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Guidelines to the Contributors

1. Papers containing primary or secondary data based research in the field of social awareness such as, management, environment, literature, economics, health and population will be welcomed.
2. Manuscripts should be either in English or in Nepali and must be typed with double space.
3. The paper should be submitted in both electronic and hard copy.
4. Papers will be accepted for publication only after receiving comments from experts.
5. The paper should normally contain parenthetical citation, footnote or end note.
6. A brief biography of the author should be submitted including affiliated institute and full address along with email.
7. All correspondence should be made at Janamaitri Research Committee, Janamitri Multiple Campus, email : info@janamaitri.edu.np
8. The paper should be prepared according to the following criteria :
 - Title of the paper
 - Abstract (limit to 200 words)
 - Key words (limit to 10 words)
 - Introduction (Including general background, rational and objective of the study, hypothesis and literature review)
 - Research methodology (Including research design, tools and instruments, sampling procedure and size)
 - Results and discussion
 - Conclusions and recommendations
 - References

Editorial

The Research Management Cell of Janamaitri Multiple Campus has been publishing an annual research journal since 2010 AD. Each issue of the JMC Research Journal has been published keeping with its glorious tradition. It is the eleventh issue that contains eight scholarly articles with a multidisciplinary flavor and multifaceted approaches covering a wide range of topics.

The Research Management Cell has improved its journal from simply publishing articles edited by our own Editorial Board in 2010 AD to publishing our 5th issue with an ISSN number and peer reviewed since 2016 AD, and then to publishing both in printed and online form via NepJOL since 2017 AD. Following QAA (Quality Assurance and Accreditation), we are also committed to expanding our research activities in order to advance the quality of this journal.

The current issue contains six English-language articles and two Nepali-language articles, while three other articles were rejected during peer review process. The articles cover topics such as Management, ICT and Mathematics, Social Science, English, English Education, Nepali and Nepali Education. The articles' quality issues were formally inspected and feedback was provided by renowned academicians, including Prof. Dr. Bal Mukunda Bhandari, Prof. Dr. Tara Kanta Pandey, Prof. Dr. Radhe Shyam Pradhan, Prof Dr. Parasmani Bhandari, Prof. Dr. Eka Ratna Acharya, Dr. Netra Mani Subedi, Dr. Gopal Thapa, Dr. Madhu Neupane. Dr. Saraswati Acharya. The RMC thanks each of them for their invaluable contributions in bringing these articles in authentically reviewed form. The editorial board would like to extend our sincere thanks to the family of Janamaitri Multiple Campus for supporting us. Similarly, we would like to thank everyone who helped with the publication of this issue.

The cell is eagerly seeking true readers to investigate these articles and provide positive and constructive feedback for the journal's quality improvement. The forthcoming our faculties issues will be the result of scholarly endeavor of in collaboration with inquisitive readers. The cell is elated to be working in this ever changing field of research, assisting the campus in ensuring demand-driven education in today's globalized educational arena.

*Neelam Subedi, PhD
Chief Editor*

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Management Accounting Practices in Cooperatives in Nepal

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ABSTRACT

The present research was carried out on management accounting practices in cooperatives in Narayangarh city with the aim to examine the practices of management accounting in cooperatives. The study is based on mainly primary data which were gathered through direct interview, questionnaires and focus group discussion. Only eight cooperatives were chosen as sample for the research study using judgmental method. The research was analyzed with inferential analysis includes simple percentage and chi-square test. The research found out the practice of management accounting like capital budgeting, ratio analysis, activity based budgeting and break-even analysis are mostly used in cooperatives. Likewise, segregation of cost, cash flow statement analysis, and zero based budgeting, pricing decision and responsibility accountings are the least in practice in Nepalese cooperatives. The cause of non-practicing standard costing is not applicable for service industry like financial sector. In Nepalese cooperatives, hiring the expert from outside for carrying different managerial activities are almost nil. It is concluded that Nepalese Cooperatives in initial state with respect to the application of modern managerial accounting tools and yet they are trying to adopt such tools and techniques more and more to cope with the future expected opportunities and challenges to face due to the globalization effect.

Introduction

The process of collecting, recording, classifying and summarizing financial transactions of a business in such a manner that the result of its operation and financial position can be ascertained at the end of a given period and communicates them to various users is simple refers to accounting (Miller-Nobles, Matison, and Matsumura, 2016).

Management accounting is an important branch of accounting which produces information for the managers within an organization for managerial decision making. It is the process of identifying, measuring, accumulating, analyzing, preparing, interpreting and communicating information that help managers to fulfill the goals and objectives of the organization. Therefore, the primary role of management accounting

in an organization is to provide a financial analysis of management decision and activity that helps to prepare the reports to be used by organization internally such as top-level managers, divisional managers, strategists, and consultants.

A study by Mayr et al. (2021) provided how management accounting could be used to prevent the poor performance of Small and Medium Enterprises. Similarly, Khalid and Kot (2021) also found that management accounting is associated with the success of business and vice versa and can influence organizational performance. Likewise, Dahal et al. (2020) studied the IT and management accounting effect on SMEs and found that management accounting services such as performance analysis, CVP analysis, budgeting, stock control, standard costing can be effective and have an effect on performance when SMEs employ the service of information technology.

Despite of these differences, most of the organization uses general purpose accounting system which means most of the needs of both types of users. As managers we need to be careful to use the right information from the accounting system for the decision and that information must be differ from external users.

Although, the business of Nepal before some decade was in growing stage. Now, it is becoming more complex because of competitions. For the smooth running of financial sectors and to make the financial sector successful, good management is the only one option. Hence, the performance of well managed organization is high as compared with the organizations which have poor management. Management accounting is the term which is used to describe the accounting method, systems and techniques that coupled with special knowledge and ability. Management accounting consists of management in maximizing profit, sales and wealth of the owners.

Purpose of the Research

The main aim of this research was to examine and study the practice of management accounting tools in the cooperatives in Nepal.

Conceptual Framework

The services of management accounting are an essential routine that aims at supporting an organization or managers of an organization in decision making and organizational performance and accountability (Gomez-Conde et al., 2019). It enables managers in their planning and operational decision making process (Ghasemi et al., 2019). Management accounting establishes a fundamental structure where the economic events of the organizations are measured and presented to organizational members responsible for making various organizational decision-making process (Alsharari, 2019).

Similarly, Alvarez et al. (2021) investigated the impact of management accounting practices system on the performance of the user and non-user organizations using non-parametric research approach. The finding shows that most management accounting systems have positive effect and significant association with hotel business performance.

Likewise, Ruiz and Collazzo (2020) revealed that despite their importance, micro and small businesses are arguably understudied because it is considered that they do not adopt management accounting system or that if they do, it is in a very rudimentary manner. On the other hand, micro and small businesses are essential to examine the various reasons. Among them are its economic importance and the ability to track the progress of these practices in businesses from their earliest stages. However, to their knowledge, no investigation has been conducted into how the management accounting stools are used in these businesses. To fill this gap, in this research, an exploratory investigation of how micro and small businesses apply management accounting methods was conducted using a qualitative approach.

From the reviews above, it is clear that management accounting presents processed information collected from internal and external sources to the management so that they can more effectively plan, make decisions and control operations as and when necessary.

Methods

Research design is the overall conceptual structure within which research is organized. It provides the blueprint for the collection, measurement and qualities of data. As per the nature of the study, survey research design was followed with descriptive and analytical approach.

Nature of the Data

This study was based on the primary sources of data. But this study mainly focused on the primary data which was collected through direct interview, questionnaires and focus group discussion. And secondary data were also used as per required.

Sample Selection

There are altogether 28 cooperatives in Narayangarh City, they were considered as the total population. Out of them, eight cooperatives were chosen as sample for the research study using judgmental method. The sample was selected from Narayangarh city using judgmental sampling method.

Process of Data Collection

Since the research was based on primary data. Required data were collected developing a structured questionnaire. Structured questionnaires were to managers, chief accountants, and finance chief that were available. To get more reliable information, discussions were also conducted with managers, chief accountants and finance chief.

Data Processing and Data Analysis

Data are the raw facts which are unprocessed which are to be processed. When data are processed it becomes information or knowledge (Adhikari, 2010). The collected data from questionnaire were in raw form. First of all, collected data were classified and tabulated in a required form. Simple arithmetical percentage and chi-square test are used for analysis because inferential statistics are defined as statistics that help to establish relationship among variables, from which conclusion can be drawn.

Mathematically formula are as follows:

$$\text{Mean } (\bar{X}) = \frac{\sum x}{N} \quad \chi^2 = \sum \frac{(O - E)^2}{E}$$

Major Management Accounting Tools

Management accounting tools are cost classification and cost allocation, measurement of income, cost-volume-profit analysis, flexible budgeting, standard costing, decision making, pricing decision, capital budgeting decision, master budgeting, measurement of organizational performance, zero based budgeting and responsibility accounting.

Results and Discussion

Questionnaires were distributed to eight cooperatives in Narayangarh City, Chitwan. Besides this, discussion was made with senior manager, chief accounts and finance chief in the cooperatives. They took it positively. First of all, raw data were properly processed, tabulated and analyzed. They were presented in fifteen tables. The tables were developed on the basis of asked questions. The open ended questions were arranged in a descriptive manner. The data collected through direct discussion were also included in this chapter. Hypothesis is tested with chi-square statistical tools.

Table 1

Practicing of Management Accounting Tools in Cooperatives in Nepal

S.N.	Tools	No. of population	Sample drawn	No. of practitioner	Percent (%)
1	Cost classification	28	8	5	62.5
2	CVP analysis	28	8	4	50
3	Budgeting	28	8	8	100
4	Standard costing	28	8	0	0
5	Pricing decision	28	8	7	87.5
6	Measuring org. performance	28	8	4	50
7	Zero base budgeting	28	8	2	25
8	Responsibility accounting	28	8	2	25
9	Other	28	8	0	0

Source: Field Survey, 2022.

The above table 1 shows the practice of management accounting tools in cooperatives in Nepal. Practicing of budgeting, ratio analysis and cash flow analysis were common in every bank where as zero bases budgeting, responsibility accounting and standard costing are 25%, 25% and 0% respectively. And cost classification 62.5%, CVP analysis 50%, pricing decision 87.5% and budgeting 100% are practiced by cooperatives. It can be concluded that most of tools are implemented.

Table 2 :

Base for not Practicing any Management Accounting Tools in Cooperatives in Nepal

S.N.	Reasons	No. of population	Sample drawn	No. of practitioner	Percent (%)
1	Lack of experience	28	8	0	0
2	High cost	28	8	2	25
3	No information about tools	28	8	0	0
4	Other	28	8	3	37.5

Source: Field Survey, 2022.

The above table 2 shows reasons for not practicing management accounting tools in the banks. All cooperatives do not want to mention the reason but give the reasons that management accounting tools are only applicable in manufacturing concern not in financial sectors.

Table 3 :

Segregation of Mixed Cost into Variable and Fixed in Cooperatives in Nepal

S.N.	Methods	No. of population	Sample drawn	No. of practitioner	Percent (%)
1	High-low method	28	8	0	0
2	Least square method	28	8	0	0
3	Analysis method	28	8	4	50
4	Other	28	8	4	50

Source: Field survey, 2022.

Table 3 clearly presents that 50% practice the analysis method for the segregation of mixed cost into fixed and variable cost. It can be concluded that most of cooperatives are using analysis method.

Table 4 :*Types of Decision Making Practice in Cooperatives in Nepal*

S. N.	Decision making	No. of population	Sample drawn	No. of practitioner	Percent (%)
1	Make or buy decision	28	8	5	62.5
2	Lease or cash purchase decision	28	8	4	50
3	Drop or continue a product line dis.	28	8	8	100
4	Accept or reject offer decision	28	8	0	0
5	Other	28	8	7	87.5

Source: Field Survey, 2022.

Table 4 shows the scenario of decision making in cooperatives. 62.5% banks followed the make or buy decision, 50% are lease or cash purchase decision, 100% are drop or continue a product line decision, 0% are accept or reject offer decision and 87.5% are other respectively. It can be concluded that most of cooperatives used drop or continue a product line decision and other for decision making.

Table 5 :*Pricing Service Practices in Cooperatives in Nepal*

S.N.	Techniques	No. of population	Sample drawn	No. of practitioner	Percent (%)
1	Market based pricing	28	8	4	50
2	Cost based pricing	28	8	5	62.5
3	Target return based pricing	28	8	2	25
4	Negotiation	28	8	4	50
5	Other	28	8	0	0

Source: Field Survey, 2022.

From above table 5 shows that practice of transfer pricing market based and negotiable both techniques are followed 50% and cost based 62.5% and target return based 25% practiced by cooperatives in Nepal. It can be concluded that most of cooperatives are using cost based pricing.

Table 6 :
Types of Budget Practice in Cooperatives in Nepal.

S.N.	Types of budget	No. of population	Sample drawn	No. of practitioner	Percent (%)
1	Overall master budget	28	8	5	62.5
2	Cash budget only	28	8	2	25
3	Operational budget only	28	8	2	25
4	Other	28	8	0	0

Source: Field Survey, 2022.

Table 6 reveals that the types of budget in cooperatives. It is obvious that 62.5% overall master budget, 25% cash budget and 25% operational budget to carry out their operational activities. It can be concluded that most of cooperatives are using overall master budget.

Table 7 :
Budget Preparation System in Cooperatives in Nepal

S.N.	Departments	No. of population	Sample drawn	No. of practitioner	Percent (%)
1	Committee	28	8	2	25
2	Planning department	28	8	4	50
3	Financial department	28	8	5	62.5
4	Outside experts	28	8	0	0
5	Other	28	8	2	25

Source: Field Survey, 2022.

The table 7 presents the budget preparation system in the cooperatives. From the table it is cleared that 25% by committee, 50% by planning department. 62.5% by financial department used to prepare budget. It can be concluded that budget are prepared by financial department of cooperatives.

Table 8 :*Cost and Revenue Estimation Practices in Cooperatives in Nepal*

S.N.	Techniques	No. of population	Sample drawn	No. of practitioner	Percent (%)
1	Zero based analysis	28	8	2	25
2	Past trend analysis	28	8	7	87.5
3	Engineering analysis	28	8	0	0
4	Market survey	28	8	3	37.5
5	Other	28	8	0	0

Source: Field Survey, 2022.

The above table 8 shows that the 25% practiced by zero based analysis, 87.5% by post trend analysis, and 37.5% by market survey to prepare budget and due to lack of expertise and willing to pay expenses engineering analysis technique were not used.

Table 9 :*Practice of Risk Adjustment while Evaluation of Control Investment in Cooperatives in Nepal*

S.N.	Tools	No. of population	Sample drawn	No. of practitioner	Percent (%)
1	Higher IRR	28	8	3	37.5
2	Sensitivity analysis	28	8	4	50
3	Estimate probability of future cash flow	28	8	4	50
4	Other	28	8		25

Source: Field Survey, 2022.

The above table 9 shows risk adjustment practice used while evaluation capital investment in cooperatives. It shows that 37.5% banks use IRR, 50% both sensitivity and estimate probability of future cash flow technique to adjust risk while evaluating capital investment.

Table 10 :*Management Accounting System Plays Role in Employees' Satisfaction?*

S.N.	Answers	No. of population	Sample drawn	No. of practitioner	Percent (%)
1	Yes	28	8	2	25
2	No	28	8	4	50
3	Other	28	8	3	37.5

Source: Field Survey, 2022.

Table 10 presents the management accounting system plays role in employees' satisfaction. It is showed that only 25% cooperatives agree to have effect of management accounting system in employees' satisfaction.

Table 11 :

Tools used for Evaluation of Performance of Cooperatives in Nepal.

S.N.	Tools	No. of population	Sample drawn	No. of practitioner	Percent (%)
1	Ratio analysis	28	8	8	100
2	Return on investment	28	8	7	87.5
3	Residual income	28	8	2	25
4	Cash flow statement analysis	28	8	4	50
5	Other	28	8	2	25

Source: Field Survey, 2022.

The table 11 reveals that the evaluation of performance of cooperatives. Most of cooperatives follow ratio analysis and return on investment to evaluation of performance. Residual income and cash flow statement analysis are used 25% and 50% respectively to evaluate the performance of cooperatives in Nepal.

Table 12 :

Potential Benefits of Management Accounting System in Nepalese Commercial Banks

S.N.	Benefits	No. of population	Sample drawn	No. of practitioner	Percent (%)
1	Valuable information for decision	28	8	4	50
2	Liquidity analysis	28	8	2	25
3	Cost and benefits analysis	28	8	2	25
4	Help to fixing price to client	28	8	2	25
5	Other	28	8	2	25

Source: Field Survey, 2022.

The above table 12 shows the different benefits of management accounting system in cooperatives in different percentages on their point of view. It can be concluded that potential benefits of cooperatives are valuable information.

Table 13 :*Factors of Management Accounting Related Decision Making Process*

S.N.	Factors	No. of population	Sample drawn	No. of practitioner	Percent (%)
1	Cost	28	8	4	50
2	Knowledge management	28	8	2	25
3	Capital budgeting	28	8	0	0
4	Pricing decision	28	8	3	37.5
5	Customer relation	28	8	7	87.5

Source: Field Survey, 2022.

The above table 13 shows the 50% cost, 25% knowledge management, 37.5% pricing decision. It conclude that 87.5% customer relation are the main factors of management accounting system related to decision-making process.

Table 14 :*Is Management Accounting System Necessary in Cooperatives?*

S.N.	Answers	No. of population	Sample drawn	No. of practitioner	Percent (%)
1	Yes	28	8	4	50
2	No	28	8	4	50
3	Other	28	8	0	0

Source: Field Survey, 2022.

Table 14 shows that whether the management accounting system necessary or not in cooperatives. It is clear that 50% cooperatives agree on the statement and remaining 50% cooperatives are against the statement. It can be concluded that bankers are divided into two factions regarding management accounting system necessary in cooperatives.

Table 15 :*Management Accounting's Scope has made it Reliable and Dependable Tools for Management Decision*

S.N.	Answers	No. of population	Sample drawn	No. of practitioner	Percent (%)
1	Highly agree	28	8	4	50
2	Agree	28	8	4	50
3	Disagree	28	8	0	0
4	Highly disagree	28	8	0	0

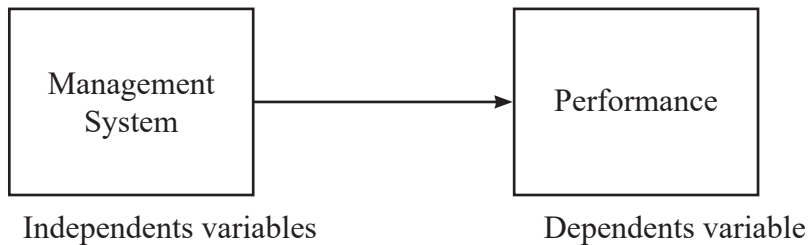
Source: Field Survey, 2022.

Table 15 reveals that the relation between management accounting's scope in reliable and dependable tools for management decision. 50% cooperatives are highly agreed and 50% cooperatives are not agreed on this statement. It means cooperatives are agreed that management accounting's scope has made it reliable and dependable tools for management decision.

Analysis of Hypothesis Test

Null Hypothesis (H₀): There is no significance relationship between management accounting system practice and performance of cooperatives.

Alternative Hypothesis (H₁): There is significance relationship between management accounting system practice and performance of cooperatives.



Level of significance: Since the level of significance is not given, we take a = 0.05

Test statistic: Under H₀, the test statistics is,

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Table 16 :

Management Accounting System Helps to Improve Productivity

	Rating	Observed value (O)	Percentage (E)	(O-E) ²
Strongly agree	4	28.57	603.6849	21.13
Agree	6	42.86	1358.596	31.67
Undecided	3	21.43	339.7386	15.85
Disagree	1	7.14	37.670	5.28
Strongly disagree	0	0	0	0
	ΣO = 14	ΣE = 100		Σ $\frac{(O - E)^2}{E}$ = 73.93

$$\therefore \chi^2 = \sum \frac{(O-E)^2}{E} = 73.93$$

Degree of freedom: $= (r - 1) \times (c - 1) = (6 - 1) \times (5 - 1) = 5 \times 4 = 20$

Critical value: The tabulated value of the test statistic χ^2 at 5% level of significance for 20 degree of freedom is 31.410.

Decision: The calculated value of $\chi^2 = 73.93$ is greater than the tabulated value of $\chi^2_{0.05, 20} = 31.410$, H_0 is rejected and H_1 is accepted. Hence it is concluded that there is significant relationship between management accounting system and organizational performance.

Discussion

The research concluded that bankers are divided into two factions regarding management accounting system necessary in cooperatives. Gomez-Conde et al. (2019) revealed the similar result that management accounting system practice system is inevitable in small or macro organizations. Cooperatives are agreed that management accounting's scope has made it reliable and dependable tools for management decision. Ruiz and Collazzo (2020) showed the importance of management accounting practices to measure the economic importance. It is concluded that there is significant relationship between management accounting system and organizational performance.

Conclusion

It is learn so many accounting treatment of the information at different schools, colleges and universities. But there is vast difference between theory classes and practices in cooperatives. Certain common tools are only practices which provide information for common stakeholders not to deeply research. Tools like ratio analysis, budgeting, cash flow, financial statement are common tool practice by cooperatives.

Nepal cooperatives mostly used ratio analysis, capital budgeting decision, activity based budgeting and break even analysis as management accounting tools. Similarly, cost segregation, cash flow analysis, zero based budgeting, pricing decision and responsibility accounting tools are the least in practice in Nepalese cooperatives. The cause of non-practicing standard costing is not applicable for service industry like financial sector. In Nepalese cooperatives, practices of hiring the outside experts for carrying out different managerial decision making are almost nil. Some management accounting tools and techniques were not in practices and some in least practice due to lack of proper knowledge about those tools in Nepalese cooperatives.

The research found that management accounting practices have cooperatives in Nepal have significant positive impact on financial performance. Information technology has been a driving force in every aspect of advancement. Hence, it is encouraged the cooperatives to incorporate technology in their operations.

Finally, cooperatives of Nepal are not hiring management experts for carrying out various management decision, it can be concluded that Nepalese cooperatives are initial state with respect to the application of modern management accounting tools and yet they are trying to adopt such tools and techniques more and more to cope with the future expected opportunities and challenges to be faced due to the globalization.

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Development of Gender-based Child Rearing Practices Scale

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ABSTRACT

The objective of this study was to construct a survey instrument that evaluates attitudes pertaining to gender-based child-rearing practices. Firstly, items of the scale were determined through literature review and then judged by 5 experts. Based on experts' judgment, the Content Validity Index was computed. The scores indicated excellent content validity. Based on I-CVI, only 25 items were retained. Then this scale was administered via Google form to 135 general people of Bangladesh and Nepal (77 female & 58 male) aged between eighteen and fifty-five years, with a mean age of 28.16 years. The process of data analysis was initiated by conducting item analyses, which led to the retention of 22 items. Subsequently, a factor analysis was performed on the retained items. The outcome of the exploratory factor analysis indicated the presence of five factors: cross-gender activities, methods of discipline, expression of emotion, play, expected behavior. The present study found that the combination of these factors accounted for 58.22% of the total variance. Additionally, all inter-factor correlations were found to be statistically significant, providing evidence for the construct validity of the scale. The overall reliability of the scale was determined to be high, with a Cronbach's alpha coefficient of .86. Furthermore, the reliabilities of each individual factor were deemed acceptable. The t-test result suggested that married, Bangladeshi, male's attitude about child rearing practices were more based on gender. The findings suggest that this tool exhibits a high degree of reliability and validity for measuring the intended construct. This tool will help researchers better understand about gender-based child rearing practices.

Keywords: Child rearing practices, socialization practices, attitudes.

Introduction

Gender serves as a social indicator and a significant personal distinction that potentially explains the variation in cognitive and behavioral patterns, including children's play (Johnson et al., 2005). Gender's impact on society is linked to self-perception, social interactions, occupational opportunities, family roles, and gender-

specific expectations. These elements determine the acceptable roles for both genders. One cognitive process that appears to be practically inescapable in humans, according to psychologists such as Bem (1983), is the division of people into groups. These groups can be divided based on ethnicity, age, religion, and other factors. However, we frequently divide humankind along gender lines i.e. male/female (Oakley, 2015).

The process of socialization involves the development of an individual who conforms to the norms, conventions, and rules of their surroundings (Beal, 1994). Gender socialization is a distinct type of socialization that concentrates on the instruction of children regarding their gender roles, educating them on the characteristics and behaviors associated with being male or female (Macrae, Stangor, & Hewstone, 1996). The process of gender socialization commences with the basic inquiry of whether an individual is male or female at birth (Gleitman, Fridlund, & Reisberg, 2000). Gender differences emerge as a result of our socialization, particularly during childhood and adolescence (Beal, 1994). According to Golombok and Fivush (1994), at the age of two, children typically begin categorizing themselves and others based on gender.

Miller (1987) posited that parents exert the most significant impact on the formation of gender roles in children during their early years of life. The construction of gender in queer theory is performative and socially constructed, lacking permanence. It recognizes the fluidity, multiplicity, and diverse expressions of gender beyond the traditional binary framework, challenging societal norms and encouraging self-determination and exploration of individual gender identities (Rudy, 2001). On the other hand, gender analysts and feminist theory approach gender from a critical perspective, focusing on the power dynamics and social structures that shape gender roles and inequalities. Many studies on children's gender socialization are now guided by social cognitive theory (Bandura & Bussey, 2004) and ecological models (McHale, Crouter & Whiteman, 2003), which place the family at the center of the process. Albert Bandura's Social Learning Theory has been considered in this study. According to Unger and Crawford's (1993), gender typing is not predetermined by biology, but rather emerges from the daily communications between a developing child and their social environment. Children learn appropriate behaviors for their gender through social learning, including observing same-sex parents and media messages. The influence of parents on gender socialization is a key concern for developmental psychologists. Parent-child interactions shape gender identities and expectations, which are now more varied than in the past (Muncie, 1995).

The role of families in shaping children's gender-related behavior has been a topic of increasing interest among researchers (Crouter, Head, Bumpus, & McHale, 2001), although it is acknowledged that other factors also play a role. Parents tend to interact differently with boys and girls, with language, emotional expression, and social ties

being more emphasized in interactions with girls (Chaplin, Cole, & Zahn-Waxler, 2005; Eisenberg, Fabes, & Murphy, 1996). In South Asia, parents and communities often reinforce societal prejudices and discrimination based on gender, age, socio-economic status, language, disability, religion, and ethnicity, which can have long-term effects on children's access to education, age at marriage, and physical and psychological health (Choudhary & Jabeen, 2008). Researchers have developed tools to quantify parents' attitudes toward children's gender roles, including two scales found in the literature (Lee Burge, 1981; O'Donnel & Swim, 1993).

Rationale of the Study

Parental child-rearing practices significantly contribute to socialization, with gender-based expectations varying between daughters and sons. Daughters are often expected to visit other households, which is influenced by cultural, religious, and biological beliefs. These beliefs include the complementary nature of genders in Hinduism and Taoism, the natural connection between men and women in Islam and Christianity, and the biological imperative for genetic diversity. These beliefs contribute to the expectations placed on daughters to facilitate social interactions and promote growth. There is a need for a validated instrument to measure the links between people's opinions about gender roles and child rearing practices. Fagot and Leinbach (1995) utilized the Attitudes toward Women Scale to evaluate adult attitudes towards gender roles. They hypothesized that parental views on adult gender roles would be reflected in their attitudes towards their children. In contrast, other researchers such as Blakemore (1998) and Katz and Kofkin (1997) have used tools that focus on children's gender-related behavior, however, these measures were not validated. Therefore, no validated measure of attitudes towards gender-related behaviors in children has been employed.

However, other researchers, such as Blakemore (1998) and Katz and Kofkin (1997), have utilized tools that focus on children's gender-related behavior, but these instruments were not validated or publicly available. As a result, neither of these approaches has utilized a validated measure of attitudes towards gender-related behaviors in children. Therefore, the aim of this study is to create a questionnaire that assesses people's attitudes toward gendered child rearing practices. This study is the first to develop a questionnaire for Bangladesh and Nepal that includes items in line with South Asian culture and demonstrates gender differences. This tool will provide researchers with a better understanding of gender-based child rearing practices.

Objectives of the Study

General Objective

To estimate the psychometric properties of the gender-related children rearing practices for application with the general population in Bangladesh and Nepal.

Specific Objective

1. To develop a reliable and valid scale to assess the multidimensional aspects of general people's attitudes about gender-related children rearing practices.
2. To see the differences of male and female people's attitudes about gender-related children rearing practices.
3. To see the differences of married and unmarried people's attitudes about gender-related children rearing practices.
4. To see the differences of Bangladesh and Nepal people's attitudes about gender-related children rearing practices.

Method

Study Site and Study Population

We recruited 135 participants via voluntary online Google form (e.g., <https://docs.google.com/forms/d/1FWp2bZalADP57yuKg-dnNdid0ZLPoKeK0e5NplxJJ7s/>).

Most participants were resident in Bangladesh (73.3%) and 26.7% were Nepali. All adults living in Bangladesh and Nepal were considered as a study population.

Sample Size Determination

Respondent-to-item criteria vary from 5:1 (i.e., one hundred twenty-five respondents for a 25-item questionnaire) to 10:1 (Kock & Hadaya, 2018). Because of the variations in the form of the questionnaire used, there are no absolute guidelines for the sample size required to validate a questionnaire (Tsang, Royse, & Terkawi, 2017). As larger samples are always better than smaller samples, this study decided to recruit 125 general population (five respondents for the 25-item questionnaire). However, we got 135 samples which were way more than our expected sample size.

Study Design

The study employed a cross-sectional survey design.

Study Duration

This study was conducted in July 2021 for one month.

Sampling Technique

All the available and willing adults of selected study sites were approached for data collection. A convenient sampling technique was administered for the data collection.

Selection Criteria

An adult between 18-60 year of age who could use technology and had access to the internet during the time period, data was collected from them. Adults who hadn't accessed the internet during the time period data and above 60 years were excluded from the study.

Tool Development Process

The development process of gender-related children rearing practices scale for general population was completed by the following steps:

The first step was to identify and define the construct, which involved conducting a thorough literature search for documented strategies in five domains. The second step involved creating a pool of items based on the identified constructs. In the third step, experts were consulted to assess the suitability of the items, and items with low content validity were excluded. Finally, response options were designed using a five-point Likert-like scale for the 25 remaining questions. This study was conducted using a scale administered via Google Form to collect data from 135 adults in Bangladesh and Nepal, including 77 females and 58 males aged between eighteen and fifty-five years. Prior to completing the questionnaire, participants voluntarily chose to participate and were provided with an informed consent document. The questionnaire consisted of five-point response options and participants were encouraged to ask for clarification on any difficult concepts. Demographic information was also collected and participants were assured of confidentiality.

Data Analysis

The Likert scale was employed to rate participant responses and data was inputted into the IBM SPSS. Discrepancies and inappropriate data were removed and missing values were manually filled. Responses were reverse-scored as necessary and internal consistency was calculated using Cronbach's α . Construct validity was assessed through EFA and inter-factor correlations using principal component analysis with varimax rotation. Group validity was established via an independent sample t-test, using SPSS version 20 with $p < 0.05$ significance.

Results

Socio-Demographic Features of the Participants

Table 1 :

Demographic Features of Samples (N=135)

Features		N	%
Gender	Male	58	43
	Female	77	57
Marital Status	Married	55	40.7
	Separated/divorced	2	1.5
	Unmarried	78	57.8
Country of Origin	Nepal	36	26.7
	Bangladesh	99	73.3
	Secondary	6	4.4
Education Level	Bachelor	77	57
	Masters	52	38.5
Socio-economic Status	Lower	6	4.4
	Middle	127	94.1
	Upper	2	1.5

Source: Online study, 2021

This study had 135 participants, with 58 males and 77 females. Most of the participants were from the middle class, while a small number were from the lower or upper class. Most participants were unmarried and had completed a bachelor's degree. The majority of participants were from Bangladesh, with a lesser from Nepal.

Item Analysis

This study examined the relationship between individual items and the total score of the Gender-based Child Rearing Practices Scale (GCRPS). Corrected item-to-total correlations were computed for 25 items, revealing a range of values from $r = -.047$ (item no. 2) to $r = .626$ (item no. 25). Items with corrected item-to-total correlation values below .30 were excluded, resulting in the removal of items 2, 16, and 19. Following this, the analysis was re-run, and it was determined that the deletion of any additional items would not improve the reliability of the scale. These findings align with Field's (2013) assertion that item-total correlation values above .3 are considered adequate.

Factor Analysis

The Kaiser-Meyer-Olkin (KMO) value of 0.826 exceeded the desired threshold of 0.50, indicating that the sample was suitable for factor analysis. Additionally, Bartlett's Test of Sphericity demonstrated that the correlation matrix was not an identity matrix

($\chi^2(231)=1116.75, p<0.01$), meeting the necessary criteria for factor analysis. Principal Component Analysis with varimax rotation was employed, and factor loadings $<.40$ were suppressed. The analysis yielded a five-factor solution for the 22 items (Table 1), explaining 58.52% of the total variance. Factor 1 (14.77%) was labeled 'cross-gender activities,' Factor 2 (12.55%) 'methods of discipline,' Factor 3 (12.32%) 'expression of emotion,' Factor 4 (9.66%) 'play,' and Factor 5 (9.23%) 'expected behavior.'

Table 2 :

Factor Matrix of 22 Items

Items	Factor				
	1	2	3	4	5
Item 25	.827				
Item 24	.806				
Item 23	.640				
Item 15	.498	.495			
Item 1	.473	.442			
Item 10		.749			
Item 3		.570			
Item 9		.535			
Item 4	.437	.491			
Item 11			.684		
Item 12			.657		
Item 13			.546		
Item 17		.419	.525		
Item 22			.510		
Item 14		.433	.447		
Item 8				.803	
Item 18				.662	
Item 20			.407	.577	
Item 7					.743
Item 6					.684
Item 21	.423				.576
Item 5	.434				.506

Note. Values less than $<.40$ were excluded.

Psychometric Properties

Reliability

The internal consistency reliability which was computed by Cronbach alpha is found to be acceptable for all factors. Cronbach's alpha values for the factors of GCRPS, namely 'cross-gender activities', 'methods of discipline', 'expression of emotion', 'play', and 'expected behavior', were .80, .63, .76, .68, and .69, respectively. The overall reliability of this scale was 0.86 which is also found to be good.

Validity

Table 3 :

Correlations between the GCRPS Factors

Dimensions	1	2	3	4	5	6
Cross-gender activities	-	-	-	-	-	-
Methods of discipline	.56**	-	-	-	-	-
Expression of emotion	.44**	.56**	-	-	-	-
Play	.25**	.34**	.53**	-	-	-
Expected behavior	.51**	.30**	.40**	.35**	-	-
Total	.79**	.74**	.81**	.63**	.69**	-

Note. ** $p < .01$

The computation of construct validity involved the estimation of inter-factor correlations and factor-total GCRS correlations. The findings, as presented in Table 3, indicate that the scale possesses significant construct validity.

Finally, to investigate the major factors in domains and total score, independent sample t tests were calculated.

Table 4 :

T- test Results of Major Factors Among Male and Female Participants (N=135)

Variables	Female (n = 77)		Male (n = 58)		t	p
	M	SD	M	SD		
Cross-gender activities	11.93	5.13	14.98	4.71	3.538	.001
Methods of discipline	8.17	3.24	9.63	3.23	2.608	.01
Expression of emotion	11.94	4.70	14.10	5.24	2.508	.013
Play	7.50	2.98	8.37	3.19	1.633	.105
Expected behavior	13.34	4.03	15.05	3.23	2.658	.009
Total	52.89	14.48	62.15	14.53	-3.673	.000

Table 4 reveals that there was no significant difference in attitudes between males and females in the context of play. However, significant differences were observed between genders in relation to other factors and the total score. Male attitudes about child rearing practices are more based on gender than female.

Table 5 :

T- test Results of Major Factors Among Married and Unmarried Participants (N=135)

Variables	Unmarried (<i>n</i> = 78)		Married (<i>n</i> = 55)		<i>t</i>	<i>p</i>
	M	SD	M	SD		
Cross-gender activities	11.26	3.55	15.94	5.89	-5.69	.000
Methods of discipline	8.28	3.09	9.49	3.54	-2.08	.039
Expression of emotion	12.26	2.95	14.10	5.24	-1.60	.110
Play	7.55	2.98	8.34	3.15	-1.48	.140
Expected behavior	13.15	3.84	15.40	3.29	-3.51	.001
Total	52.52	13.19	62.85	15.66	-4.11	.000

Table 5 reveals significant differences in attitudes towards cross-gender activities, methods of discipline, expected behavior, and total score between married and unmarried individuals. However, no significant differences were observed in relation to other factors. It was observed that married individuals' attitudes towards child rearing practices were more influenced by gender compared to unmarried participants.

Table 6 :

T- test Results of Major Factors by Country of Origin (N=135)

Variables	Bangladesh (<i>n</i> = 99) = Nepal (<i>n</i> = 36)				<i>t</i>	<i>p</i>
	M	SD	M	SD		
Cross-gender activities	14.38	5.09	10.11	3.94	4.54	.000
Methods of discipline	8.98	3.31	8.27	3.29	1.10	.270
Expression of emotion	13.46	5.16	11.25	4.35	2.29	.023
Play	8.31	3.05	6.69	2.90	2.75	.007
Expected behavior	14.83	3.50	11.97	3.81	4.10	.000
Total	59.98	14.86	48.30	12.56	4.19	.000

Table 6 reveals that disciplinary methods did not significantly differ based on country of origin. Nevertheless, notable variations were observed between Bangladesh and Nepal concerning other factors and the overall score. Bangladesh participants exhibited more gendered attitudes towards child rearing practices than Nepali participants.

Discussion

This study aimed to create a reliable and valid scale to assess gender-related child-rearing practices in Bangladesh and Nepal. The study revealed that the scale demonstrated reliability when administered by parents, exhibiting strong internal consistency and reasonable test-retest reliability. Gender differences were observed in parental completion, with five distinct factors identified: discipline methods, expected behavior, emotional expression, play, and cross-gender activities. Overall, the Gender-based Child Rearing Practices Scale was proven to be a reliable and valid tool.

With respect to participant gender, male, married and Bangladeshi people's attitude about child rearing practices were more based on gender than females which provide clear indication that people have different attitudes towards child rearing practices. The literature has extensively documented the phenomenon of women being more accepting of deviations from traditional gender roles in children and in general (McHugh & Frieze, 1997; Spence & Hahn, 1997; Twenge, 1997). Parents are crucial in shaping their children's gender-stereotypical behavior and preferences through the home environment. Differential treatment of boys and girls, such as encouragement of certain activities, assignment of different chores, and presentation of different attitudes, can significantly impact children's behavior. Gender roles can influence children's behavior even before they comprehend the concept of gender. Johnson et al. (2005) suggest that parents may inadvertently perpetuate gender stereotypes by selecting toys, clothing, and room colors, which can result in the adoption of gendered attitudes and actions.

This research is subject to constraints as it was carried out amidst the COVID-19 outbreak and solely collected information from technology consumers, thereby potentially lacking generalizability to the wider populace. A bigger sample group would have been better for measuring traditional vs. non-traditional gender socialization. In the future, researchers could compare gender differences across various cultures using a similar gender socialization tool. Despite these constraints, the study is useful for comprehending gender-based child-rearing methods.

Conclusion and Recommendation

The aim of this study was to validate a new tool for evaluating effective gender-based child rearing practices. By analyzing EFA, five distinct categories of child rearing were identified: discipline, behavior expectations, emotional expression, play, and cross-gender activities. These categories differed significantly in terms of child rearing and family practices, supporting the validity and reliability of the method. Additionally, differences were found among parents based on their country of origin, marital status, and gender. Overall, this study developed a reliable and valid scale for assessing attitudes towards gender-related child rearing practices.

As, the sample of the study was the general population of Bangladesh and Nepal, but this study was unable to assess people's attitude that don't use technology. The presence of limitations may impede the generalization of findings. To enhance the generalizability of the population under study, future researchers should consider the aforementioned limitations. Additionally, future research should investigate the impact of social-structural elements, media, instructors, schools, and cultural factors on gender-typed cognitive-motivational processes and behaviors in both parental and peer contexts for children and adolescents receiving counseling.

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Perception of Graduating Students towards their Professional Settlement

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ABSTRACT

This research article aimed at unraveling the perceptions, aspirations and efforts of the graduating students towards professionalism development and enabling the sense of professional placement in them. The researcher adopted qualitative research paradigm and narrative inquiry method for it. The information were generated from four purposively selected graduating students representing diverse fields via in-depth interview and group discussion. The findings revealed that the academic leadership was unable to promote the sense of professionalism development in the graduating students due to the lack sufficient efforts in skilling them. Their own attempts were also found insufficient due to various causes including lack of sufficient career awareness, limited professional opportunities, and adverse working environment in the nation.

Key Terminologies: Educational leadership, professionalism, employability, entrepreneurship, placement

The Context of the Study

Human capital, careers advice, and career ownership are important aspects of self-perceived employability (Donald et al., 2019). Education tends to enable the students make timely professional settlement after the completion of their formal education. Academic institutions support the students “reconcile their competing micro-identities by recasting a new individualized professional entrepreneur identity” (Zainuddin & Mukhtar, 2022). The educational institutions bear responsibility of preparing students for it in addition to the formal certification as summative evaluation. They are, therefore, expected to prepare the students for their professional life as demanded by their projected fields and implant propensity of the graduates to exhibit anticipated attributes in them (Tomlin, 2017).

Educators and policy makers bear responsibility to design curricula, develop global employability capabilities and relevant policies to prepare employable graduates across the globe (Mohan Dass et al., 2018). We need to train our students in dealing positively with praise or setbacks or criticism and help them to be able to understand, negotiate

and balance various views and beliefs to reach workable solutions (Kivunja, 2014). The students develop their professional skills gradually along with their academic degree and prepare readiness to face fiercely competitive professional arena. Kivunja (2014) further states that social constructivist learning processes can be enriched, extended and improved to levels hitherto unseen, as a result of computer mediated learning, critical thinking and problem-solving, innovation, creativity and teamwork.

Educational leaders bear responsibility of preparing their students for adjusting in the rapidly changing world and the society in which they live and proceed their professional life having 21st century challenges. The students find the professional world confusing and tough to tackle in their own if they are not well equipped with the professional skills and basic life skills for which educational institutions bear responsibility. How do the academic leaders train, guide, orient and inspire those graduating students during their formal studies? Have those efforts been adequate in this regard? Do the students feel that they are getting appropriate career guidance before entering the professional world? These all concerns have opened avenue for conducting this research.

Literature Review

Literature review helps to determine whether the topic is worth studying, and it provides ideas into ways in which the researcher can limit the scope to a needed area of inquiry (Creswell & Creswell, 2018). This article has been developed on the basis of the literature related to leadership theories, influence and inspiration from the college leaders and graduating students' perceptions towards their professional settlement. The relevant and available literature has been discussed under the following sub-headings:

Leadership Role in Career Guidance

Career development is related to the transformational leadership, education, training, and motivation (Riwukore et al., 2022). Academic leaders inspire high-quality preparation practices, and acknowledge the importance of stimulating professional development (Hitt & Tucker, 2016). Knowledge sharing, entrepreneurial behavior and psychological empowerment motivate the students towards entrepreneurial activities during their studies (Fauzi et al., 2021).

The inspirational and motivational role of the academic leaders can be lively narrated as the exploration of the real life perception. The academic leaders are the role model to the students, and their guidance plays vital role in all the aspects of life including the professional sector. The guidance from their college prepare them for the forth-approaching professional life. Riwukore et al. (2022) further associate that transformational leadership and education and training foster career development. The role of educational leadership, in this regard, has to be that of a catalyst or change agent in envisioning the capability for professional adjustment.

Professionalism and Career Development

Powell and Snellman (2004) opine that the rise of opportunity markets allow rich parents to buy elite education and other desirable outcomes for their children. Such market driven educational programs ensure their economic prosperity and aspired status distinct from the reach of common people. The students' performance could excel and deliver better results if the area of study is matching and aligned with the intrinsic factors of the individual's personality, leading to motivation and commitment to work (Ahmed et al., 2017).

Robertson et al. (2021) stated that human capital theory locates the desired outcome of education as economic value and uses the imagery of money to clarify how education can support the development of career and the production of wider forms of social and economic value. Under the conditions of globalization, the competitive advantages provision is achieved on the basis of the development of efficient human capital (Podra et al., 2020) that best adjusts in the most challenging economic arena.

Wittorski (2022) states that academic development is generally viewed from the angle of students' placement in their respective profession via job or self-employment. These two fields of profession are chosen by the people having distinct attributes in them. Gowsalya and Kumar (2015) conclude their article with the remark that the employers mostly seek foundational professional skills, knowledge of technology, communication skills and aptitude for chosen work at the time of fresher recruitment. Saunders and Zuzel (2010), in their quantitative research, drew conclusion of the primary data that skills such as enthusiasm, dependability and team-working scored higher than subject knowledge skills, whilst commercial awareness, negotiation and networking were given lowest priority.

Regarding entrepreneurship development, Gonsalves and Rogerson (2019) propose the skills of team competence, competitiveness, technological innovation and enthusiasm as the basic qualities in an entrepreneur or business incubator. Ahmad et al. (2011) emphasize high business operating skills, skills to obtain market share that suits the size and capability, and skills to offer more special services for success in business market. Schmitt-Rodermund (2004) reviewed previous literature and put combined remark that entrepreneurs seem to have a high need for achievement, show creativity and initiative, are risk takers and self-confident, have an internal locus of control, need independence and autonomy, accomplish their tasks with great energy and commitment, and, finally, are persistent in following their aims. The article further emphasizes the characteristics such as leadership, team spirit, self-efficacy, and positive competition for success in entrepreneurship development.

The propensity to act and entrepreneurship education give positive entrepreneurial intention among undergraduate students. Higher education has responsibility to nurture young generation to learn more about entrepreneurship (Astiana et al., 2022). Putting employers' need above the purpose of subject knowledge creation and development will change the nature of higher education (Cheng et al., 2022). The literature focuses on the creative role of academic institutions as expected to insert in their esteemed students such concepts of professional skills along with the curricular requirement.

Bridging Academia Industry Gap

Are the academic achievements enough for the best adjustment of the graduates in the professional lives? How much responsibility do the educational leaders bear in regards to fitting the students in the job or business market? How can the perceived gap between the academia and industry be filled? Büth et al. (2017) opine in the line of minimizing the gap that the existing curriculum must be extended by didactic elements of problem-solving, applied knowledge and utilization of communication skills. In the views of Carpenter and Stimpson (2007), the systematic learning is achieved through both and non-formal educational experiences. In this sense, education has the prominent role in developing professionalism in the learners which is highly contextual and subjective in nature.

If the educational institutions are too formal and rigidly directed by the prescribed curriculum only, the professional market remains aloof and there is need of additional attempts for skills (Dey & Cruzvergara, 2014). Etzkowitz and Zhou (2017) evaluate the role of academic institutions and propose they extend their teaching capabilities from educating individuals to shaping organizations in entrepreneurial education and incubation programs. A 'soft skill development program' should be embedded in the curriculum to yield productive graduates with synergized combination of 'hard skills' and 'soft skills (Zeidan & Bishnoi, 2020). Fadel and Trilling (2010) urge the students apply essential 21st century skills—problem solving, communication, teamwork, technology use and innovation, and adjusting and adapting strategies to accommodate new circumstances is an essential "flex-ability" that everyone must develop in fast-changing times.

In the words of Etzkowitz et al. (2000) the university becomes a key element of the innovation system both as human capital provider and seed-bed of new firms in a knowledge-based economy. They further opine that the interaction of government, industry and academia is shifting, from previous modes of separation or control, into a 'triple helix' of overlapping, yet relatively autonomous, spheres. The combined efforts of three vital sectors i.e. government, industry and academia are expected to play the role of catalyst in bridging the gap between academic institutions and career markets.

Academic institutions enable the students prepare the “new face” of 21st century skills and develop a diversely skilled and entrepreneurial workforce that is better equipped to serve the society (Ghafar, 2020). The multitude of possibilities characteristic of the digital world implies that adaptability is based on self-direction and professional decision making (Dishon & Gilead, 2021). The ideas foster ways to contextualize knowledge, develop skills, and personalize the core entrepreneurial competencies so as to accumulate to the all-round development of human capital. The brighter aspect of this phenomenon is to empower the graduates with the skills and capacity for sound future in the most competitive professional world. The summarized version of the above literature indicates some revised role of the academic leaders so as to ease professional settlement of the students.

Methods

This research applied qualitative research paradigm and narrative inquiry method. Narrative inquiry method, according to Lyons and LaBoskey (2002), is “the fundamental activity of mind, constituting an intentional, reflective activity in a form of story as perceived by the narrator” (p. 21). These narratives contain accounts of human progress, perfectibility, decline and loss within a framework of culture and worldview (Mertova, 2007). This method is applicable in depicting the lived experiences of the informants full of struggles, excitements and achievements. The form of narration refers to the art of delivering the contents as the natural flow of lived experiences.

The four informants of this research were purposively selected from various subjects of diverse bachelor level classes of both general and technical fields. Two of them belonged to yearly system where as the other two represented semester system classes in order to draw opinions from diversified methodological practices. I conducted in-depth interview in person and little discussion in pairs regarding the major issues or research questions. Their perception and expectation from the college regarding their career advancement was the central attention during the interview.

The theme wise discussions were followed by interpretations in support of generated primary data and relevant literature as the secondary sources of information. The discussions and interpretations were proceeded via thematizing and narrating in the forms of major findings of the research. The researcher’s own observation of the present professional world was also given due spaces during interpretation. Finally, the conclusion was drawn as the perception of young learners towards their professional settlement in the nation or elsewhere.

Findings

As directed by the research design, the students were inquired on various grounds of their life struggle related to educational achievements, skills generation, projected profession, perception towards achieving the career goal, guidance from the college leaders, and progress in professional settlement. The participants of the research expressed their perceptions about career choice, guidance, perceived struggles and professional settlement. Regarding the future profession, the participants were found still in confusion or not firmly decided yet. In this regard, Participant A expressed his view:

[]I never thought of going abroad for work as I intend to do something in my own country but I have not decided exactly what to do. I prefer job to business but I don't have any idea about the exact job and the process of joining it. I have heard that it is hard to find a job in Nepal and I need to make hard efforts. In fact I don't know how I can prepare for my future profession.

The above remark indicates that the students need effective career counseling and career guidance to decide the appropriate profession. They get confused in the selection of suitable profession as per their nature, interest and capacity. The career choice of the students is greatly influenced by the level of their social status, financial resources, affordability and future employability (Ahmed et al., 2017). But the awareness regarding the choice needs some sort of guidance and inspiration from reliable and trusted persons including the academic leaders.

While inquiring about learning basic skills at the college for easy adaptation in the working field, Participant B was confused in the beginning and finally remarked:

.....You mean? Skills? In fact, we are giving priority to the studies in all subjects so that we could get good marks. Besides this we have not attended any kind of trainings or learning sessions for it and no one has suggested us to join any additional skill related trainings so far. The campus has not organized such trainings formally and we haven't approached outside either.

This opinion also highlights the fact that in present context, theoretical knowledge and academic degrees are prioritized by educational institutions over professional skill development. The cultivation of 21st-century skills would allow students to adapt to a rapidly changing technological and professional world (Dishon & Gilead, 2021). The globalized and complicated professional world demands well skilled and efficient human resources in every field.

In the next interview session, Participant C was asked whether the college leaders would orient and counsel them for their easy professional settlement. She opined:

[].....*basic orientation program organized at the beginning of the first year class simply covers the activities related to teaching learning and evaluation. The teachers give briefing about the courses and some rules to follow. We are simply suggested to become successful person which is intended to ensure better performance in the studies. We don't get any additional guidance for our future profession. The college has given due importance to maintain regular classes, home assignments, copies correction and our participation in learning. The campus chief and the coordinator enter the classroom time to time and encourage us for better learning. .*

The ideas clarify that the entire college is well concerned and devoted for the sake of better academic results but there is limited orientation in the line of placing the graduates professionally. Teaching 21st century skills should not be seen as additional “obligation” of teaching and learning paradigm of an institute but on the contrary, it should be embedded in the mission of education (Ghafar, 2020). It means 21st century skills were not embedded in the teaching learning procedure adopted in the college that Participant C belongs to as per the nature of the courses and classes.

Participant D, in the same regard, expressed his view that they are sent to the targeted field for the internship as a mandatory provision of their course. She expressed her view thus:

[]*We are the students of technical field and study in semester system. In addition to our theory courses, we are taken to the concerning fields from time to time for collecting ideas of the work field. We are sent to the field as an internship practice as full work load at the time of our final semester. We get the certificate of completion after the internship which can be supportive for job.*

The students of technical field, sent for their internship service as directed by their curriculum, are trained for the intended work. The experiences and certificates support them in their professional settlement. Will the internship certificate ensure their expected job in the future? In reply to this question Participant D expressed his views thus

[].....*the certificate of our internship simply makes us able to work in the field and supports in joining normal type of jobs in the related field. In case of better jobs we need to face highly competitive job market. A large number of candidates apply for the limited seats and selection is made via written test, interview and practical work. But the competition takes place among a large mass of the technical people having basic internship certificate.*

The views of Participant D clarify that various skills play supporting role in the working field even in the technical sector as well. She further informed that the students were fully loaded with the content related courses during their studies and had no spare

time with them for the participation in any kind of additional trainings. Donald et al. (2019) are of the opinion that the university careers service center is responsible for managing relationships with industry, showcasing employer opportunities and preparing students for the application process. While inquiring about career guidance and support from the college regarding the professional settlement, Participant A opined thus

[] *...as a regular student of my college I participate in most of the extra-curricular activities. I don't remember any kind of program conducted in the campus directly related to my job or profession. Sometimes our teachers suggest us to think about Public Service Commission (PSC). I had requested to my campus chief to help me find a job for me and he had promised to contact in different places. However, he could not manage any opportunity for me.*

The ideas of Participant A further inspired me to think about the matter seriously because he was found in heavy confusion being such a regular and sincere student of the college. Two of his friends, promptly available, were called for the discussion about their perception and expectation towards the college. They expressed their views anonymously that they wished to prepare for their future profession and needed some sort of guidelines for it. They were ready to spend extra time if the college could organize trainings for it. They expected a heavy gap between their expectation from the college and the actual services provided to them especially related to their future profession.

Discussions

Participant A and Participant B expressed their similar version that the entire college management was devoted to effective teaching learning and better results but the concept of employability was not the agenda of discussion in the management. Their efforts of imparting quality education were simply oriented to effective output i.e. result with good percentage or grade. This situation is adverse to the provision in the UK where the government designates the responsibility for employability as an important task for HEIs (Cheng et al., 2022).

Regarding the efforts of the college in professional settlement of the students, Participant C opined that the college would organize orientation program at the beginning of the session but it was simply concerned about college rules and regulations including teaching learning and evaluation. The program was limited in the discussion about course coverage and effective exam participation. The teachers would also motivate and encourage them from time to time in the same line. None of the programs would inspire and motivate them to generate the essential skills that their professional world would demand. This situation contradicts the idea of Mohan Dass et al. (2018) that the employability skills demanded by various employers across the globe are in a state of flux and companies, policy-makers and academic institutions need to work together to design an inclusive, modern human capital strategy.

The opinion of Participant D, representing the technical subject category, seems unclear and incomplete in regards to professional preparation. It means the teaching learning activities are comparatively productive and creative in the technical subjects but the efforts from the side of the leadership are almost similar to the other non-technical subjects which contradicts the ideas of Okolie et al. (2020) that teaching generic skills is inadequate due to poor learning environment, lack of staff with industry experience, and over-dependence on theoretical content teaching. The short provisional internship, just intended for the curricular formality, is insufficient but supportive in the professional development in the graduates.

Participant D further remarked that the certificate of internship completion they receive is simply a part of their curriculum and is mandatory to receive their transcripts after the completion of their degrees. Therefore, many of them simply take that something beneficial for their professional settlement. Moreover everyone graduating from the same institution get similar certificate of internship completion regardless of the differences in efforts given and other factors like regularity, punctuality, working efficiency etc. that could differentiate the higher achievers in their selection.

All the interviewees of the research expressed uniformed expression that the colleges ensure them with the academic degrees but are far away from the basic skills for the professional settlement. Their expectations cover career counseling from professionals of respective fields, field works related to their targeted professions and trainings for the skills as per the demand of the works side by side during their graduation. They argued that they could join the work within a short period after graduation if they were prepared for the profession during the regular studies.

Conclusion

The researcher inquired the perceived reality of the graduating students on the grounds of attempting professional settlement amid full of struggles and hardships. The informants expressed their anonymous voice that they are failing to get basic guidance and support from their colleges in their professional preparation and the entire efforts are centralized to better academic degrees. Their perceptions do not match the ideas of Okolie et al. (2019) that academic institutions need to inspire and motivate students to increase the knowledge, skills, self-efficacy and qualities required by the labor market. Professional world, on the contrary, demands highly efficient and skillful human resource in this massively globalized competitive age (Robertson et al., 2021). The informants, as the most responsible youths of the nation, see various causes behind the situation including lack of sufficient career awareness schemes, limited professional opportunities and adverse working environment in the nation.

The focus of the academic leaders, as the findings reveal, has to lay on offering professional skills along with the degrees or academic certificates. They are found inefficient in helping graduating students envision the sense of professionalism development in the graduating students and skilling them accordingly. The findings further signal that the provisional internship programs of some of the technical subjects also focus on mere curricular requirements. Neither the profession related skills are integrated with the prescribed curriculum nor initiated by the leadership additionally. It has been the cause of frustration and low achievement of the students. The academic institutions have to bear responsibility of preparing their graduates as per the demand of their professional world. Incorporating professional skills in the regular curriculum and making additional efforts in skills generation could be some possible ways out.

The findings, however, are the outcome from single dimension i.e. students' perception about their placement in professional career. The context can be further studied from other angles that is the perception of the academic leaders and the employers with their long term lived experiences. It can be recommended for the future research in broader sense so that it could open avenue in narrowing the academia industry gap and minimizing the unemployment problem of the nation.

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Changing Family Roles for Senior Citizen Wellbeing: Implications for Support and Interventions

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ABSTRACT

The process of aging is an inevitable reality of human life, resulting in physical, psychological, and social changes that vary across environments, cultures, societies, and time. The period nearing the life expectancy of the human life cycle is known as old age, and individuals belonging to this stage are also referred to as senior citizens or the elderly. This article is based on the assumption that family support plays a crucial role in the well-being of senior citizens. The rationale behind this paper is to raise awareness about the challenges faced by senior citizens and to encourage individuals, families, and societies to address these issues through compassion, empathy, and social responsibility. It examines the evolving perspective of caring for senior citizens from various angles, including family support, migration, health, care, economy, roles, and responsibilities. Furthermore, it examines the challenges faced by senior citizens in today's society, where efficiency, strength, speed, and physical attractiveness are highly valued. The paper explores the concept and challenges of senior citizenship within different societal norms.

Keywords: Senior citizens, family Support, policy, elderly, wellbeing

Introduction

The concept of elderly is subjective (Segel-Karpas & Bergman, 2022) and varies across cultures, societies, and times. It is subjective in the sense that it depends on various factors and culture such as context, situation, age, growth and development, working conditions, retirement policies, and government welfare schemes. Declining fertility, increasing longevity, and the progression of large-sized cohorts to the older ages are causing elder shares to rise throughout the world. (Bloom & Luca, 2016) Moreover, there is an increase in the number of senior citizens doubled by 2050 due to advances in medical science. (WHO, 2015). This global trend towards an aging population is also evident in Nepal. Within this aging population, senior citizens face several challenges in today's Disrespect, lack of energy, not being able to use latest

gadgets, guided by traditional practice systems, generation gap, lack of proper support from new generation are the result of modernization, globalization and Europeanization and are the main causes for the challenges of aged population. A significant question arises: who will care for these elderly people? Elderly individuals are susceptibility group that requires adequate support and care, particularly from their families. Family support is an essential factor for the well-being of senior citizens, as it plays a crucial role in enhancing their quality of life. It was the primary responsibility of the offspring to care for senior citizens in the overall aspect of development. This was supported by the philosophy of Nepalese society which is built on the ancient Vedic tradition preached by the Hindu philosophy of life (Witzel, n.d.) where family value remains strong from the traditional institution of family care for the Senior Citizen (Chalise, 2023). However, globalizations have made it difficult for elderly individuals to receive proper care and support.

Objective

The objective of this paper is to offer a comprehensive examination of the difficulties encountered by elderly individuals in Nepal. These challenges encompass a range of issues such as, shifting family roles, responsibilities, and caregiving dynamics, impacts of migration, and health risks. By actively addressing and mitigating these multifaceted challenges, this article aims to make a meaningful contribution towards enhancing the quality of life and overall welfare of senior citizens, consequently promoting personal well-being.

The General objective of this study is to provide a comprehensive understanding of the various types of challenges faced senior citizenship citizens due to changing social structure structures. It includes the causes and factors that contribute to suffering. The specific objective of the study is to investigate the impact of changing family roles on the wellbeing of senior citizens. The study also aims to create awareness of the challenges faced by senior citizens, in order to encourage individuals, families, and societies to take actions that promote compassion, empathy, and social responsibility.

Literature Review

In today's culture, there is a prevalent emphasis on qualities such as efficiency, physical prowess, speed, and physical attractiveness (Hurlock 1981). Unfortunately, this cultural focus often leads to a disregard for the value and contributions of the elderly. The negative attitudes towards aging individuals result in self-doubt, strained relationships, and a diminished sense of purpose among senior citizens. (Hurlock, 1981). Consequently, younger generations perceive older adults as helpless, dependent, or lacking in significance.

The changing family structure from joint to nuclear, migration of families from

the rural areas to the urban areas or Nepal to abroad, and rapidly growth of urbanization have created huge challenges for the proper care of senior citizens. Transitions in social status, economic motives and family attitude, norms, values, and transformation from the joint family to the nuclear family structure have challenged properly rearing and caring for senior citizens (Yadav, 2012). Almost the entire senior citizens like to live in the family even with disgrace from family members but due to modern values and beliefs, traditional practices have been changing (Karki, 2011). Elder's views and words are taken as the rules and regulations to be followed by the community/family members (Uprety, 2006). The quality of elderly life during old age has been declining gradually as they started living alone (Subedi, 2020). Family members are the major person to care for the senior citizen (Chalise, 2023). Senior citizens have a fixed role in their families and community. For instance, the role of grandparents in the traditional society to take care of the grandchildren, to sing folk songs for children is being modified with preschool and school and modern devices and equipment. Hence the role, responsibility, status and function of senior citizens are changing along with changing society.

Young people care for the elderly through the shared living arrangement, but sharing living arrangements is a question with migration. The traditional agro-based community has been transforming to an industrial-based community where the independent group of people were busy with the living arrangement. Hence busy schedule of these groups forced the senior citizen to stay in their home and they migrate to various places. Migrants from economically middle and lower class families are continuing temporary migration to foreign countries. Temporary migration is making old age couples alone in rural villages (Gautam, 2005). There were various reasons for not staying with their out-migrated children like illness, children not having time to take care of their parents, children did not like to live with their parents, adjustment problems in the new place, and desire to die in their homeland (Khanal et al, 2018). Migration is the desire and need of the present generation. For self-growth and development, better education, quality of life, and employment young generation like to move to a new place where they fulfill their desire. At the same time along with the migration, the problem associated with the senior citizen is increasing. Senior citizen does not like to move away from their birth place memories. They are unable to manage their land and household activities. This trend of migration has changed the traditional practice system where the senior citizens have set their minds for old age.

parents who are left alone at home suffer various physical and mental problems (Doi et al, 2018). Various health hazards are associated with old age. Depression is more prevalent among elders with poor social support, low income, no spouse, no pensioner, and low educational status (Ghimire, 2012). Studies report shows that majority of the elderly people have facing socio-psychological challenges like loneliness, anxiety, depression, and insomnia, (Kshetri et al., 2012), helplessness, frustration, alzymers and

social burdening (Gautam, 2005). In fact the most of the senior citizens are grown up with the key learning that family members will care for them in their old age, they believe that it is a primary responsibility of the family member to care, to fulfill their need wants and desires but they did not get in their reality which results the mental problem on them.

Today's senior citizens are not prepared to live alone; they care for their parents till their last breath and they grow up with the same mentality that their children will care for them in their old age. In other words, these days they have the desire for care from their children, but due to various factors, their children's have to move away from their origin which hurts the desire of the senior citizen. Sooner or later, most old people must adjust to the death of their spouse; death of the spouse means hazards associated with living alone. This results the pain, suffering, hazards, depression loneliness to the senior citizen.

Methods and Study Area

This study employed a qualitative framework in two distinct phases, with the objective of addressing targeted research inquiries and accomplishing successful results. The study's primary focus was on the critical analysis of issues related to senior citizens, with a particular emphasis on the inequalities and power imbalances that exist within society. The paper examined the personal, family, and social lives of elderly individuals, highlighting the challenges they face in a society that values efficiency, strength, speed, and physical attractiveness.

The study's is grounded in the belief that the primary responsibility of caring for and supporting an elderly individual falls upon family members. In addition, the study employed historical realism to analyze the family role and responsibility for care of senior citizens. This analysis involved exploring the individuals who were involved in, as well as those who benefited from them. By doing so, the study provided valuable insights into the importance of using appropriate research methodology, critical analysis, and historical realism in research related to senior citizens.

Qualitative research methods are valuable for exploring the underlying motivations and meanings behind human behavior. In the first step, the context of senior citizens was studied, with a focus on understanding the problems faced by them. This was accomplished through focused group discussions, interviews, and participatory observation. These methods were useful in exploring the experiences of a wide range of older people and the views of informants who were experts in this area. The focus group discussions were held with older people themselves, who were invited to discuss factors that are creating the problem for their development. They were also asked to make suggestions for improving policies and service delivery and to identify interventions

that they considered effective. Participatory observation and 4 number of focus group discussions (FGDs) were conducted to investigate the personal and social factors that impact the quality of life of senior citizens. In the second step, a total number of 5 key informant interview was carried out with the chairperson of elderly care home, social activist, and the president of NGO which is working in the field of senior citizen. Secondary sources of data were used to gain insight into the current situation. For this related articles, journals, and books were considered to gain subjective information and analyze and explore the research questions in relation to the objective of the study. The study was conducted to gain a better understanding of the existing problems faced by senior citizens. The study investigates the causes of suffering among senior citizens at a personal level and the factors associated with the changing dynamics of family culture over time.

The study area for this research was Nagarjung municipality. This area was chosen because this municipality is heterogenous in nature i.e mixed culture, tradition, practice system could be found here because migrant people from different parts of Nepal are available here, it is suburban region and poses the characteristics of both urban and rural areas and has impact of both modern and traditional practice system.. So this municipality is the suitable place to study about the senior citizens who are from different geographical location, ethnic groups, class, caste and religion. The availability of information that helped answer the research questions. Additionally, the area has a diverse population in terms of caste, economy, ecology, and culture. Understanding this area provided a good source of knowledge to better understand the issue of senior citizens. Both urban and rural environments were studied to facilitate comparison of knowledge.

Results

Changing Family Structure

The study found that senior citizens have close relationships with their family members, and the lack of family support can lead to loneliness and depression. Among the highest expectations from their family, senior citizens value physical care, timely meals, and regular interactions. The shift from joint family structures to nuclear family structures has significantly impacted the quality of care provided to senior citizens. Elderly people said that earlier had fixed roles in their families and communities, such as taking care of grandchildren and singing folk songs for children. Now, these roles are now being replaced by preschools, schools, and modern devices. Furthermore, changing family structure, economic motives, and family attitudes have made it challenging to properly care for elderly.

Migration

Migration is a crucial factor that has adversely affected the elderly in Nepal. Previously, “When are we used to care for their elderly relatives through shared living arrangements, but due to increased migration cases, this is no longer feasible”. Temporary migration has made it challenging for elderly couples to stay in rural villages, where they are left alone to manage their land and household activities. Additionally, the younger generation's desire to move away from their place of origin for self-growth and development has made it difficult for the elderly to receive care and support. The research findings reveal that elderly individuals who are left alone at home experience a range of physical and mental health issues. These include depression, anxiety, loneliness, insomnia, frustration, and feelings of helplessness. Notably, depression is particularly common among the elderly who have limited social support, low income, lack of a spouse, absence of a pension, and low educational status. The loss of a spouse further exacerbates the situation, as it leads to reduced income and increased risks associated with living alone. Consequently, this combination of factors contributes to heightened pain, suffering, and depression among them.

Basic Needs

Senior citizens have fundamental needs like food, drink, shelter, healthcare, and personal care, which are crucial for their survival. The study identified that physical activity plays a significant role in maintaining the health and well-being of senior citizens. During the interview, the senior citizen emphasized the significance of a regular meal plan and a balanced diet in meeting their nutritional needs. They expressed that maintaining a structured eating routine and consuming a variety of nutrient-rich foods is of utmost importance for their overall well-being. The senior citizen emphasized that a regular meal plan ensures they receive consistent nourishment throughout the day, providing them with the necessary energy and essential nutrients.

Health

In terms of health factors, senior citizens face particular vulnerability to various diseases and health issues. Health care systems may differ between advanced and traditional societies, with traditional societies relying on home-based or traditional treatments like Dhami Jhakri. Nutritional deficiencies can worsen chronic and acute diseases and accelerate the onset of age-related degenerative conditions. To address these concerns, the government has implemented guidelines and established a fund to provide health care services to the elderly. This includes offering free medicine and treatment to economically disadvantaged senior citizens across all 75 districts of Nepal. Furthermore, funds have been allocated to establish health centers specifically for the elderly and provide free health services to individuals aged 75 years and above who suffer from heart and kidney conditions. Despite these efforts, a significant challenge remains in the form of senior citizens' lack of awareness about these available services.

Use of Economy Resources

Landholding is a critical economic factor that significantly impacts senior citizens. Typically, senior citizens, especially men, assume control over household resources, with land being their primary asset. However, as these individuals age, their ability to effectively manage their land diminishes. This leads to mismanagement and subsequent financial burdens for them. While the government offers assistance through programs like the Old-Age Allowance and pension systems, some seniors benefit from these initiatives. As a result, the majority of senior citizens heavily rely on support from their families and personal savings to sustain their lives.

Additionally, senior citizens often face financial challenges in meeting their daily expenses. These include providing financial support to their children on different occasions, participating in religious rituals, and covering the costs of medicine and healthcare. Unfortunately, their difficulty in managing their finances worsens these issues, leaving them in a vulnerable position.

Social Relationship

It was identified that senior citizens greatly benefit from having opportunities to actively engage socially with their family, friends, and the broader community. Creating avenues for social involvement is crucial for their overall well-being and sense of belonging. Activities such as attending functions organized at local level provide a platform for them to interact with peers, participate in group activities, and share experiences. Moreover, volunteering in community initiatives allows senior citizens to contribute their skills, knowledge, and wisdom, enabling them to feel valued and purposeful. Additionally, in today's digital age, connecting through social media platforms provides another avenue for them to stay connected with loved ones and engage with a wider network of individuals. By embracing these opportunities for social engagement, senior citizens can experience a renewed sense of fulfillment, a strengthened social support system, and an enhanced sense of community participation, fostering a more fulfilling and meaningful life.

Psychological Issue

Through the research conducted, it was identified that senior citizens commonly experience sleeping difficulties, including insomnia. These challenges with sleep can significantly impact their overall well-being and quality of life. Recognizing the importance of addressing this issue, it becomes crucial to develop strategies and interventions to improve sleep patterns among the elderly population. Additionally, social factors were highlighted as essential contributors to the quality of life of senior citizens. Being socially connected plays a vital role in promoting their mental and emotional well-being. Engaging in social interactions, maintaining meaningful relationships, and participating in community activities can enhance their sense of belonging and overall

life satisfaction. Therefore, a comprehensive approach that considers both addressing sleep difficulties and fostering social connections is crucial for enhancing the overall quality of life for senior citizens.

Mental Health

The research findings highlight that a significant number of senior citizens experience feelings of neglect and become burdensome on their families, leading to increased pressure, tension, and stress within the household. Disturbingly, in certain instances, maltreatment from their own families forces senior citizens to abandon their homes, resulting in dire situations where they either resort to begging or seek refuge in ashrams and orphanages. However, societal changes, including shifting family dynamics, migration patterns, and globalization, have necessitated a shift in responsibility for the well-being of the elderly from families to the government. Therefore, it is crucial to delve into the policies that senior citizens themselves desire in order to address their needs and improve their overall quality of life. By understanding and incorporating their perspectives, appropriate measures can be implemented to ensure the betterment and welfare of senior citizens in society.

Conclusion

The article suggests that the youth have a primary responsibility to look after their parents, while senior citizens can play a role as guardians in the family and society by maintaining discipline and passing on cultural values. Children need to be taught to be kind and loving to their grandparents, great-grandparents, or whoever. Love and affection are essential for any human being to achieve a higher level of satisfaction. The study found that lack of family support can lead to loneliness and depression in senior citizens, who have close relationships with their family members. Moreover, physical care, food on time, and regular interactions with family members are among the highest expectations of senior citizens from their family.

The challenges faced by senior citizens are numerous, and they are in urgent need of support and care. Changes in family structures, migration, and urbanization have made it difficult for elderly individuals to receive proper care and support. Moreover, health hazards associated with old age have made it challenging for the elderly to live alone. Therefore, it is essential to address these issues and provide adequate support and care to the elderly in Nepal. Senior citizens have basic and social needs that impact their quality of life. Providing them with opportunities for physical activity, social connections, personal care, and nutrition can improve their health and well-being. Additionally, it is crucial to treat them with dignity and respect, as they are an integral part of society.

Family support is an essential factor for the well-being of senior citizens from various perspectives, including family. Landholding and health factors are significant economic issues that affect senior citizens. While the government provides some assistance, more efforts are needed to support the elderly population and address their economic and health needs

Article highlights the psychological factors that affect senior citizens' well-being, including the need for a positive outlook, recognition, and self-worth. Senior citizens often feel a loss of self-worth due to illness, disability, or frailty, which can be devastating to their well-being and linked to depression and increased mortality. Therefore, caregivers from the family need to add to their loved one's quality of life by working together on projects that boost self-esteem. Enjoying hobbies or pursuing projects, such as writing memories, constructing a legacy album, or recording family stories, can elevate self-esteem.

Senior citizens' experience can guide strategic and stronger future administration, and the state should provide good standard care for those who have contributed to the welfare of the country. However, due to the changing family structure, senior citizens may feel insecure, and there is a need for a constitutional provision to ensure adequate care and nursing of parents. Some senior citizens view that people who have contributed for the welfare of the country and paid their share to society over their whole lives have a right to expect a good standard of state care when they reach old age. Meanwhile, the government should give an allowance for those who care for senior citizens, similar to the tax difference for single and married couples.

Terms of policy, senior citizens' experience can guide strategic and stronger future administration, and the state should provide good standard care for those who have contributed to the welfare of the country. However, due to the changing family structure, senior citizens may feel insecure, and there is a need for a constitutional provision to ensure adequate care and nursing of parents. Lastly, the article highlights the psychological factors that affect senior citizens' well-being, including the need for a positive outlook, recognition, and self-worth.

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Comparison of Political Inclusion in Nepal between the Elections of 2017 and 2022

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ABSTRACT

Political inclusion refers to political participation, representing voice and agency, and indicating whether a person's voice can be heard while trying to access services. It serves as a means of ensuring full political participation and representation for all based on equal rights. The objective of this study is to compare political inclusion in Nepal between the elections of 2017 and 2022. Secondary data has been analyzed using textual analysis, averages, percentages, and numbers. The Constitution of Nepal grants equal rights to all citizens and provides a special quota for women and other social groups to ensure equal participation. It is observed that these constitutional provisions have been fully implemented in practice when it comes to women. However, women have been allocated only the mandatory seats. Similarly, it is also noted that there is little difference in the political representation of various social groups between the two elections. In national and provincial assemblies, councils of ministries, and the central committees of national political parties, the Khash/Aarya community has a stronger presence compared to other communities, followed by women, then Janajati, and then Terai/Madhese and Dalits. However, it should be noted that there is a majority of Terai/Madhese representation in the central committees of the PSPN and JP, as well as in the council of ministries of Madhes Province.

Keywords: Political-inclusion, constitution-rights, presence, social-groups, descriptive-method.

Introduction

Inclusion is a broad term encompassing a culture in which people work collaboratively, feel comfortable and confident in being themselves, and work in a way that suits their individual needs, all while ensuring that everyone maintains their self-esteem (Hodkinson, 2011). There are various dimensions and indicators used to measure inclusion, and their applicability depends on the specific circumstances. Inclusion can be widely categorized into different groups like political, social, economic, cultural,

geographical, educational, linguistic, gender, ethnic and so on. Donlevy (2007) used ten dimensions in his research to assess how inclusive a society is, and these were cultural, social, political, legal, economic, ethnic, educational, administrative, psychological, geographical, and philosophical inclusion, and Burchardt, Le Grand, and Piachaud (2002) had identified four dimensions to measure social exclusion/inclusion and they were consumption, production, political engagement and social interaction. This implies that political inclusion is a component of social inclusion (Vogt et al., 2015). The four dimensions—representation in governing parties, participation in the council of ministers, participation in the national bureaucracy, and voice and agency—have been used by Das et al. (2014) to assess political inclusion in the context of Nepal.

Among these inclusions, political inclusion is essential for equality, which indicates the level of political presence at different levels of government bodies and power structures (Haug, Aasland, & Dahal, 2011), and ensures equal political presence for all based on their rights (Nielsen, 2006). It can be enhanced through measures such as equal voting rights and advisory councils for diverse immigrant communities (UNESCO, 2023). It is closely linked to voice and agency, and symbolizes the extent to which people's voices can be heard when accessing services (Das et al., 2014). This form of inclusion can be assessed by examining the structures of central political party committees, the Council of Ministers, and the national bureaucracy.

Political changes in Europe and America in the late eighteenth century reformed the political foundations of the nineteenth and twentieth centuries. In the twentieth century, most of the world's countries have become politically independent, bringing many political systems closer to democratic ideals. Similarly, changes in all areas of the world in the last four decades have linked the institutions of the political system with the ideals of democracy (Marochi, 2011). However, contemporary political institutions and their activities only partially embody these ideals. Likewise, the rule of law and civil control governments are still ineffective in many countries around the world (Moises, 2016). Inclusion can serve as a validation of the processes of suppression and domination experienced by marginalized and vulnerable groups (Hodkinson, 2011). Similarly, political inclusion emphasizes that every citizen should have equal rights and opportunities to work in various positions in government bodies regardless of class, age, sex, ability, group, culture and ethnic or religious background (IDEA, 2013).

However, these arguments contradict involuntary exclusion. Political inclusion, serves as a means to eliminate the obstacles preventing marginalized groups from full participation in social and political institutions (Atkinson & Marlier, 2010). It creates diverse opportunities for engagement in multi-dimensional and cooperative processes, nurtures various capacities among marginalized groups, and fosters collective solidarity while adhering to established standards. According to Sen (2000), social exclusion

represents a deprivation that weakens human life by denying political freedom and civil rights. In fact, political exclusion can be a more profound form of poverty in human life than economic deprivation (Munn, 2020). The assurance of political inclusion not only encourages individuals to become active in various domains but also enhances their decision-making capabilities, leading to improved life outcomes. Furthermore, political inclusion has a direct and positive impact on the development, expansion, sustainability, and deepening of democratic processes. It imparts knowledge to individuals, enabling them to embrace democratic norms and values in their lives (Das et al., 2014).

Nepal is a country of unity in diversity. It is a country full of ethnic, cultural, geographical, linguistic, and religious diversity (Shneiderman, 2013). It is known as a distinct identity due to its diversity (Bhandari, 2016). However, in the context of Nepal, politics has directly influenced other dimensions of the individual or the nation (Das et al., 2014). This means that all other multi-dimensional processes related to exclusion/inclusion have political implications (Haug et al., 2011). That is why Nepali often seek to gain political access or position. As a result political conflicts are taking place in the country from time to time and these conflicts have led to change in the government, political system, constitution and other laws (Paudel, 2020).

As a political result, the first law of Nepal was the Civil Code of 1854. This law bound different groups of Nepali under one legal system. However, it was criticized for creating a law based on Hindu values and the caste system, and the law can be seen to provide discriminatory privileges and obligations to each caste and sub-caste (Sha, 2023). In Nepal, there were numerous social classes, and at the time, they also behaved differently based on this law (Kafle, 2010). They were subjected to harsh legal penalties for minor errors and were also regarded as impure. For instance, if a lower-caste man married a higher-caste woman, he would have faced a fourteen-year jail sentence (Thapa, 2010). If it is true, it can be said that this law did not specifically help to reduce the oppression of Dalits and women. The Constitution of Nepal (1990) established Nepal as a more inclusive state. The constitution was an achievement of the people's movement against the panchayat regime. It described the country as a multi-ethnic, multilingual, and democratic nation (Upadhyaya, 2011). Similarly, it has been mentioned that all citizens are equal regardless of religion, caste, gender, or ideology. However, it unknowingly preserved traditional practices (Hut, 1991). The constitution softly supported caste and ethnicity-based civil society organizations.

In Nepal, the process of creating constitutions and laws is not an issue, but their implementation poses the most significant challenge. Without proper implementation of the laws, the body's requirements have no meaning in real life of the people (Nchofoung, Asongu, Tchamyoun, & Edoh, 2021). This implies that there is no shortage of laws being enacted. Because not only the current Constitution but also the Civil

Rights Act of 1955 have prohibited various forms of discrimination, including political, religious, and gender-based (Ministry of Law and Justice, 2023). Various movements, including political ones, have secured comprehensive political rights for the people as fundamental rights (Paudel, 2020). To ensure these rights, all laws, rules, and acts were revised following the people's movement of 2006. The current constitution embraces inclusive measures, granting full political rights not only to the elite but also to deprived, marginalized, and oppressed groups (Dahal, 2017). Nevertheless, these forms of discrimination persist in Nepalese society. This situation prompts the question: What is the status of political inclusion in Nepal? Furthermore, some political parties disagree with specific provisions of the Constitution and laws. Why are they doing so? This leads to the next question: Has the Constitution been effectively implemented in practice in line with its values and norms? This constitutes the central question of the study.

Now, the study's objective can be formulated based on these identified research gaps. The primary objective of the study is to compare political inclusion in Nepal between the 2017 and 2022 elections. Additionally, the overarching aim of this study is to analyze political inclusiveness in key institutions, namely the National Assembly, the House of Representatives, the Council of Ministers, and the Central Committee of national parties. This means that the study seeks to assess political inclusion between the two elections in accordance with the values and norms outlined in the Constitution of Nepal 2072, using the dimensions mentioned above.

The hope is that the study's findings will enlighten policymakers and politicians about the effectiveness of the current Constitution in promoting political inclusion. Furthermore, it aims to shed light on the position of marginalized and oppressed social groups in terms of political inclusion and the political rights enshrined for them in the constitution. As a result, this study is expected to contribute to an increase in political participation.

Methodology

This study is based on a literature review and survey research design. The survey design is particularly valuable for collecting extensive data, offering robust statistical power to validate the study, and enabling the systematic collection of data (Gothberg, 1990). It involves the processes of data collection, organization, and dissemination (Singh, 1998). This design guides the researcher in the selection, reading, and summarization of information (Chu, 2015). This study adheres to all the principles and values inherent in this design.

This research is based on secondary data gathered from various sources to assess political inclusion. The main sources of data are the Election Commission, House of Representatives, National Assembly, Office of the Council of Ministers, and central offices

of seven national parties. Other essential data is sourced from the current Constitution of Nepal, books, articles, and reports from both physical libraries and e-libraries. The primary objective of the study is to compare political inclusion between the 2017 and 2022 elections. For this comparison, the 2017 political inclusion data is sourced from Paudel's (2020) study, while the 2022 political inclusion data is obtained from the aforementioned sources. This study incorporated both qualitative and quantitative data. The current Constitution of Nepal is selected by the purposive sampling technique. To ensure the reliability and validity of the study, a large sample size and random sampling techniques have been used. The study site is Nepal for the study. The collected data are analyzed descriptively. Averages and percentages are computed to draw conclusions and findings. Ethical considerations are rigorously adopted throughout the study.

Result and Discussion

The results and discussion are drawn based on political inclusion between the elections of 2017 and 2022 as defined by the Constitution of Nepal 2015. In Nepal, political presence has a decisive influence on all other multi-dimensional processes related to inclusion. It is considered an essential dimension because the denial of basic political freedom and civil rights directly impoverishes the lives of the people. In this study, representation in the Council of Ministers (CoM), representation in the House of Representatives (HoR), representation in the National Assembly (NA), representation in the Provincial Assembly (PA), and representation in the central committees of national political parties are used to measure political inclusion.

The inclusive characteristics of Nepal are stated in Article 3 of the Preliminary Part of the Constitution of Nepal 2072. According to this article, Nepal has multi-ethnic, multi-lingual, multi-religious, and multi-cultural features. This Part additionally states that Nepal is a geographically diversified country with shared goals that is bound together by ties of allegiance to independence, territorial integrity, the interests of the nation, and prosperity. Additionally, this Constitution explicitly declares that Nepal is an independent, indivisible, sovereign, secular, inclusive, democratic, socialism-oriented, federal democratic republic state in clause (1) of Article 4 of the same Part (Nepal Law Commission, 2072). The Constitution's inclusive spirit has been praised by Nepal's Fifteenth Periodic Plan (NPC, 2019).

Nepal is a country that has a multi-party democracy with a federal structure. In 2008 B.S., the country was proclaimed a Federal Democratic Republic by the Constituent Assembly (CA). In 2015 B.S., the CA also declared a three-tier system of government that included the national, provincial, and local levels (Acharya, 2018). As a result, it is known as the Parliamentary System. The President, the Prime Minister, the Council of Ministers, Constitutional Bodies, and the Bureaucracy, which consists of

numerous personnel services established to carry out executive responsibilities, are all members of the executive branch of government (Paudel, 2020). The president doesn't carry out routine executive duties. The highest executive body having the power to issue instructions for direction, control, and governance is the Council of Ministers in Nepal (Asia Foundation, 2012).

Nepal comprises 125 castes, all of which demand quotas for political participation. However, the Election Commission has categorized them into five ethnic groups: Khash/Aarya, Janajati, Madhesi, Dalit, and one gender group: male and female. Among these, four ethnic groups, except Khash/Aarya, and one gender group, have been allocated special quotas as defined by the constitution. Therefore, in this study, only these ethnic and gender groups have been included.

Inclusion in Council of Ministers

Clusters 1 through 10 of Article 76 of the Nepalese Constitution describe how the Council of Ministers (COM) is formed. The President can appoint the Prime Minister to the leader of a parliamentary party that has a majority in the House of Representatives (HoR). The Council of Ministers is constituted under his or her chairpersonship in accordance with Article 76(1). Similarly, Cluster (9) of the same article mandates that the President appoint the ministers as members of the federal parliament's council of ministers as per the recommendation of the Prime Minister. There are no more than twenty-five ministers, including the Prime Minister, in accordance with the inclusive principle (Nepal Law Commission, 2072).

State and provincial elections were last conducted on November 20, 2022. After this election, the Council of Ministers (Government) was formed on December 26, 2022, in accordance with the constitution's provisions. As of April 17, 2023, Nepal's Council of Ministers comprises 23 members, including one Prime Minister, two Deputy Prime Ministers, 17 Ministers, and two State Ministers, with no Assistant Ministers. An inclusive analysis reveals that 65.21 percent of the ministers come from the Khash/Aarya group, 30.43 percent from the Janajati group, 17.39 percent are women (Brahman/Chhetri 4.34 percent, Janajati 8.69 percent, and Dalit 4.34 percent), and 13.04 percent hail from the Terai groups with Brahman/Cheetri (Prime Minister and Council of Ministers, 2023) (Prime Minister and Council of Minister, 2023). This political inclusion can be compared with the immediate past Council of Ministers (government) elected from the election of 2017. In that government, there were 23 ministers, including the Prime Minister, with 52.17 percent from the Khash/Aarya group, 21.74 percent from the Janajati group, 13.04 percent women, 8.70 percent from the Terai groups, and 4.35 percent from the Dalit group in the council of ministers (Paudel, 2020).

These data indicate that when comparing the two Councils of Ministers formed from election of 2017 and 2022, the presence of the Khash/Aarya group in the COM has decreased in comparison to other social groups. This suggests that other social groups, such as tribes, women, Terai/Madhese, Dalits, etc., have made efforts to increase their representation in Nepal's COM. Additionally, it can be observed that there is no equal representation of different social groups in Nepal's COM as per their population ratio.

Inclusion in National Assembly

The Upper House of Representatives is another name for the National Assembly (NA). The NA is governed under Article 86 of the Nepali Constitution. Clause (2)'s sub-clause (a) stipulates that the NA must have fifty-nine members. They must include at least three women, one Dalit, one person with a disability, and one person from a marginalized group. Similarly, sub-clause (b) of the same clause stipulates that three members, selected by the President on the advice of the Government of Nepal, shall include at least one woman for each state with an electoral college. As a result, out of the 59 members of the NA, at least 22 women must be chosen, with 21 coming from the Electoral College of Provinces (with a minimum of three from each province) and one coming from the President's nomination (Nepal Law Commission, 2072).

The composition of the NA can be analyzed as follows: Among the 59 members, 59.32 percent are from the Mountain/Hill Khash/Aarya group (male 30.51 percent and female 28.81 percent), 35.59 percent are women (Mountain/Hill Khash/Aarya 28.81 percent, Mountain/Hill Janajati 3.39 percent, and Terai 3.39 percent), 16.59 percent are Dalits (Mountain/Hill 13.56 percent and Terai 3.39 percent), 13.56 percent are Janajatis (Mountain/Hill 11.86 percent and Terai 1.69 percent), and 11.86 percent are from the Terai (Female 3.39 percent, Dalit 3.39 percent, Janajati 1.69 percent, and Khash/Aarya 3.39 percent) in the National Assembly of Nepal (National Assembly of Nepal, 2023). If we look at these figures of the election of 2017, the women constituted 31.88 percent of the NA. Similarly, Dalits accounted for 11.86 percent, and the representation of the disability/minority group was the same as that of Dalits in the NA of Nepal (Paudel, 2020).

These statistics, comparing the two national assemblies (before and after the 2069 elections), indicate that the presence of the Khash/Aarya social group in the national assembly has increased compared to other social groups. This suggests that other social groups, such as Tribes, Women, Terai/Madhese, Dalits, etc., have made efforts to increase their presence in Nepal's NA but have not been entirely successful. Additionally, it can be observed that there is no equal representation of different social groups in the NA of Nepal in proportion to their population ratios.

Inclusion in House of Representative

Nepal is divided into seven provinces and 165 election constituencies for federal elections to the House of Representatives (HoR), conducted under the first-past-the-post (FPTP) electoral system as specified in Article 84 of the Constitution of Nepal. Article 84 mandates that political parties ensure proportional representation (PR) for women, Dalits, Indigenous peoples, Khas-Arya, Madhesi, Tharu, Muslims, and backward regions. Additionally, persons with disabilities should be provided a designated quota when filing their candidacy under the PR system for both HoR and Provincial Assembly (PA) elections (Nepal Law Commission, 2072). Nepal conducted its first national and province-level legislative elections in 2017 AD, and its second in 2022 AD. These elections allocated 60 percent or 495 seats (165 for the HoR and 330 for the PA) using the FPTP electoral system and 40 percent or 330 seats (110 for the HoR and 220 for the PA) using the PR electoral system. In total, there are 275 seats in the HoR and 550 in the PA (Nepal Law Commission, 2023).

Clause (8) of Article 84 stipulates that, regardless of other provisions in this Part, at least one-third of the total number of members elected from each political party in the Federal Parliament must be women. Subsequently, according to sub-clause (a) of clause (1) and sub-clause (a) of clause (2) of Article 86, every political party is obligated to ensure that one-third of its members are women. However, if they are not elected as such, the political party must appoint women to account for one-third of its members in the Federal Parliament, as outlined in sub-clause (b) of clause (1) (Nepal Law Commission, 2072).

Table 1 :

Composition of House of Representatives by the FPTP Electoral System.

Provinces	In 2017 Election			In 2022 Election		
	Male	Female	Total	Male	Female	Total
Koshi	26 (15.76)	2 (1.21)	28 (16.97)	26 (15.76)	2 (1.21)	28 (16.97)
Madhesh	32 (19.39)	0 (0.00)	32 (19.39)	30 (18.18)	2 (1.21)	32 (19.39)
Bagmati	32 (19.39)	1 (0.61)	33 (20.00)	31 (18.79)	2 (1.21)	33 (20.00)
Gandki	17 (10.30)	1 (0.61)	18 (10.91)	17 (10.30)	1(0.61)	18 (10.91)
Lumbini	24 (14.55)	2 (1.21)	26 (15.76)	25 (15.15)	1 (0.61)	26 (15.76)
Karnali	12 (7.27)	0 (0.00)	12 (7.27)	12 (7.27)	0 (0.00)	12 (7.27)
S. Pashchim	15 (9.09)	1 (0.61)	16 (9.70)	15 (9.09)	1 (0.61)	16 (9.70)
Total	158 (95.76)	7 (4.24)	165 (100)	156 (94.55)	9 (5.45)	165 (100)

Source: The House of Representative, Nepal – 2023.

The First-Past-The-Post (FPTP) electoral system elects 165 members for the House of Representatives (HoR). Among them, female participation was 4.24 percent in the 2017 election and increased to 5.45 percent in the 2022 election. Consequently, the House of Representatives in Nepal is predominantly male-dominated. Notably, women's participation in the House of Representatives from the Karnali province is nonexistent.

It is essential to emphasize that political parties must adhere to constitutional norms within the FPTP electoral system. However, the Proportional Representation (PR) system also plays a crucial role in ensuring political inclusion. Therefore, it appears that political parties are more inclined to follow provisions related to political inclusion through the PR system.

The role of a parliamentarian encompasses constructing and implementing rules, forming a government, and critically analyzing government functions. However, in the context of Nepal, people view Members of Parliament as developers of the entire country, which elevates their status in society. Nevertheless, it remains true that political participation by women, Janajatis, Dalits, people with disabilities, and minorities is lacking. Hence, the Constitution of Nepal 2072 includes provisions stipulating that 110 members for the HoR and 220 members for the Provincial Assembly (PA) should be selected through the PR system to enhance the political participation of these marginalized groups."

Table 2 :

Political Access of Social Groups in House of Representative of Nepal.

Groups	FPTP						PR					
	Male	%	Female	%	Total	%	Male	%	Female	%	Total	%
Brahman/ Chhetri	88	53.3	4	2.4	92	55.8	10	9.1	22	20.0	32	29.1
Janajati	35	21.2	2	1.2	37	22.4	5	4.5	24	21.8	29	26.4
Madhesi	31	18.8	3	1.8	34	20.6	5	4.5	18	16.4	23	20.9
Dalit	2	1.2	0	0.0	2	1.2	10	9.1	16	14.5	26	23.6
Total	156	94.5	9	5.5	165	100	30	27.3	80	72.7	110	100

Source: The House of Representative and Election Commission Nepal- 2023.

It can be observed that Khash/Aarya individuals have been selected through the FPTP and PR systems at rates of 55.8 percent and 29.1 percent, respectively, which are higher than those of other social groups. Similarly, in the 2022 election, 72.7 percent of women were elected through the PR system, compared to 76.36 percent in the 2017 election.

The total number of members in the House of Representatives is 275, with 32.36 percent of them being women in the 2022 election. However, in the HoR election of 2017, this figure was slightly higher at 33.09 percent. According to this data, the group with the least political representation is the Dalit community, comprising only 10.18 percent of Nepal's HoR.

Inclusion in Provincial Assembly

The presence in Provincial Assembly (PA) of women and different social groups-Khash/Aarya, Janajati, Madhesi, Dalit, and others show the political inclusion of Nepal. The constitution of Nepal has said that women must be at least one-third of the total members elected for Federal Parliament. It means 33.33 percent of the women must be elected as a member of provincial parliament.

Table 3 :

Political Access of Social Groups in Provincial Assembly of Nepal.

Election System/ Social groups		Khash/ Aarya	Aadiwasi /Janajati	Terai /Madhesi	Dalit /Alpsankhyak	Total
FPTP	Male	143 (43.3)	69 (20.9)	79 (23.9)	25 (7.6)	316 (95.8)
	Female	5 (1.5)	5 (1.5)	3 (0.9)	1 (0.3)	14 (4.2)
	Total	148 (44.80)	74 (22.4)	82 (24.8)	16 (7.9)	330 (100)
PR	Male	13 (5.9)	9 (4.1)	8 (3.6)	5 (2.3)	35 (15.9)
	Female	62 (28.2)	62 (28.2)	40 (18.2)	21 (9.5)	185 (84.1)
	Total	75 (34.1)	71 (32.3)	48 (21.8)	16 (11.8)	220 (100)
G Total	Male	156 (28.4)	78 (14.2)	87 (15.8)	30 (5.5)	351 (63.8)
	Female	67 (12.2)	67 (12.2)	43 (7.8)	22 (4.0)	199 (36.2)
	Total	223 (40.5)	145 (26.4)	130 (23.6)	52 (9.5)	550 (100)

Source: The House of Representative and Election Commission Nepal- 2023.

Note: Values within the parentheses represent percentages.

Two electoral systems have been employed to elect members of the Provincial Assemblies (PAs) across the seven provinces: the first being the First-Past-The-Post (FPTP) system and the second, the Proportional Representation (PR) system (Paudel, 2020). In the 2022 election, it is observed that individuals from the Khash/Aarya community were selected through the FPTP and PR systems at rates of 44.8 percent and 34.1 percent, respectively, which are higher than those of other social groups. In contrast, 84.1 percent of women were elected through the PR system, while only 4.2 percent were elected through the FPTP system. When comparing these figures with the 2017 election results for the seven Provincial Assemblies, we can see that 80.45 percent of women were elected through the PR system, while 5.45 percent were elected through the FPTP system.

Inclusion in Political Parties

A general election was held in Nepal on November 20, 2022, to elect the 275 members of the House of Representatives. The election consisted of two ballots. The first ballot was for the election of 165 members using the FPTP electoral system. Similarly, the second ballot was for the election of 110 members through the PR electoral system, where the constituency was nationwide for party-list proportional representation. To attain the status of a national party, a political party must secure at least one seat in the FPTP electoral system and garner at least 3 percent of the votes in the proportional system (The Kathmandu Post, 2023).

The role of political parties is crucial in implementing an inclusive system; therefore, it is imperative for political parties themselves to be inclusive. The inclusiveness of political parties can be assessed by examining the representation of different social groups in their central committees. Nepal boasts a considerable number of political parties. However, since the 2022 election, seven political parties have earned recognition as national parties. These parties are the Nepali Congress Party (NCP), the Communist Party of Nepal (Unified Marxist–Leninist) (CPN- UML), the Communist Party of Nepal (Maoist Centre) (CPN- MC), the Rashtriya Swatantra Party (RSP), Rashtriya Prajatantra Party (RPP), the People's Socialist Party, Nepal (PSPN), and the Janukti Party (JP). Only these seven national political parties have been considered in this study. The inclusiveness of these parties is presented in Table 4.

Table 4 :

Inclusiveness in Political Parties (In %)

Communities	NCP	CPN (UML)	CPN (MC)	RSP	RPP	PSPN	JP
Brahman/Chhetri	54.4	60.1	55.6	62.5	62.4	19.1	14.3
Janajati	22.2	21.3	22.8	25.0	27.7	17.1	14.3
Dalit	8.2	6.6	10.7	5.0	2.0	6.4	57.1
Terai/Madhesi	15.2	12.0	10.9	7.5	7.9	57.4	14.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Male	65.4	66.4	74.2	70.2	91.8	90.4	85.7
Female	34.6	33.6	25.8	29.8	8.2	9.6	14.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Websites of NCP, CPN (UML), CPN (MC), RSP, RPP, PSPN, and JP.

Table 4 reveals that the central committees of the major five parties (NCP, CPN (UML), CPN (MC), RSP, and RPP) exhibit a significant presence of the Khash/Aarya social group. For instance, the NCP Central Committee, consisting of 158 members, comprises 54.4 percent Khash/Aarya, 22.2 percent Tribal, 8.2 percent Dalit, and 15.2 percent Terai/Madhesi (Nepali Congress, 2023).

Similarly, the CPN (UML) Central Committee, with 333 members, has 60.1 percent Khash/Aarya, 21.3 percent Tribal, 6.6 percent Dalit, and 12.0 percent Terai/Madhesi (CPN (UML), 2023). Meanwhile, the CPN (MC) Central Committee, consisting of 196 members, comprises 55.6 percent Khash/Aarya, 22.8 percent Tribal, 10.7 percent Dalit, and 10.9 percent Terai/Madhesi (CPN (MC), 2023). The RSP Central Committee, comprising 39 members, exhibits 62.5 percent Khash/Aarya, 25.0 percent Tribal, 5.0 percent Dalit, and 7.5 percent Terai/Madhesi (RSP, 2023). There are 271 Central Committee members of the RPP (RPP, 2023), consists of 62.4 percent Khash/Aarya, 27.7 percent Aadiwasi/Janajati, 2.0 percent Dalit, and 7.9 percent Terai/Madhesi (Ekantipur, 2023; Global Television, 2023; Himal Khabar, 2023; Nepal Press, 2023).

The PSPN Central Committee, with 466 members, reflects 19.1 percent Khash/Aarya, 17.1 percent Adivasi/Janajati, 6.4 percent Dalit, and 57.4 percent Terai/Madhesi (PSPN, 2023). The JP Central Committee, comprising 55 members, consists of 14.3 percent Khash/Aarya, 14.3 percent Tribal, 57.1 percent Dalit, and 14.3 percent Terai/Madhesi (JP, 2023). When it comes to gender representation, the Central Committees of NCP, CPN (UML), CPN (MC), RSP, RPP, PSPN, and JP include 34.6 percent, 33.6 percent, 25.8 percent, 29.8 percent, 8.2 percent, 9.6 percent, and 14.3 percent women, respectively.

This data underscores the male dominance in the central committees of political parties, with Khash/Aarya dominance in the major five parties. Furthermore, there is a notable Terai/Madhesi presence in the central committees of PSPN and JP. The NCP and CPN (UML) Central Committees have over 33 percent women's representation, whereas this is not the case for other parties. Notably, the newly emerging Rastriya Swatantra Party includes the lowest number of women (only 8.2 percent) in its central committee compared to others. Similarly, the Janamat Party also has a relatively low representation of women at 14.3 percent in its central committee.

Conclusions

The Constitution of Nepal 2015 enshrines the right to equal representation for everyone. Furthermore, the constitution provides special quotas for various groups, including Women, Dalits, Janajatis, Terai/Madhesi, Minorities, and people with disabilities, in the National Assembly (NA), House of Representatives (HoR), Provincial Assembly (PA), District Assembly (DA), and local governments. While it's evident that these provisions have been implemented in practice, it's important to note that these groups have been allocated only the mandatory seats. Notably, the Khash/Aarya social group holds a majority of seats in the Council of Ministers compared to other social groups, followed by Janajatis, women, Terai/Madheshi, and the Dalit social group. Based on the data from these two elections, it can be concluded that the Khash/Aarya

social group has dominated the Council of Ministers in Nepal. A similar situation is also observed in the National Assembly (NA), House of Representatives (HoR), Provincial Assembly (PA), and central committees of national political parties in Nepal. It's evident that various social groups, except Khash/Arya, have been represented by political parties primarily for the sake of constitutional compliance. Even within the women's quota, the participation of women from the Khash/Aarya group is high. Another important observation is that the majority social group tends to dominate in the distribution of election tickets and central committees of political parties. This trend is particularly noticeable in the Provincial Assembly of the Madhesh province and central committees of Madhesh-related political parties. Furthermore, the central committees of all political parties are predominantly male-dominated. Similarly, there is a majority of the Khash/Aarya social group in the five major political parties, while the central committees of the PSPN and JP are dominated by Terai/Madheshi representation. The highest participation of women is observed in the Central Committees of the NCP and the CPN (UML) compared to other parties.

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Opportunities of ICT as Integrated Approach in Classroom Practice

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ABSTRACT

This paper aimed to motivate teachers and students to use information and technology (ICT) as an integrated approach to teaching mathematics. This article is prepared regarding the research question, "Why use ICTs in the classroom?" The research design of this study was qualitative. Two teachers and two students of the Bachelor of Business Management (BBM) third semester from two different colleges were the research sample, whereas the sampling was purposive. An in-depth interview and classroom observation of participants were the data collection methods, whereas the data collection tool was interview guidelines for both teachers and students. Teachers and students have to use ICTs in the classroom because it increases students' engagement and motivates them to learn. ICTs provide the opportunity for self-learning, teaching-learning and earning, student and teacher interaction, and create a student-friendly learning environment. So, teachers and students have to use ICTs in the classroom. This research is also recommended to policymakers, curriculum designers, educational institutions, teachers, and students to use the findings of this research to develop plans, curricula, infrastructure, environment, and learning behaviors that support ICT use. By doing so, education can be made more effective and engaging for all involved.

Key Words: ICT, Opportunities, Mathematics classroom, F2F, Engagement, ZPD

Introduction

The United Nations Educational, Scientific, and Cultural Organization [UNESCO] (2002), defines information technology as a scientific, technical, and managerial discipline and methodology used in the handling of information, its application, and its link with social, economic, and cultural concerns. According to Prytherch (2000), ICTs are networks that open up new possibilities for teaching, learning, and training through the distribution of digital content.

Globally, many plans and policies exist to enhance the use of ICTs in teaching-learning. United States National Education Technology Plan (NETP) (2021) addressed

the infrastructure needs to make the vision a reality, and the vision was to insert ICTs in schools across the nation. Similarly, the policy objective of the Department of School Education and Literacy Ministry of Human Resource Development Government of India (2012) was to create an environment that is favorable to the development of an ICTs-literate community that is also conducive to the formation of a demand for the best possible use of and returns on the potentials of ICTs in education. Likewise, at the beginning of each year in Montenegro, the Ministry of Education creates an action plan for carrying out the recommendations made in the strategy on the use of ICTS in education, and at the end of each year, the Ministry submits a report to the Government (Eurydice, 2019).

There are many plans and policies to accelerate the use of ICTs in teaching-learning. The National Center for Educational Development [NCED] (2005) has conducted a variety of teacher training programs to improve the teachers' ICT skills so they can use them to teach and study. Similarly, the Nepalese Ministry of Education [MoE] (2017) has launched a master plan for information and communication technology (ICT) in education, intending to ensure ICT use across the country.

There are many plans and policies at both national and global levels. This study was to motivate teachers and students to integrate ICTs in the classroom by investigating the opportunities. So, the research question of this study was "Why use ICTs in the classroom?"

Das (2019) carried out research entitled "Role of ICT for Better Mathematics Teaching" with the primary goal of investigating the use of ICT technologies in mathematics education and found that ICTs integration in mathematics education benefits both the teaching and learning processes. Technology offers exciting new ways to teach (Scharaldi, 2020). According to (Barboni, 2019), the importance of the face-to-face (F2F) instruction method cannot be reduced, but e-learning can be used together with the traditional methods to bring efficiency, effectiveness, and a competitive edge over other competitors by imparting quality education.

Most of the ICT-related research was on online teaching-learning. There was a lack of ICT research for the F2F mode. This research was focused on the use of ICTs in both F2F and online teaching-learning, that is blended mode. In the context of Nepal, there is a lack of research on the use of ICTs in teaching-learning activities, especially in mathematics. Some researchers found opportunities for the use of ICTs for online classrooms quantitatively from the positivist perspective. This research was focused on investigating the opportunities created by ICT integration in the classroom qualitatively.

Research Methodology

Qualitative research is considered a naturalistic inquiry in the sense that it is performed in a natural context while attempting to avoid any intentional manipulation and distortion of the informants' surroundings by the researcher (Tames, Stigler & Perry, 1998; as cited in Creswell, 2007). The research design was qualitative. Data were collected from two students and two teachers from two different colleges. One teacher and one student were selected from each college. So two colleges were the site, whereas two teachers and two students were my samples. This research used pseudonyms C1 and C2 for colleges, S1 and S2 for two students, and T1 and T2 for two teachers. S1 and S2 were the students of BBM's first and third semesters respectively. S1 and T1 were respectively students and teachers of college C1 whereas S2 and T2 were the student and teacher of college C2. The sampling of my research was purposive. The data collection method was an in-depth interview, whereas the data collection tools were interview guidelines. Data were analyzed by the general inductive method. Translating, transcribing, coding, theme-making, and linking with theories (Thomas, 2006) were the steps of data analysis. The social constructivism theory of Vygotsky (1978) and the connectivism theory of Downes (2007) were integrated into this research.

Results and Discussion

This study explored various opportunities for ICT-integrated mathematics classrooms and included a detailed analysis of opportunities created by ICT integration in the classroom. Some themes were developed to describe the opportunities created by ICT-integrated classrooms. Students' engagement, excavation of ZPD (Vygotsky, 1978), Reduced time and cost of learning, the student-friendly atmosphere in the classroom, and the opportunity of teaching, learning, and earning are the themes under which the opportunity of ICTs' integration in the classroom was analyzed. These are the causes to promote the use of ICTs in the classroom.

Students' Engagement

Student engagement is the level of focus, curiosity, enthusiasm, glee, and energy that students exhibit when learning. When a student is engaged, they are taking part in educationally beneficial activities both inside and outside of the classroom. It involves the kids' cognitive and non-cognitive activities. It is one of the most crucial elements for successful teaching-learning. Since it takes into account a student's level of focus, effort, good feelings, and commitment to the learning process, student engagement is essential. (Handelsman et al., 2005).

In this issue, one of the teacher participants, T1 conveyed her view as,

Students become engaged in ICT-based learning by asking questions and solving problems. They solve problems using ICT applications such as Google, YouTube, and other applications. They compute addition, multiplication, mean, median, mode, standard deviation, correlation, and probability distributions by using MS-excel. Sometimes I ask them to prepare a report on a different issue. They prepare by using MS-word. They attach different pictures, graphs, and diagrams from different applications or websites. They present their work by using MS PowerPoint. No one wants to leave the class. They talk and teach each other to prepare the report and to solve the different problems. ((Interview transcription January 12, 2023).

From the interview with the teacher, it was found that students engage with ICT-based learning by using ICT apps such as Google, YouTube, and other applications to ask questions and solve issues. They use MS-office to create reports, attach photos, graphs, and diagrams, and present their work. They discuss and instruct each other how to produce the report and solve the problems. So, the Use of ICTs in teaching learning increases the students' engagement.

One of the student participants, S1 shared his view,

Our teacher sometimes teaches mathematics through ICTs. We feel happy and enjoy learning mathematics by using ICT tools. Sometimes our teacher teaches mathematics in the ICT lab, and sometimes he teaches in our class using a projector. While learning in the ICT lab, we use laptops, desktops, and tablets. At that time, we tried to solve a problem on laptops, desktops, and tablets as per the instruction of our teacher. We also watch YouTube videos and Google search engines and also use various types of apps to solve problems. He added that they talk digitally and send the solutions to each other. We become able to find the solution to the same problems in different methods. While their teacher teaches in the classroom, by using a Projector, they become focused and learn the concepts. We became engaged more in the ICT lab rather than in the classroom (Interview transcription January 22, 2023).

According to the student interview, the teacher sometimes teaches using ICTs at the ICT lab. Students use laptops, desktop computers, and tablets to tackle difficulties at the time. They also use content from YouTube, Google search engines, and numerous apps to address difficulties. They become more engaged in the ICT lab rather than in the classroom. ICTs increase collaboration among learners and encourage communication and knowledge sharing, provide quick and accurate feedback to learners, which leads to positive motivation, and allow pupils to focus on strategies and interpretations of answers rather than disputing (Becta, 2003).

ICTs encourage students to be more engaged and participative (Dhakal & Sharma, 2016). Three sorts of student engagements were detected. They were students' engagement with teachers, engagement among students, and engagement with digital technologies. Students' engagement with the instructor involves their interests, motives, and other concentrated activities stated in front of the teacher. It also includes student interaction with the teacher. Among Students' engagement involves an appearance of stubbornness among them. It refers to actions designed to increase pupils' motivation to study. According to Akpan, Igwe, Mpamah, and Okoro (2020), social constructivism is a collaborative method of learning that focuses on interaction, debate, and knowledge exchange among learners. Students are constructing knowledge by accelerating engagement in learning through ICTs. High levels of engagement, according to Heick (2022), are characterized by tenacity, protracted inquiry, self-directedness, playfulness with material, and unprompted transmission of information. Students are more engaged when lessons are taught by using ICTs.

Excavation of the ZPD

Vygotsky (1978), introduced the Zone of proximal development (ZPD) and defined it as the gap between what a learner has already mastered (actual degree of development) and what he or she can gain when furnished with educational assistance (potential development). ICT integration in teaching-learning helps one to understand what he/she wants.

If one wants to learn more complicated concepts, then he/she can get the content and more tools on ICTs. In this issue, one of my teacher participants, T2 conveyed his view as

I think knowledge was captured in the past, but now it has been exposed due to ICTs. I have been teaching for several years. I used to teach only the contents which are given in the book. I used to solve the questions by the methods which were shown in the examples of the book. After using ICT tools, I can find a lot of materials related to the course content. I can show several methods of solving problems. Similarly, I can teach the syllabus of the upper class. I can get a lot of materials by which I can strengthen the capabilities of my students. I can teach content to the extent that they can understand (Interview transcription February 01, 2023)

From the interview, it was found that teachers are filling the ZPD of students through ICT integration in the classroom. Teachers are teaching some extra content and the content of the upper class in the classroom through which the ZPD of students is being filled. The availability of contents, materials, and easiness of using ICT is making it easy to teach, and students are learning more and filling their ZPD.

Similarly, one of the student participants, S2 conveyed her view,

One of the students said "When our teacher uses ICT tools to teach us, we become very excited. We understand the concept by ICT tools rather than the traditional lecture method. We can see and analyze ourselves. After understanding the concept we can easily derive the related formulae and solve the problem. Sometimes we don't need our teacher's help within a whole chapter." (Interview transcription February 11, 2023)

He added "Our teacher always informs us what he is going to teach tomorrow. I always prepare that chapter before our teacher teaches. For this, I searched on YouTube for the concept and then started to do it myself. I asked the teacher what I didn't understand. So that learning mathematics has been easier than the previous days." I am in BBS first year but I am preparing for the course of BBM second and third year for this ICT is helping me. I searched the contents of BBM's second and third semesters on the internet and tried to understand them. If I can't, I contact my teacher and ask a lot of questions. Sometimes our teachers give the different websites from where I can learn. (Interview transcription February 11, 2023)

From the above interview, it was found that ICT is providing opportunities for self-learning to students. Students are preparing a lot through ICTs. Students are also preparing the content for upcoming both horizontal and vertical classes. Their teachers are also providing them with the address of the knowledge on the internet. Students are developing both horizontal and vertical knowledge through ICTs. It means because of the availability of lots of content and learning materials students are filling their ZPD through ICTs. Students' self-learning, teachers' efforts, and use of ICTs are filling the ZPD of students.

Students who are digging ZPD by using ICTs in three ways. First students are learning horizontal content and expanding their knowledge, second students are learning horizontal content and enhancing their knowledge, and third students are learning new content and enriching their knowledge.

Reduced Time and Cost of Learning

Integration of ICT in mathematics saves time and money (Sah, 2023). Students may study quickly and at leisure because of ICTs. They can learn everything they need to know using ICTs for free. When participant student S1 was asked the question how ICTs save his time and money? he replied as,

We save time by using ICTs. We can fix the problem and get a response in a matter of minutes. We may watch videos and search Google for relevant solutions to problems or concepts. We are not required to visit the teacher. We are not required to pay for tuition and additional fees. This approach saves both time as well as cash (Interview transcription January 12, 2023)

ICT saves both time and money. By taking advantage of this opportunity, students can focus on their studies and gain valuable experience without worrying about financial burdens. This can ultimately lead to greater success in their academic and professional pursuits. While discussing this issue, one of my teacher participants T2 expressed her opinion,

I used to spend roughly an hour every day planning lesson ideas for teaching. I still use the ICT tools from a year ago. I spent a bit more time preparing resources to teach the prior year, but I am currently utilizing those materials that were created. In a lesson, I can display several slides. I can teach more effectively if I use already prepared materials. It has saved me time. ICTs in mathematics teaching save time and money. We can make students show the problem of statistics in Excel. Students can draw simple bar diagrams, multiple bar diagrams, submultiple bar diagrams, pie charts, histograms, ogives, parabolas, hyperbolas, ellipses, circles, etc. in a few minutes. Students can solve lengthy mathematical problems in a short period. (Interview transcription February 01, 2023).

ICTs in mathematics teaching have saved time and money by allowing students to draw bar diagrams, multiple bar diagrams, submultiple bar diagrams, pie charts, histograms, ogives, parabolas, hyperbolas, ellipses, circles, etc. in a few minutes. This has enabled students to solve lengthy mathematical problems in a short period.

Next teaching participant T1 stated, "I used to buy a lot of books to prepare, but now I use ICTs in mathematics learning." I can download enough books and prepare them by using several Google pages, YouTube, and other programs. As a result, it has reduced my learning costs. ICTs have reduced learning costs by allowing participants to download books and prepare using Google Pages, YouTube, and other programs. Teachers and students believe that the Use of ICTs in teaching-learning mathematics saves time and cost. The use of ICTs improves productivity while reducing costs and saving time (Anderson, 2022).

Student-Friendly Atmosphere in Classroom

A pleasant classroom atmosphere is one in which students feel safe sharing their ideas, taking chances, asking questions, and tackling learning problems. The classroom environment is a synthesis of the class's social, emotional, and educational components. ICT integration in the classroom is helpful in creating a student-friendly environment (Sah, 2023). According to research, several components of the classroom environment can influence student motivation, and motivated students put more effort into learning activities (Ambrose et al., 2010). On this issue, my first student participant S1 expressed his view,

Learning mathematics through ICTs provides an interesting, engaging, and joyful environment for us. We learn the concepts and problem-solving methods easily. We always feel fresh and energetic in the classroom. Our focus on learning increased, and it was very hard to complete the project work given by the teacher in previous days. However, after using ICT in the mathematics classroom, it has been quite easy to complete. Our teacher gives us project work to complete, and he also gives us the chance to use the internet in the classroom. We, students, use the internet and try to find information related to our project work. We collaborate. We also discuss our curiosity related to our project work and try to find the best measures. It has enhanced our confidence level. We don't have any problem presenting our work in front of the classroom with the help of ICTs (Interview transcription January 22, 2023).

Learning mathematics through ICTs provides students an interesting, engaging, and joyful environment. They easily learn concepts and problem-solving methods, and their focus on learning increases. They use the internet to find information related to their project work, collaborate, discuss their curiosity, and find the best measures. This has enhanced their confidence level and they don't have any problem presenting their work in front of the classroom.

Teacher participant T2 articulated as,

When I use ICTs to teach mathematics in the classroom, students become active. They use ICT tools themselves. They open the ICT tools and start to search for what we have to learn. While we use ICTs, we learn from a wider perspective. They digitally communicate with each other. They complete their project on time. ICTs decrease my role while increasing students' engagement. Students used to complain about my teaching strategy. They used to say that my classroom was not collaborative. But now and then I take them to the ICT lab to teach mathematics. They don't have any complaints about my teaching strategy. Relation between us has been improved. So, I can say that teaching mathematics through ICTs in the classroom creates a friendly atmosphere for students (Interview transcription, February 01, 2023).

From the interviews, it was found that teaching mathematics through ICTs can create a student-friendly environment in the classroom. It is helpful to create a positive atmosphere in the classroom. It boosts the student's confidence level and is very helpful to fulfill the student's curiosity.

Students enjoy the learning process and the teacher's duty is changed as a mentor. Akpan, Igwe, Mpamah, and Okoro (2020) explain constructivist theory deemphasizes teacher monotony in the classroom and encourages energetic interplay among learners, the instructor, and other components of the educating learning process. I found ICTs helpful in creating a student-friendly learning environment. Both the instructor and the

student agreed that an ICTS-friendly learning environment fosters more collaborative and supportive behavioral habits in the classroom (Mishra, 2020).

The opportunity of Teaching, Learning, and Earning

Schools can do to improve learners' learning and earning potential (Mayer & Peterson, 1999). Teaching, learning, and earning at the same time can motivate teachers to teach and students to learn. Many pieces of research show that learning and earning have the same importance in our life. ICT integration can simultaneously create opportunities for teaching, learning, and earning (Sah, 2023). In this issue, one of my teacher participants T1 expressed his view as,

I run a page on Facebook called GyanMaitri. I frequently post the lessons I've taught in class. The crucial test questions also are uploaded by me. 122 flowers may be viewed on my page. The most views I've ever received on a page were 799. Additionally, I run the GyanMaitri YouTube channel. I'll publish videos with mathematical content. I will monetize both my Facebook page and YouTube channel once I get a sufficient number of subscribers and followers. This will provide me with the chance to study and make money at the same time (Interview transcribed, January 12, 2023).

Monetizing social media accounts is a popular way for content creators to earn money and gain exposure. By utilizing this strategy, teachers can create a sustainable income stream while also building their brand and developing their skills as content creators.

Student participant S1 conveyed his view as,

Since I blog, I post videos to my blogs. I'm willing to record the classroom if given the chance. I may edit it and post it after making it live. I am capable of video editing. I believe we could easily get enough followers if we had a channel dedicated to mathematical topics. Once we have a sufficient number of subscribers, we can start making money (Interview transcribed, January 22, 2023).

Some of the students are capable of video editing and would be willing to record a classroom if given the chance. They believe we could easily get enough followers if we had a channel dedicated to mathematical topics and start making money.

It was discovered that they are aware of the possibility of teaching and learning simultaneously in an ICT-integrated mathematics classroom. In a similar vein, researcher learned through speaking with students that they are aware of the possibility of studying and earning at the same time with the use of ICT-integrated classrooms. Combining these two findings, it is concluded that an ICT-integrated mathematics classroom can offer the chance for teaching-learning (Tsui, 2001) and earning simultaneously. Numerous studies in Nepal have shown that salaries for teachers are insufficient. ICT-

based instruction can give instructors the chance to make money. That is, teachers and students, can connect (Downs, 2007) their teaching-learning to earning. It also concludes that although every teacher and student is aware of the possibility of teaching, learning, and earning simultaneously in an ICT-integrated mathematics classroom, relatively few are making use of this possibility.

Conclusion and Recommendation

ICT integration in mathematics classrooms has created opportunities for both teachers and students. It has opened the door of knowledge and provided an enormous platform for both teachers and students. Teachers and students are using the ICTs of their choice (Sah, 2023). The traditional teaching-learning process is gradually shifting to ICT integration in teaching-learning. It is said that morning shows the day. Teaching through ICTs has created opportunities. Thus ICTs will open more windows of both teaching and learning. So, that teachers and students need to integrate ICTs in the classroom.

ICTs help students to be more involved and participatory in three ways: interaction with professors, engagement with students, and engagement with digital technology. Students' participation includes expressing their interests, motivations, and other actions in front of the teacher. Tenacity, persistent inquiry, self-directedness, playfulness with material, and unprompted conveyance of information are characteristics of high levels of engagement. Students are using ICTs to expand their knowledge, enhance their knowledge, and enrich their knowledge by learning horizontal content, enhancing horizontal content, and new content. They are digging ZPD with the help of ICTs. ICTs in mathematics teaching-learning have saved time and money by allowing students to solve their problems in a few minutes. They can download books and get access to free learning. Students like the learning process, and the teacher's role as a mentor is altered. I found that ICTs were useful in creating a student-friendly learning environment. An ICTS-friendly learning environment, both the teacher and the student agreed, encourages more collaborative and supportive behavioral patterns in the classroom.

ICT integration in the classroom created opportunities for student engagement, excavation of ZPD, Reducing time and cost of learning, the student-friendly atmosphere in the classroom, and the opportunity for teaching, learning, and earning are the themes under which this study analyzed the opportunity of ICTs' integration in the classroom. So we have to accelerate the use of ICTs in the classroom.

Teachers and students are both aware that they can teach and learn. ICT integration in teaching-learning can provide opportunities for both teaching-learning and earning at the same time. Numerous studies in Nepal have found that teacher pay is insufficient. Teachers can earn money through ICT-based exercises. Even though every teacher and

student is aware of the possibilities of teaching, learning, and earning at the same time in an ICT-integrated mathematics classroom, very few use it.

This research would be valuable for a wide range of individuals and organizations involved in education. Specifically, this study is recommended to policymakers, curriculum designers, schools, teachers, and students to use the findings of this research to the development of plans, curricula, infrastructure, environment, and learning behaviors that are supportive of ICT use. Doing so can make education more effective and engaging for all involved. Since ICTs have created opportunities each of the mathematics teachers of higher education have to integrate ICTs in the classroom.

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बहुभाषिक विद्यालयमा नेपाली भाषाशिक्षकका समस्याहरू

गंगा बुढाथोकी क्षेत्री

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लेखसार

प्रस्तुत अध्ययन बहुभाषिक विद्यालयमा नेपाली भाषाशिक्षण गर्ने शिक्षकका समस्याहरूमा केन्द्रित रहेको छ। यस अध्ययनको मुख्य उद्देश्य बहुभाषिक विद्यालयमा नेपाली भाषाशिक्षण गर्ने शिक्षकहरूले भोगेका समस्याहरूको व्याख्या तथा विश्लेषण गर्नु रहेको छ। यस कार्यका लागि गुणात्मक अनुसन्धानअन्तर्गत फेनोमेनोलोजी अध्ययनमा आधारित भएर तथ्यहरू सङ्कलन गरिएको छ। रूकुम पूर्व जिल्लामा रहेका तीनवटा छुट्टाछुट्टै सामुदायिक विद्यालयका आधारभूत तहमा नेपाली भाषाशिक्षण गर्ने तीनजना शिक्षकहरूसँग गहिरो र लामो अन्तर्वार्ता लिई नेपाली भाषाशिक्षणका क्रममा उनीहरूले भोगेका समस्याहरूको संकलन र विश्लेषण गरिएको छ। प्रस्तुत अध्ययनका लागि मगर बस्तीमा अवस्थित विद्यालयहरूलाई छनोट गरिएको छ। विद्यालयमा अध्ययनरत बहुसंख्यक खाम मगरभाषी विद्यार्थीहरूको मातृभाषालाई सम्मान गर्दै आवश्यकताअनुसार दुवै भाषाको प्रयोग गरेर शिक्षणीय नेपाली भाषालाई प्राथमिकता दिई शिक्षण गरेमा भाषिक सिप प्राप्तमा सहजता हुने र नेपाली भाषाशिक्षण प्रभावकारी हुने कुरा यस अध्ययनको मुख्य प्राप्ति रहेको छ। यस अध्ययनबाट विशेष गरी खाम मगरभाषी विद्यार्थीहरू र खाम मगर समुदायको बस्ती भएका विद्यालयमा नेपाली भाषाशिक्षण गर्ने शिक्षक तथा यस विषयमा चासो राख्ने जो कोहीलाई पनि सहयोग पुग्ने अपेक्षा गरिएको छ।

मुख्य शब्दावली : बहुभाषिक, खाम भाषा, भाषिक सिप, व्याकरण, फेनोमेनोलोजी।

परिचय

नेपाल बहुभाषिक देश हो। यहाँ विभिन्न प्रकारका भाषाहरू बोलिन्छन्। वि.सं. २०६८ को राष्ट्रिय जनगणनाअनुसार नेपालमा १२३ ओटा भाषाहरू मातृभाषाका रूपमा बोल्ने गरिन्छ (स्वतन्त्र विश्वकोश, २०२०)। नेपालमा बोलिने विभिन्न मातृभाषामध्ये मगर भाषा पनि एक हो। भाषा परिवारका हिसाबले मगर भाषा भोटबर्मेली परिवारअन्तर्गत पर्दछ। मगर भाषा मगर जातिहरूको मातृभाषा हो। मगर भाषालाई विभिन्न स्थानमा फरकफरक नामले सम्बोधन गरेको पाइन्छ। त्यसैले मगर जात एक भएपनि मगरहरूले बोल्ने भाषा भने फरकफरक रहेको पाइन्छ। मगर भाषाअन्तर्गत मगर ठूट, खाम र काइके भाषा पर्दछन् (घर्ती, २०६७, पृ. ७९)। रूकुम पूर्वमा बोलिने मगर भाषा खाम भाषाअन्तर्गत पर्दछ। खाम मगरभाषी समुदायका बालबालिकाहरूको बाहुल्य रहेका रूकुम पूर्वका विभिन्न विद्यालयमा भाषिक विविधताका कारण

शिक्षक र विद्यार्थी दुबैले नेपाली भाषाशिक्षणमा विविध प्रकारका समस्याहरू सामना गर्नु परेको देखिन्छ। भाषिक समस्याकै कारण विद्यार्थीहरू नेपाली भाषाका बोध र अभिव्यक्ति तथा सिर्जनात्मक क्षमतामा कमजोर देखिन्छन्। खाम मगर भाषा र नेपाली भाषाविचको उच्चारणगत, वर्णविन्यासगत, व्याकरणगत, शब्दार्थगत तथा शैली संरचनागत भिन्नताले गर्दा नेपाली मातृभाषा हुने विद्यार्थीहरूका तुलनामा खाम मातृभाषा हुने विद्यार्थीहरूमा नेपाली भाषाशिक्षण गर्नुपर्दा शिक्षकलाई गाह्रो भएको कुरा सम्बन्धित शिक्षकहरूको भनाइबाट बुझ्न सकिन्छ। खाम मगर भाषाका उच्चारण, शब्दगठन र वाक्यगठन प्रक्रिया नेपाली भाषाका भन्दा फरक हुने भएकाले खाम मगर भाषामा अभ्यस्त भइसकेका बालबालिकाहरूलाई नेपाली भाषा सिक्नुपर्दा मातृभाषाको प्रभाव कुनै न कुनै रूपमा देखा पर्नु स्वाभाविकै हो। फेरि मातृभाषा सिक्दा सिकारुको मस्तिष्क भाषिक दृष्टिले खाली हुने हुँदा भाषा सिकाइ सहज तरिकाले भएको पाइन्छ तर एउटा भाषा सिकिसकेपछि अर्को भाषा सिक्दा सिकारुलाई पहिलाको जस्तो भाषिक वातावरण प्राप्त हुँदैन र पहिले सिकेको भाषाले पछिल्लो भाषालाई प्रभाव पार्दछ जसका कारण भाषा सिकाइ जटिल बन्न पुग्दछ। दोस्रो भाषा सिकाइमा जति सहज र प्रभावशाली वातावरण प्राप्त भयो त्यति पहिलो भाषाप्रतिको निर्भरता घट्दै जान्छ। त्यसैले शिक्षकले विद्यालयमा सकेसम्म सहज वातावरण उपलब्ध गराइदिने प्रयास गर्नुपर्दछ। कुनै दुई भाषाको प्रभावशाली वातावरण सँगसँगै प्राप्त हुने अथवा दुई भाषाको समान प्रयोग हुने परिवार र समाजमा हुर्केको बालकमा भने दुइटै भाषाको सिकाइ र विकास समान रूपमा भएको पाइन्छ (शर्मा र पौडेल, २०६७)। प्रस्तुत अध्ययनमा भाषाका कारण उत्पन्न विभिन्न समस्याहरूका बारेमा व्याख्या तथा विश्लेषण गरिएको छ। विद्यार्थीहरूको घरमा प्रयोग गरिने भाषा र विद्यालयमा पठनपाठन हुने भाषा फरक भएका कारण शिक्षण सिकाइमा बाधा उत्पन्न भएको देखिन्छ।

रुकुम पूर्व जिल्लाका केही बस्तीहरूमा अधिकांश खाम मगरभाषी समुदायका मानिसहरूको बसोबास रहेको पाइन्छ। यी बस्तीहरूमा छिटपुट रूपमा रहेका दलित र क्षेत्री जातिहरूले नेपाली भाषाको प्रयोग गरेको पाइन्छ। अधिकांश मगरहरूको बस्ती भएको ठाउँमा रहेका विभिन्न विद्यालयहरूमध्ये मगर, दलित र क्षेत्री जातका विद्यार्थीहरूले अध्ययन गर्ने तीनवटा विद्यालयलाई यस अध्ययनको मुख्य क्षेत्रका रूपमा लिइएको छ। यी विद्यालयहरूमा नेपाली भाषाशिक्षण गर्नुपर्दा शिक्षकहरूले भोग्नुपरेका भाषिक समस्याहरूलाई समस्याकथनका रूपमा लिई ती समस्याहरूको विस्तृत व्याख्या तथा विश्लेषण गरिएको छ।

उद्देश्य

उद्देश्यलाई शोधकार्यको केन्द्रबिन्दुका रूपमा लिइन्छ। जुनसुकै अध्ययनमा पनि समस्याकथनका आधारमा उद्देश्य निर्धारण गरिने भएकाले प्रस्तुत अध्ययनमा पनि समस्याकथनका आधारमा उद्देश्य निर्धारण गरिएको छ। बहुभाषिक विद्यालयमा नेपाली भाषाशिक्षण गर्ने शिक्षकहरूमा देखिएका समस्याहरूको व्याख्या तथा विश्लेषण गर्नु यस अध्ययनको प्रमुख उद्देश्य रहेको छ।

अध्ययन विधि

प्रस्तुत अध्ययन गुणात्मक अनुसन्धान विधिअन्तर्गत फेनोमेनोलोजी अध्ययन विधिमा आधारित रहेको छ। यस अध्ययनमा तथ्य संकलनको प्रमुख साधनका रूपमा अन्तर्वार्तालाई लिइएको छ। फेनोमेनोलोजी

अध्ययनमा कुनै पनि विषयमा व्यक्तिले भोगेका भोगाइ एवम् अनुभवहरूको गहिरो अध्ययन गरिन्छ । यसअन्तर्गत विषयगत अध्ययन गरिने भएकाले प्रत्येक व्यक्तिका अनुभवहरू फरकफरक रहेको पाइन्छ । त्यसै गरी कुनै एउटा परिवेशमा प्राप्त भएको अनुभवले अर्को परिवेशसँग मेल नखान पनि सक्छ । खनाल (२०७४) का अनुसार “फेनोमेनोलोजीमा यथार्थ वा सत्यलाई व्यक्तिको बुझाइ वा अनुभवका आधारमा खोजी र व्याख्या गरिन्छ” (पृ.३०१) । यस भनाइबाट पनि बुझ्न सकिन्छ कि फेनोमेनोलोजिकल अध्ययन नितान्त वैयक्तिक हुन्छ । यही मान्यतामा आधारित भएर प्रस्तुत अध्ययन कार्य गरिएको छ । यस अध्ययनसँग सम्बन्धित अन्य लेख रचना तथा पुस्तकहरूको समेत अध्ययन गरी प्रस्तुत लेखलाई उद्देश्यमूलक बनाउने प्रयास गरिएको छ । यस अध्ययनमा नमुना छनोटका विभिन्न पद्धतिमध्ये उद्देश्यपूर्ण नमुना छनोट पद्धतिको प्रयोग गरिएको छ । बहुभाषिक विद्यालयमा नेपाली भाषाशिक्षण गर्ने शिक्षकका समस्याहरू के कस्ता रहेका छन् भनी पहिचान गर्नका लागि तीनवटा फरकफरक विद्यालयका आधारभूत तहमा नेपाली भाषाशिक्षण गर्ने तीनजना शिक्षकका अनुभवहरूलाई लिइएको छ । छनोट गरिएका तीनवटै विद्यालयमा अधिकांश विद्यार्थी खाम मगरभाषी र केही मात्रामा नेपाली मातृभाषी विद्यार्थी रहेको पाइन्छ । ती विद्यालयहरूमा आधारभूत तहमा नेपाली भाषाशिक्षण गर्ने तीनजना शिक्षकहरूलाई नमुनाका रूपमा लिई तथ्यहरू सङ्कलन गरिएको छ । सङ्कलित तथ्यहरूको विश्लेषण गर्न तथ्याङ्क विश्लेषणका विभिन्न विधिहरूमध्ये विषयगत विश्लेषण (Thematic Analysis) लाई आधार लिइएको छ । ब्राउन र क्लार्क (सन् २००८) का अनुसार विषयगत विश्लेषण गुणात्मक तथ्याङ्क विश्लेषण गर्ने एउटा आधारभूत र लचिलो विधि मानिन्छ । यसलाई तथ्यमा आधारित भएर विषयवस्तुको पहिचान, विश्लेषण र रिपोर्टिङ गर्ने विधिका रूपमा पनि लिइन्छ । विषयगत विश्लेषणले तथ्यभित्र रहेर सहभागीहरूका जीवन्त अनुभव, धारणा, दृष्टिकोण, व्यवहार र अभ्यासलाई पहिचान, व्याख्या तथा विश्लेषण गरेर निष्कर्षमा पुग्न सघाउ पुऱ्याउँछ ।

प्रस्तुत अध्ययनमा नमुनाका रूपमा लिइएका तीनजना शिक्षकहरूमध्ये एकजना खाम मगरभाषी र दुईजना नेपाली मातृभाषी शिक्षक रहेका छन् । तीनैजना शिक्षक (सहभागी) सँग गहिरो र लामो अन्तर्वार्ता लिई बहुभाषिक विद्यालयमा नेपाली भाषाशिक्षण गर्दा उनीहरूले भोगेका समस्याहरूलाई यथाशक्य खोतल्ने प्रयास गरिएको छ । अस्पष्ट भएका कुरामा पुनः अन्तर्वार्ता लिएर उद्देश्यकेन्द्रित अध्ययन गरिएको छ । अन्तर्वार्ताबाट प्राप्त सहभागीहरूका जीवन्त अनुभवहरूलाई अडियो रेकर्ड गरिएको छ । प्राप्त रेकर्डका आधारमा तीनवटै अन्तर्वार्ताको ट्रान्सक्राइव लेखन गरी मुख्यमुख्य कुराहरूलाई कोड गरिएको छ । त्यसपछि मिल्दामिल्दा कोडहरूलाई ग्रुपिङ गरी थिमको निर्माण गरिएको छ । तीनवटै अन्तर्वार्तामा व्यवस्थित गरिएका मिल्नेमिल्ने थिमहरूलाई लिएर तीनवटा मुख्य थिमको निर्माण गरिएको छ । यिनै तीनवटा मुख्य थिमका आधारमा नेपाली भाषाशिक्षणका क्रममा शिक्षकले भोगेका समस्याहरूको व्याख्या तथा विश्लेषण गरिएको छ । प्रत्येक थिमको व्याख्या गर्दा पुनः कोडिङ र ट्रान्सक्राइबमा पुगेर थिमलाई अर्थपूर्ण बनाइएको छ । यसरी यथार्थ धरातलमा पुगेर बहुभाषिक विद्यालयमा नेपाली भाषाशिक्षण गर्ने शिक्षकहरूले भोगेका समस्याहरूको गहन अध्ययन गरी उनीहरूका वास्तविक भोगाइको प्रस्तुतिमा प्रस्तुत अध्ययन केन्द्रित रहेको छ ।

प्राप्ति र छलफल

प्रस्तुत अध्ययनमा खाम मगरभाषी विद्यार्थीहरूको नेपाली भाषाप्रतिको धारणा, रुचि, क्षमता एवम् खाम मगर भाषाका ध्वनि, शब्द, वाक्य तथा भाषिक संरचनाले नेपाली भाषाशिक्षणमा प्रत्यक्ष प्रभाव पारेको कुरालाई अध्ययनको प्राप्तिका रूपमा लिइएको छ । यस अध्ययनमा खाम मगरभाषी विद्यार्थीहरू भएको विद्यालयमा नेपाली भाषाशिक्षण गर्दा शिक्षकले भोग्नु परेका समस्याहरू उल्लेख गरिएको छ । बहुसंख्यक खाम मगरभाषी विद्यार्थीहरू भएका विद्यालयमा नेपाली भाषाशिक्षण गर्दा शिक्षण कार्यमा प्रयोग गरिने शिक्षण सामग्री, शिक्षण विधि, मूल्याङ्कन प्रक्रिया, शिक्षक तालिम आदि विविध कारणले नेपाली भाषाशिक्षणमा प्रभाव पारेको पाइन्छ । बहुभाषिक कक्षामा नेपाली भाषाशिक्षण गर्दा खाम मातृभाषी र नेपाली मातृभाषी शिक्षकका समस्याहरू फरकफरक रहेका देखिन्छन् । शिक्षकका समस्याहरूलाई केलाउँदा खाम मगरभाषी विद्यार्थीहरूलाई नेपाली मातृभाषी विद्यार्थीहरूसरह सहभागी गराई भाषिक सक्षमता प्राप्ति गराउने काम चुनौतीपूर्ण रहेको देखिन्छ । प्रस्तुत अध्ययनमा नेपाली भाषाशिक्षण गर्दा शिक्षकले सामना गर्नुपरेका समस्याहरूलाई अध्ययनको प्रमुख विषयवस्तु बनाइएको छ । अधिकांश खाम मगरभाषी विद्यार्थीहरू भएको विद्यालयमा नेपाली भाषाशिक्षण गर्ने शिक्षकका समस्याहरू पहिचान गर्नका लागि तीनवटा फरकफरक विद्यालयका तीनजना शिक्षकलाई सहभागीका रूपमा लिइएको छ । तीमध्ये पहिलो अन्तर्वार्ता खाम मगरभाषी शिक्षक सन्ध्या (नाम परिवर्तन) बाट लिइएको छ । त्यसैगरी दोस्रो अन्तर्वार्ता नेपालीभाषी शिक्षक लिजा (नाम परिवर्तन) बाट र तेस्रो अन्तर्वार्ता अर्का नेपालीभाषी शिक्षक विशाल (नाम परिवर्तन) बाट लिइएको छ । तीनवटै अन्तर्वार्तालाई ट्रान्सक्राइब, कोडिङ, ग्रुपिङ गरेर थिमको निर्माण गरिएको छ । उक्त थिमहरूको व्याख्या तथा विश्लेषण यसप्रकार रहेको छ :

भाषिक पृष्ठभूमिको ज्ञान

बहुभाषिक विद्यालयमा नेपाली भाषाशिक्षण गर्दा शिक्षक तथा विद्यार्थीहरूले एकअर्काको भाषा राम्ररी बुझ्न नसक्दा शिक्षण सिकाइमा समस्या उत्पन्न भएको पाइन्छ । यसले गर्दा नेपाली भाषा विषयमा अपेक्षा गरिएका शैक्षिक उपलब्धि हासिल गर्न बाधा पुगेको देखिन्छ । त्यसैले बहुभाषिक विद्यालयमा नेपाली भाषाशिक्षण गर्दा शिक्षक आफू कार्यरत विद्यालयका विद्यार्थीहरूले प्रयोग गर्ने भाषाको बारेमा राम्रो ज्ञान भएको हुनुपर्ने देखिन्छ । यस अध्ययनमा खाम मगर भाषा र नेपाली भाषाको माध्यमबाट शिक्षण गरिने तीनवटा विद्यालयलाई अध्ययनको क्षेत्र बनाइएको छ । ती विद्यालयहरूमा नेपाली भाषाशिक्षण गर्ने क्रममा विद्यार्थीहरूको मातृभाषा शिक्षणीय भाषाभन्दा फरक भएका कारण ती विद्यालयमा शिक्षण गर्ने शिक्षकहरूमा भाषिक कठिनाइ उत्पन्न भएको देखिन्छ । बहुसंख्यक खाम मगरभाषी समुदाय र नेपालीभाषीहरूको मिश्रित बसोबासका कारण अन्य नेपालीभाषी विद्यार्थीमा पनि खाम मगरभाषाको ज्ञान र अनुभव भएको देखिन्छ । अध्ययनको लागि छनोट गरिएका विद्यालयमा अध्ययन गर्ने अधिकांश विद्यार्थीहरू खाम मगर भाषा बोल्छन् । अधिकांश विद्यार्थी खाम मगरभाषी भएका कारण नेपालीभाषी विद्यार्थीहरूमा पनि खाम मगर भाषाको प्रत्यक्ष प्रभाव परेको देखिन्छ । खाम मगर समुदायमा हुर्केका अन्य जातिका केटाकेटीहरू सामाजिकीकरणको प्रक्रियासँगै थाहै नपाई दोभासे भइसकेको अवस्था शिक्षकहरूको अनुभवबाट बुझ्न सकिन्छ । अध्ययन क्षेत्रका रूपमा लिइएका यी बस्तीहरूमा मगर जातिका साथसाथै अन्य क्षेत्री र दलित जातिहरूको पनि बसोबास

रहेको पाइन्छ। उनीहरूका घरमा मातृभाषा नेपाली बोलिँए तापनि आफ्ना साथीले नेपाली भाषा स्पष्टसँग नबुझ्ने भएका कारण एकापसमा विचार तथा भावना साटासाट गर्नका लागि उनीहरूले पनि खाम मगर भाषा बोल्ने गरेको कुरा शिक्षकहरूका अनुभवबाट बुझ्न सकिन्छ। यहाँका कतिपय वृद्ध आमाबुवाले अझै पनि नेपाली भाषा बुझ्न तथा बोल्न नसकेको अवस्था छ। बहुसंख्यक मानिसहरू खाम मगर भाषा बोल्ने र थोरैले मात्र नेपाली भाषा बोल्ने भएका कारण आफ्ना दैनिक व्यवहार सञ्चालन गर्नका लागि कतिपय अवस्थामा बहुसंख्यकले प्रयोग गर्ने गरेको खाम मगर भाषा बुझ्ने तथा बोल्ने गरेको देखिन्छ। अधिकारी (२०६७) का अनुसार दुई भिन्न भाषाका वक्ताहरू सन्निकट परिवेशमा बसोबास गर्छन् भने उनीहरूका विच आपसी सम्पर्कको आवश्यकता हुने गर्दछ। फलस्वरूप: नेपालमा धेरैजसो क्षेत्रमा द्विभाषिकता/बहुभाषिकता एउटा सामान्य परिदृश्य बनेको छ। विशेषत: विभिन्न जातीय भाषा बोल्ने नेपालीहरू प्रायः नेपाली भाषामा द्विभाषिक रहेको पाइन्छ। बहुसंख्यक मानिसले प्रयोग गर्ने भाषाको प्रभाव नगण्य रूपमा प्रयोग गरिने भाषामा प्रत्यक्ष रूपमा परेको हुन्छ; चाहे त्यो नेपाली भाषा होस वा अरु कुनै। समाजका हरेक गतिविधिहरूलाई सञ्चालन गर्न बहुसंख्यकले बोल्ने भाषा सिक्नु अपरिहार्य देखिन आउँछ। अतः विद्यालयमा पनि यही मान्यता लागु गर्नुपर्ने देखिन्छ। बहुभाषिक विद्यालयमा नेपाली भाषाशिक्षण गर्दा शिक्षकहरूलाई विद्यार्थीहरूको मातृभाषा नजानेसम्म भाषाशिक्षण गर्न समस्या भएको अनुभव शिक्षक विशाल यसरी सुनाउँछन् :

मलाई सुरुसुरुमा त अलि गाह्रो भो, उनीहरूको भाषा नजानेर ...। सानासाना कक्षामा त मैले भने का कुरा उनीहरूले केही नबुझ्ने, उनीहरूले भनेको कुरा मैले पनि नबुझ्ने; साह्रै तनाव भयो। ... पछि भाषा अलिअलि सिक्सकेपछि त नेपाली भाषा नबुझ्ने सानासाना केटाकेटीहरूसँग छोटोछोटा वाक्य बोल्ने प्रयास गरेँ ...। यसरी विस्तारै उनीहरूसँग घुलमिल हुँदै गएपछि भाषा बुझ्न र बुझाउन अलि सजिलो भएको छ। अहिले त त्यस्तो खासै गाह्रो छैन ...।

यस भनाइले के संकेत गर्दछ भने बहुभाषिक विद्यालयमा शिक्षण गर्ने शिक्षकमा विद्यार्थीहरूको मातृभाषाको बारेमा राम्रो ज्ञान भएको हुनुपर्दछ। यदि शिक्षकमा विद्यार्थीहरूको मातृभाषाको ज्ञान छैन भने न त उनीहरूले विद्यार्थीलाई विषयवस्तु बुझाउन सक्छन् न त विद्यार्थीहरूले नै बुझ्न सक्छन्। त्यसैले वर्तमान समयमा व्यक्ति, समाज र राष्ट्रका निम्ति बहुभाषिकता आवश्यक देखिन्छ। बहुभाषिक समाजमा कुनै पनि व्यक्तिले आफ्नो मातृभाषाका साथै अन्य भाषा सिक्न जरूरी देखिन्छ। समाजमा आफ्नो दैनिक व्यवहार सम्पन्न गर्न, शिक्षा प्राप्त गर्न, प्रशासनिक कामकाज सम्पन्न गर्नका निम्ति मातृभाषा नेपाली नहुनेले नेपाली भाषा नसिकी नहुने अवस्था देखिन्छ (भण्डारी र पौड्याल, २०६७)। यसरी नेपाली मातृभाषा नहुने विद्यार्थीले नेपाली भाषा सिक्नु र विद्यार्थीहरूलाई नेपाली भाषा सिकाउनको लागि शिक्षकमा उनीहरूको भाषाको बारेमा सामान्य जानकारी भएको हुनुपर्दछ।

आफ्नो मातृभाषा नेपाली भएको र आफूले पढाउने विद्यालयमा अधिकांशले खाम मगर भाषा प्रयोग गर्ने भएकाले उनीहरूलाई नेपाली भाषामा शिक्षण गर्नुपर्दा आफूलाई निकै कठिन भएको कुरा सम्झँदै अर्की नेपालीभाषी शिक्षक लिजा भन्छिन् :

एककासि कक्षाकोठामा पढाउन जाँदा त गाह्रो हुन्छ ...। उनीहरूको भाषा नबुझेर शुरूमा म एकदमै नर्भस भएकी थिएँ ...। त्यसपछि विस्तारै भाषा सिक्नतिर लागें। कहिले नेपाली भाषा जान्ने अलि ठुलो विद्यार्थीहरूलाई अनुवाद गर्न लगाउँथे; कहिले विद्यालयका अन्य सर मेडमलाई सोध्थेँ। विद्यालयभन्दा बाहिर हुँदा साँझ विहानको समयमा आफू बस्ने कोठा नजिकैका छिमेकी अभिभावकहरूलाई सोध्थेँ। यसरी मैले यहाँको वातावरणसँग भिन्न सुरुमा निकै प्रयास गरें ...।

नेपालीभाषी शिक्षक लिजाको भनाइबाट के बुझ्न सकिन्छ, भने भाषिक समस्याकै कारण शिक्षणमा बाधा हुने अवस्था आएमा शिक्षण सिकाइलाई सहज बनाउन आफ्नो आसपासमा रहेका व्यक्तिहरूको सहयोग लिएर भए पनि विद्यार्थीहरूको भाषा सिक्नु अपरिहार्य हुन्छ। भाषा सिकाइ भनेको सामाजिक अन्तर्क्रिया हो। एक आपसमा अन्तर्क्रिया नभई कुनै पनि कुरा सिक्न सकिँदैन। शिक्षकले बहुभाषा प्रयोगको अवस्था सिर्जना हुने ठाउँमा व्यापक रूपमा लक्षित भाषाको प्रयोग एवम् व्यवहारतर्फ बढी जोड दिनु आवश्यक देखिन्छ। बहुभाषाको प्रयोगद्वारा गरिने सिकाइ प्रक्रियामा लेभ सेमेनोभिच भिगोत्स्कीद्वारा प्रतिपादित सिकाइ र अवसरको सिद्धान्तलाई आधार लिन सकिन्छ। भिगोत्स्कीका अनुसार भाषा सिकाइको प्रमुख आधार भनेको सामाजिक अन्तर्क्रिया हो। सिकाइ सामाजिक वातावरणमा हुन्छ र सामाजिक अन्तर्क्रियाद्वारा नै भाषिक ज्ञान हासिल गर्न सकिन्छ। अतः हरेक व्यक्तिले भाषा सिकाइको अवसर पाउनुपर्छ (शर्मा र शर्मा, २०६६)।

बहुभाषिक कक्षामा नेपाली भाषाशिक्षण गर्दा विद्यार्थीहरूको मातृभाषा नजानेसम्म उनीहरूसँग घुलमिल हुन र नेपाली भाषाको शिक्षण गर्न निकै कठिनाइ हुने कुरा नेपालीभाषी शिक्षक विशाल र लिजाको अनुभवबाट बुझ्न सकिन्छ। सुरुसुरुमा खाम मगर भाषा नजान्दा ती विद्यालयका ससाना केटाकेटीहरूले आफूहरूलाई अर्कै ग्रहबाट आएको जस्तो ठानेर हेर्ने र नजिक आउन डराउने गरेको कुरा शिक्षकहरूका अनुभव सुन्दा थाहा पाउन सकिन्छ। उनीहरूलाई चकलेट दिएर नजिक बनाउन खोज्दा पनि उनीहरू भन्नु टाढा हुन खोजेको, डराएको कुरालाई लिएर शिक्षक विशाल आफ्नो अनुभव यसरी सुनाउँछन् : “साना बच्चालाई लौ बाबु चकलेट खाऊ भन्यो भने उनीहरू नेपाली भाषा नबुझेर ट्वाल्ल परेर हेर्ने अनि खाम भाषामा ‘हाँ बाबु चकलेट कइके’ भन्यो भने यो मान्छे आफ्नै समुदायको रहेछ, कि भन्ने ठानेर बल्ल अलि नजिकिन्छन्।” यसरी नेपालीभाषी शिक्षकहरूलाई सुरुसुरुका अवस्थामा विद्यार्थीहरूको मातृभाषा नजान्दा पठनपाठनमा साह्रै गाह्रो भएको कुरा उनीहरूले व्यक्त गरेका भोगाइहरूबाट बुझ्न सकिन्छ। त्यसैगरी खाम मगरभाषी शिक्षक सन्ध्या आफ्नो र विद्यार्थीको मातृभाषा मिले तापनि नेपाली भाषाशिक्षण गर्दा आफूलाई पनि निकै समस्या भएको उनको अनुभव रहेको छ। बहुभाषिक कक्षामा नेपाली भाषाशिक्षण गर्दा अरू शिक्षकभन्दा आफ्नो अलि फरक अनुभव उनी यसरी सुनाउँछिन् :

मेरो मातृभाषा खाम मगर भएको हुँदा मलाई घुलमिल हुन त खासै गाह्रो हुँदैन तर पढाउन चाहिँ मलाई नि गाह्रो हुन्छ ...। कुनैकुनै शब्दको नेपाली पर्यायवाची शब्द मलाई पनि थाहा हुँदैन; त्यस्तो अवस्थामा मैले पनि अरू शिक्षक तथा नेपाली भाषा बोल्ने व्यक्तिहरूसँग सोध्नुपर्छ, गरेर उनीहरूले भनेको कुरालाई फेरि खाम भाषामा अनुवाद गरेर उनीहरूलाई बुझाउने गरेको छु।

शिक्षक सन्ध्याको भनाइबाट के बुझ्न सकिन्छ भने विद्यार्थीको भाषा र शिक्षकको भाषा एउटै हुँदा विद्यार्थीसँग अन्तर्क्रिया गर्न कुनै गाह्रो नहुने तर दोस्रो भाषाको रूपमा नेपाली भाषाको प्रयोग गर्नु परेका कारण नेपाली भाषाका कतिपय शब्द थाहा नहुँदा शिक्षण कार्यमा बाधा पुग्ने गरेको उनको अनुभव रहेको पाइन्छ । खाम मगर भाषामा पुलिङ्ग र स्त्रीलिङ्ग जनाउन एकैखाले क्रियापदको प्रयोग गरेको पाइन्छ । खाम मगरभाषी शिक्षक सन्ध्याले प्रयोग गरेको 'गरेको छु' क्रियापदका आधारमा यस भनाइलाई पुष्टि गर्न सकिन्छ । शिक्षक सन्ध्याले नेपाली भाषाका कतिपय कुराहरू आफ्ना सहकर्मी शिक्षकहरूसँग र अरू व्यक्तिसँग सोधपुछ गरेर विद्यार्थीहरूलाई बुझाउने प्रयास गरेको देखिन्छ । यस्ता बहुभाषिक विद्यार्थीहरू भएको विद्यालयमा शिक्षण गर्दा दुबै भाषामा समान किसिमले अभ्यासात्मक कार्यकलापहरूलाई बढावा दिएर शिक्षण कार्य सञ्चालन गर्दा सिकाइ प्रभावकारी हुने देखिन्छ । आवश्यकताअनुसार शिक्षणीय भाषाका सामग्रीहरूलाई मातृभाषामा र मातृभाषा सम्बद्ध सामग्रीहरूलाई शिक्षणीय भाषामा अनुवाद गर्नुपर्ने देखिन्छ । यस्ता कक्षामा शिक्षकले आवश्यकताअनुसार निराकरणात्मक, प्रोत्साहनमूलक र सबलीकरणयुक्त शिक्षणमा ध्यान दिनुपर्छ । विविध प्रकारका सहकार्यकलापमा जोड दिएर भाषिक वातावरण सहज बनाउन अग्रसर हुनुपर्छ (शर्मा र पौडेल, २०६७) । अतः बहुभाषिक कक्षामा दुबै भाषाको प्रयोग नगरेसम्म विद्यार्थीलाई लक्ष्य भाषा र त्यस भाषासँग सम्बन्धित विषयवस्तु सिकाउन तथा अपेक्षित शैक्षिक उपलब्धि हासिल गराउन कठिनाई हुने देखिन्छ ।

यसरी बहुभाषिक कक्षामा नेपाली भाषाशिक्षण गर्दा स्रोतभाषा र लक्ष्यभाषाको भाषिक पृष्ठभूमिको ज्ञान राम्ररी नभएसम्म शिक्षण सिकाइमा सहजता नआउने देखिन्छ । बहुसंख्यक खाम मगरभाषी विद्यार्थी भएको विद्यालयमा नेपाली भाषाशिक्षण गर्ने शिक्षक विशाल, लिजा र सन्ध्याद्वारा व्यक्त गरिएका उपर्युक्त अनुभवबाट यो कुरालाई पुष्टि गर्न सकिन्छ ।

भाषिक सिप विकासमा जोड

बहुभाषिक विद्यालयमा नेपाली भाषाशिक्षण गर्दा भाषाको सिप विकासमा जोड दिएर भाषाशिक्षण गरेमा शिक्षण सिकाइ क्रियाकलापमा सहजता हुने कुरा शिक्षकहरूका अनुभवबाट बुझ्न सकिन्छ । नेपाली भाषाशिक्षणका क्रममा विद्यार्थीहरूका मातृभाषाको ज्ञान लिई दुबै भाषाको प्रयोग गर्दै नेपाली भाषाको सिप पक्षमा उनीहरूलाई सक्षम बनाउन सम्बन्धित शिक्षकहरू लागिपरेको कुरा उनीहरूका अनुभवहरूबाट थाहा पाउन सकिन्छ । भाषिक सिपको विकास भनेको सुनाइ, बोलाइ, पढाइ र लेखाइ सिपको विकास हो । त्यसैले भाषा सिकाउँदा सर्वप्रथम भाषिक सिपको विकासमा जोड दिनुपर्छ । भाषिक सिपअन्तर्गत सुनाइ सिपको विकास सबै विद्यार्थीहरूमा समान रूपले हुने तर खाममगरभाषी विद्यार्थी र नेपाली मातृभाषी विद्यार्थीविच बोलाइ सिपको विकासमा भने असमानता हुने कुरा सबै शिक्षकको अनुभवबाट बुझ्न सकिन्छ । खाम मगरभाषी विद्यार्थीहरूले त, थ, द, ध, घ, छ, झ, भ वर्णको उच्चारणमा बढी त्रुटि गर्ने गरेको कुरा शिक्षकहरूको अनुभवबाट बुझ्न सकिन्छ । विद्यार्थीहरूले त, थ, द, ध वर्णलाई क्रमशः ट, ठ, ड, ढ भनेर उच्चारण गर्ने गरेको अनि ट, ठ, ड, ढ वर्णलाई क्रमशः त, थ, द, ध भनेर उच्चारण गर्ने गरेको पाइन्छ । त्यसै गरी घ, छ, झ, भ वर्णको ठाउँमा क्रमशः ग, च, ज, ब वर्ण प्रयोग गरेको पाइन्छ । यस सम्बन्धमा खाम मगरभाषी शिक्षक सन्ध्या आफ्नो अनुभव यसरी सुनाउँछिन् :

त, ट, द, ड अनि ग, घ, व, भ वर्ण प्रयोग भएका शब्दहरूको बोलाइ र लेखाइमा विद्यार्थीहरू भुकिराखेका हुन्छन् । उनीहरू त भन्नुपर्नेमा ट अनि ट भन्नुपर्नेमा त भन्छन् ...। यसरी कुन ठाउँमा कुन वर्ण प्रयोग गर्ने भन्ने कुरा उनीहरू छुट्टयाउनै सक्दैनन् । ससाना बालबालिकाहरूले घर शब्दलाई गर, भकुन्डो शब्दलाई वकुन्डो, बल शब्दलाई भल भनेर उच्चारण गर्ने गरेको र लेखाइ पनि सोहीअनुसार गरेको पाइन्छ ...।

शिक्षक सन्ध्याको अनुभव सुन्दा विद्यार्थीहरूले आफ्नो मातृभाषाका कारण नेपाली भाषाका वर्ण, शब्दहरू राम्ररी उच्चारण गर्न नसकिरहेको अवस्था देख्न सकिन्छ । उच्चारण बोलीसँग सम्बन्धित हुन्छ । भाषैपिच्छे, ध्वनिको उच्चारण फरकफरक हुन सक्छ । उच्चारणको सम्बन्ध मौखिक भाषा अथवा कथ्य अभिव्यक्तिसँग भए पनि यसको प्रभाव लेख्य भाषामा पनि प्रत्यक्ष वा परोक्ष रूपमा परेको पाइन्छ । यसैगरी अर्का नेपालीभाषी शिक्षक विशाल ससाना बालबालिकाहरूलाई ग, घ वर्ण सिकाउन निकै कठिनाइ भएको कुरा बताउँछन् । यस बारेमा उनले अनुभव गरेको एउटा रोचक प्रसँग उनी यसरी सुनाउँछन् :

विद्यार्थीहरूले शुद्धशुद्धिमा धेरै नै त्रुटि गरेको पाइन्छ । उनीहरूले ग लाई सानो ग र घ लाई ठुलो ग भन्छन् । ग र घ वर्णलाई छुट्टयाउन नसक्दा यस्तो अवस्था आएको देखिन्छ...। यस्ता त्रुटि त उनीहरूले धेरै गर्छन् तैपनि हामीहरूले शुद्ध भाषा सिकाउन आफूले सके जति प्रयास गर्दै आएका छौं । उनीहरूलाई शुद्ध नेपाली भाषा सिकाउन त साह्रै गाह्रो पर्दछ ।

विशालको भनाइअनुसार विद्यार्थीहरूले ग र घ वर्ण राम्ररी ठम्याउन नसक्ने भएका कारण उनीहरूलाई अक्षर आरम्भ गराउने बेलामा ग लाई सानो ग र घ लाई ठुलो ग भनेर चिनाइने भएकोले उनीहरूमा सोही धारणाको विकास भएको पाइन्छ । उच्चारणमा हुने अशुद्धिले गर्दा कहिलेकाहीं अर्थको अनर्थ पनि लाग्न सक्छ । विद्यार्थीहरूलाई सुरुमा नै अक्षरहरू राम्रोसँग उच्चारण गरेर पढ्ने बानीको विकास गराउन उच्चारण शिक्षणको निरन्तर अभ्यास गराउनुपर्ने देखिन्छ । उनीहरूलाई जटिल लाग्ने त्यस्ता समस्यापूर्ण वर्णहरूमा व्यक्तिगत एवम् सामूहिक रूपमा प्रशस्त अभ्यास गराउनुपर्दछ । ग, घ लगायत ब, भ, त, ट, द, ड वर्णको उच्चारण गराउन र विद्यार्थीहरूमा यी वर्णहरूको धारणा बसाल्न आफूलाई पनि साह्रै गाह्रो भएको अनुभवलाई अर्की शिक्षक लिजा यसरी सुनाउँछन् :

उनीहरूले ग, घ वर्णको स्पष्ट उच्चारण गर्न नसकेका कारण सानो ग र ठुलो ग भनेर भन्छन्...। उनीहरूले त लेख्ने ठाउँमा ट र ट लेख्ने ठाउँमा त अनि थ लेख्ने ठाउँमा ठ र ठ लेख्ने ठाउँमा थ लेखेको पाइन्छ । त्यसैगरी उनीहरूले ग र घ, द र ड वर्ण पनि छुट्टयाउन सक्दैनन् । उनीहरूले नेपाली भाषा बोल्दा खाम भाषाका शब्द मिसाएको पनि पाइन्छ ।

नेपाली भाषाको शिक्षण गर्नु भनेको विद्यार्थीहरूलाई नेपाली भाषाको भाषिक व्यवहारमा सक्षम गराउनु हो । माथि उल्लेख गरिएका तीनैजना शिक्षकको अनुभवबाट के बुझ्न सकिन्छ भने मगरभाषी विद्यार्थीहरूमा उनीहरूको मातृभाषाको प्रत्यक्ष प्रभाव नेपाली भाषामा परेका कारण उनीहरूले नेपाली भाषा शब्दसँग बोल्न र लेख्न नसकेको अवस्था देखिन्छ । विद्यार्थीहरूमा नेपाली भाषाका भाषिक सिपहरू हासिल गराउन शिक्षकलाई साह्रै समस्या भएको कुरा उनीहरूका अनुभवबाट बुझ्न सकिन्छ । विद्यार्थीहरूले पाठ

यपुस्तकमा भएका कुराहरूलाई शुद्धसँग पढ्न नसकेको र बोलाइ एवम् पढाइ अशुद्ध भएकै कारण लेखाइ पनि शुद्ध हुन नसकेको कुरा शिक्षकहरूले व्यक्त गरेका कुराहरूबाट थाहा पाउन सकिन्छ। यसरी बहुभाषिक विद्यार्थी भएको विद्यालयमा नेपाली भाषाशिक्षण गर्दा भाषिक सिपसम्बन्धी विभिन्न समस्याहरू आउने कुरा शिक्षकका भनाइहरूबाट थाहा पाउन सकिन्छ। अतः फरक मातृभाषा भएका कारण भाषाशिक्षण गर्दा शिक्षकले धेरै कुरामा ध्यान दिनुपर्ने र धेरै मिहिनेत गर्नुपर्ने देखिन्छ। बहुभाषिक विद्यालयमा विद्यार्थीको स्तर र क्षमतालाई दृष्टिगत गरी समूह विभाजन गरेर शिक्षणीय भाषाको स्तरीयतामा जोड दिनुपर्दछ। भाषाशिक्षणलाई रुचिपूर्ण, व्यवस्थित बनाउनुका साथै लक्षित भाषामा कुराकानी गर्ने र अभ्यासमा जोड दिने गर्नुपर्दछ। शिक्षणीय भाषा र मातृभाषाको बिचमा सादृश्यता कायम गर्ने प्रयास गर्नुपर्दछ (अधिकारी, २०६९)। यसरी भाषिक विविधताको ख्याल गर्दै विद्यार्थीहरूको भाषिक सिप विकासमा जोड दिएर शिक्षण गरेमा अपेक्षित उपलब्धि हासिल गर्न सकिने कुरा शिक्षकका अनुभवहरूबाट बुझ्न सकिन्छ।

व्याकरणिक सचेततासम्बन्धी समस्या

बहुभाषिक कक्षामा विद्यार्थीहरूले नेपाली भाषाको प्रयोग गर्दा विशेष गरी लिङ्ग, वचन, आदर, पुरुष, काल, पक्ष, भाव आदि व्याकरणात्मक कोटिअन्तर्गतका विभिन्न क्षेत्रहरूमा त्रुटि गरेको पाइन्छ। विद्यार्थीहरूले बोलाइ तथा लेखाइमा अधिक त्रुटि गरेको पाइन्छ। ह्रस्व, दीर्घ, पदयोग, पदवियोग आदि सम्बन्धमा पनि उनीहरूले सचेतता अपनाएको देखिँदैन। भाषिक पृष्ठभूमिका कारण पुलिङ्ग, स्त्रीलिङ्ग जनाउने दुबै शब्दमा पुलिङ्गी शब्दको नै प्रयोग गरेको पाइन्छ। यसै सम्बन्धमा शिक्षक विशाल आफ्नो अनुभव यसरी सुनाउँछन् :

विद्यार्थीले लिङ्ग, वचन र आदरको भेदलाई छुट्याउन सक्दैनन्। उनीहरूले वाक्यको कर्ता स्त्रीलिङ्ग र पुलिङ्ग फरकफरक भएपनि पुलिङ्ग क्रियापदकै प्रयोग गरेको पाइन्छ। जस्तै: सीता गयो, राम गयो। जानुभयो भन्ने आदरार्थी शब्दको ठाउँमा पनि गयो शब्दको प्रयोग गर्दछन्। छ/सात कक्षा नपुगुन्जेलसम्म त यिनीहरूलाई लिङ्ग, आदर र वचनको बारेमा बारम्बार अभ्यास गराइरहनुपर्दछ।

यसरी शिक्षक विशालको भनाइबाट के बुझ्न सकिन्छ भने भाषाशिक्षण गर्दा विद्यार्थीहरूमा व्याकरणिक सचेततासम्बन्धी प्रशस्त अभ्यासहरू गराइरहनुपर्दछ। शर्मा र पौडेल (२०६७) का अनुसार भाषाको प्रयोगबाटै व्याकरण सिक्किने भएकाले व्याकरणको सैद्धान्तिक ज्ञानलाई गौण र प्रयोगपरक सचेततालाई प्रमुख बनाएर व्याकरण शिक्षण गर्नुपर्दछ। प्रोत्साहनपूर्ण तरिकाले प्रासङ्गिक र उपयुक्त प्रयोग अभ्यास गराउँदै नियमको बोझिलोपन र जटिलताको गन्ध नआउने गरी आगमनात्मक ढङ्गले आत्मसात गर्ने प्रविधि अपनाएर शिक्षकले व्याकरण शिक्षण गर्नु पर्दछ। खामभाषी विद्यार्थीहरूले कक्षामा नेपाली भाषाको प्रयोग गर्दा एकवचन जनाउने ठाउँमा बहुवचन र बहुवचन जनाउने ठाउँमा एकवचन जनाउने शब्द प्रयोग गर्ने गरेको र विद्यार्थीहरूले कहिलेकाहीं 'हामी' सर्वनाम प्रयोग गर्नुपर्ने ठाउँमा 'म' अनि 'तँ' सर्वनाममा 'हरू' थपेर 'तँहरू' बनाउनुका साथै खाम मगर मातृभाषी विद्यार्थीहरूले सबैभन्दा बढी त्रुटि आदरार्थीमा गरेको कुरालाई शिक्षक सन्ध्या यसरी सुनाउँछिन् :

विद्यार्थीहरू दिदी आउनुभयो नभनेर दिदी आयो भनेर भन्छन् । त्यसैगरी मेडम आयो, सर आयो भन्छन् ... । तिम्रो बाबाले के काम गर्नुहुन्छ, भनेर सोध्यो भने केही गर्दैन । त्यही बाखा पालेको छ । ग्वाला जान्छ । कहिल्यै मलाई ग्वाला पठाउँछ, जस्ता वाक्यहरू उच्चारण गरेको पाइन्छ ।

शिक्षक सन्ध्याको भनाइबाट के बुझ्न सकिन्छ, भने मगर भाषामा नेपाली भाषामा जस्तो आदर जनाउने शब्दहरूको प्रयोग नगरिने भएकाले नेपाली भाषाका आदरार्थी शब्दहरूको प्रयोगमा सानासाना कक्षाका विद्यार्थीहरूले गम्भीर त्रुटिहरू गरेको पाइन्छ । आफूभन्दा ठुला वा मान्य व्यक्तिलाई जनाउन नेपाली भाषामा आदरार्थी शब्दको प्रयोग गरिन्छ, तर दोस्रो भाषाको रूपमा नेपाली भाषा बोल्ने खाम मगरभाषी विद्यार्थीहरूमा नेपाली भाषाको आदरार्थी प्रयोगमा सचेतता नहुँदा यस प्रकारको त्रुटि हुने गरेको देखिन्छ । यसै प्रसङ्गमा शिक्षक विशाल आफ्नो अनुभव यसरी सुनाउँछन् :

उनीहरू निम्न आदरार्थीलाई उच्च आदरार्थी, उच्च आदरार्थीलाई निम्न आदरार्थी शब्दको प्रयोग गर्ने गर्छन् । आफूभन्दा ठुलालाई जानुहुन्छ, आउनुभयो जस्ता आदरार्थी शब्दहरूको प्रयोग गर्नुपर्छ अनि साथीलाई तिम्रो भन्नुपर्छ भनेर अलि बढी नै अभ्यास गराउनुपर्छ ... । उनीहरूले जानीजानी गल्ती गरेका त हुँदैन तर कस्तोमा उच्च आदरार्थी प्रयोग गर्ने, कस्तोमा मध्यम वा निम्न आदरार्थी शब्दको प्रयोग गर्ने भन्ने छुट्याउनै सक्दैनन् ।

शिक्षक विशालको भनाइबाट पनि विद्यार्थीहरूले आदरार्थी प्रयोगमा सचेतता नअपनाएको बुझ्न सकिन्छ । आदरार्थी मानवीय प्रसङ्गमा बहुवचन वा संयुक्त क्रियाद्वारा व्यक्त गरिएको हुन्छ । विद्यार्थीहरूले आदरार्थी प्रयोगमा गर्ने त्रुटिहरू पहिल्याई सोहीअनुसार निराकरणात्मक शिक्षण गर्नुपर्ने देखिन्छ । खाम मगरभाषी विद्यार्थीहरूले नेपाली भाषाका शब्द, शब्दावली, वाक्यांश, वाक्य आदि तहको शुद्धाशुद्धिमा धेरै नै त्रुटि गरेको पाइन्छ । वाक्य संरचना गर्दा पनि उनीहरूले नेपालीभाषी विद्यार्थीहरूका तुलनामा शुद्ध वाक्य बनाउन सकिरहेका हुँदैनन् । यसै सम्बन्धमा शिक्षक लिजा भन्छन् :

विद्यार्थीहरू नेपाली भाषामा बोल्दाबोल्दै खाम भाषाका शब्द पनि मिसाउँछन् ... । त्यस्तै बोल्दा र लेख्दा व्याकरणिक दृष्टिले अशुद्ध वाक्यको प्रयोग गरेका हुन्छन् । आफूलाई 'हजुर' भन्ने अरुलाई 'तँ' भन्ने गर्छन् ... । यस्ता कुरा सुन्दा कहिलेकाहीं त हाँसो पनि लाग्छ । ... धेरैजसोले हामीहरूलाई बोलाउँदा सर, मेडम भन्छन् तर कसैले त मास्तर, मास्तरनी पनि भन्छन् । उनीहरूलाई शब्द नेपाली भाषा सिकाउन साह्रै गाह्रो छ ।

नेपाली भाषाको शुद्ध रूप सिकाउन शिक्षकलाई हम्महम्मै परेको कुरा शिक्षक लिजाको अनुभवबाट पनि बुझ्न सकिन्छ । शुरुशुरुमा विद्यार्थीहरूमा नेपाली भाषाका शब्दहरूको पर्याप्त ज्ञान नभएका कारण उनीहरूले नेपाली भाषाका वाक्यहरू लेख्दा कहिलेकाहीं खाम भाषाका शब्दहरू पनि मिसाएर लेख्ने गरेको कुरा शिक्षकको अनुभवबाट बुझ्न सकिन्छ । उनीहरूले प्रयोग गरेको कथ्य नेपाली भाषा स्तरीय र मानक हुँदैन । त्यसैले बोलाइको प्रभाव लेखाइमा पनि पर्ने गर्दछ । अतः औपचारिक रूपमा गरिने सुनाइ, बोलाइ,

पढाइ र लेखाइ कार्यमा भाषिक स्तरीयता हुनु आवश्यक हुन्छ । यसै प्रसङ्गमा शिक्षक विशाल आफ्नो अनुभव यसरी सुनाउँछन् :

वाक्य एकदमै अशुद्ध लेख्छन् । पहिलो कुरा उनीहरू नेपाली भाषा शब्दसँग बोल्ने सक्दैनन् । त्यसैले लेखाइ अशुद्ध हुने नै भैहाल्यो ... । उनीहरूलाई नेपाली भाषाका शुद्ध शब्दको धारणा बसाल्न र शब्दको अर्थ बुझाउन दुईटा भाषामा लेखिएका शब्दपत्तीहरू देखाई प्रशस्त अभ्यास गराउँछौं ... । यस्तै तरिकाले शब्दको धारणा बसाल्ने गर्छौं । सुरुसुरुमा त साह्रै गाह्रो हुन्छ, हामीलाई ।

यसरी नेपाली भाषाका शब्द, वाक्य आदि तहमा विद्यार्थीहरूले विविध प्रकारका त्रुटिहरू गर्ने गरेको कुरा शिक्षक विशालको अनुभवबाट थाहा पाउन सकिन्छ । भाषा र व्याकरण एकअर्कामा सम्बन्धित विषय हुन् । भाषा नभई व्याकरण हुँदैन भने व्याकरणविना भाषाले उपयुक्त गति लिन सक्दैन । त्यसैले भाषाशिक्षणका सन्दर्भमा कोरा व्याकरणका नियम घोकाउनुभन्दा भाषा र व्याकरणलाई परस्पर सम्बद्ध र अन्तर सम्बन्धित बनाएर शिक्षण गर्नु व्यावहारिक मानिन्छ । भाषालाई शुद्ध र स्तरीय रूपमा प्रयोग गर्न व्याकरणले सहयोग पुऱ्याउने भएकोले विद्यालयमा व्याकरणलाई छुट्टै रूपमा बोझ हुने गरी पढाउनुभन्दा प्रयोग पक्षमा जोड दिनुपर्दछ (अधिकारी, २०६९) । विद्यार्थीहरूलाई व्याकरणिक रूपमा सचेत नगराएसम्म शुद्ध शब्द तथा शुद्ध वाक्यहरू लेख्न नसक्ने भएकाले खाम मगरभाषी विद्यार्थीहरूलाई प्रशस्त मात्रामा व्याकरणिक अभ्यास गराइरहनुपर्ने देखिन्छ ।

अतः बहुभाषिक कक्षामा विद्यार्थीहरूले नेपाली भाषा सिकने क्रममा भाषाका विविध क्षेत्रमा विविध प्रकारका त्रुटिहरू गर्ने गरेको कुरा यी तीनजना शिक्षकका अनुभवहरूबाट बुझ्न सकिन्छ । शिक्षणमा प्रयोग गरिने सामग्रीले नेपाली भाषाशिक्षणमा अलि सहजता उपलब्ध हुने गरेको र भाषिक अनुवादका माध्यमबाट भाषाशिक्षण गर्दा विद्यार्थीहरूलाई नेपाली भाषाको धारणा प्रष्ट पार्न र नेपाली भाषा सिकाउन सजिलो हुने गरेको कुरा तीनजना शिक्षकले व्यक्त गरेका भनाइका आधारमा पुष्टि गर्न सकिन्छ ।

निष्कर्ष

बहुसंख्यक खाम मगरभाषी विद्यार्थीहरू अध्ययनरत रुकुम पूर्व जिल्लाका तीनवटा विद्यालयमा आधार भूत तहमा नेपाली भाषाशिक्षण गर्ने एकएक जना शिक्षकलाई नमुनाका रूपमा लिई नेपाली भाषाशिक्षण गर्ने क्रममा उनीहरूले भोगेका समस्याहरूको व्याख्या तथा विश्लेषणमा प्रस्तुत अध्ययन केन्द्रित रहेको छ । विद्यार्थीका मातृभाषाका ध्वनि, व्याकरण र शब्दभण्डारले नेपाली भाषाशिक्षणमा प्रत्यक्ष प्रभाव पारेको कुरा सहभागी तीनजना शिक्षकले व्यक्त गरेका कुराहरूबाट बुझ्न सकिन्छ । विद्यार्थीहरूको मातृभाषा नजानेसम्म घुलमिल हुन र शिक्षण गर्न समस्या हुने भएकाले उनीहरूको भाषिक पृष्ठभूमि पहिचान गरी आवश्यकताअनुसार मातृभाषा र शिक्षणीय नेपाली भाषाको प्रयोग गर्दै शिक्षणीय भाषाका सामग्रीहरूलाई मातृभाषामा र मातृभाषा सम्बद्ध सामग्रीहरूलाई शिक्षणीय भाषामा अनुवाद गरी भाषाशिक्षण गरेमा बहुभाषिक कक्षाशिक्षणलाई प्रभावकारी बनाउन सकिने कुरा अध्ययनले देखाएको छ । यस अध्ययनमा भाषाको प्रयोगबाटै व्याकरण सिकिने भएकाले व्याकरणको सैद्धान्तिक ज्ञानलाई गौण र प्रयोगपरक सचेततालाई

प्राथमिकता दिई प्रासङ्गिक र उपयुक्त प्रयोग अभ्यास गराउँदै आगमनात्मक ढङ्गले व्याकरण शिक्षण गर्नुपर्ने कुरा अध्ययनले औँल्याइएको छ । भाषाशिक्षण गर्दा शिक्षणीय भाषा तथा मातृभाषाविच सादृश्यता कायम गर्ने, विद्यार्थीको भाषिक पृष्ठभूमि र क्षमतालाई दृष्टिगत गरी भाषाशिक्षणलाई रुचिपूर्ण, व्यवस्थित बनाई लक्षित भाषामा प्राथमिकता दिने, विद्यार्थीहरूको मातृभाषासम्बन्धी राम्रो ज्ञान भएको, बहुभाषिक समाज र संस्कृति बुझ्न सक्ने शिक्षक भएमा बहुभाषिक कक्षामा नेपाली भाषाशिक्षण प्रभावकारी हुने यस अध्ययनको निष्कर्ष रहेको छ ।

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गोविन्दबहादुर मल्ल 'गोठाले'का 'निद्रा आएन' कथामा समाख्याता र वाच्यत्व

सर्मिला बुढाथोकी, एम.फिल.

शिक्षक

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अध्ययन सार

प्रस्तुत अध्ययन समाख्यानशास्त्रीय मान्यतामा आधारित छ । यस अध्ययनमा 'गोठाले'का "निद्रा आएन" कथामा समाख्याता पहिचान र वाच्यत्व विश्लेषण गर्ने कार्य गरिएको छ । बालमनोविज्ञानमा आधारित प्रस्तुत कथा यस अनुसन्धानमूलक लेखको मूल विश्लेष्य सामग्री रहेको छ भने समाख्यानशास्त्रीय आधारमा कथालाई विश्लेषण गरिएको छ । आख्यानको सैद्धान्तिक अवधारणाको व्याख्या गर्ने शास्त्रलाई समाख्यानशास्त्र (न्यारेटोलोजी) भनिन्छ । कथामा कथावाचक समाख्याता हो भने समाख्याताको भनाइ वाच्यत्व हो । प्रस्तुत अध्ययनमा आख्यानको प्रकार्य तथा सम्बन्धहरूको निरूपण गरिएको छ । अर्थात् कथामा प्रयुक्त कथ्य, लेख्य तथा दृश्य संरचनाहरूको वर्णनात्मक ढाँचालाई विशेष ध्यान दिई समाख्याता र वाच्यत्व पहिचान गरिएको छ । यस अनुसन्धानले प्रस्तुत कथामा समाख्याता तृतीय पुरुष, कथासम्बद्धताका आधारमा बहिर्निष्ठ र पात्रसम्बद्धताको आधारमा असंलग्न, परकथनात्मक रहेको निष्कर्ष निकालिएको छ । यस्तै कथामा समाख्याता सहानुभूतिशील दृष्टिकोण भएको, संवेदनशील, बालमनोविज्ञान बुझ्ने क्षमतावान, समाजप्रति सकारात्मक दृष्टिकोण रहेको पुष्टि भएको छ । समाख्याताको स्वभावलाई पुष्टि गर्ने यी तथ्यहरू अर्थात् सूचकहरू नै समाख्यानात्मक वाच्यत्व रहेको निष्कर्ष अध्ययनको अन्त्यमा निकालिएको छ ।

शब्दाकुञ्जी : वाच्यत्व, समाख्याता, बहिर्निष्ठ, अन्तरनिष्ठ, सहानुभूतिशील, असंलग्न, परकथनात्मक ।

विषय परिचय

गोविन्दबहादुर मल्ल 'गोठाले'का 'निद्रा आएन' कथामा समाख्याता र वाच्यत्व अध्ययन गर्न प्रस्तुत लेखको विषय हो । प्रस्तुत अनुसन्धानमूलक लेखमा 'गोठाले'का 'निद्रा आएन' कथामा समाख्यानान्तर्गतका समाख्याता पहिचान र समाख्यानात्मक वाच्यत्वको कोणबाट विश्लेषण गरिएको छ । समाख्यानशास्त्र आख्यानात्मक संरचनाको एक सिद्धान्त हो । समाख्यानशास्त्रान्तर्गत आख्यानभित्र रहेका घटनाका आधारमा आख्यानात्मक संरचनाको वर्णनात्मक ढाँचा के कस्तो रहेको छ, भन्ने कुराको अध्ययन गरिन्छ । जसले आख्यानको प्रकार्य तथा सम्बन्धको निरूपण गर्दछ ।

गोविन्दबहादुर मल्ल 'गोठाले' (१९७९-२०६७) आधुनिक नेपाली साहित्यका एक महत्वपूर्ण प्रतिभा हुन् । उनले कथा, उपन्यास, नाटक र एकाङ्की लेखनमा कलम चलाएका छन् । उनको ६ दशक लामो कथायात्रामा

कथासङ्ग्रह (२००३), कथैकथा (२०१६), प्रेम र मृत्यु (२०३९), बाहकथा सङ्ग्रह (२०५२), जङ्गलबहादुर र हिरण्यगर्भकुमारी (२०६१) कथासङ्ग्रहहरू प्रकाशित भएका छन् । उनी समाजमा रहेका विभिन्न अवस्थाका मानिसहरूका मनोदशा र घटनाहरूलाई यथार्थ रूपमा प्रस्तुत गर्दै सामाजिक परम्परालाई प्रस्ट रूपमा देखाउने कथाकारका रूपमा चिनिन्छन् । गोठालेका धेरैजसो कथाहरूको विषयवस्तु नेपाली सामज र मानव मनोविज्ञान रहेको पाइन्छ । उनका कथामा कामवृत्ति, विक्षिप्तता, अपराध वृत्ति, मनोभावनाको प्रभावकारी चित्रण पाइन्छ । कथाका माध्यमबाट समाज, सामाजिक विषयवस्तु मनोवैज्ञानिक पक्षको यथार्थ चित्रण गर्न सफल गोठालेका कथाकारिता गुणस्तरका दृष्टिले उत्कृष्ट रहेको पाइन्छ । गोठालेका उत्कृष्ट कथाहरूमध्ये 'निद्रा आएन' कथा पनि एक हो । उक्त कथामा बालमनोविज्ञानको चित्रण गरिएको छ । अर्थात् उक्त कथा एक बालमनोविज्ञानमा आधारित सामाजिक मनोवैज्ञानिक कथा हो । कथामा समाजमा भएको अन्धविश्वासका कारण बालबालिका, वृद्ध, वृद्धाहरू अर्थात् सम्पूर्ण नेपाली जनसमुदायमा पर्ने मनोवैज्ञानिक नकारात्मक असरहरूको चित्रण पाइन्छ । गोठालेको उक्त 'निद्रा आएन' कथामा समाख्यानको प्रेषक, प्रेष्य र प्रापक तीन तत्वको संयोजन राम्ररी गरिएको हुँदा समाख्यानका लागि उपयुक्त विषयको रूपमा रहेको छ । समाख्यानान्तर्गत गोठालेको उक्त कथाको विश्लेषण विभिन्न कोणबाट गर्न सकिने भए तापनि प्रस्तुत अनुसन्धानात्मक लेखमा समाख्यान शास्त्रान्तर्गत समाख्याता पहिचान र वाच्यत्व निर्धारणको कोणबाट विश्लेषण गरिएको छ ।

अध्ययनको जिज्ञासा तथा उद्देश्य

प्रस्तुत लेख 'गोठाले'का 'निन्द्रा आएन' कथामा समाख्याता र समाख्यानकात्मक वाच्यत्व कस्तो रहेको छ भन्ने मूल जिज्ञासामा केन्द्रित रहेको छ । उक्त जिज्ञासालाई निरूपण गर्नका लागि यस कथामा समाख्याता पहिचान र समाख्यानकात्मक वाच्यत्व समाख्यानशास्त्रीय आधारमा विश्लेषण गर्नु प्रस्तुत लेखको उद्देश्य रहेको छ ।

अध्ययन विधि र प्रक्रिया

प्रस्तुत अनुसन्धानात्मक लेखमा आवश्यक पर्ने अध्ययन सामग्रीको मूल स्रोत पुस्तकालय रहेको छ । यस अध्ययन सम्पन्न गर्नका लागि प्राथमिक तथा द्वितीयक स्रोतबाट सामग्री सङ्कलन गरिएको छ । प्राथमिक सामग्रीका रूपमा गोठालेद्वारा लिखित 'निन्द्रा आएन' कथा रहेको छ । द्वितीयक सामग्रीका रूपमा प्राथमिक स्रोत सामग्री विश्लेषणका लागि आवश्यक पर्ने सैद्धान्तिक, प्रायोगिक सामग्रीलाई लिइएको छ । यस्ता द्वितीयक स्रोतका सामग्रीहरू विशेष गरी पुस्तकालय तथा विभिन्न शोधप्रबन्ध, समालोचनात्मक लेख, अन्तर्वार्ता तथा इन्टरनेट, वेबसाइट आदिबाट सङ्कलन गरिएको छ । कथामा समाख्याता पहिचान र समाख्यानकात्मक वाच्यत्व पहिल्याउन खोजिएको प्रस्तुत लेखमा समाख्यानशास्त्रीय मान्यतालाई आधार मानेर 'निद्रा आएन' कथाको विश्लेषण गरिएको छ ।

सैद्धान्तिक ढाँचा

समाख्यानमा कथावाचक नै समाख्याता हो । समाख्यानमा पाठक/वाचक वा श्रोता रहन्छ । ऊ प्रत्यक्ष होस् वा अप्रत्यक्ष सुन्ने वा ग्रहणकर्ताको रूपमा रहन्छ । समाख्यानमा कथा प्रस्तुत गर्ने समाख्याता हो भने ग्रहण गर्ने श्रोता हो । समाख्यानमा प्रेषकलाई सम्बोधक र प्रापकलाई सम्बोधित पनि भनिन्छ (गौतम, २०७१, पृ. १) । समाख्यानमा समाख्याता पात्रको रूपमा आउँछ वा पात्र नआउन पनि सक्छ । तर उसलाई कथाका घटनाको अगाडि वा पछाडिका सबै पक्षको यथेष्ट रूपमा जानकारी भइरहेको हुन्छ । यसमा कथा घटनाक्रम भने प्रापक वा सम्बोधितलाई थाहा हुँदैन । ऊ घटनाक्रमसँग अनभिज्ञ रहेको हुन्छ । समाख्यानमा समाख्याता र श्रोता/ पाठकविनाको आख्यान हुँदैन । समाख्यानमा तथ्यको ज्ञाता समाख्याता हो भने तथ्यबारे थाहा नभएको व्यक्ति प्रापक पाठक हो । यस आधारमा प्रेषक र प्रापकको स्थिति समाख्यानमा एकै हुँदैन भन्ने गरिन्छ (गौतम, २०७१, पृ. १) । समाख्यानमा व्यक्ति लेखक र स्रष्टा लेखक भिन्न हो । समाख्यानमा जो बोल्दछ (वास्तविक जीवनको लेखक वा व्यक्ति लेखक) ऊ लेखक होइन र जो लेख्छ ऊ पनि समाख्याता होइन । यसकारण 'म' का रूपमा कुनै पात्र आउँछ भने त्यो समाख्यातालाई व्यक्ति लेखक भन्न मिल्दैन किनभने समाख्यानमा समाख्याता र लेखक फरक रहेका हुन्छन् । समाख्यानमा समाख्याताको आवाजबाट समाख्याता को हो, उसको भाव के छ ? समाख्याताको लैङ्गिकता, उमेर, अनुभूति, पेसा, परिवेश आदिबारे पहिचान खुलाउन समाख्यानमा समाख्याताको भूमिका ठम्याउनुपर्ने हुन्छ ।

समाख्यानमा उपस्थित समाख्यातालाई समाख्यानशास्त्रीहरूले आआफ्नो विचार र कोणबाट वर्गीकरण गरेका छन् । यसै क्रममा बल (सन् १९९७, पृ. ४३) ले कथा सम्बद्धताको आधारमा समाख्याता बहिर्निष्ठ र अन्तर्निष्ठ हुन्छ भनेका छन् । उनले आफूले वाचन गरेको कथाको घटनाभन्दा माथि रहने समाख्याता बहिर्निष्ठ समाख्याता हो भनेका छन् । अन्तर्निष्ठ समाख्याता कुनै पात्र कथाभित्र आएर उपकथाको सिर्जना गर्दै आफ्नो कथा वा अरूको कथा भन्छ भने त्यस्तो समाख्याता अन्तर्निष्ठ समाख्याता हो भनेका छन् । यसैगरी अर्का समाख्यानशास्त्री जेराडे जेनेट (सन् १९८०, पृ. ६५) ले कथा संसारमा रहेको र नरहेको आधारमा समाख्याता अन्तरकथनात्मक र बाह्यकथनात्मक समाख्याता हुने र पात्रसम्बद्धताको आधारमा बहिर्कथनात्मक र स्वकथनात्मक समाख्याता हुन्छन् भन्ने धारणा प्रस्तुत गरेका छन् ।

समाख्यानमा समाख्यातासम्बन्धी भिन्न भिन्न समाख्यानशास्त्रीहरूको धारणालाई हेर्दा समग्रमा समाख्यातालाई कथासम्बद्धता र पात्रसम्बद्धताको आधारमा वर्गीकरण गरेर हेर्न सकिने धारणा पाइएको छ । कथासम्बद्धता र पात्रसम्बद्धताको आधारमा समाख्याता भिन्न भिन्न हुन्छन् । कथासम्बद्धताको आधारमा बहिर्निष्ठ र अन्तर्निष्ठ समाख्याता हुन्छन् भने पात्रसम्बद्धताको आधारमा संलग्न र असंलग्न समाख्याता हुन्छन् । संलग्न समाख्यानमा स्वकथनात्मक र परकथनात्मक समाख्याता गरी दुई प्रकारका समाख्याता रहन्छन् । कुनै समाख्यानमा समाख्याता कथा संसारभन्दा बाहिर नै बसी कथा सम्प्रेषण गरिरहेको हुन्छ । उसले कथामा घटेको घटनालाई शीर्षस्थानमा बसेर वर्णन गरेको हुन्छ । यी समाख्याता/बहिर्निष्ठ समाख्याता हुन् । अन्तरनिष्ठ समाख्याता चाहिँ कुनै कथामा 'म' पात्रले आफ्नो कथा सुनाइ रहेको छ वा 'म' पात्र नै समाख्याता भइरहेको छ तर कथाको घटना क्रममा कथाभित्र अर्को कथा आउँछ वा उपकथा आउँछ अथवा कथावाचक वा अर्को समाख्याता आउँछ भने त्यहाँ अन्तरनिष्ठ समाख्याता रहन्छ ।

पात्रगतसम्बद्धताको आधारमा संलग्न समाख्याता 'म' पात्रको रूपमा आउँछ । समाख्याताले आफ्नो कथा आफैँ भन्छ । उसले पात्रको रूपमा आफैँ संलग्न रहेको कथा भन्छ । समाख्याता नै प्रमुख पात्रको रूपमा आउँछ । यसरी कथामा पात्रको रूपमा आफैँ रहने समाख्याता संलग्न स्वकथनात्मक समाख्याता हुन् भने संलग्न परकथानात्मक समाख्यातामा प्रथम पुरुष 'म' का रूपमा उपस्थित भई आफ्नो कथा नभनेर उसले "ऊ" पात्रको कथा भनेको हुन्छ । समाख्याता 'म' ले द्वितीय पात्र 'तिमी'लाई सम्बोधन गर्दै उसैको कथा वर्णन गरेको हुन्छ । समाख्याता 'म' ले आफ्नो बारेमा थोरै वा कम वर्णन गरेर आफ्नै मानसिक तहबाट 'ऊ' पात्र वा 'तिमी' पात्रको व्यक्तित्व, उसको अनुभव, सोचाइ, अवस्था, परिस्थिति र प्रक्रियाको प्रस्तुति गरेको हुन्छ । असंलग्न समाख्याता आफूले भनेको कथाभित्र आफू अनुपस्थित रहन्छ । उसको पात्रगत भूमिका हुँदैन । कथा संसार बाहिर भए पनि उसलाई कथा घटनावली पात्रको भूमिका सबै थाहा हुन्छ, घटनाको प्रत्यक्षदर्शी बन्दछ ।

समाख्यानमा समाख्याताको भनाइ नै वाच्यत्व हो । आख्यानमा को बोल्दैछ, के बोल्दैछ, कसले भन्दैछ भन्ने विषय वाच्यत्व हो । यही कुरालाई ध्यानमा राखेर वा केन्द्रमा राखेर कुनै पनि पाठको समाख्यानात्मक वाच्यत्व निर्धारण गरिन्छ । समाख्यानात्मक वाच्यत्व भनेको व्याकरणसँग सम्बद्ध विषय नभई कथयितासँग सम्बद्ध विषय हो । समाख्यानमा कथा कसले भन्दैछ भन्ने विषयलाई आधार मानेर पाठको समाख्यानात्मक वाच्यत्व निर्धारण गरिन्छ । जेनेट (सन् १९८०) का अनुसार सूचनाको स्रोत समाख्याता हो तर कहिलेकाहीं समाख्याता चुप बसिदिन्छ र पात्रको माध्यमबाट पनि सूचना ग्रहण गरिन्छ । त्यसकारण समाख्याता मात्र वाच्यत्व होइन पात्र पनि हुन सक्छन् । समाख्यानभित्र समाख्याताको पहिचान, सङ्केन्द्रण र समाख्यानात्मक काल आदि पर्दछन् । आख्यानात्मक वाच्यत्व कथयितासँग सम्बद्ध हुन्छ । समाख्यानमा समाख्याताले कथाभन्दा आफूलाई कुन रूपमा अभिव्यक्त गरेको छ भन्ने विषय महत्वपूर्ण हुन्छ । समाख्यानमा वाच्यत्व पात्रको माध्यमबाट आउँछ वा समाख्याताको माध्यमबाट पनि आउन सक्छ । त्यसकारण कुनै पनि समाख्यानमा समाख्याताको प्रस्तुति, रणनीति, कला, शैली आदिका माध्यमबाट कथामा के भन्न खोजेको छ ? भन्ने कुराका साथै समाख्याताको दृष्टिकोण पनि के हो भन्ने कुरा प्रस्ट हुन आउँछ । त्यसैले कुनै पनि समाख्यानमा समाख्याताको वाच्यत्व विशेष गरेर समाख्यातामा नै केन्द्रित रहेको हुन्छ ।

समाख्यानशास्त्रमा समाख्यानात्मक वाच्यत्वको अध्ययनलाई निकै महत्व दिएको पाइन्छ । वाच्यत्वको अध्ययनबाट नै समाख्याता सम्बन्धी सूचना वा उसको आवाजको पहिचान गर्न सकिने भएकाले समाख्यान अध्ययनमा वाच्यत्वको महत्वपूर्ण स्थान रहेको छ । अङ्ग्रेजीको 'न्यारेटिभ भ्वाइस' को नेपाली रूपान्तरण समाख्यानात्मक वाच्यत्व हो । समाख्यानमा को बोल्दै छ वा कथा कसले भन्दै छ भन्ने प्रश्नलाई केन्द्र मानिन्छ । यही आधारमा पाठको समाख्यानात्मक वाच्यत्व निर्धारण गरिन्छ । समाख्यानशास्त्रसम्बन्धी धारणाहरू राख्ने क्रममा सर्वप्रथम जेनेट (सन् १९८०) का अनुसार "समाख्याताको माध्यमबाट नै श्रोता वा पाठकसँग समाख्यानात्मक विचार भाव वा कथ्य विषयको सञ्चार सम्पर्क हुने हुँदा आख्यानात्मक सङ्कथनको समाख्याता नै वाच्यत्व हो ।" समाख्यानमा समाख्याताको आवाज कुनै उच्च स्वरमा सुनिन्छ त कुनै निम्न स्वरमा सुनिन्छ । कथाको प्रत्यक्ष प्रस्तुति रहेको कथात्मक परिवेशमा कथावाचक प्रत्यक्ष उपस्थित हुन्छ । श्रोता र कथावाचक प्रत्यक्ष देखभेट हुन्छ तर पाठात्मक आख्यानमा

भने कथावाचक प्रत्यक्ष देखिँदैन तर वाचकको आवाज सुनिन्छ । त्यो आवाज दर्शकले आफ्नो दिमागको कानबाट पनि सुन्न सक्छ वा अनुभूति गर्न सक्छ । समाख्यानमा जति बढी समाख्याताबारे सूचना पाउन सकिन्छ त्यति नै धेरै समाख्याताको आवाज वा वाच्यत्व पहिचान गर्न सकिन्छ । यस्तै गरी अर्का समाख्यान चिन्तक लन्सेर (सन् १९९१) का अनुसार आख्यानात्मकताको आधारमा वाच्यत्वको सन्दर्भ पाठमा प्रस्तुत गरिएको पात्रको कथ्य (भोकल) गुण वा गतिसम्बन्धी (टोनल) गुणसित जोडिएको हुन्छ । वाच्यत्व भन्ने कुरा पाठको काल्पनिक अवधारणा वा पर्सेप्सनबाट पाठमा अन्तर्निहित भएको मानिन्छ । पाठकले समाख्याताको कथ्य गुण वा स्वरगत गुणको ठम्याइमा नै समाख्यानात्मक वाच्यत्व निर्धारण गर्दछ । यसर्थ पाठ मौखिक विधान भएको स्थितिमा वा सार्वजनिक पाठकको रूपमा नभएको स्थितिमा वाच्यत्व भन्ने कुरा पाठकीयताबाट निर्धारित हुन्छ । यस्तो स्थितिमा वाच्यत्व पाठकसँग सम्बद्ध हुन्छ वा पाठको संज्ञानात्मक चेतनाबाट निर्दिष्ट हुन्छ भन्ने मानिन्छ (गौतम, २०६९, पृ. १९) कुनै समाख्यानभिन्न कथा, उपन्यास, नाटक सबै पर्दछन् । समाख्यानमा एकभन्दा बढी वाचक हुन सक्छन् । प्रत्येक वाचकको फरक फरक वाच्यत्व हुन सक्छ । त्यसकारण समाख्यानामा वाच्यत्व निर्धारण गर्ने पक्ष एउटा मात्र हुँदैन, कुनैमा समाख्यानात्मक वाच्यत्व पात्रको माध्यमबाट व्यक्त भइरहेको हुन्छ भने कहींकतै समाख्याताको आवाजबाट नै कथामा रहेका सम्पूर्ण पात्रहरूको वाच्यत्व सम्प्रेषित भइरहेको पनि हुन्छ ।

समाख्यानमा समाख्याता र समाख्यानात्मक वाच्यत्वबारे विभिन्न समाख्यानशास्त्रीहरूको भिन्न भिन्न दृष्टिकोण पाइन्छ । जेनेटले समाख्याताको आवाजलाई वाच्यत्वका रूपमा लिएका छन् भने लन्सेरले पाठान्तर र पाठइतर वाच्यत्वको रूपमा लिएका छन् । त्यसैगरी मिखाइल बाख्तिन (सन् १९९०) ले आख्यानशास्त्रको विश्लेषणका क्रममा वाच्यत्वलाई समाख्याताको वाच्यत्वको रूपमा चिनाउँदै वाच्यत्व पाठनिष्ठ र अन्तरपाठात्मक हुने बताएका छन् । उनका अनुसार पाठनिष्ठ वाच्यत्वको रूपमा आख्यानमा समाख्याता र चरित्रहरू आउँछन् भने अन्तर्पाठात्मक वाच्यत्व भनेको चाहिँ लेखक हो (गौतम, २०६९, पृ. १) वास्तवमा लेखकीय वाच्यत्व र समाख्याताको वाच्यत्व फरक विषय हो । समाख्यानमा लेखक र समाख्याता कतिपय कथा घटनामा भिन्न हुन्छन् । उल्लेख्य रूपमा भिन्न रहेको लेखक र कथावाचक वा समाख्याताको वाच्यत्व पनि उल्लेख्य रूपमा नै भिन्नजस्तो देखिन्छ । बाख्तिन (सन् १९८१) का अनुसार आख्यानात्मक पाठमा रहन सक्ने वाच्यत्वको आधारभूत प्रभाव मनोवादात्मक तथा संवादात्मक गरी दुई प्रकारका हुन्छन् । कुनै कथा वा समाख्यानमा कथावाचक कथात्मक परिवेशमा उपस्थित भएको हुन्छ । समाख्याताको हाउभाउ, वाच्यत्व आदि श्रवणकर्ताले अनुमान लगाउन सकिन्छ तर पाठात्मक आख्यानमा कथावाचक देखिँदैन । समाख्याता कथासंसार भन्दा बाहिरै बसेर कथा वाचन गर्दछ । तर पनि पाठको माध्यमबाट समाख्याताबारे थाहा पाउन भने सकिन्छ । जेनेट (सन् १९८१) ले आख्यानात्मक सङ्कथनको समाख्यातालाई नै वाच्यत्व (भ्वाइस) मानेको पाइन्छ । कथामा को बोल्दै छ; बोल्नेवालाको आवाज नै वाच्यत्व हुन्छ । समाख्याताबारे जति बढी सूचना पाइन्छ त्यति नै बढी उसको आवाजबारे हामी परिचित हुन्छौं । यस आधारमा हरेक समाख्यानमा समाख्याताको आवाज हुन्छ । समाख्याताको त्यही आवाज नै वाच्यत्व हो (गौतम, २०६९, पृ. २) ।

दृष्टिविन्दुका आधारमा समाख्यानलाई प्रथम पुरुष, द्वितीय पुरुष र तृतीय पुरुष गरी वर्गीकरण गर्न सकिन्छ। प्रथम पुरुष समाख्यानमा समाख्याता पात्रको रूपमा आएर आफ्नो कथा आफैँ वर्णन गरेको हुन्छ। अथवा, प्रथम पुरुष 'म' को रूपमा आएर समाख्याताले अरू कसैको कथा पनि भनेको हुन सक्छ। समाख्याताको रूपमा प्रस्तुत भएको व्यक्ति (समाख्याता म वा न्यानेटिभ आई नै कार्यको तहमा पात्र (भोक्ता /म एक्सपेरियन्स) का रूपमा रहेको हुन्छ (गौतम, २०६९, पृ. २)। समाख्यानमा आफ्नो कथा आफैँ भन्ने प्रमुख पात्रको रूपमा रहेको समाख्याता भोक्ताको रूपमा रहेको हुन्छ। उसले आफ्नो अनुभवको आधारमा कथा भनेको हुन्छ। यदि समाख्यानमा प्रथम पुरुष 'म' सर्वनामको रूपमा रहेर कथा भन्ने समाख्याताले आफ्नो कथा नभनेर 'म' को माध्यमद्वारा अरू कसैको कथा भन्छ भने त्यो समाख्याता सहायक वा गौण समाख्याता हो। उसको भूमिका साक्ष्य वा द्रष्टाको रूपमा मात्र उपस्थिति भएको हुन्छ। प्रथम पुरुष समाख्यानअन्तर्गत भोक्ताको रूपमा रहेर आफ्नो कथा आफैँ भन्ने समाख्याता रहेको छ भने कथामा उसको आवाज बढी प्रस्ट रूपमा सुनिने हुन्छ। उसको बारेमा बढी सूचना प्राप्त गर्न सकिन्छ भने आफ्नो कथा नभनेर अरू कसैको कथा भन्ने साक्षी वा द्रष्टाको रूपमा आएको छ भने त्यस्तो समाख्याताको आवाज कम सुनिन्छ। उसको सूचना कम मात्रामा प्राप्त हुन्छ। यस्तै गरेर द्वितीय पुरुष समाख्यानमा समाख्याताको उपस्थिति यु- न्यारेटिभ वा तिमी समाख्यानका रूपमा रहन्छ। यसका साथै समाख्यानमा पाठकलाई समाख्याताले 'तिमी' भनेर सम्बोधन गरेको हुन्छ। समाख्याताले उसैलाई सम्बोधन गर्दै कथा प्रस्तुत गर्दछ भने पाठक आफूलाई पात्रको रूपमा अनुभव गर्दछ। यस प्रकारको समाख्यानमा समाख्याताले आफ्नो कथा नभनेर सम्बोधित वा द्वितीय पुरुष पात्रको कथा भन्ने हुनाले समाख्याताको आवाज कमै सुनिन्छ। यस्ता समाख्यानमा समाख्याता पनि पात्रको रूपमा रहेको हुन्छ र पाठकलाई पनि कथाको पात्रको रूपमा सम्बोधन गराउँछ। त्यसैगरी तृतीय पुरुष समाख्यानमा कथा संसारभन्दा कथावाचक बाहिर नै बसेर सम्पूर्ण कथा सम्प्रेषण गरिरहेको हुन्छ। समाख्यानमा समाख्याता पात्रको रूपमा उपस्थित हुँदैन। यसमा अरू पात्रहरूलाई समावेश गरेर समाख्याताले कथा भनेको हुन्छ। त्यसैले तृतीय पुरुष समाख्यानलाई लेखकीय समाख्यान (authorial narratives) पनि भनिन्छ। लेखकीय समाख्यानले आगन्तुक (आउट साइडर) को अवस्था वा स्थितिका माध्यमबाट कथालाई हेरेको हुन्छ। समाख्यातालाई कथाको संसारबारे यावत् कुरा थाहा हुन्छ। पात्रबारे पनि यावत् कुरा थाहा हुन्छ र समाख्यातालाई पात्रहरूको सचेत, अर्धसचेत अवस्थामा उत्पन्न विचारहरूबारे सबै थाहा हुन्छ (गौतम, २०६९, पृ. ५)। तृतीय पुरुष समाख्यानामा समाख्याता कथा संसारबाहिर रहने हुनाले समाख्याताको सूचना कम प्राप्त हुन्छ। उसले समाख्यानमा एक वा धेरै पात्रहरूका कथा भनेको हुन्छ र यो कथा समाख्यानात्मक तहमा रहेको हुन्छ। सम्पूर्ण पात्रहरूका कार्यलाई विस्तृत नियन्त्रण गर्ने हात समाख्याताको नै रहेको हुन्छ। कुनै पनि समाख्यानमा वाच्यत्वको सूचकहरू विभिन्न हुन सक्छन्। समाख्याताको व्यक्तित्व, उमेर, रुचि, पेसा, परिवेश, जीवन, भोगाई, विचारधारा, लैङ्गिकता आदि वाच्यत्वको सूचकहरू हुन्छ। त्यस्तै पात्र, घटना, परिवेश वा परिस्थितिको टिप्पणी, दृष्टिकोण वा बुझाइमा पनि समाख्याताको वाच्यत्व पहिचान गर्न सकिन्छ। समाख्याताको विषय क्षेत्र, घटना, पात्रको चयन र प्रतिविम्बबाट पनि समाख्यानात्मक वाच्यत्व पुष्टि गर्न सकिन्छ। अथवा समाख्यानमा समाख्याताको अभिव्यक्ति वा अभिवृत्तिका माध्यमबाट पनि धेरै सूचकहरू पाउन सकिन्छ।

प्रस्तुत अध्ययनमा समाख्यानशास्त्रीहरूले निर्धारण गरेको समाख्याता र वाच्यत्वसम्बन्धी यिनै मान्यताहरूको आधारमा 'निद्रा आएन' कथामा समाख्याता पहिचान र समाख्याताको वाच्यत्व विश्लेषण गरिएको छ ।

गोविन्दबहादुर मल्ल गोठालेका 'निद्रा आएन' कथामा नतिजा र विमर्श

समाख्यानमा उपस्थित समाख्यातालाई समाख्यानशास्त्रीहरूले कथासम्बद्धता र पात्रसम्बद्धताको आधारमा वर्गीकरण गरेर समाख्याता पहिचान गरेका छन् । तसर्थ प्रस्तुत लेखमा पनि त्यही धारलाई आधार मानेर 'निद्रा आएन' कथामा समाख्यातामा पहिचान गरिएको छ ।

कथासम्बद्धता र गोठालेको 'निद्रा आएन' कथा

कथासम्बद्धताको आधारमा पनि बहिर्निष्ठ समाख्याता र अन्तर्निष्ठ समाख्याता रहन्छ । बहिर्निष्ठ समाख्याताले कथामा कथासंसारभन्दा बाहिर रहेर समाख्यानमा घटना प्रस्तुत गर्दछ । बहिर्निष्ठ समाख्याता प्रथम पुरुष म वा हामी तथा तृतीय पुरुष त्यो, ऊ, तिनी, उनी, उनीहरू आदिका रूपमा आउँछन् । बहिर्निष्ठ समाख्याताले अरूको मात्र कथा भन्दैन 'म' वा हामी पात्र भएर आफ्नो कथा पनि वर्णन गर्दछ । तर 'म' पात्रभित्र अर्को उपपात्र आएर कथा वर्णन गर्दछ वा म पात्रभन्दा माथि कथावाचन गर्ने उपशीर्षवाचक कोही भए त्यहाँ अन्तर्निष्ठ समाख्याता रहन्छ ।

कथासम्बद्धताको आधारमा गोठालेको 'निद्रा आएन' कथामा बहिर्निष्ठ समाख्याता रहेको छ । यस कथामा कथावाचकको रूपमा आएका समाख्याता आफूले वर्णन गरेको कथाभित्रको घटनाक्रम भन्दा शीर्षस्थानमा रहेका छन् । यस कथामा पात्रहरूले कथाभित्र अर्को उपकथा वा उपकथावाचकबाट कथा वाचन गरेको पाइँदैन । त्यसकारण प्रस्तुत कथामा रहेका समाख्याता प्रथम स्तरको समाख्याता हो । उक्त कथामा कथाको तहगत संरचना पनि पाइँदैन । कथाभित्र समाख्यानात्मक तहहरू सिर्जना नगरी एउटै मूल आख्यानमा एउटै समाख्याताले बाहिर बसेर सम्बोधित समक्ष अरूको कथा भनेको स्थिति यो कथामा पाइन्छ । त्यसकारण प्रस्तुत 'निद्रा आएन' कथामा रहेको समाख्याता बहिर्निष्ठ हो ।

बहिर्निष्ठ समाख्याता रहेको 'निद्रा आएन' कथाको समाख्याता तृतीय पुरुषको रूपमा रहेको छ । प्रस्तुत कथामा समाख्याताले कथा संसारभन्दा बाहिर बसेर सम्पूर्ण घटनाको वर्णन गरेको छ । समाख्याताले पाठमा प्रत्यक्ष उपस्थित नभएर द्रष्टाको रूपमा आई पात्रहरूलाई समावेश गराएर कथा प्रस्तुत गरेको छ । समाख्याता सर्वज्ञज्ञाताको रूपमा कथा घटनासँग परचित रहेको छ ।

समाख्याताले आफ्नो बारेमा सूचना लुकाएर बालपात्र ज्ञानीको बालमनोविज्ञानलाई चित्रण गरको छ । समाख्याता पाठभन्दा बाहिर रहेर कथामा उपस्थित पात्रहरूको बीचमा द्रष्टा समाख्याताको रूपमा आफ्नो स्थान बनाई पात्रहरूको कार्य र मनोभावनाको बारेमा बोलेको छ । उक्त कथामा समाख्याताले पात्रहरूलाई अगाडि सारेर तिनीहरूको माध्यमबाट कथा सञ्चारण नगरेर सम्बोधितलाई सोभै आफैँले सम्पूर्ण घटनाको विवरण सुनाइरहेको छ । प्रस्तुत कथाको समाख्याता बहिर्निष्ठ हो भन्ने पुष्टिका लागि निम्न साक्ष्य हेरौँ :

ज्ञानी अहिले आठ वर्षकी भई

अहिले तनमन दिएर खूब सोचै विचार गर्दै काँचको पुतली सिँगार्न लागेकी छ । बेलायती पुतलीमा कहाँ टीका हुन्छ र । उसले टीका लगाई दिई । आहा कति खुल्यो, हँसिलो अनुहार झकमक भयो । अघि बजैले एकटुक्रा रेशमका कपडा दिएकी थिइन्, त्यसैलाई फरिया बनाएर ऊ खुब सम्हाल्दै बेर्न लागिरहेकी छ र भन्दै जान्छे- तँलाई विहे गरिदिन्छु, नानीबावाको दुल्हासित । हुन्छ ? भन्न हँ, अस्ति माइज्यू रोए भैँ म पनि रुन्छु, तलाई दाइजो दिन्छु (पृष्ठ १५)

प्रस्तुत साक्ष्यका आधारमा समाख्याता बहिर्निष्ठ रहेको पुष्टि हुन्छ । समाख्याता बालपात्र ज्ञानीको कथा वर्णनमा केन्द्रित देखिन्छ । समाख्याता आफूले वर्णन गरेको कथासंसार भन्दा बाहिर नै रहेको छ । पात्रगत भूमिकामा नरही सर्वदर्शी वा सर्वज्ञ भएर कथा नियाली रहेको छ ।

पात्रसम्बद्धता र गोठालेको 'निद्रा आएन' कथा

कथामा पात्रगत समाख्याताको पहिचान, उपस्थिति, स्थान, भूमिका चरित्र आदिलाई आधार मानेर समाख्याता पहिचान गर्न नै पात्रगत सम्बद्धता हो । कथामा पात्र मूलतः दुई प्रकारका रहन्छन् । संलग्न र असंलग्न (गौतम, २०७१, पृ. ९) । कथाभित्र पात्रको रूपमा उपस्थित भई कथावाचन गर्ने संलग्न समाख्याता र पात्रगत भूमिकामा नरही कथावाचन गर्ने समाख्याता असंलग्न समाख्याता हुन् । संलग्न समाख्याता पनि स्वकथनात्मक र परकथनात्मक गरी दुई प्रकारका रहन्छन् । कथामा जसले प्रथम पुरुष म, हामी, वा सर्वनामको रूपमा आई पात्रगत भूमिका निर्वाह गरी आफ्नो कथा आफै वर्णन गर्छ त्यस्तो समाख्याता स्वकथनात्मक हो भने समाख्याता म पात्रको रूपमा कथाभित्र रहे तापनि उसले आफ्नो कथा नभनेर अरू कसैको कथा वाचन गर्दछ भने त्यस्ता समाख्यातालाई परकथनात्मक समाख्याता भनिन्छ ।

यी तथ्यहरूलाई आधार मानेर हेर्दा गोठालेको प्रस्तुत 'निद्रा आएन' कथा पात्रसम्बद्धताको आधारमा असंलग्न समाख्याता भएको कथा हो । त्यसकारण यहाँ असंलग्न समाख्याताको रूपमा विश्लेषण गरिएको छ ।

गोठालेको 'निद्रा आएन' कथामा असंलग्न समाख्याता

प्रस्तुत कथामा असंलग्न समाख्याता रहेको छ । कथामा समाख्याताको पात्रगत भूमिका रहेको पाइँदैन । वर्णित कथासंसारभन्दा बाहिर रहेका समाख्याताले कथा प्रस्तुत गरिरहेको छ । समाख्याता बालपात्र ज्ञानीको मनोविश्लेषण पक्षमा जोड दिइरहेको छ ।

प्रस्तुत कथामा असंलग्न समाख्याता रहेको तथ्य पुष्टि हुने कथांशहरू छन् । तीमध्ये एक छोटो कथांशलाई यहाँ साक्ष्यको रूपमा प्रस्तुत गरिएको छ –

आज ज्ञानी चुप छ, उस्तो बोल्दा पनि बोल्दैन । हाँस्ता पनि हाँस्तिन ।

आँखामा विषाद छ । अनुहारमा गम्भीरता । ज्ञानीले फुटेको पुतलीलाई एक छिनसम्म हेरेर भ्यालबाट फालिदिई । कपडाको टुक्राहरूलाई काँचीचुची पारेर त्यही सानो कोठाको बाकसमा कोचिदिई । बाहिरका साथीहरू एकैठाले छंग (ढुङ्गा फालेर खेल्ने खेलमा) पनि

अनुसक्त, भावले औंला दाँतले टोकेर नाक कोट्याएर हेरि नै रही । मानौं उसलाई योभन्दा माथिको विशेष चिन्ता छ । (पृ. २२) ।

प्रस्तुत कथामा यिनै सूचकहरूका आधारमा समाख्याता असंलग्न रहेको पुष्टि हुन्छ ।

‘गोठाले’का ‘निद्रा आएन’ कथामा वाच्यत्व विश्लेषण

समाख्यानात्मक वाच्यत्वसम्बन्धी माथि उल्लिखित विभिन्न सैद्धान्तिक अवधारणाको आधारमा प्रस्तुत कथामा रहेको समाख्यानात्मक वाच्यत्वलाई यहाँ विश्लेषण गरिएको छ ।

तृतीय पुरुष समाख्याता रहेको प्रस्तुत कथामा समाख्याताले विषयवस्तुलाई मर्मस्पर्शी रूपमा प्रस्तुत गरेको छ । समाख्याताको स्थितिवर्णनमा उसको अभिवृद्धिहरूबारे यहाँ निकै सूचनाहरू पाइन्छन् । प्रस्तुत कथामा एउटी सानी बालपात्र ज्ञानीको मनोभावनालाई निकै नजिकबाट नियालिएको अवस्था छ । समाख्याताले कथासंसारभन्दा टाढै बसेर सम्पूर्ण कथा वर्णन गरेको छ । प्रयुक्त पात्रहरूका कार्यलाई वा चारित्रिक अवस्थाहरूलाई प्रस्तुत गरेको छ । कथामा बालिका ज्ञानी आमाको गर्भबाट जन्मनेवित्तिकै उसको बाबाको मृत्यु भएको छ । उक्त घटनालाई समाजलगायत घरका सम्पूर्ण परिवारले नकारात्मक दृष्टिकोणले हेरेका छन् । उक्त ‘विकृतिमूलक समाज र जुन समाजको नकारात्मक व्यवहारले निर्दोष बालिका ज्ञानीको शारीरिक तथा मानसिक रूपमा चोट पुगेको छ’ भन्ने भाव समाख्याताले प्रस्तुत गर्ने कार्य गरेको छ । बाबाको मृत्यु मेरो कारण भएको हो भन्ने लाञ्छनाको कारण ज्ञानीको मनमा गहिरो रूपमा मानसिक चोट परेको अवस्थालाई पनि समाख्याताले सहानुभूतिशील दृष्टिकोणबाट स्पष्ट पारेको छ । यस कथांशबाट समाख्याता संवेदनशील, बालमनोविज्ञान बुझ्न सक्ने क्षमता भएको, समाज र समाजमा भएका सकारात्मक, नकारात्मक व्यवहारलाई छुट्याउन सक्ने क्षमतावान् समाख्याताको रूपमा रहेको छ । यी तथ्यहरू समाख्याताको वाच्यत्वका सूचकहरू हुन् । वाच्यत्वलाई चिनाउने प्रस्तुत कथाको अर्को कथांश यस्तो छ :

ज्ञानीले एकचोटि आहत दृष्टिले धनलाई हेरी र मुण्टो निहुराएर चूप लागी ।

“के त तँ जन्मेको रातमा बा मर्नु भएको होइन ? आमाले भन्नु ”

त्यसबेलासम्म ज्ञानीको अनुहार विदीर्ण भइसकेको थियो । दुवैपट्टिको गाला च्यातियो र मुखबाट रुवाइ फुट्यो व्हाँ व्हाँ ! धन उठेर भाग्न खोज्यो, ज्ञानीले त्यही काँचको पुतली उठाएर हिकार्ई । धनलाई लागेन भागेर र भित्तामा लागी पुतली चूर्ण भयो । धन बचेर भाग्यो-कराउँदै - हा-हा-हा । ज्ञानी भन्नु खुट्टा बजारी बजारी रुन लागी । अधिल्लिर एउटा स्यानो ऐना थियो, त्यसलाई फाली । त्यो पनि चूर्ण भयो । ऐना फुटेको आवाज आमाको कानमा पच्यो । आमा दौडेर तल आँउछिन् त देखिन्छन् ऐना चकनाचुर । रिसले आँखा देखिनन् र ज्ञानीको जगल्टा समातेर पछारिन्, दुई तीन थप्पड कसिन् पनि । ज्ञानी कहाली - कहाली रुन लागी । त्यो रुवाइ ज्ञानीको बाह्य होइन । अन्तरबाट उठेको आर्तनाद थियो । आमा हिँडिन् र भन्दै गइन् - “बड, ऐना फोडिदिरहिछ । किन्नु पच्यो भने - यो सत्यानासी छोरीले त जन्मनासाथ बाबु मारी अरू के ? (पृष्ठ १८)

प्रस्तुत कथांशमा ज्ञानीलाई दाजु धनेले तँ जन्मेको रातमा वा मर्नु भएको होइन ? आमाले भन्नुभएको भनिसकेपछि ज्ञानीको अन्तरमनमा आएका तरङ्ग, आवेग संवेगहरू प्रस्तुति पाइन्छ। आमाले समेत सत्यानासी छोरीले तँ जन्मनासाथ बाबु मारी- अरू के- भनेर ज्ञानीलाई भनेपछि बनेको कोलाहलमय सन्दर्भहरू पनि यहाँ समाख्याताको माध्यमबाट अनुभूत भएको छ। आफ्नै आमाले र दाजुले बाबु टोकुवाभन्दा ज्ञानीको मनमा अगाध चोट परेको अनुभूति पनि समाख्याताले अभिव्यक्त गरेको छ। यस कथांशबाट समाजमा रहेका यस्ता कुरीति कुविचार, कुसंस्कारहरू हुन्, जसले गर्दा बालबालिकामा नकारात्मक असर पर्न जान्छ, भन्ने दृष्टिकोण समाख्याताको रहेको छ। समाख्याताद्वारा अभिव्यक्त भएका दृष्टिकोणहरूलाई यहाँ वाच्यत्वको रूपमा लिन सकिन्छ। ज्ञानीको मनस्थिति र मनोदशाको वर्णनमा पनि समाख्याताको वाच्यत्व सूचित हुन आएको छ। यसका साथै प्रस्तुत कथांशमा समाख्याताले पात्र ज्ञानीप्रति सहानुभूति भावको दृष्टिले हेरेका छन् भने ज्ञानीको आमा र दाजु धनेप्रति आलोचनात्मक दृष्टिकोण रहेको छ। यसै सन्दर्भलाई पुष्टि गर्ने अर्को साक्ष्य यहाँ प्रस्तुत गरिएको छ :

आज ज्ञानी चुप छ। उसो बोल्दा पनि बोल्दैन। हाँस्ता पनि हाँस्तैन। आँखामा विषाद छ। अनुहारमा गम्भीरता 'ज्ञानीले फुटेको पुतलीलाई एक छिनसम्म हेरेर माथि भ्यालबाट फालिदिई। कपडाको टुकालाई काँचीकुँची पारेर त्यही स्यानो काठको बाकसमा कोचिदिई। बाहिरका साथीहरू एकै ढाल छंगु (ढुङ्गा फालेर खेल्ने खेल) मा पनि अनाशक्त भावले औँला दाँतले टोकेर नाक कोट्याएर हेरि नै रही। मानौँ उसलाई यो भन्दा धेरैमाथिको विशेष चिन्ता छ। (पृष्ठ २२)

प्रस्तुत कथांशमा ज्ञानी चुप बसेको, अनुहारमा गम्भीरता, फुटेको पुतलीलाई एकछिनसम्म हेरेर भ्यालबाट फालिदिएको, बाहिर साथीहरू खेलेको देख्दा पनि अनाशक्त भावले हेरिरहेको आदि सम्पूर्ण दृश्यहरू समाख्याताले देखेको छ। ज्ञानीको मनमा परेको गम्भीर चोटले ज्ञानी अशक्त बनेको, चिन्तामा डुबेको अनुभूति समाख्यातामा भएको छ। कथांशमा समाख्याताले ज्ञानी र उनी जस्ता अवोध बालबालिकाको अन्तरआत्मामा परेको पीडालाई आफैँले पाएको कष्ट भै अनुभूति गरिरहेको छ। कथाभित्रका घटनामा समाख्याता अत्यन्त संवेदनशील, भावुक र सहानुभूतिशील रहेको छ। प्रस्तुत कथांशमा कथावाचक वा समाख्याताको व्यक्तित्व, पेसा, रुचि, लैङ्गिकता आदि पहिचान केही खुलेको छैन। तर पनि समाख्याताको दृष्टिकोणहरूबाट समाख्यानात्मक वाच्यत्व पहिचान गरिएको छ। प्रस्तुत कथांशमा रहेका समाख्याताको दृष्टिकोण, आत्मानुभूति, पात्र चयन र चरित्र चित्रणका पक्षहरू तथा विषयक्षेत्र चयनका आधारहरूलाई समाख्याताले जुन भावबाट अभिव्यक्त गरेको छ, त्यो नै यस कथांशमा समाख्याताको वाच्यत्व भएको पुष्टि भएको छ।

निष्कर्ष

‘निद्रा आएन’ कथा विशेषतः बालमनोविज्ञानमा आधारित विषयमा लेखिएको कथा हो। उक्त कथामा समाख्याता र समाख्यानात्मक वाच्यत्व विश्लेषण गरिएको छ। यस कथामा समाख्यानात्मक संरचनाका विविध घटकहरूको विश्लेषण समाख्यानशास्त्रका कोणबाट गरेर हेर्दा कथासम्बद्धताको आधारमा बहिर्निष्ठ, पात्रसम्बद्धताको आधारमा असंलग्न, परकथनात्मक र तृतीय पुरुष समाख्याता रहेको पुष्टि भएको छ। उक्त तथ्यहरूलाई पुष्टि गर्ने सूचकहरू यसप्रकार रहेका छन्, जस्तै: समाख्याताले कथामा भएको घटनालाई बाहिर नै रहेर प्रस्तुत गर्नु, कथामा घटनाको तहगत संरचना नपाइनु, पात्रगत भूमिका नरहनु अर्थात् आफू उपस्थित नभई बालपात्र ज्ञानीको घटना वर्णन गर्नमा मात्र केन्द्रित रहनु, भोक्ताको रूपमा नरहेर केवल साक्षीको रूपमा मात्र केन्द्रित रहनु, पाठभन्दा बाहिर रहेर पात्रहरूका कार्य र विचारहरू बोलिरहनु, घटना, पात्र र परिवेश आदिका बारेमा सर्वदृष्टि रहनु आदि। यसैगरी तृतीय पुरुष समाख्याता रहेको प्रस्तुत कथामा बालमनोविज्ञानको चित्रण पाइन्छ। कथाको समाख्यानात्मक सञ्चारबाट सामाजिक मनोविज्ञानलाई सन्देशका रूपमा प्रकट गरेको देखिन्छ। सङ्केन्द्रणका दृष्टिले फोकलाइजर भएकी ज्ञानीको चरित्रमा समाख्याताले गरेको टिप्पणी, अभिव्यक्ति, वर्णन र मूल्याङ्कनका माध्यमबाट समाख्यानात्मक वाच्यत्व प्रकट भएको छ। कथाका सम्पूर्ण घटनाहरू मूलतः समाख्याताले अगाडि बढाएको देखिन्छ। तथापि कहींकतै अंशतः पात्रलाई भूमिका दिएर कथाको कार्यात्मक तहलाई अघि सारेको पनि देखिन्छ। नेपालको ग्रामीण, सामाजिक, जनजीवनमा आधारित प्रस्तुत कथामा अन्धविश्वास र त्यसले बालमनोविज्ञानको प्रयोग भएको ‘निद्रा आएन’ कथामा बाबुको मृत्युले कारकतत्व आफू भएको आफैँ ठानेपछि बालमस्तिष्कमा नराम्रो असर परेको देखिन्छ। त्यसकै कारण उसलाई निद्रा समेत लाग्दैन। यही मूल कुराले ज्ञानीका आन्तरिकतामा गहिरो चोट पुगेको छ। जसले बालसुलभ मस्तिष्कमा नकारात्मक असर परेको देखिन्छ। रूढिग्रस्त सामाजिक संस्कारबाट जकडिएर बसेको मानसिकताले बालहृदयमा कति नराम्रो असर पार्दछ भन्ने अभिव्यक्ति कथामा प्रकट भएको छ। अन्धविश्वास र रूढिवादी सामाजिक कुसंस्कारबाट बालबालिकाहरूलाई टाढा राख्नुपर्दछ भन्ने सन्देश कथामा दिन खोजिएको छ। वास्तविक स्थितिलाई लुकाएर परम्परागत, रूढि मान्यताका आधारमा त्यस विचारलाई अघि सार्ने परिवारका सदस्यहरूको सामाजिक प्रणालीप्रति गम्भीर व्यङ्ग्य प्रहार गर्नु यस कथाको मूल भाव एवम् वाच्यत्व पनि हो भन्ने निष्कर्षमा पुग्न सकिन्छ।

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