning activities, providing learning feedback, and providing instructional corrective adjustments are some of the components of formative assessment (Filsecker & Kerres,2012). For effective result, teachers need to understand these components of formative assessment to be able to carry out the formative assessment in classroom practices. English teachers nowadays are required to have a good understanding of formative assessment as the understanding will certainly affect their ability in putting the theories into practice. Thus, multiple assessment procedures refer to the use of varied ways of assessing language as each procedure is aimed at capturing different aspects and domains of language knowledge, as it is believed that language knowledge is highly explored in a contextual way. The implementation of the activities of formative assessment benefits the learners in all aspects and it is equal importance to assist students understand and control their learning.

Practice of the activities of formative assessment

Many teachers in higher education reflect their professional practice as educators in their subject discipline, a few go further, and explore the literature on practice and theory and integrate this into the way they approach the tasks of formative assessment (Yorke, 2003). Similarly, teachers use one dimensional questions to assess students' understanding as a practice of classroom assessment or formative assessment (Rahman, Babu& Ashrafuzzaman, 2011). Because of this type of practice, students of front benches mainly responded to teachers' questions but majority of the students are remain passive (as cited in Rahman, Babu & Ashrafuzzaman, 2011).Thus, teachers' understanding of assessing students' understanding is also dependent upon the teachers' cognitive ability in theories of learning (as cited in Widiastuti & Saukah,2017). He further emphasized that teachers must have comprehensive understanding of learning theories in conducting formative assessment. However the real situation between teachers' understanding and the classroom situation may be different due to several factors influencing the teachers' capability in practicing the activities of formative assessment.

Heritage (2007) put similar view forward that teachers need to optimize their knowledge in their domain area, pedagogical content, assessment knowledge, and knowledge of students' previous learning to use formative assessment correctly. Likewise, Heritage (2009) stated that teachers had the skills to use data and draw inferences but fell short with respect to planning 'the next instructional steps' and Sadler (1989) delves into the instructionally appropriate way of making effective qualitative judgments using formative assessment techniques. For effective output from the activities of formative assessment, teacher and students need to work together as part of an interactive community in the classroom being engaged in appropriate activities of formative assessment. Moreover teachers are expected to apply those activities for judging the state of their own knowledge and understanding, identify the demands of a learning task, judge their own work against a standard, grasp and set learning goals, and select and engage in appropriate strategies to keep their learning moving forward (Andrade, 2010, Black & Heritage, 2010). Similarly, questioning, feedback, sharing criteria and self-assessment under which assessment for learning practice was conceived need revision as these tasks tend to create an environment in which learning is socially constructed. In other words assessment for learning demands 'high organization based on ideas' (Marshall & Drummond,2006) to help pupils for making them independent learners.

Formative Assessment and Socio-Cultural Theory

I have taken Socio-cultural theory as a theoretical foundation for my study which gets logical strength and basis from Russian psychologist Vygotsky. The theory is based on the notion that human actions take place in social and culture contexts (as cited in Wang, Bruce & Hughes, 2011). The theory further says that social interaction plays a fundamental role in the development of cognition of the learners. It believes that learning is a social and collaborative activity because the concepts like regulation, private speech, scaffolding etc. are important in socio cultural theory.

Since the basic notion of formative assessment is to develop all-round development of learners, the theory supports that it is collaborative learning activity which brings social contexts in learning accounting for real life. Formative assessment is not necessarily associated with any particular theory of learning (Wiliam, 2010). However, current conceptualizations of formative assessment are typically rooted in a sociocultural constructivist view of learning (Heritage, 2010 & Shepard, 2000). This theory of learning is supported by research, is most compatible with current goals of education, and best explains the processes of effective formative assessment. From a sociocultural constructivist perspective, learners are seen as actively constructing knowledge and understanding through cognitive processes. These understandings about learning and development have implications for the use of formative assessment in classroom instruction. The work of Vygotsky has been widely applied to models of formative assessment as the "zone of proximal development" (ZPD) has been invoked by formative assessment theorists as useful for understanding the gap between a student's actual understanding and the student's targeted or potential learning. The ZPD is the developmental space between the level at which a student can handle a problem or complete a task independently and the level at which the student can handle or complete the same task with assistance from a more competent other, such as a teacher. In teaching, the teacher serves as a mediator between the student and the learning goal, providing scaffolding (i.e. learning support) to aid attainment of the goal (Black & Wiliam , 2009). Formative assessment is a part of process in which a teacher uses information implicitly or explicitly about how a student responds to instruction in order to give feedback to the student and/or adjust instruction so as to prompt learning or performance.

Education practitioners rely heavily on outcome measures (summative evaluation) in making judgment as to quality (Acharya, & Shiohata,2014). So, there is a need to raise teacher awareness on what formative assessment is, why formative assessment is important and how the activities of formative assessment can be incorporated into teaching and learning. To explore how English teachers practice the activities of formative assessment based on the qualitative approach in my own context is the area of my interest. Working in the field, I have a realization that this is the area to explore the most for developing the skills of 21st century like creativity, communication, critical thinking, collaboration

(Kivunja,2015) but the national context specifically national tests and teachers' preparation diverts teachers towards mainly convergent systems. There is a need to enlighten teachers of divergent approaches to assessment to address the issue of skills to be developed. So it is context , purpose and methodology that makes my study different from others.

Methodology of the Study

I followed qualitative research method and phenomenology research design as I was exploring the lived experience of English language teachers. For this I gathered information through semi-structured interview through zoom to understand 'the world of human experience' (Cohen, Manion & Morrison, 2007). I selected two English language teachers having more than ten years' of experiences in teaching at bachelor level from two different public colleges of Lumbini provinces through purposive sampling procedures 'to get in touch with people who have in-depth knowledge about particular issues'(Cohen, Manion and Morrison,2007).The collected information via. interview were transcribed, coded and put into different thematic headings (Tobin & Begley, 2004) in an attempt to discover over common themes.

Results and Discussions

In this section, I have made discussion the collected information organizing in four different major headings like Teachers' understanding on formative assessment, feedback and formative assessment, practice the activities of formative assessment and problems while practicing these activities in English classrooms taking some established literature, theoretical support and participants' information into consideration.

Teachers' Understanding on Formative Assessment

Teachers' understanding of formative assessment includes their understanding of the nature of formative assessment, the characteristics and the principles of formative assessment identifying the areas of students' difficulty in understanding the learning materials, acquiring the essential skills that they need to achieve the learning competence.

Based on the interviews conducted with the English language teachers teaching at undergraduate level, it was found that they had good understanding of formative assessment. Their understanding of formative assessment was reflected in their teaching ability. One of my informants responded

> *For me formative assessment is conducted during teaching and learning (more often at the end of unit) to get information whether students have achieved what the course demands and what kind of changes they have got. It is the assessment system that reflects me whether my teaching is as per students need or not.*

This statement indicates that he is aware of the purpose and principle of formative assessment that it is carried out for the students' learning improvement and achievement as the teacher used the result of the formative assessment to improve learning and conducted formative assessment in the end of every learning unit. This view is harmony with Shepard (2005) who writes that formative assessment is carried out during the instructional process for the purpose of improving teaching or learning. It means that formative assessment is simply a phenomenon that occurs during the interaction between teachers and students developing the concept as an object of inquiry inside the educational assessment. The objective of formative assessment he implemented was merely to know the students' achievement. For Vygotsky, the environment in which children grow up will influence how they think and what they think about and the work of Vygotsky has been widely applied to models of formative assessment. The 'zone of proximal development' (ZPD) has been invoked by formative assessment theorists as useful for understanding the gap between a student's actual understanding and the student's targeted or potential learning. In regards to formative assessment my another participant stated :

> *I perform the activities of formative assessment to determine the extent to which the indicators of learning have been achieved by the students. The reflection is observed to the extent students understand the lesson given in class. This assessment is carried out generally during teaching and learning process.*

The excerpt of this interview indicated that the teacher has a kind of realization that the result of formative assessment is to improve learning indicating the achievement of learning objectives. Furthermore, the statement clearly reflects that the teachers has primary understanding with the basic notion of formative assessment as it is viewed as a process that involves actions, activities, judgments and feedback between teachers and learners to adjust their actions and thinking for better understanding of the topic rather than a tool or instrument (Filsecker & Kerres,2012). The ZPD one of the most influential aspects of socio-cultural theory (Vygoksty,1934) is the developmental space between the level at which a student can handle a problem or complete a task independently and the level at which the student can handle or complete the same task with assistance from a more competent other, such as a teacher. In teaching, the teacher serves as a mediator between the student and the learning goal, providing scaffolding (i.e., learning support) to aid attainment of the goal. Moreover, socio-cultural theory views that most important learning by the child occurs through social interaction with a skillful tutor as the child seeks to understand the actions or instructions provided by the tutor then internalizes the information using it to guide or regulate their own performances. Thus, formative assessment is to be treated as a process that changes the current state of the reciprocal teaching-learning relationship.

Feedback and Formative Assessment

Feedback is useful for the students to make them aware of their ability and inspire them to make further improvement. It is important to note that positive feedback from teachers encourages the students to learn more and motivate them to take part actively in teaching learning activities so that it is considered as an essential factors for effective teaching and learning process regarding the importance of feedback in formative assessment. Heritage (2008) states that formative assessment is intended to give feedback to the teachers to oversee the gaps between the learning process and the desired learning outcomes. The question being asked to my participant regarding feedback was responded

> *I usually tell their achievement in learning with some feedback orally usually to the whole class sometimes individual as it is very difficult to give feedback to each of the students because of individual differences and I clearly realize feedback works.*

The statement reflects that feedback is essential to make teaching and learning fruitful and feedback given to individual works far better than given to the class. The idea of individual feedback of my participant coincides with the base of socio-cultural theory as it advocates that it is private speech through which children begin to collaborate with themselves. The theory further states that children who engage in large amounts of private speech are more socially competent than who do not use it extensively. However feedback given to individual all the time is almost impossible because of diverse nature of learners. Similarly my another participant put his view forward in relation to classroom feedback and formative assessment as

I often give oral feedback to my students in mass mainly because of time limit and the area where I think is necessary to give feedback is almost common but feedback in group does not seem to be effective because they do not take it seriously but writing feedback given to individual student works effectively in comparison to oral feedback in mass.

From this it can be drawn that oral feedback to the whole class is not effective because they think that they all are getting the same feedback i.e. they move with the notion that they all are in the same boat. However written feedback given individually has the amazing and inspirational responses. For this Bachman (1990) initiates a discussion of some of the complexities of formative assessment by drawing connections between types of feedback in relation to assessment purpose and highlights the role of qualitative feedback obtained from the teaching and learning process. Moreover, the socio-cultural theory says that social interaction plays a fundamental role in the development of cognition of the learners. The concepts like regulation, private speech, scaffolding etc. are important in socio cultural theory which provides motivation to the learners supporting, guiding and regulating the learners along with that these activities are to facilitate cognitive process such as overcoming task, obstacles, enhancing imagination, thinking and conscious awareness. It means that feedback is essential for learning and teachers and students can get feedback for their betterment through formative assessment.

Practice the Activities of Formative Assessment

Formative assessment is useful for teachers and students to know about the intensity of the learning activity. Teachers can practice the activities of formative assessment to modify teaching strategy and develop teaching materials which are suitable for the students to make them understand the lesson easily. Regarding the practice of the activities of formative assessment one of my informants stated

> *In the beginning days of my teaching, I taught as it is but later years I often use question-answer in teaching. Question-answer means after delivering the lesson I asked the students some short questions. Apart from that I asked them to present lessons at the end of topic, unit test, homework as to prepare note, eliciting information from the students are the activities I practice in the classroom.*

The result of the interview above shows that the teacher dominates the class by asking questions which sometimes makes the situation leading to the teacher's being judgmental and could make the students reluctant to take part in the discussion. However practicing activities seems to be good to promote learning. Regarding the activities practiced in the classroom one of my informants expressed that

> *Peer discussion and group discussion are generally incorporated in learning activity, exercises related to the lesson taught are also given thinking it helps to understand of the lesson. Homework (not always) is also given to them with the principal that students can have proper practice at home. I use the result of the test taken at the end of every unit for further improvement in teaching.*

The teacher involves his students in teaching and learning activities making them in different groups aiming that it helps them understand what he taught in the class. Furthermore group and peer discussion help for making the students able to communicate. The unit test taken at the end of every lesson unit has certain purpose i.e. practice for the final/board exam. Teachers' understanding of formative assessment reflects the ability of using appropriate test format .Teacher feel that conducting formative assessment is useful as they can make some revisions and improvement on their teaching practices. For this what Herman, Osmundson and Silver (2010) state that good quality of formative assessment is vital to improve the students' learning outcomes so the responsibility of conducting formative assessment in classroom practices is serious for teachers. The socio-cultural theory by Vygotsky, 1934 which I have taken as theoretical base for my study supports that collaborative learning activity what my participant practiced in the classroom like peer work, group work etc. brings social contexts in learning accounting for real life. Adding to this, the theory views that interaction with peers as an effective way of developing skills and strategies as teachers use co-operative learning exercises where less competent children develop with the help of more skillful peers within zone of proximal development. Moreover, the theory is relevant to instructional concepts such as 'scaffolding and apprenticeship' in which a teacher or more advanced peer to structure or arrange a task so that a novice can work on it successfully.

Problems

Formative assessments takes place during teaching and learning. It basically follows the notion of learning builds on learning. To implement the notion of learning builds on learning the teacher often faces the problems as one of my informants stated :

> *It is necessary to engage in a conversation to assess the knowledge of student but the classroom is full of forty to sixty students, so one-to-one dialogue is often impractical which I have taken one of the serious problems to implement the notion of formative assessment.*

The participant particularly highlighted that large number of students in a class is a serious problem to engage them in the activities. recommended that teachers must be experts to implement the activities of formative assessment which is not always feasible (Hunt & Pellegrino,2002). In addition to this, there is no point in talking of formative assessment by a teacher if he/she cannot identify, analyze, and respond to the problems of individual students (Hunt & Pellegrino,2002). Formative assessment is likely to be of little use unless it can be provided as an exercise for the individual student, with a minimum amount of supervision by the instructor. Emphasizing on the expertise of teachers (Black & Wiliam,1998) write that formative assessment requires that the assessor know in advance both the material that students are supposed to grasp and the different alternative and problematical ways in which students may fail to grasp it. Similarly my another participant expressed his view on problems while implementing the activities of formative assessment in classroom highlighting *large number of students in the class, improper management, the policy of university create problems.* As he mentioned that some challenges in the field of implementation are very rigorous and very difficult to address. Moreover, policy of government, classroom level, additional materials for the support, proper skills, considerable investment in time to plan and conduct activity as challenge to implement of formative assessment (Andre & Cizek,2010). Along with that it is still considered as the peripheral step in the curriculum rather than a core essential element in teaching and learning(Black,2010). For effective result of the activities of formative assessment it is to be taken as the core element in teaching and learning.

Conclusion and Implications

The paper discusses the practices of the activities of formative assessment in English language classroom and it reveals that the English language teachers are familiar with formative assessment for improving teaching and learning identifying the achievement of learning objectives. Moreover, teachers practice the activities of formative assessment during instructional period involving the students in different activities realizing the importance of these activities for promoting teaching and learning. Despite having some challenges for implementation, the activities of formative assessment can be used in English classroom successfully with the help of technology, skilled teachers, and proper management.

The essence of my study is harmony with Black and William (2009) as they state that formative assessment is clearly very demanding and changes in classroom practice are central not marginal to its effectiveness so the accomplishment of formative assessment will mean changes in pedagogy. It means that it is necessary to create space for the implementation of the activities of formative assessment. Moreover, the study indicates that the practice of the activities of formative assessment in English language classroom has created a number of opportunities or benefits in the development of the skills like autonomy, problem solving, creativity development, reasoning power etc. The implication of this study could be that activities of formative assessment like project work, portfolio, presentation, cooperative activity, private conference, oral test are essential tools for developing interaction, creativity, autonomy , critical thinking, reasoning skills, and for overall language development. Finally, the study explored how English teachers practice the activities of formative assessment at undergraduate level applying qualitative method with limited participants. Further studies can be done in different levels following other methods or any other paradigms in wider community covering other areas of formative assessment.

References

Andrade, H. & Cizek, G. J. (Eds.).(2010). *Handbook of formative assessment.* Rutledge.

Bachman, L. F. (1990). 1990: *Fundamental considerations in language testing.* Oxford University Press.

Barrett, A. M. (2011) A Millennium learning goal for education post-2015: a question of outcomes or processes. *Comparative Education, 47* (1), 119-133.

Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability (formerly: *Journal of Personnel Evaluation in Education), 21*(1), 5.

Black. P. & Wiliam, D.(1998).Assessment and classroom learning. *Assessment in Education: principles, policy & practice, 5*(1), 7-74.

Black. P. & Wiliam, D.(1998).Assessment and classroom learning. *Assessment in Education: principles, policy & practice, 5*(1), 7-74.

Brooks, M. G., & Brooks, J. G. (1999). *The courage to be constructivist.* CA

Clark, I. (2011). The Development of 'Project 1': Formative assessment strategies in UK Schools. *Current Issues in Education, 13* (3). Retrieved from http://cie.asu.edu

Cohen, L., Manion, L., Morrison, K., & Morrison, R. B. (2007). *Research methods in education*. Routledge.

Dunn, K.E., Mulvenon, S.W. (2009). A critical review of research on formative assessments: The limited scientific evidence of the impact of formative assessments in education. *Practical Assessment, Research & Evaluation, 14*(7). Retrieved from http://pareonline.net/getvn.asp?v=14&n=7

Filsecker, M., & Kerres, M. (2012). Repositioning formative assessment from an educational assessment perspective: A response to Dunn & Mulvenon (2009). *Practical Assessment, Research, and Evaluation, 17*(1), 16.

Guba, E. G. and Lincoln, Y. S. (1985). *Naturalistic inquiry.* Newbury

Heritage, M. (2007). Formative assessment: What do teachers need to know and do? *PhiDelta Kappan, 89*(2), 140-145.

Herman, J. L., Osmundson, E., & Silver, D. (2010). Capturing Quality in Formative Assessment Practice: Measurement Challenges. CRESST Report 770. National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Hill, K., & McNamara, T. (2011). Developing a comprehensive, empirically based research framework for classroom-based assessment. *Language Testing, 29*(3), 395-420. http://dx.doi.org/10.1177/0265532211428317

Hunt, E., & Pellegrino, J. W. (2002). Issues, examples, and challenges in formative assessment. *New Directions for Teaching and Learning, 2002* (89), 73-85

Karimi, M. N. 2014. Iranian EFL Teachers' Perceptions of Dynamic Assessment: Exploring the Role of Education and Length of Service. *Australian Journal of Teacher Education, 39* (8): 143-162.

Kivunja, C. (2015). Exploring the pedagogical meaning and implications of the 4Cs" Super Skills" for the 21st Century through Bruner's 5E Lenses of Knowledge Construction to Improve Pedagogies of the New Learning Paradigm. Creative Education.

Lantolf, J. P., & Poehner, M. E. (2007). Dynamic assessment of L2 development: Bringing the past into the future. *Journal of Applied Linguistics and Professional Practice, 1*(1), 49-72.

Moss,C.M,& Brookhart,S.M. (2019). *Advancing formative assessment in every classroom: A guide for instructional leaders.* ASCD

O'Sullivan, M. (2006). Lesson observation and quality in primary education as contextual teaching and learning processes. I*nternational Journal of Educational Development, 26*, 246-260.

Rahman, M. F., Babu, R., & Ashrafuzzaman, M. (2011). Assessment and feedback practices in the English language classroom. *Journal of NELTA, 16*(1-2), 97-106

Rea-Dickins, P., & Gardner, S. (2000). Snares and silver bullets: Disentangling the construct of formative assessment. *Language Testing, 17*(2), 215-243.

Sadler, D. R. (1989). Formative assessment and the design of instructional systems. *Instructional science, 18*(2), 119-144

Sireci, S.G.(1997).Problems and issues in linking assessments across languages. *Educational measurement: Issues and practice, 16*(1), 12-19.

Shepard, L. A. (2005). Linking formative assessment to scaffolding. *Educational leadership, 63*(3), 66-70.

Somerset, A. (2011) Strengthening educational quality in developing countries: the role of national examinations and international assessment systems. *Compare, 41* (1), 141-144.

Tobin, G. A., & Begley, C. M. (2004). Methodological rigor within a qualitative framework. *Journal of Advanced Nursing, 48*(4), 388-396.

Torrance, H. (2012). Formative assessment at the crossroads: Conformative, deformative and transformative assessment. *Oxford Review of Education, 38*(3), 323-342.

Torrance, H. (2007). Assessment as learning? How the use of explicit learning objectives, assessment criteria and feedback in post-secondary education and training can come to dominate learning. *Assessment in Education, 14*(3), 281-294.

Wang, L., Bruce, C., & Hughes, H. (2011). Sociocultural theories and their application in information literacy research and education. *Australian Academic & Research Libraries, 42*(4), 296-308.

Widiastuti, I. A. M. S., & Saukah, A. (2017). Formative assessment in efl classroom practices. *Bahasa dan Seni: Jurnal Bahasa, Sastra, Seni, dan Pengajarannya, 45*(1), 50-63.

Yorke, M. (2003). Formative assessment in higher education: Moves towards theory and the enhancement of pedagogic practice. *Higher Education, 45*(4), 477-501.

Prospective Aging: A Deliberate Measure for Better Later-Life in Nepal

Durga Bhusal
Lecturer
Tribhuvan University

Abstract

Based on the definition formulated by the World Health Organization about the functional ability of senior citizens as the base of healthy aging; health, functional ability, and participation are considered as the components of successful aging. Aging studies should be concentrated not only on deterioration and transformation but also on improvement be the demand of the present time. Immense academic properties of scholars in relevant concepts as the source of this study are used to clarify the concept of prospective old age that is based on the adjustment of changes in remaining life expectancy. Aging in Nepal resembles most of the global trends and follows the protocols of international gatherings to discuss and formulate the policy targeting senior citizens. Prospective aging is not only the concept of developed countries but also should be a prominent issue for better later-life even in our developing country-Nepal is the crux of this study.

Keywords: *ageless age, Nepal, prospective aging, senior citizen*

Introduction

According to World Health Organization (WHO, 2020), today, an individual having 60 years of age at the commencement of the Decade of Healthy Ageing 2020-2030 could extend his/her living period additional 22 years on average. The progressive change in remaining life expectancy of senior citizens can be properly tackled by the concept of prospective old age. 13 being the remaining life expectancy at age 65 of Nepalese senior citizens, the old age threshold in Nepal is the 62 which is calculated based on reference year 65 and remaining life expectancy 15 years (Bhusal & Adhikari, 2019).

The United Nations General Assembly internationally addresses well-being of the senior citizens on 14 December 1990 by nominating October 1 as the International Day of Older Persons (United Nations, 1990). It focuses on the way that how can the comfort of the elderly people be improved in remaining life. United Nations (UN) has also recognized the year 2020 as the "Year of the Nurse and Midwife" due to outbreak of COVID-19 pandemic. For reducing the health disparities between older persons in the developed and developing countries, UN proposed "Leave no one behind" as the theme for the 30th anniversary of International Day of Older Persons in 2020. According to the message of UN Secretary General on October 1, 2020, more than ever we must listen to voices, suggestions and ideas of older person to build more inclusive and age-friendly societies because the potential of older persons is a powerful basis for sustainable development (Guterres, 2020). The 2030 Agenda and the Sustainable Development Goals (SDGs) especially Goal 3 that aims to ensure healthy lives and promote well-being of all at all ages recognize that development will only be achievable if it is inclusive of all ages. The duration 2020-2030 as the Decade of Healthy Ageing that has been endorsed by the 73rd World Health Assembly on 3 August 2020 entails the world society a message Change the Way You Think About Age. The Decade of Healthy Ageing (2020-2030) is an opportunity for catalytic and collaborative action to improve the lives of older people, their families, and the communities in which they live. It helps to bring together governments, civil society, international agencies, professionals, academia, the media, and the private sector for ten years of concerted action.

Projected world population of elderly persons is reaching more than 1.5 billion by the year 2050 comprising 80 percent of them will be living in low- and middle-income nations (United Nations, 2020) is one of the vital challenges to cope over the next three decades. Understanding—every challenge has been carrying an opportunity—in doing planned work; the director-general of WHO states that *acting on the strategy is a means for countries to implement the 2030 Agenda for Sustainable Development. It ensures that every human being regardless of age will have an opportunity to fulfill his or her potential in dignity and equality* (https://www.un.org/development/desa/dspd/2020/09/unidop-2/). Opportunities and challenges of aging in the twenty first century are responded in Second World Assembly on Aging in 2002. The changing composition of the world population is dramatic in recent decades, and accordingly Eastern and South-Eastern Asia will experience the largest increase of older population which is projected up to the year 2050 (United Nations, 2020).

Nepal will be experiencing this increasing effect of older population to provide challenges on the traditional response to senior citizens. Prospective aging collects the energy by making senior citizens capable that is necessary to cope challenges and bear the opportunity of aging. Age was respected and valued for aged in the past in Nepal because it was represented as mind maturity and practical wisdom obtained from long life experience, which was understood as the depository of established custom. Agriculture had been the only respectable occupation of the common people where land ownership was highly regarded (Regmi, 1993). Today's familial environment is different because of the benefit to non-agricultural profession, which is attracting the offspring to move far from their parents. Son obliged to care parents is out of or far from the duty because of his compulsory mobility towards employment. Actually, new generation mostly does not like to obey their elderly parents because children think that obliged knowledge depositary contained in the elderly is the false. This thought of understanding disparity can be solved through the application of the prospective aging concept.

Methods and Materials

Consideration of the remaining life of senior citizens provides life-living measures based on life experience. Between these two splits of life, spent life and remaining life, this study has attempted to clarify later one that how prospective aging is a deliberate measure for better elderly life in Nepal. Relevant scholarly properties as secondary sources of information are used in this study. The relationship of the active, healthy, and successful aging and its reflection is reviewed in the formal management of senior citizens in Nepal. Its descriptive nature requires no statistical tools for explanations of the concept, and in the formation of relationships. The author has mixed the knowledge from some selected imminent and relevant scholars and institutes. The arguments required to clarify the explanation in reaching the conclusion of this article are the prominent targets.

Discussion

People who grow old actively have a different representation of time from those who grow old passively. Growing old passively implies representing time as monotonous. growing old actively implies a representation of time that takes into account the fact that our lifespan is limited: it has a beginning, an unfolding and an end, as "small seconds of eternity" (Quinodoz, 2014). "Objectively, older people are said to be functionally able if they have the ability to meet their basic needs, learn, grow and make decisions, to be mobile, build and maintain relationships and contribute to the society" (Kandel, 2018).

The adjustment of variation in remaining life expectancy for the old age of the population is the concept of prospective old age (Scherbov et al., 2018). The year 2018 is that in which need of alternative way vibrating policy makers compelled to think due to progressive life expectancy to address prospective old age. There is mentionable difference between senior citizens at present and their counterpart at the half a century earlier. There will be very different in the same length in the future. Twenty first century of aging should and can be treated the saying "70 is the new 60" with the tools of same time. Prospective old age questions which age needs to be old because living longer and healthier make the old-age threshold inconsistent (Scherbov et al., 2018).

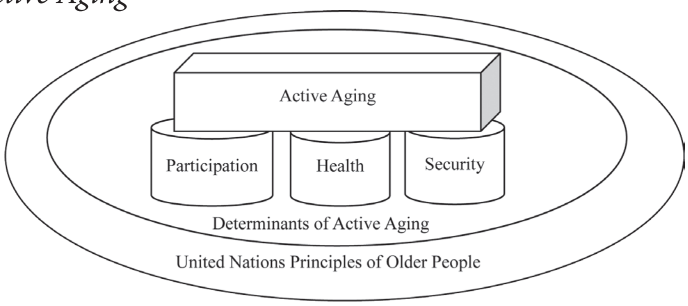
Active Aging

The credit of the commencement of active aging goes to World Health Organization, then it defines that "Active ageing is the process of optimizing opportunities for health, participation and security in order to enhance quality of life as people age" (WHO, 2002, p. 12). The representative choice to respond to individual aging is active aging that helps to improve individual quality of life (Juanjuan, 2015). The word—active—presented in the policy framework document of active aging is made understandable expressing as following:

> The word active refers to continuing participation in social, economic, cultural, spiritual and civic affairs, not just the ability to be physically active or to participate in the labor force. Older people who retire from work and those who are ill or live with disabilities can remain active contributors to their families, peers, communities and nations. Active ageing aims to extend healthy life expectancy and quality of life for all peoples they age, including those who are frail, disabled and in need of care. (WHO, 2002, p. 12)

Despite the comparatively good health and functional ability of senior citizens, there is a need for better practical approaches in driving technological innovation to secure their rights. These three pillars as the determinants of active aging are believed as mentioned in Figure 1.

Figure 1
Three Pillars of Active Aging



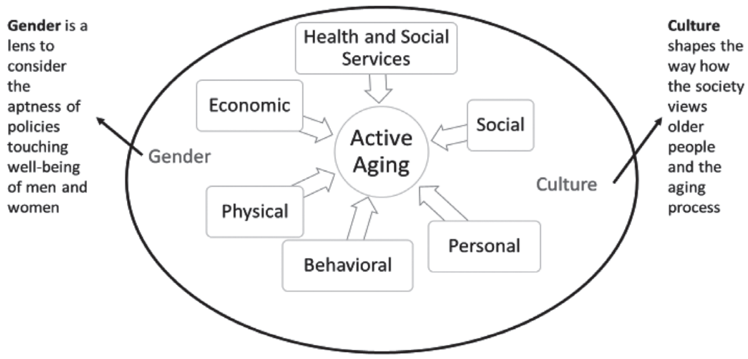
Note. Adapted from the figure of the three pillars of a policy framework for active aging, page 45 (WHO, 2002).

Access to the range of health and social service helps to prevent and reduce the burden of disability, disease and premature mortality. Productive contribution to society in both paid and unpaid activities of encouraged seniors through participation is the beauty of social life. Addressing the social, financial and physical security, rights and needs, dignity of older people can be sustained in active aging concept. Expressing gender and culture as the crosscutting field along with health, social, personal, behavioral, physical, and economic determinants of active aging as important elements are mentioned in Figure 2. Active aging was identified by WHO in the late 1990s to draw the fact that health care was only one of a number of determinants of how people and populations age (Kalache & Kickbusch, 1997).

Unlike stereotype of aging, active aging demands a positive mindset to point an attitude towards aging, where confidence, flexibility, and a sense of determination reflect the impact on physiological and mental well-being. The variation on the determinants of active aging from the perspective of gender and culture to form age friendly and inclusive environment can be seen in Figure 2.

Figure 2

Determinants of Active Aging



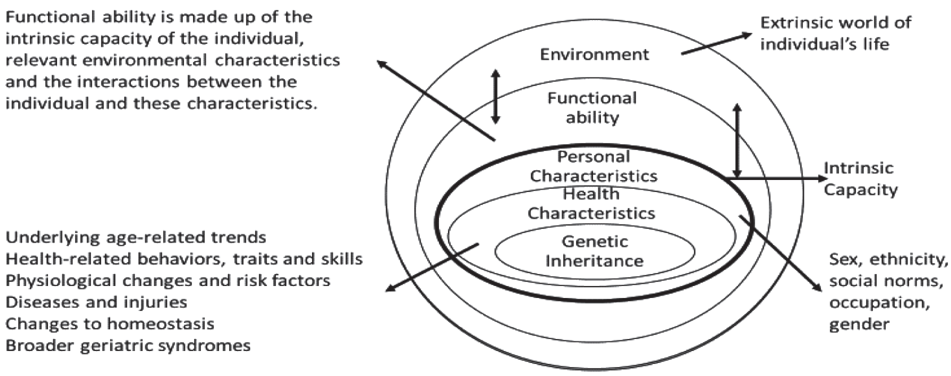
Note. Adapted from "Figure 8. Determinants of Active Aging" in Active ageing: A policy framework, World Health Organization, 2002, p. 19, 20

Healthy Aging

Combination of the ability to redefine oneself and the ability to change one's life style generate the ability to bounce back, to change, and to adapt are the qualifications of healthy aging. The ability developing in individual to resilience until the finality of life is the suggestion of healthy aging. (Hansen-Kyle, 2005). There is a strong connection between aging and health outcomes. Extrinsic world of life, functional capability, and intrinsic capacity of individual as the components of healthy aging are expressed in Figure 3. "Promoting long-term health, there is increasing awareness of the need to focus on the process of healthy ageing since, whether early or late in life, people have many opportunities to improve their health status as they age" (Kalache & Kickbusch, 1997, p. 4).

Figure 3

Components of Healthy Aging



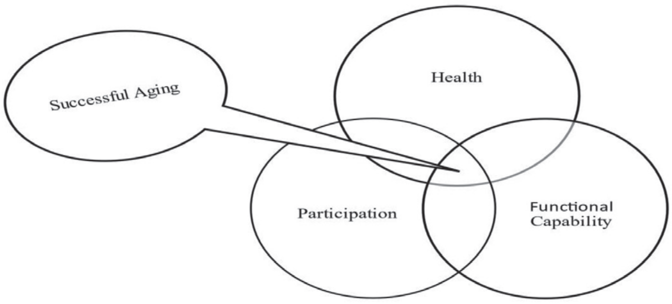
Note. Adapted from "Fig. 2.1. Healthy Ageing, p.28" World report on Ageing and Health (WHO, 2015).

Successful Aging

According to Hansen-Kyle (2005), successful aging is defined as "the ability to establish and maintain stated goals or life styles and involvement in prescribed roles" (p. 50). Autonomy and independence are the arms of successful aging whereas successful aging is the product of healthy aging (p. 51). Successful term in the case of aging does not mean the entrance to the aging threshold. However, it is measured in the functional involvement in the activities along with the health. Unhealthy person does not have functional capacity and cannot participate activities. This concept of successful aging is presented explicitly in the Figure 4. Because of medical advances and improvement in lifestyle, living even octogenarians are more likely to be active (Vaillant & Mukamal, 2001). Their families and friends consider neither older people old, nor they do think of themselves as old, so long as they remain active and productive in some meaningful sense (Kaufman, 1986).

Figure 4

Successful Aging as A Common Feature of Health, Functional Capability, and Participation



Note. This figure is adapted from the "Figure 1. A model of successful aging", Page 434, John W. Rowe, and Robert L Kahn (1997).

Rowe and Kahn (1997) specify the three components of successful aging—(a) absence of disease, disability, and risk factors; (b) maintaining physical and mental functioning; and (c) active engagement with life. Strawbridge, Wallhagen, & Cohen (2002) operationalized the components of successful aging provided by Rowe and Kahn as:

> For absence of disease- heart disease: stroke, bronchitis, diabetes, cancer, osteoporosis, emphysema, or asthma; for absence of disability- performance on bathing, dressing, eating, toileting, and walking; and for absence of risk factors- smoking, hypertension, and obesity. Similarly, for maintaining physical and mental functioning as: the ability to walk 1/4 mile, to climb stairs of one flat without resting, to stand up for some minutes without feeling dizzy, and to recall things without effort and to use the correct

> words while talking; and for active engagement with life, they included monthly contact with more than two close friends or relatives and being productive through employment, household chores and active volunteering. (p. 729)

According to Vaillant and Mukamal (2001), the concept of aging must be viewed from three dimensions: decline, change, and development. These three dimensions carry the value in negative, neutral and positive direction respectively. Decline is not the successful; change in age does not mean the change to love and to be loved. Development or maturation moves towards progression of success.

Aging can be characterized into distinct angles as physiological, biological, functional and emotional. Physiological aging is concerned with behavioral and individual changes. Biological aging focuses on changes taking place in the structure and function of the human body; identical age group in terms of those within the group being incapable to uphold their functions in society. Finally, emotional aging describes changes in one's lifestyle and attitude reliant on one's self-perception of being old (Muhammad et al., 2009). In the religion of Islam it is has been made mandatory for the youngsters to give full reverence and respect towards their parents.

Vision towards Senior Citizens in Recent Development Periodic Plan in Nepal

Regarding the accepted provision in the international conferences and other concerned platforms, Nepal has been developing policies to address senior citizens. Accordingly, developed fifteenth development periodic plan (Fiscal year 2076/2077-2080/2081) of Nepal to reflect the goals, strategies and programs has set the vision- guaranteeing the protection and dignity of senior citizens. Even though, it is tackling with some dignity and respect reducing problems- need to sustain social justice; to use knowledge, skills and experience; and to provide adequate protection. Increasing number of senior citizens has challenged the managers to address and manage equally and to make adequate provision of services and facilities accordingly (National Planning Commission, 2020). Constitutionally, local authority can make the environment to use the knowledge, skills and experience whereas the central authority concentrates on the protection and enshrinement of the rights of senior citizens. Increasing life expectancy at age 60 years is ringing the bell to search functional capability and participating interest of senior citizens for the management of their work environment to acknowledge their knowledge, skills and experience. Senior Citizens Health Facilities Fund, Old–Age-Allowance, Old Age Homes, like government initiatives of Nepal are not adequate but have drawn the lines of optimism.

Paradigm Shift in Aging and Elder Care Construct

Culture of Nepal teaches the generations strongly that sons are morally obligated to provide care and support to their parents. Modernization and urbanization have led the causes of physical separation of sons from their parents in the majority cases for earning purpose because traditional occupation became unable to manage economics of the home. Regarding longer remaining later-life is the utmost demand of this twenty first century providing respect to senior citizens in true sense. Traditional concept addressing senior citizens has been modified the face of passive role based on dependency. Accordingloy Sixsmith and Gutman (2013) mention as

> Until recently, many traditional assumptions associated with aging and elder care often cast seniors in a more passive role, not a proactive one. For a variety of economic, sociological, and technological reasons, this paradigm is now shifting empowering them to live more robust, healthful, and independent lives. (Sixsmith & Gutman, 2013, p. 9)

An extensive study of old age and aging through a random sample of more than 500 senior residents ranging from 70 to 100 years of the former West Berlin examined in depth concludes that "Old age is not foremost a negative and problem-ridden phase of life" (Baltes & Mayer, 1999, p. 506). Talking about themselves, old people express a sense of self that is ageless—an identity that maintains continuity despite the social and physical changes that come with old age (Kaufman, 1986), and they may, parenthetically, describe themselves as "feeling old" in one context and "feeling young or not old" in another (Kaufman, 1993). Low age-related disability, high functional capability, and active participation with life activities are relative three terms act in hierarchical relation in the way that attempting to make the absence of disease in later life, it lowers the disability to perform functional capacity in life activities.

Conclusion

Yet several prospective studies of aging have not made able to know how to predict successful aging in Nepal because of the lack of a program to search the functional capability of senior citizens in the developmental plan. Components of active aging, healthy aging, and successful aging are interlinked. The old age of the population-adjusted for changes in remaining life expectancy is the prospective old age concept. Aging occurs within the situation of others which demands interdependence besides intergenerational solidarity to make quality remaining later life. The citizen entering into the elderly population sub-group has not the dimension of "decline" necessarily. Respecting the dignity of senior citizens, dimensions of "development" and "change" should be taken into account. The governmental positive concern towards the caring of senior citizens particularly in the context of Nepal is appreciative. Feeling old in one situation does not mean the same feeling of the same person occurs in other situation demands the environment for the ageless age. This foundation of prospective aging presents the vision of remaining life to seek the functional capability of senior citizens to remain active, which helps for a dignified existence.

References

Baltes, P. B., & Mayer, K. V. (Eds.). (1999). *The Berlin aging study: Aging from 70-100.* Cambridge University Press. https://doi.org/ 10.1017/CBO9790511586545

Bhusal, D., & Adhikari, K. P. (2019). Second demographic dividend: Perspective of prospective old age in Nepal. *Perspectives on Higher Education, 11,* 39-44.

Guterres, A. (2020, October 1). Secretary General's message – 2020. https://www.un.org/en/observances/older-persons-day/messages

Hansen-Kyle, L. (2005). A concept analysis of healthy aging. *Nursing Forum, 40*(2), 45-57. https://doi.org/10.1111/j.1744-6198.2005.00009.x

Juanjuan, S. (2015, November 6). *Active participation of older people in China: Policies and practices* [Paper Presentation]. Institute of Gerontology, The 1st Meeting of the North-East Asian Forum on Population Ageing, Renmin University of China.

Kalache, A., & Kickbusch, I. (1997). A global strategy for healthy ageing. *World Health, 50*(4), 4-5. https://apps.who.int/iris/handle/10665/330616

Kandel, R. (2018, December 6). Aging and the elderly. *The Kathmandu Post.* https://kathmandupost.com/health/2018/12/06/ageing-and-the-elderly

Kaufman, S. R. (1986). *The ageless self: Sources of meaning in late life.* University of Wisconsin Press.

Kaufman, S. R. (1993). Reflections on 'The Ageless Self'. *Generations: Journal of the American Society on Aging, 17*(2), 13-16. http://www.jstor.org/stable/44878413

Muhammad, N., Jan, M. A., Shah, M., & Ahmad, Z. (2009). Old age people: A socio-economic view of their problems in Peshawar city, Pakistan. *Pakistan Journal of Life and Social Sciences, 7*(2), 126-130. https://www.pjlss.deu.pk/pdf_files/2009_2/6.pdf

National Planning Commission. (2020, February). *Pandhraun yojana: Arthik barsha 2076/2077-2080/2081* [Fifteenth plan: Fiscal year 2019/2020-2023/2024]. Nepal Government. https://www.npc.gov.np/images/category/15th_Plan_Final1.pdf

Quinodoz, D. (2014). *Growing old: A journey of self-discovery*. Routledge.

Regmi, R. K. R. (1993). Socio-economic and cultural aspects of ageing in Nepal. *Occasional Papers in Sociology and Anthropology, 3*, 28-46. https://himalaya.socanth.cam.ac.uk/opsa.pdf

Rowe, J. W., & Kahn, R. L. (1997). Successful aging. *The Gerontologist, 37*(4), 433-440.

Scherbov, S., Andruchowitz, S., & Sanderson, W. (2018). *Aging demographic data sheet 2018.* International Institute for Applied Systems Analysis, Laxenburg, Austria. http://pure.iiasa.ac.at/id/eprint/15052/1/AgingDemDataSheet2018_web.pdf

Sixsmith, A., & Gutman, G. (Eds.). (2013). *Technologies for active aging* (Vol. 9). Springer.

Strawbridge, W. J., Wallhagen, M. I., & Cohen, R. D. (2002). Successful aging and well-being: Self-rated compared with Rowe and Kahn. *The gerontologist, 42*(6), 727-733. https://doi.org/10.1093/geront/42.6.727

United Nations. (2020). Pandemics: *Do they change how we address age and ageing?* https://www.un.org/en/observances/older-persons-day

United Nations. (1990). I*nternational day of older persons* (A/RES/45/106). Retrieved December 12, 2020, from https://www.un.org/en/sections/observances/international-days/index.html#Oct

Vaillant, G. E., & Mukamal, K. (2001). Successful aging. *American Journal of Psychiatry, 158*(6), 839-847. https://doi.org/10.1176/appi.ajp.158.6.839

World Health Organization. (2020). *Decade of healthy ageing 2020–2030.* https://www.who.int/initiatives/decade-of-healthy-ageing

Labour Migration and Remittance in Nepal

Krishna Prasad Sapkota
Lecturer
Siddhartha Gautam Buddha Campus

Abstract

Labour migration in Nepal started with the recruitment of physically strong youth by the British Army. Recently, Nepal has observed a rapid increase of absent population over census periods. In the 2001 census, 762,181 persons were reported to be absent. Remittances contributed a 10.9 percent share of the gross domestic product (GDP) in 2003/04 and 23.3 percent in 2019/2020. The figure went up to 2169478 more than doubled in 2021. Labour migration and remittances are important areas of population and development. A large number of Nepalese households receive remittances as a result of labour migration. Remittance has a substantial impact on household income and contributes significantly to country's economy. Use of remittance on household consumption and education has become the major determining factor of increased welfare of Nepalese households. It has supported to alleviate the national poverty to some extent and has also increased government's revenue collection. However, the remittance received is yet to be invested in productive sector, such as manufacturing, tourism, hydropower, infrastructures and in new technologies.

Key words: *Labour Migration, Remittance, Origin, Destination, Absent.*

Introduction

Migration has become an integral aspect of the development discourse in Nepal. In the fiscal year 2013/14 alone, approximately half a million Nepalis, mainly the youth, took up foreign employment. Labour migration in Nepal started with the recruitment of physically strong young people by then powerful countries. Slowly it became a livelihood strategy for a large part of the rural population in Nepal. Later on, it became a "Lahure" culture, that is, "In the 19th Century, Nepali (Gurkhas) were recruited to serve in the British Army and British India, while recently, during the latter part of the 1990s, Nepali began to migrate increasingly to the Gulf countries for work" (Seddon et al., 2002). The 1950 Treaty signed between Nepal and India on Peace and Friendship is said to have given more benefits to Indian nationals than the Nepalese. However, the Nepalese has not categorically identified which points of the Treaty are unequal. Article 6 of the Treaty states, 'nationals of the other, in its territory, national treatment with regard to participation in industrial and economic development of such territory. Similarly, Article 7 grants, 'on a reciprocal basis, to the nationals of one country in the territory of the other the same privileges on the matter of residence, ownership of property, participation in trade and commerce, movement and other privileges of similar nature and afford the Nepalese nationals in Nepal protection from unrestricted competition' (KC, 1998). Migration and development are closely interlinked. Migration can contribute to human development, especially if the rights of movers are improved.

Remittances from Labour migration have been important component of the Nepalese economy, which constitute 23.3 per cent of GDP (DoFE, 2015). Foreign exchange earned from migration was higher than that of export receipts and official aid combined. It was observed in 2010 that around 56 percent of Nepalese households had at least one migrant abroad or a returnee (CBS, 2011). On an average, 1700 workers left the country each day in 2019/020 (DoFE, 2019/20). The remittances have not only far-reaching impact and role on Nepal's economy, household consumption and investment patterns, but also on its on-going structural transformation, characterized by the expansion of low multiplier import-dependent services sector activities, and consistent deindustrialization. As a share of GDP, in 2012, Nepal was the sixth highest remittance recipient in the world. Labour migration has thus become the most important economic activity in Nepal. Subsequently, there has been a huge increase in the inflow of remittances, (58.6 billion rupees (NPR) in 2003/04 to NPR 575 billion in 2019/20). Remittances contributed a 10.9 percentage share of the gross domestic product (GDP) in 2003/04 and 23.3 per cent in 2014/15. The remittance flow, therefore, is a major contribution to development financing in Nepal (DoFE, 2019/020).

Objective of the Study

The overall objective of this article is to assess the role and impact of remittance in the development of Nepal. The specific objective is to analyze the aggregate inflow of remittance and labour migrants during different fiscal year of Nepal.

Data sources and Methods

The data used in study is quantitative which are collected from the Population census, Nepal living standard survey; Nepal Labour force survey and Department of Foreign Employment (DoFE). Analytical and descriptive methods are applied in this study. The simple mathematical tools and techniques are used to make the study effective.

Trends and Pattern of Labour Migration

Department of Foreign Employment (DoFE) showed that approximately 1700 people left Nepal every day in possibility of employment and higher gaining job in foreign lands during the period. According to DoFE, 33,445 people left the country for foreign employment, up from 26,600 people during the same period last year (DoFE,2019-020). The National Population Censuses collected and estimated the size of the migrant population for different times. Since 1952/54, the number of Labour migrants increased significantly from about 200,000 to around two million by 2021. The highest change occurred between 2001 and 2021 when the number of Labour migrants was more than double. The increase in the absent population as a proportion of total population was not so high; however, the rate of increase in absent population was very high. In the 1991 Census, there was an increase of 63.4 percent in the absent population in absolute terms from the previous Census, but it was just 3.4 percent of the total population. In 2001, the rate of increase slowed sharply from 63.4 in 1991 to 15.8 percent, which was 3.2 percent of the total population. Similarly, there was a high increase in absentee population in 2011 with 152.1 percent increase in migrants and the proportion of migrants (7.3%) among total population (Table 1).

Table 1: Population and Labour Migrants, 1952/54-2011

Census Year	Total Population	Labour Migrants (Absentees)	Share of Migrant with total Population (%)
1952/54	82,56,625	1,98,120	2.3
1961	97,41,466	3,28,470	3.4
1971	1,15,55,983	-	-
1981	1,54,25,816	4,02,977	2.6
1991	1,84,91,097	6,58,290	3.4
2001	2,31,51,423	7,62,181	3.2
2011	2,64,94,504	19,21,494	7.3
2021	2,91,64,578	219,0592	7.51

Source: CBS, 2014, CBS, 2021

Labour Migration by Sex

As per the of the 2001 census, 2.1 million of Nepali are abroad, out of total absentee population (219,0592) male occupied 81.3 percent and female 18.7 percent (CBS, 2021). There was observed a steady increase in the total number of labour permits issued for foreign employment by Department of Foreign Employment (DoFE) Nepal. A total of 27,25,772 labour permits were issued over the seven-year period between 2008/09 and 20014/015. Among them 25,95,431 are male and 1,30,333 are female. In that period, the number of labour migrants increased by 137 percent, which accounted about 8 percent of Nepal's total population. It is believed that thousands of Nepalese have migrated to foreign countries for employment through irregular channel of migration using airports in neighboring country without having labour permits from DoFE Nepal. So, the number of Labour migrants could be much higher than the official data (Table 2).

Table 2: Total number of Labour Permits Issued annually by sex, 2008/09–2014/015

Year	Male Labour Migrants	Female Labour Migrants	Total labour Migrants	Rate of increase in Absolute terms (%)
2008/09	2,11,371	8,594	2,19,965	-
2009/010	2,84,038	10,056	2,94,094	25.21
2010/011	3,44,300	10,416	3,54,716	17.09
2011/012	3,61,707	22,958	3,84,665	7.79
2012/013	4,23,092	27,767	4,50,889	14.68
2013/014	4,92,724	29,121	5,19,638	13.61
2014/015	4,78,199	21,421	4,99,620	-
Total	25,95,431	1,30,333	27,25764	-

Source: Department of Foreign Employment, 2016

Origin Districts of Labour Migrants

Given data represents only labour migrants who obtain a permit through a recruitment agency, which, as previously noted, is used by more men than women. Of the more than 2.2 million labour permits issued over the past six years, 1,729,252 of them were arranged through a recruitment agency. The receivers of labour migration permit represented all 75 districts of Nepal, 27 with the top-ten districts of origin Dhanusa, Mahottari, Jhapa, Morang, Siraha, Nawalparasi, Saptari, Sunsari, Sarlahi and Rupandehi (DoFE, 2015).

The top-ten districts constituted 36.4 percent of all labour permits issued over the six-year period, and as shown, are largely southern border districts. Among the ten districts, Dhanusa has the largest number of migrants overall, at 5 percent of all the labour migrants who received a permit over the past six years. The bottom-five districts of origin are Dolpa, Mustang, Manang, Humla and Mugu - all located in northern Nepal, near China (DoFE,2016).

Mahottari district, which has the second-largest district receiving labour permits, it has the lowest HDI score of the ten districts published by United Nations Development Programme's Human Development Index. Mahottari, Siraha and Sarlahi are three of the country's most poorly performing districts in terms of education -they have the smallest number of schools going young people, a high drop-out rate and inadequate educational facilities.

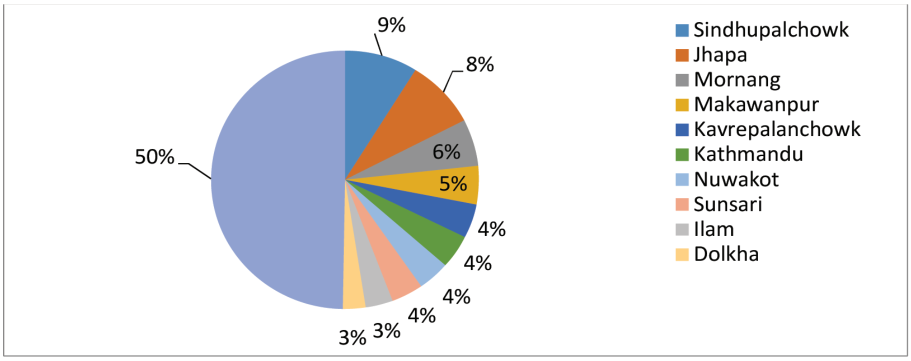
In terms of trend, although the top-ten districts remain the geographical source for most of the labour migrants in foreign employment, their share of the total labour migrants has been slightly decreasing as more people from other districts take up foreign employment. For instance, a considerable increase is evident in the acquisition of permits of workers from Dang, Kailali, Rautahat and Bara districts, which are located along the border with India in the western and southern areas of the country (Table 3).

Table 3: Yearly pattern of labour migrants in top-ten districts, 2008/09–2013/014 (In %)

District/Year	2008/09	2009/010	2010/011	2011/012	2012/013	2013/014
Dhanusa	6.7	5.3	4.9	4.5	4.8	4.8
Mahottari	3.7	11.2	5.7	3.6	3.2	3.5
Jhapa	5.8	4.7	4.6	4.5	4.5	4.2
Morang	4.3	4.2	4.3	4.2	4.2	4.0
Siraha	4.6	4.2	4.3	3.5	3.5	4.0
Nawalparasi	3.1	2.9	3.3	3.3	3.1	3.0
Saptari	2.5	3.2	3.1	2.8	2.8	3.1
Sunsari	2.7	2.6	2.7	2.9	2.9	3.0
Sarlahi	2.1	2.3	2.4	2.2	2.6	3.0
Rupandehi	2.1	1.8	2.3	2.3	2.7	2.7

Source: DoFLM ,201

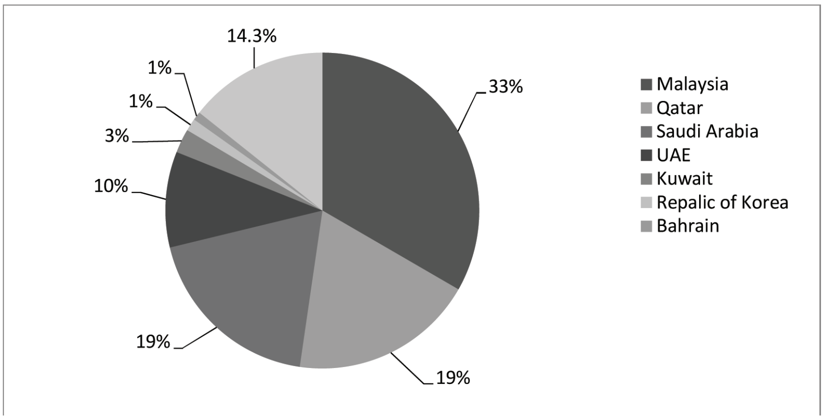
Figure 1: *Top-ten origin districts for female labour migrants,2013/014 (%)*



Destination Countries of Labour Migrants

Nepali labour migrants have obtained permits to work in as many as 142 countries over the past seven fiscal years (2008/09–2014/015). Any country that is a member of the United Nations, unless banned by the Government of Nepal, may be chosen by a migrant worker as destination country, although the Government limits the number of countries that may be managed for employment through recruitment agencies. Malaysia and the Gulf countries have been the most attractive destinations, receiving 85 per cent of all male and female labour migrants in the past seven fiscal years. Nepal reveals that more than 81 per cent of Nepali migrant workers went to just four countries. As shown in figure 2, of the total 2,723,587 labour permits issued over that period, 33 percent were for employment in Malaysia, followed by Qatar (19 %), Saudi Arabia (19%), United Arab Emirates (10 %), Kuwait (3 %), Bahrain (1 %) and Oman (0.6 percent).

Figure 2: *Top-destination countries for foreign employment, 2014/015*



Although there are comparatively small numbers of migrants going to the Republic of Korea, it has emerged as a favorable destination country in the past seven years largely because of the government-to-government agreement that enables good wages and good living and working conditions. Of the 35,585 labour permits issued between 2008/09 and 2014/015 for the Republic of Korea, 95.4 percent were arranged through the EPS scheme.

Trend and Pattern of Remittance

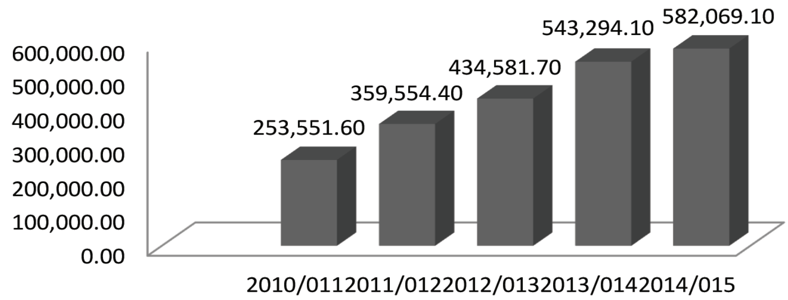
Remittance is a one of the most importance sources of economy of Nepal. Remittance 27.4 percent share the economy. Remittances have a significant impact at the household level because they allow migrants and their families an opportunity for increased income and a better standard of living in Nepal.

Table 4: *Remittance Received and Gross Domestic Product,2010/011-2014/015.*

Year	Remittance Received (In million Rs.)*	Percent change in remittance	GDP (In million Rs.)**	Per cent of Remittances to GDP
2010/011	253,551.6		1,366,953	18.6
2011/012	359,554.4	41.8	1,536,000	23.4
2012/013	434,581.7	20.8	1,701,194	25.6
2013/014	543,294.1	25.0	1,941,624	27.9
2014/015	582,069.1	7.1	2,124,650	27.4

Source: DoFE,2015

Figure 3: *Remittance received, 2010/011–2014/015(In million Rs.)*



Use of Remittance

Nepal Living Standard survey 2010/11 report explained that the Daily Consumption had the highest share among the uses of remittances that was followed by Repaying Loans. About 79 percent of the total remittances received by the households were used for Daily Consumption while 7 percent was used for Loans Repayment. The share of consumption on remittances received from India was very high (85 percent), its share on remittance received from Malaysia, Saudi Arabia and Qatar was more than a half. More than one-fourth of the remittances received from Malaysia, Saudi Arabia and Qatar were used for Repaying Loans. It was believed that Out of total of repaying of loans, the loan taken for the purpose of going for foreign employment such as the fee charged to arrange Labour jobs and cost of transportation and living before departure were very high. So much earning was spent with interest to pay back loans taken for pre-migration processes. Use of remittances on education was low as 3.5 percent. Its use on Capital Formation, Business and saving were even much lower (2.4 percent, 0.5 percent and 0.6 percent respectively). Similarly, out of the total remittances received in the country, 4.5 percent of it was used to acquire household property (Table 5).

Table 5: *Distribution of remittances by use of origin remittances countries, 2010/011 (In Percent)*

Source of Remittances Countries	Daily Consumption	Education	Capital Formation	Business	H.H Property	Saving	Repay Loan	Others
India	84.6	2.2	2.0	0.3	4.2	0.4	4.5	1.9
Malaysia	52.1	4.3	4.3	1.2	5.0	0.9	30.0	2.2
SaudiArabia	57.6	1.2	4.3	0.5	2.8	0.6	31.0	2.1
Qatar	55.4	5.0	6.2	0.3	4.3	0.5	25.8	2.5
U.K	74.2	0.0	3.6	2.0	2.0	3.2	10.2	4.8
Others	59.1	6.3	4.6	1.6	1.9	3.1	19.1	4.3
Total	78.9	3.5	2.4	0.5	4.5	0.6	7.2	2.5

Source: NLSS 2010/11

Conclusions

Labour migration in Nepal began with the recruitment of physically strong youth by the British Army. Family migration connected to this was observed as a latter trend, particularly in the northern parts of India. After the 1990s, Nepali began to migrate increasingly to Gulf countries and Malaysia for employment. An estimated five million Nepali are employed in foreign countries, of which around 40% leave for India.

The decentralization of passport issuance in Nepal also facilitated the migration of many unskilled and semi-skilled Nepali. The process for Nepali people to migrate for employment is complex and can be time-consuming, which has spurred the increase of recruitment agencies. The Government of Nepal has also made legislative changes designed to offer protection, including the regulation of recruiting companies as well as instituting a "free visa-free ticket" scheme whereby employers are to bear the visa and air travel expenses for workers going for employment in Saudi Arabia, Kuwait, United Arab Emirates, Qatar, Oman, Bahrain, Malaysia and among others.

Large scale of Labour migration from Nepal has grown the remittance substantially over the years. The remittances have improved the quality of life of Nepalese people through the household consumptions especially on food, clothing, shelter, health and education. It has substantially supported to alleviate the poverty of the country. It is believed that remittance has more than fifty percent contribution to reduce the poverty of the country. Remittances have been the largest source of foreign exchange income and it has great contribution to maintain a positive current account balance and balance of payments.
Remittances also have been indirectly contributing to the steady growth of tax revenues. Most of the migrants were engaged in agriculture before migration, but the majority switched from farming after returning. The migrant returnees have preferred manufacturing and utilities; construction; hospitality and service sector jobs and occupations after migration. These facts indicate that the returnees want use their skills, abilities and experiences gained abroad. However, investment on capital formation and business as well as in the saving is negligible. Because of lack of investment opportunities and incentives in other sectors, much of the remitted resources has been invested in the real estate sector resulted high price hike of land and also the financial sector vulnerabilities has been increased.

The declining trend in the remittance inflow is expected to put a downward pressure on the country's balance of payments and domestic liquidity. The global economic slowdown may possibly stimulate host countries to adopt further cost cutting measures that could further hit the remittance inflow. Given that remittance is not a stable source of income; the government needs to undertake proactive measure to address the impact on the economy.

References:

Central Bureau of Statistics (CBS). (2011). *Nepal Living Standards Survey 2010/11.*Central Bureau of Statistics.

Central Bureau of Statistics (CBS). (2012). *National Population and Housing Census 2011.* Central Bureau of Statistics.

Central Bureau of Statistics (CBS). (2014). *Population Monograph of Nepal vol I,2014*. Central Bureau of Statistics.

Central Bureau of Statistics (CBS). (2021). *Preliminary Report National Population Census.* Central Bureau of Statistics.

Department of Foreign employment (DoFE). (2013). *Labour Migration for Employment, A Status Report for Nepal 2012/013.* Department of Foreign employment.

Department of Foreign employment (DoFE). (2015). *Labour Migration for Employment, A Status Report for Nepal 2013/014.* Department of Foreign employment.

KC, B K. (1998). T*rends, Patterns and Implications of Rural –To-Urban Migration in Nepal.* Central Department of Population Studies TU, Kirtipur.

Seddon D., Adhikari J. & Gurung, G. (2002). Foreign labour Migration and the Remittance Economy of Nepal. *Critical Asian Studies* 34:1.

“मेरो पाल्पा” लामो कविताको कृतिपरक विश्लेषण

विजु पछाई
उप- प्राध्यापक
सिद्धार्थ गौतम बुद्ध क्याम्पस

सार

प्रस्तुत लेख कवि अजम्बरध्वज खातीको 'मेरो पाल्पा' लामो कविताको विश्लेषणमा केन्द्रित छ । यसमा लामो कविताको परिचय दिँदै नेपाली लामो कविताको ऐतिहासिक सन्दर्भमा प्रस्तुत कृतिको सन्दर्भ उल्लेख गरिएको छ र यसै सन्दर्भसँगै प्रस्तुत कृतिलाई लामो कविता तत्वका आधारमा विश्लेषण पनि गरिएको छ । नेपाली कविता साहित्यमा सात दशकभन्दा लामो साधना यात्रा पार गरिसकेका कवि अजम्बरध्वज खातीको 'मेरो पाल्पा' नवीन प्रयोगमा आधारित प्रयोगवादी शैलीमा रचित मातृभूमिको स्मृतिलाई मार्मिक ढङ्गमा प्रस्तुत गरिएको कविता हो । वि.स २०७१ सालमा प्रकाशित 'मेरो पाल्पा' नेपाली लामो कविता परम्परामा जन्मभूमि, आमा र अतीतप्रेमको त्रिवेणीमा पाल्पालाई प्रकृतिको अनुपम वरदान, कला, साहित्य, सङ्गीतको शृङ्गारले सिँगारिएको सानो स्वर्गका रूपमा अभिव्यञ्जित गरिएको छ । राजधानीपछिको सभ्यता र कलाले सुसोभित पाल्पालाई अंग्रेजविरुद्ध लड्ने योद्धाहरुको कर्मभूमिका रूपमा पनि सम्बोधन गर्दै कविले सुन्दर, मनोरम र प्रिय जन्मभूमि पाल्पा अनि बाबा आमा छोडेर बैँसभरि परदेशमा पसिना बेची वर्तमान जीवन पनि जन्मभूमिभन्दा टाढै रहनुपरेको पीडा अनि अतीतको मधुर स्मृतिलाई आख्यानचूर्णको उपयोग गर्दै प्रयोगात्मक शैलीबाट कवितामा प्रस्तुत गर्न सफल छन् । यही नै यसको सार हो । यसप्रकार कवि खातीद्वारा सृजित यस कृतिमा तत्कालीन पाल्पाको प्राकृतिक सुन्दरता अनि संस्कृति, कला र संगीतको त्रिवेणीको किनारमा राणाकालीन परिवेशको दृश्य सजीव रूपमा उतार्नुका साथै जननी र जन्मभूमिसँग चीर वियोग खपेको एक भुक्तभोगी पात्रले पूर्वस्मृति शैलीमा गरिएको एकलापीय भावनाको उडान सफल रूपमा दिएको छ । यस लेखमा नेपाली लामो कविता परम्परामा भित्रिएको प्रकृतिप्रेमी, जननी र जन्मभूमिप्रति श्रद्धाभावले भरिपूर्ण, अतीतको मधुर सुगन्धले सुवासित प्रयोगधर्मी कृतिका रूपमा 'मेरो पाल्पा' को चर्चा गरिएको छ ।

मुख्य शब्दहरू : अन्तरज्ञान, गान्धीवाद, विह्वल, तिलस्मी, शिलापत्र

विषय परिचय

फुटकर कविताभन्दा लामो र महाकाव्यभन्दा सानो मझौला रूपअन्तर्गत पर्ने खण्डकाव्य र लामो कवितालाई समकक्षी सृजना मानिन्छ । खण्डकाव्य पूर्वीय साहित्यको देन हो भने लामो कविताको प्रवर्तनको श्रेय पाश्चात्य साहित्यलाई जान्छ । आख्यानविहीन भई कुनै एक विषय या प्रसङ्गमा उनिएका फुटकर पद्यात्मक अभिव्यक्तिको प्रबन्धन कोशकाव्य र मुक्तक काव्यका अलग पारिभाषिक शब्दका रूपमा पनि लामो कविता प्रयोगमा आएको हो (त्रिपाठी र अन्य, २०६० पृ.१८) । आयाम संरचना स्वरूपका दृष्टिले खण्डकाव्य र लामो कविता उस्तै लागे पनि नेपाली साहित्यमा खण्डकाव्यको आगमन नेपाली कविताको प्राथमिक कालमा नै भएको पाइन्छ भने लामो कविताको आगमन धेरै पछि आधुनिक कालमा अर्थात् वि.सं.२०२० पछि मात्र भएको मानिन्छ । पूर्वीय साहित्यिक मान्यता केलाउने हो भने मझौला स्तरका कवितालाई खण्डकाव्य नै भनेको पाइन्छ । पाश्चात्य साहित्य मान्यतामा यसलाई एलिजी, 'लङ पोएम' भनेको पाइन्छ । 'लङ पोएम'को पर्यायवाची नेपाली शब्द लामो कविता मानिएको छ । नेपाली गाथाहरूलाई पनि लामो कविताका लागि पृष्ठभूमिका रूपमा मानिएको छ । मानव जगत् अव्याख्येय, दुर्बोध्य, विसङ्गगत र समस्यै समस्याको माकुरे जालमा जेलिए जस्तै कविता पनि भाव, शब्द, अर्थ र अमूर्त चिन्तनहरूले जेलिएको हुनुपर्छ भन्ने मान्यतालाई लामो कविताले अङ्गिकार गरेको छ । पश्चिमका फ्रान्स, बेलायत जस्ता युरोपेली देशहरूमा विकसित भइसकेपछि विश्वव्यापी बन्दै जाने क्रममा लामो कविता लेखन परम्पराले नेपाली साहित्यमा प्रवेश पाएको हो (त्रिपाठी र अन्य, २०६०

पृ.२२) । नेपाली साहित्यको प्रयोगवादी धाराका प्रर्वतक मानिने मोहन कोइरालाको 'सूर्यदान' लाई नेपाली लामो कविताको आरम्भ विन्दु मानिँदै आएको पाइन्छ। विभिन्न चरणहरू पार गर्दै आजको अवस्थासम्म आइपुगेको नेपाली कविता सात्यिमा लामो कविता लेखनले निरन्तरता पाइरहेको देखिन्छ। सोही परम्पराको निरन्तरताको प्राप्ति कवि अजम्बरध्वज खातीको मेरो पाल्पा कविता हो।

सामग्री सङ्कलन तथा अध्ययन विधि

यस शोध लेखमा मेरो पाल्पा कृतिमा केन्द्रित भएर तत्कालीन पाल्पाको प्राकृतिक सुन्दरता, सांस्कृतिक, साहित्यिक, साङ्गीतिक अनि कलाका क्षेत्रमा पाल्पाको पृथक पहिचान र राणाकालीन सन्दर्भलाई समेत समेटेर बडो सुन्दर र कलात्मक रूपमा प्रस्तुत गरिएको छ । प्रस्तुत लेखमा आवश्यक सामग्री प्राथमिक र द्वितीयक स्रोतबाट लिइएको छ । प्राथमिक सामग्रीका स्रोतका रूपमा कवि अजम्बरध्वज खातीको "मेरो पाल्पा" लामो कविता नै हो । नेपाली लामो कविता परम्परा, लामो कविताको सैद्धान्तिक आधार तथा त्यसको संरचना र तथा तत्कालीन पाल्पाको ऐतिहासिक सांस्कृतिक साहित्यिक साङ्गीतिक र कला सम्बन्धी तथ्यहरूका बारेमा अध्ययनका लागि विभिन्न कृतिहरूलाई द्वितीयक स्रोतको रूपमा उपयोग गरिएको छ। यस लेखका लागि आवश्यक सामग्रीको सङ्कलन पुस्तकालय विधिबाट गरिएको छ । यसका निष्कर्षहरूका प्रामाणिकताका लागि द्वितीयक सन्दर्भहरूलाई उपयोग गरिएको छ।

सैद्धान्तिक आधार

साहित्यको पद्य विधाअन्तर्गत पर्ने लामो कविता कविताको मझौला आयाम हो । कविताको मझौला आयाममा खण्डकाव्य र लामो कविता पर्दछन् । कविताका मझौला आयामका रूपमा चिनिने खण्डकाव्य र लामो कविताका बिचमा प्रशस्त भिन्नता भेटिए पनि आख्यान तत्वले भिन्नताका आधार पनि सृजना गरेको पाइन्छ। पूर्वीय साहित्यबाट भित्रिएको खण्डकाव्यमा आख्यान र कवित्वको सन्तुलन हुनु पर्ने मान्यता रहेको पाइन्छ भने लामो कविता आख्यानहीन पनि हुन सक्छ र भए पनि झिनो रूपमा आउँछ। लामो कवितामा आख्यान विशृङ्खलित रूपमा पनि आउन सक्छ। (प्रधान, २०५९ पृ ५-६)। लामो कवितामा आख्यान तत्वभन्दा कवित्व प्रबल हुन्छ । चेतनप्रवाह शैलीमा सृजित यस्ता खाले कवितामा छन्द नियमको अनुशासनलगायत क्रमको पनि भङ्ग हुन्छ।

पाश्चात्य साहित्यमा बिसौं शताब्दीमा टि.एस.इलियट र डब्लु.बी.इट्सका कविताहरूको सृजनासँगै देखा परेको पाइन्छ भने इलियटकै सन् १९२२ मा प्रकाशित द बेस्ट ल्यान्ड नामको कविताबाट लामो कविताले स्पष्ट पहिचान प्राप्त गर्‍यो । यसरी स्थापित लामो कविता युरोप अमेरिकालगायतका पाश्चात्य मुलुकहरूमा फैलिँदै जाने क्रममा २०२० पछि नेपाली साहित्यमा पनि प्रवेश गएको देखिन्छ। नेपाली साहित्य परम्परामा कविता विधालाई प्राचीन विधाका रूपमा लिइन्छ। नेपाली कविता परम्परा १९ औं शताब्दिको दोस्रो दशकतिरबाट विभिन्न मोड उपमोडहरू पार गर्दै आएको छ। १९ औं शताब्दीको अन्त्यतिर र २० औं शताब्दीको सुरुतिर प्रतीकवाद, अतियथार्थवाद, बिसङ्गतिवाद र अस्तित्वाद जस्ता विभिन्न वाद र धाराहरूको सम्मिश्रण गरी समष्टिगत प्रभावमा अर्थिने प्रवृत्तिका कविताहरू लेखिए । कवितामा नवीन प्रयोगको उपजका रूपमा स्वतस्फूर्त लेखन, अमूर्त लेखन, गद्यकविता लेखनका साथै अवचेतन प्रवाहका माध्यमबाट भाव अभिव्यक्त हुनपुग्यो। अवचेतन मनको प्रवाहमय उच्छलन्, प्रयोगपरक स्वतस्फूर्त लेखन र अमूर्त चिन्तन भावको स्वतस्फूर्तता, सम्प्रेषणविहीनता, व्याकरणात्मक असङ्गति, संरचनालगायत र अर्थगत विशृङ्खलता तथा नवीन प्रयोगका सुन्दरताहरू मिसिएका लामा कविताहरू लेखिन थालिए। सबल कथानक, झीनो कथानक मुक्त कथानक तीनै किसिमका कथानकीय स्वरूपका काव्यकलालाई समेटिएको भए पनि मुक्त कथात्मकताका लामा कविताहरू अधिकमात्रामा लेखिए । लामा कविताभित्र टुक्रे आख्यान, स्वचालित लेखन, अमूर्त लेखनको बाहुल्यताले गर्दा यो प्रयोगवादी दायरामा उभिन सफल छ।

यसका साथै अनुभूतिको उच्च ज्वार, भावाभिव्यक्तिमा विशृङ्खलता, क्लिष्टता र दुर्बोध्यता, विद्रोहात्मकता, अधिकाधिक बिम्ब प्रतीकको प्रयोग लामो कविताका प्रमुख विशेषता बनेको देखिन्छ । व्याकरणसम्मत भाषाको बाह्य संरचनालाई अवज्ञा गर्दै

अपरम्परागत र नवीन प्रयोगधर्मी कविता लेखनका साथै अवचेतन मनको प्रकटीकरणमा जोड, बौद्धिकता, निरस अभिव्यक्ति, प्रतीकात्मकता जस्ता विशेषतायुक्त लामो कविता लेखन परम्परालाई पाश्चात्य साहित्यको देन मानिनुका साथै नेपालको राजनैतिक सांस्कृतिक आर्थिक परिवर्तनले साहित्यमा पारेको प्रभावका रूपमा लिइएको पाइन्छ । त्यसकै सेरोफेरोमा रही यसको विश्लेषण गरिएको छ ।

नेपाली साहित्यमा लामो कविता

नेपाली भाषामा कविता लेखनको थालनी पृथ्वीनारायण शाहको नेपाल एकीकरण अभियानताका वि.सं १८२६ तिरबाट भएको मानिन्छ । शासक स्तुति, नेपाल एकीकरणमा संलग्न वीरहरूको गुणगानमा केन्द्रित वीरधाराबाट आरम्भ भएको प्राथमिककाल भक्तिधाराको रूपमा विकसित हुँदै संस्कृत, हिन्दी, उर्दू, फारसी जस्ता भाषामा अनुदित भई सृजित हुन थाले । भक्तिधाराअन्तर्गत कृष्णभक्ति, रामभक्ति निर्गुणभक्ति जस्ता उपधारा देखा परे (श्रेष्ठ र शर्मा, २०६४: २४-३९) । वीरधाराबाट आरम्भ भएको नेपाली कविताको प्राथमिक काल सुगौली सन्धिपश्चात भक्तिधाराका यी दुई उपधाराअन्तरगत रहेर कविता साहित्य अगाडि बढेको पाइन्छ ।

नेपाली कविताको प्राथमिककालको वीर र भक्तिधाराको अनुवाद परम्परामा बाँचेको कविता शृङ्गारिक धारबाट बिस्तारै प्रकाशनको चरणमा प्रवेश गर्नुका साथै परिष्कारवादी, स्वच्छन्दतावादी, प्रगतिवादी धारा हुँदै नेपाली कविताका विभिन्न आयामका कविता सृजित र प्रकाशित हुँदै गए । कविता विधाको यो विकास र बिस्तारसँगै कविताको मझौला आयामअन्तर्गत पर्ने लामो कविताको पनि देखा पर्न जान्छ । नेपाली कविता परम्परामा लेखनाथ पौड्यालको पिँजराको सुगा, माधव घिमिरेको पापिनी आमा आदिलाई लामो कविताको पृष्ठभूमिका रूपमा लिइन्छ ।

वि.सं २०१७ को रूपरेखा पत्रिकामा मोहन कोइरालाको घाइते युग प्रकाशित भएपछि नेपाली कविता साहित्यमा प्रयोगवादी धारको प्रारम्भसँगै नवीन मूल्य र मान्यता भित्रिएको पाइन्छ । परम्परागत मान्यता र ढाँचाका विरुद्ध नवीन भावधारा र नवीन शिल्प सज्जा तथा संरचनालाई वरण गर्दै अतियथार्थवादी, विसङ्गतिवादी जीवनदृष्टि र बिम्बवादी तथा प्रतीकवादी शैलीशिल्पको प्रयोगलाई आत्मसात गरेर अगाडि बढ्ने क्रममा लामो कविताले विकास हुने अवसर प्राप्त गरेको मानिन्छ । आख्यानचूर्णको प्रयोग गरी अमूर्त शैलीमा सृजना गरिएका संरचनाविहीन संरचना भएका प्रयोगवादी कविता लामो कविता हुन् (भट्टराई, श्यामप्रसाद पृ. १२) । जीवनको निस्सारता, विद्रूपता, शून्यता र मृत्युबोध अनि ईश्वरप्रति अनास्था जस्ता नवीन सन्दर्भमा प्रवेश पाएको लामो कविता खण्डकाव्यको वैकल्पिक रूपमा पनि सृजित भएको पाइन्छ । नेपाली कविता साहित्यमा स्वच्छन्दतावादी भावधाराबाट प्रवेश गरेर रूपरेखा पत्रिकामा घाइते युग शीर्षकको कविताको माध्यमबाट प्रयोगवादी धाराको प्रवर्तन गर्ने कवि मोहन कोइरालाको सूर्यदान (२०२२) लामो कविताको विकासमा कोषेढुङ्गा साबित हुन पुग्यो (उपाध्याय,२०४९ पृ.२३१) । नेपाली कविता साहित्यमा लामो कविताको प्रवर्तन, विकास र रिन्तरता दिने सशक्त प्रयोगवादी कवि मोहन कोइरालाका यसपछि लेक (२०२३), पलङ नं.२१ (२०२९), नुनशिखाहरू (२०३१), नदी किनारका माझी (२०३८), ऋतु निमन्त्रण (लामो कविता संग्रह २०४०), नीलो मह (२०४१), एउटा पपलरको पात (लामो कविता संग्रह२०४७), गजपथ (२०५९), यतीका पाइला खोज्दै (२०६०), सिमसारका राजदूत (२०६५) प्रकाशित भए । नदी किनारका माझी उनको सबैभन्दा लामो कविता हो । संरचनात्मक विशृङ्खलता, अन्तरआख्यानको बाहुल्यता र न्यून व्याप्तिका कारणले महाकाव्यगत उचाइ प्राप्त गर्न नसके पनि प्रयोगवादी कविताको विस्तृति र उचाइको सम्भावना प्रकट गरेको छ । नेपाली लामो कविता परम्परालाई भने स्थापित गरिदिएको छ (भट्टराई, २०६६,पृ.९८) । मोहन कोइरालाको बौद्धिकता, प्रयोगशीलता, नवीनताले नेपाली कविता सात्यिमा एउटा विशिष्ट स्थान ओगट्न सफल छ । मोहन कोइरालाको अनुपस्थिति हुँदो हो त त्यो स्थान रिक्त रहने निश्चित नै थियो ।

लामो कविता लेखनलाई निरन्तरता दिने कवि मोहन कोइराला नै भए पनि यस परम्परामा अन्य कविहरूको पनि उपस्थिति देखिन्छ । ईश्वर बल्लभका मेरी आमाले आत्महत्या गरेको देश (२०२८), एउटा शहरको किनारामा (२०२९-३०), अग्निद्वीप (२०३०) र अग्नि म महिमा गर्छु (२०३५) जस्ता लामो कविताले नेपाली लामो कविता साहित्य परम्परामा थप योगदान दिएको पाइन्छ (उपाध्याय, २०४९पृ. ६१) । यसैगरी जगदीश शमशेरको नरसिंह अवतार (२०३७), वानिरा गिरीको मेरो आविष्कार (२०४१) आदि कविताको पनि उत्तिकै योगदान रहेको पाइन्छ । लामो कविता परम्परामा मोहन कोइरालाका वि.सं.२०६०मा नेपाल राजकीय प्रज्ञा प्रतिष्ठानबाट प्रकाशित लामो कविता सङ्ग्रहमा उनका लामो कविताहरू समाविष्ट छन् ।

नेपाली लामो कविता लेखन परम्परामा मेरो पाल्पा लामो कविता लिएर कवि अजम्बरध्वज खाती देखापर्दछन् । वि. सं २०७१ सालमा प्रकाशित उक्त लामो कविता कविको दीर्घ साधना र उनको जीवनको उत्तरार्द्ध चरणमा देखापरेको कृति हो । यसमा जन्मभूमिप्रतिको अगाध प्रेम, अतीतप्रतिको मोह, मातृस्नेहको तिर्खाको मार्मिक प्रस्तुतिका साथै पाल्पाको प्राकृतिक सुन्दरता, राणकालीन समयको झल्को, विद्रोहप्रतिको यात्रा जस्ता गहन विषयको प्रस्तुतिका साथै अवचेतन मनका भावहरूको तुमुलतालाई आख्यान चूर्णहरूको प्रयोग गरी व्यक्त गर्ने जमर्को गरेको पाइन्छ ।

परम्परित, नवीन, पाकृतिक र पौराणिक बिम्ब प्रतीकको प्रयोग, मानवीय प्रवृत्ति, सभ्यता, संस्कृति र रहनसहनलाई बडो संयमताका साथ प्रस्तुत गरिएको यस कृतिमा सहरी परिवेशमा असंगत, जटिल र समस्यै समस्यामा जेलिएको वर्तमान मानव जीवनलाई शब्दगुम्फन, भावगुम्फन र टुक्रे आख्यानहरूको माध्यमबाट प्रस्तुत गरेका छन् । हृदय पग्लिएपछि भाषा कविता जस्तै बन्छ र त्यसैलाई छन्द, बिम्ब, प्रतीक, उपमा र लालित्यपूर्ण शब्दको संयोजन र कलाले शृङ्गार गरिन्छ अनि कविताको जन्म हुन्छ (ज्ञवाली, पृ ३६) । कविताको सम्बन्धमा प्रस्तुत यस धारणाले कविको कविता विधाप्रतिको उच्च आस्था, अगाध श्रद्धा र काव्यशास्त्रसम्बन्धी गहिरो ज्ञानराशि देखिन्छ ।

वि. सं २०५० को दशकदेखि साहित्यमा सक्रिय उनले कविताको लघुदेखि बृहत् आयामसम्म कलम चलाएका छन् । नेपाली साहित्यमा विभिन्न प्रयोगहरू भइरहेको सन्दर्भमा अचेतन अनुभूतिमा जमेर रहेका मातृभूमि र जन्मदातृप्रतिको अगाध प्रेम अनि श्रद्धालाई भावले समात्न खोज्नु, तात्क्षणिकता र मानव जीवनका वास्तविकतालाई समेट्ने प्रयास गर्नु, गद्यात्मताभित्र अन्तरलय समायोजन गर्न सक्नु, चित्रात्मक भाषाको प्रयोग गरी भावुकताप्रतिको प्रवेशद्वार खोल्नु, सहरिया परिवेश, समाजका विकृति विसङ्गति एवम् शून्यतालाई पन्छ्याउने जमर्को गर्दै मानवीय मूल्य, अस्तित्व र जीवनप्रतिको आस्थाको खोजी गर्नु जस्ता प्रवृत्तिलाई उनको यो लामो कविताले आत्मसात गरेको छ ।

खण्डकाव्य लेखनमा प्रयोग हुने परम्परित भाषा, शैली, संरचना, कथानक, पात्र, उद्देश्य आदिलाई पर सार्दै प्रतीकात्मक, बिम्बात्मक, चित्रात्मक, लयात्मक एवम् ग्रामीण स्तरका कथ्य भाषाको प्रयोग गर्दै अजम्बरध्वज खातीले नवीन ढाँचाको अवलम्बन गरेका छन् । कवितामा मार्मिकता, चेतनप्रवाह शैली, प्रकृतिको मानवीकरण, मानवीय प्रवृत्तिलाई आत्मसात गर्दै नवीन धारका अनुयायी बन्न सफल रहे ।

अजम्बरध्वज खाती बिम्ब प्रतीकको प्रयोगका दृष्टिले सफल कवि मानिन्छन् । चुली, थुम्को, घाम, बतास, जुका, कागज, देश, खरानी, रानीमहल, मुटु जस्ता परम्परित र नवीन बिम्बको गर्दै मातृभूमिप्रतिको अगाध स्नेह, मातृवात्सल्यको तिर्खा, अतीतप्रतिको मोहलाई मार्मिकतासाथ प्रस्तुत गरेका छन् । समाजमा छरपष्ट देखिएका अन्याय अत्याचार विकृति विसङ्गति आदिलाई टिपेर मन छुने भाव र शैलीमा प्रस्तुत गर्ने खुबी कविमा देखिन्छ । मानिस अनेक सपना देख्छ । सोही सपना पूरा गर्न आफन्त, माटो र अपनत्व छाडेर बतासिन्छ । यसरी बहकिने क्रममा आफूले गुमाएका आफन्त, आफ्नो जन्मभूमि र जननीका यादले सेरिएको एक भुक्तभोगी पात्रको अवचेतनका भावहरूलाई झिनो आख्यानको माध्यमबाट जीवनवादी र अस्तित्वादी धारणासँग मितेरी लगाउँदै एकालापीय गद्य शैलीमा कविले प्रस्तुत गरेका छन् । राज्य पक्षले वास्ता नगरे पनि अजम्बर जन मनमा घुस्न सफल छन् (ज्ञवाली, पृ.३८) । अजम्बरध्वज खाती एक सशक्त र सफल कवि हुन् । मोहन कोइरालापछि बिस्तारै धमिलिँदै गएको लामो कविता परम्परालाई 'मेरो पाल्पा' कविताको माध्यमबाट थप टेवा दिने प्रयास गरेका छन् ।

'मेरो पाल्पा' लामो कविताको विश्लेषण

मेरो पाल्पा लामो कविता कवि अजम्बरध्वज खातीको वि.स २०७१ सालमा प्रकाशित नवीन र प्रयोगात्मक रङ्गले सजिएको कृति हो । यस कृतिमा पाल्पाको प्रकृति, संस्कृति, जातजाति, सभ्यताका साथै आधुनिकताले त्यहाँको जनजीवनमा पारेको प्रभावलाई चिनाउने सफल प्रयास गरिएको छ । पाल्पा प्रकृतिले सजिएको, कला साहित्य र संगीतमा अग्रणी हुनुका साथै अंग्रेजविरुद्ध लड्ने वीर योद्धाहरूको भूमि भएकाले यसलाई ऐतिहासिक भूमिका रूपमा लिइन्छ । कविले उक्त कृतिमा राजधानी पछिको सभ्यता र कलाले सुशोभित पाल्पालाई आफ्ना भावनाको गाङ्गेयले छताछुल्ल पार्ने प्रयास गरेका छन । प्रस्तुत मेरो पाल्पा कविताका बारेमा कविको स्वीकारोक्ति यस्तो रहेको छ:

२०३५ सालको वसन्त पहाडका टुप्पाहरू र बेसीका पाखातिर खेल्न लागेको । शिशिरको जाडो छल्न शरदमै झरेका मालचराहरू उकालो लाग्ने बेलामा म पनि एकदिन गैरागाँउ आइपुगेँ र घर पुग्ने बेलामा डाँडाथोकबाट आज आएको बाटो एकचोटि फर्केर हेर्न मन लाग्यो, फर्केर हेरे; हेर्दा भीनगरको सुन्दर सल्लेरीबन सुसाउने डाँडाको काखमा सेतै–सेतै छित्रेर तानसेनले मन उचाल्ने दृश्य बोकेको थियो । कुतकुती खेलेको मन यतिमै नथन्किई आँखालाई डोऱ्याउँदै टिप्न पुगे माडीको फाँट, फौडेको लेक, देवगिर बङ्नास, नायर रिम्घाका सत्य र सुन्दरहरू यी त आँखाले देखिने सुन्दरताहरू थिए देखिसकेँ । अब त्यो भाग ओझेल परेको थियो जहाँ दगुर्न थाल्यो मात्र सम्झनामा मेरो सुन्दरमा रमाएको अतीत सुदूर पूर्वी पाल्पाका मगर बस्तीहरू । त्यहाँ देख्न थालेँ मैले फेरी ती दृश्यहरू मेरै बन्द आँखाभित्र जब फुक्दै थिए म भित्र यौटा लोभ जाग्यो मेरो पाल्पा को मेरा सम्झनामा ती सङ्ग्रहहरू हुन्, मैले कवितामा टिपेर यसमा सङ्ग्रह गरेको छु (पृ. भूमिका) । कवि खातीमा प्रकृतिप्रेम, माटोप्रेम, जननीप्रतिको प्रेम र श्रद्धाका साथै जाति अनि संस्कृतिप्रतिको प्रेम उच्च रहेको पाइन्छ ।

पृष्ठभूमि

युगकवि सिद्धिचरण श्रेष्ठद्वारा प्रेषित साहित्यिक प्रेरणा जगाउने खालको पाँच पानाको पत्र पढेर साहित्य सृजनामा लागेका कवि अजम्बरध्वज खातीले निरन्तर साधनाद्वारा नेपाली भाषा र साहित्यलाई समृद्ध तुल्याउन उल्लेखनीय भूमिका निर्वाह गरेका छन् (ज्ञवाली, २०६३, पृ १९) । कविताका चारवटै भेद लघुतम, लघु, मझौला र वृहत आयाममा कलम दौडाउने कवि खाती मेरो पाल्पा लामो कवितासम्म आइपुग्दा निश्चित काव्यिक उचाइ प्राप्त भएको देखिन्छ । आफूले प्रथम पटक पाइला टेकेको धरती पाल्पालाई आखाँबाट हृदयमा प्रवेश गराई मुटुको धड्कनसँगै गाएर गद्य शैली र स्थानीय रसिलो भाषामा साङ्गो पाङ्गो रूपमा प्रस्तुत गरेका छन् । ८० औ वर्ष प्रवेशका बिहानीमा अर्को अजम्बरी कृति प्रकाशित गरेका उत्साह र जाँगर लोभ लाग्दो छ । (पराजुली, २०७१, भूमिका) । प्रस्तुत मेरो पाल्पा लामो कविता कृतिमा कविले विविध विषयको समाविष्ट गरेका छन् । तिनमा अभिव्यक्त विषयहरूलाई तल उपशीर्षकसहित प्रस्तुत गरिएको छ ।

विषयवस्तु

मेरो पाल्पा कवि खातीको अतीतको मिठो स्मरणलाई पढ्दै, गुनगुनाउँदै, खेलाउँदै, सजाउँदै र कवितामा उन्दै गरेको अत्यन्त मार्मिक र सुन्दर सृजना हो । कवि मेरो पाल्पा लामो कवितामा आफू जन्मिएको जन्मभूमिबाट टाढा जीवनको उत्तरार्द्धमा पाइला चालिरहँदा अतीततिर फर्किएर सरसर्ती दौडिने मनका पाङ्ग्राहरूलाई आफ्नो मन स्मृतिले भ्याएसम्म दौडाउन सफल देखिन्छन् । मेरो अतीतको भुसभुसे गन्ध सङ्कलित यो काव्य पात्रले स्तुत्य बनाएको छ मलाई मेरो किशोरकाल, मेरो रमाइलो अतीतको स्रष्टा (मेरो पाल्पा, पृ. भूमिका) । मेरो पाल्पा लामो कविता अतीतमोहमा अनुबन्धित प्रकृतिको सुन्दरताले सजिएको जननी र जन्मभूमिप्रति समर्पित उत्कृष्ट कृति हो ।

लघु आयाममा संरचित यस कृतिमा लामा छोटा गरी ३८ वटा अनुच्छेदहरू रहेका छन् । पृष्ठ ७ देखि अनुच्छेदका भित्र भित्र संकेत दिएर पाल्पाका कलाकार, सेवक, साहित्यकार, विद्वान् आदिको परिचय पृष्ठको तल्लो भागमा खोलुवा दिइएको छ । प्रत्येक अनुच्छेदभित्र विभिन्न विषयवस्तुहरू राखिएका छन् । मानवीय र मानवेतर पात्र विशेषको उपस्थितिसँगै विषयवस्तु, घटना र कथानकहरूलाई मोडिएको छ ।

यसको आरम्भ म पात्रको अतीतको स्मरण र स्वयम् परिचयको प्रसङ्गबाट भएको छ । बाध्यताले आफू जन्मेको माटो छाडेर हिँड्नुपरेको आफ्नो जन्मस्थल, बा–आमा छोड्नुपरेको सात समुद्र पार पसिना बेचेर फर्की हाल बटौलीमा रहेको भावलाई प्रस्तुत गर्ने क्रममा निर्जीव देशको मानवीकरण गरी आफूलाई गुन लगाएको र नुन खुवाएकोले देशलाई मानवीकरण गरी सरलताभित्र प्रयोगात्मकता भर्ने कार्य गरिएको छ । नेपाली युवाका बाध्यता र पीडालाई पसिना बेच्न परदेशमा पुग्नुपर्ने तितो यथार्थलाई सूक्ष्म आख्यानको प्रयोग गरी सुन्दर शैलीमा यसरी प्रस्तुत गरिएको छ :

मलाई जन्म दिएर
मेरो गुन बोकेको देश
मेरो तन्नेरी उमेरसम्म
मलाई नुन खुवाएको देश

मेरो पाल्पा ।
एउटा त्यही छोरा जो गास र बास खोज्न
बाबु र आमाको काख छोडेर सात समुद्र नाघेर
पसिना बेच्न पराईको देशमा पुग्छ
....
म तिम्रो यो त
यही बटौलीमा छ ....(पृ. २)

खड्ग शमशेर, प्रताप शमशेरलाई बास दिने पाल्पा र त्यहाको सदरमुकाम तानसेन हो भन्ने भाव प्रतीकात्मक शैलीमा रचित छ । एकातिर खड्ग शमशेर र प्रताप शमशेरको प्रसङ्ग उल्लेख गरी पाल्पा जिल्लाको सदरमुकाम भएको प्रसङ्गसँगै सहिदका सपना यही माटोमा मिसिएको विषय भावगत विशृङ्खलताका साथ प्रस्तुत भएको छ भन्ने कवितामा यसरी व्यक्त गरिएको छः

भाग्नुपर्थ्यो खडग शमशेर र प्रताप शमशेर
तिनीहरूलाई बास दिने पाल्पा हो,
आमा भएर न्यानो काख दिने पाल्पा हो ।
त्यसैले सदरमुकाम पाल्पा हो
तिनीहरूले यही सपना मिसाएका थिए (पृ. ४-५)

श्रीनगर तानसेनको शिरमा छ । प्रकृतिले सजिएको र तानसेनको परिचय बोकेको श्रीनगरलाई तानसेनले नै पहाडकी रानी देख्दै हिमशृङ्खलाको सुन्दर ताज पहिरिएको आनन्दानुभूतिमा मग्न हुन्छे भन्ने भावको स्वतस्फूर्त उडान अनि प्राकृतिक सुन्दरताको अमूर्तता र रहस्यमयतालाई प्राकृतिक बिम्ब प्रतीकको माध्यमबाट प्रकृतिको मानवीकरणसहित कविले यसरी व्यक्त गरेका छन्:

श्रीनगर
प्रकृतिले सुन्दर गरेको ठाउँ
तानसेनको परिचय बोकेको यो नाउँ
यहाँ सधैँ तानसेनले आफूलाई खोज्न उक्लन्छ
अनि श्रीनगर हिमश्रृङ्खलाको ताजमा
पहाडकी रानी बनेको देख्छे (पृ. ८) ।

प्रेम शाश्वत र पवित्र हुन्छ । प्रेम जति मधुर हुन्छ यसबाट प्राप्त चोट असहय हुन्छ । खाती प्रेम र संवेदनाका कवि हुन् । आख्यान चूर्णको माध्यमबाट प्रेमको विराट संसार दिन सक्नु कविको विशेषता हो । प्रेम प्रतीक भनेर कहलिएको पाल्पाका महत्वपूर्ण स्थानको परिचय दिने क्रममा अवचेतनमा अवस्थित प्रेमका भावहरूलाई खरानी, रानीमहल आदिलाई प्रतीकका रूपमा स्विकार गर्दै रानीमहलको सुन्दरतामा प्रेमको मझेत्रोभित्र सुरक्षित बसेको ऐतिहासिकताको स्वरूपलाई पनि दर्शन गराउने कार्य गरेका छन् । भाषिक जटिलताको अनुशीलनमा लामो कविता परम्परको मर्यादामा रही कविले ऐतिहासिकताको गमलामा प्रेमको सुन्दर फूल फुलाउन सफल देखिन्छन् । प्रेयसीको चितामा थुप्रिएको खरानीमा पनि प्रेमको राप आइरहन्छ भन्ने मार्मिक र प्रेममय भावलाई कविले प्रेम जस्तै भावगत अमूर्तताको माध्यमबाट यसरी व्यक्त गरेका छनः

अविच्छिन्न मुटु चुडिएर चिता पोलिएको नाउँ हो
जलेर प्रेयसी खरानी थुप्रेको ठाउँ हो
यिनै वियोग संझनाले विह्वल आँसु सँगालेको छ
उही अनायसै सग्लो प्रतिबिम्ब रानीमहल
अक्षय रूप र प्रेमको बरदान पाएको नाम हो । -पृ. १४)

सम्झनाको वायुपङ्खी घोडा चढेर अतीतको सुरम्य यात्रा गर्दै कवि पाल्पाका अनेक भू-भागमा कैले दौडिएर कैले आनन्दको पोखरीमा पौडिन्छन । मातृत्वको अमूल्य खजानालाई भावहरूको जालोमा जेलेर प्रस्तुत गर्न कवि सिद्धहस्त मानिन्छन् । आमाछोराको चीरवियोगपछिको मिलन, त्यो मातृत्वको नरित्तिने मोहधारा अमूर्त र स्वचालित रूपमा कवितामा छताछुल्ल भेटिन्छ। जन्मभूमिको स्मरणसँगै मातृत्वको तिर्खाले उनको हृदय तिर्खाउँदा पूर्वानुभूतिको रसले सिञ्चित भएकी आमा र छोराको लामो वियोगपछि सपनामा भएको मिलनको मिश्रण अति मार्मिक शैली र प्रतीकात्मक तौरबाट कवितामा प्रस्तुत गरिएको छ। भावगत विशृङ्खलता, प्रतीकात्मकताले सजिएको यस अनुच्छेदमा चिलायो, पसारिन्, मुसारिन् जस्ता शब्दहरू वाच्यार्थभन्दा लक्ष्यार्थतिर केन्द्रित रही कवितामा भावगत क्लिष्टता उत्पन्न गराउन सफल भएको देखिन्छः

बल्ल चिनिन् आमाले ऊ छोरो हो
काख चिलायो
काख पसारिन्
कोख चिलायो
छोरालाई पल्टै पल्ट मुसारिन्
दुध निथ्रे पनि
छोराको मायाले छाती चिलायो
छोरालाई छातीमा टाँसिन
आँसुको सहस्रधारले छोरो भेटायो । (पृ. ३०)

आफ्नो मातृभूमि र आमाप्रतिको माया हृदयमा सजाएर ८० वर्ष पार गर्न लागेका म पात्रकै स्मृतिको वायुपङ्खी घोडा डाँडा–पाखा, पर्वत, खेत, खोला, आँगन, पिँढी, मझेरी पुगेको छ, कतै उकाली चढेको छ कतै ओराली झरेको छ र रमाएको छ । अतीतका सुरम्य स्थलहरूमा मनमोहक यात्रा गरेपछि कवि हृदय पुनः वास्तविक जीवन, उमेर र स्थानमा फर्किएको छ ।

परिवेश

मेरो पाल्पा लामो कविता जन्मभूमिप्रतिको अगाध स्नेह र अतीतप्रतिको सम्मोहित कृति भएकोले यस कथ्यको स्थानगत परिवेश पाल्पा जिल्लामा अवस्थित सुन्दर सहर तानसेन र त्यस वरपर अवस्थित सुन्दर स्थानहरू मानिएको छ । यसका अतिरिक्त मानव समुदायका हित र वर्तमान समयमा देखिएको परिवर्तनको चित्र प्रस्तुत गर्ने क्रममा विश्वजनीन परिवेशलाई पनि एकाध ठाउँमा उठाइएको पाइन्छ । पाल्पा जिल्लाको श्रीनगर, शितलपाटी, रानीघाट, माडी फाँट, देउगीर जस्ता महत्त्वपूर्ण र सुन्दर स्थलहरूको फर्किएको चर्चा काव्यमा मिहिन तरिकाले गरिएको पाइन्छ। कतै सहरी परिवेशको छाया त कतै ग्रामीण परिवेशको शान्त र सुरम्य चित्र दिनु यस कृतिको वैशिष्ट्य बनेको छ। कालगत परिवेश नियाल्दा स्पष्ट रूपमा व्यक्त नभए पनि कविको बाल्यकालीन वय र प्रतापशमशेरको वर्णनमा बढी केन्द्रित देखिन्छ। त्यस्तै खड्गशमशेरको प्रसङ्ग पनि समेटिएकोले राणाकालीन अवस्था सम्म आँकलन गर्न सकिन्छ।

स्मृतिको तरङ्गमा लहराएको प्यारो जन्मस्थल, त्यहाँको तत्कालीन संस्कृति, ममत्व, तत्कालीन परिवेशलाई मेरो पाल्पा लामो कविता राम्रोसँग प्रस्तुत गरेको छ। विशेष गरी पाल्पाली भूमिमा गरिने धार्मिक सांस्कृतिक प्रचलन परिवर्तनका लागि गरिएका सङ्घर्ष र रैतीहरूले भोगेका जीवन सूत्रलाई यसमा साङ्गोपाङ्गो रूपमा प्रस्तुत गरिएको छ।

संरचना

लघु आयाममा संरचित यस कृतिमा लामा छोटा गरी ३८ वटा अनुच्छेदहरू रहेका छन् । पृष्ठ ७ देखि अनुच्छेदका भित्र भित्र सङ्केत दिएर पाल्पाका कलाकार, सेवक , साहित्यकार, विद्वान् आदिको परिचय पृष्ठको तल्लो भागमा खोलुवा दिइएको छ । प्रत्येक अनुच्छेदभित्र विभिन्न विषयवस्तुहरू राखिएका छन्। मानवीय र मानवेतर पात्र विशेषको उपस्थितिसँगै विषयवस्तु, घटना र कथानकहरूलाई मोडिएको छ।

विचार

मेरो पाल्पा मातृभूमिप्रतिको मोह र अतीतको स्मृतिको लगनगाँठो जेलिएको पवित्र र सुन्दर कृति हो । यस कृतिमा अमूर्त शैली, विशृङ्खल भावका माध्यमबाट आफू जन्मिएको माटोलाई जीवनको अनेक आवश्यकता र बाध्यताका कारण छोड्नुपर्ने यथार्थलाई प्रस्तुत गरिएको छ । समयको लामो अन्तरालपछि अतीततर्फ फर्किएर नियाल्दा भावविभोर बनेका पलहरूलाई शब्दजालले छपक्क छोपेर राखेका छन । यस कृतिमा कविले आफ्नो शैशवकाल, आफन्तसँग बिताएका अमूल्य बालापन, आफू घुमेका स्थलहरूको गहिरो छाप स्मृतिपटलमा झुल्किँदा उठेका भाव लहरीलाई जस्ताको त्यस्तै प्रस्तुत गर्दै कविले आफ्नो वर्तमानको यथार्थलाई पनि इमान्दारीका साथ उद्घाटन गरेका छन् । जननी, जन्मेको र हुर्केको माटो जीवनको उत्तरार्द्धसम्म आइपुग्दा पनि उत्तिकै प्रिय र अविष्मरणीय हुन्छ भन्ने भावलाई आफ्नै सृजना, वन, थुम्को, पश्चिम र पूर्वका प्रसङ्गलाई एउटै अनुच्छेदमा समन्वय गर्दै भावगत विशृङ्खलताका साथ कविले यसरी व्यक्त गर्दछन्:

त्यही म आत्तिएका सम्झनाहरूले
फर्कंदै छु आफ्नो प्रौढलाई डोराउँदै
फेरि ती चुलीहरूमा जहाँ प्रकृतिले हेर्न मन लागेर
आफ्ना रचना सुन्दरहरू आफ्नै रूपहरू
वन, बस्ती र पहाडहरू थमु र थुम्कोहरू
ठडाएको पश्चिमदेखि पूर्वसम्म (मेरो पाल्पा पृ. २) ।

कवि खाती शोषित पीडित र निम्नवर्गको पक्षमा आवाज उठाउनमा कुशल शिल्पी मानिन्छन् । पसिनाको मूल्य प्रत्येक श्रमजीवीले पाउनुपर्छ । प्रकृति भगवानको आशीर्वाद हो र यहाँ अवस्थित धरती आकाश सबैको साझा धन हो भन्ने आध्यात्मिक र नैतिक सन्देशलाई जमिन घर घामपानी हावासँग जोडी दैनिक जनजीवमा प्रचलित शब्दहरूको प्रयोग गरी प्रकृति सबैको साझा सम्पत्ती हो र धरती साझा घर हो भन्ने गहन विचारलाई कवितामा यसरी पोखएको छ :

जोत तिमीले जोतेका जमिनहरू यी जमिनहरू तिम्रै हुन्
पोत तिमीले पोतेका घरहरू तिम्रै हुन्
सित्तैका हुन् यी घाम, बतास, पानी र हावाहरू
यी तिम्रा हुन् (पृ. १३) ।

शोषक र सामन्तको अन्याय र अत्याचारको विद्रोह हटेर हाइन डटेर गर्नुपर्छ । शोषित वर्ग एकजुट भएर अन्यायको विरोध गरेमात्र निरङ्कुशताको साङ्लो चुँडाउन सकिन्छ भन्ने भाव प्रस्तुत गर्न कवि सफल छन् । जुकालाई तानाशाही शासकको प्रतीकका रूपमा उभ्याएर मान्छेलाई एकपटक शोषित वर्ग र एकपटक शोषक वर्गको प्रतीकका रूपमा उभ्याएर कविले प्रयोगशीलताको सुन्दर नमुना प्रस्तुत गरेका छन् । साथै एकतामा शक्ति हुन्छ, एकजुट भएर अन्यायको विरुद्धमा लड्नुपर्छ भन्ने विचार कवितामा यसरी प्रस्तुत भएको छ:

हाम्रो एकताको जिन्दावादले मान्छेको
रगत चुस्ने जुकाहरू हार्नेछन्
हामी मान्छे भएर बाँच्ने छौँ
संसार भोग्ने छौ (पृ. १४) ।

कवितामा देशभक्ति नदी जस्तै बग्नुपर्छ । कवि खातीका कवितामा पनि मातृभूमिप्रतिको प्रेम, कला सभ्यताको धाराप्रवाहमय ज्वार भेटिन्छ । मेरो पाल्पा लामो कवितामा नेपाल कला, सभ्यता, संस्कृति बोकेको देश हो यहाँ माया प्रीतिले उब्जिएका गाथाहरूलाई विशृङ्खलित भावहरूको माध्यमबाट यसरी पोखिएको छ:

हेर त चित्र कोरेर यो ठाउँको कागजमा
उत्कृष्ट कला र सभ्यता बोल्छ

त्यही कला र त्यही सभ्यताले बनेको समाज हो
यही बस्छ
सरल, शान्त र परिश्रम यिनैले सिर्जेको हो यो देश
यिनैको माया र प्रितीहरू निःसृत यहाँ
यो देश मायाको देश भएको छ (पृ. २४)।

मेरो पाल्पा २०७१ बाट नेपाली कविता परम्परामा पूर्वस्मृति धारबाट जन्मभूमिप्रतिको प्रेम र श्रद्धाभाव व्यक्त गर्ने प्रक्रियामा नयाँपन थपिएको महसुस हुन्छ। विशेष गरी पाल्पाली परिवेशसँग जोडिएको उक्त कृति परिवर्तनका बाहकहरूलाई स्तुत्य शैलीमा उभ्याइएको छ । मातृभूमिप्रतिको प्रेम, मानवतावादी भाव, विश्वबन्धुत्वको भावका साथै प्राकृतिक सुन्दरताको चित्रण जस्ता प्रवृत्तिले यो कृतिलाई उचाइतर्फ लगेको पाइन्छ । कविले एकातिर आफू जन्मिएको माटोलाई शिरमा राखी अतितको मोहमा लहसिँदै सम्पूर्ण मानव समुदायलाई एकताको सूत्रमा बाँधिनु पर्ने सन्देश प्रवाह गर्न सत्प्रयास गरेका छन भने अर्कातिर प्रयोगवादी नवीन धारलाई आत्मसात गर्दै विशृङ्खल भाव, अवचेतन मनको प्रस्तुति, क्लिष्टता, परम्परित अनि नवीन बिम्ब प्रतीकको प्रयोग जस्ता शिल्प सज्जाले कवितालाई छुट्टै पहिचानको कसीमा राख्न सफल देखिन्छन् । समग्रमा हृदयमा वर्षौंदेखि अङ्कुराएर बसेका सम्झनाका बिरूवाहरूलाई मेरो पाल्पा लामो कविता कृतिमा कविले नवीन प्रविधि, प्रयोगका आधारभूत औजारहरूको उपयोग गरी विशृङ्खल भावहरूको बगैँचामा जतनले सारेका छन् ।

निष्कर्ष

खण्डकाव्यको समकक्षी विधाका रूपमा परिचित लामो कविता अंग्रेजी लङ पोयम को नेपाली रूप मानिन्छ । विशृङ्खलताको आड लागेर आख्यानका झिल्का झिल्कीहरू समेट्दै खजमजिएको संरचनासहित देखा परेको कविताको प्रयोगात्मक स्वरूप नै लामो कविता हो । मोहन कोइरालाको सूर्यदान कविताबाट नेपाली कविता साहित्यमा भित्रिएको लामो कविता लेखन विभिन्न प्रयोगवादी कविका प्रयोगवादी कविताका माध्यमबाट आजसम्म पनि निरन्तर रहेको पाइन्छ । कवि अजम्बरध्वज खातीको मेरो पाल्पा (२०७१) कविता पनि यसै परम्परामा सृजित सफल कृतिका रूपमा देखिएको छ । आयामका दृष्टिले 'मेरो पाल्पा' कविता लघु नै भए पनि यस कृतिले परिवेशगत र विचारगत विराट आयाम ओगट्न सफल छ । तत्कालीन पाल्पाको प्राकृतिक, सामाजिक, साहित्यिक, साङ्गीतिक गरीमा स्तुत्य छ । त्यति सुन्दर र प्रिय मातृभूमिलाई र जन्मदातालाई कलिलो उमेरमै छोडेर परदेशी बन्नु पर्दाका पीडा छातीभरि गडेका छन् । कविले अझै पनि आफ्नो माटोमा पुग्न नसक्दा स्मृतिमा सजिएका चित्र कोर्नु नै यो कविताको निष्कर्ष हो । उमेरले मात्र होइन साधनाले समेत प्रौढ बनेका कवि आफ्नो दीर्घ साधना र अनुभवलाई भावहरूमा साक्षी राख्दै जीवनका अनुकूल र प्रतिकूल भोगाइका चित्रहरू अनि अवचेतनमा मडारिइरहेका बाल्यावस्था र युवावस्थाका मधुर स्मृतिलाई आख्यानका मसिना झिल्काहरूको माध्यमबाट यसमा प्रस्तुत गरेका छन् । तत्कालीन पाल्पाली संस्कार, सभ्यता र दैनन्दिनीलाई प्रयोगात्मक र नवीन गद्य शैलीमा प्रस्तुत गरी परिवर्तनका वाहकहरूलाई सलाम गर्दै कविले नवीन पाराबाट नेपाली लामो कविता साहित्य परम्परामा आफ्नो परिचय स्थापित गर्न सफल छन् । विशेष गरी उपमा र रूपक अलङ्कारको प्रयोग, अन्तरलयको सन्तुलित प्रयोग, नेपाली मौलिक बिम्ब तथा पौराणिक बिम्ब प्रतीकको समुचित प्रयोग, शृङ्गार शान्त करुण वीर जस्ता रसको सन्तुलित प्रयोगले कृति उत्कृष्ट बनेको छ ।

सन्दर्भसूची

उपाध्याय, केशव प्रसाद (२०४९). *साहित्य प्रकाश.* पाचौँ सं. ललितपुरः साझा प्रकाशन
ओझा, रामनाथ र अन्य (२०६५). *नेपाली कविता र काव्य.* काठमाडौँ : पिनाकल पब्लिकेसन ।
खाती, अजम्बर (२०७२). *सरम हराएको सहर :* मोन्ताज क्रियसन प्रा.लि. ।
खाती, अजम्वर (२०७१). *मेरो पाल्पा.* बुटवलः सुब्बिनी आमा रतनबाई खाती प्रतिष्ठान ।
पराजुली, मुरारी (२०७१). *मेरो पाल्पा.* बुटवलः सुब्बिनी आमा रतनबाई खाती प्रतिष्ठान
प्रधान, प्रतापचन्द्र (२०५९). *प्रतिनिधि आधुनिक नेपाली लामा कविता.* काठमाडौँः नेपाल राजकीय प्रज्ञा प्रतिष्ठान ।
भट्टराई, श्याप्रसाद (२०७८). *नेपाली कविताकाव्य,* काठमाडौँः जुपिटर प्रिन्टिङ एन्ड पब्लिसिङ हाउस प्रा.लि. ।
शर्मा, मोहनराज (२०५५). *समकालीन समालोचना सिद्धान्त र प्रयोग.* काठमाडौँः ने.रा.प्र.प्र. ।
शर्मा, सोमनाथ (२०२८). *साहित्य प्रदीप.* काठमाडौँः पुस्तक संसार ।
श्रेष्ठ, दयाराम र मोहनराज शर्मा (२०६४). *नेपाली साहित्यको संक्षिप्त इतिहास.* (नवौँ संस्करण). ललितपुरः साझा प्रकाशन ।
ज्ञवाली, हिरण्यलाल (२०७३). *अजम्बरध्वज खातीको काव्यिक व्यक्तित्व.* बुटवलः सुब्बिनी आमा रतनबाई खाती प्रतिष्ठान ।

“जेलचलान” कथामा शक्तिसम्बन्ध

पुरुषोत्तम ज्ञवाली
उप- प्राध्यापक
सिद्धार्थ गौतम बुद्ध क्याम्पस

सार

प्रस्तुत आलेख कविता पौडेलको ‘जेल चलान’ कथामा शक्तिसम्बन्ध’ विषयमा केन्द्रित छ । नेपाली समाजमा विद्यमान लैङ्गिक तथा वर्गीय विभेदलाई लिएर पात्रहरूबिच भएको शक्तिसङ्घर्ष र उनीहरूले प्राप्त गर्न खोजेको सामाजिक प्रभुत्वलाई पाश्चात्य साहित्यमा विकसित मिसेल फुकोको शक्तिसम्बन्धी मान्यताका कोणबाट अध्ययन विश्लेषण गरिएको छ । यस सैद्धान्तिक मान्यताका आधारमा हेर्दा तत्कालीन समाजमा विभेदजन्य सांस्कृतिक मूल्यमान्यताको प्रतिपादन, त्यसैका आधारमा वर्ग सिर्जना र तिनको परिपोषण गर्ने जिम्मेवारीको नेतृत्व पुरुष तथा उच्च वर्गले गरेको छ । आफ्नो सम्प्रभुतालाई कायम राख्न खोज्ने शासक वर्ग र त्यसका विरुद्ध विद्रोह गरी समानता, स्वतन्त्रता, सहअस्तित्व र अधिकार प्राप्त गर्न खोज्ने शाषित वर्गबिच भएको शक्तिसङ्र्षले धेरै हदसम्म शासकीय सम्प्रभुता क्षयीकरण भएको छ । फुकोले भने जस्तै हरेक पात्र र वर्ग उत्तिकै शक्तिशाली देखिएका छन् । सीमान्त वर्गमा आएको चेतले शक्ति पृथकीकरण पूर्ण रूपमा नभए पनि शोषक वर्गलाई दण्डित गरेको देखिन्छ । उच्च वर्ग, पुरुष सत्ता र उच्च संस्कृतिप्रति विद्रोह नगरे समाजमा आफ्नो अस्तित्व स्थापित हुन नसक्ने भन्दै त्यसका विरुद्ध शाषित वर्गमा विद्रोही चेतको विकासात्मक अवधारणा विकास गराउनु यस कथाको मूल प्राप्ति रहेको छ ।

मुख्य शब्दावली : सम्प्रभुता, सीमान्तीयता, परिपोषण, पितृसत्ता, औपनिवेशिक, आत्मसमर्पण

विषय परिचय

औपन्यासिक क्षेत्रमा बढी प्रसिद्धि कमाएकी कविता पौडेल कथाकारका रूपमा पनि परिचित छिन् । उनले खास गरी ग्रामीण भेगका निम्न वर्गीय पात्रको उपस्थित गराई उनीहरूका जीवनगत भोगाइ, चरित्र र सामाजिकतालाई मूल विषय बनाई कथा रचेको पाइन्छ । विभेदजन्य सामाजिक व्यवस्था, आर्थिक विषमता र पितृसत्तात्मक सांस्कृतिक मूल्यमान्यताकै कारण महिला र पुरुष, प्रभुत्वशाली वर्ग र सर्वहारा वर्गबिच उत्पन्न द्वन्द्व र त्यसको परिणतिबारे विविध घटनाका माध्यमबाट पुष्टि गरिएको हुन्छ। मूलतः नारी समस्यामा केन्द्रित भए पनि अभिजात तथा प्रभुत्वशाली वर्गबाट सीमान्तकृत वर्गका समस्याको उठान गर्नुका साथै तिनका समाधानतर्फ पनि उनका कथाहरू लक्षित छन् । *रिमा* कथासङ्ग्रह (२०६९) मा सङ्गृहीत “जेलचलान” कथामा अभिजात तथा प्रभुत्वशाली वर्गका पुरुष तथा नारीबाट प्रताडित पात्रहरूका समस्यामा केन्द्रित सामाजिक कथा हो । समसामयिक घटना प्रस्तुत गरी त्यसै अनुकूलका पात्रहरूको प्रयोगले पनि प्रस्तुत कथा आस्वादित बन्न पुगेको देखिन्छ । ग्रामीण क्षेत्रका सामाजिक समस्यालाई घटनाको फेरो बनाई समतामूलक समाजको स्थापनामा जोड दिनका लागि प्रगतिशील पात्रहरूको समेत प्रयोग गरिएको छ। अशिक्षा, अचेतना र पराधीन मानसिकताले सर्वहारा वर्गका पात्रहरूलाई कमजोर बनाउन खोजे पनि सामन्त वर्गको सीमातीत दमन, हिंसा र शोषणबाट असह्य भई उनीहरू कसरी विद्रोहशील बन्न पुगेका छन् भन्ने कुरालाई यस कथाले छर्लङ्ग पारेको छ। परम्परादेखि चलिआएको जाति तथा सामन्तवादले आफ्नो शासन र प्रभुत्वलाई यथास्थितिमै राख्न खोज्दा उनीहरूको शक्ति कसरी कमजोर बन्न पुगेको छ भन्ने हेतुले पनि प्रस्तुत शोध शक्तिसम्बन्धका कोणबाट अध्ययनीय छ ।

शक्तिसम्बन्ध विभिन्न पक्षका बिच भएको शक्तिको मापन हो । फ्रान्सका प्रसिद्ध दार्शनिक मिसेल फुकोको विमर्श, ज्ञान र शक्तिसम्बन्धी धारणा यसैसँग सम्बन्धित छ । जुन पाश्चात्य दर्शनमा विकसित आधुनिक मान्यता हो । फुकोले मार्क्सवादको सत्तासम्बन्धी मान्यताको विरोध गर्दै शक्तिको नवीन अवधारणा अघि सारेका छन् । माथिल्लो निकायदेखि तल्लो निकाय वा हरेक तहमा शक्तिको वितरण हुने उनको मान्यता छ। यो राज्यसत्ता वा उच्च वर्गमा सीमितीकरण नभई पीडित वा दास बनाइएका

पात्रहरूमा पनि कायम रहने मान्यता राख्दछन् । जेलचलान कथामा पनि महिला र पुरुष तथा प्रभुत्वशाली र सर्वहारावर्गबिच समाजमा आफ्नो आधिपत्य जमाई शक्तिका केन्द्रमा उभिन सङ्घर्षरत छन् । महिला र पुरुष तथा बुर्जुवा वर्ग र सर्वहारा वर्गमध्ये को कसरी शक्तिका केन्द्रमा र को कसरी शक्तिको परिधिमा छ भन्ने मूल समस्यामा केन्द्रित छ । जसलाई यिनै मान्यताका आधारमा विश्लेषण गरी निष्कर्ष निकालिएको छ ।

समस्याकथन

जेलचलान कथालाई शक्तिसम्बन्धको कोणबाट विश्लेषण गर्नु नै प्रस्तुत शोधको मूल समस्या हो । त्यही मूल समस्यामा केन्द्रित रही लैङ्गिक तथा वर्गीय वर्गीय शक्तिसम्बन्धबारे खोजविश्लेषण गरिएको छ ।

उद्देश्य

समस्याकथनमा उल्लिखित शोध समस्याहरूको प्राज्ञिक समाधान खोज्नु नै यस शोधपत्रको मूल उद्देश्य रहेको छ । मूलभूत उद्देश्यलाई बुँदाका रूपमा तल उल्लेख गरिएको छ :
“जेलचलान” कथालाई लैङ्गिक तथा वर्गीय शक्तिसम्बन्धका कोणबाट विश्लेषण गर्नु ।

सीमाङ्कन

जेलचलान कथामा नेपाली समाज र त्यस समाजभित्र रहेका विविध सांस्कृतिक पक्षलाई समेटिएको पाइन्छ । उक्त कथालाई विभिन्न सैद्धान्तिक कोणबाट विश्लेषण गर्न सकिए पनि फुकोको शक्तिसम्बन्धी मान्यताका कोणबाट कथाको अध्ययन विश्लेषण गरिएको छ । यसै गरी विश्लेषण सामग्रीका सन्दर्भमा यस कथासङ्ग्रहभित्र रहेका “जेल चलान” कथालाई मात्र लिइएको छ । अन्य कथाहरू पनि लैङ्गिकताका कोणबाट विश्लेषण गर्न योग्य भए पनि यहाँ तिनलाई समावेश गरिएको छैन ।

सामग्री सङ्कलन विधि

अध्ययन विश्लेषणका क्रममा अनुसन्धेय विषयसँग सम्बन्धित सामग्रीहरू पुस्तकालय र लेखकबाट सङ्कलन गरिएको छ । कविता पौडेलको जेल चलान कथालाई प्राथमिक स्रोत र शक्तिसँग सम्बद्ध समीक्षात्मक तथा समालोचनात्मक कृतिलाई द्वितीय स्रोतका रूपमा प्रयोग गरिएको छ ।

सैद्धान्तिक पर्याधार

सत्ता र शक्तिसम्बन्धी विमर्शमा उत्तरसंरचनावादी चिन्तक मिसेल फुकोको विचार बढी प्रभावकारी देखिन्छ । शक्ति केवल राज्य, शासक वा माथिल्लो तहमा मात्र रहन्छ भन्ने मान्यताका विपरीत शक्तिले चेनका रूपमा काम गर्दैन । यसमाथि कहिल्यै पनि एउटा केन्द्रको एकाधिकार छैन⁄हुँदैन । यो जालोजस्तो सङ्गठनका माध्यमबाट प्रयोग गरिन्छ र उद्घाटित हुन्छ (पाण्डेय, २०७३, पृ. ७४) भन्ने धारणा अघि सारेका छन् । सत्ता शासक वर्गको स्वत्व होइन यो त शक्तिशाली र शक्तिहीनका बिचको असमान सन्धि हो । जहाँ शक्ति लादिन्छ त्यहाँ प्रतिरोध भइहाल्छ (फुको, १९९८, पृ. ९५) भन्दै बुर्जुवा वर्गले एकोहारो शक्तिको प्रयोग गर्न नसक्नेतर्फ सङ्केत गर्दछन् । फुकोले मार्क्सवादको सत्तासम्बन्धी मान्यताको विरोध गर्दै शक्तिकै कारण समय समयमा शासक र विरोधीबिच मनमुटाव उत्पन्न हुने विचार राख्दछन् । शक्ति कुनै व्यक्तिलाई दबाउनका लागि नभई मानवीय सम्बन्धलाई बलियो बनाएर उत्पादनका क्षेत्रमा प्रयोग गरिने विचार राख्दछन् । हरेक सहभागी उत्तिकै शक्तिशाली हुन्छ (पौडेल, २०७०, पृ. ९४) भन्ने विचारलाई हेर्दा एउटा सानो परिवारदेखि राष्ट्रिय, अन्तराष्ट्रिय परिवेशमा शक्तिको प्रभाव पर्दछ भन्ने प्रस्ट हुन्छ । शक्ति न त केवल राज्यसत्तासँग मात्र हुन्छ; न त यो उत्पीडनकारी कुनै मूक –अमूक व्यक्तिसँग नै हुन्छ । यदि शक्ति दावी गरिए जस्तो स्वेच्छाचारी र निरङ्कुश हुन्थ्यो भने हामी कसरी त्यसलाई स्विकारिहाल्थ्यौँ (पूर्ववत्, सन् १९९३, पृ.३३६) भन्दै कुनै वर्ग, जाति वा राज्यको दमनकारी व्यवहारको सहज ग्रहण कसैले नगर्ने बरु त्यसका विरुद्ध उत्पीडित वर्गले प्रतिवाद गरी आफ्नो अस्तित्व कायम गर्नमा उद्यत हुनेतर्फ सङ्केत गरेका छन् ।

शक्तिको अत्यास युद्ध वा राजनीतिमा मात्र सीमित हुँदैन । अफिस, स्कुल वा पारिवारिक एकाइभित्र पनि हुन्छ । पुरुषप्रधान समाजमा प्रायः गरी पिता अर्थ आर्जन गर्ने शक्ति भएकाले परिवारभित्रको 'आर्थिक' र 'राजनीतिक' शक्तिको बागडोर पनि प्रायः गरी घरको मूली अर्थात् पितासँगै हुन्छ (उप्रेती, २०६९, पृ. ४२) । निर्णायक तहमा हुने व्यक्ति नै शक्तिशाली हुने कुरा यस प्रसङ्गबाट थाहा हुन आउँछ । शक्ति विध्वंसक नभई सिर्जनशील पनि हुन्छ । नयाँ नयाँ ज्ञानको प्रतिपादन गर्दै व्यक्तिलाई आनन्दित तुल्याउँछ । यो केवल दमनकारी मात्र नभई सिर्जनशील पनि हुन्छ । शक्तिशाली भनिएकाबाट दबाइएकाहरू पनि उत्तिकै शक्तिशाली हुन्छन् भन्ने कुरालाई प्रस्ट पार्दै शक्तिको हिसाबले जापानको हिरोसीमामा परमाणु बमबाट मारिने मानिसहरूका बिचमा खास फरक नहुने (पौडेल, २०७०, पृ. ९४) भन्दै हरेक तह र वर्गका व्यक्तिमा शक्ति निहित हुने अवधारणा राखेका छन् ।

जेल चलान कथामा लैङ्गिक शक्तिसम्बन्ध

जेल चलान कथामा ग्रामीण परिवेशका विविध चरित्रका महिला र पुरुष पात्रहरूको उपस्थिति रहेको छ । आफूअनुकूल स्थापित पारम्परिक दूषित मान्यतालाई स्थायित्व दिन तम्सने पुरुष र ती मान्यताकै कारण थिचिएका दमित नारीबिच शक्तिलाई लिएर द्वन्द्वात्मक स्थिति सिर्जना भएको छ । आर्थिक तथा समाजिक भूमिकालाई लिएर महिला र पुरुषबिच शक्तिसङ्घर्ष भएको छ । नारी शक्तिको मूल प्रतिनिधित्व पुतली र समाख्याता तथा पुरुष शक्तिको मूल प्रतिनिधित्व रवीन्द्र र कृष्णप्रसादले गरेका छन् । यसकै आधारमा यहाँ लैङ्गिक शक्तिसम्बन्धबारे विश्लेषण गरेको छ ।

पुरुषले महिलामाथि औपनेविशिक शासनको नीति खडा गरी प्रमुख शक्तिको पदभार ग्रहण गर्दै आएको तथ्य रवीन्द्र र उसको बाबु कृष्णप्रसादको चरित्रले प्रस्ट पार्दछ । पितृसत्ताले नारी शरीरलाई दास र भोग्याको भूमिकामा मात्र सीमित गरेको छ । आर्थिक तथा पितृसत्तात्मक सामाजिक मान्यताका आधारमा पुतलीको शरीरमाथि राजनीति गर्ने रवीन्द्र र कृष्णप्राद दुष्चरित्रका पात्र हुन् । प्रभुत्वशाली वर्गले आफ्नो वर्चस्वलाई कायम राख्न सहमति र बल प्रयोगको बाटोलाई प्रयोग गर्छ (गिरी, २०७०, पृ.२३) भन्ने कुरालाई रवीन्द्र जस्ता पितृसोचवादी पुरुषले आफ्नो सामाजिक प्रतिष्ठा र स्वाभिमान गुम्ने भयले पुतलीसँगको अनैतिक सम्बन्धलाई पैसासँग मोलमोलाई गरी गुपचुप राख्न खोजेको कुत्सित व्यवहारले नै प्रमाणित गर्दछ । ऊ आफ्नो शक्तिलाई केन्द्रका तहमा यथावत राख्न प्रयत्नरत छ भन्ने तथ्यलाई तलको साक्ष्यले अझ पुष्टि गर्दछ :

फेरि पुरुष आवाज आयो – "ए बेस्से, बढ्ता न हो । म तँलाई यहीँ मारेर फालिदिन सक्छु । अनि बोलाउलिस् समाज । के भन्ठानेकी छस् । यत्रो समाजको अगाडि मैले दमिनी भित्र हुलुँला के ? बरु तँलाई दस हजार रुपियाँ दिन्छु । कुनै दमै टिपेर जा ! फेरि यो गर्भ मेरो हो भन्ने के प्रमाण छ तँसित ? दमिनी भएर बाहुनका घरमा बस्छु भन्ने तेरो तेत्रो आँट ! मेरा बाआमाले मलाई के भन्लान् ? (पृ.१०९–११०)

प्रभुत्व र शक्तिको लगाम पुरुषद्वारा नियन्त्रित रहेको कुरालाई रवीन्द्रले प्रयोग गरेको अशिष्ट र निम्न तहको भाषिक अभिव्यक्ति र व्यवहारले पनि देखाउँछ । सधैँ सम्मानित दर्जामा राखेर पुरुषप्रति त्यही अनुकूलको भाषा प्रयोग गर्नुपर्ने पारम्परिक मान्यताको स्थापना पितृसत्ताले गऱ्यो । माथिको अंशमा पनि बेस्से, दमनी जस्ता अपमानजनक जातिभेदक शब्द र निम्न आदरको भाषिक अभिव्यक्तिले पनि समाजमा पुरषकै बोलवाला रहेको प्रस्ट हुन्छ । नारीको प्रतिष्ठामाथि कुल्चेर आफ्नो स्वाभिमान र सामाजिक मर्यादा रक्षा गर्नका निम्ति पितृसत्ताले जातीय तथा अन्धपरम्परालाई आधार मानेको छ । आफ्नो प्रतिष्ठा विरुद्ध उभिने नारीलाई समाप्त पार्नसमेत पछि नपर्नु भनेको म समाजको शक्तिशाली हुँ भन्ने अभिप्राय हो । समाज बोलाएर आफ्नो शक्ति प्रदर्शन गर्न खोजेकी पुतलीलाई प्रलोभन र त्रासको विधि अपनाएर नारी शक्तिलाई क्षीण बनाउन खोजिएको छ । पुतलीको शरीरलाई कामतृप्तिका लागि उपभोग गरेपश्चात् प्रमाण खोज्नु र आफू जस्तो अभिजात तथा सम्पन्न वर्गको व्यक्तिको पत्नी बन्न नसक्ने बताउनुले पनि कथामा वर्णित समाज पितृसत्तात्मक छ भन्ने थाहा हुन्छ । तर पुतलीको प्रतिशोधात्मक विचारले शक्तिको तहमा पुतली जस्ता सीमान्तकृत पात्रमा पनि वितरित छ भन्ने प्रमाण उसको समाज बसाल्ने योजनाले मानसिक रूपमा भयग्रस्त बनेको रवीन्द्रको क्रोध र त्रासमय विचारले पनि पुष्ट्याइँ गर्दछ ।

प्रणयलीलामा रमाउन खोज्ने कामान्ध रवीन्द्रले पुतलीको शरीरलाई खेलौनाका रूपमा प्रयोग गर्न खोजेको छ तर पुतलीको विद्रोही चेतले ऊ नराम्ररी फस्केको छ । रवीन्द्रको कुकृत्यको पर्दाफास गरी नारीलाई शक्तिको केन्द्रमा स्थापित गर्न पुरुषवादका विरुद्ध विद्रोह गरेको निम्नलिखित तथ्यबाट प्रस्ट हुन्छ :

एकछिन रोकिएर चेतावनीको स्वरमा उसले फेरि भन्न थाली – "दस हजार त के दस लाख दिए पनि मान्दिन बुझिस् ? तेरो गर्भ कसले स्याहार्छ ? बडो दमेनी भन्दो रहेछ । उतिखेर दमेनी भइन । तेरै घरमा अंश चिरेर बस्छु, होइन भन्छस् भने म चौकीमा गएर रिपोर्ट गर्छु । दमेनी भए पनि आफ्नो लोग्नेको सत्‌मा बस्न चाहन्छु । छोड्, छोड् म अहिल्यै जान्छु चौकिमा ।" (पृ.११०)

पुरुषका हरनिर्देशन, व्यवहार, विचार र मान्यताको अनुशीलन गर्नु नारी धर्म हो भन्ने पारम्परिक मान्यतासामु पुतलीले आत्मसमर्पण गरेकी छैन । आफ्नो अस्मिता निखारेर स्वार्थ लाभ गर्न खोज्ने कामपिपासु पुरुषलाई तह लगाई छाड्ने दृढ अठोटले पनि सीमान्तकृत नारी जातिमा बिस्तारै विद्रोहात्मक चेतको विकास भएको देखिन्छ । पैसासँग अस्मिता साटेर महिलालाई यौनसाधन बनाउन खोज्ने प्रवृत्तिको तीव्र विरोध गरेकी छ । अर्कोतर्फ जातिवादका विरुद्ध अन्तजार्तीय विवाह गरी पितृसत्तालाई भत्काउने प्रयासबाट पनि ऊ शक्तिशाली बन्न प्रयत्न गर्दै छे भन्ने थाहा हुन्छ । आफूमाथि भएको अन्याय र अत्याचारका विरुद्ध कानुनी लडाइँ लडी रवीन्द्र जस्ता पुरुष पात्रलाई ठेगान लगाएरै छाड्ने दृढ सङ्कल्प राखेकी छ । पुतलीको शक्तिसँग भयग्रस्त बनेको रवीन्द्रले उसलाई पन्छाएर समाजमा प्रतिष्ठित पात्र बनी हैकम जमाउन खोजेको छ । फलस्वरूप पेटीले पुतलीको घाँटी कसी मार्न खोजे पनि राम्ररी नकसिएको र समाख्याताले लाहुरे खत्रीको छोरामार्फत थाहा पाई उद्धार गरेकी छन् । जसबाट ऊ बाँच्न सफल बनेकी छ । शक्ति र हिंसा सँगसगै आउन सक्छन् र यिनले एक अर्कालाई पूर्ण रूपमा निषेध गर्दैन (सन् २०००, पृ.३४०) भन्ने फुकोको विचारलाई हेर्दा रवीन्द्रबाट भएको लैङ्गिक हिंसासँगै पुतलीको मानसिक शक्तिमा ह्रास आएको छैन । अर्थात् आफू पनि शक्तिशाली छु भन्ने कुरालाई उसले रवीन्द्रको प्रस्तावलाई अस्वीकृत गरी प्रतिशोध लिने हाँक दिएकी छ ।

प्रस्तुत कथाको समाजमा पुरुषवाद यति शक्तिशाली छ कि लाहुरे खत्रीको छोराले समाख्यातालाई 'कसैलाई नभन्नुहोला' भन्ने अभिव्यक्तिबाट थाहा हुन्छ । पुतली जस्ता महिलाको न्याय र अधिकारका निम्ति समाख्याता नारी पात्रले गरेको भूमिकाबाट के थाहा हुन्छ भने पुरुषको उपनिवेशवादलाई निमिट्यान्न पारी लैङ्गिक समसत्ताको स्थापना गर्नुपर्छ । नारी सामर्थ्यलाई प्रमाणित गर्न मपात्रको सहकार्यमा पुतलीको विषयलाई लिएर समाज बसेको छ । आफूविरुद्ध उभिएको भन्ने कृष्णप्रसादको प्रत्युत्तरमा म पात्रले राखेको धारणाले ऊ भुतुक्क भएको छ । पितृसत्ताले आफ्नो वर्चस्वको अक्षुण्णताका लागि आफू अनुकूलका विधानहरू निर्माण गरे पनि महिलाहरूले त्यसको तीव्र प्रतिरोध गरेको अवस्थालाई समाख्याताको निम्नलिखित धारणाबाट देखाउन सकिन्छ :

"उसले गरेको गल्तीको परिणाम उसले आफैँ भोग्छ र तपाईंले आफ्नो छोराको सन्तान पुतलीको पेटमा भएपछि त्यसलाई बुहारी स्वीकार्नु पनि पर्छ । यसमा जालझेल किन ? जमाना फेरिइसकेको छ । तल्लो जात माथिल्लो जात र धनी–गरिब आदिको भेद पनि हट्‌दै गएको छ ।" (पृ.११४)

समय परिवर्तन भइसकेकाले अव पुरुषवादको मात्र सत्ता चल्दैन र चल्न दिँदैनौँ भन्ने अभिप्राय माथिको अंशले दिएको छ । महिलाको शरीरलाई भोगका रूपमा प्रयोग गरिने कुप्रथाको अन्त्य गर्नमा पुरुषलाई पनि सहकार्य गर्न अनुरोध गएिको छ । शक्तिमा कहिल्यै पनि एउटा केन्द्रकको मात्र एकाधिकार हुँदैन (फुको, १९८०, पृ. ९८) भन्ने फुकोको शक्तिसम्बन्धी मान्यतालाई हेर्दा प्रारम्भतिर आफूलाई सर्वशक्तिमान पुरुषका रूपमा उभ्याएको रवीन्द्र घटनापश्चात् फरार भएबाट प्रारम्भकालीन समयमा दमित नारीशक्तिले पराजित गरेको थाहा हुन्छ । कृष्णप्रसाद जस्ता सामन्त र शोषकले जातीयता तथा आर्थिक तत्वकाका आधारमा आफूलाई बलवान् बनाउने धृष्टता गरेको भए पनि आफू पनि कमजोर नरहेको कुरा पुतलीको चेतावनीपूर्ण निम्नलिखित भाषिक अभिव्यक्तिबाट थाहा हुन्छ :

चुप लाग ! जति गरे पनि तिमीले अब पार पाउँदैनौ । पहिले त छोरासँग हिँड्‌डुल गर्दा र तिमीहरूको घरमा तिम्रो छोरासँग रात बिताउँदा किन चुप लागेका थियौ ? त्यति बेला त भनेका थियौ नि पुतली कति असल छ र काम गर्न पनि जाँगरिली छ ।

मलाई यस्तै बुहारी चाहिएको छ भनेको होइन ? किन डराएका छौ ? म अब बुहारी तिम्रो घरमा आउँछु । एउटा कोठा खाली गर्न लगाऊ । तिम्रो नाति मेरो पेटमा छ । (पृ.११५)

माथिको कथांशमा पुरुषको आदेश र शासनको सीमाभित्र रही महिला बाँच्नुपर्छ मान्यताको तीव्र विरोध भएको छ । सन्तान उत्पादन तथा कामपूर्तिका साधन मात्र ठान्ने पुरुषवादको कुत्सित विचारले 'जहाँ सत्ता त्यहाँ प्रतिरोध' भन्ने मान्यतालाई प्रमाणित गरेको छ । शक्तिशाली भनिएकाबाट दबाइएकाहरू पनि उत्तिकै शक्तिशाली हुन्छन् भन्ने फुकोको मान्यतालाई हेर्दा प्रारम्भकालीन अवस्थामा शक्तिका केन्द्रमा रहेको पितृसत्ताको शक्तिमा ह्रास आएको छ भन्ने तथ्यलाई रवीन्द्रले स्वीकार गरेको गल्तीले पुष्टि गर्छ । महिलाको एकीकृत शक्तिका सामु पुरुषवाद कसरी आत्मसमर्पण गरी कमजोर बन्न पुगेको छ भन्ने कुरालाई तलको अंशले थप प्रस्ट पार्दछ :

महिलाहरूले पुतलीलाई रवीन्द्रको घरसम्म पुऱ्याएर कोठामा भित्र्याइदिए । समाजको अगाडि रवीन्द्रले उसलाई चुपचाप श्रीमतीको रूपमा स्वीकार गऱ्यो । कृष्णप्रसाद भने क्रोध र लाजले अनुहार रातो पार्दै आफ्ना आँगनको पर्खालमा बसेर टाउको निहुराइरहे । गाउँलेहरू कृष्णप्रसाद र रवीन्द्रलाई "यसपछि पुतलीलाई केही भयो भने ज्यानमारामा पर्छौ" भन्ने चेतावनी दिँदै त्यहाँबाट फर्किए । (पृ.११६)

महिलालाई सामाजिक भूमिका, अधिकार र स्वन्त्रताबाट वञ्चित गरी एकछत्र रजाइँ गरेको पुरषको सत्तामा विचलन आएको छ । जातीयतालाई निहुँ बनाई कुनै हालतमा पुतलीलाई स्वीकार नगर्ने बताएको रवीन्द्रले अन्ततः सहजै पत्नीका रूपमा ग्रहण गरे पनि कृष्णप्रसादले हृदयदेखि नभई बाध्यताका कारण बुहारीका रूपमा ग्रहण गरेको छ । दलित जातकी नारीलाई बुहारी बनाउनुपर्दा उसभित्र क्रोध उत्पन्न भए पनि त्यो अर्थहीन बनेको छ । बरु लाजले शिर झुकाई आफूलाई कमजोरका रूपमा प्रमाणित गरेको छ । समाजमा आफ्नो शासकीय अस्तित्व समाप्त भएपश्चात् कृष्णप्रसादले प्रतिशोध साँध्न बुहारीको हत्या गरी जेल परेबाट प्रतिशोध लिए पनि कानुनको दायरामा आई सजाय भोगेको छ । जसबाट आफ्नो निर्णय र दृढसङ्कल्पबाट कत्ति विचलित नभएका नारी वर्गले शक्ति प्राप्त गरे पनि पुरुषवादलाई पूर्णतः अन्त्य गर्न भने असफल छन् । जहाँ सत्ता त्यहाँ प्रतिरोध (भट्टराई, २०७०, पृ. ३५७) भन्ने मान्यताका कोणबाट हेर्दा पुरुषको एकात्मक शक्तिका खोसिएर नारीमा पनि सञ्चारित हुनु उत्पीडित वर्गले गरेको प्रतिवादको परिणति हो जसलाई पुतलीलगायत अन्य नारी जातिले गरेको प्रतिरोधबाट थाहा हुन्छ ।

वर्गीय शक्तिसम्बन्ध

जेल चलान कथामा बुर्जुवा वर्ग र सर्वहारा वर्गबिच शक्तिलाई लिएर वर्गद्वन्द्व चर्किएको छ । जातीयता र आर्थिक पक्षलाई मुख्य अस्त्र बनाई आफ्नो वर्चस्वलाई यथास्थितिमै राख्न खोज्ने प्रवृत्तिलाई निम्नलिखित कथांशबाट थाहा हुन्छ :
"ए बेस्से, बढ्ता न हो । म तँलाई यहीँ मारेर फालिदिन सक्छु । अनि बोलाउलिस् समाज । के भन्ठानेकी छस् । यत्रो समाजको अगाडि मैले दमिनी भित्र हुलुँला के ? बरु तँलाई दस हजार रुपियाँ दिन्छु । कुनै दमै टिपेर जा ! फेरि यो गर्भ मेरो हो भन्ने के प्रमाण छ तँसित ? दमिनी भएर बाहुनका घरमा बस्छु भन्ने तेरो तेत्रो आँट ! मेरा बाआमाले मलाई के भन्लान ? (पृ.१०९–११०)

आर्थिक तथा जातीय मान्यताबाट निम्न वर्गका पात्रहरू कसरी किनाराकृत छन् भन्ने प्रमाण रवीन्द्र जस्ता शोषक र अभिजात वर्गको व्यवहार र भाषिक अभिव्यक्तिले प्रस्ट पार्दछ । गरिबी र जातीय मान्यतालाई टेकेर आफ्नो शक्ति प्रदर्शन गर्ने र त्यसलाई कायम राख्ने मानसिकता शोषक वर्गमा देखिन्छ । धनले विपन्न वर्गलाई स्वतन्त्रता र न्यायको बन्धनमा बाँधेर पराधीन बनाएर आफ्नो सत्ता कायम राख्न खोज्ने प्रवृत्ति रवीन्द्रमा देखिएको छ । आर्थिक शोषण र जातीय मान्यताका आधारमा निम्न वर्गमा सीमित गराएकै कारण पुतली जस्ता गरिब वर्ग शक्तिको परिधिमा धकेलिएका छन् तर बिस्तारै त्यस्तो वर्ग बुर्जुवा वर्गको अन्याय, अत्याचार र शोषणका विरुद्ध विद्रोह गरी आफ्नो पनि सामाजिक हैसियत खोजेको तथ्यलाई तलको साक्ष्यले पुष्टि गर्दछ :

नक्कलेले आँखा राताराता पार्दै आँगनमा आएर पाखुरा सुर्कँदै फलाक्न थाल्यो – "यो बाहुन काठाको जात । हामीलाई गरिब देखेर दमाई भनेर हेपेर मेरी छोरीको यो बिजोग बनायो । धनी भएँ भन्दैमा जे गर्न पनि पाइन्छ भनेर कहाँको कानुनमा लेखेको छ ? कहाँसम्मको गुन्डा हो ? (पृ.११३)

यस साक्ष्यलाई हेर्दा नक्कलेले सर्वहारा वर्गको प्रतिनिधित्व गरेको छ । कथामा वर्णित समाज अभिजात तथा सम्पन्नशाली वर्गको नियन्त्रमा छ भन्ने कुरा लामो समयसम्म उनीहरूकै अधीनमा चल्नुपरेको, हेपाइ सहनुपरेको, जातीयताका आधारमा विभेद हुने गरेको, उनीहरूलाई सीमान्तकृत वर्गमाथि अन्याय, अत्याचार र शोषण गर्ने छुट रहेको कुराले प्रस्ट पार्दछ । जातीयता र गरिबीका नाउँमा आफूहरूमाथि दमन र शोषण भइरहेकाले त्यसका विरुद्ध आवाज उठाई आफ्नो अस्तित्व कायम गर्नमा सीमान्त वर्ग उद्दत छन् । आफ्नो अधिकार र स्वतन्त्रतामाथि लात मारेर प्रभुत्व कायम गर्न खोज्ने कृष्णप्रसाद जस्ता शोषकप्रति 'काठा' भन्ने जातीय भाषिक प्रत्याक्रमणबाट बिस्तारै उनीहरू पनि शक्तिका तहमा आउने प्रयत्न गरेका छन् । शासक वर्गले हिंसा वा बलका आधारमा राज्यका सबै पक्ष र खास गरी तल्लो वर्गलाई नियन्त्रण गर्न सक्दैन (पूर्ववत्, पृ.३४४) भन्ने मान्यतालाई हेर्दा रवीन्द्र र कृष्ण जस्ता शाषक वर्गको नियन्त्रात्मक आदेश र सोचले नक्कले जस्ता शोषित वर्गलाई नियन्त्रण र बन्धनमा बाँधेको देखिँदैन । आजको युगमा पनि जातीय मान्यतालाई अँगाल्ने सङ्कीर्ण विचारधाराका पात्र रवीन्द्र र कृष्णले त्यसका आधारमा समाजविरोधी र मानवता विराधी कार्य गरिरहेका छन् । प्रभुत्वशाली वर्गको दासता, अधिशासिता र अनावश्यक शोषणले समाजमा एकआपसमा विद्वेषको भाव उत्पन्न गराएको छ । जहाँ दमन हुन्छ त्यहाँ विद्रोह हुन्छ भन्ने मान्यतालाई कथाकारले विविध वर्गका पात्रहरूको उपस्थित गराई पुष्टि गरेकी छन् । शासक वर्गले बल वा हिंसाका माध्यमबाट आफ्नो वर्चस्व सधैँभरि कायम गर्न सक्दैनन र त्यस्तो दमन र शोषणले सीमा पार गरेपछि सीमान्त वर्गमा पनि त्यही किसिमको प्रवृत्ति देखा पर्छ भन्ने कुरालाई नक्लेलेले खुर्पा लिएर आक्रमण गर्न तम्सिएबाट पुष्टि हुन्छ ।

यता सीमान्तकृत वर्गको प्रतिरोधका बाबजुत पनि शोषक वर्गमा सामाजिक रूपान्तरणको भावना विकास भएको देखिँदन । सत्ता र प्रतिष्ठाको लोभमा निम्न वर्गमाथि पाशविकपन प्रदर्शन गर्ने तर आफूलाई सद्दे बनाएर शक्तिलाई बाचइराख्ने हठ कायमै देखिएको छ । सामाजिक मर्यादा स्खलनको भयले त्रसित कृष्णप्रसाद आफ्नो शक्तिलाई जितेर देखाउन खुला चुनौती दिएको छ । नेपाली समाजको पुरातनपन्थी तथा जातीय मान्यताको कट्टर अनुकर्ता कृष्णप्रसाद जातभात र धर्मकर्मको फोस्रो आडम्बर भिरी निर्धाहरूमाथि पहिलेदेख नै दमनचक्र चलाएको देखिन्छ । शक्ति र सत्ताको आडमा गरिब वर्गलाई आफू अधीनस्थ तुल्याएको शोषक वर्गले आफ्ना विरुद्ध उभिनेलाई आर्थिक शक्ति प्रयोग गरेर शक्ति प्रदर्शन गर्न खोजेको तथ्यलाई तलको साक्ष्यले पुष्टि गर्दछ :

कृष्णप्रसादले त्यस भीडबाट बाहिर निस्कन खोज्दै नकक्लेतिर हेरेर भने – "हेर नक्कले तिमीहरूको उठीबास नलगाई छाड्दिन । तिमीहरू सारा ममाथि लागेका छौ । तिमीहरूको मति भ्रष्ट भएर यसो गरेका हौ । तँलाई बुकुराबाट निकालिन भने म पनि टीकाराम खनालको छोरो होइन बुझिस् ।" (पृ.११५)

कृष्णप्रसाद जस्ता शोषकहरूले आर्थिक स्रोतमाथि कब्जा गरेको मात्र छैन जातीयताको मान्यतालाई अँगालेको छ । दलित र विपन्न वर्गका पात्रलाई उठीबास लगाएरै छाड्ने, बुकुराबाट निकालेर घरबारविहीन बनाउने जस्ता चेतावनीमूलक अभिव्यक्तिले शोषक वर्ग शक्तिको केन्द्रमा रहेको र रहिरहन खोजेको देखिन्छ । पौरिहित्यवादको अनुकर्ता कृष्णप्रसादले कुनै पनि हालतमा आफूमा सीमित स्वतन्त्रता र अधिकार वितरण गरेर शासकीय सत्ताको सम्प्रभुता गुमाउन खोजेको देखिँदैन । यसका लागि आर्थिक तथा ब्राह्मणवाद लागु गरेरै प्रतिशोध साँध्ने ध्याउन्नमा लागिपरेको छ । आफ्नो साम्राज्य खण्डहरमा परिणत हुने भयले सीमान्त समुदायका पात्रलाई भयभीत बनाउन आर्थिक तथा सांस्कृतिक नाकाबन्दी लगाउने प्रण गरेको छ । लामो समयदेखि प्रभुत्वशाली वर्गबाट पराजित भई दास बन्न विवश दोस्रो वर्गले खोसिएको शक्तिलाई पुनर्जीवन दिन आफ्ना समुदायलाई एकीकृत गरेका छन् । वैचारिक तबरबाट नभए बलका माध्यबाट भए पनि खोसिएको न्याय, स्वतन्त्रता र अधिकारलाई प्राप्त गर्न खोजेको कार्यलाई तलको साक्ष्यले पुष्टि गर्दछ :

एउटा दमाई कोदालो टिपेर फन्काउँदै कड्किन थाल्यो – "ए बाहुन । खुरुक्क तेरो छोरो रवीन्द्रलाई बोलाउँछस् कि यसै कोदालोको पासोले हिर्काऊँ ? कता भगाइस् भन् ? यसै गरी उम्किऊँला भन्ठानेको छस् ?"

जातीय मान्यताका आधारमा पछाडि पारिएका सीमान्त समुदायलाई अभिजात वर्गले उनीहरूको पहिचनाका निम्ति जातिसूचक सम्बोधन प्रयोग गर्ने गरेको व्यवस्थालाई 'दमाई' शब्दले सङ्केत गर्दछ । अन्याय र अत्याचारले सीमा नाघ्दा कसरी वर्गीय

द्वन्द्वको स्थिति सिर्जना हुन्छ र समाजमा आफ्नो अस्तित्व कसरी खोजिन्छ भन्ने कुरालाई दलित पात्रले गर्न खोजेको आक्रमण र निम्नस्तरको भाषिक अभिव्यक्तिले देखाउँछ । आर्थिक शोषण गरेर विपन्न पारिएका र जातीय संस्कृति सिर्जना गरी दलित बनाइएका समुदायले न्याय र मुक्तिको माग गरी शक्तिका तहमा आउन खोजेका छन् । सधैँ शक्तिका केन्द्रमा शोषक मात्र रहिरहने प्रथाका विरुद्ध तीव्र रोष प्रकट गरिएको छ । पुतलीलाई रवीन्द्रकी पत्नीका रूपमा स्वीकार्न बाध्य पारे पनि सर्वहारा वर्गले आफ्नो शक्ति प्राप्त गरेको अवस्था देखाइएको छैन । तर उनीहरूमा आउको विद्रोही चेत र बुर्जुवा वर्गलाई दिलाएको सजायले शक्तिका तहमा केही मात्र उक्लिन सफल भएका चाहिँ छन् ।

निष्कर्ष

जेलचलान कथामा नेपाली समाजमा विद्यमान लैङ्गिक तथा वर्गीय विभेदलाई लिएर पात्रहरूबिच शक्तिसङ्घर्ष चर्किएको छ । आर्थिक तथा रूढि संस्कारका रूपमा प्रचलित जातीय प्रथाले लैङ्गिक हिसाबले महिलाको र वर्गीय हिसावले सीमान्त वर्गको शक्ति खोसिएको र त्यसको प्राप्तिका लागि प्रतिरोधको अवस्थासमेत सिर्जना भएको छ । दमित वर्गले पाएको सीमातीत पीडनले उनीहरूमा विद्रोही चेत पनि विकास भएको देखिन्छ । उच्च वर्गका मानिसले निम्न वर्गका मानिसलाई सत्तारूपी शक्तिका कारण नियन्त्रण र नियमन गर्न खोजे पनि अन्ततः त्यस्तो शक्तिमा ह्रास आएको छ । लिङ्गगत हिसाबले महिलाहरू पुरुषवाद पीडित र पराधीन बने पनि त्यस्ता पीडकलाई सजाय दिलाउन सफल रहेबाट पनि उनीहरू पनि शक्तिका तहमा रहन सफल देखिन्छन् । आर्थिक स्रोतमाथि एकल सम्प्रभुता कायम गर्नुका साथै विभेदकारी मान्यताको अनुशीलनले शोषित वर्ग शक्तिको परिभिमा धकेलिए पनि त्यस्ता समुदायबिचको एकीकरणले प्रभुत्वशाली वर्गको शासकीय सत्ता कमजोर बनेको छ । एकात्मक शासनसत्ताका लागि शक्तिमाथि नियन्त्रण गर्ने दूषित मानसिकता बोकी जबर्जस्त सीनन्तकृत समुदायमाथि दमन गर्न खोज्दा त्यसले प्रतिशोध र प्रतिरोधको अवस्था सिर्जना गरेको देखिन्छ । पारम्परिक विभेदजन्य सांस्कृतिक मान्यताका आडमा आफूलाई शक्तिका केन्द्रमा ठड्याउन खोज्ने प्रवृत्तिले पितृसत्ता र शोषक वर्गका विरुद्ध विद्रोह मात्र भएको छैन; हरेक वर्ग, समुदाय, पात्र पनि शक्तशाली छन् भन्ने कुरा फुकोको मान्यताअनुरूप मेल खान्छ । सीमान्तकृत समुदायमा चेतनाको भावना विकसित हुँदै गएको र समाजमा पछाडि पारिएका हरेक वर्ग र समुदाय पनि शक्तिका तहमा रही आफ्नो अस्तित्व र पहिचान स्थापित गर्न सक्छन् भन्दै अब कुनै एक वर्गमा यो सीमित हुन नसक्ने लेखकीय धारणा रहेको देखिन्छ ।

सन्दर्भ सामग्रीसूची

अर्याल, भोजेन्द्र. *लैङ्गिक र महिलावादी अध्ययन.* काठमाडौँ : ज्ञानकुञ्ज प्रकाशन, २०६८ ।

उप्रेती, सञ्जीव. *सिद्धान्तका कुरा,* काठमाडौँ : अक्षर क्रियसन नेपाल २०६८ ।

गिरी, अमर. *सांस्कृतिक अध्ययनका सैद्धान्तिक आधार र अवधारणा.* भृकुटी, (सम्पा.) मोदनाथ प्रश्रित. पूर्णाङ्क १९, सं.२०७०, पृ. १२-४६ ।

पाण्डेय, ताराकान्त. *मार्क्सवाद, सांस्कृतिक अध्ययन र साहित्यको समाजशास्त्र.* ललितपुर : साझा प्रकाशन, २०७३ ।

पौडेल, कविता. *रिमा* (कथासङ्ग्रह). रूपन्देही : प्रश्रित प्रतिष्ठान नेपाल, २०६९ ।

भट्टराई, युवराज. "शक्तिको प्रतिरोध र सङ्घर्षमा रुबी खानहरू" https://jhannaya. nayapatrikadaily.com/news-details/1557/2021-12-04

भट्टराई, रमेश. लैङ्गिक समालोचना. रत्न बृहत् नेपाली समालोचना सैद्धान्तिक खण्ड (सम्पा.) राजेन्द्र सुवेदी तथा लक्ष्मणप्रसाद गौतम. काठमाडौँ : रत्न पुस्तक भण्डार, २०६८ ।

भट्टराई, रमेश. "सांस्कृतिक अध्ययनका मूलभूत सिद्धान्तहरू". भृकुटी. (सम्पा.) मोदनाथ प्रश्रित काठमाडौँ : भृकुटी एकेडेमिक प्रकाशन, सं. २०६८, पूर्णाङ्क ८, पृ. ४८-७७ ।

भट्टराई, रमेश. *आधुनिक नेपाली उपन्यासको सांस्कृतिक (वर्गीय, लैङ्गिक र जातीय) विश्लेषण.* काठमाडौँ : भुँडीपुराण प्रकाशन, २०७७ ।

भट्टराई, रमेश. *सांस्कृतिक (लैङ्गिक र जातीय) अध्ययनको सिद्धान्त र नेपाली सन्दर्भ.* काठमाडौँ : भुँडीपुराण प्रकाशन, २०७७।

Foucault, The history of Sexuality. Vol.1. Robert Hurlkey (Allen Lane. London.1979). p.95.

नेपाली विषयप्रति विद्यार्थीको दृष्टिकोण

रीता रेग्मी (ढकाल)
उप- प्राध्यापक
सिद्धार्थ गौतम बुद्ध क्याम्पस

लेखसार

नेपाली भाषा नेपालको विकासको आधार हो । नेपाली भाषाको विकासले नेपालको भाषा, सभ्यता, संस्कृति, आर्थिक, सामाजिक पक्षलाई संमृद्ध बनाउँछ । हाम्रो भाषा हामी नेपालीको पहिचान र शान हो । नेपाली विषय शिक्षणले व्यक्तिलाई घरायसी, व्यवहारिक भाषिक कार्यमा दक्ष बनाउनुको साथै सिर्जनात्मक क्षमता र साहित्यिक प्रतिभाको विकास गराउँछ। नेपाली भाषा तथा विषयप्रति सबैको सकारात्मक दृष्टिकोण हुनुपर्छ । तथापि हाल नेपालका विश्वविद्यालय अन्तर्गतका केही शिक्षण संस्थाहरूमा नेपाली विषय लिएर अध्ययन गर्ने विद्यार्थीको सङ्ख्या ह्वात्तै घटेको देखिन्छ । शिक्षाशास्त्र सङ्काय स्नातक तहमा अध्ययन गर्ने विद्यार्थी सङ्ख्याको तुलनामा स्नातकोत्तर तहमा अध्ययन गर्ने विद्यार्थीको सङ्ख्या अति न्यून रहेको छ । यसै सन्दर्भमा नेपाली विषयप्रति विद्यार्थी किन विमुख भइरहेका छन् ? भावी र वर्तमान समाजका संवाहकका रूपमा रहेका विद्यार्थीहरूको नेपाली भाषा र विषयप्रति के कस्तो दृष्टिकोण रहेको छ ? भन्ने विषयमा केन्द्रित रहेर प्रस्तुत लेख तयार पारिएको हो । स्नातक र स्नातकोत्तर तहमा अध्ययनरत ५० जना विद्यार्थीहरूलाई नमूनाका रूपमा लिई उनीहरूको अवधारणालाई प्रस्तुत लेखमा विश्लेषण गरिएको छ । अध्ययनमा समाजले नेपाली विषयमा विशिष्टीकरण गरेका व्यक्तिलाई हेर्ने दृष्टिकोण र सामाजिक प्रतिष्ठा अभिवृद्धि हुने सन्दर्भमा विद्यार्थीको सकारात्मक धारणा पाइएन । त्यसैगरी नेपाली विषयको अध्ययनबाट अनुसन्धान र साहित्यिक क्षेत्रको विकास हुने कुरामा सकारात्मक देखिए तापनि उच्च तह (सेमेष्टर प्रणाली) मा जागिर गरेर अध्ययन गर्न नसकिने निचोड आयो । प्रस्तुत अध्ययनमा शिक्षाशास्त्र सङ्काय अन्तर्गतका पाठ्यवस्तुहरू व्यवहारिक र जीवनोपयोगी नभएको र नेपाली विषय अधिकांश विद्यार्थीहरूको रूचिको विषय हुँदाहुँदै पनि रोजगारीको अवसर पर्याप्त नभएको कारण उच्च तहमा विद्यार्थी भर्ना सङ्ख्या न्यून भएको निष्कर्ष यस अध्ययनबाट प्राप्त भएको छ ।

शब्दकुञ्जी : *विशिष्टीकरण, स्तम्भचित्र, संविधान, निस्सन्देह, परिष्कृत* ।

विषय परिचय

नेपाली भाषा विविध भाषा भाषी, संस्कृति बीचको एकताको संवाहक हो । राष्ट्रको सभ्यता, संस्कृति, रीतिरिवाज, चालचलनको संरक्षण, संर्बद्धन र विकासको आधार हो । अन्य भाषा भाषी बिचको सम्पर्क भाषा पनि नेपाली हो । नेपालको शैक्षिक, प्रशासनिक, राजनीतिक, आर्थिक आदि समग्र क्षेत्रमा यसको व्यापक प्रयोग भइरहेको सन्दर्भमा नेपाली भाषार्लई प्रयोग र व्यवहारमा ल्याउन सक्ने हुनु आजको आवश्यकता हो । नेपाली भाषामा विभिन्न भाषिका तथा उपभाषिका रहेका छन् । ती क्षेत्रीय भेदका मातृभाषीलाई राष्ट्रभाषाको शुद्ध र मानक स्वरूपसँग परिचित गराउँदै नेपाली भाषालाई परिष्कृत र परिमार्जित गर्न पनि नेपाली भाषा सिकाइले महत्व बोकेको छ । नेपाली भाषामा कमजोर विद्यार्थी अन्य विषय पनि नेपाली भाषाकै माध्यमले अध्ययन गर्नु पर्ने भएकोले सबै विषयमा कमजोर हुन्छन्, त्यसैले त्यस्तो नहोस् भन्नको लागि विद्यार्थीहरूलाई नेपाली भाषामा सक्षम, दक्ष बनाउन पनि नेपालीलाई अनिवार्य र मूल विषयका रूपमा महत्व दिनु आवश्यक छ । "यस भाषाका साहित्य, कला, सौन्दर्य, व्याकरण, कोश आदिको विकास र प्रवर्धनले राष्ट्रिय गौरव र गरिमालाई जीवन्त तुल्याउन निस्सन्देह यसको प्रभावकारी शिक्षण हुनुपर्ने वास्तविकतालाई हृदयङ्गम गर्न सकिन्छ " (शर्मा र पौडेल, २०७९ पृ.१२) । नेपाली भाषा विविध भाषाभाषी संस्कृति बीचको एकताको संवाहक हो । राष्ट्रको सभ्यता, संस्कृति, रीतिरिवाज, चालचलनको संरक्षण, संवर्धन र विकासको आधार हो । नेपालको शैक्षिक, प्रशासनिक, राजनैतिक, आर्थिक तथा समग्र क्षेत्रमा यसको व्यापक प्रयोग भइरहेको सन्दर्भमा प्रभावकारी रूपमा नेपाली भाषा शिक्षण गर्नु आजको आवश्यकता हो ।

भाषा शिक्षण भाषिक सिपहरूको शिक्षण हो । नेपाली भाषा शिक्षण भनेको विद्यार्थीहरूलाई नेपाली भाषा सुनेर बुझ, बुझेका कुरा बोलेर व्यक्त गर्न, नेपाली भाषामा लेखिएका कुरा पढेर बुझ्न र बुझेका कुरा लेखेर व्यक्त गर्न सक्ने बनाउनु हो । भाषा शिक्षणमा विषयवस्तु साधन वा माध्यमका रूपमा रहन्छ भने भाषिक सिप साध्यका रूपमा रहन्छ। यसमा विषयवस्तुलाई भाषिक सिप शिक्षणका लागि उपयोग गरिन्छ। भाषा शिक्षणमा भाषा साधन र साध्य दुवै हो। सम्पूर्ण विषय शिक्षणको माध्यम नेपाली भाषा भएकोले अन्य विषयको तुलनामा नेपाली भाषा शिक्षणको जिम्मेवारी पनि बढी देखिन्छ। नेपाली भाषाको आङ्नै विशिष्ट स्वरूप छ। "भाषिक सिप सम्बन्धी सामर्थ्य अभिवृद्धि गर्नु यसको मूल मर्म भएकोले यसमा विषयवस्तु र शैली विविधताको अनुभव बढाउन अभ्यास र प्रयोग पक्षलाई विशेष जोड दिइन्छ" (पौडेल, २०७६, पृ.३)। जीवनका व्यावहारिक आवश्यकता र समस्या समाधान गर्ने भाषिक सामर्थ्य र सम्पादन गर्न सक्ने बानी निर्माण गर्न सहयोग पुऱ्याउने आधारभूत शिक्षण नै नेपाली भाषा शिक्षण हो ।

विद्यार्थीहरूमा नेपाली भाषासम्बन्धी बोध र अभिव्यक्ति क्षमताको विकास गर्न, स्तरीय नेपाली भाषा प्रयोग गर्न सक्ने बनाउन, आत्मनिर्भर, स्वावलम्बी बनाउन, विविध विषयसम्बन्धी ज्ञान, सिप आर्जन गर्न, राष्ट्रिय, अन्तर्राष्ट्रिय विषयमा जानकारी प्राप्त गर्न, राष्ट्रिय एकता, संस्कृतिको संरक्षण, संवर्धन गर्न, नेपाली भाषाका साहित्य कला, सौन्दर्य, व्याकरण कोश, पाठ्यसामग्री आदिको विकास गरी राष्ट्रिय गौरव बढाउन नेपाली भाषा र विषयलाई महत्व दिनु पर्दछ। वि.सं.२०७८ को जनगणनाअनुसार नेपालमा ४४.८६ प्रतिशत नेपाली मातृभाषी हुनु नेपाली भाषाको महत्व झल्किनु हो। नेपालको संविधान २०४७ को भाग १.६ मा "देवनागरी लिपिमा नेपाली भाषा नेपालको राष्ट्रभाषा हो। नेपाली भाषा सरकारी कामकाजको भाषा हुनेछ।" भनी उल्लेख गरेको छ भने नेपालको संविधान २०७२ ले सरकारी कामकाजको भाषा भनेर मान्यता प्रदान गरेको छ। यो नेपालको सम्पर्क भाषा, पठनपाठनको भाषा एवम् सञ्चारको माध्यम र सबै नेपालीहरूको साझा भाषा हो। नेपाली भाषा नेपालको हिमाल, पहाड, तराई, मेची, महाकालीमा मात्र सीमित नरहेर अन्तर्राष्ट्रिय जगतमै फैलिएकोले यसलाई अझ समृद्ध र विकसित बनाउनु पर्दछ। वर्तमान समयमा नेपाली विषयभन्दा अन्य विषयप्रति विद्यार्थीहरू आकृष्ट देखिएका छन्। नेपाली भाषाको अपरिहार्यता र महत्वलाई नबुझेर यो भाषाप्रति लगाइएको लाञ्छनाका कारण वर्तमान समयमा नेपाली भाषाप्रतिको हेय भावले भावी पुस्तामा भाषिक अपाङ्गता सिर्जना हुने सम्भावना बढेर गएको छ" (थाहा अनलाइन : १७ चैत्र २०७६)। विद्यार्थीको भर्नादर शिक्षा सङ्कायमा नै न्यून देखिन्छ भने अझ नेपाली विषयमा नगण्य छ। यस्तो अवस्थामा नेपाली विषयप्रतिको विद्यार्थीहरूको दृष्टिकोण पहिचान गरी नेपाली मूल विषयका रूपमा अध्ययन गर्न प्रोत्साहित गर्ने अभिप्रायले प्रस्तुत अनुसन्धानमूलक लेख तयार पारिएको छ।

ऐतिहासिक पृष्ठभूमि

नेपाली विषय शिक्षणको परम्परालाई नियाल्न नेपाली भाषा शिक्षणको प्रारम्भिक अवस्थासम्म पुग्नुपर्ने हुन्छ। नेपाली भाषाको औपचारिक शिक्षण वि.सं. १९५८ मा राणा प्रधानमन्त्री देवशमशेरले नेपाली भाषा पाठशालाहरूको स्थापना गरी भएको हो। वि.सं. १९६८ मा भारतको इलाहावाद वोर्डले म्याट्रिक परीक्षामा नेपाली भाषालाई ऐच्छिक विषयका रूपमा मान्यता दिनु, वि.सं. १९७५ भारतको कलकत्ता विश्वविद्यालयले नेपाली विषयलाई ऐच्छिक विषयका रूपमा मान्यता प्रदान गर्नु, कलकत्ता विश्वविद्यालयबाट सम्बन्धन प्राप्त दरबार स्कूलमा भर्नाकुलर विषयका रूपमा ऐच्छिक नेपाली भाषाको शिक्षण गर्नुले नेपाली भाषा शिक्षणको विकासमा एकपछि अर्को गरी नयाँ आयाम थपिँदै गएको देखिन्छ।

वि.सं. १९८२ मा सरदार रूद्रराज पाण्डे दरबार स्कूलको प्रधानाध्यापक भएपछि दरबार स्कूलमा नेपाली भाषा साहित्य र व्याकरणको पठनपाठन हुन थाल्यो। वि.सं. १९९० मा नेपालमा एस. एल. सी.वोर्डको स्थापना भएपछि नेपाली विषयले ३०० पूर्णाङ्क प्राप्त गरेको बाट तत्कालीन अवस्थादेखि नै नेपाली विषय शिक्षणलाई प्रभावकारी बनाउन विभिन्न प्रयासहरू भएको देखिन्छ। वि.सं. २०१३ मा कलेज अफ एजुकेसनको स्थापनाले पनि नेपाली भाषा शिक्षणलाई थप ऊर्जा प्रदान गरेको पाइन्छ। त्यसैगरी वि.सं.२०१६ मा त्रिभुवन विश्वविद्यालयको स्थापना भएपछि एम.ए तहसम्म नेपाली भाषा र साहित्यको पठनपाठन हुँदै आइरहेको छ। वि.सं. २०११ को नेपाल राष्ट्रिय शिक्षा योजना आयोगको प्रतिवेदन र वि.सं. २०१८ मा गठित सर्वाङ्गीण राष्ट्रिय शिक्षा समितिले नेपाली विषयलाई बढी प्रश्रय दिएको पाइन्छ। वि.सं. २०२८ मा राष्ट्रिय शिक्षा पद्धति योजना लागु भएपछि शिक्षाको क्षेत्रमा आमूल परिवर्तन गरी नेपाली भाषा शिक्षणलाई व्यावहारिक, प्रायोगिक र सिपपरक शिक्षण गर्ने परम्पराको थालनी भयो। २०२९ सालमा शिक्षाशास्त्र सङ्कायअन्तर्गत प्रवीणता प्रमाणपत्र तह, स्नातक तहमा ऐच्छिक विषयका रूपमा र स्नातकोत्तर तहमा नेपाली विषय विशिष्टीकरण विषयका रूपमा शिक्षण गरियो।

वि.सं. २०४०।४१ को शैक्षिक सत्रदेखि त्रिभुवन विश्वविद्यालयले दुई वर्षे एम. एड. कार्यक्रम सञ्चालन गरी ५०० पूर्णाङ्कको नेपाली मूल विषय लिएर पढ्न पाउने व्यवस्था गऱ्यो । हाल आएर माध्यमिक शिक्षाअन्तर्गत कक्षा ११ मा तीन क्रेडिट आवर र १२ मा तीन क्रेडिट आवर गरी जम्मा २०० पूर्णाङ्क अनिवार्य नेपाली र १०० पूर्णाङ्क ऐच्छिक नेपाली लिएर पढ्न पाउने व्यवस्था छ भने स्नातक तहमा ऐच्छिक र मूल विषयका रूपमा वार्षिक प्रणालीअनुसार पठनपाठन भइरहेको छ र स्नातकोत्तर, एम. फिल. र विद्यावारिधि तहमा सेमेष्टर प्रणालीअनुसार मूल विषयका रूपमा नेपाली भाषा र साहित्य सम्बन्धी अध्ययन, अनुसन्धान भइरहेको छ । "नेपाली भाषा शिक्षणको प्रयास नेपालमा मात्र सीमित नभई विदेशी विश्वविद्यालयहरूले पनि नेपाली भाषाको पठनपाठनलाई महत्व दिइरहेका छन् । बनारस हिन्दू विश्वविद्यालय, उत्तर बङ्गाल विश्वविद्यालय, इलाहावाद विश्वविद्यालय आदि समेतमा नेपाली विषयमा स्नातकोत्तर तहसम्म पठनपाठन गरिँदै आएको स्थिति छ" (पौडेल र खतिवडा, २०६५,पृ.१४२) । यिनै सकारात्मक पहलका कारण नेपाली भाषा शिक्षणले गौरवमय इतिहास बाकेको छ ।

यसरी नेपालको शैक्षिक इतिहासमा नेपाली भाषा र विषयको समुत्थानको लागि समय समयमा विभिन्न सकारात्मक प्रयासहरू भएको देखिन्छ । नेपालको संविधान वि.सं. २०१९ देखि नै नेपालको संविधानले नेपाली भाषालाई नेपालको राष्ट्रभाषा भनी मान्यता प्रदान गर्दै आएको छ । वि.सं. २०४७ को संविधान, नेपालको अन्तरिम संविधान वि.सं. २०६३ र नेपालको संविधान २०७२ ले नेपाली भाषालाई मान्यता प्रदान गरेको छ । वर्तमान समयमा अङ्ग्रेजी भाषाप्रतिको मोह, वैदेशिक रोजगारीप्रतिको आकर्षण तथा नेपाली भाषाको अपरिहार्यता नबुझेर वा विविध कारणले विद्यार्थीहरू यसप्रति आकर्षण नभएको अवस्थामा नेपाली भाषालाई समृद्ध बनाउन पहल गर्नु, नेपाली विषयलाई जोगाउनु, विकास र विस्तार गर्नु आजको आवश्यकता हो ।

अध्ययनको उद्देश्य

त्रिभुवन विश्वविद्यालयलगायत देशका सबै विश्वविद्यालयहरूमा हाल आएर विद्यार्थी भर्ना दर घटिरहेको छ । विशेषगरी शिक्षाशास्त्र सङ्कायअन्तर्गत नेपाली विषयमा भर्ना सङ्ख्या अत्यन्त न्यून देखिएको छ । स्नातक तहमा नेपाली विषय अध्ययन गर्ने विद्यार्थी सङ्ख्याको तुलनामा स्नातकोत्तर तहमा विद्यार्थी सङ्ख्या नगण्य देखिनु समस्याका रूपमा रहेको छ । यसै सन्दर्भमा नेपाली विषयप्रति विद्यार्थीको दृष्टिकोण कस्तो रहेको छ भन्ने मूल जिज्ञासामा केन्द्रित रही अध्ययन, विश्लेषणबाट नेपाली मूल विषयका रूपमा अध्ययन गर्ने विद्यार्थी सङ्ख्या न्यून हुनुका कारणहरु पहिल्याउनु अध्ययनको मूल उद्देश्य हो भने नेपाली विषयलाई अन्य विषयको तुलनामा कमजोर ठान्ने प्रवृत्तिलाई निरूत्साहित गरी नेपाली विषयमा विशिष्टीकरण गर्न विद्यार्थीहरूलाई प्रोत्साहित गर्नका लागि सम्बन्धित निकायलाई ध्यानाकर्षण गराउनु यस आलेखको विशिष्ट उद्देश्य हो ।

अध्ययन विधि र प्रक्रिया

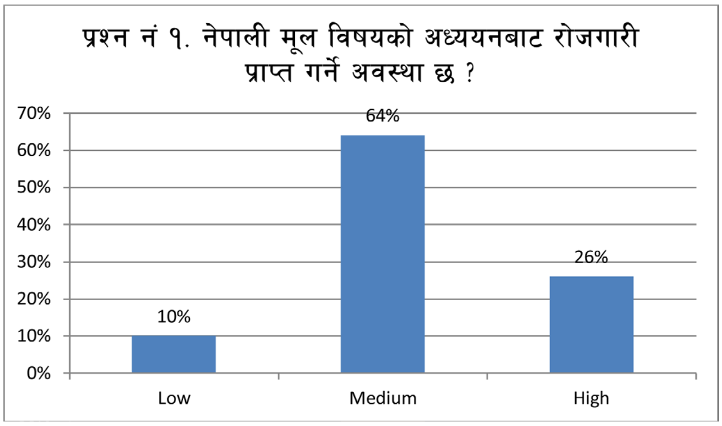
क्षेत्रीय सर्वेक्षण विधिमा आधारित प्रस्तुत शोधको जनसाङ्ख्यिकीय तथ्याङ्कको उपयोग गरी विश्लेषण गरिएको छ । त्यसैले यो परिमाणात्मक अनुसन्धानको रूपमा रहेको छ । यस लेखमा सिद्धार्थ गौतम बुद्ध क्याम्पस स्नातक तह पहिलो र तेस्रो वर्ष तथा स्नातकोत्तर तह तेस्रो सेमेष्टरमा अध्ययनरत नेपाली विषयमा विशिष्टीकरण गरिरहेका जम्मा १०२ जना विद्यार्थीहरूमध्ये सामान्य संभावना युक्त नमुना छनोट अन्तर्गतको क्रमसूची विधिबाट छनोट गरी ५० जना विद्यार्थीहरूलाई नमूनाका रूपमा लिइएको थियो । अध्ययनका लागि रूजुसूची सहित नेपाली विषयसँग सम्बन्धित विविध संरचित प्रश्नावली तयार गरी विद्यार्थीहरूमा वितरण गरिएको थियो । वितरित प्रश्नावलीमा सातवटा प्रश्नहरू तयार गरी प्रतिक्रियाको लागि तीनवटा विकल्पन (उच्च, मध्यम, निम्न) दिइएको थियो । विद्यार्थी सन्तुष्ट भए उच्च, सामान्य भए मध्यम तथा सन्तुष्ट नभएमा निम्नमा प्रतिक्रिया जनाउन सक्ने सङ्केत राखिएको थियो । त्यसबाट प्राप्त उत्तर वा प्रतिक्रिया नै प्रस्तुत लेखको प्राथमिक स्रोत सामग्री हुन् भने सम्बन्धित विभिन्न ग्रन्थ, विज्ञका धारणाहरू, वेभसाइड द्वितीय स्रोत सामग्रीका रूपमा उपयोग गरिएको छ ।

परिणाम तथा विश्लेषण

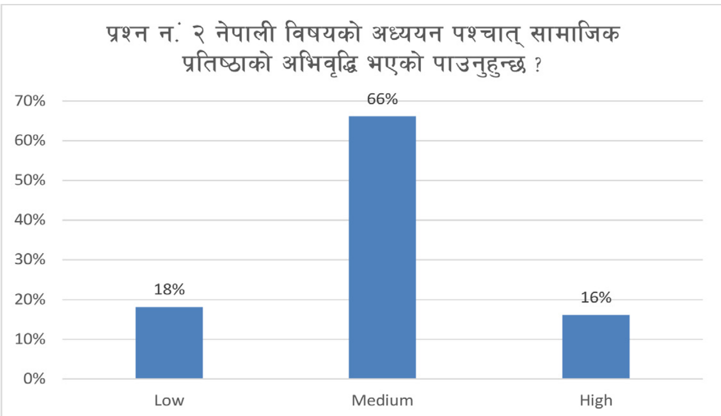
नेपाली भाषा नेपालको भाषा, सभ्यता, संस्कृति विकासको मुख्य आधार हो । नेपाली भाषाप्रति सबैको सकारात्मक दृष्टिकोण हुनुपर्छ भने संरक्षण, संवर्द्धन र विकासको लागि सचेत हुनुपर्छ । विद्यार्थी वर्तमान र भावी समाजका समग्र पक्षका संवाहक र आधार हुन् । त्यसैले नेपाली भाषा र विषयप्रति उनीहरूको दृष्टिकोण कस्तो रहेको छ भनेर पहिचान र विश्लेषण गरी देखिएका

समस्या नीतिगत रूपमा समाधान गर्न सहयोग पुऱ्याउनको लागि यो लेख तयार पारिएको हो। रूजुसूचीमा विद्यार्थीले जनाएको प्रतिक्रियालाई आधार बनाई प्राप्त तथ्याङ्कलाई देहायबमोजिम प्रस्तुत गरी अध्ययन विश्लेषण गरिएको छ।

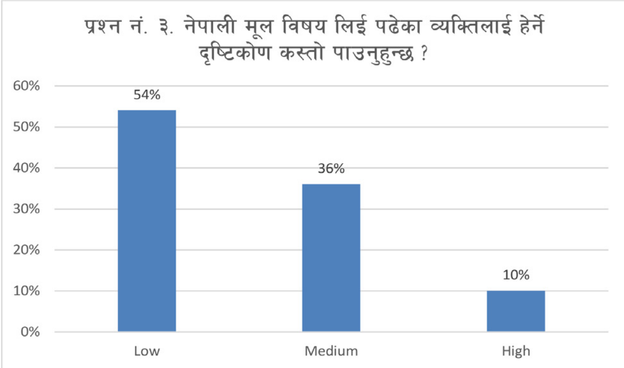
क्र.सं.	प्रश्नावली	निम्न ५	मध्यम ५	उच्च ५
१	प्रश्न नं.१	१०	६४	२६
२	प्रश्न नं.२	१८	६६	१६
३	प्रश्न नं.३	५४	३६	१०
४	प्रश्न नं.४	८	३०	६२
५	प्रश्न नं.५	२२	५८	२०
६	प्रश्न नं.६	१०	४२	४८
७	प्रश्न नं.७	०	१८	८२



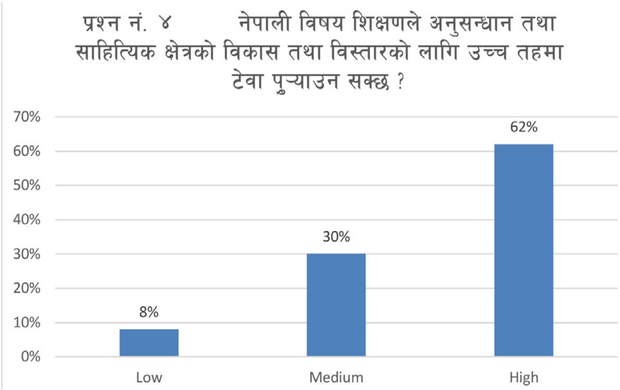
माथिको तथ्याङ्कलाई हेर्दा नेपाली मूल विषयको अध्ययनबाट रोजगारी प्राप्त गर्ने अवस्था छ ? भन्ने प्रश्नमा २६ प्रतिशत विद्यार्थीहरू सन्तुष्ट छन्। ६४ प्रतिशत विद्यार्थीहरूले आंशिक सन्तुष्टि जनाएका छन् भने १० प्रतिशत विद्यार्थीहरूले असन्तुष्टि जनाएका छन्। यस तथ्याङ्कले विद्यार्थीहरू उच्च शिक्षा अध्ययन पश्चात् रोजगारी प्राप्त गर्न सकिने कुरामा पूर्णरूपमा विश्वस्त नभएको उपर्युक्त स्तम्भ चित्रमा देख्न सकिन्छ।



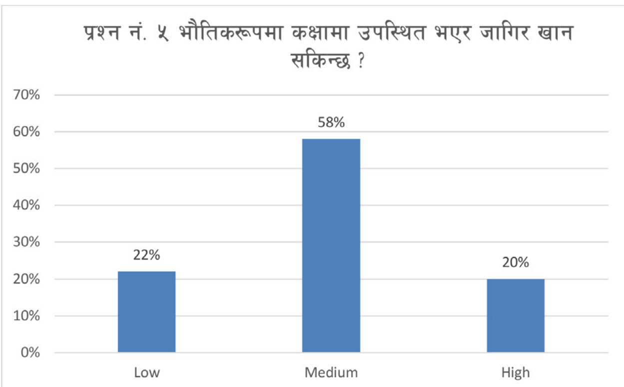
नेपाली विषयको अध्ययन पश्चात् सामाजिक प्रतिष्ठाको अभिवृद्धि भएको पाउनुहुन्छ ? भन्ने प्रश्नमा १६ प्रतिशत विद्यार्थीहरू पूर्ण सहमत देखिन्छन्, त्यसैगरी ६६ प्रतिशतले सामान्य सहमति जनाएका छन् भने १८ प्रतिशत असहमत छन् । यस तथ्याङ्कलाई हेर्दा नेपाली समाजमा नेपाली विषयले त्यति महत्व पाउन सकेको छैन भन्ने बुझिन्छ ।



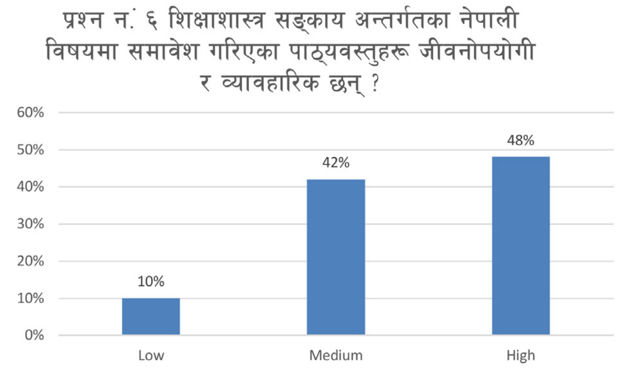
नेपाली मूल विषय लिई पढेका व्यक्तिलाई हेर्ने दृष्टिकोण कस्तो पाउनुहुन्छ ? भन्ने प्रश्नबाट प्राप्त विद्यार्थीको प्रतिक्रियाको विश्लेषण गर्दा जम्मा १० प्रतिशतले मात्र पूर्णरूपमा सन्तुष्टि जनाएका छन् । ३६ प्रतिशतले समान्य सन्तुष्टि र ५४ प्रतिशतले असहमति व्यक्त गरेका छन् । उक्त स्तम्भ चित्रबाट हाम्रो समाजमा नेपाली विषयप्रतिको दृष्टिकोण नकारात्मक रहेको तथ्य प्राप्त हुन्छ ।



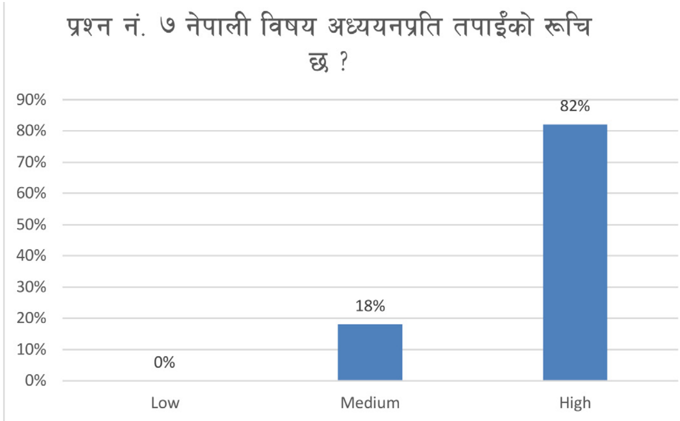
नेपाली विषय शिक्षणले अनुसन्धान तथा साहित्यिक क्षेत्रको विकास तथा विस्तारमा उच्च तहमा टेवा पुऱ्याउन सक्छ ? भन्ने प्रश्नमा ६२ प्रतिशत विद्यार्थीले पूर्ण सहमति व्यक्त गरेका छन् । ३० प्रतिशतले सामान्य अभिमत र ८ प्रतिशतले असहमति प्रकट गरेको उपर्युक्त स्तम्भ चित्रबाट स्पष्ट हुन्छ । यसबाट के निष्कर्ष निकाल्न सकिन्छ भने नेपाली भाषा शिक्षणले अध्ययन, अनुसन्धान तथा भाषा र साहित्य क्षेत्रको विकास र विस्तारमा महत्वपूर्ण टेवा पुऱ्याउन सक्छ ।



अध्ययनका क्रममा भौतिकरूपमा कक्षामा उपस्थित भएर जागिर गर्न सकिन्छ ? भन्ने प्रश्नमा २० प्रतिशतले मात्र सहमति प्रकट गरेको पाइयो । ५८ प्रतिशत विद्यार्थीले मध्यम विचार व्यक्त गरे भने २२ प्रतिशतले असहमति जनाएको कुरा माथिको स्तम्भ चित्रबाट स्पष्ट हुन्छ । निचोडमा वर्तमान समयमा बेरोजगारी समस्या टड्कारो रहेको अवस्थामा जागिर गरेर र कक्षामा उपस्थित भएर अध्ययन गर्न समस्या देखियो । परिणामस्वरूप आर्थिक पक्षले पनि अध्ययनलाई प्रभाव पार्ने स्पष्ट हुन्छ ।



शिक्षा शास्त्र सङ्काय अन्तर्गतका नेपाली विषयमा समावेश गरिएका पाठ्यवस्तुहरू वर्तमान् र भावी जीवनमा उपयोगमा आउन सक्छन् ? वा उपयोगी छन् ? भन्ने प्रश्नमा ४८ प्रतिशत विद्यार्थीले पूर्ण सहमति जनाएका छन् । ४२ प्रतिशतले सामान्य सहमति जनाएका छन् भने १० प्रतिशत विद्यार्थीले असहमति जनाएका छन् । यस तथ्याङ्कका आधारमा विश्लेषण गर्दा नेपाली विषयअन्तर्गत उच्च तहमा समावेश गरिएका पाठ्यवस्तुहरूले विद्यार्थीका समसामयिक र भावी आवश्यकतालाई पूर्ण रूपमा समेट्न नसकेको निष्कर्षमा पुग्न सकिन्छ ।



नेपाली विषय अध्ययनप्रति तपाईंको रूचि छ ? भन्ने प्रश्नमा ८२ प्रतिशत विद्यार्थीहरूले सकारात्मक अभिमत प्रकट गरेका छन् भने १८ प्रतिशतले सामान्य सन्तुष्टि र पूर्णरूपमा असन्तुष्टि जनाउनेको प्रतिशत सून्य रहेको पाइयो । उपर्युक्त स्तम्भ चित्रबाट आफूले अध्ययन गरिरहेको नेपाली विषय महत्वपूर्ण र रूचिपूर्ण भएको पाइयो ।

निष्कर्ष

प्रस्तुत अध्ययनका आधारमा विश्लेषण गर्दा नेपाली विषयसँग सम्बन्धित रहेर सोधिएका प्रश्नहरूको अपेक्षा गरेअनुसार सकारात्मक तथा सन्तोषजनक प्रतिक्रिया आउन सकेन । हाम्रा विद्यार्थीहरू वैदेशिक शिक्षा तथा रोजगारीप्रति आकर्षित भई दिनानुदिन विदेश पलायन भएको अवस्थामा नेपाली शिक्षा व्यावहारिक र जीवनोपयोगी बन्न सकिरहेको छैन । आर्थिक समस्या समाधानको लागि उच्च (स्नातकोत्तर) तहमा जागिर गरेर पढ्ने अवस्था नहुनुका साथै रोजगारीमूलक शिक्षाको अभाव तथा

रोजगारीको पर्याप्त अवसर नभएकोले नेपाली विषयप्रति आकर्षण नभएको अध्ययन, विश्लेषणबाट प्राप्त भएको छ । वर्तमान समयमा विश्वव्यापीकरणको विकास र विस्तारका कारण आर्थिक रूपले सम्पन्न राष्ट्रहरूमा बोलिने भाषाले नेपाली भाषालाई प्रभाव पारेको छ । जसले गर्दा नेपाली पढेका व्यक्तिलाई समाजले हेर्ने दृष्टिकोण पनि सन्तोषजनक देखिएन । यसरी आजका युवापुस्ता (विद्यार्थीहरू) नेपाली भाषा र विषयप्रति आकर्षित हुन सकेनन् भने भावी पुस्तामा भाषिक अपाङ्गता सिर्जना हुने संभावना देखिन्छ । त्यसैले नेपाली विषयको महत्वलाई हृदयङ्गम गरी यसमा देखिएका समस्याहरूको समाधानमा लाग्नु आजको आवश्यकता हो ।

सुझाव

कुनै पनि राष्ट्रको भाषा कमजोर हुनु भनेको त्यो राष्ट्र र राष्ट्रबासी कमजोर बन्नु हो । अहिले अन्य भाषाका प्रभावका कारण नेपाली भाषा साँघुरिदै गएको तीतो यथार्थ हामी सामु छ । नेपाली भाषालाई गतिशील, प्रभावकारी र व्यवस्थित बनाउनु हामी सबैको दायित्व हो । विश्वविद्यालयहरूमा नेपाली विषय अध्ययन गर्ने विद्यार्थी सङ्ख्या घट्दै जानु भनेको नेपाली भाषाको अस्तित्वमा सङ्कट आउनु हो । अतः नेपाली भाषा र विषयमा देखिएका समस्या समाधानको लागि देहायबमोजिमका सुझावहरू मननयोग्य छन् :

१. रोजगारीका अवसरहरू सिर्जना गर्नुपर्छ ।
२. अनुसन्धान तथा साहित्यिक क्षेत्रमा संलग्न व्यक्तिहरूलाई प्रोत्साहित गर्नुपर्छ ।
३. सेमेष्टर प्रणाली अन्तर्गत अध्ययन गर्ने विद्यार्थीहरूलाई जागिर गर्ने वातावरण निर्माण गर्नुपर्छ ।
४. पाठ्यवस्तुहरू व्यवहारिक र जीवनोपयोगी हुनुपर्छ ।
५. सिकाइका कममा सिद्धान्तलाई भन्दा प्रयोग पक्षलाई बढी प्राथमिकता दिनुपर्छ ।

नेपालका सबै विश्वविद्यालयहरूमा विद्यार्थी भर्नादर घटिरहेको सन्दर्भ र नेपाली विषयमा विशिष्टीकरण गर्न चाहने विद्यार्थी सङ्ख्या अत्यन्त कम भएको अवस्थामा यस प्रकारको समस्या समाधान गर्न हामी सबै नेपालीहरू र सम्बन्धित सरोकारवालाहरूको ध्यान केन्द्रित हुनु आवश्यक छ ।

सन्दर्भग्रन्थ सूची

१. अधिकारी, हेमाङ्गराज (२०६७). भाषा शिक्षण : केही परिप्रेक्ष्य तथा पद्धति, काठमाडौं : विद्यार्थी पुस्तक भण्डार ।
२. अधिकारी, हेमाङ्गराज (२०६७). नेपाली भाषा शिक्षण. काठमाडौं : विद्यार्थी पुस्तक भण्डार ।
३. लम्साल, रामचन्द्र र खनाल, राजेन्द्र (२०७५), अनुसन्धान विधि, कीर्तिपुर : सनलाइट पब्लिकेसन ।
४. शर्मा, केदारप्रसाद र पौडेल, माधवप्रसाद (२०७९) नेपाली भाषा शिक्षणका सन्दर्भहरू, काठमाडौं : विद्यार्थी पुस्तक भण्डार ।
५. पौडेल, माधवप्रसाद (२०७६), नेपाली भाषा शिक्षण, काठमाडाँ : विद्यार्थी प्रकाशन प्रा. लि. ।
६. पाण्डे, हुकुमानन्द (पवन) (२०७६) नेपाली विषय शिक्षण र सुधारका उपायहरू, थाहा अनलाइन ।
७.पौडेल, नेत्रप्रसाद र खतिवडा, तीर्थराज (२०६५) नेपाली भाषा पाठ्यकम तथा शिक्षण पद्धति, काठमाडौ : पैरवी प्रकाशन ।
८. खनिया, बुद्धराज (२०७५) नेपाली भाषा शिक्षण : सिद्धान्त र प्रयोग, काठमाडौं, जुपिटर प्रिन्टिङ एण्ड पब्लिसिङ हाउस प्रा. लि. ।
९. ढकाल, शान्ति प्रसाद (२०७४) नेपाली भाषा शिक्षण : परिचय र प्रयोग, काठमाडौं, पिनाकल पब्लिकेसन ।
१०. ढुङ्गेल, भोजराज र दाहाल, दुर्गाप्रसाद (२०७४) नेपाली भाषा शिक्षण : काठमाडौं, एम. के. पब्लिसर्स एण्ड डिस्ट्रिब्युटर्स ।
११ पौडेल, माधवप्रसाद (२०७३) भाषा पाठ्यकम,पाठ्यपुस्तक तथा शिक्षण पद्धति : काठमाडौं, विद्यार्थी प्रकाशन प्रा. लि. ।

शिक्षामा दार्शनिक चिन्तन र नेपाली सन्दर्भ

शेषकान्त अर्याल
उप- प्राध्यापक
सिद्धार्थ गौतम बुद्ध क्याम्पस

लेखसार

यस लेख विश्वमा देखा परेका विभिन्न दार्शनिकहरूका शैक्षिक दर्शनहरू, तिनीहरूका मान्यता, तिनीहरूले शिक्षा, शिक्षण क्रियाकलाप, मूल्याङ्कन जस्ता विभिन्न पक्षमा राखेका धारणाहरु व्यक्त गर्दै नेपालका सन्दर्भमा कसरी तिनीहरूलाई प्रयोग गर्न सकिन्छ ? भन्ने विषयमा केन्द्रित रहेको छ । जसमा शिक्षा एक सामाजिक प्रक्रिया हो । शिक्षा समाजका आवश्यकताहरू पूरा गर्ने माध्यम हो । व्यक्तिको बौद्धिक चिन्तन र मस्तिष्कको उपज नै सिकाइ हो । सामाजिक एवं सांस्कृतिक वातावरणमा अन्तरक्रियाका माध्यमबाट हासिल हुने क्षमतालाई प्रयोग गरेर बालकले नयाँ ज्ञानको निर्माण गर्दछ । जुन व्यावहारिक र जीवन उपयोगी हुनुपर्दछ। शिक्षाले विद्यार्थीहरूको अन्तरनिहित प्रतिभाहरूको प्रस्फुटन गर्न सक्नुपर्दछ । शिक्षण कार्यमा विद्यार्थीलाई केन्द्रविन्दुमा राखी उसको रूचि र इच्छानुसार प्रत्यक्ष सहभागी गराइ, प्रजातान्त्रिक वातावरणमा सिक्ने अवसर प्रदान गराउनु पर्दछ। व्यक्तिको बौद्धिक चिन्तन र मस्तिष्कको उपज नै सिकाई हो । शिक्षकको भूमिकालाई एक सहजकर्ता तथा वातावरण निर्माताको रूपमा प्रयोग गर्नुपर्ने धारणा राख्ने प्रत्येक विद्यार्थीको सिकाइ उसको साँस्कृतिक पृष्ठभूमिमा आधारित हुन्छ भन्ने कुरामा जोड दिनुको साथै हरेक विद्यार्थीको सिकाइको प्रकृति फरक-फरक तरिकाले गर्न सक्छन्, भनेर व्यक्तिगत सिकाइको यथार्थलाई सैद्धान्तिक रूपमा पुष्टि गर्ने शिक्षा उत्पिडीत र दमित वर्गलाई विवेकशील बनाई उनीहरूमा समझताको विकास गर्ने र मुक्तिको आधार हुनुपर्दछ भन्नेको शैक्षिक एवम् दार्शनिक चिन्तनसँग सहमत भई नेपालको सन्दर्भमा पनि स्थानीय स्रोत र साधनको प्रयोग गरी नेपालीलाई आत्मनिर्भर बन्न सक्ने खालको शिक्षा पद्धति विकास गर्नु उपयुक्त हुन्छ । स्थानीय भाषा, धर्म संस्कार र संस्कृतिको जगेर्ना गर्न सक्ने, एक आदर्श नैतिकवान् नागरिक बनाउन सक्ने, नेपाली माटो सुहाउँदो शिक्षा प्रदान गर्नु पर्दछ । सबै जात, धर्म र लिङ्गको प्रतिनिधित्व हुने समावेशी शिक्षा लागू गर्नुपर्ने हुन्छ । आफ्नै माटोअनुसारको समावेशी शिक्षा, बालमैत्री वातावरणमा शिक्षण सिकाइ क्रियाकलाप गरी एक आदर्शवान् र आफू नेपाली भएकोमा गर्व गर्न सक्ने खालको दक्ष नागरिक उत्पादन गराउन सक्ने शैक्षिक दर्शन नेपालका लागि उपयुक्त हुने निष्कर्ष निकालिएको छ । उद्देश्यमूलक नमुना छनोट प्रकृयाद्वारा जोन डिवे,जीन पियाजे, भिगोस्की र पाउलो फ्रेरेको शैक्षिक एवम् दार्शनिक चिन्तनलाई केन्द्रविन्दु बनाएर गुणात्मक विधि प्रयोग गरी गरिएको यस अध्ययनद्वारा सृजना गरिएको यस लेखले शिक्षाको नीति निर्मातालाई, शैक्षिक कार्यक्रम निर्माण एवम् कार्यान्वयनकर्तालाई साथै पाठकवर्गलाई समालोचनात्मक चिन्तनको विकास गराउन मदत पुग्दछ भन्ने विश्वास गरिएको छ ।

मुख्य शब्दावली: दर्शन,बैंकिङ शिक्षा,आलोचनात्मक सोच,चेतनाको अतस्करण, प्रत्यक्षीकरण,मुक्तिका लागि शिक्षा, प्रतिविम्वात्मक चिन्तन

विषय परिचय

दर्शन अङ्ग्रेजी भाषाको फिलोसोफी शब्दको नेपाली रूपान्तरण हो ।अङ्ग्रेजी शब्द Philosophy ग्रीक भाषाको फिलोसोफिका शब्दबाट आएको हो । यसको अर्थ विद्यता प्रतिको प्रेम (Love of Wisdom) हुन्छ । दर्शन भनेको मानिस के हो ? संसार, ब्रहमाण्ड के हो ? प्रकृति के हो ? प्राकृतिक नियम र स्वरूप कस्तो छ ? सत्य (वास्तविकता) के हो ? ग्राहय के हो ? त्याज्य के हो ? ईश्वर के हो ? ज्ञान के हो ? ज्ञानको स्रोत के हो ? दुःख के हो ? सुख के हो ? मूल्य के हो ? राम्रो के हो ? नराम्रो के हो ? आत्मा के हो ? जीवन के हो ? आदि प्रश्नको चिन्तन मनन गरी ठोस निष्कर्ष दिनु नै दर्शन हो । (सिंह,२०६७ पृ.२) अतः दर्शन जीवन र जगतलाई हेर्ने,बुझ्ने र व्याख्या गर्ने एक दृष्टिकोण हो । अझ कुनै पनि सत्यता, ज्ञान र मूल्य मान्यतालाई हेर्ने मानिसको तेस्रो आँखा नै दर्शन हो । दर्शन कुनै पनि व्यक्तिको कुनै पनि वस्तुप्रतिको हेराइ, एवं दृष्टिकोण हो । यसले कुनै पनि ज्ञान कुन आधारमा स्वीकार्य छ, कुनै पनि मूल्य, मान्यताहरू कुन आधारमा आत्मसात गर्न योग्य छन्, त्यसका आधारमा धारणा वा सोच बनाउन सक्ने क्षमतालाई जनाउँदछ । खास गरी सत्यता, ज्ञान वा मूल्य मान्यताका बारेमा विद्वताको आँखाले हेरी त्यसको वास्तविकताका बारेमा जान्न सक्ने कार्यलाई दर्शन भनिन्छ ।

दर्शन र शिक्षाको गहिरो सम्बन्ध रहेको छ । शिक्षा र दर्शन एकै सिक्काका दुई पाटा हुन् । शिक्षाविना दर्शन हुनै सक्दैन भने दर्शनविहिन शिक्षाको पनि कल्पना गर्न सकिदैन।जोन एडम्सका विचारमा दर्शन भित्रका मूल्यमान्यता, सिद्धान्त आदिलाई शिक्षाले संरक्षण, सम्वर्द्धन तथा एक पुस्ताबाट अर्को पुस्तामा हस्तान्तरण गर्ने कार्यसमेत गर्ने भएकाले शिक्षा र दर्शनवीच घनिष्ठ सम्बन्ध रहन्छ (सलैक्स, सन २००८ पृ.१५) । दर्शन दार्शनिक पक्ष हो भने शिक्षा व्यवहारिक र कार्यमूलक पक्ष हो । दर्शनले शिक्षालाई आधार प्रदान गर्दछ भने शिक्षाले दर्शनका व्यापकतालाई विस्तार गर्दछ । शिक्षाले दर्शनबाट प्रतिपादिक सबै सिद्धान्त मूल्य मान्यता आदिलाई प्रयोगमा ल्याई व्यक्तिको व्यावहारिक परिवर्तनमा जोड दिन्छ । त्यसैले यी दुईका बीच अन्योन्याश्रित सम्बन्ध छ । दर्शन र शिक्षा दुवैको लक्ष्य ज्ञान प्राप्त गर्नु र जीवनलाई सफल बनाउनु हो । दर्शनद्वारा प्रतिपादित लक्ष्य ज्ञान, आदर्श र मूल्यमान्यतालाई मानव जीवनमा प्रयोग गर्न शिक्षालाई साधनको रूपमा आयोजना गरिन्छ । यी दुईमा आपसी सम्बन्ध रहेको छ । (भट्टराई एवम् जि.सी. २०७८ पृ. ५) यस आधारमा हेर्दा शिक्षाले दर्शनलाई गतिशिल बनाउँदछ ।

विश्वमा विभिन्न शैक्षिक दर्शनहरू विद्यमान रहेका छन् । यी सबै दर्शनहरुले ज्ञान पत्ता लगाउँदछन् । सिद्धान्तहरूको आधारमा ब्रहमाण्डको व्याख्या गर्दछन् । मानव आचरणहरूको लागि मार्ग निर्देशन गर्दछन् । विज्ञानका उपलब्धि र अवधारणाहरुलाई अर्थसहित व्याख्या तथा मूल्याङ्कन गर्दछन् । शिक्षाको लक्ष्य तथा उद्देश्य दर्शनशास्त्र अनुसार निर्धारण गर्दछन् । बालबालिकाहरुलाई किन शिक्षा दिने, पाठ्यक्रममा खासगरी के सिकाउने, र कसरी सिकाउने जस्ता कुराको योजना तयार गर्दछन् । शिक्षण विधि कुन खालको प्रयोग गर्ने, यदि मानिसहरू आध्यात्मिक दर्शनशास्त्रमा विश्वास गर्ने खालका रहेछन् भने त्यस्तो अवस्थामा शिक्षक केन्द्रित शिक्षण विधिहरूको बढी प्रयोग गर्ने गर्दछन् । यदि मानिसहरूको विश्वास प्रणाली प्रकृतिवादी दर्शनमा आधारित भएमा त्यस्तो अवस्थामा विद्यार्थी केन्द्रित शिक्षण विधिहरूको बढी प्रयोग गर्ने गर्दछन् । त्यस्तै शिक्षकको भूमिकाका बारेमा पनि मानिसहरूको विश्वास प्रणाली वा दर्शन आदर्शवाद, प्रकृतिवाद, प्रगतिवाद आदिसँग मिल्दो दर्शन छ भने शिक्षकले समेत सोही दर्शनअनुसार भूमिका निर्वाह गर्नुपर्ने हुन्छ । विश्वका विभिन्न शैक्षिक दर्शनमध्ये यस लेखमा जोन डिवे,जीन पियाजे, भिगोस्की र पाउलो फ्रेरेको शैक्षिक दर्शनलाई अध्ययन गरी तिनीहरूको मान्यतालाई विश्लेषण गर्दै नेपालको वर्तमान सन्दर्भमा सबै बिद्यार्थीहरूको आवश्यकता सुनिश्चित गर्न शैक्षिक अभ्यासको लागि दार्शनिक आयाम तयार पार्ने प्रयास गरिएको छ ।

समस्याकथन

जोन डिवे, जीन पियाजे, भिगोत्स्की र पाउलो फ्रेरेको शैक्षिक दर्शन के कस्तो रहेको छ । भनी विश्लेषण गर्नु र तिनीहरूको मान्यतालाई हाम्रो नेपाली सन्दर्भमा कसरी प्रभावकारी रूपमा प्रयोग गर्न सकिन्छ भनी खोजी गर्नु नै प्रस्तुत शोधको मूल समस्या हो । त्यही मूल समस्यामा केन्द्रित रही उनीहरूका विभिन्न शैक्षिक सिद्दान्तहरूबारे खोज विश्लेषण गरिएको छ ।

अध्ययनको उद्देश्य

यस अध्ययनको मूल उद्देश्य समस्या कथनमा उल्लिखित शोध समस्याको प्राज्ञिक समाधान खोज्नु रहेको छ । दार्शनिक एवम् शिक्षाविद् जोन डिवे,जीन पियाजे, भिगोस्की र पाउलो फ्रेरेको शैक्षिक एवं दार्शनिक दृष्टिकोण र तिनीहरूको मान्यतालाई हाम्रो नेपाली सन्दर्भमा कसरी प्रभावकारी रूपमा प्रयोग गर्न सकिन्छ भनी खोजी गर्नु नै प्रस्तुत शोधको मूल उद्देश्य रहेको छ ।

अध्ययन विधि

प्रस्तुत लेख तयार पार्न आवश्यक सामग्री-सङ्कलन विधिलाई यसप्रकार उल्लेख गर्न सकिन्छः

सामग्री सङ्कलन विधि

यस अध्ययन विश्लेषणका क्रममा उद्देश्यमूलक नमुना छनोट प्रकृयाद्वारा जोन डिवे,जीन पियाजे, भिगोत्स्की र पाउलो फ्रेरेको शैक्षिक दर्शनसँग सम्बन्धित सामग्रीहरू पुस्तकालय, सम्पर्क र इन्टरनेटबाट सङ्कलन गरिएको छ । जोन डिवे, जीन पियाजे, भिगोस्की र पाउलो फ्रेरेको दार्शनिक पुस्तकहरूलाई प्राथमिक स्रोत र उनका सिद्दान्तहरूसँग सम्बद्ध समीक्षात्मक तथा समालोचनात्मक कृतिलाई द्वितीय स्रोतका रूपमा प्रयोग गरिएको छ । सङ्कलित दस्तावेज अध्ययनद्वारा तथ्याङ्कहरू सङ्कलन गरी सङ्कलित तथ्याङ्कलाई गुणात्मक विधिद्वारा विभिन्न शीर्षकमा व्याख्या, विश्लेषण तथा प्रस्तुतीकरण गरिएको छ ।

सीमाङ्कन

विश्वमा विभिन्न शैक्षिक दर्शनहरू विद्यमान रहेका छन् । ती मध्ये जोन डिवे, जीन पियाजे, भिगोस्की र पाउलो फ्रेरेको शैक्षिक दर्शनका महत्वपूर्ण मान्यताहरूमा प्राज्ञिक रूपबाट विश्लेषण गर्दै नेपाली सन्दर्भमा तिनीहरूलाई हेर्ने प्रयासमा मात्र यस लेख केन्द्रित रहेको छ ।

दार्शनिक चिन्तन र विश्लेषण

शिक्षा के हो ? शिक्षाले के गर्नु पर्दछ ? शिक्षाले के के कुरामा ध्यान दिनु पर्दछ ? शिक्षा कसरी प्रदान गर्दा उपयुक्त हुन्छ ? कसरी शिक्षण गरी रहिएको छ ? बिद्यार्थीले कसरी सिकाइ गर्छ ? कसरी सिकाइ गर्दा शिक्षाका उद्धेश्यहरू पूरा हुन्छन् ? विद्यार्थीको सिकाइ मूल्याङ्कन कसरी गर्ने ? कसरी सिकाइ प्रभावकारी गराउन सकिन्छ ? इत्यादि विषयमा पूर्वीय र पाश्चात्य दुवै जगतमा परापूर्वकालदेखि नै विभिन्न व्यक्तिहरूको विचार रहदै र ति विचारहरू समयअनुसार परिवर्तन हुँदै आइरहेका छन् । यसै सन्दर्भमा यहाँ जोन डिवे,जीन पियाजे, भिगोत्स्की र पाउलो फ्रेरेको शैक्षिक दर्शन एवं सिद्धान्तलाई नेपाली सन्दर्भमा हेरी विश्लेषण गरिएको छ ।

जोन डिवेको शैक्षिक दर्शनः

शिक्षा सामाजिक प्रक्रिया हो । शिक्षा समाजमा आधारित हुनु पर्दछ र शिक्षा सामाजिक दायित्व हो । शिक्षाले समाजको आवश्यक पूरा गर्नुपर्दछ । विद्यालय लघु समाज हो, समाजका सम्पूर्ण विशेषता विद्यालयमा हुन्छन् भन्ने धारणा डीवेको रहेको छ । (ढकाल एवं कोइराला, २०६७ पृ. १३५) शिक्षा, व्यावहारिक र जीवनोपयोगी हुनुपर्दछ । शिक्षाले बालबालिकाहरुको अन्तरनिहित प्रतिभाको प्रस्फुटन गराउन सक्नुपर्दछ । शिक्षा बालकको रुचि र आवश्यकताअनुसार हुनुपर्दछ । बालक शिक्षाको केन्द्रविन्दु हो । बालकले सधै आफ्नो अध्ययन सामूहिक सिकाइ, अनुभवजन्य सिकाइ, स्वतन्त्रता र उत्तरदायित्वका साथ सक्रिय रही गर्नुपर्दछ । अमेरिकन दार्शनिक जोन डिवे बालबालिकाहरूलाई प्रजातान्त्रिक वातावरणमा सिकाइको अवसर प्रदान गरी उनीहरूमा रहेको अन्तरनिहित क्षमतालाई प्रस्फुटन गर्न कलात्मक र सहभागितामूलक रूपमा लिनुपर्ने शैक्षिक दार्शनिक विचार ब्यक्त गर्दछन् । जुन अत्यन्त सान्दर्भिक हो । जब विद्यार्थीहरुले स्वतन्त्र रूपमा विना डर, त्रास आफूलाई सिकाइ कार्यमा सहभागी गराउँदछन् । त्यो सिकाइ सजिलै र चिरस्थायी रहन्छ । तसर्थ यस डिवेको मान्यता नेपाली सन्दर्भमा समेत पूर्ण रूपमा लागू गर्नुपर्ने देखिन्छ तर वर्तमान समयमा त्यसो हुन सकिरहेको अवस्था छैन । डिवे विद्यार्थीहरुको रुचि र आवश्यकताअनुसार पाठ्यक्रम परिवर्तन गर्दै जानुपर्दछ भन्ने मान्यता राख्दछन् । समग्रमा शिक्षा जीवनोपयोगी, सहभागितामूलक एवम् सिर्जनशील हुनुपर्दछ भन्ने कुरामा आफ्नो विचार प्रस्तुत गरी बच्चा सिकाइका लागि नै तयार भएन भने सिकाइ हुन सक्दैन तसर्थ प्रजातान्त्रिक सहभागिता नै पहिलो कडी रहेको डिवे बताउँछन् । डिवेका अनुसार शिक्षा नै जीवन हो । शिक्षाले सिद्धान्त र व्यवहारलाई जोड्नुपर्छ । शिक्षा अनुभवमा आधारित हुनुपर्दछ । बाह्यरूपमा थोपरिएर हुदैन। किनभने वास्तविक अनुभव र शिक्षाको प्रक्रियाहरू बिचको घनिष्ठ सम्वन्ध छ । विद्यार्थीको आफ्नै अनुभवहरू नै वास्तविकता र सत्यको केन्द्र हो । शिक्षाले बालबालिकाहरुलाई कसरी बाँच्ने भन्ने कुरा सिकाउनु पर्दछ । साँस्कृतिक, बहुलवाद र व्यक्तिगत स्वतन्त्रताको माध्मबाट स्वस्थ्य समाजको विकास गर्न सकिन्छ भन्ने मान्यता जोन डिबेको रहेको छ ।

जिन पियाजेको शैक्षिक दर्शनः

जिन पियाजे (जन्म ९अगस्त १८९६ - मृत्यु १६ सेक्टेम्बर १९८०) स्वीजरल्याण्डका एक बालमनोवैज्ञानिक, दार्शनिक, चिन्तक, विचारक, चिकित्सक एवम् जीववैज्ञानिक हुन् । उनले ज्ञानात्मक विकासको सिद्धान्त प्रतिपादन गरेका छन् । उनले बाल विकास र सिकाइ र सिकाइको सम्बन्ध निरूपण गर्नुका साथै वालवालिकाका मानसिक चिन्तन, विकासात्मक व्यवहार, धारणा निर्माण, आवश्यकताबोध, क्रियात्मक प्राप्ति र तिनलाई शिक्षण सिकाइका क्षेत्रमा कसरी उपयोग गर्न सकिन्छ । भन्ने सूक्ष्म अध्ययन गरी संज्ञानात्मक विकासको सिद्धान्त प्रतिपादन गरेका छन् । जीन पियाजेको संज्ञानात्मक विकासको सिद्धान्तले बालबालिकाहरूले मानसिक विकासका चारवटा विभिन्न चरणहरू पार गर्ने सुझाएको छ।पहिलो चरण सेन्सरी मोटर स्टेज हो।यस चरणमा बालबालिकामा खासै कुनै स्थायी ज्ञान प्राप्त नभए तापनि उनीहरू चुस्ने, चाट्ने, हेर्ने आदि क्रियाकलापबाट

सिकाइ गर्दछन् । यस समयमा एक पटक देखेको वस्तु त्यही रूपमा रहिरहन्छ भन्ने धारणाको विकास हुन्छ । दोस्रो चरण प्री अपरेसनल स्टेज हो । दोस्रो चरणमा बालबालिकाहरू बोलीचालीमा मनका कुरा अभिव्यक्त गर्न सक्ने, नक्कल गर्ने आदि कार्य गर्दछन् । आफूले देखेका, जानेका कुराहरु सत्य र अरू कुराहरू असत्य हुन्छन् भन्ने धारणा राख्दछन् । तेस्रो चरण कंक्रिट अपरेसन स्टेज हो । यस अवस्थामा बालबालिकाको स्वभाव र सोचाइमा गुणात्मक भिन्नता आउँदछ । वस्तुको आकार, प्रकार रूप, रङ्ग, तौल आदिको यथार्थता बुझ्दै तिनको आधारमा वर्गीकरण गर्न सक्छन् । चौथो चरण औपचारिक परिचालनको चरण हो । यस चरणमा उनीहरूमा आफ्ना विचारहरू व्यवस्थित र तर्कपूर्ण गराउँदछन् । पियाजेका अनुसार औपचारिक क्रियात्मक यस चरणको अन्त्यपछि बालबालिकाहरू पूर्ण बौद्धिक क्षमता विकासका अवस्थामा पुग्दछन् । वंशाणुगत ज्ञानको तरिका र वैधतासित सम्बन्धित सिद्धान्तकारका रूपमा परिचित पियाजेको संज्ञानात्मक क्रियाकलापको अध्ययनबाट जन्मेको यो सिद्धान्त अनुभवजन्य सिकाइभन्दा प्रबल सम्भावना बोकेको स्थिति (मस्तिष्कको कार्य) जन्य सिकाइको पक्षमा उभिएको छ । व्यवहारवाद, संरचनावाद र कार्यवादको विरोध स्वरूप जन्मेको हुनाले यो अन्तदृष्टि, सङ्गठन एवम् चित्र र आधारको धारणासँग सम्बन्धित देखिन्छ । अन्तर्दृष्टिका मूल आधारहरूमा प्रत्यक्षीकरण, कल्पना र विचारको प्रधानता रहने गरेको पाइन्छ। यसमा प्रयत्न र भूलबाट सिकाइ हुन्छ भन्ने कुरामा नभई व्यक्तिको बौद्धिक चिन्तन र मस्तिष्कको उपज नै सिकाइ हो । भन्ने कुरामा विश्वास गरिन्छ । (वाग्ले र पौडेल, २०१० पृ.१४२) । यस सिद्धान्तले विभिन्न उमेरमा हुने सिकाइको स्वरूप प्रस्तुत गरेर शिक्षक तथा अभिभावकहरूलाई विद्यार्थीको कुन उमेरमा कस्तो शिक्षण सिकाइ प्रविधि प्रयोग गर्नु पर्छ भन्ने बारे स्पष्ट जानकारी दिएका छन् । उनले शिक्षण सिकाइलाई बाल केन्द्रित बनाउन ठोस सिद्धान्त तथा सुझाव प्रस्तुत गरेका छन् । उनको यस सिद्धान्तलाई बच्चाको परिपक्वता अनुरूप पाठ्यक्रम निर्माणमा प्रयोग गर्न सकिन्छ । शिक्षकको भूमिकालाई एक सहजकर्ता तथा वातावरण निर्माताको रूपमा प्रयोग गर्नुपर्ने उनको धारणा रहेको छ । बच्चा तथा वयस्कको व्यवहारमा स्पष्ट अन्तर प्रस्तुत गरेका छन् र बच्चासँग उमेर अनुरुप गर्नुपर्ने व्यवहारबारे जानकारी दिएका छन् ।

पियाजेको संज्ञानात्मक दृष्टिकोणको शैक्षिक प्रयोगहरू/सकारात्मक पक्षहरु

संरचनावाद, कार्यवाद र व्यवहारवादका सिकाइका प्रक्रियाहरूको विरोध गर्दै जन्मिएको सिद्धान्त संज्ञानवाद हो । संज्ञानवादका मुख्य शैक्षिक प्रयोगहरू /सकारात्मक पक्षहरू निम्नानुसार छन् ।

१. संज्ञानवादले बालबालिकाको मानसिक प्रक्रिया, क्षमता र दक्षतामा जोड दिने गर्दछ । जुन यसको सकारात्मक पक्ष हो ।
२. सिकाइमा सम्पूर्णतालाई ग्रहण गर्ने पद्धतिको विकास संज्ञानवादले गरेको छ । जुन यसको सकारात्मक पक्ष हो ।
३. संज्ञानवादले शिक्षण सिकाइ जहिले पनि अर्थपूर्ण हुनुपर्दछ, व्यावहारिक हुनुपर्दछ भन्ने मान्यता राख्दछ, जुन यसको सकारात्मक पक्ष हो ।
४. बालबालिकाहरूको जैविक विकास र मानसिक विकास समानान्तर रूपमा विकास हुँदै जान्छ । विविध विकासात्मक चरणहरू अनुसार सिकाइ स्तरहरूको विकास गरिनुपर्दछ किनभने विकासात्मक चरणहरूअनुसार बालकको मानसिक विकासको स्तर र क्षमताको पनि विकास हुने गर्दछ । यस पक्षलाई शिक्षण सिकाइमा विशेष ध्यान दिइन्छ । यो संज्ञानवादको महत्वपूर्ण शैक्षिक प्रयोग हो । (शर्मा एण्ड शर्मा, २०६६)
५. संज्ञानवादले बिद्यालयमा राम्रो संङ्गठनात्मक वातावरण, संस्थागत योजना, समूह गतिशीलता आदिले शैक्षिक सिकाइका आधारभूमि हुन् भन्ने मान्यता राख्दछ, जुन संज्ञानवादका मुख्य शैक्षिक उपलब्धीहरू / पक्षहरू हुन् ।
६. संज्ञानवादले बिद्यार्थीहरूको निश्चित तह र उमेरअनुसार पाठ्यक्रम सामग्रीहरूको निर्माण र मूल्याङ्कन प्रक्रिया अपनाउन सघाउ पुर्याउने भएकाले शैक्षिक क्षेत्रमा यो महत्वपूर्ण मानिन्छ ।
७. यसले सहभागीमूलक बालकेन्द्रित शिक्षण गर्न मद्धत पुर्याउँदछ । त्यसैले शैक्षिक क्षेत्रमा यो महत्वपूर्ण मानिन्छ ।
८. संज्ञानवादले शिक्षण सिकाइका क्षेत्रमा देखिएका समस्याहरू पत्ता लगाइ त्यस समस्याको समाधान गर्न सहयोग गर्दछ । त्यसैले शैक्षिक क्षेत्रमा यो महत्वपूर्ण मानिन्छ ।
९. संज्ञानवादले विविध वातावरणअनुसार बालबालिकाको बौद्धिक क्षमतामा पनि विभिन्नता पाइने भएकाले सोही अनुसार वैयक्तिक शिक्षणमा ध्यान दिनुपर्दछ, भन्ने मान्यता राख्दछ, जुन कुरा पियाजेको शैक्षिक महत्वपूर्ण योगदान हो ।

समष्टिमा भन्दा बालबालिकाहरूको सिकाइमा समस्याहरूको छनोट, समस्याको पहिचान, चरणबद्ध सिकाइ, अर्थपूर्ण सिकाइ, प्रत्यक्षिकरण,आकस्मिक सिकाइ, प्रेरणायुक्त सिकाइ, मानसिक अवस्थाअनुसारका सिकाइ जीन पियाजेको संज्ञानात्मक सिकाइ सिद्धान्तको महत्त्वपूर्ण योगदान हो ।

पियाजेको संज्ञानात्मक सिद्धान्तका आलोचना/सीमाहरू:

पियाजेको संज्ञानात्मक विकासको सिद्धान्तका थुप्रै उपयोगिता वा सकारात्मक पक्षहरु एवम् शैक्षिक योगदान हुँदाहुँदै पनि केही आलोचना र सीमाहरूबाट यो पनि अछुतो रहन सकेन। विशेष गरी १९६० र १९७० को दशकमा शोधकर्ताहरूले तर्क गरेकी पियाजेले भ्रामक सर्तहरू र विशेष गरी कठिन कार्यहरु प्रयोग गरेर आफ्ना अवलोकनहरूमा बालबालिकाको क्षमतालाई कम मूल्याङ्कन गरेको हुन सक्छन् भन्ने तर्क राखेका छन् । त्यस्तै सबैबालबालिकाहरु पियाजेको बिकासमा एक चरणबाट अर्को चरणमा विकसित हुन नसक्ने, उनको सिद्धान्तको परीक्षण थोरै बच्चाहरूमा मात्र अवलोकन गरिएको, विकासमा सामाजिक र साँस्कृतिक प्रभावलाई ध्यान नदिइएको, यो सिद्धान्त विपरित धेरैजसो अनुसन्धानबाट भाषिक अवसरहरू सामाजिक अन्तर्क्रियाबाट सहज हुँने देखाइएको पाइन्छ । त्यस्तै पियाजेले विकसित देशहरूका बालबालिकामा आफ्नो परीक्षण गरे र विश्वका बालबालिकाहरूमा सामान्यीकरण गरेका छन्,जुन कुरा सबै बालबालिकाहरूमा लागू नहुन सक्छ । पियाजेले बच्चाको भाषा विकास र सोच निर्माणका बारेमा गरेको अनुसन्धानबाट बच्चाहरूले वयस्कले जस्तो सोच्दैनन् । भनी बालबालिकाहरूलाई उपेक्षा गरेको पाइन्छ ।

भिगोत्स्कीको शैक्षिक दर्शन:

भिगोत्स्की (पुरा नाम लेभ सिम्योनोभिच भिगोत्स्की) ले शिक्षाका क्षेत्रमा सामाजिक, साँस्कृतिक र संज्ञानात्मक सिद्धान्त प्रस्तुत गरेका छन् । यो सिद्धान्त शिक्षाका क्षेत्रमा एक नवीन तथा विद्यार्थी केन्द्रित दृष्टिकोण मानिन्छ । यसले प्रत्येक विद्यार्थीको सिकाइ उसको सांस्कृतिक पृष्ठभूमिमा आधारित हुन्छ भन्ने कुरामा जोड दिनुको साथै हरेक विद्यार्थीले सिकाइ फरक-फरक तरिकाले गर्न सक्छन् भनेर व्यक्तिगत सिकाइको यथार्थलाई सैद्धान्तिक रूपमा पुष्टि गरेको छ । उनको सिद्धान्त सामाजिक निर्माण, सामाजिक संरचना, सामाजिक क्रियाकलाप, सामाजिक मूल्य र मान्यता तथा समष्टिमा भन्दा सामाजिक संरचनामा आधारित छ । यस सिद्धान्तले Subjectivity लाई जोड दिन्छ र Objectivity लाई नकार्छ । (शर्मा एण्ड शर्मा, २०६६ पृ.१७०) त्यस्तै शिक्षण सिकाइ प्रक्रियामा शिक्षकको भूमिका तथा प्रभावमा पनि नयाँ दृष्टिकोणहरू प्रस्तुत गरेको छ । यसले शिक्षकको भूमिका एक सहजकर्ता र मार्गदर्शकको रूपमा हुन्छ भन्ने मान्यता राख्दछ । सिकाइलाई व्यक्तिगत तथा सिक्ने प्रक्रियालाई सहकार्यमा आधारित प्रयासको रूपमा प्रस्तुत गरी सिकाइमा एक नयाँ दृष्टिकोण अर्थात् Collaborative learning प्रस्तुत गरेको छ । यस सिद्धान्तले वर्तमानको बहुसाँस्कृतिक समाजमा अपनाउनुपर्ने शैक्षिक प्रक्रियामा जोड दिई व्यक्तिको साँस्कृतिक परिवेश तथा ज्ञानको मात्र कदर गरेको छैन, अल्पसंख्यक साँस्कृतिक समूहहरूको लागि अपनाउनुपर्ने शिक्षण सिकाइको रणनीतिबारे पनि ठोस सुझाव प्रस्तुत गरेको छ । भिगोस्कीका अनुसार सिकाइ ज्ञानात्मक विकास, ज्ञानात्मक कार्यहरूद्वारा हुने गर्दछ । सिकाइ व्यक्तिको व्यक्तिगत विकासमा आधारित हुन्छ । व्यक्तिको व्यक्तिगत विकास उसको सामाजिक सांस्कृतिक परिवेशका अभावमा बुझ्न सकिदैंन (शर्मा एण्ड शर्मा, २०६६ पृ.१७१) । भिगोत्स्कीले कसले सिकाउने ? कुन विधिद्वारा सिकाउने ? पाठ्यक्रम कस्तो हुनुपर्दछ ? भन्ने बारेमा प्रसारणको सिद्धान्तमा व्याख्या गरेका छन् । भिगोत्स्कीले जसले पढाउँछ वा सिकाउँछ त्यो अरुभन्दा ज्यादा जान्ने MKO -More knowledgeable other) हुनुपर्दछ भनेका छन् । विशेष पक्षमा वा प्रक्रियामा सिकारुभन्दा राम्रो ज्ञान भएको वा उच्च दक्षता भएको र सिकारुको ZPD (Zone of Proximal development) विकास गराउन सक्ने व्यक्ति MKO हो । त्यसैले Mko ले सिकाउनु पर्दछ । (भिगोत्स्की, सन १९९० पृ.१५) पहिले पहिले Mko भनेको शिक्षकलाई भनिन्थ्यो तर अहिले साथी, दाजुभाइ, दिदीबहिनी, साना व्यक्तिहरू, कम्प्युटर वा इमेल इन्टरनेट, आदि कोही पनि mko हुनसक्छन् । कुनै बिषयबस्तुलाई सिकाउन शिक्षण विधिको रूपमा भिगोत्स्कीले scaffolding विधिलाई प्रयोग गर्नु पर्दछ भनेका छन् । Scaffolding भनेको collaborative dialogue विधि हो । यो विधिबाट सिकाउन निम्न चरणहरुको पालना गर्न सकिन्छ:

- सिकारुको चाख निर्माण गरी सिकाइमा लगाउने
- सिकारुलाई सक्रिय सहभागी गराउने
- विषयबस्तुलाई सरलीकरण गर्ने र साना भागहरुमा बाँड्ने
- सिकारु केन्द्रीत शिक्षण गर्ने
- सिकारुलाई निराश हुनबाट बचाउने
- शिक्षकले नमुना बनेर देखाउने

उपरोक्त चरणहरुलाई विद्यार्थीको तहअनुसार कार्यान्वयनमा ल्याउँदा सबै विद्यार्थी ज्ञान र सिप सिकाइमा निपूर्ण बन्दछन् किनभने यस विधिमा सहयोगीपूर्ण वादविवाद हुन्छ । यस शिक्षण विधिमा शिक्षकले सहयोगीको भूमिका निर्वाह गर्नुपर्दछ भने सिकारु सक्रिय रूपमा लागेर सिकारु सिकारु बिचमा सहयोग पूर्ण अन्तरक्रिया हुने गर्दछ । शिक्षकले नमुना बनेर देखाउने र त्यहि नमुना सिकाइका आधारमा सिकारुले आफ्ना समस्याको समाधान गर्दछन् । यो सिद्धान्त सिकाइको क्षेत्रमा एक नवीन तथा विद्यार्थी केन्द्रित दृष्टिकोण मानिन्छ । यसले प्रत्येक विद्यार्थीको सिकाइ उसको साँस्कृतिक पृष्ठभूमिमा आधारित हुन्छ भन्ने कुरामा जोड दिनुको साथै हरेक विद्यार्थीको सिकाइको प्रकृति फरक-फरक तरिकाले गर्न सक्छन्, भनेर व्यक्तिगत सिकाइको यथार्थलाई सैद्धान्तिक रूपमा पुष्टि गरेको छ । त्यस्तै सामूहिक अन्तरक्रियाका माध्यमबाट सिकाइ हुन्छ भन्ने भिगोत्स्कीको मान्यतालाई आत्मसात् गर्दै शिक्षा सिकाइका विभिन्न अवधारणा र प्रक्रियाहरू मूल्य र मान्यताहरू जान्नका लागि सिक्ने, गर्नका लागि सिक्ने, बन्नका लागि सिक्ने, मिलेर बस्न सिक्ने, समस्या समाधान गर्नका लागि सिक्ने, अन्तर्वैयक्तिक सीप र व्यवस्थापन गर्न सिक्ने सिप निर्माण गर्ने खालको बनाई हाम्रो शिक्षण सिकाइ क्रियाकलाप पनि प्रभावकारी बनाउन सकिन्छ । निष्कर्षमा भिगोत्स्कीले भनेझैं हाम्रो देश बहुजातीय, बहुभाषीक, बहुसाँस्कृतिक र बहुविविधतायुक्त रहेको छ । तसर्थ हरेक विद्यालयमा ती सबै तह, स्तर र वर्गका बालबलिका आउँदछन् । ती सबैका इच्छा चाहना, आवश्यकतालाई मनन गरेर सबैलाई समाहित शिक्षा दिनुपर्दछ । सामूहिक अन्तरक्रियाका माध्यमबाट सिकाइ हुन्छ भन्ने भिगोत्स्कीको मान्यतालाई आत्मसात् गर्दै शिक्षा सिकाइका विभिन्न अवधारणा र प्रक्रियाहरू मूल्य र मान्यताहरू जान्नका लागि सिक्ने, गर्नका लागि सिक्ने, बन्नका लागि सिक्ने, मिलेर बस्न सिक्ने, समस्या समाधान गर्न सक्नका लागि सिक्ने, अन्तर्वैयक्तिक सीप र व्यवस्थापन गर्न सक्ने सिप निर्माण गर्ने खालको हुनुपर्दछ । अब हाम्रो कक्षाकोठाको सिकाइ सहकार्यात्मक पद्धति (inter–psychological And Intra–psychological aspect अनुसार Collaborative learning Scaffolding विधिबाट सिकाउदा, रमाइलो, व्यवहारिक र स्थायित्व हुन्छ ।

पाउलो फ्रेको शैक्षिक दर्शनः

शिक्षाविद् पाउलो फ्रेरे प्रगतिवादी तथा प्रयोजनवादी दार्शनिक अवधारणा र अभ्यासका पक्षधर मानिन्छन् । उनको शैक्षिक दर्शन र कार्यमा एवम् नयाँ चिन्तनमा अस्तित्ववाद, फेनोमेनोलोजी, मानवतावाद, मार्क्सवाद र ईसाई धर्मको समेत प्रभाव परेको पाइन्छ । उनले प्रतिपादन गरेको प्रतिविम्वात्मक चिन्तन (रिफ्लेक्टीभ थिङ्किङ) मा आधारित शैक्षिक दर्शनले मानवमा चेतनाको अन्तरदृष्टिकरण गराई उसलाई पूर्ण मानव बनाउन उत्पीडनबाट मुक्ति प्राप्त गर्ने गराउने ज्ञान (कग्नीटिभ इमान्सीपेटरी इन्ट्रेस्ट) बोध गर्ने तरिका सिकाउँछ । यस दर्शन द्वन्द्वात्मक सिद्धान्तमा आधारित विश्व दृष्टिकोण हो । यो समाजशास्त्रीय तथा मानवतावादी चिन्तनमा आधारित दृष्टिकोणसमेत भएकोले यसले मानवतावादीलाई समेत आत्मसात गरेको छ । यस दर्शनले परम्परागत शैलीको वर्णात्मक पद्धतिमा आधारित सिक्ने र सिकाउने प्रणालीलाई बैङ्किङ् पद्धतिको रूपमा व्याख्या गरेको छ । यस प्रकारको शिक्षाले मानवलाई सधैं आज्ञाकारी र उत्पीडनको सिकार मात्र बनाइ राख्छ। तसर्थ यस प्रणाली सुधार गर्न अन्तर क्रियात्मक तरिका र संवाद विधिबाट सिकाइ अघि बढाउनु पर्ने दृष्टिकोण पाउलो फ्रेरेले विकास गरेका छन् । सिकाई प्रकृयाको विषय (सब्जेक्ट) शिक्षक हो भने विद्यार्थी निष्कृय वस्तु (अब्जेक्ट) को रूपमा रहन्छ । शिक्षकले हैकम लगाउँछ, विद्यार्थीहरू उक्त हैकमलाई पूर्ण रूपमा मान्दछन्, पालना गर्दछन् । विद्यार्थीलाई बिना कुनै हाउभाउ वा प्रतिकृया गर्न नलगाई शिक्षा थोपर्ने, शिक्षा कोच्याउने काम मात्र गरिन्छ । पाउलो फ्रेरे यस प्रकारको शिक्षा प्रणालीलाई बैङ्किङ् अवधारणामा आधारित शिक्षा (बैङ्किङ् कन्सेप्ट अफ एजुकेसन, फ्रेरे, १९७०) भन्नु उपयुक्त हुन्छ भन्ने ठान्दछन् । यस धारणा अनुसार शिक्षा बैंकको निक्षेप जस्तो भएको छ । शिक्षा बैंकमा नगद जम्मा गर्ने प्रकृया जस्तो रहेको छ । बैङ्किङ् धारणाअनुसार विद्यार्थीहरू ज्ञानको सङ्ग्रहकर्ता हुन् । विद्यार्थी ज्ञान सङ्ग्रह गर्नका लागि विद्यालयमा आफ्नो नाउँको खाता खोल्दछन्, निक्षेप स्वीकार गर्दछन् अर्थात् विद्यार्थी ज्ञान संग्रह गर्दछन्, ज्ञान ग्रहण गर्दछनपिनार, १९७५) । शिक्षकले ज्ञान जम्मा गर्ने निक्षेपमा सही गर्ने र छाप लगाउने भूमिका निर्वाह गर्दछन् । यस अवधारणाको शिक्षा प्रणालीमा ज्ञानीले अज्ञानीलाई शिक्षा प्रदान गर्दछ । यस प्रकारको शिक्षा प्रणालीले उत्पीडित वर्गको आवश्यकतालाई स्वीकार गरेको छैन । यसले विद्यार्थी एवम् सिकारूहरूका सिर्जनात्मक क्षमतालाई नष्ट पार्छ । उनीहरूले समालोचनात्मक क्षमता (क्रिटिकल थिङ्किङ् क्यापासिटी) गुमाउँछन् (अग्रवाल, २००३) । विद्यार्थी र शिक्षक वर्ग बीच हुनुपर्ने संवाद र सञ्चारको ढोका बन्द गराउँछ । सांस्कृतिक रूपमा केही गर्न नसक्ने निकम्बा बनाउँछ । अर्थात् यस प्रकारको शिक्षाले यो जीवन र जगत परिवर्तन गर्न सक्दैन तर बदलिएको शिक्षाले मानिसलाई परिवर्तन गर्न सक्छ र मानिसले यस जगतलाई बदल्न सक्दछ । यस जगतलाई व्याख्या गर्न र परिवर्तन गर्न ज्ञानको प्रयोग गर्ने सिकारूको भूमिका रहन्छ । तसर्थ महिला तथा पुरूषहरूले आलोचनात्मक तथा सृजनात्मक रूपमा यस वास्तविक जगतमा कसरी सहभागिता जनाउने र सबै खाले उत्पीडनबाट कसरी मुक्ति प्राप्त गर्ने भन्ने पक्षमा फ्रेरेको शैक्षिक दृष्टिकोण रहेको छ । शिक्षा कहिल्यै तटस्थ हुँदैन ।

तल्ला वर्गका मूल्य र मान्यतालाई दबाएको छ । शिक्षा सिकारूका दैनिक जीवनका कार्यहरूसँग सम्बन्धित हुनुपर्दछ । शिक्षण गर्दा विद्यार्थीलाई समस्या दिई जागरुक गराउनु पर्दछ।शिक्षणमा सबै सिकारुलाई समान रूपमा छलफलमा भाग लिन लगाउने, अरूका विचार सुन्ने र आपसमा ज्ञान सीपहरूको आदान प्रदान गर्नु पर्दछ । कक्षामा हरेक कार्यपछि चिन्तन र पुनः कार्य गर्दै जाँदा निष्कर्षमा पुग्न सकिन्छ भन्ने मान्यता राख्ने पाउलो फ्रेले पेडागोजी अफ द अप्रेष्टमा आफ्ना धारणा व्यक्त गरेका छन् । उनका बिचारमा शिक्षा घोकन्ते विद्या नभइ यो त जान्ने र बुझ्ने प्रक्रिया हो । शिक्षाले उत्पिडित तथा दमित बर्गलाई विवेकशील बनाउनु र उनीहरूमा समझताको बिकास गर्नु पर्दछ । पाउलो फ्रेरेले भनेझैं शिक्षाको अवसरबाट बन्चित भएका गरिब, दलित, अपाङ्ग, बालश्रमिक, सडक बालबालिका, भाषिक कठिनाइ भएका, भौगालिक सामाजिक र सांस्कृतिक कारणले पिछडिएका विविध खालका बालबालिकालाई उनीहरूको आवश्यकता, क्षमता, चाहना, रुची र उमेरअनुसारको शिक्षा हुनुपर्दछ ।जसले एक आदर्श नागरिक बन्न सकोस् र देशलाई आवश्यक परेका बखत नेतृत्व गर्न सक्ने बनोस् । तर हाम्रो देशमा जातीय छुवाछुत, बौद्धिकताको कमी,रूढीवादी सोचका कारण त्यस्ता दमित वर्ग अझ राज्यको नजरमा परिरहेका छैनन् । पाउलो फ्रेरेका विचारमा शिक्षाले बिद्यार्थीहरूमा जागरूकता उत्पन्न गर्न सक्नु पर्दछ । विद्यार्थी सिकाइका लागि आफै तत्पर रहनु पर्दछ अन्यथा सिकाइ सम्भव छैन । विद्यार्थीमा स्पष्टवादिता हुनुपर्दछ।शिक्षण सिकाइ प्रक्रियामा शिक्षक विद्यार्थीको पथ प्रर्दशक बन्नुपर्दछ । शिक्षण विधिमा प्रदर्शन विधि, अनुकरण विधि, खेल विधि, व्याख्यान विधि, गतिविधिमा आधारित विधि हुनुपर्दछ ।सामूहिक शिक्षामा जोड दिदैं संवादात्मक, छलफल एवम् अनुसन्धान विधि अपनाउनु पर्ने मान्यता राख्दछन् । उनका विचारमा शिक्षाको उद्येश्य विद्यार्थीहरूलाई स्वतन्त्रताको भावना विकास गर्न सक्ने हुनुपर्दछ । शिक्षाले विद्यार्थीलाई नैतिकवान बनाउनु पर्दछ ।

नेपालको वर्तमान शैक्षिक अवस्थाको समीक्षा

१. पाठ्यक्रम बढी सैद्धान्तिक छ । त्यसलाई बढी व्यावहारिक, जीवन उपयोगी र गरेर सिक्न सक्ने खालको बनाउनुपर्दछ ।
२. विभिन्न समयकालमा नेपालको पाठ्यक्रम परिमार्जित हुँदै आएता पनि हाम्रा कक्षाकोठामा अझै पनि पुरानै शैलीबाट व्याख्यान विधि अपनाउँदै शिक्षण गर्ने परिपाटी छ । त्यसलाई सुधार गरी शिक्षण सिकाइ क्रियाकलापका प्रदर्शन विधि, प्रयोगात्मक विधि, अनुसन्धान विधि, संवादात्मक, छलफल, सामूहिक सहभागिताबाट सिकाइ हुने शिक्षण विधि अपनाउनुपर्दछ ।
३. निरन्तर मूल्याङ्कन प्रक्रियालाई प्राथमिकता नदिइ केवल बार्षिक परीक्षालाई मात्र आधार बनाइ बिद्यार्थी मूल्याङ्कन गरिने अभ्यासलाई सुधार गर्दै उपस्थिति, कक्षाकार्यमा संलग्नता, प्रस्तुतिकरण साथै विद्यार्थीको सम्पूर्ण पक्षलाई आधार बनाई मूल्याङ्कन गर्ने पद्धतिको विकास गर्नुपर्दछ ।
४. विद्यार्थीहरूलाई समयमै पाठ्यपुस्तकको प्रयाप्तता दिलाउन सकिएको छैन।त्यसलाई पूर्ण समाधान गर्दै इ- पुस्तकालय, सन्दर्भसामग्री इत्यादिको व्यवस्था गर्नुपर्दछ ।
५. तालिम प्राप्त र दक्ष शिक्षकको सहरी क्षेत्रमा उपलब्धता पाइए तापनि ग्रामीण र दुर्गम क्षेत्रमा अझ पनि समस्या नै छ । त्यसलाई समयमै समाधान गर्नुपर्दछ र सरकारले नै शिक्षक बैङ्कको स्थापना गर्नुपर्दछ जसले शैक्षिक जनशक्ति अभावको समस्यालाई समाधान गर्दछ ।

निष्कर्षः

शिक्षा, ज्ञान, सिकाइलाई विभिन्न दार्शनिकहरूले आआफ्नो दृष्टिकोणबाट विश्लेषण गरेता पनि मेरो आफ्नो व्यक्तिगत दृष्टिकोणमा जोन डिवेले भनेझैं शिक्षा समाजबाट निर्देशित हुनुपर्दछ । शिक्षाले समाजको आवश्यकता पूरा गर्न सक्ने खालको हुनुपर्दछ । जुन समाजमा जुन कुराको खाँचो र आवश्यकता छ । त्यो पूरा गर्न सक्ने खालको शिक्षा पद्धति विकास गर्नु उपयुक्त हुन्छ । नेपालको सन्दर्भमा स्थानिय स्रोत र साधनको प्रयोग गरी नेपालीलाई आत्मनिर्भर बन्न सक्ने खालको शिक्षा पद्धति विकास गर्नु उपयुक्त हुन्छ । स्थानिय भाषा, धर्म संस्कार र संस्कृतिको जगेर्ना गर्न सक्ने,एक आदर्श नैतिकवान् नागरिक बनाउनु सक्नु पर्दछ । नेपाली माटो सुहाउँदो शिक्षा प्रदान गर्नुपर्दछ । पाउलो फ्रेले भने झैं नेपाल पनि एक बहुजातिय, बहुसांस्कृतिक, बहुधार्मिक मूलक भएका कारण सबै जात, धर्म र लिङ्गको प्रतिनिधित्व हुने समावेशी शिक्षा लागू गर्नुपर्ने हुन्छ । वर्तमान समयमा नेपाली शैक्षिक पाठयक्रम जोन डिवेको शिक्षा समाजको आवश्यकता पूरा गर्ने खालको हुनु पर्दछ, भन्ने मान्यता अनुरूप नभएको आभास हुन्छ । जसले नेपाली समाजको आवश्यकता पूरा गर्न सकेको छैन। यहाँ हाम्रा गाऊँ वेशीमा बारीका पाटा, खेत बाँझा छन् तर एउटा शैक्षिक व्यक्ति यहाँ केही सम्भावना नदेखेर विदेश पलायन हुन्छ । बालक शिक्षाको केन्द्र मान्ने डिवेको सिद्धान्तलाई हाम्रा विद्यालयमा शिक्षण सिकाइ कार्यमा उनीहरूको व्यक्तिगत रूचि र आवश्यतालाई ख्याले नगरी खाली व्याख्यान विधि अपनाएर,

पाउलो फ्रेरेको बैङ्किङ् अवधारणा जस्तैः शिक्षण भैइरहेको अवस्था छ। डिवे शिक्षा बालकको रुचि र आवश्यकताअनुसार हुनुपर्दछ भन्छन्, तर हाम्रो शिक्षामा केन्द्रमा बसी बनाइएको पाठ्यक्रम विद्यार्थीको रूची भए नभएको ख्याल नगरी शिक्षण गरिन्छ। डिवे शिक्षा जीवनोपयोगी, सहभागितामूलक एवम् सिर्जनशील हुनुपर्दछ भन्ने मान्दछन् तर हाम्रो शैक्षिक उत्पादन बेरोजगार बन्नु परेको तितो यथार्थ हामी सामु नै रहेको छ। विश्वको वर्तमान परिवेशमा शिक्षालाई अधिकारको रूपमा हेरिने सन्दर्भमा मानव अधिकारअन्तर्गत बालअधिकार, महिलाअधिकार, पछाडि परेको वर्गको अधिकार, कमजोर वर्गको अधिकार जस्ता पक्षहरू, प्रजातान्त्रिक व्यवस्थाका अवधारणा, शिक्षा र विकास तथा गरिबी निवारण, खुला शिक्षा, समाहित शिक्षा, सिकारूको सर्वपक्षीय व्यक्तित्व विकास गर्ने जीवन उपयोगी शिक्षा हुनुपर्दछ। शिक्षा औपचारिक शिक्षाको घेराभन्दा बाहिर पनि गएर विभिन्न प्रकारका आधुनिक शैक्षणिक प्रविधिको प्रयोग गरी चाहेको ज्ञान सीप प्राप्त गर्न सक्ने खालको हुनुपर्दछ।यसको प्रयास भने केही मात्रामा हुन थालेको भए पनि सन्तोषजनक छैन। स्थानीय स्तरमा स्थानीय सरोकारवालाहरुको सहभागितामा, स्थानीय आवश्यकताअनुसार स्थानीय विषयवस्तुहरू समावेश गरी निर्माण र कार्यान्वयन हुने पाठ्यक्रम बनाइनु पर्दछ। जसले नेपाली माटो मै पौरख गर्न सक्ने दक्ष नागरिक निर्माण गरोस्। राष्ट्र, राष्ट्रियता, लोकतन्त्र, मानवअधिकारप्रति सम्मान गर्ने, स्वाभिमानी, नैतिक, र आदर्शवान् तथा आफू नेपाली भएकोमा गौरव गर्ने खालको नागरिक उत्पादन गर्ने खालको शिक्षा हुनुपर्दछ। आर्थिक, सामाजिक रूपले पछाडि परेका सीमान्तकृत समूह जस्तैः महिला, दलित, मधेसी, अपाङ्ग तथा अल्पसख्यक सांस्कृतिक समूहहरूको प्रतिनिधित्व हुने समाहित शिक्षा नेपालका सन्दर्भमा उपयुक्त शैक्षिक दर्शन हो। सिकारुले आफ्नो सामाजिक वातावरणसँग अन्तरक्रिया गरेर ज्ञानको निर्माण गर्नुपर्छ भन्ने मान्यता राख्ने एवम् सामूहिक सहभागिताबाट गरिने अन्तरक्रियाका माध्यमबाट सिकाइ हुन्छ भने भिगोत्स्कीको मान्यतालाई पनि हाम्रो शिक्षण सिकाइ क्रियाकलापमा प्रयोग गर्न सकिएको छैन। शिक्षण सिकाइ क्रियाकलाप विद्यार्थी मैत्री बनाउन सकिएको छैन।डिवेले भनेझैँ मुलुकको सर्वाङ्गीण विकासको मूल आधार शिक्षा नै भएकाले गुणस्तरीय शिक्षामा सबै नागरिकको समतामूलक र न्यायोचित पहुँच स्थापित गर्नु आजको आवश्यकता हो।

सन्दर्भ सामग्री सूचीः

अग्रवाल, जे. सी. सन २००३. *थ्योरी एण्ड प्रिन्सिपल अफ एडुकेसनः* न्यू दिल्ली पब्लिसिङ्ग हाउस।

ज.ब.रा., स्वयंप्रकाश र पौडेल गिरिराज. २०७४, *शिक्षा मनोविज्ञान.* काठमाडौः विद्यार्थी पुस्तक भण्डार।

ढकाल, माधवप्रसाद र कोइराला मातृकाप्रसाद २०६७. *शिक्षाका आधारहरू.* काठमाडौः रत्न पुस्तक भण्डार।

पिनार, विलीयम सन १९७५. *करीक्युलम थ्योराइजिङ* : युसरा म्याक्ट्सन पब्ल कर्पोरेसन।

फ्रेरे, पाउलो. सन्१९७०. *पेडागोजी अफ द अप्रेस्ड,* इङ्ल्याण्ड : पेनगुइन बुक्स।

भट्टराई, होमनाथ र जि.सी. निर्मला २०७८. *शिक्षाका आधारहरू.* काठमाडौः जुपिटर प्रिन्टिङ्ग एण्ड पब्लिसिङ्ग हाउस प्रा.लि.।

शर्मा, चिरञ्जीवी र शर्मा निर्मला २०६८. *शिक्षा मनोविज्ञान* काठमाडौः एम.के. पब्लिकेसन एण्ड डिस्ट्रिब्युटर्स।

शर्मा, चिरञ्जीवि र शर्मा.निर्मला २०६६. *शिक्षाका आधारहरू* काठमाडौः एम.के.पब्लिकेसन एण्ड डिस्ट्रिब्युटर्स।

सलैक्स, डा.शी. मै. सन् २००८. *शिक्षकके सामाजिक एवं दार्शनिक परिप्रेक्ष्य* नइ दिल्लीः रजत प्रकाशन।

सिंह, नागेश्वर २०६७. *शिक्षाका आधारहरू.* काठमाडौः पैरवी प्रकाशन।

Paulo Freire -1974, subsequent recent editions_ Education for Critical Consciousness= translated and edited by Myra Bergman Ramos, ContinuumM London -Unit 4_