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Editorial

Chaitanya Multiple Campus has been publishing her research journal since 2078 BS. We managed to collect genuine articles and publish without peer-reviews in the past. As the campus focuses on research activities and wishes to upgrade the standard of the journal, we have started peer-reviewing the articles from the present issue. Similarly, our present volume is prepared for NepJol online edition.

We are grateful to the writers who contributed their articles for our journal. Similarly, we express our sincere gratitude to all the reviewers who had their great contributions in finalizing the articles as they are now and encouraged us to publish them. The editorial board of the Journal is overwhelmed by their efforts and contributions to make the present issue at hand.

We are equally grateful to the campus management committee and the campus chief for their continuous support and encouragement in the field of research and publication. All the scholars who contributed their time and effort for article or technical works are duly acknowledged.

The editorial board has tried to incorporate the diverse area of studies and disciplines in the present issue of the journal. Many scholars contributed their articles, but still, the editorial board could give space to a few of them. Some of the articles could not be included in the present volume because of time limitation for finalizing them. We will be including the articles in the forthcoming issues too.

The present issue is an attempt to take our academic team and the other scholars in the field of research. We hope to get positive feedbacks, encouragements and supports for the issues to come in the future.

Thankyou!

- The Editors

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Request for Research Articles

The editorial board of Chaitanya Research Journal would like to request all the researchers/scholars to contribute their valuable research articles for the forthcoming issues of the journal based on the following criteria:

1. The article must be original/ fresh research and not published or sent for publication to any institution.
2. The length of the article can be between 1500 to 7500 words, but there is not limitation for the genuine articles.
3. The article must be typed in Times New Roman (English) in 12 ppt and Preeti (Nepali) in 14 ppt with 1.5 line spacing; (APA 6th edition).
4. Short bio of the author and a pp sized photo is a must.
5. The authors will be responsible for the originality, source and citation in the article.
6. Deadline to submit the article is Asar 31, 2082.

Cognitive support through students' first language in English language learning: Delving into the experiences of teachers from¹Nepal

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Chairperson (English Education)

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Abstract

Use of learner's first language (L1) in second/foreign language (L2) learning has been a perennial concern for language pedagogues. This research-based deliberation will contribute to the discourse associated with this issue – which is related to the process of navigating learners on their language learning route. The research had the aim of studying how teachers use students' L1 (Nepali) in teaching English as an L2, and how they justify it. The exploration was made using the data collected from the experiences of 3 teachers working in 3 different schools of rural location in Nepal. Teachers' written descriptions and interviews were used as data collection techniques. Then data were analyzed thematically with contextual interpretation. Teachers were found employing the students' (and also the teachers' own) L1 resource quite a lot in teaching various aspects of English including the subject matter found in the texts, cultural notions, word-meanings, grammatical conceptualization & clarification, teaching story and poetry. As they emphasize, such a use has been a compulsion in favour of students' learning facilitation – due to the students' poor level of competence in English. The study has re-established the reality that learners' L1 does play the role of cognitive bridging in English language learning when the target language is taught to the students having a 'poor English base', and when both the teacher and the students share a common L1.

Keywords First language, second/foreign language, learning facilitation, cognitive support

Introduction

When we ponder on any of the issues in second language/foreign language (L2) teaching-learning, our contemplation already implies that we are concerned with the learners who

¹ Based on the paper presented in the 70th TEFLIN and 17th CONAPLIN International Conference, 23-25 October; Bandung, Indonesia

have already grasped (or got mastery over) some language, and have been habituated in using it to a noticeable extent. In this condition, it has been accepted that the learner tends to think in the first language (L1) and link it with the L2 in the course of learning the target language (TL). Teachers also tend to use the learners' L1 (if the L1 is shared by both the parties) in the teaching of L2. In this way, use of learner's L1 in L2 learning has been one of the perennial concerns in language pedagogy. Though, there have been arguments in favour of using L1 as well as counter arguments opposing this viewpoint. This deliberation is expected to contribute to the discourse associated with the issue just mentioned – which is relevant in the process of navigating learners along their language learning route. This article is prepared based on the collection of data from an empirical study which was similar to the one conducted by a team led by the author previously (Luitel and others, 2023). In this way, the data were collected to see the replicability of the previous findings: Intended for further exploration into the teachers' practices of using Nepali – the students' and teachers' 'home language' (Ohyama, 2017) – while teaching English, and their views regarding the rationality of such a use.

Though the new study being reported here is similar in scope to the previous one (Luitel and others, 2023) and has employed similar methodology, this was conducted in a different location – a distant place of the country, far away from the capital city, having less influence of English in public life and in the educational settings. And, data were collected from the teachers of different age group (younger generation) having less experience of teaching English in schools compared to the ones who had participated earlier. Inspired from the previous study, the data were analyzed particularly with a view to see how, in the teachers' opinion, the use of students' L1 can play role for providing cognitive support in the learners' struggle towards grasping the L2 (English). Thus, it attempted to see teachers' beliefs regarding the role of 'translation bridge' in second/foreign language learning (Luitel, 2017).

Method of study

The data were collected from 3 teachers teaching English in different secondary schools located in the rural places of Pakhribas Municipality – the eastern part of Nepal – where almost all households use Nepali to communicate at home and in the community; and the

students get exposure to English only after going to school. The sample teachers are also the locals of the same locality, having Nepali as L1. They were familiar with the researcher for a long time, so there was a well-established rapport; and, like in the previous study, they were consulted to seek consent for data collection. Accordingly, they were eager to share “a thorough and rich description of the phenomenon” being studied (Vagle, 2018, p. 147). Their (pseudo-names given here) demographic profiles are briefly presented as:

Amrit: a male participant teacher aged 29 with the educational qualification of M. Ed. in English, having 8 years of teaching English in 6th-10th grades

Binay: a male participant teacher aged 33 with the educational qualification of M. A. in English & B. Ed., having 10 years of teaching English in 9-10th grades

Rejina: a female participant teacher aged 37 with the educational qualification of B. Ed. in English, having 12 years of teaching English in 4th-10th grades

In the course of data collection, the participant teachers were interviewed for seeking their views and experiences regarding the use of students’ L1 (Nepali) in the English classes while teaching. In the interview, they were asked to provide specific examples or incidents in the sharing of experiences so far they remembered – and particularly how they justified the use of L1 so far as the strength of its cognitive support is concerned, in the teaching-learning of the various aspects of English language. In addition, they were also asked to give a 4-5 page write up mentioning their experience and views. Unlike in the previous study, their classes were not observed.

Having collected the data employing the techniques just mentioned, the data were analyzed thematically followed by contextual interpretation.

Findings

In the teachers’ depiction of the working conditions in which they are teaching English (in the context of the schools in rural locations), they have stressed the point that the students they are teaching have a very poor level of English language competence. And, in such a condition, even though the teachers were instructed in the teacher preparation courses not to use a language other than English in teaching the English language courses, they were compelled to use L1 (Nepali) – as the students could not grasp the TL unless

translated into L1. As they explain, there seems to be no point in solely using English because the students fail in grasping anything in the L2 in absence of the use of Nepali. In this way, teachers have the tendency of using Nepali together with English while communicating with students in the class. According to their arguments, this has been done for the purpose of facilitating the students' comprehension and thus establishing the cognitive linkage between the content matter being taught and the TL to be developed. In this connection, it would be relevant to see the written statement given by Binay:

Students cannot understand English, so my attempt of using English alone does not make any sense. Then what to do? I tried in the beginning to speak only in English, then students commented [redacted] [We don't understand, sir]. Then I realized that I was making my students confused by using English alone. I saw no meaning of English without using Nepali in teaching. Now I instruct them to use English only when they need to write in exam, and to do the written homework and other class tasks but not for classroom interaction. They can comprehend and interact only through Nepali.

To see the teacher's depiction in these words, we come to know that they are in a position to use L1 mostly because of the poor level of performance of the students in the class – with the hope of making them understand the contents being taught, as a strategy to support them in comprehending the matter to be learned by them in English. In this connection, Amrit admitted (in the interview): “In the class, I myself sometimes insist on saying before them [the students], ‘If you can't say in English, say in Nepali... but you must say, in whatever way’. I should do this because they can't say in English.”

Rejina writes her experience of teaching the students with poor language ability in these words:

We even have a practice 'passing' the students who do not deserve the minimum score to be upgraded. So, mostly I have to face the students who have been upgraded to the upper classes without the minimum base in English. Although I did not want to use Nepali in the beginning, I began using it after a year of my teaching when no student could answer my question in English. As the most important thing is making them understand at any cost, we have to use the translation technique [from English to Nepali] for their comfortable learning.

Thus, these teachers are found working in the classrooms where they face the students who are not in a position to grasp the meaning of the TL (English) expressions. In such circumstances, teachers seem to have a compulsion to use Nepali for facilitation in the students' understanding. Students, on the other hand, are also found happy with the use of L1 in association with L2. As Rejina pointed out: "If I leave the sentences from the textbook untranslated in classroom presentation, they become indifferent and do not care; but when I translate into Nepali, then they become curious and begin to ask questions [in Nepali, though]."

Thus, teachers seem, first and foremost, to have been concerned with the students' understanding; and therefore their use of L1 has been for learning facilitation to the students. As found, their attempt of facilitation is not limited to just one or two element/s or aspect/s of English. Below are described some of the important ones.

1) *The subject matter found in the texts:* Teachers are found, first and foremost, much worried about the content matter given in the textbook. Even if the contents are from the context of Nepal or Nepali society, the students do not understand them unless they are supported by the L1 during the teacher's explanation. In absence of the mediation through Nepali, as the participant teachers believed, their students cannot grasp the content. In such cases, as Rejina opined, "...there is no point to make a start of second language development, since any skill we want to develop in the learner requires a content base." Therefore, teachers are in a position to use Nepali for the purpose of explaining the content. Binay wrote his opinion, in this connection, as:

Making the students understand the content first in Nepali and gradually leading them towards expressing the same thing in English becomes a psycholinguistically more comfortable route for students' English language development. From the content base already grasped through Nepali, they can go ahead with somehow higher level of confidence.

2) *Cultural notions:* Considering the comfort (or discomfort) in teaching the distant cultural (the ones that are not easily demonstrable in the community and those which are incompatible to the local and national socio-cultural context), the teachers express the opinion that it is not possible for them to teach such concepts to the students without depending on explanation through Nepali (the L1). As Amrit writes, "it is more

comfortable for me to clarify many of the Nepali folkloristic notions and mythical stories or characters [occurred in English texts] through Nepali like ***Shravan Kumar*** or ***Budha Subba***, even though I can describe them in English”.

3) *Word-meanings*: In the learning of L2, students mostly feel that word-meaning learning is basically the ‘re-labeling’ of the words already acquired in the native language (Luitel, 2005). And, this idea is particularly applicable in the case of the words having the same meaning being available in the L1 as well as L2. Psycholinguistically, as such, the students feel it more comfortable to learn the vocabulary items through translation – making a demand for using L1 for this purpose. When teachers understand this, they are inclined towards making use of the L1 in vocabulary teaching.

Studying the data, as Amrit points out: “Difficult word-meanings in English must be treated through Nepali; otherwise there is a big disturbance for the students to comprehend anything we teach.” As he reported, he tried to explain the meaning of ‘autocratic’ saying ‘the word is related to a ruler who has absolute power’; or ‘...taking no account of other people's wishes or opinions’. Though the teacher tried his best to explain through the definitions and demonstrated the use of word through context as well, students could not be satisfied. Next day, when he used the term (the word equivalent to ‘autocratic’ in Nepali), then students felt comfort in grasping the meaning – as the Nepali term was already familiar to them. Amrit writes, “Neither a synonym, definition, antonym, or even contextual clarification could satisfy the learners in such problems. There was a feeling of success only after translation....”

In this connection, it would be important to mention the author’s quasi-experimental study undertaken previously (Luitel, 2005) which indicated that translation tasks have been proved more effective than the non-translation tasks in developing the learners’ vocabulary in EFL (English as a foreign language) context.

4) *Grammatical conceptualization & clarification*: As Binay mentions the reality that he experienced:

“....Some of the key concepts of grammar such as the knowledge of first person-second person-third person, subject-object distinction, transitive and intransitive verb, were easier to teach them [the students] with reference to the ideas/concepts that they had already learned while

studying Nepali grammar – before they were introduced with these concepts in English....”

In the case of the Nepali language, there are distinctions including

■ (equivalent to the ‘first person-second person-third person’ distinction in English), ■ (equivalent to ‘Subject-Object’ distinction in English), and ■ (equivalent to ‘transitive verb - intransitive verb’ distinction in English).

Thus, if the students are already taught these distinctions in Nepali before introducing them with the same conceptual distinctions in English, it becomes a facilitation for them to learn the grammatical concepts by linking the English terms with the ideas and terms that they are familiar with the L1. In the interview, the teachers have pointed out that they compare and link with the grammatical notions that the students are familiar with Nepali – which facilitates a lot for the learners in grasping the notions being taught. In the case of difficulty for students in understanding, they are, thus, clarifying the concepts by establishing the cognitive link through the corresponding notions and terms learned in Nepali.

5) *Teaching story and poetry*: Stressing the difficulty faced in the teaching of literary genres including stories and poems, teachers often point out the need for seeking help through L1 in facilitating the students’ comprehension. Rejina has said:

When I feel that students’ are unable to grasp the incidents mentioned in the story, immediately I stop reading the story and.....begin telling them the story in Nepali. Then I have to read the lines in English and again translate them to the students line by line. Students become happier after I do so; and.... I can instruct them to do the question-answer afterwards.

Regarding the teaching of poems also, the teachers have reported their strong belief that excessive use of L1 has been a compulsion for clarifying the meanings of the poetic lines, and particularly for contextual interpretations. In the words of Binay, “There is no use of imposing the meanings of complicated forms of expression like those in the poetic lines, unless the students understand. And, using L1 for clarifying the English poetic lines is mandatory for my students to make them understand.”

In this way, teachers seem to have expressed the reality that their students cannot grasp the literary contents with comfort unless the teacher translates the content into Nepali.

Their expression underlies the assumption that using L1 can ensure the learners' comfortable understanding. Regarding poetry, as it can involve the use of figurative phrases/sentences, the linguistic forms included therein are more complicated than in the case of other genres. In such cases, the learners having poor knowledge in English seem to be helpless in absence of the linkage between the language and the content. Teachers also feel it uncomfortable to explain the poetic lines when students do not understand anything.

Conclusion

In this study, the classrooms that the teachers are working in are full of students already habituated with using Nepali; and naturally, they have the tendency of thinking in L1 – which is, as stressed by de la Fuente & Goldenberg (2020), 'a reality of foreign language classrooms' in general. It is in this particular context that the teachers express the view that the practice of using L1 becomes essential for learning facilitation, when the use of L2 alone cannot serve the purpose of grasping the newly taught contents in the target language (English).

As the findings depict, the students faced by the teachers in teaching English are struggling with serious problems in grasping the contents, and are seeking cognitive support in learning the L2. The teachers, in one way or the other, seem to have been familiar with the learners' problems; and accordingly they have adopted the strategy of establishing the L1-L2 bridge through the cognitive support made possible with the use of L1. In practice, they have employed L2-L1 translation technique for dealing with the students in the class for this purpose. Importantly, this practice was found among the relatively younger generation teachers as well, and in the context where English has less domination in society and educational settings (compared to the situation in our previous field study).

From the study of teachers' responses, it appears that the use of L1 (Nepali) while teaching English (as an L2) has been an obligation in favour of students' learning facilitation; as the students have a poor level of competence in English. This finding clearly supports our previous conclusion. It has, thus, been established that learners' L1 does play the role of 'cognitive bridging' in English language learning when the TL is

taught to the students having a 'poor English base', and when the teacher and the students share a common L1.

Theoretically speaking, the findings of this study are also in congruence with the idea that learner's language (L1 in this case) can work as a 'resource' in the course of their engagement in L2 learning (Ruiz, 1984). Moreover, in this, teachers are also found in favour of the argument that keeping the learners isolated from their L1 essentially deprives them of an important 'cognitive tool' (Swain & Lapkin, 2000) which could be helpful for them towards learning a new language more comfortably.

However, we should be cautious for one important point regarding the role of L1 in L2 learning. Though the L2-L1 translation has been reported as a useful strategy by the teachers, the question yet to be answered is: Does it provide any support for students in developing the productive competence (reflected in speaking and writing skills in particular) in L2 development? Regarding this concern, further explorations are required to bring the empirical realities to the surface.

[The article was reviewed by Prof. Dr. Hem Raj Kafle, Kathmandu University]

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Dimensions of effective teaching

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Abstract

This article explores findings concerning effective teaching. The term 'effective teaching' has been used in this article in a broader sense rather than simply accepting teacher behavior, or what teachers are seen to do in the classroom. It summarizes the vast literature related to effective teaching. This review summarizes effective teaching into five dimensions: supportive learning environment, academic expectations, scaffolding learning, clarity and adoption; and integration of Information and Communication Technology (ICT) in the teaching-learning process.

Keywords: Effective teaching, school education, higher education, scaffolding learning, academic expectation

Introduction

A sound education plays a vital role in the economic development of a nation (Bala & Rani, 2017). Nowadays, almost all countries have given priority to the education sector in their annual plan and policies. Teaching is a profession with the immense responsibility of imparting knowledge and shaping young minds, is at the heart of the education. Education and teaching are like two faces of a same coin (Ahmod & Zhang, 2021). Without teacher's sincere efforts to effective teaching, the outcomes of educational plan are far from the ideal. Thus, more attention is given to the quality of teaching in education in the recent years.

Teaching is regarded as strategy of providing a great deal of opportunities for students to learn with an interactive process as well as an intentional activity. However in teaching, students may not always learn what teacher intends and they may, sometimes also learn notions which teacher did not intend them to learn (Brown & Atkins, 1988). In such a condition, effective instructional strategies and teaching with technology can be panacea.

All the teachers must evaluate their teaching from the side of students to meet the needs of all learners in their classrooms. Teachers are to identify the most successful tactics for their instructional designs by a number of school phenomena, including student development, community changes, and administration changes (Ghafar & Sawalmeh, 2023).

Effective teaching is generally understood as the ability to facilitate learning in a way that maximizes student outcomes—whether in terms of academic achievement, personal growth, or skill acquisition. However, defining and operationalizing "effective teaching" remains a complex and debated topic. Numerous studies have attempted to identify the characteristics, behaviors, or dimensions of teaching that contribute to this effectiveness. Yet, these studies often offer conflicting conclusions. The primary rationales for conducting this analysis are synthesizing the results of multiple studies to draw more generalizable conclusions and attempt on answering the dimensions of effective teaching.

Literature review

A study of extant literature on effectiveness in teaching in both schools and higher education reveals that defining effectiveness is inherently controversial. Evans and Abbott (1998) maintained that there is no consensus about what characterizes effective teaching. Throughout history, there have been several theories propagated by different scholars across the globe which assisted teachers in becoming effective and innovative in their teaching careers. John Dewey is considered as a pioneer scholar who played a bigger role in the education sector (Guttek, 2014). He believed that students are all unique learners, and the teachers should give them the golden opportunity and provide the environment through which they exercise their potential. It is therefore the responsibility of the teacher to have a positive and constructive environment so that students create a positive educative experience for themselves. For effective teaching to occur within an educational setting, Dewey (1938) stressed the sensitivity of the relevant teachers towards learners' needs and their individual differences. Dewey stressed that teachers should be aware that there is nothing like a one-for-all concept of teaching and learning. The process of learning should be decided in accordance with the aptitude, learners' former experiences, and their present experiences. Teachers should identify students' interests,

observe the directions they naturally take, and then assist them to develop problem-solving skills.

Generally speaking, effective teaching is systematic, stimulating, and caring (McKeachie and Kulik 1975; P. A.Cohen 1981; Marsh 1982). Obviously, the emphasis on these factors varies between lecturers and subjects and each of these factors is complex and, in practice, challenging.

Centra (1993), defines effective teaching as “that which produces beneficial and purposeful student learning through the use of appropriate procedures”.

Braskamp and Ory (1994) include teaching and learning in their definition, defining effective teaching as the “creation of situations in which appropriate learning occurs, shaping those situations is what successful teachers have learned to do effectively”.

Characteristics of effective teachers

- Effective teachers are clear about instructional goals.
- Are knowledgeable about curriculum content and the strategies for teaching it.
- Communicate to their students what is expected of them and why.
- Make expert use of existing instructional material in order to devote more time to practices that enrich and clarify the content.
- Motivate students and nurture their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect.
- Are knowledgeable about their students, adapting instruction to their needs and anticipating misconceptions in their existing knowledge.
- Cultivate cross cultural understanding and value of diversity.
- Monitor student understanding by offering regular appropriate feedback.
- Provide students equitable access to technology, space, tools and time.
- Use multiple methods to systematically gather data about student understanding and ability.
- Provide meaningful learning opportunities for students.
- Scaffold instruction to help students reason and develop problem solving strategies.
- Integrate their instruction with other subject areas.
- Use techniques that best serve the learning needs of their students.

Young and Shaw (1999) propose six major dimensions of effective teaching: value of the subject, motivating students; a comfortable learning atmosphere; organization of the subject; effective communication; and concern for student learning.

Hativa, Barak and Simhi (2001) propose four dimensions of teaching effectiveness interest, clarity, organization and a positive classroom climate.

As Campbell et al (2004) point out, most studies in teacher effectiveness take achievement against standardized tests as the benchmark for an outcome measure, with the implication that these tests stand “as a proxy for other kinds of learning” (p. 457). In a contemporary context, these other kinds of learning may be defined as:

- becoming an independent learner,
- developing meta-cognitive skills,
- solving problems,
- acting on feedback,
- assessing one’s strengths and weaknesses,
- acquiring generic study skills, e.g. communicating effectively, making effective use of technology to promote one’s own learning,
- working effectively with others and,
- efficient time-management (Allan & Clarke, 2007).

In 2010, the Washington State Legislature passed E2SSB 6696, a broad education reform bill that included a teacher evaluation model. Teacher Evaluation Model (TEM) is a comprehensive framework designed to assess and support the effectiveness of teachers in the state. It is grounded in the principle that effective teaching practices are integral to student learning and achievement. The Washington State Teacher Evaluation Model has following eight criteria:

Criterion 1: Centering instruction on high expectations for student achievement.

Criterion 2: Instruction: Demonstrating effective teaching practices.

Criterion 3: Differentiation: Recognizing individual students’ learning needs and develop address those needs.

Criterion 4: Content knowledge: Providing clear and intentional focus on subject matter, content and curriculum.

- Criterion 5: Fostering and managing a safe, positive learning environment
- Criterion 6: Assessment: Using multiple student data elements to modify instruction and improve student learning.
- Criterion 7: Communicating and collaborating with parents and school community.
- Criterion 8: Professional practice: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

According to Hattie (2012) there are five highly effective teaching practices that have the greatest impact on student learning, which are teacher clarity, classroom discussion, feedback, formative assessment, and the teaching of metacognitive strategies. Hattie defines these five teaching practices as follows:

Teacher clarity: When beginning a new unit of study or project with students, the teacher clarifies its purpose and learning goals and provides explicit criteria on how students can be successful. In addition, the teacher presents models or examples so the students can see what the end product looks like.

Classroom discussion: The teacher frequently steps “of stage” to facilitate whole-group discussions that allow students to learn from each other. By observing these whole-group discussions, the teacher can also formatively assess how well students are grasping new content and concepts.

Feedback: The teacher provides ongoing, consistent feedback, which allows students to gauge their relationship to what they are learning. Without feedback, both written and verbal, individual students cannot monitor their own progress. By sharing feedback with the entire class, the teacher can point out patterns in the students’ collective understanding while also observing further areas of need. Similarly, students can share feedback about their perceptions of their own growth and areas of need so the teacher can make incremental adjustments to the learning process, materials, and instructional practice.

Formative assessment: To provide students with effective and accurate feedback, teachers must assess their learning frequently and routinely, determining specifically where students are in relation to the unit of study’s learning goals or end product (summative assessment). Hattie found optimal value when teachers spent equal amounts of time on formative evaluation and summative assessment.

Metacognitive strategies: The teacher provides students with how to plan and organize themselves, how to monitor and direct their own work, and how to engage in self-reflection through the learning process. When teachers provide students with time and space to be aware of their own knowledge and their own thinking, student ownership in the learning outcomes increases.

As the world is undergoing rapid changes, there have been several research contributions and innovations in the field of education, especially in regard to effective teaching practices. Similarly, the advent of technology has brought significant transformations across the globe. As in different sectors of the countries, the education sector has also experienced a tremendous pedagogical paradigm shift due to the adoption and integration of Information and Communication Technology (ICT) in the teaching-learning process. As such, to be an effective teacher in this modern age, there must be competency in the operation of ICT-based tools so that teaching and learning can happen with ease.

(Harbour et al, 2015) Jan & Jrf (2017) conducted research on the qualities of effective teachers. They reported that effective teachers adopt learner-centered approaches in the classroom, learn new technologies and integrate them into the teaching process and use collaborative learning strategies.

Mokhets & Pallai (2022) pointed that highly effective teachers in the 21st century have; the ability to integrate technology in the teaching-learning process, incorporation of a learner centered approach, acknowledgement of individual differences and creation of a positive learning environment.

Similar argument was raised by Kurata, Mokhets'engoane, & Selialia (2022) that in the 21st century, learners must be given the opportunity to discover new ideas for themselves. For that reason, if students are deprived of the opportunity to engage and participate in their own learning, then it is arduous for them to understand and become interested in the teaching – learning process. As such, teachers are encouraged to acquaint themselves with new skills to meet the needs and interests of the 21st century learners.

There is much debate within the higher education community on how teaching or teaching effectiveness may be defined (Braskamp, and Ory; 1994). For instance, Centra (1993), defines effective teaching as “that which produces beneficial and purposeful

student learning through the use of appropriate procedures” (p. 42). Braskamp and Ory, (1994, p. 40) include both teaching and learning in their definition, defining effective teaching as the “creation of situations in which appropriate learning occurs; shaping those situations is what successful teachers have learned to do effectively.”

Although Patrick and Smart (1998) claim that there appears to be little agreement on the nature and number of dimensions that represent teaching effectiveness. Over the past 30 years, a remarkable portrait of an effective teacher from teachers’ perspectives has emerged from a range of research studies. The summary of these dimensions is based on the work of Marsh, 1987; Swartz et al, 1990; Entwistle & Tait 1998; Ramsden, 1991.

1. A supportive learning environment

A supportive learning environment is one where students feel safe, valued, and engaged, respect is seen between students and teachers and among students in their educational journey. Such environment fosters collaboration, creativity, and critical thinking, ultimately enhancing the learning experience. Here are some key components that contribute to a supportive learning environment:

a. Emotional safety

Trust and respect: Students should feel respected by their peers and educators.

Building trust allows for open communication and encourages students to express themselves without fear of ridicule.

Encouragement: Positive reinforcement and constructive feedback help students develop confidence in their abilities.

b. Inclusive practices

Diversity and equity: Recognizing and valuing diverse backgrounds, experiences, and perspectives is essential. This includes adapting teaching methods to meet varied learning styles and needs.

Accessibility: Ensuring that all students have equal access to resources, materials, and opportunities for participation.

c. Engaging curriculum

Relevance: Connecting learning material to students' lives and interests makes education more meaningful.

Active learning: Incorporating hands-on activities, group projects, and discussions encourages participation and deeper understanding.

d. Collaborative learning

Group work: Encouraging collaboration among students fosters teamwork skills and allows them to learn from one another.

Peer support: Establishing a culture where students help and support each other can enhance social skills and build a sense of community.

e. Effective communication

Open dialogue: Regular communication between students and educators promotes feedback and discussion of ideas, challenges, and successes.

Active listening: Encouraging active listening among students and teachers helps to validate each person's contributions.

f. Development of life skills

Critical thinking: Teaching students how to analyze and solve problems prepares them for real-world challenges.

Social-emotional learning (SEL): Integrating SEL helps students manage emotions, set goals, show empathy, and make responsible decisions.

g. Consistent support

Mentorship: Providing mentorship opportunities can guide students and offer additional support as they navigate their educational paths.

Resources: Access to counseling, tutoring, and extracurricular activities can enhance student well-being and academic success.

h. Positive classroom environment

Physical space: A well-organized and inviting classroom can make a significant difference in how students feel about learning.

Classroom management: Implementing clear expectations and routines helps create a structured environment conducive to learning.

Creating a supportive learning environment requires continuous effort and commitment from educators, students, and the broader educational institutions community. By prioritizing emotional safety, inclusivity, engagement, and

collaboration, educational institutions can foster a space where all students can thrive and reach their full potential.

2. Academic Expectations

Academic expectations refer to the standards and benchmarks that students, educators, and institutions set for learning, performance, and behavior in an educational context. Here are some key components of academic expectations:

- a. **Academic performance** Students are typically expected to achieve a certain level of proficiency in their subjects. This might include maintaining a specific GPA, completing assignments on time, and preparing for exams.
- b. **Attendance and participation** Regular attendance and active participation in classes, discussions, and group activities are often expected. This promotes engagement and supports collaborative learning.
- c. **Critical thinking and problem solving** Students are encouraged to develop critical thinking skills, analyze information, and solve problems creatively and effectively.
- d. **Respect and integrity** Academic environments generally promote respect for peers, educators, and the learning process. Academic integrity, including honesty in submitting work and avoiding plagiarism, is a cornerstone of academic expectations.
- e. **Collaboration and communication** Group work and effective communication are often emphasized. Students are expected to collaborate with their peers, share ideas, and contribute to group objectives.
- f. **Self-directed learning** Students are encouraged to take initiative in their learning, seek out resources, and manage their time effectively to balance academic and personal responsibilities.
- g. **Feedback and improvement** Students should be open to receiving feedback from instructors and peers and be willing to use that feedback to improve their skills and understanding.
- h. **Preparation for future endeavors** Academic expectations often include preparing students for further education or careers, equipping them with the knowledge and skills necessary to succeed in their future pursuits.

i. **Diversity and inclusion** Educational institutions may emphasize the importance of understanding and respecting diverse perspectives and backgrounds, fostering an inclusive environment.

j. **Lifelong learning** There is an expectation that students will develop a love for learning that extends beyond formal education, encouraging them to pursue knowledge and skills throughout their lives.

These expectations vary by educational level (elementary, secondary, higher education) and institution, but they collectively aim to create a productive and meaningful learning environment.

3. Scaffolding learning

Scaffolding learning is an instructional technique that involves providing temporary support to students as they develop new skills or concepts. It helps students to fill the gap between what they know and what they need to know. The idea is to break down complex tasks into manageable parts, allowing learners to build on their existing knowledge and gradually gain independence in their learning process. This approach is rooted in constructivist theories of education, particularly those of Lev Vygotsky, who emphasized the importance of social interaction and guided learning. Here are some key components that contribute to a scaffolding learning:

a. **Supportive environment** Create a safe and supportive atmosphere where students feel comfortable taking risks and making mistakes.

b. **Gradual Release of responsibility** Start with high levels of support and gradually reduce it as learners become more confident and capable. This can follow a model like "I do, we do, you do," where the teacher models a task, then guides the students as they practice together, and finally allows them to work independently.

c. **Chunking information** Break down complex information or tasks into smaller, more manageable parts. This makes it easier for students to process and understand the material.

d. **Use of tools and resources** Provide access to tools, resources, and technologies that can aid in the learning process. This might include graphic organizers, educational software, or collaborative platforms.

- e. **Interactive learning** Encourage collaboration and discussion among students. Working together can help them articulate their understanding and learn from each other.
- f. **Feedback and assessment** Provide ongoing feedback to help students understand their progress and areas for improvement. Formative assessments can help gauge student understanding and inform instructional adjustments.
- g. **Metacognitive strategies** Teach students to reflect on their own learning processes. Help them develop strategies for planning, monitoring, and evaluating their own understanding and performance.

4. Clarity

Clarity refers to the quality of being clear, easily understood, and free from ambiguity in instructional practice. It can apply to various contexts. Here are some key components that contribute to clarity:

- a. **Communication** Clear communication involves expressing thoughts and ideas in a way that the audience can easily comprehend. This includes using simple language, structured arguments, and avoiding jargon.
- b. **Clarity of examples** Provide opportunities for practice and feedback, and gradually release instructional support. Include illustrative examples and non-examples to contrast.
- c. **Visuals** In design, clarity means that visual elements are presented in a way that is easy to interpret. This includes the use of appropriate colors, fonts, and layouts that guide the viewer's understanding.
- d. **Goals and objectives** Clarity in goals involves having well-defined, specific, and measurable objectives that provide direction and focus.
- e. **Clarity of assessment** Regularly assess student work and receive feedback to adjust teaching strategies and ensure students are on track.
- f. **Thought processes** Clarity in thinking involves organizing thoughts logically, leading to well-reasoned conclusions and decisions.
- g. **Emotional clarity** This refers to the ability to understand and articulate one's feelings, which can lead to better decision-making and interpersonal relationships.

Improving clarity in any area often involves simplifying complex ideas, being concise, and ensuring that the intended message is conveyed effectively.

3. Statement of the Problem

Effective teaching is widely recognized as a critical factor in enhancing student learning outcomes, but its nature is multifaceted and complex, encompassing various dimensions such as instructional strategies, teacher-student interactions, classroom management, and assessment methods. Despite the substantial body of research on teaching effectiveness, there is a lack of consensus on the key dimensions that constitute effective teaching and how these dimensions interact to produce optimal educational results. Moreover, existing studies often focus on isolated aspects of teaching or are limited to specific educational contexts, making it challenging to develop a comprehensive understanding of what makes teaching truly effective across diverse settings and disciplines. This meta-analysis seeks to answer these gaps by synthesizing the findings from multiple studies on “What are the most commonly identified dimensions of effective teaching?”

4. Objectives of the study

Objectives of the present study are as follows:

- To synthesize the findings from multiple studies on the dimensions of effective teaching.
- To find out the key dimensions of effective teaching.
- To generate evidence-based insights that can inform best practices in teaching.

5. Methods

This study offered a way to broaden the search, examining all available studies at once, and reviewed these articles to synthesize the findings from multiple studies on the dimensions of effective teaching, defines the key dimensions of effective teaching and generates evidence-based insights that can inform best practices in teaching

6. Discussion and findings

This study has synthesized data from multiple empirical studies examining the dimensions of effective teaching across various educational settings. In total 26 articles and books of studies were included in the final analysis, covering diverse

contexts from school to higher education. The findings revealed regarding the dimensions of effective teaching are as following

1. A supportive learning environment

A supportive learning environment is one where students feel safe, valued, and engaged; respect is seen between students and teachers and among students in their educational journey. Such environment foster collaboration, creativity, and critical thinking, ultimately enhancing the learning experience. Here are some key components that contribute to a supportive learning environment:

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- i. **Diversity and inclusion** Educational institutions may emphasize the importance of understanding and respecting diverse perspectives and backgrounds, fostering an inclusive environment.
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- g. **Emotional clarity** This refers to the ability to understand and articulate one's feelings, which can lead to better decision-making and interpersonal relationships. Improving clarity in any area often involves simplifying complex ideas, being concise, and ensuring that the intended message is conveyed effectively.

5. Adoption and integration of Information and Communication Technology (ICT) in teaching-learning process

The adoption and integration of Information and Communication Technology (ICT) in teaching-learning process is a transformative approach that reshapes education by

leveraging digital tools to enhance the effectiveness and accessibility of learning. The integration of ICT offers a range of benefits that positively impact both teachers and learners:

a. Enhanced Learning Experiences

Interactive Learning ICT enables interactive, engaging content through videos, simulations, animations, and gamified learning experiences.

Personalized Learning Technology can adapt to individual learning paces, providing personalized pathways for students through educational software.

Access to Global Resources Students have access to a vast amount of information, resources, and research through the internet, broadening their knowledge base.

b. Improved Collaboration and Communication

Collaboration Tools Tools like Google Docs, shared drives, and forums facilitate collaborative projects and peer-to-peer learning.

Global Connectivity ICT allows students and teachers to connect with peers, experts, and educational institutions worldwide, fostering global collaboration and exchange of ideas.

c. Increased Engagement

Student engagement Interactive whiteboards, quizzes, and multimedia presentations capture students' attention, making learning more dynamic and engaging.

Gamification Many educational apps incorporate gaming elements to motivate students and improve retention.

d. Efficient Administration

ICT streamlines administrative tasks such as grading, scheduling, attendance tracking, and communication between teachers, students, and parents.

Conclusion

On the basis of above literature, it can be concluded that concept of effective teaching is inherently controversial and not wholly consistent. Generally speaking, effective teaching is systematic, stimulating, and caring. Although there is little agreement on five broad

dimensions that represent effective teaching, these broad dimensions include supportive learning environment, academic expectation, scaffolding learning, clarity and adoption and integration of Information and Communication Technology (ICT) in the teaching-learning process. The first is supportive learning environment, a concept which embraces provision of intellectual excitement, enthusiasm and a stimulating & creative environment, high degree of subject knowledge in teacher, respect for, and interest in, students, climate of approachability, provision of a motivating environment, and recognition of student diversity. The second dimension is academic expectations. This concept embraces high level of expected output, expected outcomes expressed directly in academic terms— explaining to students what they are to learn and why, clarity in standards and assessment criteria, appropriate workload and level of difficulty, development of critical thought. The third dimension is scaffolding learning. This concept embraces varied ways to teach content, anticipation of misconceptions in students' existing knowledge, appropriate pace for the group being taught, high level of engagement, excellent management of student behavior, systematic, well organized and well-structured sessions, students work collaboratively with both their peers and their teachers, effective and timely feedback, encouragement of independent learning, encouragement of active learning, effective & sympathetic guidance. The fourth dimension is clarity. It means teachers must have strong, unambiguous presentation skills high quality explanation and fifth dimension is adaptation and integration of ICT in teaching learning process.

[The article was reviewed by Dr. Chandra Prasad Luitel, Freelance Researcher]

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Foreign direct investment and it's prospects in Nepal

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Abstract

This article delves into the landscape of Foreign Direct Investment (FDI) in Nepal, examining its historical development, sectoral trends, and the legal framework governing foreign investments. It highlights the key sectors that have attracted substantial FDI, such as hydropower, tourism, agriculture, and information technology, while also addressing the challenges that have impeded growth, including regulatory hurdles and infrastructural limitations. Additionally, the article explores Nepal's efforts to reform policies and create a more favorable investment climate, positioning the country as an attractive destination for foreign investors. The research further outlines the potential economic and social benefits of FDI in promoting sustainable development and inclusive growth, while analyzing the opportunities available considering the nation's untapped resources and strategic geographical location. Ultimately, the article aims to provide a comprehensive understanding of how FDI can contribute to Nepal's long-term economic prosperity and its integration into the global economy.

Keywords: Investment, substantian, regulatory hurdles, sustainable development, integration, cost

Introduction

FDI holds an important place in the economic development of developing countries like Nepal, as it provides capital, technology, and management skills that are pivotal to any country's industrialization and its integration into the rest of the world. Due to its geographic location, Nepal has a huge potential for attracting FDI; however, there have been many economic, political, and legal challenges faced by the country which show obstacles to its growth. This article undertakes an in-depth analysis of the current state of FDI in Nepal, focusing on key sectors, historical developments, and governing legal frameworks. Foreign Direct Investment (FDI) represents a catalyst for economic growth. It forms a source of capital formation. Similarly, it induces a spillover of technology,

supports human capital formation, and enhances international trade integration. In addition to it, it creates a competitive environment and enterprise development. FDI also seeks strategic assets in a local economy - brands, new technology, or distribution channels. For the least developing country (LDC) such as Nepal with a huge saving-investment gap; a limited, albeit is growing, and legal infrastructure is doing business since the 1980s to attract FDI. Despite its great importance to the Nepalese economy, FDI inflow is very low.

Adhikari (2013) presents a seminal analysis of Nepal's FDI experience, highlighting various impediments in both structure and policy to maximize its potential. Nepal Rastra Bank's Survey Report on Foreign Direct Investment in Nepal (2018) assessed the operational status of FDI industries and ascertained regulatory and infrastructural gaps that act as a barrier to FDI inflows. Updates included from the NRB's Survey Report on Foreign Direct Investment in Nepal, 2023, show that the FDI commitments have raised to as high as NPR 61.78 billion in the fiscal year 2023/24 but also underlines the fact that the gap between commitment and actualized investment continues.

Legal systems are discussed in Dr. Hari Sharan Chauhan's work on procedural complications of the legal system in Nepal, mainly concerning the Foreign Investment and Technology Transfer Act enacted in 1992 and amended in 2019. Prem Raj Panta elaborates on FDI's global concept in his work Business Environment in Nepal but discusses those underdeveloped areas that need more refinement in the legal aspects. The second main area of discussion is sectoral development wherein the main emphasis is given to the hydropower sector. First conceptualized in the 1990s and then reinitiated in 2018, the Arun III project is among the biggest FDI-driven hydropower projects in Nepal, attracting investment from India's SJVN Limited. The Upper Tamakoshi Hydropower Project has played an important role in boosting energy infrastructure in Nepal. Recent investments in the IT sector include data centers and software development hubs that endorse the growing importance of Nepal as a premier outsourcing destination supported by its technology-versed workforce. In addition, FDI has spurred agriculture to move toward high-value organic production for export markets.

The works of Gautam (2024), Lamsal (2024), and Balami et al. (2024) also underline, about the investment climate, that political stability, infrastructural improvements, and legal simplifications are essential. Different reports of Nepal Rastra Bank across the years have indicated the gaps in policy implementation and realization of FDI commitments.

Historical Development of FDI in Nepal

Over time, FDI policies in Nepal have been gradually oriented toward incorporating reform measures that allow for greater transparency and reduction of procedural difficulties. The Foreign Investment and Technology Transfer Act of 1992, was a milestone that allowed foreign ownership of up to 100% in most sectors and prepared the ground for FDI to enter Nepal. Subsequent revisions, such as FITTA 2019, incorporated provisions for digitalizing processes and smoothing approval systems in order to resolve procedural complexities. Policy gaps and infrastructural limitations are still noted as major bottlenecks to fully realizing FDI potential, according to the Nepal Rastra Bank's Survey Report on Foreign Direct Investment in Nepal, 2018.

Hydropower investments, such as Arun III and Upper Tamakoshi re-initiated in 2018 by India's SJVN Limited play a significant role in fostering energy exports and regional partnerships with not only India but also China. These projects illustrate the strategic importance of the Nepalese hydropower resource, which continues to be a hotspot for foreign investment. Besides, other relatively new sectors are IT and agribusiness, which have also diversified the FDI portfolio of Nepal. Facilitated by a skilled young workforce, the IT industry attracts business process outsourcing and digital service investments, as recent studies like Gautam (2024) and Lamsal (2024) have pinpointed.

FDI in Nepal gained momentum from the liberal economic reforms initiated in the 1980s, with the 1992 Industrial Policy being another landmark. Initial investments were concentrated in manufacturing, tourism, and hydropower. However, there was political instability, particularly during the political turmoil between 1996 and 2006, which discouraged possible investors. Since the end of the insurgency, the Government of Nepal has been working toward the creation of an enabling environment for FDI, striving for economic growth based on industrial development, employment generation, and poverty

reduction. These include initiatives such as the 2018 Industry Policy aimed at enhancing the industrial environment, productivity growth, and export-oriented industries.

Despite these efforts, Nepal's share in global FDI remained negligible at only 0.01% of the market, according to the World Investment Report 2017. FDI inflows peaked in 2015 but contracted by 2016, reflecting broader global trends of declining FDI flows. In 2017, FDI inflows modestly increased by 24% to \$161 million, largely on the back of Chinese and Indian investors. These investments were very important for main sectors such as manufacturing, hydropower, and construction.

FDI received a serious jolt in 2020 from the COVID-19 pandemic, and this was further underscored by the cancellation of the "Visit Nepal 2020" campaign. However, recent recovery efforts have rejuvenated interests in hydropower, IT, and digital services.

Hydropower projects such as Arun III and Upper Tamakoshi continued to attract foreign investments, while recent traction in the IT sector has been given a boost because of competitive labor costs for the industry in Nepal. Tourism also began to recover, and construction projects, including airports and highways, continued apace, largely due to Chinese and Indian investments.

Recent statistics, such as that from the Nepal Rastra Bank's Survey Report on Foreign Direct Investment in Nepal, 2023, indicate that FDI continued to grow while marking China as the largest investor in hydropower and manufacturing, surpassing India. The report for FY 2022/23 showed commitments reached up to NPR 61.78 billion, pointing toward an increase in investors' confidence. However, major issues such as political instability, bureaucratic inefficiencies, and underdeveloped infrastructure persist. The country needs significant and continuous reforms, in conjunction with good governance, to persuade further foreign investment, as indicated by Adhikari (2013).

Although FDI inflows have stabilized, addressing deficiencies in infrastructure and policy will be pivotal to Nepal's momentum in 2023. Hydropower, agricultural investments, and digital infrastructure remain the major drivers of growth, but continued reforms and a long-term stance on investment climate improvement are vital for attracting and retaining FDI in the future.

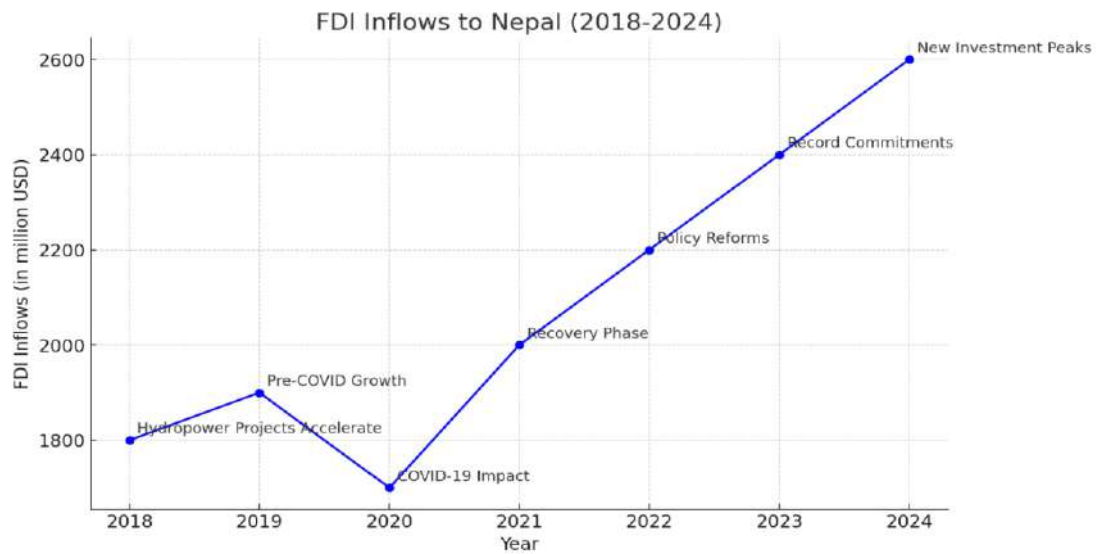


Fig. 1

Process of Foreign Direct Investment in Nepal

The Foreign Investment and Technology Transfer Act (FITTA), first introduced in 1992 and revised in 2019, has been instrumental in simplifying Nepal's FDI process. Major provisions under FITTA include allowance for 100% foreign ownership in specific sectors, besides a guarantee for streamlined investment processes. Recent reforms in FITTA have brought digital platforms developed by the DOI and NIB to make the processes more accessible for international investors. Approvals have further been expedited with the adaptation of single-window clearance systems that reduce procedural delays and provide for a smoother experience for investors. However, procedural inefficiencies at the inter-agency level, coupled with frequent policy inconsistencies, remain deterrents to long-term investments, aptly reflected in the analysis of Nepal's procedural gaps by Dr. Hari Sharan Chauhan.

The FDI process in Nepal starts with the identification of sectors open for foreign investment as provided under FITTA. Therefore, a potential investor must submit an application either to the DOI or the NIB, depending on the proposed investment's scale, supported with a comprehensive business plan, projected financial statements, and other related documents. For example, big-scale investments like hydropower are scrutinized at the NIB, while small-scale investments are dealt with at the DOI level. Upon approval, it

shall be required for the investor to obtain sectoral clearances, to register at the Company Registrar's Office, and to obtain tax identification numbers. Likewise, arrangements regarding equity participation by the Nepal Rastra Bank and repatriation of profit should be obeyed.

Although the process is de facto transparent and well-defined, there are still bureaucratic obstacles, according to the Nepal Rastra Bank's Survey Report on Foreign Direct Investment in Nepal 2018. Investors were frustrated by delays in inter-agency coordination, inconsistencies in the way policy was carried out, and requirements for more documentation. This delayed the process and escalated costs. For example, the need to submit the same document time and again to different agencies, and the lack of a single system for approving their applications, point toward further procedural integration. In the recent period, Nepal has introduced major revisions to improve its FDI procedure. For example, the so-called "Ordinance Amending Some Nepal Acts Related to Investment Facilitation, 2081," promulgated in April 2024, updated eight acts that aimed at sundry improvements of the investment procedures by means of creating a more favorable business environment. Further, another point of innovation regarding foreign investments is that such investments would normally be allowed under an automatic route for foreign investment approvals up to NPR 500 million, approximately USD 37.6 million. The reform got rid of the requirement for previous approvals for small-scale investments, a fact that significantly accelerated the process and cut bureaucratic obstacles.

Moreover, the Nepal Investment Summit has been able to show that projects and other opportunities can be represented along with confirmation of the commitments taken by the government to bring an investor-friendly environment into place. The government presented its development strategy pertaining to the upgrade of infrastructure, renewable energy, digital services, and agribusiness. These, together with ongoing digitalization and policy reforms, reflect the commitment of Nepal toward creating investor confidence and attracting foreign capital.

But notwithstanding such progress, a lot of hurdles persist. According to recent reports by Nepal Rastra Bank, inconsistencies in policy implementations and infrastructural

underdevelopment keep long-term investments at bay. Simplification of processes, coordination between agencies, and stability in policies would, therefore, be imperative on a constant basis if Nepal has to derive full advantage from its strategic location and resources and make use of its potential for securing unabated inflows of FDI.

FDI in Nepal largely initiates with the identification of the sectors open for foreign investment governed by FITTA. When the opportunity is identified by the potential investors, an application must be forwarded either to the DOI or the NIB, depending on the size of the investment. The application shall be supported by a comprehensive business plan, projected financials, and other documents as may be applicable. The investors have to obtain necessary licenses, inter alia, from the Office of Company Registrar; tax identification numbers; and sectoral clearances wherever applicable after review and approval. Besides, concerned laws relating to equity participation and repatriation of the generated profits through the Nepal Rastra Bank by foreign investors also have to be complied with. Although this multi-stage process is a bit complex but rather transparent, it nevertheless includes some bureaucratic obstacles. On the other hand, recent reforms have been directed at making the process easier and at making more investments friendly.

Sectoral Investment of FDI in Nepal

Nepal's sectoral investments are becoming increasingly diverse. Hydropower remains dominant, with Arun III and other large-scale projects symbolizing international confidence in Nepal's energy sector. IT and digital services have surged as key investment areas, with data centers, software development hubs, and business process outsourcing (BPO) services gaining traction. Agricultural FDI has shifted towards high-value organic production, catering to niche markets internationally. Moreover, eco-tourism projects, including luxury resorts and green energy initiatives, highlight Nepal's ability to align its development goals with sustainable investment trends.

Nepal has seen remarkable FDI growth across various sectors, which, in turn, has contributed to the country's economic growth. Hydro projects such as Arun III by India's SJVN Ltd at 900 MW and Upper Trishuli 1 at 216 MW by IFC, ADB, and Korea's KOSEP would represent the hydropower sector, which has a potential of 83,000 MW to

boost the country's exports to India. Similarly, the transport sector has been attracting investments as well. Afcons Infrastructure, an Indian company, was constructing Kathmandu-Tarai Fast Track, while Chinese contractors and the ADB are constructing Gautam Buddha and Pokhara International Airports. These investments are bound to improve connectivity and lay the foundation for tourism growth. Agriculture remains the backbone of the Nepalese economy, contributing 29.4% to its GDP. Foreign investors are now eyeing high-value organic products and agro-processing, with Indian companies leading the pack in herbal products, while Japanese agribusinesses, through JICA, and Indian ones move into organic farming and floriculture.

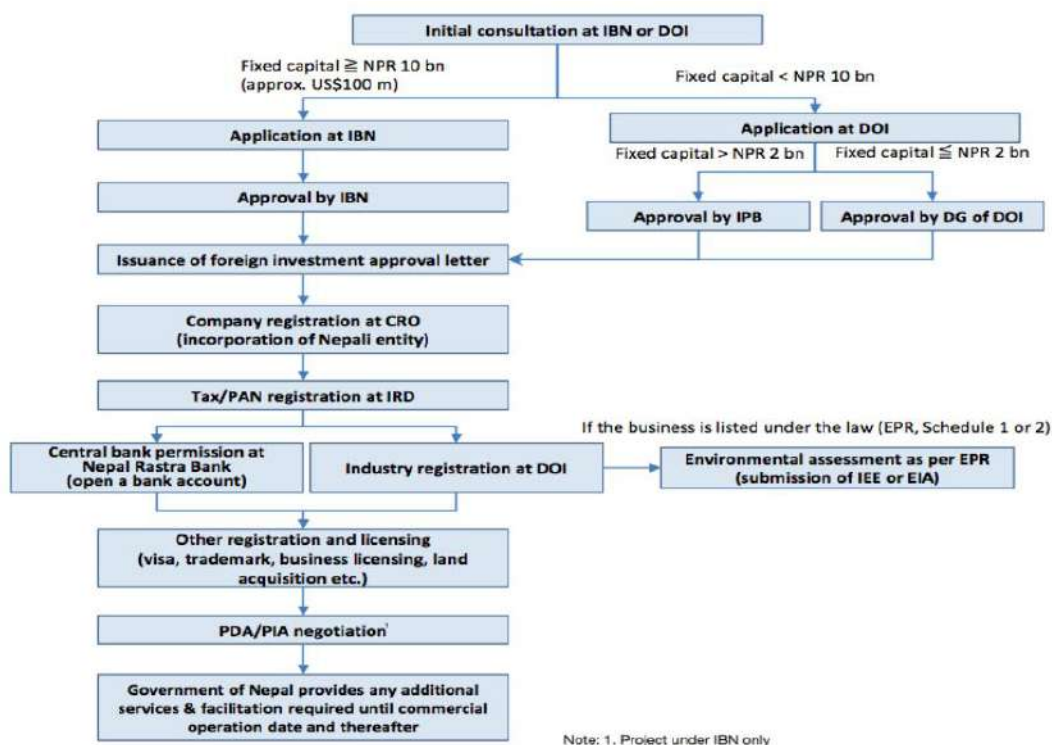


Fig.2

International investments have upgraded infrastructure and services, boosting tourism in Nepal. Marriott International of the USA opened its first luxury hotel in Kathmandu in 2019. Besides this, the Chinese government is funding the construction of the Kerung-Kathmandu-Pokhara-Lumbini railway, improving tourism to Lumbini, the birthplace of Lord Buddha. Foreign investment in hotels, resorts, and adventure tourism is on the rise,

especially from China, India, and the USA. Similarly, the ICT sector has also grown rapidly driven principally by foreign players, namely Huawei of China for BPO service development and smart city projects, and Ncell from Malaysia's Axiata Group. Japan, South Korea, and the USA invest further in IT infrastructures like data centers and technology parks.

This poorly developed mining and minerals sector has its plight, yet it is gaining foreign interest as the Nigeria-based Dangote Group is involved in limestone quarrying, and Australian, Chinese, and Canadian firms explore the opportunities in gold, copper, and gemstones. The financial services sectors have received investments from Indian banks and global financial institutions. For instance, SBI is the majority owner of Nepal SBI Bank. Similarly, Standard Chartered Bank Nepal is backed by Standard Chartered Group of the UK, while investors from the US and Europe have shown interest in fintech and digital banking. Besides, some foreign universities and investors have shown their interest in partnership composition within the education sector. For example, Kathmandu University has collaborations with various institutions in Japan, Australia, and Europe. The Indian universities too look for collaboration and the technical institutes, like the Lincoln International Academy attract investors from Malaysia and Singapore. The health sector too has benefited from the foreign investment mainly in developing the hospital facilities. For example, Norvic International Hospital is jointly operated with the India's Apollo Group; the Grande International Hospital has attracted investments from USA and Japan; and the Indian investors too set up plants for pharmaceutical products to meet the local demand.

The real estate and housing sector is blooming, with investment in both affordable and luxury housing projects by investors from the UK, India, and China. Shopping malls and office space commercial development draws in investment from South Korea and the UAE to help spur urban development. In the same way, the manufacturing sectors in Nepal have also been dominated by foreign firms like the Indian company Dabur and the UK company Unilever in the production of herbal and consumer goods. Textile factories are lured by investments from China, Bangladesh, and India, especially with favorable

trade agreements with the USA and Europe, while Germany and Japan are considering pharmaceutical and electronic plants.

Beyond hydropower, other renewable energy projects are taking an upward trajectory: solar and wind among them. ADB, Japan, and Germany finance rural solar installations; Spain and the World Bank consider wind energy, at least in terms of further diversification of Nepal's energy mix. Tourism infrastructure also tends to concentrate on major projects like Chandragiri Hills cable car, which Indian investors have invested in, and trekking trails and resorts in both Pokhara and Mustang in which Chinese and Malaysian firms have invested in. These will add to the tourist experience of people visiting the country. Similarly, media and entertainment industry are growing. Bollywood and American companies have invested in Nepal's movie business. Other foreign television channels like Zee TV and Sony Entertainment have come into the market, increasing demand for digital and broadcast content. Other upcoming sectors are biotechnology, where companies from Japan and India have invested in agri-biotech and bio-pharmaceuticals. The biodiversity in Nepal creates other areas of R&D, as well as foreign firms that are partnering with local universities to improve agricultural enhancements and health-related innovations. Conclusively, the diversified Nepalese economy opens up brighter avenues in the energy sector, transport, ICT, health, agriculture, and tourism, among others, for foreign direct investment. Countries such as India, China, Japan, and the USA are leading from the front in determining the future economic model of Nepal with their investments across these key sectors.

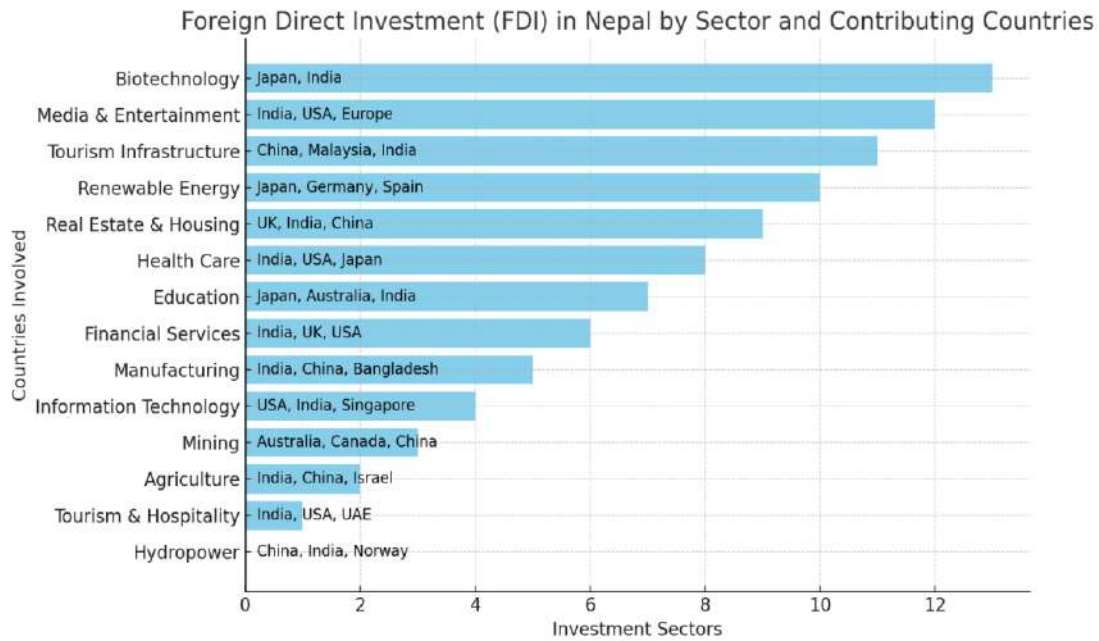


Fig. 3

Challenges and Leverage Investment

There are several issues in Nepal that seriously hinder its capability to attract and retain FDI, broadly classified under four categories: political and administrative inadequacy, legal and policy-related matters, infrastructure constraints, and resource-related issues. First of all, the major issue to deal with in the country is political instability. About 90% of the respondents reported this as a major impediment to investment in an enterprise survey of 2009. Instability prevails, causing problems in governance and delays in the decision-making process. Then there is bureaucratic inefficiency that compounds the problem, with long and circuitous approval procedures inflating project costs and frustrating investors. For example, the time required for registration under the Industrial Enterprise Act-21 is considered far too long by many. Besides, anomalies in documentation have harassed the process of investment: investors have to submit the same documents many times, and often translation and notarization are required, which further delays the process.

Legal and institutional challenges also rank high. There are partial and conflicting laws, and lack of coordination among different government agencies acts as a disincentive to

invest. The incentives provided under the Foreign Investment and Technology Transfer Act are easily nullified by other tax laws. This leads to the visa issuance problem, whereby the Department of Immigration often delays the processing, even when recommendations for foreign investors' visas are made by the Department of Industry. Further, the political environment has provided for policy instability characterized by frequent changes resulting in uncertainty regarding implementation. Such inconsistency relates to inadequate ownership by public officials and a capacity issue in the administration.

Next, infrastructure-related constraints bind especially in the form of electricity supply and transport. A majority of enterprises feel that improper access to electricity is a serious hindrance to operations and often has led firms to opt for expensive captive generators at the cost of competitiveness. Furthermore, generally low level of road network development in Nepal impairs connectivity and efficiency and hence should be considered one of the leading determinants of trade and investment performance. Finally, resource-related challenges involve human, financial, and technological resources. While the educational level is improving bit by bit, there is still a severe shortage of skilled labor. The trend for migration-especially the more educated seeking opportunities elsewhere further exacerbates this. This brain drain, coupled with pressures from existing labor seeking higher wages unmatched by increased productivity, negatively impacts performance in the industry. Access to finance remains very limited for MSMEs, with high interest rates and issues of collateral. It finally seals the potential of technology transfer via FDI, with low rankings in technological readiness and innovation in Nepal. It therefore limits opportunities for growth and modernization within the country.

Opportunities

Nepal is really at that juncture when it is high time to increase foreign direct investment, with many opportunities opening up not only because of its strategic geographic location and rich natural resources but also due to continuous governmental reforms, which have been aimed at creating an investor-friendly environment. Situated between India and China, Nepal can uniquely position itself to serve as a very important trade corridor,

allowing foreign investors to reach lucrative markets in both countries. This competitive advantage in turn will promote trade, also being able to bring in manufacturing centers due to the greater access to a market where demand for goods is surging. Second, some of the most striking FDI opportunities center on hydropower resources estimated at 83,000 MW. Nepal uses just a fraction of this, leaving immense opportunity for investment in the field of renewable energy. The hydropower projects in Nepal stand a better chance of playing a vital role in the surging global demand for clean energy, both domestically and through the export of surplus energy. This falls in line with the global shift toward alternative and sustainable energy solutions, hence becoming an attractive sector for foreign investors who have environmental sustainability as their focus.

Besides energy, the rich cultural heritage combined with the breathtaking natural beauty of Nepal makes it the right destination point for tourism investment. Starting from the majestic Himalayas to national parks and historical sites, the country has a long diverse list of attractions that creates ample opportunities in eco-tourism and luxury hospitality. Accordingly, high economic prospects may allow returns on investments in tourism infrastructure-high-class hotels, resorts, or adventure tourism companies-to be reinvested while supporting sustainable practices that benefit local communities.

This sector also presents a raft of opportunities for FDI. If suitably invested in, foreign investors can introduce new farming techniques, advanced technology, and increased value chains that enhance productivity. In addition, this will help the local farmers to access more international markets. Thus, with increasing demand for organic and sustainably produced food, Nepal's agricultural products can be in an advantageous position to accord a proper response to such trends at niche markets.

The scope for FDI is further extended by the uprising of the Information Technology sector in Nepal. With the support of a young and tech-savvy workforce, the country rapidly emerges as an attractive outsourcing hub. So, different types of investments in software development, IT services, and tech startups can thrive in such an environment when global companies seek cost-effective solutions paired with innovative talent.

Establishment of Special Economic Zones that offers tax incentives, simplified regulations, and better infrastructure is significantly helping the investment climate of

Nepal. Besides, reforming government machinery, especially in simplifying the FDI process, reflects a commitment to creating a business-friendly climate that welcomes FDI. This also brings into focus the emphasis on Public-Private Partnerships, a sustainable avenue for infrastructure development wherein, in cooperation with the government, international investors can deliver key projects. This brings in not only foreign capital but also mobilizes local expertise so that investments become sustainable and accrue benefits to the larger community. With strategic utilization of all these opportunities, continuous governmental reforms, and the focus on sustainable development, this can make Nepal an even more attractive destination for foreign investors, which in turn, can unlock economic potential and foster long-term growth.

Conclusion

FDI's prospects have never looked so alluring for Nepal, considering its strategic location, plenty of resources, and growing commitment from the government to making it an investor-friendly destination. With modern infrastructure and an ever-evolving update of regulatory frameworks, Nepal has become a potential destination for huge investment in hydropower, tourism, agriculture, information technology, and manufacturing. Sustained emphasis on sustainability and innovation will help to ensure economic development, social growth, and environmental stewardship. International investors' active participation in Nepal should be welcome and used to maximum advantage, as this opens a route to prosperity while putting it as one of the most vibrant hubs for business and investment in the region. This change will make the country not only a destination for FDI but also help in the livelihood development of its people, bringing about an inclusive growth model that is sustainable for generations to come.

[The article was reviewed by Assoc. Prof. Dr. Khagendra Acharya, Kathmandu University]

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Errors committed by IELTS students in essay writing

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Abstract

International English Language Testing System (IELTS) is one of the widely accepted test designed to measure English proficiency of non-native speakers. It covers all four skills. The non-native speakers commit different errors as no one has got mastery over that language. Therefore, this article presents the errors committed by IELTS students in Essay Writing Task II in terms of grammar (article, and preposition) and mechanics. This study was based on primary and secondary sources of data. The sample population of the study consisted of eighty students studying in four purposively selected A, B, C and D consultancies of Banepa Municipality, Kavre. It was a survey research. The required data were collected by providing question of an opinion essay to the students. The students were taken mock test to collect the authentic data. The collected data were analyzed and interpreted statistically and descriptively. From the research, it was found that the total errors committed by the students were 611. The students committed 74 errors in article, 62 errors in preposition and 475 errors in mechanics. It seems that the students made the highest number of errors in mechanics and lowest number of errors in preposition. It is apparent that the students were better in grammar and weak in mechanics.

Keywords: IELTS, mechanics, language proficiency, rubrics and errors

Introduction

Writing is an act of creating a persistent representation of human feelings and perceptions on any topic using a set of symbols and rules. Writing is one of the productive skills among four language skills. According to Brown (2001, p.335) writing is the written products of thinking, drafting and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar; and how to produce a final

product. Similarly, according to Richards (1990, p.313), Writing is a system of written symbols which represents the sounds, syllables or words of language.

IELTS Writing Task II is the second part of writing test where we have to present with a point of view, argument or problem and asked to write an essay in response.

There are especially five types of essay writing in IELTS writing task II. They are opinion essay, discussion essay, argumentative essay, problem solution essay and double question essay. This research is based on opinion essay. It is also known as 'agree or disagree essay.' In this type of essay, the writers are asked to present their opinion on a given topic, justify it and often compare it with alternative views. The opinion essay mainly includes three parts such as introduction, body paragraphs and conclusion. This type of essay is frequently asked in mock test and real test nowadays.

The present research article is based on the objectives:

- To find out the errors committed by the IELTS students in grammar (article and preposition) in writing task II.
- To find out the errors committed by the students in mechanics in writing task II.

Significance of the study

This study will be beneficial for those who are willing to learn and teach academic IELTS especially writing task II as one can easily determine the level of the students and can also evaluate nearer band score in exam. Moreover, it provides ample benefits for all the students, IELTS instructors, investigators, textbook writers, syllabus designers and other persons who are directly and indirectly involved in teaching and learning activities of second language.

Delimitations of the study

This study had the following delimitations:

- The study was confined to four purposively selected consultancies of Banepa Municipality.
- The consultancies were named as A, B, C and D.
- The research was done on twenty students from each consultancy. So, the total number of respondents were eighty.

- The research was limited to students' errors in terms of grammar (article and preposition) and mechanics in IELTS opinion Essay Writing Task II.
- The research was survey research based on the question prepared by the researcher in mock test.

Review of the literature

Essay writing is task II in academic IELTS. This section is different from general IELTS. There are mainly five types of essays. They are opinion essay, advantages and disadvantages essay, discussion essay, problem and solution and double questions essay. Writing task II reflects thoughts, comments and evaluation or answering a question. This part is complex for the students as they have to gather materials to construct a good essay. Especially non-native speakers have lots of problems to express their views as they are imperfect in all four skills. This study was based on opinion essay. It was a mock test taken by their own instructors in presence of the researcher. The students were given same topic and wrote themselves without cheating from their friends. The candidates should present a clear well-organized argument with relevant examples to the ideas. The students should write minimum 250 words in 40 minutes.

Rubrics for IELTS writing task II

The following are the rubrics which the candidates need to remember while writing task II. Each of them contains 25% weightage in examination.

a. Task achievement

It is how well the question is answered. If all parts of the question are dealt with and the ideas are logical or the data is accurate and well summarized, then task achievement will be high.

b. Coherence and cohesion

It is how well the answer is structured and if the ideas are signaled and logically follow on from one another in paragraphs. The candidates should not repeat the same things too many times to get good band score. Therefore, referencing and substitution are important.

c. Lexical resource

It is a range of vocabulary a candidate uses. The wider the range of vocabulary a candidate uses to accurately express themselves, then the higher their band score will be. Similarly, spelling and word formation are also important for good lexical resource.

d. Grammatical range and vocabulary

The candidates can get high band score if they use lots of complex sentences with few errors. It is also important to use correct full stops and commas accurately.

Method and data sources

A survey research study was employed for this research. The total population of the study area was 80. Among them 20 students, each studying in four consultancies of Banepa, were selected for the study. The simple random sampling method was used for the selection of population of the research. Out of 80 students, twenty students were selected from each consultancy using fish-bowl draw sampling method.

There are about 20 consultancies in Banepa Municipality. But the study area for the research were A, B, C and D Consultancies. The research was based on students' errors in grammar (preposition and article) and mechanics in opinion Essay Writing Task II in IELTS.

The researcher used open-ended questionnaire as a tool for data collection.

The researcher had adopted both primary and secondary sources to carry out this research work. Primary data were collected from 80 students selected from four consultancies.

Likewise, secondary data were obtained from different books, researches, journals, articles and other documents related to IELTS and writing skill.

The researcher visited the purposively selected A, B, C and D consultancies and told the managing directors about the purpose of visiting there. Then the researcher met the concerned IELTS instructors and requested them to fix the date and time for mock test.

The researcher provided the topic of an opinion essay and collected sample writing of students. Furthermore, the collected data were analyzed qualitatively and quantitatively using statistical tools and descriptions. Number was used among the means of measurement test. The performance of the students was analyzed on the basis of errors committed by them while writing essay.

Results

The total errors committed by the students were 611. The students committed 74 errors in article, 62 errors in preposition and 475 errors in mechanics. From the research, it was found that the students committed the highest number of errors in mechanics and lowest number of errors in preposition.

-The students were found better in using preposition. Some errors of preposition are In spite all of these facts, need to treatment herself

-In case of article, the students committed errors due to omission, deletion and substitution. For example: on their hand, one the reason

-Regarding the use of mechanics, students are found poor in punctuation and spelling. For example: i believe that trusing, be careful with oure healths

-It is also found that male students are better than female students in essay writing.

Conclusion

Based on the findings, there are different errors committed by non-native speakers in IELTS mock test. The researcher found out that the students have problem in mechanics. It includes punctuation and spelling. Likewise, they are somewhat better in prepositions compared to articles. Students feel difficulty in task II due to different grammatical errors. The researcher suggested the learners to learn the rules of preposition and article. The candidates should also study about uses of punctuation and spellings during practice session.

[The article was reviewed by Asst. Prof. Ashok Sapkota, Tribhuvan University]

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‘अप्रिय’ उपन्यासको शैली वैज्ञानिक अध्ययन

सीताराम दाहाल

उप प्राध्यापक, चैतन्य बहुमुखी क्याम्पस

बनेपा, काभ्रे

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अध्ययनको सार

यस अध्ययनको मुख्य उद्देश्य ध्रुवचन्द्र गौतमद्वारा लिखित ‘अप्रिय’ उपन्यासको कथानक, चरित्र, भाषिक चयन, भाषिक विचलन तथा समानान्तरतासम्बन्धी जानकारी शैली वैज्ञानिक आधारमा विश्लेषण गर्नु रहेको छ। त्यसमा पनि पाश्चात्य जगत्मा प्रचलित शैली वैज्ञानिक अध्ययन नवीन तथा गहनतम् समीक्षात्मक पद्धतिका आधारमा ‘अप्रिय’ उपन्यासको शैली वैज्ञानिक अध्ययन गरिएको छ। उपन्यासमा नेपाली आधुनिक यान्त्रिकताले थिचिएको निम्न-मध्यम वर्गीय, निम्न बेतनधारी कर्मचारीको यथार्थ व्यक्तिवृत्त चित्रण गरिएको छ। प्रस्तुत उपन्यासमा निम्न-मध्यम वर्गीय सामान्य कर्मचारीको पारिवारिक एकाइ कसरी टुट्दैछ, व्यक्ति कसरी एक्लो र असहाय हुँदैछ, जीवनका आदर्श स्थिति के हुन्, समाज कसरी जीवनलाई निकृष्ट बनाउने गरी बदलिएको छ, समय कसरी मानवमूल्य निश्चेष्ट छ भन्ने विषयवस्तु विवेच्य छ। मानवमूल्य र अस्तित्वको खोजीमा जीवनलाई दासत्वबाट मुक्ति पाउन गरिएको प्रयासलाई महत्व दिइएको छ। यस उपन्यासको कथानक, चरित्र, भाषिक चयन, विचलन र समानान्तरताको वस्तुपरक, वर्णनात्मक तथा समीक्षात्मक अध्ययन र विश्लेषणले मार्मिक तथा गतिशील कथानक, जीवन्त चरित्र, सार्थक भाषिक छनोट र उपयुक्त शैलीले उपन्यासलाई जीवन्त, सार्थक र प्रभावकारी बनाएको पुष्ट्याई गरिएको छ। यस अध्ययनबाट उपन्यासकार गौतमको लेखनका वैशिष्ट्यलाई चिनाएको, कृतिमा स्वैरकल्पना, व्यङ्ग्य र कारुणिकताको प्रस्तुति गराएको, अर्थगत विस्तार र गहनतालाई प्रस्तुत गरेको र शैली शिल्पता उत्कृष्ट रहेको निष्कर्ष प्राप्त भएको छ।

मूल शब्दहरू : अप्रिय, कथानक, चरित्र चयन, विचलन, निकृष्ट, निश्चेष्ट

विषयपरिचय

भाषा र साहित्य परिपूरक वस्तु हुन्। साहित्यिक कृतिको वस्तुगत अध्ययन विश्लेषणका निमित्त शैली वैज्ञानिक अध्ययन महत्त्वपूर्ण हुन्छ। आज आएर शैली विज्ञानको प्रायोगिक शाखाका रूपमा मात्र होइन

एउटा स्वतन्त्र विधाको रूपमा समेत स्थापित बनेको देखिन्छ। हिजोआज यो भाषा विज्ञान र साहित्यशास्त्रको सङ्गम स्थल र भाषा मनोवैज्ञानिक अध्ययन भाषा विज्ञानको एउटा शाखा हो भने यसको मुख्य प्रयोग क्षेत्र साहित्य मानिएको छ।

कविता, काव्य, कथा, उपन्यास, नाटक आदि साहित्यका कृतिहरूको अध्ययनबाट एकातिर व्यक्तिमा निहित सर्जक प्रतिभा फस्टाउने मौका प्राप्त हुन्छ भने अर्कोतिर आफूमा निहित द्रष्टा व्यक्तित्वलाई पनि प्रष्फुटन गराउने अवसर प्राप्त हुन्छ (अधिकारी, २०५३, पृ. १७३)।

‘अप्रिय’ उपन्यासको कथानक चरित्र, चयन, विचलन, समानान्तरताको अध्ययनले यस उपन्यासका साथसाथै अन्य औपन्यासिक कृतिहरूको वस्तुपरक, वर्णनात्मक तथा समीक्षात्मक अध्ययन अध्यापन र विश्लेषणमा सहयोग पुग्ने देखिन्छ। शैली विज्ञान समालोचना प्रणाली आज लोकप्रिय समालोचना प्रणालीको रूपमा विकसित भएकाले ‘अप्रिय’ उपन्यासको शैली वैज्ञानिक अध्ययन गर्दा समालोचकीय क्षमताका सहयोग पुग्ने, उपन्यास शिक्षणमा एक रूपता ल्याउन सकिने र यस उपन्यासको शैली वैज्ञानिक अध्ययन आजसम्म नभएकाले सविस्तार अध्ययन गरी तथ्यपूर्ण वैशिष्ट्य वा आदर्शको पहिचान गर्नले कृति लेखक, अन्य साहित्य सर्जक, पाठक तथा अध्ययन अनुसन्धानकर्ताहरूका निम्ति समेत उपयोगी हुने भन्ने यस अध्ययनको औचित्य देखिन्छ। साथै यस अध्ययनमा कथानक चरित्र, चयन, विचलन र समानान्तरताका आधारमा उपन्यास के कस्तो छ भनी उपन्यासको विश्लेषण गर्नले अध्ययनप्रतिको जिज्ञासा मेटाउन र समालोचकीय क्षमतामा विकासमा यस विषय अनुसन्धानका लागि उपयुक्त रहेको देखिन्छ। शैली विज्ञानले साहित्यका कृतिको अध्ययन गर्नु नवीन प्रक्रिया र शैलीमा पर्दछ। यस पद्धतिमार्फत कुनै पनि कृतिको कथानक, चरित्र, भाषिक चयन, विचलन र समानान्तरताको स्थिति पत्ता लगाउन सकिन्छ। आधुनिक नेपाली उपन्यासको क्षेत्रमा नौलो प्रस्तुति दिने उपन्यासकार ध्रुवचन्द्र गौतमको एक्काईसौं कृति ‘अप्रिय’ उपन्यासको शैली वैज्ञानिक अध्ययन गरिएको छ। यसर्थ, यस लेखमा विवेच्य उपन्यासमा प्रस्तुत विषयका कथानक, चरित्र, भाषिक चयन, विचलन र समानान्तरताको मात्र विश्लेषण गरी सामान्यीकृत निष्कर्ष दिइएको छ।

अध्ययनको विधि

प्रस्तुत लेखमा शैली वैज्ञानिक सिद्धान्तका आधारमा उपन्यासकार ध्रुवचन्द्र गौतमको ‘अप्रिय’ उपन्यासको अध्ययन गर्ने क्रममा प्राथमिक र द्वितीयक दुवै सामग्रीको उपयोग गरिएको छ। आवश्यक सबै सामग्री पुस्तकालयबाट सङ्कलन गरिएको छ। यस अध्ययनको प्राथमिक सामग्री अप्रिय उपन्यास हो भने शैली वैज्ञानिक सैद्धान्तिक मान्यता प्रस्तुत गर्ने कृतिहरू र ध्रुवचन्द्र गौतमको अप्रिय उपन्यासको व्याख्या,

विवेचना गरिएका समालोचनात्मक कृतिहरू द्वितीयक सामग्रीका रूपमा रहेका छन् । अध्ययनमा मूलतः विवेच्य कृतिमा साहित्यिक विषयका कथानक, चरित्र, भाषिक चयन, विचलन र समानान्तरताको प्रयोग भएका उद्धरणलाई तथ्यका रूपमा सङ्कलन गरिएको छ । सङ्कलित सामग्रीको व्याख्यात्मक र विश्लेषणात्मक विधिको उपयोग गरी प्राप्त सामग्रीको अध्ययन विश्लेषण गरिएको छ । साहित्यिक कृतिको अध्ययन भएका कारण प्रस्तुत अध्ययनमा गुणात्मक प्रकृतिको बनेको छ । यस अध्ययन शैली विज्ञान पद्धतिअनुरूप भएकाले भाषिक एवम् संरचनात्मक शैली विज्ञानको विश्लेषण पद्धतिमा आधारित भई सङ्कलित सामग्री वा तथ्यहरूलाई शैली वैज्ञानिक पद्धतिका आधारमा व्याख्या विश्लेषण गरिएको छ । विभिन्न साहित्यिक कृति, लेखरचनाका सन्दर्भ सामग्रीलाई पनि विश्लेषणको आधार बनाइएको छ । कुनै कार्यको सुरुवात वा खोज अनुसन्धान गर्न खोज्दा त्यस कार्यलाई सहयोग पुऱ्याउने त्यसभन्दा अघि भए गरेका विविध कार्यको अध्ययन मूल्याङ्कन र विश्लेषण अध्ययन गरिएको छ ।

सैद्धान्तिक आधार

शैली विज्ञानको सैद्धान्तिक तथा प्रविधिगत ढाँचाका आधारमा कुनै पनि साहित्यिक कृतिको व्यवस्थित क्रमिक र वस्तुनिष्ठ अध्ययन गर्न सकिन्छ । विश्लेषकले शैली विज्ञानको सैद्धान्तिक पक्ष, वैज्ञानिक आधारहरू, सम्बन्धित कृति, भाषा विज्ञानको प्रकृति र सम्बन्धित भाषाका व्याकरणबारेमा जानकारी प्राप्त गरेको हुनुपर्छ । साहित्यिक सिर्जना गद्य र पद्य दुई माध्यमबाट तयार गरिएको हुन्छ । गद्य साहित्यको विश्लेषणको लागि कथानक, चरित्र वातावरण, भाषा, संवाद, उद्देश्य आदिलाई महत्त्व दिनुपर्छ भन्ने पद्य साहित्यको विश्लेषणका लागि लयगत संरचना, भावगत स्वरूप, ढाँचागत विश्लेषण, बिम्ब, प्रतीक आदिलाई महत्त्व दिनुपर्छ ।

शैली विज्ञानले साहित्यिक कृतिको अध्ययन विश्लेषणका निम्ति निम्न लिखित प्रक्रियाको सहयोग लिइन्छ । कुनै पनि कृतिको शैली वैज्ञानिक अध्ययन गर्नुपूर्व सर्वप्रथम निम्न लिखित कुराहरूमा ध्यान दिनुपर्छ: विश्लेष्य कृतिको प्रकृति कस्तो छ ? विश्लेषकको आफ्नो ज्ञान के कति छ ? उसको शक्ति र सीमा के हो ? भन्ने मान्यता रहेको छ (शर्मा, २०१९:६) ।

साहित्यिक संरचना: प्रत्येक साहित्यिक कृतिको आफ्नो संरचना हुन्छ । संरचना भन्नाले कुनै पनि वस्तुको अङ्ग प्रत्यङ्ग घटक उपघटक आदिको संयोजनलाई बुझिन्छ । संरचनालाई बृहत घटक पनि भनिन्छ । संरचना अमूर्त हुन्छ । साहित्यिक संरचनामा घटकहरूको निम्नानुसारका क्रम श्रेणी वा तह पाइन्छ ।

बनोट: साहित्यिक संरचनामा भएका स-साना घटकहरूको समष्टि रूप बनोट हो । कृतिको बाह्य आधार तथा कृतिमा समावेश हुने अङ्ग, दृश्य, संवाद, भाग, परिच्छेद, सर्ग, पङ्क्ति, अनुच्छेद आदि लघुघटकहरूको सिङ्गो रूप नै बनोट हो । शैली विज्ञानले यिनै लघुघटकहरूको अध्ययन गरेर साहित्यिक कृतिको मूर्त रूप पहिल्याउँछ ।

बुनोट: बनोटमा पाइने लघुघटकहरूको कार्य वा बनोटका घटकहरूविचको आपसी आन्तरिक सम्बन्धलाई बुनोट भनिन्छ । साहित्यिक कृतिमा यी दुवै घटकहरू पाइन्छन् । शैली विश्लेषणका क्रममा साहित्यिक संरचनाको विश्लेषण हुनु आवश्यक छ ।

भाषा संरचना: भाषाको व्यवस्थाहरूलाई नै भाषा संरचना भनिन्छ । ध्वनि व्यवस्था, वर्ण व्यवस्था, शब्द व्यवस्था, व्याकरण व्यवस्था जस्ता कुराहरू भाषा संरचनामा पर्दछन् । शैली विश्लेषणका क्रममा साहित्यिक कृतिमा प्रयोग भएका यी व्यवस्थाहरूको पनि विश्लेषण गरिन्छ ।

ध्वनि व्यवस्था: ध्वनि व्यवस्था भाषाको न्यूनतम एकाइ हो । यस व्यवस्था अन्तर्गत भाषाका खण्डीय र खण्डेतर ध्वनिको व्यवस्था हुन्छ । खण्डीय ध्वनिमा भाषाका स्वर र व्यञ्जन ध्वनि पर्दछन् भने खण्डेतर ध्वनिमा अनुनासिकता, लय, आघात, तान आदि पर्दछन् ।

शब्द व्यवस्था: शब्द व्यवस्था व्याकरणिक व्यवस्थाभन्दा तल्लो भाषिक तह हो । यसमा रूप प्रक्रिया र अर्थ विज्ञान पर्दछन् । शब्दले भाषा संरचनाको अर्थसँग सोभो सम्बन्ध राख्छ ।

व्याकरण व्यवस्था: व्याकरण भाषा प्रयोगको व्यवस्थित र नियमबद्ध अवस्था हो । यस अन्तर्गत रूप प्रक्रिया र वाक्य विज्ञान पर्दछन् । शैली विश्लेषण गर्न भाषाको स्वरूपका साथै वाक्यगत संरचनाको पनि विश्लेषण गरिन्छ ।

शैली: भाषिक संरचना र साहित्यिक संरचना विचमा एक प्रकारको सम्बन्ध स्थापित हुन्छ, त्यसैलाई शैली भनिन्छ । शैलीले एकातिर भाषिक सामग्रीलाई सूक्ष्म रूपमा केलाउँदछ भने अर्कोतिर कृतिगत सम्बन्धलाई पनि पहिल्याउने गर्दछ । भनाइको अर्थ के हो भने शैलीको सम्बन्ध भाषारूपी कच्चा पदार्थ र कृतिरूपी तयार वस्तु दुवैसँग हुन्छ । शैली विज्ञानले निम्न पक्षलाई विश्लेषणको आधार बनाएको पाइन्छ: १) चयन, २) अग्रभूमि निर्माण ३) विविधता ।

चयन: भाषिक एकाइको सुविचारित छनोटलाई चयन भनिन्छ । कुनै पनि भाषिक एकाइलाई अभिव्यक्त गर्ने विभिन्न विकल्पहरू हुन्छन् । यी विकल्पहरू मध्ये कृतिकारले उपयुक्त कुनै शब्द वा विकल्पको छनोट गर्छ । यही छनोट गरिने कार्य चयन हो । कृतिगत शैलीको पहिचान गरी त्यसकै आधारमा कृतिको अध्ययन मूल्याङ्कन गर्न चयनले सहयोग पुऱ्याउँछ । शब्दगत, काव्यगत, व्याकरणिक, बिम्ब, प्रतीकगत,

स्रोतगत शब्दचयन, उखान टुक्काको चयन, पारिभाषिक शब्द चयन, निजी भाषाको चयन, पर्यायवाची शब्दको चयन, रूपान्तरनात्मक चयन, चिह्न प्रयोगगत चयन आदि यसका प्रकारहरू रहेको पाइन्छ ।

अग्रभूमि निर्माण: परम्परित अभिव्यक्तिलाई नवीनतम अभिव्यक्तिमा परिणत गर्ने युक्तिलाई अग्रभूमि निर्माण भनिन्छ । प्रचलित शैलीलाई रोचक बनाउन अग्रभूमिको प्रयोग गरिन्छ । यसको प्रयोगले शैलीमा नवीनता थप्छ र अरूको ध्यान आकर्षण गराउन एक किसिमको उत्सुकता पैदा गराउँछ । रचनाको कुनै अंशलाई विशिष्ट तुल्याउन सो अंशमा विशेष बल दिनु अग्रभूमिको निर्माण हो (शर्मा, २०५९:१०) । भाषिक अंश वा एकाइको बारम्बार प्रयोग हुन्छ । कृति यान्त्रिक र निरस बन्न पुग्छ । अभिव्यक्तिमा हुने यस्ता यान्त्रिकताहरूलाई हटाउनका लागि कृतिकारले विशिष्ट र नयाँ नयाँ भाषाको प्रयोग गर्दछ । त्यसलाई नै अग्रभूमि निर्माण भनिन्छ । सामान्य तथा यसका दुई प्रविधिहरू रहेका छन्: विचलन र समानान्तरता ।

विचलन: सामान्य नियम वा प्रचलित संरचनाको अतिक्रमणलाई विचलन भनिन्छ । मानकको अतिक्रमण वा उल्लङ्घनलाई विचलन भनिन्छ (शर्मा, २०५९:८) । सामान्य भाषिक व्यवहारमा हुने नियमको अतिक्रमण वा मानकेतर प्रयोगलाई विचलन भनिन्छ । विचलन अनियमितता हो । उद्देश्यपूर्ण, सार्थक र औचित्यपूर्ण विचलनले सिर्जनात्मक रचनाहरूलाई सुन्दर कलात्मक, गम्भीर तथा आलङ्कारिक बनाइ दिन्छ । सामान्तया कोशीय विचलन, व्याकरणिक विचलन, ध्वनिप्रतिक्रियात्मक विचलन, लेख्य प्रतिक्रियात्मक विचलन, अर्थतात्त्विक विचलन, भाषिक विचलन, प्रयुक्ति विचलन जस्ता माध्यमबाट उत्पन्न भएको पाइन्छ ।

समानान्तरता: भाषा प्रयोगमा देखिने नियमित पुनरावृत्तिलाई समानान्तरता भनिन्छ । वर्ण, छन्द, अलङ्कार, अक्षर, वाक्य, उपवाक्य आदि भाषिक एकाइमा समानान्तरताको उपस्थिति रहने गर्दछ । समानान्तरताले समान तत्त्वहरूको पुनरावृत्तिलाई जनाउँछ । भाषा प्रयोगमा नियमित पुनरावृत्तिलाई समानान्तरता भनिन्छ । समानान्तरता अतिरिक्त नियमितता हो (शर्मा, २०५९:८) । समानान्तरता बाह्य र आन्तरिक ।

बाह्य समानान्तरता: एक वा एकभन्दा बढी ध्वनि, वर्ण, रूप, शब्द, पदावली, वाक्य वा वाक्यांश को आवृत्तिलाई बाह्य समानान्तरता भनिन्छ ।

आन्तरिक समानान्तरता: भावार्थ वा वाच्यार्थको आवृत्ति वा अर्थ पक्षको आवृत्ति भएमा त्यसलाई आन्तरिक समानान्तरता भनिन्छ ।

विविधता: विषय र प्रयोगकर्ताका अनुसार एउटा भाषाका विभिन्न भेदहरू देखा पर्दछन् र यिनै भेदहरूलाई विविधता भनिन्छ (शर्मा, २०५९:८) । कुनै कृतिमा विषय र प्रसङ्ग अनुसार फरक-फरक

भाषाको प्रयोग हुन गई नवीनता र भिन्नता उत्पन्न हुन्छ। यसर्थ विषयगत र व्यक्तिगत भिन्नताबाट देखापर्ने भाषिक भेद नै विविधता हो। कृतिमा निहीत परिवेश र प्रभाव क्षेत्रलाई दृष्टिगत गरी रचनाकारले प्रभावकारी र आकर्षक बनाउन विभिन्न उपकरणहरूको प्रयोग गर्दछ। साहित्यिक कृतिको विश्लेषणका क्रममा विविधताको प्रयोग गर्नु पर्दछ।

कथानकको विश्लेषण

आख्यान विधाको अति महत्त्वपूर्ण तत्त्व कथानक हो। आख्यानात्मक कृतिहरूमा कथानकको स्थान सर्वोच्च रहेको पाइन्छ। कथानकले विभिन्न घटनाहरूको शृङ्खला मिलाउनुका साथै तिनीहरूमा कार्यकारण सम्बन्ध स्थापना गराउँछ। लेखकले कथानक कै माध्यमबाट आफ्ना विचार, धारणा र अनुभूतिलाई कलात्मक रूपमा उद्देश्य पूरक ढङ्गले प्रस्तुत गरेको हुन्छ। कथानक रैखिक र वृत्ताकारीय ढाँचामा लेख्ने प्रचलन पाइन्छ। वृत्ताकारीय ढाँचामा संरचित कथानक यस पद्धतिमा विश्लेषण गर्न सकिँदैन तर रैखिक ढाँचामा संरचित कथानकलाई यस पद्धतिमा विश्लेषण गर्न सकिन्छ। डा. गोविन्दराज भट्टराईका अनुसार “विश्वस्तरका अति प्रिय उपन्यासमा छ, अप्रिय; अनेक अप्रियताले घेरिएको प्रिय जीवन छ, यहाँ (भट्टराई २०६७)” भनी टिप्पणी गरिएको पाइन्छ।

उपन्यासकार ध्रुवचन्द्र गौतमको स्वैर कल्पनामा आधारित ‘अप्रिय’ उपन्यास २०६७ सालमा प्रकाशित भएको हो। उक्त उपन्यासमा काठमाडौँ नगर सभ्यताअर्न्तगत एक निम्न-मध्यम वर्गीय न्यून बेतनधारी सामान्य कर्मचारीले बेहोर्नु परेको कथा व्यथामा आधारित कथानक। यस उपन्यासमा मुख्य पात्र केशवप्रसादको घरको यथार्थता/वास्तविकता पाइन्छ। केशवप्रसादले भैल्लुपरेको आर्थिक र सामाजिक परिस्थितिबाट उसको मनोविज्ञानमा आएको उतारचढाव तथा द्वन्द्व र प्रतिद्वन्द्वको प्रतिक्रियामा कथानक जीवित छ। केशवप्रसादको घर तथा अफिसको सेरोफेरोमा कथा केन्द्रित छ। बदलिँदो परिवेशमा आर्थिक अभावले थिचिएको एक कर्मचारीलाई उभ्याएर ऊ भित्रको उकुसमुकुस मनस्थितिको चित्रण यस उपन्यासमा पाइन्छ।

उपन्यासको बाह्य संरचना हेर्दा यसको आकार सानो र भिनो कथानक पाइन्छ। यस उपन्यासमा अध्याय खण्ड उपखण्ड केही दिइएको छैन। केवल ११६ पेजमा आवद्ध रहेको छ। उपन्यासमा आधारित मुख्य घटना र उपघटनाको क्रमिक रूपमा बगेको देखिन्छ। पात्र केशवप्रसादको केन्द्रीय जीवन वृत्तमा कथानक आधारित छ। आजको समयमा निम्न-मध्यम वर्गीय समाजमा देखापरेको टड्कारो आर्थिक समस्यामा कथानक अल्झिएको छ।

काठमाडौं सहरको सेरोफेरोमा केन्द्रित परिवेशमा उपन्यास निर्माण भएको छ। केशवप्रसादको जीवनी, परिवार तथा अफिसको यथार्थ चित्रण उपन्यासमा पाइन्छ। केही काल्पनिक, केही वास्तविक, केही त्रासदीपूर्ण वातावरणमा कथानक अगाडि बढेको छ। मृत्यु, चेतना र चिन्तनबाट उपन्यास आरम्भ भएको छ। सबैतिरबाट थिचिएको सहरबासी आजको निम्न बेतनधारी नेपाली कर्मचारीको परिवारको जीउने कला र आँट पनि ध्वस्त भएको छ। ठूलाबडालाई हेर्दा देश कसरी विग्रन्छ, सानाहरूको कसरी अस्तित्व मेटिँदै गइरहेको छ, यस्तो क्रूरताबाट बच्न बल गरिरहेको मानिस असमर्थ हुन्छ र हाँछ पनि। त्यस्तै हारबाट केशवप्रसादले जिउने आधार समाप्त पार्न आत्महत्या रोज्छ तर त्यसमा पनि असफल हुन्छ। त्यो उसको पहिलो असफलता हो।

उपन्यासमा केशवप्रसादको पारिवारिक यथार्थ जीवन कथानकमा जीवन्त पाइन्छ। केशवले परिवार, परिवेश, समय परिस्थिति अनुसार चलाउन नसकेकोमा खिन्न छ। केशव आत्महत्या गर्न तत्पर हुन्छ र असफल पनि हुन्छ। केशव लालची, हीन र अकर्मण्य चेतना भएको लाछी कर्मचारी तथा पत्नीको असफल लोग्ने, बाबुको आत्मकथ्य र छोराछोरीको रमिते पात्रका रूपमा देखिएको छ। उसको बाबुलाई दान आएको थोत्रो साइकल निरन्तर घिस्याउँदै जीवनको भारी बोक्न असफल खेलाडी पात्रमा त्यो भाव उत्पन्न भएको छ।

सानो तलबले ठूलो परिवारको खर्च चलाउन पन्ध्र दिन मात्र सफल हुन्छ र अभावले गर्दा घरमा अशान्ति मच्चिए पछि केशव निराश हुन्छ। पानी अड्डाका हाकिमहरूको सङ्गतमा रक्सी खाने गर्छ। दुई चार पैसा बचाएर घरमा मिठो मसिनो स्वाद चखाउँछ तर रक्सी खाने गर्नाले घर आउन ढिलो हुने, पैसा आफैँले सकेको भनेर आरोपित भई घरभगडामा परिणत हुने गर्छ। कहिलेकाँही तास खेल्नु, रक्सी खानु, केशवप्रसादको चाला नै भइसकेको हुन्छ। अड्डाका हाकिमहरूलाई रक्सी, पार्टीको कार्यक्रम मिलाउनु पनि उसको दिनचर्या बन्छ। यही कार्यक्रम मिलाउँदा खान पनि पाइने दुईचार पैसा कमाउन पनि पाइने भएकोमा ऊ दङ्ग छ। हाकिम, हाकिमी र हाकिमका छोरीहरूको सहयोगी हुन्छ उनीहरूको सहयोग र सद्भावबाट केही रकम जम्मा गर्छ। ऊ लाचारी छ। यसरी केशवको व्यक्तिगत जीवनसँग गाँसिएका उपकथाहरू उपन्यासमा पाइन्छ।

केशवप्रसादको घरमा आर्थिक लाभ पुऱ्याउने नाममा पाहुना अर्थात् लेखक राम उपाध्याय आएको छ। उसले केशवको परिवारलाई सहयोग पुऱ्याएको छ। वास्तविक र काल्पनिक कहानी बटुलेर उपन्यास लेखेको छ। उपन्यास लेख्दा केशवलाई काल्पनिक पात्र बनाएको छ। केशवको वास्तविकतालाई

कथावस्तु बनाएको र त्यस्तो कथावस्तुले केशवको चरित्रमाथि आघात पुगेको छ । उसले आफैं आफ्नो अस्तित्व थिचिएको अनुभव गर्छ । परिवारको सबै सदस्यलाई आफ्नो बनाएर लेखकले उसलाई एकल्याएको छ । ऊ एकलो हुन्छ । लेखकलाई पन्छाउन खोज्छ, केशवले लोभमा फसी भित्र्याएको लेखक पछि कालको रूपमा परिणत हुन्छ । लेखकलाई मार्ने वा आफू मर्नेमा अन्तरद्वन्द्वगत दौडाहा भएको छ । लेखकले उसमाथि निरङ्कुश शासन गरेको छ ।

ऊ निरीह छ, आखिर केशवलाई त्यही उपन्यासको पात्रले गरेको अपराधको आधारमा जेल जानु परेको छ । आक्रोस र आशङ्काको कारण समस्या निम्तिएको छ । गरिबी र आशाको बिचमा भएको द्वन्द्वले सबै शीथिल छन् । यस्तै आक्रोशमा लेखकलाई सिध्याउने बहानामा काल्पनिकता वास्तविकतामा परिणत भएर कथा टुङ्गिएको छ । कथानक कै माध्यमबाट आफ्ना विचार, धारणा र अनुभूतिलाई कलात्मक रूपमा उद्देश्योन्मुख प्रस्तुति गरिएको छ ।

पात्र/ चरित्रको विश्लेषण

आधुनिक नेपाली उपन्यासकार डा. ध्रुवचन्द्र गौतमद्वारा लिखित 'अप्रिय' उपन्यासमा पात्रको उपयुक्त छनोट गरिएको छ । पात्रहरूको चयनले उपन्यासलाई सार्थक बनाएको छ । यस उपन्यासमा आधुनिक विश्वको निम्न-मध्यम वर्गीय समाजको चित्रणमा मुख्य पात्र, सहायक पात्र र गौणका साथै प्रतिछाया पात्रको समेत समुचित प्रयोग भएको पाइन्छ । 'अप्रिय' उपन्यासमा केशवप्रसाद, विनु, रामप्रसाद उपाध्याय, पानी अड्डाका हाकिम, हाकिम पत्नी, केशव छोराहरू र केशवका छोरीहरू आदि पात्रहरू मुख्य रूपमा रहेको पाइन्छ । यी पात्रहरूले आ-आफ्नो स्थानमा रही उपन्यासको उद्देश्य पूरा गर्न महत्वपूर्ण भूमिका निर्वाह गरेका छन् । उपन्यासमा महत्त्वपूर्ण भूमिका निर्वाह गर्ने पात्रहरूलाई विभिन्नताका आधारमा चयन गरी निम्नानुसार तालिकाबद्ध गरिएको छ । पोखरेलले 'अप्रिय कति प्रिय' शीर्षक लेखमा "ध्रुवचन्द्र गौतमका उपन्यासमा बाह्य जगतको न्यून र व्यक्तिको अन्तर्जगत केन्द्रित चित्रणको आधिक्य रहन्छ । त्यसले गर्दा उनको पात्र र घटनासित पाठकले कतै पनि तादाम्य स्थापित गर्ने अवसर पाउँदैन" भनी चित्रण गरेका छन् (पोखरेल, २०६७) ।

पात्रहरूको तालिका

क्र. स	आधार	१		२			३		४		५		६		७	
		पुलिङ्ग	स्त्री लिङ्ग	प्रमुख	सहायक	गौण	अनुकूल	प्रतिकूल	गति हीन	गति शील	वर्ग गत	व्यक्ति गत	मञ्चीय	नेपथ्य	बद्ध	मुक्त
१	केशव प्रसाद	+		+			+		+		+		+		+	
२	राम प्रसाद	+		+				+	+			+	+		+	
३	अड्डाका हाकिम	+						+		+		+	+		+	
४	केशवका छोरा	+			+			+		+		+	+		+	
५	केशवकी पत्नी विनु		+	+				+		+		+	+		+	
६	केशवको छोरी		+			+		+		+		+		+	+	
७	अड्डाका हाकिम पत्नीहरू		+			+		+		+		+		+	+	

पात्रहरूको तालिकाको विश्लेषण

केशवप्रसाद: सहरिया निम्न-मध्यम वर्गीय, निम्न बेतनधारी, खानेपानी सङ्कलन अड्डाका नायब सुब्बा यस उपन्यासका नायक प्रमुख पुरुष पात्र हुन्। केशवप्रसादको केन्द्रीयतामा उपन्यासको कथानक र उद्देश्य पूरा भएको छ। पत्नी, छोराछोरी, पारिवारिक दायित्व, सामाजिक प्रतिष्ठा आर्थिक अभावले थिचिएका अप्रिय पात्र हुन्। व्यवहारमा उपहार लिने, चाकडी गर्ने, स्यालकुमारको प्रतीक नामधारी उनी स्थिर पात्र हुन्। उनलाई निम्न-मध्यम वर्गीय सहरिया परिवेशको नेतृत्व गरेकाले तथा समग्र पारिवारिक दायित्व पूरा गराउन प्रयत्नशील गरेको हुँदा वर्गीय पात्रको रूपमा चिनिन्छ। उनी औपन्यासिक मञ्चका नायक र उपन्यासबाट भिन्न नमिल्ने बद्ध पात्रका रूपमा देखिएका छन्।

रामप्रसाद उपाध्याय: यस उपन्यासका रामप्रसाद उपाध्याय प्रमुख पुरुष पात्र हुन्। उनी लेखक पनि हुन्। लेखकीय निरङ्कुशता पक्षपाती भएकाले केशवप्रसादका लागि प्रतिकूल खल पात्र सावित हुन्छन् भने अन्य परिवारका लागि उनी आदरणीय छन्। केशवको चरित्र र परिवारलाई किनेर उपन्यास लेखेको छ। उपन्यासमा केशवलाई किनेर काल्पनिक पात्र निर्माण गरी लेखकीय निरङ्कुशतालाई प्रस्ट्याएको छ। आफ्नो स्वार्थ पूरा गर्न भौतिक अपचलन गरेको हुँदा उनीलाई व्यक्तिगत पात्रका रूपमा लिन सकिन्छ। उनी मञ्चीय र बद्ध पात्र पनि हुन्।

विनु: यस उपन्यासको मुख्य पात्र केशवकी धर्मपत्नी नारी पात्र हुन्। उनको भूमिका प्रमुख पात्रको रूपमा देखिन्छ। उपन्यासको प्रकृतिको दृष्टिकोणले उनी प्रतिकूल पात्र हुन्। उनमा भौतिकवादी उच्च महत्त्वाकाङ्क्षा प्रबल छ। गरिबी र आर्थिक अभावले परिवार धान्न कठिन भएको परिवेशले उनमा

छटपटाहट छ । निम्न-मध्यम वर्गीय सहरिया परिवारमा नारीको आधुनिक चरित्र उनमा पाइन्छ । उनी मञ्चीय र बद्ध पात्र हुन् ।

अड्डाका हाकिमहरू: यस उपन्यासका प्रिय पात्र हुन् : हाकिम साहेब । केशवप्रसादले काम गर्ने खानेपानी सङ्कलन अड्डाका हाकिमहरू उपन्यासका सहायक पुरुष पात्र हुन् । समग्र कर्मचारी तन्त्र र ठूला हाकिम वर्गले गर्ने गरेको भ्रष्टाचार र घुसखोरी तथा व्यभिचारी र मध्यपानसेवी क्रियाकलापको नेतृत्व गरेको छ । उनीहरूको संयुक्त पहिचान प्रतिकूल पात्रको रूपमा लिइएको छ । उनीहरू उपन्यासमा मञ्चीय र बद्ध पात्र हुन् ।

केशवका छोराहरू: उपन्यासको नायक केशवप्रसादको छोराहरू सहायक भूमिकामा देखिएका पुरुष पात्रहरू हुन् । आधुनिक जमानाका उच्च महत्त्वाकाङ्क्षी र अर्धगुण्डागर्दी गर्ने प्रतिकूल पात्रहरू हुन् । धार्मिक, सामाजिक, पारिवारिक अनुशासन तोड्न चाहने नयाँ पुस्ताको आधुनिक ठिटाहरू व्यक्तिगत स्वार्थका निम्ति आफ्नो बाबुको क्षमता विपरित मोटरसाइकल माग्ने र राम अड्डकलको पछि लागि भौतिक सुख सुविधामा मात्र ध्यान दिने मञ्चीय र बद्ध पात्रहरू छन् ।

केशवका छोरीहरू: उक्त उपन्यासको नायक केशवप्रसादकी छोरी गौण नारी पात्र हुन् । केशवका सात वटी छोरीहरू स-सानादेखि उमेर १६/१७ पुगेका छन् । उनीहरू राम अड्डकलसित घरमा नसोधी गोदावरीतिर घुम्न रातविरात पनि पछि नपर्ने गतिशील स्वभाव भएकी पात्र हुन् । यौवन, आकर्षण र सौन्दर्यताका कारण व्यक्तिगत चेतना भएका कामुक आँखाले डामिएका नेपथ्य पात्रहरू हुन् । आधुनिक यान्त्रिकताले उनीहरूको उपस्थिति अनिवार्य गराएको हुँदा बद्ध पात्र हुन् ।

हाकिम पत्नीहरू: उपन्यासका नायक केशवप्रसादजीका अफिसमा काम गर्ने हाकिम पत्नीहरू गौण स्त्री पात्र हुन् । परिवारमा नियन्त्रणको भूमिका, पार्टीमा सबैका साथमा पेय पदार्थ सेवनका साथ उपस्थित भएका यी हाकिम पत्नीहरू भौतिक, यौनिक, कामुक र विलासी पात्रका रूपमा देखापरेका छन् । ठूलावडाका पत्नीले निर्वाह गर्ने आधुनिक भूमिकाको प्रतिनिधित्व गरेका छन् । उनीहरू उपन्यासमा प्रतिकूल भूमिकाका साथ देखा परेका, नितान्त व्यक्तिगत स्वार्थ पूर्तिमा लागेका नेपथ्य तथा बद्ध पात्रहरू हुन् । यस उपन्यासमा प्रयोग भएका पात्रहरूले उपन्यासलाई जीवन्त, गतिशील र मर्मस्पर्शी बनाएको छ ।

शब्द चयनको आधारमा उपन्यासको अध्ययन

शब्द चयनले भाषिक अभिव्यक्तिमा महत्त्वपूर्ण भूमिका निर्वाह गर्दछ । भाषाको न्यूनतम सार्थक एकाइ शब्द हो । कृतिकारले कृतिलाई रोचक, प्रभावकारी र अर्थपूर्ण बनाउनका लागि भाषाका विभिन्न शब्दहरूमध्ये एउटै अर्थको लागि खास शब्द मात्र छनोट गर्दछ । त्यसकै आधारमा कृति उपयुक्त बन्दछ ।

यस अध्ययनमा पनि 'अप्रिय' उपन्यासमा उपन्यासकार ध्रुवचन्द्र गौतमले गरेको शब्द चयन निम्न पक्षको उपयुक्त विश्लेषण गरिएको छ ।

तत्सम शब्द चयन: नेपाली भाषामा संस्कृत स्रोतबाट जस्ताको तस्तै रूप नबदलिकन प्रयोग हुन आएका शब्द नै तत्सम शब्द हुन् । यस उपन्यासमा पनि तत्सम शब्दको सार्थक प्रयोग गरेको पाइन्छ । उदा 'मृत्यु नै मुक्ति हो' अर्को कुनै मुक्ति छैन भन्ने कुरा नि ? (पृ.९१ मलाई लाग्यो, त्यसमा ठूलै षडयन्त्र छ उसको । स्वप्न र सत्य मिसाएर जीवनलाई पूर्णत गोलमाल बनाइदियो । (पृ.९३)

तद्भव शब्द चयन: संस्कृत भाषाबाट केही रूप परिवर्तन वा विकृत भएर अर्थात रूप फेरिएर नेपाली भाषामा आई चलेका शब्द तद्भव हुन् । यस उपन्यासमा पनि तद्भव शब्दको सार्थक प्रयोग गरेको पाइन्छ । उदा- पेटको रित्तो प्रत्येक प्रकारको आग्नेय भाव आपूर्ति गर्न तत्पर रहन्छ । (पृ.२२) धनीहरू यस्तो बखत ठट्टा गरेर भन्थे बुढो भइएछ अब । (पृ.२३)

आगन्तुक शब्दचयन: एक भाषाबाट अर्को भाषामा आएको वा कुनै स्वदेशी वा विदेशी भाषाबाट आएर नेपाली भाषामा प्रयोग भएको शब्द अनगन्तुक हुन् । यस उपन्यासमा पनि आगन्तुक शब्दको सार्थक प्रयोग गरेको पाइन्छ । उदा साइकल चढेर जीवनमा अघि बढिरहेको मानिस निम्न-मध्यम वर्गीय नागरिक नै हुन्छ । (पृ.१९) मानिस यसलाई पनि हिसाब अड्डा वा छोटकरीमा पानी अड्डा भन्छन् । (पृ.२०)

पदवर्ग चयन: वाक्यमा प्रयोग हुँदा जुन पदीय दायित्व निर्वाहको काम सम्पन्न गर्न आएका शब्दहरूको रूपलाई पदवर्ग भनिन्छ । जसको उपयुक्त चयनका आधारले कथनलाई उपयोगी र सार्थक बनाउन मद्दत पु याएको हुन्छ । यसमा नाम, सर्वनाम, विशेषण, क्रियापद, क्रियायोगी, नामयोगी, संयोजक, निपात र विस्मयादिबोधक पर्दछन् । यस उपन्यासमा पनि पदवर्गको सार्थक प्रयोग गरेको पाइन्छ । जस्तै :मलाई लाग्यो मैले त्यस कालमा पाण्डवले लुकाएको छुट्फुट शस्त्रास्त्र शमीवृक्षबाट भिकेको छु र भिरेको छु । पृ.३३ (नाम शब्द), त्यसले मलाई के फाइदा ? उसले भन्यो, 'म तपाईंलाई केही रकम दिन्छु' । पृ.५० (सर्वनाम शब्द), देशको एक आधिकारिक सर्वसाधारण बन्नका लागि आम जनता । पृ.७३ (विशेषण शब्द), म त्यहीं गर्न थालें । मैले बयान बन्द गर्नाको कारण पनि यही हो । पृ.११६ (क्रियापद), म मज्जाले गीत गुनगुनाउँदै, दालचामल आदि किन्न जान्थें । पृ.९५ (क्रियायोगी शब्द), अन्याय नै के पो छ र ? लेखकले सोध्यो । पृ.५८ (निपात शब्द), उसका बारेमा जे म सोचिरहेको थिएँ, त्यही ऊ मेरो बारेमा सोचिरहेको रहेछ । पृ.९३ (संयोजक शब्द), दिनरात कुदाउदछ, दौडादौड छ । मारामार छ, स्याँस्याँ र धपेडी छ । पृ.३४(अनुकरणात्मकशब्द) आदि ।

विविध वाक्य, चिह्न, सूक्ति, उखान, टुक्काको चयन: जसको उपयोगले कथनलाई उपयोगी र सार्थक बनाउन मद्दत पु याएको हुन्छ । यस उपन्यासमा पनि विविध वाक्य, चिह्न, सूक्ति, उखान, टुक्काको उपयुक्त चयनको सार्थक प्रयोग गरेको पाइन्छ । जस्तै : हामी दुई नम्बरको तृप्ति निश्चुक्क भयौं । महिनौं पछि । पृ.१०५ (सरल वाक्य) प्रत्येक तृप्ति पछि मेरी स्वास्नी भने एक वाक्य अवश्य बोल्छे, स्वार्थी । पृ.२२ (मिश्र वाक्य विनु मेरी स्वास्नी, मैले केही भनेको थिइनँ तापनि ऊ प्रसन्न थिई । पृ.९५ (संयुक्त वाक्य) 'कल्पनाको जीवनलाई त्यति सम्पन्न बनाएर के लाभ हुन्छ ?' मैले भनें । पृ.६८ (चिह्न चयन) पात्रस्याधारे घृतम् किंवा घृतस्याधारे पात्रम् । पृ.७१ (वैदिक मन्त्र/संस्कृत सूक्ति चयन) 'द एनाटोमी अफ केशव्स हाउस' पृ.२४ (अंग्रेजी शब्दका वाक्य चयन) आदि । यसरी उपन्यासलाई रोचक, प्रभावकारी र अर्थपूर्ण बनाउनका लागि उपयुक्त चयनलाई प्रयोग गरिएको पाइन्छ ।

भाषिक विचलन र समानान्तरताका आधारमा उपन्यासको विश्लेषण

विचलन: सामान्य भाषिक व्यवहारमा हुने भाषिक नियमको अतिक्रमण वा मानकेतर प्रयोगलाई विचलन भनिन्छ । साहित्यकारले भाषिक अभिव्यक्तिलाई आलङ्कारिक बनाउन सामान्य भाषिक नियमको अतिक्रमण गरेको हुन्छ । यही आलङ्कारिताका कारण लक्ष्यार्थ र ध्वन्यार्थद्वारा साहित्यिक कृतिमा भावमयता र श्रुतिमधुरता पैदा हुन्छ । विचलन अनियमितता हो । परम्परागत भाषिक मान्यतालाई तोडेर नयाँ शैलीगत संरचनाको निर्माण गर्दा विचलन देखा पर्दछ । यस उपन्यासमा व्याकरणिक कोशीय, ध्वनि प्रतिक्रियात्मक, भाषिक, अर्थतात्त्विक तथा प्रयुक्ति विचलनहरू देखापरेका छन् । यिनै विचलनका कारण साहित्यिक कृति कलात्मक र विशिष्ट बन्न पुगेको देखिन्छ ।

कोशीय विचलन: नयाँ शब्दको निर्माण गर्ने कार्यलाई कोशीय विचलन भनिन्छ । पूर्व प्रयोगमा नआएका शब्दहरूलाई निर्माण गरी रचनामा प्रयोग गर्दा कोशीय विचलन पैदा हुन्छ । साहित्यकारले अभिव्यक्तिलाई सार्थक, सान्दर्भिक र स्वाभाविक बनाउन कोशीय विचलनयुक्त भाषाको प्रयोग गर्दछन् । उपन्यासका निम्न तथ्यले कोशीय विचलनको प्रयोग भएको देखिन्छ । जस्तै : चलेन भने पनि कल्ले चलाइ दिन्छ त ? (पृ.२३) खराब र असलको तनाउ त हामीलाई बढी थियो । (पृ.४२)

व्याकरणिक विचलन: भाषालाई व्यवस्थित गर्ने काम भाषाको व्याकरणिक नियमले गरेको हुन्छ । व्याकरणिक नियमका विपरीत देखापर्ने भाषिक अवस्थालाई व्याकरणिक विचलन भनिन्छ । साहित्य सिर्जनामा व्याकरणिक विचलनका कारण आलङ्कारिता अर्थगाम्भीर्यता र शैलीगत सौन्दर्य उत्पन्न हुन्छ । यस उपन्यासमा देखापरेको व्याकरणिक विचलन । जस्तै : भन्छु 'अगि आँखा नदेखेपछि यो भुक्तमान त खन्नै पथ्यो, साले स्यालकुमार कामुक ।' (पृ.२०) 'अफोर्ड गर्न नसक्ने हुन्छ , म जस्तो मान्छे ।' (पृ.५९)

अर्थतात्त्विक विचलन: अर्थमा हुने विचलनलाई अर्थतात्त्विक विचलन भनिन्छ। वाक्यमा प्रयुक्त शब्दको अर्थ संयोग, प्रसङ्ग निकटता, विभिन्न परिस्थिति र परिवेशले गर्दा त्यो शब्दले दिने अर्थ फरक पर्न जान्छ। कलात्मक र रोचक साहित्यमा व्यञ्जना शब्द र लक्षणा शब्दले व्याकरणको नियम अनुसार भाषामा विचलन हुन्छ तर कलात्मक र रोचक बनाई सिर्जनामा शोभा दिन्छ। जस्तै : सुनिन्छ, यसरी लाखले शीतल हुनेहरू पनि कोहीकोही छन्। (पृ.२०), मेरो घर समाप्तको शिखरमा पुग्छ कीर्तिमान सहित। (पृ.९८)

प्रयुक्ति विचलन: एउटा प्रसङ्गमा प्रयोग हुने भाषालाई अर्कै प्रसङ्गमा प्रयोग गरिएमा प्रयुक्ति विचलन भनिन्छ। प्रयुक्ति विचलनले नै साहित्य सिर्जनालाई रोचक कलात्मक बनाउने गर्छ। यस उपन्यासमा पनि थुप्रै प्रयुक्ति विचलन भई रोचक प्रसङ्गको विकास भएको छ। जसलाई निम्न अनुसार उदाहरणद्वारा पुष्टि गरिन्छ:

कुनै शुभेच्छुकले माछो वा मासु बोकेको गन्धमात्र पनि पायो भने आफूमा चौपाया शक्ति उत्पन्न गरेर सुँधैँ द्वारा धाप हान्न आइपुग्छ। (पृ.२४), चन्द्रमा मुन्तिर म मात्र हिँडिरहेको थिइँन। छुरा गोलीगट्टा सब यात्रा गरिरहेका हुन सक्थे। (पृ.४९)

भाषिक विचलन: मानक भाषाको सट्टामा कुनै भाषा वा भाषिकाको प्रयोग गरेमा भाषिक विचलन भएको मानिन्छ। साहित्यकारले आफ्नो अभिव्यक्तिलाई सार्थक, स्वभाविक र सभ्य देखाउनका लागि अन्य कुनै भाषा भाषिकाको पनि प्रयोग गरेको पाइन्छ। यस उपन्यासमा सहरिया जीवनको यथार्थलाई बिउँत्याउन अंग्रेजी शब्दको प्रयोग धेरै मात्रामा गरेको पाइन्छ। जुन निम्नअनुसार उदाहरणले प्रष्ट पार्न सकिन्छ : यसमा भ्रमको धेरै गुन्जायस देखेको यस्तो बयान अर्थात स्पष्टीकरण दिनुपर्छ। (पृ.१९) त, मोटोमोटी रूपमा मेरो परिवारको एनाटोमी यही हो। पृ.२१

समानान्तरता: समान तत्त्वहरूको पुनरावृत्तिलाई समानान्तरता भनिन्छ। भाषाको प्रयोगमा नियमितता सिर्जना गरेर कृतिमा भाषिक आकर्षण बृद्धि गर्ने काम समानान्तरताले गर्दछ। भाषा प्रयोगमा देखिने यस प्रकारको पुनरावृत्ति बाह्य संरचना र आन्तरिक संरचना तहमा देखा पर्दछ। समानान्तरताको प्रयोगले भाषिक अभिव्यक्ति कलात्मक एवम् आकर्षक बन्दछ। छन्द, अलङ्कार र तुकबन्दीमा समानान्तरता देखापर्छ। भाषिक प्रयोगमा देखिने समानान्तरता आन्तरिक र बाह्य गरी दुई प्रकारका छन्।

आन्तरिक समानान्तरता: भावार्थ वा वाच्यार्थ आवृत्ति अर्थात अर्थ पक्षको आवृत्ति भएमा त्यसलाई आन्तरिक समानान्तरता भनिन्छ। यसले वाक्यमा निहित आन्तरिक सौन्दर्यको उद्घाटन गर्दछ। अलङ्कार, बिम्ब, प्रतीक, रस आदिका आधारमा आन्तरिक समानान्तरताको उद्घाटन हुन्छ। यसले वाक्यात्मक तहको अर्थगत पक्षलाई प्रकटीकरण गर्दछ। आन्तरिक समानान्तरताको प्रयोग गरेर प्रस्तुत

उपन्यासको भाषालाई कलात्मक, आकर्षक र आलङ्कारिक बनाएको तथ्यलाई निम्न उदाहरणद्वारा देखाउन सकिन्छ। निम्न-मध्यम वर्गका सुखदुःख, अभाव र दरिद्रता, आकाङ्क्षा र निराशा सबै म कहाँ उच्चतम् र भव्यतम् रूपमा प्राप्त हुन्छन्। (पृ.१९), मनमा अपमान अनुभव हुन्थ्यो, तीव्र अपमान। तर एउटा व्यापक बजार सबको आत्मामा किलो ठोकेर गाडिएको थियो। (पृ.१०४)

बाह्य समानान्तरता: एक वा एकभन्दा बढी ध्वनि, वर्ण, रूप, शब्द, पदावली, वाक्य वा वाक्यांश आदिको आवृत्तिलाई बाह्य समानान्तरता भनिन्छ। भाषिक अभिव्यक्तिलाई आकर्षक बनाउन साहित्यकारले शब्दालङ्कारका रूपमा बाह्य समानान्तरताको प्रयोग गर्दछ। यसले गर्दा अनुप्रासीय अभिव्यक्तिको सिर्जना हुन गई साहित्यको बाह्य स्वरूपको सौन्दर्य बृद्धि हुन्छ। बाह्य समानान्तरताको प्रयोग गरी भाषाको बाह्य सौन्दर्यको उद्घाटनमा सहयोग पुऱ्याएको पाइन्छ। केही उदाहरणहरू निम्न रहेका छन् : देश बिग्रेर स्वाइन फ्लु आएर हो कि, स्वाइन फ्लु आएर देश बिग्रेको ? देश आफ्नो ठाउँमा बिग्रेको छ, स्वाइन फ्लुले आफ्नो किसिमले बिगारेको छ।' (पृ.६३), म पनि यो देशमा नजन्मेर अन्तै जन्मिन पाएको भए तिमिहरू पनि दुर्भाग्यमुक्त देशमा जन्मिँदा हो (पृ.११०)। यसरी 'अप्रिय' उपन्यास विचलन र समानान्तरताको प्रयोगले भाषा कलात्मक, आकर्षक, आलङ्कारिक एवम् सौन्दर्यमय बनेको पाइन्छ।

निष्कर्ष

उपन्यासकार ध्रुवचन्द्र गौतमको एक्काईसौं उपन्यास 'अप्रिय' वि.सं. २०६७ सालमा प्रकाशित अतियथार्थको पृष्ठभूमिमा लेखिएको उपन्यास हो। वृत्ताकारीय ढाँचामा उपन्यासको कथानक संरचित भएकोले वर्णात्मक शैलीको प्रयोग गरिएको छ। उपन्यासका सामान्य बेतनभोगी पात्र केशवप्रसादको जीवनवृत्तलाई कथानकको मूल विषय बनाइएको छ। केशवप्रसाद निम्न-मध्यम वर्गीय कम बेतनधारी कर्मचारीले आधुनिक परिवेशमा भ्रेल्लु परेको अभाव र त्यसबाट उत्पन्न समस्यामा अल्झिएको परिस्थिति उपन्यासमा केलाउन खोजिएको छ। आन्तरिक र बाह्य द्वन्द्वको छटपटीबाट सिर्जिएको व्यक्तिगत स्वार्थ र वर्तमान आर्थिक सामाजिक यथार्थको चेत र अस्तित्वको खोज उपन्यासमा पाइन्छ। यस उपन्यास केशवप्रसादको असफलताले नै अप्रिय बनेको छ, भन्ने तथ्य प्रसारित गरिएको छ। कथानकका माध्यमबाट आफ्ना विचार, धारणा र अनुभूतिलाई कलात्मक रूपमा उद्देश्यमूलक प्रस्तुत गरिएको छ। उपन्यासमा चरित्रलाई शैली वैज्ञानिक पद्धति अनुसार विश्लेषण गर्दा लिङ्ग, कार्य, प्रवृत्ति, स्वभाव, जीवन चेतना, आबद्धता र आसन्नतालाई मुख्य आधार बनाइएको छ। केशवप्रसाद उपन्यासको नायक हो, जसको जीवनवृत्त र पारिवारिक चरित्रलाई केलाइएको छ। उपन्यासमा बद्ध, मञ्चीय, व्यक्तिगत, गतिशील, प्रतिकूल पात्रहरूको बाहुल्यता बढी देखिन्छ। स्त्री र पुरुषपात्र समान उपस्थित देखिन्छन्। उपन्यासमा पात्रहरू कमै छन्, तर पनि चरित्रको आधारमा कथा विकसित छ। उपन्यासलाई जीवन्त,

गतिशील र मर्मस्पर्शी बनाउन मद्दत पु याएको छ । यस उपन्यासमा चयन अन्तर्गत तत्सम शब्द, तद्भव शब्द, आगन्तुक शब्द, अनुकरणात्मक शब्द, नाम, सर्वनाम, विशेषण तथा क्रियापद, क्रिया विशेषण, वाक्य प्रयोग, निपात प्रयोग, लेख्य चिह्नको प्रयोगको अध्ययन विश्लेषण गरिएको छ । उपयुक्त भाषिक छनोटले रचनालाई प्रभावकारी र सौन्दर्ययुक्त बनाएको छ । विचलनको उपयुक्त प्रयोगले भाषिक अभिव्यक्तिलाई आलङ्कारिक, लक्ष्यार्थ तथा ध्वन्यार्थद्वारा भावमयता र श्रुतिमधुरता बनाएको छ । समानान्तरताको प्रयोगले उपन्यासलाई भाषा र शैलीले जीवन्तता, सार्थकता र प्रभावकारिता बढाएको छ । यसर्थ मार्मिक कथावस्तु, गतिशील कथानक, जीवन्त चरित्र, सार्थक भाषिक छनोट र उपयुक्त शैलीले उपन्यासलाई जीवन्त, सार्थक र प्रभावकारी बनाएको छ । उपन्यासमा यथार्थको प्रयोगपरकता र प्रस्तुतिमा रोचकता पाइएको, अर्थगत विस्तार र गहनतालाई प्रस्तुत गरेको र नवीन शिल्पशैली प्रयोग उत्कृष्ट रहेको पाइन्छ ।

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नेपाली भाषामा आगन्तुक शब्दहरूको प्रयोग

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अध्ययनको सार

यस लेखमा नेपाली भाषामा प्रयोग र उपयोगमा आएका आगन्तुक शब्दहरूको अध्ययन गरिएको छ । आगन्तुक शब्द भन्नाले संस्कृत भाषाबाहेक स्वदेशभित्र बोलिने मातृभाषा तथा विदेशी भाषाबाट आएर नेपाली भाषामा प्रयोग हुने शब्दलाई बुझिन्छ । अध्ययनमा स्वदेशी तथा विदेशी भाषाबाट नेपाली भाषामा प्रयोग हुँदै आएका आगन्तुक शब्दहरूको पहिचान तथा तिनको प्रयोगक्षेत्रको निर्धारण गर्ने उद्देश्य राखिएको छ । आलेख तयार पार्ने सन्दर्भमा मूलतः पुस्तकालयीय विधि र पद्धतिको उपयोग गरी सङ्कलन गरिएका प्राथमिक र द्वितीयक स्रोतका सामग्रीहरूबाट प्राप्त तथ्यलाई उदाहरणसहित वर्णनात्मक विधिद्वारा विश्लेषण गरिएको छ । आगन्तुक शब्दको प्रयोगले भाषिक शब्दभण्डार बढ्ने मात्र नभई भाषिक सम्पन्नता र व्यापकता थप्ने गर्दछ । वर्तमान समयमा अङ्ग्रेजी भाषा विश्वको सूचना प्रविधि र बहुप्रचलित भाषाका रूपमा रहेको हुनाले अधिकांश आगन्तुक शब्दहरू यसै भाषाबाट भित्रिएका पाइन्छन् । यस्ता शब्दको अन्धाधुन्ध प्रयोगले भाषाको वास्तविक स्वरूपमा खलल पुग्नु हुँदैन भन्ने निष्कर्ष निकालिएको छ ।

विशिष्ट शब्द: आगन्तुक, वर्णसमुच्चय, शब्दान्विति, प्रविष्टि, विहङ्गावलोकन

विषय प्रवेश

अर्थयुक्त वर्ण-समुच्चयलाई शब्द भनिन्छ । शब्दान्वितिबाट वाक्यक्रिया सञ्चरण हुन्छ अनि मात्र भाषाका वक्ता र बोद्धाबिच विचार विनिमय र भाषिक व्यवहार सम्पन्न हुन्छ । 'भाष्' धातुमा 'टाप्' प्रत्यय लागेर बनेको भाषा शब्दले बोल्नु, कहनु वा ध्वन्यात्मक अभिव्यक्ति प्रकट गर्नु भन्ने अर्थ दिन्छ । सभ्यताको विकासक्रम र प्रक्रियासँगै शब्दहरू पनि सुरुमा सङ्केतात्मक, चित्रात्मक र अक्षरात्मक हुँदै बोली र व्यवहारसँग गाँसिँदै अघि बढेको पाइन्छ (ताम्रकार, २०१० ई.) ।

लगभग दश हजार वर्ष ईशापूर्व हालको दक्षिणपूर्वी एसियामा आर्यावर्त नामको साम्राज्य थियो, जहाँको मानव-सभ्यता निकै विकसित थियो । कालान्तरमा आर्यावर्तीय साम्राज्य विकेंद्रित हुँदै गयो ।

शासकहरूको शक्ति क्षीण हुन गई मुगलहरूको शक्ति बढ्दै गयो । यस बेला भारतीय भाषाहरूमा मुस्लिम (अरबी, फारसी र उर्दू) भाषाको प्रभाव पयो । विस्तारै मुगल शासकहरू विलासिताको

पराकाष्टाले गर्दा कमजोर बन्न पुगेपछि, युरोपबाट भारत पसेका अङ्ग्रेजहरूले टाउको उठाउन थाले ।

उनीहरूले हालको भारतलाई केन्द्र बनाएर दक्षिण-एसियाका प्रायजसो सबै भूभागमा (१७५७-१९४७ ई.सम्म) एक छत्र औपनिवेशिक आधिपत्य कायम गरे (सुवेदी, २०७७: पृ. ८३) ।

अङ्ग्रेजहरूको प्रभावबाट नेपाल र नेपाली भाषा पनि अछुतो रहेन । यस बेला भारतीय तथा नेपाली भाषामा अङ्ग्रेजी भाषाको प्रभावले गर्दा थुप्रै अङ्ग्रेजी शब्दहरूले नेपाली बोलचालको भाषामा ठाउँ पाएर आगन्तुक शब्दका रूपमा प्रयोगमा आउन थालेको देखिन्छ । दक्षिण-एसियाका मुलुकमा अङ्ग्रेजहरूको औपनिवेशिक शासन रहेको बेला स्थानीय भाषीहरूले मातृभाषामा कतिपय अङ्ग्रेजी शब्द मिसाएर बोल्न थाले । त्यसले गर्दा नेपाली भाषामा पनि अङ्ग्रेजी लगायत अन्यान्य भाषास्रोतहरूबाट आएका थुप्रै आगन्तुक शब्दहरू प्रचलनमा रहेको भेटिन्छ । नेपाली भाषामा सबैभन्दा बढी आगन्तुक शब्दहरूको प्रविष्टि अङ्ग्रेजी भाषाबाट भएको पाइन्छ ।

वर्तमान समयमा जगत्-ग्राम (ग्लोबल भिलेज) को अवधारणाले गर्दा भाषा प्रयोक्ताहरूको चहलपहल विश्वको एक कुनाबाट अर्को कुनासम्म पुगिरहेको अवस्था छ । यस्तो अवस्थामा एक ठाउँको व्यक्ति अर्को ठाउँमा जाँदा भाषा प्रयोक्ताहरूबिच भाषिक सम्प्रेषणमा समेत समस्या देखिन्छ, र वक्ताहरू एक अर्काका भाषाका शब्दहरू साटासाट र आत्मसातीकरण गर्नुपर्ने अवस्थामा पुग्छन्, जसले गर्दा एउटा भाषाका शब्दहरू अर्को भाषामा नयाँ शब्दका रूपमा प्रयोग हुन थाल्छन् र ती शब्दहरू कालान्तरमा आगन्तुक शब्दका रूपमा स्थापित हुन पुग्छन् । यस अध्ययनमा नेपाली भाषामा प्रविष्टि पाएका आगन्तुक शब्दहरूको प्रविष्टि कसरी भएको छ, र ती आगन्तुक शब्दहरू नेपाली भाषामा कुन कुन क्षेत्रमा बढी प्रयोग भएको पाइन्छ ? भन्ने प्रश्नलाई समस्याका रूपमा लिई अध्ययन गरिएको छ ।

हरेक क्षेत्रमा अङ्ग्रेजी भाषाको विश्वव्यापी प्रभाव बढिरहेको वर्तमान परिवेशमा अङ्ग्रेजी भाषाको प्रयोगाधिक्य र व्यापकतालाई नकार्न सकिँदैन । एकातिर आधुनिक कम्प्युटर विज्ञान, सूचना प्रविधि तथा चिकित्सा क्षेत्रमा आगन्तुक शब्दको अत्यधिक प्रयोग र उपयोग भइरहेको तथा अर्कातिर नेपालभित्र बोलिने कतिपय जातिगत मातृभाषाका शब्दहरू पनि आगन्तुक शब्दका रूपमा नेपाली भाषामा प्रयोग हुँदै आएकाले त्यसको अध्ययन गर्नु वाञ्छनीय देखिन्छ । त्यसैले आगन्तुक शब्द प्रयोगको अवस्था पहिल्याउनु यस अध्ययनको औचित्य रहेको छ । यसका अतिरिक्त समाजमा बढ्दै गइरहेको अङ्ग्रेजीप्रतिको मोहले गर्दा भाषिक संहरण के कति र कसरी भएको रहेछ, भन्ने कुराको उजागर गर्न र नेपाली भाषाको प्रयोगका सापेक्षतामा आगन्तुक शब्दहरूको प्रयोगको पहिचान गर्नु पनि यस अध्ययनको औचित्य रहेको छ ।

यस अध्ययनमा 'नेपाली बृहत् शब्दकोश-२०७२' मा प्रविष्टि पाएका स्वरवर्णबाट आरम्भित आगन्तुक शब्दहरूमा मात्र सीमित गरी अध्ययन तथा विश्लेषण गरिएको छ ।

अध्ययन विधि र प्रक्रिया

यस अध्ययनमा तथ्याङ्क सङ्कलनका लागि विशेषतः पुस्तकालयीय अध्ययन विधि र पद्धतिको उपयोग गरी नेपाल प्रज्ञा प्रतिष्ठानद्वारा प्रकाशित 'नेपाली बृहत् शब्दकोश-२०७२' बाट प्राप्त सामग्रीलाई प्राथमिक स्रोतको रूपमा लिइएको छ, भने पूर्वकार्यको अध्ययन र पत्रपत्रिकाबाट साभार सामग्रीलाई द्वितीयक स्रोतका रूपमा उपयोग गरिएको छ । उक्त शब्दकोशबाट सङ्कलन गरिएका आगन्तुक शब्दसामग्रीलाई शब्दस्रोत तथा शब्द प्रयोग क्षेत्रका आधारमा वर्णानुक्रममा वर्गीकरण गरी वर्णनात्मक विधिद्वारा विश्लेषण गरिएको छ ।

सैद्धान्तिक पर्याधार

विगतले वर्तमानलाई मार्गदर्शन गर्ने हुँदा यस अनुसन्धान कार्यलाई उद्देश्यमूलक बनाई सही मार्गमा डोऱ्याउन सैद्धान्तिक पर्याधारका साथै यसभन्दा पहिले गरिएका यस अध्ययनको शीर्षकसँग मिल्दाजुल्दा विषयहरूलाई यहाँ सङ्क्षिप्त चर्चा गरिएको छ :

ए. राज (सन् २००२) द्वारा 'नेपाली भाषामा फारसी, अरबी र तुर्की भाषाको प्रभाव' शीर्षकमा अनुसन्धानात्मक लेख प्रकाशित भएको पाइन्छ । उक्त लेखमा फारसी, अरबी र तुर्की भाषाबाट लिइएका नेपाली भाषामा प्रयोगमा आइरहेका शब्दहरूको विवरण दिई विश्लेषण गरिएको छ । भारतमा शासन गर्ने मुगलहरू हालको मध्य-एसियाबाट आएका थिए । मुगल दरबारमा उक्त तीनैवटा भाषा बोलिन्थ्यो जसको प्रभाव हिन्दी हुँदै नेपाली भाषामा पनि पर्न गएको भन्ने निष्कर्ष निकालिएको छ । यस अध्ययनबाट अन्यान्य भाषाका आगन्तुक शब्दहरूको खोजी र वर्गीकरणमा सहयोग लिइएको छ (ए. राज, २००२ ई., पृ. ३५१) ।

पाण्डेय (सन् २०१५) 'हिन्दी में अन्य भाषा के शब्दों का आगमन : उचित या अनुचित' शीर्षकमा हिन्दी भाषामा लेख प्रकाशित भएको पाइन्छ । उक्त लेखमा अन्य भाषाबाट आएका शब्दहरूले गर्दा हिन्दी भाषा नै दुई प्रकारको भइसक्यो, एउटा पुस्तक र पत्रपत्रिकामा पाइने सामान्य भाषा तथा अर्को बोलीचालीमा विशिष्टता देखाउन प्रयोग गरिने मिश्रित भाषा । दोस्रो प्रकारको भाषाले भाषामा मात्र होइन जनजीवनमा समेत फरकपनको अवस्था सिर्जना हुन थालिसकेको हुनाले हिन्दी भाषामा प्राविधिक शब्दवाहेक अन्य भाषाका शब्दहरूको प्रयोगमा नियन्त्रण गरिनुपर्ने निष्कर्ष निकालिएको छ । यस अध्ययनबाट पनि आगन्तुक शब्दको प्रयोग तथा प्रभावगत विश्लेषणमा सहयोग लिइएको छ ।

नेपाल (२०७५) ले माध्यमिक नेपाली व्याकरणमा 'नेपाली भाषाको शब्दभण्डार' शीर्षकमा शब्दभण्डारको स्रोत वर्गीकरण गर्ने क्रममा आगन्तुक शब्दहरूको पनि चर्चा गरेको पाइन्छ। उक्त लेखमा विज्ञान र प्रविधिको बढ्दो आवश्यकता र आवश्यक वस्तुहरूको आयातसँगै अन्य भाषाबाट शब्दहरूको पनि आयात हुने गर्दछ भनी उल्लेख गरिएको छ। स्वदेशी आगन्तुक शब्दमा किराती, गुरुङ, तामाङ/भोटे, नेवारी, मगराती, मैथिली र लिम्बू भाषाबाट आएका शब्दहरूको विवरण तथा विदेशी आगन्तुक शब्दमा अङ्ग्रेजी, अरबी, चिनियाँ/तिब्बती, तुर्की, तेलगु, पोर्चुगाली, फ्रान्सेली र हिन्दी भाषाबाट आएका शब्दहरूको विवरण समेत प्रस्तुत गरिएको छ। यस अध्ययनबाट आगन्तुक शब्दको वर्गीकरणमा सहयोग लिइएको छ।

आगन्तुक शब्दका बारेमा नेपाली भाषामा त्यति धेरै अध्ययन भएको पाइएन। जे जति उपलब्ध भए तिनै सामग्रीहरूको पर्याधार र विहङ्गावलोकनका आलोकमा यस अध्ययनलाई अघि बढाइएको छ।

आगन्तुक शब्द परिचय र प्रयोग

एक वा सोभन्दा बढी अक्षर मिलेर बनेको, स्वतन्त्र रूपमा प्रयोग हुने अर्थपूर्ण भाषिक एकाइलाई शब्द भनिन्छ। यसको विशेषता ध्वन्यात्मक, गत्यात्मक, साञ्चारिक, अर्थयुक्त र परिवर्तनशील प्रकृतिको हुन्छ। शब्दहरूको क्रमबद्ध अनुशासनबाट वाक्य बन्छ। वाक्य चाहिँ शब्द संयोजनको मुख्य आधार हो जसबाट भाषाको निर्माण भएको हुन्छ। हरेक भाषाको आफ्नै शब्दभण्डार हुन्छ। शब्दभण्डारमा विभिन्न स्रोतबाट आएका शब्दहरू समाविष्ट हुन्छन्।

स्रोतका आधारमा शब्दको वर्गीकरण

नेपाली भाषाको शब्दभण्डारमा विभिन्न स्रोतबाट प्रयोगमा आएका शब्दहरू रहेका छन्। मुख्य रूपमा नेपाली भाषामा प्रयोग हुने शब्दहरूलाई स्रोतका आधारमा दुई प्रकारमा विभाजन गर्न सकिन्छ: मौलिक शब्द र आगन्तुक शब्द।

मौलिक शब्द

तत्सम, तद्भव र देशज (भाषिकागत) शब्दहरू मौलिक शब्दअन्तर्गत पर्दछन्। संस्कृत भाषाबाट रूप र अर्थमा परिवर्तन नभई नेपाली भाषामा आएका शब्दहरू तत्सम शब्द हुन् भने संस्कृत भाषाका शब्दहरूको रूप र अर्थमध्ये केही परिवर्तन भए पनि सोही अर्थ बोध हुने गरी नेपाली भाषामा प्रयोग भएका शब्दहरू तद्भव शब्द हुन्। त्यस्तै कुनै भाषाको प्रयोगको सन्दर्भमा त्यस भाषाको प्रकृति, अवस्था र स्थानीय वातावरण अनुकूल निर्माण भएका ठेट शब्दलाई देशज शब्द भनिन्छ।

आगन्तुक शब्द

आगन्तुक शब्दहरूलाई पनि दुई भागमा वर्गीकरण गरिन्छ: स्वदेशी आगन्तुक र विदेशी आगन्तुक।

स्वदेशी आगन्तुक : संस्कृत भाषाबाहेकका देशभिन्न बोलिने अन्य भाषाबाट नेपाली भाषामा आएका शब्दहरू स्वदेशी आगन्तुक शब्दहरू हुन् । स्वदेशी आगन्तुक शब्दअन्तर्गत मैथिली, भोजपुरी, ताजपुरिया, थरुवानी, दनुवारी, चुरेटी, माझी, बोटे, दरै, अवधी, कुम्हाले, धिमाल, मेचे, राई, लिम्बु, मगर, गुरुङ, तामाङ, नेवारी आदि भाषाबाट नेपाली भाषामा शब्दहरू प्रयोग भएका पाइन्छन् ।

स्वदेशी आगन्तुक शब्दहरू

नेपाल बहुजातीय र बहुभाषिक मुलुक हो । यहाँ १४२ जातजाति र १२४ भाषा बोलिन्छन् (राष्ट्रिय जनगणना २०७८) । नेपाली समाज बहुभाषिक भएका कारणले पनि यहाँका विभिन्न जातीय मातृभाषाका शब्दहरू नेपाली भाषामा प्रयोग भएको पाइन्छ । यसरी मातृभाषाबाट नेपाली भाषामा आगन्तुक शब्दका रूपमा आएका शब्दहरू निम्नानुसार छन् :

नेवारी भाषाका शब्दहरू : अजिमा, अचल, अडिन्चे, अम्ती, अलकाई, अवाल, इचा, इलो, ँकटी, कउल कका, कट, कवल, कर्खा, काहा, कुइँ, कम्खा, कसुत्रो, कोचाखी, कोका, कोटाल, कोठामचे, कोला, क्वाँटी, खः, खकन/खकानु, खनिचा, खन्चा, खर्पन, खल्मा, खसिपा, खापा, खासी, खिका, खिचा, खोला, ख्याक आदि ।

तामाङ/भोटेली भाषाका शब्दहरू : अपि, आमाङ्लाङ, कृचिन, कुती, खँगालो, खाइव, खादा, खामकुरा, खादा, खाल्वा आदि ।

लिम्बू भाषाका शब्दहरू : इमासङ, किनामा, कोक्ती, खम्बानी, खम्बु, खाभाङ, लुङ्गा आदि ।

थारू भाषाका शब्दहरू : ओढनी, औली, कटिया, कट्टरवा, कल्लिया, खडुका, खटुला आदि ।

गुरुङ भाषाका शब्दहरू : आर्घो, कम, घुम, भाङ्गो, रोदी आदि ।

माथि उल्लिखित भाषाका अतिरिक्त मगर, किरात, धिमाल, मैथिली, भोजपुरी, जिरेल, थकाली, डोटेली आदि स्वदेशी भाषाहरूबाट आगन्तुक शब्दहरू आएका पाइन्छन् । तिनीहरूको पनि खोज हुन आवश्यक छ ।

विदेशी आगन्तुक : नेपालभन्दा बाहिर बोलिने भाषाहरूबाट नेपाली भाषामा भित्रिएका शब्दहरू विदेशी आगन्तुक शब्द हुन् । यसअन्तर्गत विदेशमा बोलिने हिन्दी, बङ्गाली, अङ्ग्रेजी, फ्रेन्च, पोर्चुगाली, रुसी, फारसी, तुर्की, अरबी, चिनियाँ, तिब्बती, जापानी लगायत अन्य विदेशी भाषाबाट नेपाली भाषामा शब्दहरू भित्रिएका पाइन्छन् ।

आगन्तुक शब्दहरूको वर्गीकरण र प्रस्तुति

यस लेखको मुख्य उद्देश्य नेपाली भाषामा प्रयुक्त आगन्तुक शब्दहरू के कसरी र कुन कुन क्षेत्रमा बढी प्रयोग भएका छन् भन्ने रहेको हुनाले आगन्तुक शब्दहरूको अध्ययनलाई निम्नानुसार प्रस्तुत गरिएको छ :

विदेशी आगन्तुक शब्दहरूको प्रयोग :

अङ्ग्रेजी भाषाबाट आएका शब्द : अङ्ग्रेजी भाषा वर्तमान विश्वमा विज्ञान र प्रविधिका क्षेत्रमा

बहुप्रचलित भाषा भएकाले यस भाषाबाट थुप्रै शब्दहरूले नेपाली भाषामा आगन्तुक शब्दका रूपमा प्रविष्टि पाएको देखिन्छ । जस्तै :

अक्टोपस, अक्टोबर, अक्सिजन, अगस्त, अनरेरी, अन्डर, अपरेटर, अपसेट, अपिल, अप्रिल, अप्रेन्टिस, अप्रेसन, अफिस, अल्टिमेटम, अल्सेसियन, आरारोट, इनामेल, इन्च, इन्जिन, इन्जेक्सन, इन्टरभ्यु, इन्ट्रान्स, इन्डेक्स, इन्डस्ट्री, इन्स्टिच्युट, इन्स्पेक्टर, इमर्जेन्सी, इम्प्रेसन, इयरिड, इलास्टिक, इलेक्ट्रिक, इस्टकोट, ईथर, एकड, एकेडेमी, एजेन्ट, एजेन्डा, एटर्नी, एम्बुलेन्स, एयरकन्डिसन, ओजोन, ओभर, कङ्ग्रेस, कजलिस्ट, कटराइज, कनस्टर, कन्टेनर, कन्डम, कप, कपी, कफी, कमान, कमिटी, कमिसन, कमिस्नर, कम्पाउन्ड, कम्पाउन्डर, कम्पास, कम्पोज, कम्पोस्ट, करेन्ट, कर्फ्यु, कल, कलम, कलभर्ट, कलर, कलेज, कलेरा, कापी, कर्पोरेसन, काउली, कार्गो, कार्टुन, कार्ड, कार्पेट, कार्बन, कास्टिक, किल्ली, किलिप, किलो, कुइनाइन, कृपन, केस, कोक, कोकेन, कोट, कोटा, कोटेसन, कोब्रा, कोरम, कोर्ट, कोलोनी, कौच, क्याजुअल, क्यान्सर, क्याबिन, क्यामेरा, क्याम्प, क्युरियो, क्रिस्चियन, क्रोटर, क्रोन, क्लब, क्लर्क, क्लास, क्लिनर, क्लिनिक, क्वार्टर, क्विज, क्विन्टल आदि (त्रिपाठी र अन्य, २०७२) ।

अरबी भाषाबाट आएका शब्द : नेपालको दक्षिणतिरको खुल्ला सिमाना र हिन्दी भाषाको प्रभावका कारण अरबी, फारसी, हिन्दी लगायत कतिपय प्रान्तीय भाषाका थुप्रै शब्दहरूले नेपाली भाषामा आगन्तुक शब्दका रूपमा प्रविष्टि पाएको देखिन्छ । जस्तै :

अकबर, अकल, अक्सर, अख्तियार, अखबार, अगलबल, अङ्गरेज, अजनबी, अजिब, अजायब, अत्तर (इत्र), अदलबदल, अदब, अदा, अदालत, बन्दोबस्त, अफवाह, अबिर, अब्बल, अम्मल, अमानत, अमिन, अमिर, ऐस (ऐश), अरक, अर्जी, अलकत्रा, अलफा, अलगर्जी, अलबत्ता, अल्फी, अल्लाह, अलबान, असर, अस्तबल, अहद, अहल्कार (हल्कारा), आखिर, आदत, आदम, आदमी, इजलास, इजहार, इजाजत, इजार, इजारा, इज्जत, इद, इनाम, इन्कार, इन्कलाव, इन्तजाम, इन्साफ, इमान, इमारत, इम्तिहान, इराक, इरादा, इरान, इलम, इलाका, इलाज, इसारा, इस्तार, इस्तिफा, इस्तेमाल, इस्वी, उजुर, उमिद, उम्र (उमेर), उम्दा, उर्फ, एकरार, ऐन, ऐब, ऐयार, ऐयास, ऐस, ओजन (वजन), ओहोदा (अहद), औकात, औजार, औलाद, औसत, कतार, कत्तर, कल्लेआम, कद, कदर (कद्र), कबाफ, कविर, कबिला, कबुल, कब्जा, कब्जियत, कब्र, कमाल, कमिज, करामत, करार, करिब, कर्ज, कर्नाल, कलम, कवाज, कसम, कसमी, कसर, कसरत, कसाई, कसुर, काइदा, कर्तुत, कानुन, काफिर, काफी, काबिल, कायदा, कायम, कायल, कायस्थ, कालिन, किताब, कित्ता, किफायत, किमा, किम्मत, किराया, किल्ला, किस्त, किस्मत, किस्सा, कुदरत, कुर्सी, कुल,

कुल्फी, कैफियत, खजाना, खतम, खतरनाक, खतरा, खन्जर, खपिस, खबर, खमरन्दा, खमिर, खरखुवाइ, खरदार, खराब, खलक, खलल, खलास, खलासी, खलिता, खलिफा, खसम, खातिर, खारिज, खालि, खालिसा, खाली, खाविन्द, खास, खिजाब, खिताब, खिदमत, खिल्लत, खिल्ली, खिस्सा, खुराफात, खुलासा, खुलेआम, खेमा आदि (पूर्ववत् २०७२) ।

फारसी भाषाबाट आएका शब्दहरू : अङ्गुर, अचार, अजमाइस, अनार, अन्जाम, अन्दाज, अफलातुन, अफसर, अफसोच, अरब, आबकारी, आवाज, आवाद, आजाद, अबेस्ता, अलमस्त, उस्तरा, आसमान, आइन्दा, आम, आमदानी, आमखोरा, आलुचा, आलुबखडा, आवारा, इसबगोल, ऐलान, ऐलानी, ऐना, कद्दु, कम, कमर, कमसल, कमान, कसिदा, कहार, काका, काबू, कामयाब, कारखाना, कारोबार, कारवाही, कारिगर, कारिन्दा, कार्चोप, कावा, किनार, किराना, किसमिस, किस्ती, कुन्जा, कुर्नेस, कुलफा, कोफ्ता, कोहिनुर, कुर्बानी, कुस्ती, खजान्ची, खप्की, खबरदार, खरबुजा, खराद, खरिद, खर्च, खाक, खाका, खाकी, खाक्सी, खानज, खानगी, खानतलासी, खानदान, खानसा, खान्नी, ख्वाहिश, खार, खाहमखाह, खिलाफ, खुङ्खार, खुद, खुदा, खुद्रा, खुन, खुफिया, खुब, खुबी, खुमारी, खुराक, खुर्पानी, खुर्सानी, खुस, खुसबु, खुसमिजाज, खुसहाल, खुसामद, खेस, खैर आदि (पूर्ववत् २०७२) ।

अन्य विदेशी भाषाबाट आएका शब्दहरू : माथि उल्लिखित भाषाका अतिरिक्त ल्याटिन भाषाबाट क्यालेन्डर, मिसन, वोनस आदि; तुर्की भाषाबाट याल, उर्दू, कनात, कलाबत्तु, कल्की, कल्लार, कुच, कुल्ली, कुर्ता, कैची, कोर्ता, खच्चर, तगारो, तोप, चक्कु, आदि; पोर्चुगिज भाषाबाट आनानास, आलपिन, कारतुस, गमला, तौलिया, फिता आदि; जर्मनी भाषाबाट किन्डरगार्टेन, फरेनहाइट, सेमिनार आदि; जापानी भाषाबाट कराँते, जुडा, रिक्सा, होन्डा, सुजुकी आदि; फ्रेन्च भाषाबाट अलबम, कुपन, कार्टुन, बिगुल, पुलिस, कलेज आदि शब्दहरू पनि नेपाली भाषामा आगन्तुक शब्दका रूपमा प्रयोगमा आएका पाइन्छन् । यस्ता शब्दहरू थोरै मात्रामा प्रत्यक्ष सोही भाषाबाट सिधै आएका देखिन्छन् भने अधिकांश शब्दहरू अप्रत्यक्ष रूपमा अङ्ग्रेजी, हिन्दी वा अन्य भाषा हुँदै नेपाली भाषामा आगन्तुक शब्दका रूपमा आएका छन् ।

पूर्वसर्गका रूपमा आगन्तुक रूपको प्रविष्टि :

कतिपय आगन्तुक पूर्वसर्गहरू पनि नेपाली भाषामा प्रयोग हुँदै आएको पाइन्छ । जस्तै :

गैर : गैरआवसीय, गैरकानुनी, गैरजिम्मेवार, गैरधन्दा, गैरनेपाली, गैरमुनाफा, गैरसरकारी, गैरराजनीतिक, गैरहाजिरी आदि ।

ना : नाजवाफ, नाजायज, नातागत, नाबालक, नाबालिग, नामन्जुर, नामर्द, नालायक, नासमभ्र आदि ।

बद् : बद्ख्वाइँ, बद्चलन, बद्तमिज, बद्नाम, बद्नियत, बद्मास आदि ।

बे : बेइज्जत, बेइमान, बेइरादा, बेकसुर, बेकाम, बेखबर, बेचैन, बेजान, बेदाग, बेनाम, बेवास्ता, बेढङ्ग, बेमतलब, बेसुर आदि ।

हर : हरपल, हरेक, हरक्षण, हरबखत, हरदिल, हरसम्भव, हरहमेसा, हरहालत आदि ।

आगन्तुक शब्द प्रयोगका क्षेत्रहरू

विश्व साहित्यमा देखापरेका नवीन प्रयोग र विधागत अनुकरणले गर्दा पनि विभिन्न सेवाक्षेत्रमा बहुप्रचलित शब्दहरूले नेपाली भाषामा आगन्तुक शब्दका रूपमा प्रविष्टि पाएको देखिन्छ । यसका केही उदाहरणहरू यहाँ प्रस्तुत गरिएको छ :

विज्ञान तथा सूचना प्रविधिसँग सम्बन्धित आगन्तुक शब्दहरू : आइफोन, एम्बुलेन्स, कन्डक्टर, कम्प्युटर, क्याल्कुलेटर, टार्गेट, ड्यामेज, ड्राइभर, नम्बर, नेटवर्क, फोन, मिटिङ, मेसिन, मोटर, लिङ्क ।

कानुनी क्षेत्रसँग सम्बन्धित आगन्तुक शब्दहरू : अख्तियार, अदालत, असुल, इजलास, इन्साफ, इस्तिफा, कानुन, इजारा, कोर्ट, जज, तहकिकात, तहसिल, तालुकदार, तामेल, तारिख, दरखास्त, नजीर, नालिस, फिराद, फैसला, बारेस, म्याद आदि ।

उत्पादनसँग सम्बन्धित आगन्तुक शब्दहरू : कुल्फी, खमिर, ब्यान्डेज, चाउचाउ, नुडल्स, पिजा, प्रोग्रेस, फोटो, बर्गर, मोबाइल, ल्यापटप, प्लाइउड आदि ।

शैक्षिक क्षेत्रसँग सम्बन्धित आगन्तुक शब्दहरू : अखबार, कलम, किताब, किताबखाना, खबर, ताक, प्रोपोजल, फी, रसिद, स्कुल आदि ।

साहित्यसँग सम्बन्धित आगन्तुक शब्दहरू : गजल, चौपाई, दोहा, शेर, डायरी, सायरी, रुबाई, रुमानी, हाइकू आदि ।

पहिरनका क्षेत्रसँग सम्बन्धित आगन्तुक शब्दहरू : कमिज, कुर्था, कोट, जामा, जुत्ता, टाइ, टोपी, पगरी, पाइन्ट, पाइजामा, मफलर, मोजा, सलवार, सेरवानी, सर्ट, सुट आदि ।

चिकित्सा क्षेत्रसँग सम्बन्धित आगन्तुक शब्दहरू : अपरेसन, आइ.सि.यु., इन्जेक्सन, इमर्जेन्सी, एम्बुलेन्स, डाक्टर, नर्स, कम्पाउन्डर, ब्यान्डेज, रिएक्सन, सिरिन्ज आदि ।

व्यापार/वाणिज्य क्षेत्रसँग सम्बन्धित आगन्तुक शब्दहरू : मार्केट, सेल, डिस्काउन्ट, रेट, नाफा, फाइदा, बिल आदि ।

राजनीति क्षेत्रसँग सम्बन्धित आगन्तुक शब्दहरू : उमेद्वार, पार्लियामेन्ट, पोलिटिक्स, पोलिट ब्युरो, बुथ, ब्यालेट बक्स, भोट आदि ।

माथि दिइएको विवरणले के देखाउँछ, भने मानिसहरू पर्यटन, आप्रवासन, वाणिज्य तथा व्यापारका सिलसिलामा भिन्न भाषिक सम्पर्कमा पुग्दै गए । यसले गर्दा भाषिक व्यवहार सम्पन्न गर्न अन्य भाषाबाट

शब्द एवं वाक्यांशहरू सापटी लिनुपर्ने भयो अनि ती शब्दहरू आगन्तुक शब्दका रूपमा तत्तत् क्षेत्रमा प्रयोग हुन थालेका देखिन्छ ।

तथ्यगत विश्लेषण

भारतमा मुगल शासनको सुरु भएपछि अरबी, फारसीबाट विकसित भई उर्दू भाषा बनेको देखिन्छ (ए.राज, २००२ : पृ. ३५९) । उर्दूको प्रत्यक्ष प्रभाव हिन्दी भाषामा पच्यो । त्यसै गरी भारतको उत्तरी क्षेत्रमा बोलिने हिन्दी भाषाको प्रभाव नेपाली भाषामा पनि पच्यो । यस अर्थमा हिन्दी भाषा हुँदै अरबी र फारसी भाषाका शब्दले नेपाली भाषामा आगन्तुक शब्दका रूपमा प्रविष्टि पाएको देखिन्छ ।

नेपाल एकीकरणपछि नेपाल भाषाको वर्तमान स्वरूप कायम हुने क्रममा उत्तर भारतबाट तत्कालीन शैक्षिक, प्रशासनिक तथा नेपालसँगको खुल्ला आवतजावतले पनि कतिपय भारतीय भाषाका आगन्तुक शब्दले नेपाली भाषामा प्रविष्टि पाएको देखिन्छ । जस्तै : अड्डा, कप्तान, कर्णेल, कुल्ली, कोचवान, क्याप्टेन, खजान्ची, खरिदार, गल्ला, बहिदार, दरवान, दोकान, शाहज्यादा, शाहज्यादी, बबर, ब्यालेट, समसेर, नायब, जङ्गी, शाही, हैसियत आदि ।

विशेष गरी नेपालको छिमेकी मुलुकहरूसँग हुने व्यापारिक सम्पर्कका कारण वाणिज्य क्षेत्रसँग सम्बन्धित शब्दले आगन्तुक शब्दका रूपमा प्रविष्टि पाएको देखिन्छ । जस्तै : एकाउन्ट, कम्पनी, काउन्टर, चुक्ता, दस्तखत, नजराना, फर्स्यौट, पेस्की, बिल, भन्सार, भुक्तान, मुनाफा, रसिद, रिस्वत, सौदा आदि ।

धार्मिक आस्था, तीर्थवास र तीर्थयात्राका क्रममा भारतीय समाजमा घुलमिल भएको परिवेशले पनि आगन्तुक शब्दको प्रविष्टिमा धेरथोर बल पुगेको देखिन्छ । जस्तै : खाना, पहुँच, फेरी, सैर, सफर, सफारी, लस्कर, मुलाकात, मुसाफिर आदि ।

नेपाली युवाहरूको भारतीय सेना र बेलायती सेनामा लामो समय काम गरी स्वदेश फर्कँदा उनीहरूको भाषामा आएको लबजसँगै कतिपय शब्दहरूले नेपाली भाषामा प्रविष्टि पाएको देखिन्छ । जस्तै : अच्छा, क्यानाम, क्याबात, जायज, यानेकि, यार, लेकिन, खयर, मालुम, मायने, माफ, खुबसुरत, बहुत खुब, ओके, एस, सरी आदि ।

माध्यमिक कालीन शासक राजघराना र राणाहरूले मनोज्ञनका लागि भिकाइएका नाट्य समूह र सङ्गीत मण्डली र महफिलका कलाकार र तिनीहरूले शाही खानदानको प्रशंसामा बोलिने भाषाको प्रभावले कतिपय शब्दहरूले आगन्तुक शब्दका रूपमा प्रविष्टि पाएको देखिन्छ । अझ भन्ने हो भने राणा र शाह घरानामा बोलिने शाही भाषालाई लिन सकिन्छ । जस्तै : ज्युनार गर्नु (खानु), मुखारी गर्नु (मुख धुनु), सवारी हुनु (जानु), खानदान, घराना, शाही, रहिस, सान आदि ।

तत्कालीन नेपालमा राणा शासन रहेको र शिक्षाको विकास हुन नसकिरहेको अवस्थामा शैक्षिक गतिविधि तथा नेपाली भाषाका पुस्तक र पत्रिकाहरूको प्रकाशन भारतका वाराणसी, इलाहाबाद, देहरादून, पटना, कलकत्ता आदिबाट प्रकाशन हुन्थे । त्यस्ता प्रकाशित सामग्रीमा भारतीय भाषाको लवज र शैलीको प्रत्यक्ष र अप्रत्यक्ष प्रभाव परेको देखिन्छ । जस्तै : कि, खैर, औ, यानिकि आदि ।

वर्तमान समय सन्दर्भमा युवापुस्तामा विदेशी भाषाहरू सिक्ने र बोल्ने होड चलनाले, निजी क्षेत्रका शिक्षण संस्थाहरूले अङ्ग्रेजी माध्यमको पठनपाठनलाई बढी महत्त्व दिंदै जानाले उनीहरूमा नेपाली भाषाको शब्दभण्डार कमजोर हुन गई कतिपयले आगन्तुक शब्दको सहारा लिएको पाइन्छ भने कतिपयले चाहिँ आफूलाई अरूभन्दा फरक देखाउन पनि बढी आगन्तुक शब्द प्रयोग गर्ने गरेको पाइन्छ ।

नेपाली भाषामा आगन्तुक शब्दको बढ्दो प्रयोग

नेपाली भाषामा आगन्तुक शब्दहरूको प्रयोग दिनानुदिन बढ्दो अवस्थामा रहेको देखिन्छ । नयाँ नयाँ आगन्तुक शब्दको भरमार प्रयोगले नेपाली भाषाको स्वरूप नै विकृत हुन थालेको महसुस हुँदै आएको छ । उदाहरणार्थ यहाँ केही वाक्यहरू प्रस्तुत गरिएको छ :

- सेलिब्रेटीले गर्दा प्रोडक्सनले माइलेज पाउँछ र गुणस्तर मेन्टेन हुन्छ ।
- कस्टमरमा ब्राण्ड कन्सन्स बढ्नुले फरेन गुडस्को ब्राण्ड भेल्यु बढेको हो ।
- आजकल पब्लिकको योगप्रतिको क्रेज बढ्दैछ । यसले बडीलाई डिटक्सिफाइ गर्न मद्दत पुग्छ ।
- हतार-हतार फेसबुकको आफ्नो एकाउण्ट लग इन गरेर जेपिटी भनेर स्टेटस अपडेट गर्न थाल्छन् आजका योड जेनेरेसनहरू ।

यहाँ दिइएका वाक्यहरू अङ्ग्रेजी नजान्ने सर्वसाधारणका लागि असहज हुन्छन्; बोधगम्य हुँदैनन् । यस्ता वाक्यहरूमा भएको भाषालाई नेपाली भाषा भन्न हिचकिचाउनै पर्ने हुन्छ । यसरी आवश्यकभन्दा बढी आगन्तुक शब्दको प्रयोग गर्नाले नेपाली भाषाप्रति कतिको न्याय ठहर्ला ? अबको दश/पन्ध्र वर्षपछि नेपाली भाषाको स्वरूप कस्तो होला ? यो प्रश्न हरेक नेपाली भाषी सामु एउटा चुनौती बनेर तेर्सिएको छ । यो सोचनीय र चिन्तनको विषय बनेको छ । हो, प्रचलनमा आएका प्राविधिक शब्दलाई हठात् नेपालीकरण गर्नु असान्दर्भिक र अव्यावहारिक नै हुन्छ । जस्तै : मोबाइललाई 'मोबाइल' नभनेर 'चलित ध्वनि यन्त्र' भन्नु पनि त्यति व्यावहारिक हुँदैन तर भरमार आगन्तुक शब्द थोपरेर नेपाली भाषाको मौलिकता र मिठासलाई विकृत बनाउनु पनि हुँदैन । अतः आगन्तुक शब्दको प्रयोगमा नियन्त्रण र नियमन हुन नितान्त जरुरी छ । यसरी आगन्तुक शब्दहरूको अन्धाधुन्ध आयात बढ्दै गयो भने नेपाली भाषाको मौलिकपन हराउने मात्र नभई पछि गएर नेपाली भाषाको स्वरूप नै विलुप्त हुने अवस्था नआउला भन्न सकिन्न । अर्कातिर नेपाली भाषाको जननी भाषा संस्कृत हो भन्दै भाषालाई संयमित र

शिष्ट बनाउने नाममा संस्कृतमय शब्दको अत्यधिक प्रयोगले पनि नेपाली भाषा जटिलता र क्लिष्टता थपिँदै जाने देखिन्छ। तसर्थ भाषा प्रयोक्ताले व्यवहारमा भाषिक संयमता अपनाउनु पर्ने देखिन्छ।

निष्कर्ष

भाषा मानवीय व्यवहार हो। मानवीय भाषिक व्यवहारलाई सम्प्रेष्य बनाउने क्रममा शब्द चयन गरिन्छ। शब्द चयन गर्ने क्रममा नयाँ नयाँ शब्दको पनि आयात हुँदै जान्छ। अझ नेपाली समाज त बहुभाषिक प्रकृतिको छ। यहाँ थुप्रै मातृभाषाहरू पनि बोलिन्छन्। ती मातृभाषीसँगको भाषिक व्यवहारले नेपाली भाषामा उनीहरूका भाषाका शब्दहरू बोली र प्रयोगमा आउँदै जाँदा कालान्तरमा आगन्तुक शब्दका रूपमा प्रयोग भएको पाइन्छ। सूचना, प्रविधि र विश्वपरिवेशको सम्पर्कले नेपाली भाषाको प्रयोगमा कतिपय विदेशी भाषाको प्रभावबाट पनि आगन्तुक शब्द भित्रिएको देख्न सकिन्छ। यसरी स्वदेशी तथा विदेशी भाषाका प्रशस्त शब्दहरूले आगन्तुक शब्दका रूपमा नेपाली भाषामा प्रविष्टि पाएको देखिन्छ। विभिन्न युरोपेली भाषाका शब्दहरू सिधै नेपाली भाषामा प्रविष्ट नभई अङ्ग्रेजी भाषा हुँदै नेपालीमा आगन्तुक भएको देखिन्छ। मुस्लिम (अरबी, फारसी, उर्दू) भाषाका शब्दहरू हिन्दी भाषाका माध्यमबाट नेपाली भाषामा आगन्तुक भई प्रयोगमा आएको देखिन्छ।

अङ्ग्रेजी भाषाको विश्वव्यापी प्रयोगको प्रभाव तथा उत्तरी भारततिर बोलिने मागधी, भोजपुरी, अवधी, ब्रज, लगायत अरबी, फारसी, उर्दू, भाषाका शब्दहरूले पनि नेपाली भाषामा आगन्तुक शब्दका रूपमा प्रयोग र उपयोग हुनु स्वभाविक नै देखिन्छ। अङ्ग्रेजहरूको औपनिवेशिक शासनको बागडोर रहेको बेला उनीहरूसँगको भाषिक सम्पर्कले नेपाली भाषालाई प्रभावित पार्नु वा मिसिनुलाई असान्दर्भिक भन्न सकिँदैन। वर्तमान विश्व विज्ञान, प्रविधि, सूचना र सञ्चारको सञ्जालले 'एक घर' भएको छ। यही प्रविधिका कारण संसारको एक क्षेत्रमा विकसित सिप, प्रविधि र भाषिक ज्ञान परिवेशमा तत्तत् क्षेत्रका शब्दहरूको आयातलाई अन्यथा लिनु हुँदैन तर भाषालाई मौलिकता दिने भन्दै पहिलेदेखि नेपाली भाषाको प्रचलनमा आइसकेका शब्दहरू प्रचलनमै रहन दिनु उपयुक्त हुन्छ। कम्प्युटर, मोबाइल, टेलिफोन, टाइप, सर्ट, पाइन्ट जस्ता प्राविधिक र प्रचलित शब्दहरूलाई नेपालीकरण गर्नु भन्दा यथावत् रूपमा प्रयोग गर्नु उपयुक्त र सान्दर्भिक देखिन्छ। नेपाली भाषामा आगन्तुक शब्दको प्रयोग गर्दा मौलिकपनमा आँच नपुग्ने किसिमले गर्नुपर्छ। भाषा समय सन्दर्भअनुसार गतिशील र परिवर्तशील हुन्छ, भन्दैमा यसको भाषाको अन्तर्गतमा मर्म प्रहार गर्नु कदापि न्यायोचित हुँदैन। अतः नेपाली भाषाको प्रयोग गर्दा पनि यसको गरिमाका सापेक्षतामा मात्र आगन्तुक शब्दहरूको प्रयोग, उपयोग र प्रविष्टितर्फ भाषाविद्, अनुसन्धाता एवम् सरोकारवालाहरूको ध्यान जान आवश्यक देखिन्छ।

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नेपाली विषयमा सिकाइ उपलब्धि कम हुनुका कारणहरूको अध्ययन

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लेखसार

प्रस्तुत लेख भाषा शिक्षणको प्रयोजनसँग सम्बन्धित रहेको छ। यस लेखमा मिश्रित (गुणात्मक तथा परिमाणात्मक ढाँचा र वर्णनात्मक विधिअन्तर्गत रही क्षेत्रीय अध्ययन विधिको अवलम्बन गरेर नतिजा तयार पारिएको छ। यो अध्ययन बनेपा नगरपालिकाका सामुदायिक तथा संस्थागत विद्यालयका माध्यमिक तहमा अध्यापनरत १० शिक्षक र अध्ययनरत १० विद्यार्थीमा सीमित रही शैक्षणिक गतिविधिमा केन्द्रित रहेको छ। नमुनाका रूपमा लिइएका शिक्षक र विद्यार्थीहरूबाट प्रश्नावलीका माध्यमद्वारा तथ्याङ्क सङ्कलन गरी नेपाली विषयमा सिकाइ उपलब्धि कम हुनुका कारणहरू पहिचान र विश्लेषण गरी निष्कर्ष निकालिएको छ। प्राप्त तथ्याङ्कका आधारमा नेपाली विषयको सिकाइ उपलब्धिमा प्रभाव पार्ने प्रमुख कारकमा विद्यार्थीको रुचि रहेको पाइएको छ किनकि रुचि विना गरिएको काम फलदायी हुँदैन। शिक्षकले जतिसुकै उपयुक्त तथा प्रभावकारी तरिका अपनाएर शिक्षण गरे तापनि विद्यार्थीले भाषिक ज्ञानलाई ग्रहण गर्ने इच्छा नराख्दा शिक्षकको मिहेनत बालुवामा पानी खन्याएभन्नु हुन पुग्छ। त्यस्तै नियमित गृहकार्य गरे तापनि गृहकार्यको स्रोत साथी वा गुगल अथवा कुनै सामाजिक सञ्जाल बनाइनु, शिक्षकले पनि नियमित रूपमा योजना निर्माण गरेर विद्यार्थीका इच्छा र आवश्यकता अनुरूप शिक्षण नगर्नु, नेपाली विषयको कापी परीक्षण गर्दा राम्रो र सही उत्तर लेखेमा पनि शतप्रतिशत अङ्क दिने चलन नहुनु, नम्बर दिनुपर्छ भन्नेहरू पनि स्पष्टीकरणको भ्रमेलासा पर्न नचाहनु, भविष्यमा कम प्रयोग हुने विषय ठानी अभिभावक, प्रसासक अनि विद्यार्थीले पनि अन्य विषयका तुलनामा नेपाली विषयलाई कम महत्त्व दिनु यी विभिन्न कारणहरू पाइएका छन्। यस अध्ययनबाट प्राप्त नतिजा नेपाली भाषा अध्येता, शिक्षक, विद्यार्थी, अभिभावक, विद्यालय प्रसासक लगायत शिक्षा क्षेत्रमा अबद्ध नेपाली भाषाप्रेमी सम्पूर्ण व्यक्तित्वहरूका लागि उपयोगी हुने अपेक्षा राखिएको छ।

शब्दकुञ्जी : उपलब्धि, भाषा शिक्षण, भाषिक सिप, परीक्षा, विद्यार्थी, सिकाइ

विषयप्रवेश

“नेपाली भाषा भारोपेली भाषा परिवारअन्तर्गत संस्कृतभाषाको शतम् वर्गको आर्य-इरानेली साखाबाट प्राकृत हुँदै खस अपभ्रंशबाट उत्पत्ति भएको भाषा हो” (ढकाल, २०६६, पृ. ३४१)। इसाको ११ औं

शताब्दीबाट विकसित भएको नेपाली भाषाको सर्वप्राचीन लेख (पूर्णप्रकाश नेपाल यात्रीको अध्ययनअनुसार) वि.सं. १०३८ को दामुपालको दुल्लु अभिलेखलाई मानिन्छ । एघारौँ शताब्दीमा नागराजले खस राज्यको स्थापना गरेका र उनले आफ्नो राजधानी कर्णाली अञ्चलको सिँजालाई बनाई नेपाली भाषालाई राजभाषा बनाएपश्चात् नेपाली भाषाले विस्तारित हुने प्रशस्त अवसर पाएको देखिन्छ । सुरुवाती बिन्दु सिँजा भए पनि हाल आएर नेपाली भाषा नेपालका बहुसङ्ख्यक जनताको प्रमुख भाषा, अन्य मातृभाषीहरूका लागि सम्पर्क भाषा बन्दै व्यापकताका दृष्टिले भारत, भुटान, बर्मा, अमेरिका, अस्ट्रेलिया लगायतका विश्वका धेरै देशहरू जहाँ नेपालीहरूको बसोवास रहेको छ, ती देशहरूमा फैलिरहेको छ ।

साहित्यिक हिसाबले पनि समृद्ध मानिएको यस भाषा विद्यालयदेखि विश्वविद्यालय तहमा पनि अनिवार्य तथा ऐच्छिक विषयका रूपमा पठनपाठन हुँदै प्रशस्त अध्ययन अनुसन्धानसमेत भइरहेका छन् । यसरी देश तथा विदेशमा प्रयोग गरिँदै आएको आम नेपालीले सम्पर्क भाषाका रूपमा प्रयोग गर्दै आएको, शिक्षा, सञ्चार, औपचारिक सभा सम्मेलन आदि सन्दर्भमा व्यापक प्रयोग हुँदै आइरहेको यस भाषाको वर्तमान समयमा देखिएको कक्षा ११/ १२ तथा एसइई परीक्षामा सामेल भएका विद्यार्थीहरूको नतिजाका आधारमा नेपाली भाषा सामान्य बुझाइमा जति सरल देखिन्छ प्रयोग व्यवहारमा त्यति नै सरल नमानिएको देखिन्छ । “वि.सं. २०७२ सालको एसइई परीक्षामा सम्मिलित चार लाखभन्दा बढी विद्यार्थीमध्ये नेपाली विषयमा ए+ ग्रेड ल्याउने ६३ जना मात्र छन् । त्यस्तै २०७३ को परीक्षा दिएका साढे चार लाखमध्ये १८१ जनाले मात्र ए+ ग्रेड ल्याउन सकेका छन्” (खरेल, २०७५, शिक्षक मासिक, फागुन अंक) । यसैगरी “वि.सं. २०८० सालको एसइई परीक्षामा सम्मिलित चार लाख चौँसट्ठी हजार सातसय पचासी विद्यार्थीमध्ये १८६ जनाले नेपाली विषयमा ए+ ल्याएका थिए ९धधधाकभभानयखालउ, दृण्डज० । यस तथ्याङ्कले विद्यालय तहमा हाम्रो भाषा सिकाइको स्तरका सम्बन्धमा प्रश्नचिह्न खडा गरेको छ । माध्यमिक तहमा विद्यार्थीको सिकाइ उपलब्धि कम देखिनुमा शिक्षकद्वारा शिक्षणका क्रममा गरिएका गतिविधिको साथै विद्यार्थीका विषयवस्तुप्रतिको रुचि अनि सिकाइका सिलसिलामा उनीहरूले गर्ने गतिविधि पनि कारक हुन सक्ने हुँदा यस अध्ययनमा शिक्षक र विद्यार्थीका गतिविधि सम्बन्धी अध्ययन गरी उपलब्धि कम हुनुका कारण खोजिएको छ ।

सामान्य बुझाइमा सरल देखिए पनि विद्यालय तह (एसइई) को नतिजामा नेपाली विषयमा उच्चतम ग्रेड ल्याउने विद्यार्थीको सङ्ख्या भने अन्य विषयका तुलनामा सन्तोषजनक नभएको देखिन्छ । वर्तमान समयमा विगतका भैं उपलब्धि निरासाजनक नभए तापनि अन्य विषयका तुलनामा नेपाली भाषाको उपलब्धि कम सन्तोषजनक पाइन्छ । परीक्षामा सफल हुने विद्यार्थीलाई नै पनि जन्मैदेखि बोल्दै र सुन्दै

आएको नेपाली भाषामा सामान्य व्यावहारिक कार्य (चिठी, समवेदना, शुभकामना, निमन्त्रण) लेखाइ गर्न तथा परिवेसानुकूल शुद्ध भाषाको प्रयोग गरी आफ्ना अभिव्यक्ति दिनसम्म पनि कठिन परेको देखिन्छ। यसमा विषयवस्तु गौण र भाषिक सीप प्रमुख हुनुपर्ने हुन्छ। “यिनै सुनाइ, बोलाइ, पढाइ र लेखाइ जस्ता आधारभूत सिपहरूमा दक्षता प्राप्त गराई भाषाको ग्रहण र अभिव्यक्ति कलामा निपुणता हासिल गराउनुमा नै भाषा शिक्षण केन्द्रित हुन्छ” (पौडेल, २०७६, पृ.३)। उपर्युक्त कथनका आधारमा भाषा शिक्षण भाषिक सीपमा दक्ष बनाई व्यवहारमा प्रयोग गर्न सक्षम बनाउनमा केन्द्रित हुनुपर्छ।

करिब तीन हजार वर्ष पहिलादेखि प्रयोग हुँदै आएको देवनागरी लिपिमा नेपाली भाषा लेखिन्छ। यस लिपिका सबै वर्णहरू नेपाली जनजिब्रोमा प्रयोग हुँदैनन्। उच्चारणमा प्रयोग नहुने ञ, ण, ष, श, क्ष, त्र, ज्ञ व्यञ्जन र ई, ऊ, ऐ, औ, ऋ जस्ता स्वर वर्णहरू लेख्य भाषामा मात्र पाइनुले नेपाली भाषामा थप जटिलता थपेको छ। साथै एउटै वर्णका जस्तै : र /च/ च / / , स्र/श्र, ज्ञ/ग्य... आदि बहुरूप प्रयोग हुनुले पनि भाषालाई जटिल बनाएको छ (थापा, २०७१, पृ. १७४)।

नेपाली भाषा नेपालको सरकारी कामकाजको भाषा, शिक्षा तथा सञ्चारको भाषा, कूल जनसङ्ख्याको ४४.६ प्रतिशत (जनगणना : २०७८) ले मातृभाषाका रूपमा प्रयोग गर्ने तथा विद्यालय तहदेखि उच्च तहसम्म पठनपाठनको व्यवस्था भएको, अध्ययन अनुसन्धानका साथै साहित्यिक दृष्टिले अत्यन्तै समृद्ध देशको प्रमुख भाषाका रूपमा रहेको भाषा हो। “नेपाल अधिराज्यको संविधान २०१५ को धारा ७० मा नेपाली भाषालाई राष्ट्रभाषाको मान्यता दिइयो (भण्डारी र पौडेल, २०७३, पृ. ७३)। यस भाषालाई शिक्षा क्षेत्रमा पाठ्यविषयको मान्यता दिएपछि क्रमशः विद्यालय तहदेखि उच्च तहसम्म अनिवार्य तथा ऐच्छिक विषयका रूपमा पठनपाठन गरिँदै आएको छ। सामान्य जनमानसको बुझाइअनुसार सजिलो विषय मानिँदै आएको नेपाली भाषाको उपलब्धि भने अन्य विषयका तुलनामा कम देखिन्छ। प्रायः सबैका नजरले सहज देखेको नेपाली विषयमा सिकाइ उपलब्धि कम आए पनि सो सम्बन्धमा अध्ययन अनुसन्धान भने पर्याप्त नभएको देखिन्छ। यस अध्ययन माध्यमिक तहका शिक्षकले अपनाउने शिक्षण विधि, अध्यापन योजना, अभिभावक सम्पर्क तथा विद्यार्थीसँग सम्बन्धित भई अन्य विषयका तुलनामा नेपाली विषयको सिकाइ उपलब्धि कम हुनुका कारणहरूको के के हुन् ? भन्ने समस्यामा केन्द्रित गरिएको छ।

नेपाली भाषामा सिकाइ उपलब्धि कम हुनुका कारणहरूको पहिचान गर्ने उद्देश्य राखी क्षेत्रीय अध्ययनविधि प्रयोग गरिएको छ। सतही रूपमा हेर्दा देखिने कुरा र गहराइमा पुगेर गहन अध्ययनपश्चात् पत्ता लाग्ने वस्तुगत तथ्य फरक हुने हुँदा पूर्व अध्ययन र अनुसन्धान गरी पत्ता लागेका साथै आम

आँखाले देख्ने र जिब्रोले बोल्ने गरेका व्यावहारिक पाठ्यक्रम नहुनु, पाठ्यक्रमगत समस्या, पाठ्यपुस्तकमा समावेश गरिएका विषयवस्तुको क्षेत्र र क्रम, अभ्यासगत अव्यावहारिकताका समस्या, पद्धतिगत समस्या, मातृभाषागत समस्या जस्ता अनेक नीति, पाठ्यक्रम, पाठ्यपुस्तक, समसामयिकता तथा पाठ्यपुस्तकमा समावेश गरिएका अभ्यासहरूमा पनि उपलब्धि कम हुनु, शिक्षक र विद्यार्थीसँग सम्बन्धित अध्ययनको अपर्याप्तता हुनु जस्ता शिक्षण र सिकाइका क्रममा गरिएका गतिविधिलाई केन्द्रमा राखी नेपाली विषयमा सिकाइ उपलब्धि कम हुनुका कारणहरू पत्ता लगाइएको छ ।

अध्ययन विधि तथा प्रक्रिया

स्थलगत अध्ययनबाट प्राप्त तथ्याङ्कलाई सङ्ख्यात्मक (प्रतिशतमा) रूपमा प्रस्तुत गरी उक्त तथ्याङ्कलाई शब्दात्मक विश्लेषण समेत गरिएको छ । मिश्रित वर्णनात्मक ढाँचाअन्तर्गत रही क्षेत्रीय अध्ययन विधिको अवलम्बन गरेर तयार पारिएको यस लेखमा बनेपा नगरपालिका भित्रका संस्थागत ३९ र सामुदायिक ३१ गरी जम्मा ७० (धामी, २०७७ : ९) विद्यालयमध्ये सम्भावना नमुना छनोट विधिद्वारा नमुनाका रूपमा छनोट गरिएका विद्यालयबाट माध्यमिक तहमा अध्यापनरत १० (सामुदायिक र संस्थागत विद्यालयका ५/५) शिक्षक र सोही विद्यालयहरूमा अध्ययनरत १० (सामुदायिक र संस्थागत विद्यालयका ५/५) जना विद्यार्थीलाई नमुनाका रूपमा लिई प्रश्नावलीका माध्यमद्वारा तथ्याङ्क सङ्कलन गरी नेपाली विषयमा सिकाइ उपलब्धि कम हुनुका कारणहरू पहिचान र विश्लेषण गरी निष्कर्ष निकालिएको छ ।

नतिजा तथा छलफल

नेपाली बृहत् शब्दकोश (२०७२) का अनुसार सिकाइ भनेको सिक्ने भाव, क्रिया वा प्रक्रिया हो भने उपलब्धि भनेको १. उपलब्ध हुने अवस्था, क्रिया वा भाव, प्राप्ति २. खास खोज वा अध्ययनबाट प्राप्त सफलता वा निष्कर्ष ३. अनुभूति, ज्ञान ४. बुद्धि हो (नेवृशको, २०७२) । यस आधारमा सिकाइ उपलब्धि भनेको कुनै पनि विषयवस्तुमा विभिन्न क्रिया वा प्रक्रिया तथा अध्ययन गरी आफूमा सम्बन्धित विषयवस्तुका बारेमा अनुभूति जगाउनु अथवा ज्ञान बढाउनु वा त्यस ज्ञानलाई व्यवहारमा प्रयोग गरी सफलता प्राप्त गर्नु हो । विद्यालयमा सिकाइ गर्नका लागि आउने विद्यार्थी र शिक्षणका लागि आउने शिक्षक दुवैको सक्रिय सहभागितामा शिक्षण कार्य सफल र उद्देश्यपूर्ण हुने देखिएको हुँदा यस अध्ययनलाई बनेपा नगरपालिकाका सामुदायिक र संस्थागत विद्यालयका विद्यार्थी र शिक्षकका गतिविधिसँग मात्र केन्द्रित बनाइएको छ । स्थलगत अध्ययनका क्रममा नमुनाका रूपमा रहेका १०/१०

जना शिक्षक र विद्यार्थीलाई फरक फरक प्रश्नावली दिएर उनीहरूबाट प्राप्त तथ्याङ्कलाई निम्नानुसार प्रस्तुत गरिएको :

शिक्षकद्वारा प्राप्त तथ्याङ्क

तालिका १

क्र. सं.	प्रश्न	विकल्प १ प्रतिशत	विकल्प २ प्रतिशत	विकल्प ३ प्रतिशत	विकल्प ४ प्रतिशत
१	नेपाली विषयप्रति विद्यार्थीको रुचि कस्तो छ ?	उत्तम (० %)	अत्युत्तम (२०%)	न्यून (०%)	अतिन्यून (८०%)
२	नेपालीमा गृहकार्य नगर्ने विद्यार्थीको सङ्ख्या कति छ ?	उच्च (० %)	अत्युच्च (० %)	न्यून (० %)	अतिन्यून (१०० %)
३	शिक्षण पूर्व पाठयोजना बनाउनुहुन्छ ?	सधैं (२० %)	कहिलेकाहिँ (५० %)	बनाउँदिनँ (१० %)	आवश्यक छैन (२० %)
४	नेपाली विषयमा कमजोर विद्यार्थीको अभिभावकलाई विद्यार्थीको कमजोरीको जानकारी गराउनुहुन्छ ?	गराउँछु (८० %)	गराउँदिन (२० %)		
५	नेपाली विषयमा कम अङ्क आउनुमा कसको लापारवाही छ ?	विद्यार्थीको र प्रसासकको (१० %)	शिक्षकको (० %)	अभिभावकको (१० %)	सबैको (८० %)
६	अतिरिक्त कक्षाको व्यवस्था छ ?	छ(२० %)	छैन (८० %)		
७	विद्यालयले शिक्षण तालिम दिन्छ ?	कहिलेकाहिँ (८० %)	दिँदैन (२० %)		
८	नेपाली विषयमा शतप्रतिशत नम्बर दिनुहुन्छ ?	चलन छैन (३० %)	दिन मिल्दैन (३० %)	दिन्छु (२० %)	स्पष्टिकरणको आवश्यक पर्नाले दिन्नँ (२० %)

तालिका १ अनुसार माध्यमिक तहमा अध्यापनरत शिक्षकबाट प्राप्त तथ्याङ्कअनुसार नेपाली विषयप्रति रुचि हुने विद्यार्थीको सङ्ख्यालाई हेर्दा सबैभन्दा बढी ८० प्रतिशत विद्यार्थीले अतिन्यून रुचि देखाएको पाइन्छ। उक्त तथ्याङ्कअनुसार उपलब्धि कम आउनुमा विद्यार्थीको रुचि पनि महत्त्वपूर्ण कारण देखिएको छ। त्यस्तै गृहकार्य नगर्नेको सङ्ख्या शून्य (१००%) रहेको देखिन्छ। पाठयोजना निर्माण गरी कक्षामा जानुपर्ने नीति भए पनि प्राप्त तथ्याङ्कअनुसार पाठयोजना निर्माण गरी कक्षा कोठामा जाने शिक्षकको प्रतिशत ५० मात्र, आवश्यक नठान्नेको प्रतिशत २० र योजना आवश्यक नठान्नेको प्रतिशत १०

पाइएको छ । कमजोर विद्यार्थीका अभिभावकलाई सम्पर्क गरी विषयगत कमजोरीका सम्बन्धमा जानकारी गराउनेको सङ्ख्या ८० % र बाँकी २० प्रतिशतले जानकारी नगराउने गरेको पाइन्छ । विद्यार्थीको उपलब्धि कम हुनुमा विद्यार्थी, अभिभावक, शिक्षक तथा प्रसासन पक्षको कमजोरी देखिन्छ । यसमा प्रसासकको लापारवाही देखाउनेमा १० %, चौतर्फी लापारवाही देखाउनेमा ८०%, अभिभावकको कमजोरी देखाउनेमा १० % देखिन्छ भने शिक्षकको लापारवाही देखाउने विद्यार्थीको सङ्ख्या न्यून पाइएको छ । त्यस्तै शिक्षण तालिमको निरन्तरता सम्बन्धी प्रश्न सोध्दा ८० % ले शिक्षणमा तालिम कहिलेकाहीं लिएको र बाँकी २० % ले तालिमको आवश्यकता महसुस नगरेको पाइएको छ ।

विद्यार्थीद्वारा प्राप्त तथ्याङ्क

तालिका २

क्र.स.	प्रश्न	विकल्प १ प्रतिशत	विकल्प २ प्रतिशत	विकल्प ३ प्रतिशत	विकल्प ४ प्रतिशत
१	नेपाली विषयमा कम अङ्क आउनुको कारण के होला ?	मेरो लापारवाही (७० %)	पढाएको नबुझिएर (० %)	अन्य विषयलाई बढी महत्त्व दिएर(१० %)	गाह्रो भएर (२० %)
२	घरमा कति समय नेपाली विषयलाई दिनुहुन्छ ?	गृहकार्य गरुन्जेल (४० %)	अरूको गृ. का. सकेपछि एकछिन (५० %)	समय दिन भ्याउँदिन (१० %)	अरू विषयको भन्दा बढी (० %)
३	गृहकार्यका लागि कसको सहयोग लिनुहुन्छ ?	अभिभावक (१० %)	गुगल (१० %)	साथी (१० %)	आफै गर्छु (७० %)
४	नेपाली विषयलाई कम महत्त्व दिनुको कारण के होला ?	भविष्यमा कम प्रयोग हुने हुनाले (७० %)	महत्त्व नबुझेर (३० %)	डाक्टर इन्जिनियर जस्ता पेसाका लागि आवश्यक नपर्नाले (० %)	बढी अङ्क ल्याउन नसकिने हुनाले (० %)

तालिका २ अनुसार विद्यार्थीको विचारमा नेपाली विषयमा सिकाइ उपलब्धि कम हुनुका कारणहरू पत्ता लगाउने उद्देश्यले नमुनाका रूपमा रहेका विद्यार्थीलाई ४ ओटा प्रश्न सोधिएका थिए । जस अन्तर्गत नेपाली विषयमा कम अङ्क आउनुका कारणहरू के होलान् भनी सोधिएको प्रश्नमा ७० % ले विद्यार्थी स्वयम्को लापारवाही, पढाएको नबुझिएको भन्नेमा शून्य प्रतिशत, अन्य विषयलाई बढी महत्त्व दिनेहरूमा १०% र गाह्रो भएर भन्नेहरूमा २० % विचार प्रस्तुत भएको देखिन्छ । यसरी हेर्दा विद्यार्थीले पढाएको नबुझिएर भन्दा पनि उनीहरूकै लापारबाहीका कारणले उपलब्धि कम भएको कुरा तथ्याङ्कमा देखिएको छ । यसैगरी घरमा दिइने समय सोधिएको प्रश्नमा अरूको गृहकार्य सकेपछि एकछिन प्रयोग

गर्नेमा ५० %, गृहकार्य गरुञ्जेलमा ५० %, अरू विषयको भन्दा बढी समय दिनेमा शून्य प्रतिशत रहेको छ । यसप्रकार धेरै विद्यार्थीले घरमा पनि अरू विषयको गृहकार्य सकेपछि नेपाली विषयका लागि समय दिने, अन्यथा गृहकार्य गरुञ्जेलसम्म मात्र समय दिने गरेको पाइएको छ । विद्यार्थीहरूले अरू विषयलाई बढी समय दिने गरेको कुराले नेपाली विषय प्राथमिकतामा नरहेको देखिन्छ । यसैगरी गृहकार्य गर्दा लिइने सहयोग बारे प्रश्न गर्दा आफैँ गर्नेमा ७० %, गुगल १०%, अभिभावक १० %, साथी १०%, देखिनुले बढी विद्यार्थीले गृहकार्य आफैँ गर्ने गरेको पाइएको छ भने गुगल, अभिभावक र साथीबाट सहयोग लिई गर्नेको सङ्ख्या भने समान रहेको देखिन्छ । यसैगरी अन्य विषयका तुलनामा नेपाली विषयलाई कम महत्त्व दिनुका कारण खोजी गर्दा भविष्यमा कम प्रयोग हुने ७० %, महत्त्व नबुझे ३०% र अन्य दुई विकल्पको उपलब्धि शून्य देखिनुले बढी विद्यार्थीले भविष्यमा कम प्रयोगमा आउने हुनाले नेपाली भाषालाई कम महत्त्वको दिएको पाइयो ।

निष्कर्ष

नेपाली विषयमा विषयगत उपलब्धि वृद्धिका लागि शिक्षक, विद्यार्थी, अभिभावक तथा प्रशासन चारै पक्षमा कमजोरी देखिएको छ । मुख्यतः विषयवस्तुमा विद्यार्थीको रूचि जगाउनका लागि कक्षामा प्रवेश गर्नुपूर्व तयारी नगर्ने र विद्यार्थीले लेखेका सही उत्तरमा उच्चतम अङ्क दिई भ्रमेलामा फस्न नचाहने शिक्षकजन्य कमजोरी देखिएका छन् । त्यस्तै नेपाली विषयको महत्त्व नबुझी आफूलाई भविष्यमा कम प्रयोगमा आउने ठानी अन्य विषयका तुलनामा कम समय दिने विद्यार्थीसँग सम्बन्धित समस्या वा कमजोरी पाइएका छन् । यसै गरेर नेपाली विषयमा आफ्नो बच्चा कमजोर छ भन्ने जानकारी विद्यालयबाट पाउँदा पनि घरमा सो विषयका लागि थप समय दिनका लागि प्रोत्साहित नगर्ने र नेपाली विषयका लागि अतिरिक्त कक्षामा राख्न नचाहने अभिभावकतर्फका कमजोरी देखिएका छन् । यसरी नै भाषा विषयमा विद्यार्थी उपलब्धि बढाउनका लागि समय समयमा शिक्षक तालिम तथा पुनर्ताजगी तालिम र कमजोर विद्यार्थीलाई अतिरिक्त कक्षाको व्यवस्था गर्नुपर्ने कार्यमा प्रशासकको चासो कम देखिनु प्रशासनिक पक्षका कमजोरी देखिएका छन् । अतः यस अध्ययनबाट नेपाली विषयमा विद्यार्थीको उपलब्धि वृद्धि गर्नका लागि उल्लेखित अभिभावक, विद्यार्थी, शिक्षक तथा प्रशासन सचेततापूर्वक शैक्षणिक योजना बनाई कार्यान्वयन गर्ने हो भने नेपाली विषयको सिकाइ उपलब्धि प्रभावकारी बनाउन सकिन्छ ।

सन्दर्भ सूची

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