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A Peer-Reviewed Journal of Maiya Devi Girls' College

(A Single Gender Public Institution Affiliated by Tribhuvan University)

Volume 3, Issue: 5th November, 2024

Research Articles



Published by:

Research and Publication Cell

Maiya Devi Girls' College

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Bharatpur, Chitwan, Nepal

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DEDICATED TO



Late Miss Maiya Devi Shrestha

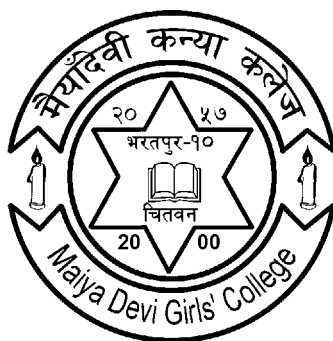
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FORWARD

With great joy and pride, we extend our heartfelt congratulations to the dedicated team behind the Peer-Reviewed Journal of Maiya Devi Girls' College (MDGC), Volume 3. As the Principal and Chairperson, we take immense pride in this remarkable achievement, which reflects our institution's ongoing commitment to academic excellence.

The launch of a peer-reviewed journal stands as a testament to the dedication, perseverance, and scholarly commitment of the MDGC faculty. Their relentless efforts in fostering a research-oriented environment, promoting innovation, and advancing knowledge dissemination are truly commendable.

This journal is a vital platform for scholars, researchers, and academicians to showcase their intellectual contributions and actively engage in academic discourse. It represents the collective expertise of our academic community, highlighting a diverse range of disciplines and interdisciplinary collaborations.

We extend our deepest gratitude to the editorial team, reviewers, and contributors for their unwavering commitment to maintaining high academic standards and ensuring the journal's quality. Their dedication to fostering excellence and encouraging original research is truly inspiring.

We encourage the entire MDGC community and scholars beyond our institution to actively participate—whether by reading, contributing, or engaging in discussions sparked by the journal's publications. Let us celebrate the accomplishments of our peers, challenge existing perspectives, and nurture the spirit of intellectual curiosity that drives academic growth.

On behalf of the MDGC family, we once again extend our warmest congratulations to everyone involved in the successful publication of Volume 3 of the Peer-Reviewed Journal of MDGC. May it continue to flourish as a beacon of academic excellence, fostering the advancement of knowledge and making a meaningful impact in the scholarly world.

Best Wishes,

Tank Nath Poudel – Chairperson, Maiya Devi Girls' College

Bhojraj Neupane – Principal, Maiya Devi Girls' College

Krishna Prasad Neupane – Coordinator, Association of Lecturers, MDGC

EDITORIAL

We are pleased to present the latest edition of our peer-reviewed college journal, a reflection of Maiya Devi Girls' College's (MDGC) commitment to academic excellence, innovation, and scholarly collaboration. This publication serves as a platform where the dedication and intellectual contributions of our academic community come together through rigorous research and insightful analysis.

We extend our sincere gratitude to Mr. Prem Kumar Shrestha, our esteemed Patron, Mr. Siddha Kumar Shrestha, our Sub-Patron, and Mr. Tank Nath Poudel, our Chairperson, for their continuous support and encouragement. We are also deeply appreciative of Mr. Bhoj Raj Neupane, our Principal, and the entire administration for their steadfast backing. Furthermore, we are grateful to our team of reviewers for their invaluable expertise, time, and dedication in upholding the journal's quality. Lastly, we express our heartfelt appreciation to our contributors for their scholarly articles, which add immense value to this edition.

At the core of this journal lies the spirit of collaboration that drives academic progress. Our rigorous peer-review process ensures that each article undergoes thorough evaluation and constructive feedback from experts in the field. This dynamic interaction between authors and reviewers strengthens research methodologies and elevates the standard of academic inquiry.

We hope this edition will inspire, challenge, and ignite a passion for knowledge among our readers. May it serve as a catalyst for further research, meaningful collaborations, and new discoveries, contributing not only to academic scholarship but also to societal progress.

To our readers, we invite you to engage deeply with the ideas presented in these pages. Explore the research, question assumptions, and participate in the intellectual dialogue initiated by our contributors. This journal is a space for academic exploration, encouraging you to expand your perspectives, enrich your understanding, and contribute to the advancement of knowledge. We always welcome your valuable feedback and insights.

Editorial Board

Table of Contents

SN	Description	Page No.
1	NURTURING POLITICAL HARMONY: A GATEWAY TO THE WELL-BEING OF A NATION Lok Raj Sharma (Ph.D.), Raju Chhetri (Ph.D. Post Doc) and Bishwa Raj Subedi (Ph.D.) Associate Professor of English, Makawanpur Multiple Campus, Hetauda, Nepal, Visiting Professor, Srinivas University, Mukka, Mangalore, India, Associate Professor of Management, Maiya Devi Girls' College, Chitwan	1-22
2	CULTURE OF RESISTANCE AND IDENTITY CONFLICT IN MOHSIN HAMID'S THE RELUCTANT FUNDAMENTALIST Jhamka Bahadur Gurung, Associate Professor, Maiya Devi Girls' College	23-40
3	नेपाली भाषामा सन्धिव्यवस्थाको अध्ययन Tej Prasad Poudel, Associate Profesor, Maiya Devi Girls' College	41-49
4	PROBLEMS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE IN NEPAL Muktinath Adhikari, Lecturer, Maiya Devi Girls' College	50-63
5	USE OF ICT TOOLS IN THE ENGLISH TEACHER'S TRAINING: A NARRATIVE INQUIRY Nagendra Timilsina, Mukund Chalise Assistant Lecturer, Maiya Devi Girls' College EMIS Head, Maiya Devi Girls' College	64-76
6	EFFECT OF CASH FLOW ON FINANCIAL PERFORMANCE OF MANUFACTURING COMPANIES IN NEPAL Ranjit Thapa, Assistant Lecturer, Maiya Devi Girls' College	77-84
7	युगको सिकार एकाङ्कीमा प्रस्तुत विश्वदृष्टि Arjun Dhakal, Assistant Lecturer, Maiya Devi Girls' College	85-90
8	सफलताको कथा रिपोर्टाजमा योगदर्शन Krishna Mani Pahari, Assistant Lecturer, Maiya Devi Girls' College	91-96
10	प्रतिवेदनलेखनको सैद्धान्तिक अवधारणा Ek Narayan Poudel, PHD Associate Professor, Birendra Multiple Campus, Bharatpur, Chitwan, Visiting Professor, Maiya Devi Girls' College	97-105
9	HOMESTAY AND HOSPITALITY PRAXIS: SOME REFLECTIONS FROM BAGMATI PROVINCE, NEPAL Chet Nath Kandel, PHD, Kathmandu University, School of Education, Hattiban, Lalitpur, Visiting Professor , Maiya Devi Girls' College	106-117

Nurturing Political Harmony: A Gateway to the Well-Being of a Nation

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Abstract

This study aims to define political harmony and the well-being of a nation, examine the role of political harmony in maintaining the well-being, and suggest strategies for nurturing political harmony. To achieve these objectives, we collected primary data in 2024 through unstructured interviews with 10 political party leaders purposively selected from Makawanpur District, Nepal. The secondary data were mustered through a comprehensive review on political harmony and the well-being of a nation from books, journal articles, and website materials issued from the year 1971 to 2024. The article employed exploratory research and utilized thematic analysis as its qualitative research design. It identifies civil society organizations, conflict prevention mechanisms, democratic institutions, dialogue and negotiation, fair and transparent elections, inclusive governance, political education and awareness, power-sharing arrangements, and value of co-existence as the major strategies for nurturing political harmony. Likewise, economic well-being, social well-being, environmental well-being, psychological well-being and governance and civic engagement as constituents of the well-being of a nation. This article provides valuable insights for leaders, policymakers and citizens, emphasizing that political harmony is essential for the overall well-being of a nations and its citizens.

Keywords: political harmony, well-being of a nation, effective governance, conflict resolution

Introduction

Political harmony refers to the peaceful and respectful interaction and concurrence among divergent political groups within a functioning political system, and the well-being of a

nation signifies the welfare of its citizens (Brainly, 2022). It is an increasingly concerned phenomenon in contemporary democratic societies. Political harmony, a state of mutual respect and constructive engagement among diverse political actors, is essential for the health of a democracy (Putnam, 2000). In the present political scenario, the crisis of political harmony among political parties is vibrantly tangible.

This has dwindled the beauty of democracy mostly in underdeveloped and developing countries. Democracy, as a political system, has been both applauded and disapproved for its influence on economic expansion. People, in general, link the essence of democracy to the status of economic development. Societies characterized by high levels of political discord are more likely to experience social fragmentation and conflict, which can destabilize democratic systems and impede economic growth (Gurr, 2000). Political disharmony and conflict significantly undermine democratic stability and growth across nations, often resulting in polarization, unrest, and weakened governance structures (Smith, 2021; Garcia, 2022). Despite various initiatives, there remains a critical need for effective frameworks to foster political harmony, essential for sustaining democracy (Khan & Lee, 2023). Existing research calls for innovative strategies to create a more cohesive political environment (Oluwaseun, 2020). This study explores solutions for enhancing political harmony, thereby supporting democratic resilience and development (Perez, 2024). Democracy thrives on a foundation of political harmony and co-existence, but ideological differences and social cleavages can create friction and lead to instability, hindering sustainable growth (Lijphart, 2012; Przeworski et al., 2000). Political disharmony has created political instability that has been identified as a significant obstacle to economic growth and the well-being of the people in many countries. It is clearly visible in the Nepalese context, too. Lack of political harmony results in the absence of the well-being of the nations. Therefore, it is necessary for us to realize why political harmony is essential. This article suggests some ways of fostering political harmony required for the stability and growth of a democratic system which aims at yielding the welfare of the nations.

Objectives of the Study

The objectives of this study are to:

1. Define political harmony and the well-being of a nation.

2. Analyze the role of political harmony in maintaining the well-being of the nation.
3. Suggest major strategies for nurturing political harmony.

Significance of the Study

This study is significant for elucidating the crucial role of political harmony in achieving democratic stability and fostering economic growth (Smith & Jones, 2022). It offers actionable insights for policymakers aiming to mitigate political polarization and ethnic divisions (Khan, 2022). By examining how political cooperation and tolerance contribute to a well-functioning democracy (Lijphart, 1977), it provides valuable guidance for enhancing political cooperation and social cohesion, which are essential for democratic resilience and long-term prosperity (Mutisi, 2012; Sen, 1999). The study also presents practical recommendations for policymakers to strengthen democratic institutions and promote inclusive dialogue, thereby addressing social and economic inequalities and promoting democratic stability and economic growth (Przeworski et al., 2000).

Statement of the Problem

Nations, in the present epoch, have faced persistent challenges posed by political discord and fragmentation. These challenges have threatened democratic stability (Pérez, 2023) and impeded effective governance and public trust in democratic institutions (Johnson & Smith, 2022). Lack of political harmony among the political parties has dwindled the well-being of the nations and their subjects. People in the democratic system are assumed to utilize and rejoice their welfare and prosperity. Ideological polarization, socio-economic disparities, declining civil discourse, misinformation, and a decline in civil discourse and manipulation of ethnic and religious identities for political gain are found as barriers to political harmony. The present study emphasizes the urgent need for comprehensive strategies to nurture political harmony, crucial for enhancing democratic resilience and sustainable development (Miller, 2021; García, 2020). Despite various efforts, gaps remain in understanding effective strategies to promote political unity and mitigate the detrimental effects of political disharmony on national well-being (Smith, 2021; Khan & Lee, 2023). Therefore, this study aims to address these gaps by exploring innovative approaches to nurturing political harmony and their implications for the overall well-being of nations. The findings are expected to provide valuable insights for policymakers and stakeholders, guiding policy reforms and reinforcing national integrity to address the identified issues.

Research Questions

This qualitative research study attempts to discern the following research questions:

1. What is political harmony and well-being of a nation?
2. What role does political harmony play in maintaining and enhancing the well-being of a nation?

3. Which strategies are effective in nurturing political harmony in diverse and polarized societies?

Delimitations of the Study

This study was brought forth under the following delimitations:

1. Primary data were garnered through an unstructured interview questionnaire.
2. Only 10 political leaders belonging to different political parties in Makawanpur District, Nepal were purposively selected as the respondents in 2024.
3. A concise thematic analysis was employed as a qualitative research design.

Practical and Academic Implications of the Study

The practical implications of this study include shaping policy formation to enhance social cohesion, guiding conflict resolution to foster dialogue and stability, implementing social programs to reduce political polarization, promoting community engagement for grassroots participation, and strengthening international relationships for global cooperation and peace. Academically, the study contributes to theoretical development, advances empirical research, facilitates comparative studies, promotes interdisciplinary research, enhances policy analysis, and enriches educational curricula.

Literature Review

This literature review includes a broad concept of political harmony and well-being of a nation, role of political harmony in maintaining the well-being, strategies for nurturing political harmony, and major types of well-being.

Political Harmony

Political harmony is a peaceful, cooperative and courteous condition among divergent political parties, pursuing common goals in a functional political system. It involves constructive interactions for mutual benefits (Burgess & Burgess, 2003). It is characterized by maintaining plurality and seeking consensus through dialogue (Arendt, 1972). Ensuring institutional functionality and reducing persistent conflicts is crucial for political harmony (Fukuyama, 2012). A key aspect of political harmony is the minimization of conflict. Reducing the intensity and frequency of conflicts within the political system allows for peaceful coexistence (Schattschneider, 1960). Finally, political harmony is often aligned

with the pursuit of the common good and a sense of unity. It prioritizes the collective welfare and unifies governance approaches (Rawls, 1971).

Political harmony plays a crucial role in fostering economic growth, ensuring social justice, and maintaining national security. It is instrumental in creating a conducive environment for economic activities (Acemoglu, Johnson, & Robinson, 2012). It enhances social justice and inclusivity (Kymlicka, 2007), emphasizes a sense of national unity (Nye, 2004), facilitates effective governance (Fukuyama (2013), fosters a culture of peace and reconciliation essential for long-term conflict resolution and social cohesion (Lederach, 1997), and enhances social capital, which is crucial for fostering civic engagement and community building (Putnam, 2000).

Political harmony is a fundamental pillar of a prosperous and stable society. It promotes economic growth, enhances social justice, strengthens national security, facilitates effective governance, mitigates conflicts, and encourages civic engagement.

Strategies for Nurturing Political Harmony

Some main strategies for fostering political harmony are: encouraging inclusive governance, promoting dialogue and mediation, strengthening democratic institutions, ensuring fair and transparent elections, promoting political education and awareness, encouraging power-sharing arrangements, supporting civil society organizations, and implementing conflict prevention mechanisms.

Inclusive governance is key to integrating minority interests, maintaining social cohesion, and political stability (Kymlicka, 2007). Mediation fosters mutual understanding and cooperation, essential for political harmony (Lederach, 1997). Strong institutions, like an independent judiciary and a free press, uphold the rule of law and democratic processes (Fukuyama, 2013). Fair elections are crucial for political harmony (Birch, 2011). Civic education promotes democratic values vital for harmony (Verba, Schlozman, & Brady, 1995). Power-sharing integrates diverse groups in divided societies (Lijphart, 2008). Civil society organizations build social capital, fostering cooperation and trust (Putnam, 2000). Conflict prevention mechanisms ensure political stability and harmony (Collier & Hoeffler, 2004).

These strategies are essential for building a stable, just, and prosperous society. By implementing these measures, societies can achieve and maintain political harmony, which is crucial for long-term peace and development.

Well-Being of a Nation

Well-being of a nation, a multi-dimensional concept, comprises the overall quality of life and the prosperity experienced by its citizens (Stiglitz, Sen, & Fitoussi, 2009). It integrates economic, social, environmental, and psychological dimensions crucial for health, happiness, and prosperity (OECD, 2011; Wilkinson & Pickett, 2010). Economic stability and growth ensure access to resources essential for a good quality of life, such as GDP per capita, employment rates, and income distribution, and economic stability and growth (Stiglitz, Sen, & Fitoussi, 2009). Social cohesion and equity promote overall well-being, such as education, healthcare, and social services, as well as the degree of social inclusion and equality (Wilkinson & Pickett, 2010), while environmental health sustains long-term prosperity through clean air, water, and sustainable resources (OECD, 2011). Psychological well-being, including life satisfaction and mental health, is also a critical factor (Diener et al., 2010). Effective governance, the rule of law, and opportunities for civic engagement ensure accountability and citizen participation (Helliwell, Layard, & Sachs, 2019). Ultimately, national well-being aims for citizens to flourish with access to resources and opportunities (Sirgy et al., 2010), fostering a balanced and sustainable society beyond economic growth (OECD, 2021). It takes a holistic approach that recognizes how interconnected factors contribute to a nation's prosperity.

Maintaining political harmony is not merely a political goal but a fundamental requirement for enhancing national well-being. By ensuring stability, fostering trust, and promoting inclusive governance, nations can achieve sustainable development and improve the quality of life for their citizens.

Implication of Theory

This study was based on Social Contract Theory, which focuses on security, order, and the protection of individuals' rights, including life, liberty, and property. It also emphasizes the general will, authority, civil liberties, and social justice. Furthermore, the theory upholds

the concept of justice as fairness, highlighting the importance of citizen participation, the rule of law, and the protection of fundamental freedoms.

It is a fundamental concept in political philosophy that examines the legitimacy of government authority and the obligations of individuals in a society. It suggests that people voluntarily surrender certain freedoms to a governing body in exchange for security, order, and the protection of their rights. Philosophers such as Thomas Hobbes, John Locke, and Jean-Jacques Rousseau have shaped distinct perspectives on this theory. Hobbes (1651/1996) argued in *Leviathan* that human nature is inherently chaotic, requiring an absolute sovereign to maintain order. In contrast, Locke (1689/1988) emphasized natural rights: life, liberty, and property, advocating for a government that derives its authority from the consent of the governed. Rousseau (1762/1997) introduced the idea of the "general will," arguing for a direct democracy in which individuals collectively determine societal laws.

The key principles of this theory include mutual agreement, the legitimacy of government, protection of rights, and the right to revolution. These principles have significantly influenced modern democratic institutions, shaping constitutional frameworks and human rights declarations (Rawls, 1971). The theory remains relevant in contemporary governance, particularly in debates about state authority, civil liberties, and social justice. For example, discussions on government surveillance often weigh Hobbesian security concerns against Lockean individual rights, highlighting the ongoing relevance of these philosophical ideas (Nozick, 1974).

In the modern era, Rawls (1971) revitalized **this theory** through his concept of "justice as fairness," proposing a hypothetical contract that ensures social equality. Today, democratic governments continue to operate on principles derived from this theory, emphasizing citizen participation, the rule of law, and the protection of fundamental freedoms. From Hobbes' authoritarianism to Locke's emphasis on rights and Rousseau's vision of collective governance remains a cornerstone of political philosophy, reinforcing the idea that government authority should be based on the consent of the governed.

Materials and Method

This study, grounded on the qualitative research, employed an exploratory approach to

identify the strategies for nurturing political harmony. The primary data were gathered through an unstructured interview questionnaire from 10 political party leaders who were purposefully selected from Makawanpur District, Nepal in 2024 to gather qualitative insights and perceptions regarding political harmony and its impact on the well-being of a nation. The secondary data were amassed through an extensive review on the political harmony, role of political harmony, strategies for nurturing political harmony, and diverse aspects of well-being of the nation published in books, journal articles and website materials published between the years 1971 and 2024. The collected qualitative data were coded and themes were created by considering their broad aspects. The data were thematically analyzed.

Ethical Considerations

I obtaining informed consent prior to conducting interviews and ensured confidentiality and voluntary participation of political leaders.

Analysis and Interpretation of Data

Both secondary and primary data were garnered in the form of lexes and phrase constructions for creating codes. Two or more codes having something in common were turned into broad aspects called themes which were analyzed.

Table 1

Analysis of Qualitative Secondary Data on Political Harmony

Codes	Theme
Peaceful, cooperative and courteous political condition Constructive interactions Respect for plurality Consensus through dialogue Reducing persistent conflicts Peaceful coexistence Collective welfare	Political Harmony

This table shows that political harmony is a multifaceted concept characterized by several key aspects that collectively foster a stable and peaceful society. A **peaceful, cooperative, and courteous political condition** forms the foundation, where political discourse is marked by mutual respect and collaboration, ensuring a conflict-free environment. **Constructive**

interactions are essential, as they facilitate open and productive dialogue among political actors and the public, leading to effective problem-solving. **Respect for plurality** is another crucial aspect, emphasizing the acceptance and inclusion of diverse opinions, cultures, and identities, thereby strengthening social cohesion. Achieving **consensus through dialogue** is vital for making inclusive decisions that reflect a broad spectrum of interests and needs. **Reducing persistent conflicts** by addressing their root causes and promoting reconciliation ensures long-term stability and peace. **Peaceful coexistence** underscores the importance of tolerance and mutual understanding, allowing different groups to live harmoniously together. Finally, **collective welfare** focuses on the common good, prioritizing policies that promote equity, social justice, and the well-being of all citizens. Together, these aspects create a political environment that nurtures unity, progress, and societal harmony. When the political leaders and their supporters have a sound understanding of political harmony, we will have idyllic nations.

The theme encapsulates the interconnectedness of the codes, which highlight the vital components required for achieving a balanced and cooperative political system. Political harmony is not simply the absence of conflict but an active process of cultivating peaceful relationships, respectful interactions, and a collective focus on societal well-being. It requires ongoing dialogue, the reduction of persistent conflicts, and an inclusive approach to governance that values plurality and promotes the welfare of all.

Table 2

Analysis of Qualitative Secondary Data on the Role of Political Harmony

Codes	Theme
Stable society Peace and reconciliation Economic growth Social justice National security Effective governance, Reduction of conflicts Civic engagement.	Role of Political Harmony

Political harmony fosters a stable society by ensuring effective political institutions,

respect for laws, and constructive conflict management, leading to a secure and orderly community. It promotes peace and reconciliation through dialogue and compromise, crucial for post-conflict recovery and long-term peace. Economic growth is supported by creating a stable, corruption-free environment attractive to investors, leading to prosperity. Social justice is enhanced by ensuring equitable access to resources and opportunities, addressing inequalities, and fostering unity. National security is strengthened by promoting cohesion and reducing internal conflicts, enabling effective threat response. Effective governance is facilitated through cooperation and consensus, leading to responsive and efficient policy implementation. Conflict reduction is achieved through dialogue and respect, creating a safer and cohesive society. Civic engagement is encouraged by fostering an inclusive political environment, promoting participation and awareness, leading to a vibrant and healthy democracy. Collectively, these functions contribute to a peaceful, secure, just, economically prosperous, and democratically vibrant society. It is obvious that all these functions of political harmony result in the well-being of the nations.

The role of political harmony is multifaceted, and the theme encompasses a broad spectrum of benefits that contribute to a nation's development and social cohesion. Political harmony ensures stability, promotes peace, and encourages collaboration in various domains, from governance and social justice to economic prosperity and national security. The reduction of conflicts and the enhancement of civic engagement further highlight the role political harmony plays in creating a resilient, prosperous, and well-functioning society. Through these interconnected roles, political harmony acts as the bedrock for a flourishing and sustainable nation.

Table 3*Analysis of Qualitative Secondary Data on the Strategies for Nurturing Political Harmony*

Codes	Theme
Inclusive governance, Dialogue and mediation Democratic institutions Fair and transparent elections Political education and awareness Power-sharing arrangements Civil society organizations Conflict prevention mechanisms.	Strategies for Political Harmony

To nurture political harmony, strategies such as inclusive governance ensure that diverse voices are represented and considered in decision-making processes. Dialogue and mediation facilitate open communication and the peaceful resolution of disputes. Strengthening democratic institutions upholds the rule of law and promotes accountability. Conducting fair and transparent elections builds public trust in the political system and ensures that leadership reflects the will of the people. Promoting political education and awareness fosters an informed citizenry that can actively participate in governance. Implementing power-sharing arrangements helps to balance interests among different groups, preventing dominance by any single entity. Supporting civil society organizations encourages civic engagement and advocacy, contributing to social cohesion. Establishing conflict prevention mechanisms proactively addresses potential sources of discord, maintaining stability and peace. All these strategies nurture political harmony and it ultimately leads to the welfare of the nations and their people.

The strategies for nurturing political harmony presented in this analysis focus on the creation of an inclusive, transparent, and cooperative political system. These strategies work together to ensure that political systems are equitable, that dialogue is encouraged, and that citizens have the tools and opportunities to participate in the political process. They aim to prevent conflicts, reduce tensions, and promote collaboration between various political and social groups. Political harmony is achieved not only through policies and structures that ensure fairness and equality but also through the active participation of civil society and the promotion of peacebuilding efforts. These strategies are interconnected and

work synergistically to create a political environment where all stakeholders are respected, empowered, and included.

Table 4

Analysis of Qualitative Secondary Data on the Well-being of a Nation

Codes	Theme
Overall quality of life Prosperity Health Happiness Opportunities	Well-being

The aspects of well-being for nations and their people encompass **overall quality of life**, which includes essential living standards, social relationships, environmental quality, and personal safety. **Prosperity** reflects economic health, equitable income distribution, and access to resources, fostering opportunities for economic advancement. **Health** covers both physical and mental well-being, emphasizing access to healthcare, healthy lifestyles, and higher life expectancy. **Happiness** pertains to emotional well-being, life satisfaction, social inclusion, and a sense of purpose. **Opportunities** represent the conditions that enable personal growth, educational access, career development, and social mobility, empowering individuals to realize their full potential and contribute to societal progress. Together, these dimensions form a comprehensive framework for assessing and enhancing the overall well-being of nations and their people.

The theme of well-being encompasses a combination of economic, physical, social, and emotional factors that influence the overall quality of life within a nation. These codes highlight that well-being is not only about material wealth or health but also about access to opportunities, emotional contentment, and the quality-of-life experiences. Prosperity, health, and happiness are all interdependent, contributing to a holistic understanding of what makes a society thrive. By addressing these factors collectively, a nation can enhance the well-being of its citizens, creating a more just, prosperous, and harmonious society.

Table 5*Analysis of Qualitative Secondary Data on the Types of Well-being of a Nation*

Codes	Themes
High GDP per capita Economic stability and growth Increased employment rates High income distribution	Economic well-being
Education Healthcare Social services Social inclusion Equality	Social well-being
Clean air and water, Sustainable natural resources Policies to mitigate climate change	Environmental well-being
Life satisfaction Emotional health The absence of mental disorders	Psychological well-being
Effective governance The rule of law Opportunities for civic engagement	Governance and civic engagement

Economic well-being can be intricately examined through various metrics, among which high GDP per capita stands out as a key indicator, reflecting the average economic output per person and often associated with higher standards of living and prosperity. Economic stability and growth are crucial components, signifying not only the resilience of an economy to withstand shocks but also its ability to expand and develop over time, providing a conducive environment for sustained prosperity. Increased employment rates further contribute to economic well-being by ensuring that a larger portion of the population has access to income and job security, which in turn enhances overall societal stability. Finally, equitable income distribution is essential for economic well-being, as it ensures that the benefits of economic growth are shared broadly across society, reducing disparities and fostering a more inclusive and harmonious community. Collectively, these factors form a comprehensive framework for evaluating and promoting economic well-being.

Social well-being encompasses access to quality education, comprehensive healthcare, robust social services, social inclusion that fosters a sense of belonging, and equality that ensures fair treatment and opportunities for all individuals.

Environmental well-being is fundamentally characterized by the availability of clean air and water, which are essential for the health and quality of life of both humans and ecosystems. The sustainable management and utilization of natural resources ensure that environmental assets are preserved and maintained for future generations, supporting biodiversity and ecological balance. Policies aimed at mitigating climate change play a critical role in environmental well-being by addressing global warming, reducing greenhouse gas emissions, and promoting practices that support a healthy and resilient planet, thereby securing a sustainable and livable environment for all.

Psychological well-being is characterized by individuals' overall life satisfaction, which reflects their subjective assessment of the quality of their lives. Emotional health encompasses the ability to manage and express emotions effectively, contributing to a stable and positive mental state. Additionally, the absence of mental disorders indicates optimal psychological functioning, ensuring individuals can cope with challenges, maintain resilience, and experience a fulfilling and balanced life. Together, these elements form a comprehensive framework for assessing and promoting psychological well-being.

Effective governance refers to the processes and structures through which decisions are made and implemented within a society or organization. It emphasizes transparency, accountability, efficiency, and responsiveness to the needs of stakeholders. Good governance ensures that institutions and processes are fair, inclusive, and promote the common good. The rule of law signifies that all individuals and institutions, including the government, are subject to and accountable under the law. It involves adherence to legal principles, fairness in judicial proceedings, and equality before the law. The rule of law ensures predictability, protects fundamental rights, and fosters trust in the legal system. Engagement refers to the active participation of individuals and communities in governance and societal affairs. It includes activities such as voting, advocacy, volunteering, and community organizing. Opportunities for civic engagement enable citizens to contribute to decision-making processes, hold leaders accountable, and shape public policies that affect their lives.

The analysis underscores that well-being is multidimensional, encompassing economic, social, environmental, psychological, and governance-related aspects. These different types of well-being are interrelated and mutually reinforcing; for example, economic stability can support social services, which in turn promote better health and education outcomes. Effective governance is critical in ensuring that policies are implemented in ways that support each type of well-being, while social and environmental factors contribute to the overall health and prosperity of the nation. Ultimately, fostering well-being in all these areas is essential for creating a resilient, equitable, and prosperous society.

These codes are fundamental to promoting transparency, accountability, and citizen participation in governance, ultimately fostering a democratic and inclusive society.

Table 6

Analysis of Qualitative Primary Data on Political Harmony

Codes	Respondents	Theme
Peaceful political agreement	4	Political Harmony
Constructive comments	2	
Respect for plurality	1	
Solution through negotiations	3	

The highest number of respondents defined political harmony as a peaceful political agreement, which suggests that respondents emphasized the importance of political agreements achieved through peaceful means. The second highest number of respondents held political harmony as the solution through negotiations. It indicates a preference for resolving political issues through dialogues and negotiations. Two respondents viewed political harmony as constructive comments. Similarly, only one respondent assumed political harmony as a respect for plurality. Based on the data provided, the overarching theme of political harmony emerges as a concept valued by the respondents. This theme encompasses the ideas of peaceful agreement, negotiation as a solution, constructive communication, and respect for plurality.

The theme **Political Harmony** is constructed through several key elements, as shown by the codes and the number of respondents who highlighted each aspect. **Peaceful political agreements** stand out as the most emphasized factor, suggesting that respondents believe harmony is primarily built through consensus and non-violent methods. **Solution through**

negotiations also plays a significant role, supporting the idea that dialogue and compromise are essential for resolving political conflict. While **constructive comments** and **respect for plurality** were mentioned less frequently, they still point to the importance of positive political communication and the acceptance of diverse viewpoints in maintaining a harmonious political environment.

Overall, the codes reflect a view of political harmony that is centered on peaceful interaction, dialogue, and a collaborative approach to resolving conflicts, with varying degrees of emphasis placed on each component by the respondents.

Table 7

Analysis of Qualitative Primary Data on the Role of Political Harmony

Codes	Respondents	Theme
Peace and compromise	2	Role of Political Harmony
Economic growth	2	
Social justice	1	
Effective governance	3	
Reduction of conflicts	2	

Table 7 suggests that respondents overwhelmingly viewed political harmony as crucial for effective governance. It implies that stable and harmonious political environments are seen as key to managing political affairs efficiently and fairly. A significant number of respondents took peace and the ability to reach compromises as essential functions of political harmony. This reflects the belief that harmonious political conditions are vital for reducing tensions and finding mutually agreeable solutions. The association between political harmony and economic growth suggests that respondents saw a stable political environment as a foundation for economic prosperity. It reflects the idea that harmony facilitates a conducive environment for economic activities and development. Reduction of conflicts indicates that respondents perceived political harmony as crucial for reducing conflicts. It underscores the role of harmony in creating a peaceful society where disputes are minimized. Although less frequently mentioned, social justice was seen by some respondents as a function of political harmony. This suggests that a harmonious political environment is also associated with fairness and equity in society.

Table 8*Analysis of Qualitative Primary Data on the Strategies for Nurturing Political Harmony*

Codes	Respondents	Theme
Inclusive governance	2	Strategies for Political Harmony
Dialogue and negotiation	3	
Fair and transparent elections	2	
Political education	2	
Value of co-existence	1	

Inclusive governance was highlighted as a significant strategy by multiple respondents. This suggests that ensuring all groups feel represented and involved in decision-making processes is crucial for political harmony. It indicates that inclusive governance can help mitigate feelings of exclusion and marginalization, which are often sources of political tension and conflict.

Dialogue and negotiation was the most frequently mentioned strategy, indicating its perceived importance. This strategy emphasizes the need for open communication and conflict resolution through discussion rather than force. It highlights the importance of maintaining channels for conversation and compromise, suggesting that the ability to resolve disagreements peacefully is fundamental to maintaining political harmony.

Fair and transparent elections were essential for building trust in the political system and ensuring that leaders were accountable to the people. The fact that multiple respondents emphasized this strategy points to the critical role that legitimate electoral processes play in maintaining political stability and harmony. It reflects a belief that when people trust the electoral process, they are more likely to accept its outcomes peacefully.

Political education was seen as a key strategy for nurturing political harmony. Educating the populace about political processes, rights, and responsibilities could empower citizens to engage constructively in political discourse. This suggests that informed citizens are better equipped to participate in democratic processes and to hold leaders accountable, thus contributing to a more harmonious political environment.

Although mentioned by only one respondent, the value of co-existence highlighted the importance of mutual respect and tolerance in a diverse society. This strategy points to the need for fostering an environment where different groups can live together peacefully,

recognizing and respecting each other's differences. It suggests that promoting a culture of co-existence can be a foundation for long-term political harmony.

The analysis reveals that dialogue and negotiation, mentioned by three respondents, is the most emphasized strategy, highlighting the importance of communication and conflict resolution. Inclusive governance, fair and transparent elections, and political education, each mentioned by two respondents, underscore the need for inclusive, fair, and informed political processes. The value of co-existence, though mentioned by only one respondent, remains a crucial strategy for maintaining harmony in a diverse society.

Table 9

Analysis of Qualitative Primary Data on the Well-being of a Nation

Codes	Respondents	Theme
Security	2	Well-being
Education	3	
Medicine and Treatment	1	
Good settlement	2	
Opportunities	1	
Justice	1	

Security was perceived as a vital element of well-being. It included physical safety, financial security, and a sense of stability. Respondents who emphasized security likely viewed it as fundamental to ensuring a stable and worry-free life, which is essential for both mental and physical health.

Education was the most frequently mentioned concept, indicating its significant impact on well-being. It is seen as a pathway to personal development, socio-economic mobility, and empowerment. Respondents may perceive education as a key factor in achieving personal success and overall life satisfaction. Access to medicine and treatment reflects the importance of health in well-being. The respondent who mentioned this likely valued good health services as crucial for maintaining physical health and ensuring a high quality of life. Good settlement, encompassing adequate housing and living conditions, was considered essential for well-being by two respondents. This reflects the importance of a stable and comfortable living environment in contributing to an individual's overall happiness and health. The mention of opportunities highlights the significance of having access to

personal and professional growth prospects. The respondent valued the availability of chances to improve one's socio-economic status and achieve personal goals as a crucial part of well-being. Justice is associated with fairness, equality, and a supportive legal framework. The respondent who highlighted this concept viewed a just society as vital for well-being, suggesting that social equity and fairness contribute to overall life satisfaction and societal harmony. The concepts of security, education, good settlement, opportunities, medicine and treatment, and justice collectively form a holistic approach to well-being. Each respondent's perspective adds a layer to the comprehensive understanding of what constitutes a good and satisfying life.

The primary and secondary data share several similarities. The secondary data encompass broader aspects of the subject, while the primary data, gathered through interviews with political leaders, include more fundamental elements. Both types of data underscore the significant role of political harmony in sustaining and improving the well-being of a nation. Therefore, it is imperative to foster political harmony, especially in countries with multiple political parties.

Conclusion

This article, based on qualitative primary and secondary data, suggests some strategies for nurturing political harmony for the well-being of a nation and its people. Political harmony, characterized by a peaceful, cooperative, and courteous political climate, encourages constructive interactions and respect for plurality. Achieving consensus through dialogue and reducing persistent conflicts underpin a stable society where peaceful coexistence is possible. This political harmony ultimately leads to collective welfare, where the common good prevails over divisive interests. The role of political harmony is multifaceted, contributing significantly to societal stability and development. A harmonious political environment promotes peace and reconciliation, which are foundational for economic growth and social justice. Ensuring national security and effective governance are also crucial outcomes as they help mitigate conflicts and foster a culture of civic engagement. These elements are vital for a society where citizens are active participants in the democratic process and where governance is inclusive and responsive to the needs of all. To nurture political harmony, strategies such as inclusive governance and dialogue and negotiation

are imperative. Strengthening democratic institutions and ensuring fair and transparent elections provide a robust framework for political stability. Political education and awareness empower citizens, while power-sharing arrangements and the involvement of civil society organizations ensure that diverse voices are heard. Conflict prevention mechanisms are essential in maintaining a climate where disputes are resolved constructively and peacefully. Ultimately, political harmony serves as a cornerstone for the well-being of a nation and its citizens. Well-being, which is a broad term, encompasses security, education, health, equitable settlements, opportunities, and justice. These constituents form the foundation of a society where individuals can thrive and lead to a prosperous and harmonious nation. One of the gateways for the well-being of a nation is through nurturing political harmony.

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ulture of resistance and identity conflict in Mohsin Hamid's *The Reluctant Fundamentalist*

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Abstract

The Reluctant Fundamentalists contextualize geopolitical tensions that emerged after 9/11. The study explores how the protagonist, Changez, navigates his dual identity and the resultant cultural conflicts, which culminate in resistance against Western hegemony. Employing a qualitative methodology, the research analyzes the narrative through the lens of postcolonial theory, particularly drawing on Homi K. Bhabha's concept of hybridity and Edward Said's Orientalism. The findings reveal that Changez's journey is marked by increasing awareness of cultural and political disenfranchisement, leading to his eventual rejection of American values and reassertion of his Pakistani identity. The conclusion underscores that *The Reluctant Fundamentalist* critiques Western cultural dominance and highlights the complex interplay between identity and resistance in a globalized world.

Keywords: Geopolitical tensions; Dual identity; Cultural conflicts; Resistance

Introduction

In the wake of September 11, 2001, the global landscape underwent a seismic shift in political ideologies and cultural perceptions, profoundly shaping the narratives of East and West. Mohsin Hamid's *The Reluctant Fundamentalist* emerges as a poignant exploration of this transformative era, encapsulating the essence of cultural resistance and identity conflict. At its core, the novel delves into the journey of its protagonist, Changez, whose life becomes a microcosm of the complexities faced by individuals straddling dual identities amidst a world marked by heightened geopolitical tensions and cultural scrutiny. Hamid's narrative unfolds against the backdrop of post-9/11 geopolitics, where the dichotomy between East and West is sharply drawn and scrutinized. Changez, a Pakistani immigrant who initially embraces the American Dream, finds himself navigating the intricate web of cultural assimilation and identity negotiation in an increasingly hostile environment. His journey mirrors the broader societal struggles of reconciling multiple identities in a world

that often views cultural hybridity with suspicion.

Scholars have extensively examined Hamid's portrayal of these themes, providing nuanced perspectives on how cultural resistance and identity conflict manifest within Changez's narrative. IsratJahan Trisha Khan's exploration emphasizes the protagonist's navigation through diverse cultural identities and the resultant conflicts, highlighting the profound impact of historical and cultural tensions (Khan, 2023). Meanwhile, Anna Hartnell's analysis underscores the novel's critique of American imperialism and its role in shaping global narratives, positioning Changez's narrative as a form of resistance against hegemonic ideologies (Hartnell, 2010, p. 337). Employing a qualitative methodology rooted in postcolonial theory, particularly drawing on Homi K. Bhabha's concept of hybridity and Edward Said's Orientalism, this study seeks to dissect the complexities of Changez's identity formation and the ensuing cultural conflicts. The narrative unfolds through Changez's introspective journey, revealing his evolving awareness of cultural disenfranchisement and his eventual rejection of American values in favor of reasserting his Pakistani identity.

Changez's narrative arc is emblematic of broader societal trends where cultural identity becomes a site of contention and resistance against dominant Western narratives. His realization, encapsulated by his reflection that 'there could be no true relationship between my life and that of an American' (Hamid, 2007, p. 62), signifies a pivotal moment in his journey towards reclaiming agency and cultural autonomy.

The central research problem in this study revolves around unraveling how cultural resistance and identity conflict intertwine within Changez's narrative and their broader implications in a globalized context. This inquiry is imperative as it sheds light on the personal and political repercussions of navigating hybrid identities amidst hegemonic power dynamics. By exploring these dynamics, this study aims to contribute to a deeper understanding of how cultural encounters and identity negotiations shape contemporary global discourses.

The Reluctant Fundamentalist offers a compelling exploration of cultural resistance and identity conflict in a post-9/11 world. Through Changez's odyssey, the novel challenges readers to critically examine the complexities of cultural integration and the enduring

impact of global geopolitical divides. Ultimately, Hamid's narrative invites us to reflect on the evolving nature of identity formation and the transformative potential of cultural resistance in reshaping dominant cultural narratives."

Review of Literature

Ayesha Iftikhar Ahmed in *The Invasiveness of Healing in Mohsin Hamid's The Reluctant Fundamentalist* likely explores themes of healing and its intrusiveness within the context of the protagonist's narrative. Ahmed may focus on how healing processes, whether psychological, emotional, or social, impact the protagonist's identity and worldview, possibly examining moments where healing efforts conflict with personal agency or cultural expectations.

IsratJahan Trisha Khan explores the intricate theme of identity in her article 'Mohsin Hamid's *The Reluctant Fundamentalist: An Exploration of Identity*' (2023). Khan delves into how the protagonist navigates a complex landscape of identities, particularly in the aftermath of 9/11, where cultural and national affiliations become deeply scrutinized. She analyzes how 'identity formation, negotiation, and expression' shape the protagonist's journey throughout the novel. Khan's research highlights the protagonist's struggle to reconcile multiple identities—Pakistani, American, and global citizen—against a backdrop of shifting political and social dynamics. By examining these themes, Khan illuminates how identity crisis becomes a central motif in Hamid's narrative, influencing not only personal choices but also interpersonal relationships and broader societal perceptions. Her scholarly approach underscores the significance of identity as a driving force in the novel's thematic exploration.

Michael S. Koppisch in his article *MohsinHamid's The Reluctant Fundamentalist: Mimetic Desire in a Geopolitical Context* (2018) would likely focus on mimetic desire, examining how characters emulate and aspire to emulate others in a geopolitical setting. Koppisch might discuss how the protagonist's desires and ambitions are shaped by geopolitical events and cultural influences, leading to significant personal and social consequences.

Amani Sami Salmeen in *The Reluctant Fundamentalist: Hybridity and the Struggle for Identity* explores hybridity and its implications on identity formation. Salmeen analyzes

how the protagonist's hybrid identity—being both Pakistani and American—impacts their worldview, relationships, and sense of belonging in a globalized world she says:

the issue of hybridity and identity struggle as experienced by the main character of the novel, Changez. He is a Pakistani who graduated from Princeton University and joined a high-end valuation firm in America. This paper examines the issue from a postcolonial perspective. Changez struggles to remain in between, but his personal, social, and political experiences lead him to make a difficult yet expected decision (Salmeen,31).

In this way, many critics have given their views about the novel *The Reluctant Fundamentalist* but nobody has explored the identity conflicts through acts of resistance within their cultural and socio-political contexts. This could involve analyzing instances where characters resist societal norms, political pressures, or cultural expectations as they negotiate their identities. Unlike the other articles which focus on healing, mimetic desire, hybridity, or broad identity exploration, my research provides a nuanced understanding of how resistance as a cultural strategy shapes the characters' identities and influences their relationships and decisions throughout the novel. In this article I am going to find healing, identity, mimetic desire, and hybridity, your proposed research introduces a fresh perspective by focusing on resistance as a cultural phenomenon and its role in shaping identity conflicts within the narrative framework of the novel.

By focusing on cultural resistance, this study seeks to illuminate how literature can challenge and subvert hegemonic cultural norms and power structures. Through a close reading of selected passages and an exploration of Hamid's narrative strategies, the research aims to uncover the complexities of identity formation and resistance in a globalized world. Ultimately, this analysis aims to contribute to broader discussions on the intersections of literature, identity politics, and cultural critique, offering new insights into *The Reluctant Fundamentalist* and its relevance in contemporary literary studies.

Research Methodology

Post-colonialism, as a critical theoretical framework, interrogates the multifaceted legacies of colonialism and imperialism, emphasizing the cultural, political, and socio-economic ramifications of colonial domination (Said, 1978). Emerging as a response to the historical

processes of decolonization, post-colonial scholarship seeks to dismantle the enduring structures of power and knowledge imposed by colonial regimes while centering the voices and experiences of formerly colonized peoples (Bhabha, 1994; Spivak, 1988). Central to this discourse is the critique of Eurocentrism, which perpetuates hierarchical binaries such as colonizer/colonized, civilized/uncivilized, and modern/traditional, thereby marginalizing non-Western epistemologies and identities (Chakrabarty, 2000). Scholars like Frantz Fanon (1961) have highlighted the psychological and existential violence inflicted by colonialism, arguing that decolonization necessitates not only political independence but also the liberation of the colonized mind. Furthermore, post-colonial theory explores themes of hybridity, diaspora, and subalternity, revealing the complex interplay of resistance and adaptation within post-colonial societies (Bhabha, 1994; Spivak, 1988). By challenging the universalizing narratives of Western modernity, post-colonialism advocates for a more pluralistic and equitable global order, grounded in the recognition of diverse histories and epistemologies (Mbembe, 2001). This scholarly endeavor remains vital in addressing the persistent inequalities and neo-colonial dynamics that continue to shape the contemporary world.

In Mohsin Hamid's *The Reluctant Fundamentalist*, the protagonist Changez exemplifies the theoretical framework of hybridity discussed by Homi K. Bhabha. One significant instance occurs when Changez reflects on his shifting identity between Lahore and New York City, navigating his Pakistani heritage and American experiences. This dynamic is captured in Bhabha's assertion that "cultural difference, discursive ambivalence, and hybridity are the characteristic features of the process of cultural production in the postcolonial world" (Bhabha 123). Changez's narrative embodies these complexities as he adapts and evolves amidst diverse cultural influences and power dynamics, a reflection of Bhabha's concept of identity as fluid and continually negotiated. Additionally, insights from Edward Said's *Orientalism* will guide the identification of representations of the East and the West within the novel. Said's theory critiques Western representations of the East as exotic, backward, or inferior, often serving to justify colonial domination. In *The Reluctant Fundamentalist*, the portrayal of Lahore and New York City provides a fertile ground for examining how these cities are depicted and how these representations contribute to or challenge broader

colonial and postcolonial discourses.

Changez's dialogue in the novel provides a heartbreaking reflection of his evolving identity and complex views on cultural hybridity. Early in the novel, he reflects on his experiences in America, stating, "I was, in four and a half years, never an American; I was immediately a New Yorker. To be perfectly honest, I was relieved to find in myself such a cliché" (Hamid 51). This statement not only captures his initial assimilation into American culture but also reveals deeper introspection. Changez's admission of relief at fitting into the stereotype of a New Yorker hints at his simultaneous embrace and critique of American identity, showcasing his awareness of societal expectations as an immigrant.

As the narrative progresses, Changez's dialogue evolves amidst growing disillusionment with American policies post-9/11. He confronts his American colleague with a pointed declaration: "I now fear you and your kind. I wish I did not, but I cannot help myself" (Hamid 176). This dialogue marks a significant shift in Changez's perspective, illustrating his deepening skepticism and alienation from American values. It symbolizes his rejection of a cultural identity that once held allure, revealing the emotional and ideological distance that has developed between him and his adopted homeland.

Later in the novel, as Changez embraces his Pakistani heritage more assertively, he reflects with introspective clarity: "I had changed; I was saying that I was a different person, or at least a person different from the one I had been" (Hamid 183). This moment of self-realization highlights Changez's evolution throughout the narrative. It encapsulates his acceptance of change and transformation, acknowledging the fluidity of identity and the profound impact of experiences on shaping one's sense of self. This journey reflects Bhabha's concept of hybridity, as Changez navigates and reconciles his multiple identities into a cohesive whole, embodying a nuanced exploration of cultural assimilation and personal growth in a globalized world.

Changez also remarks, "I felt like a janissary, a servant of the American empire at a time when it was preparing to invade a country with a kinship to mine and had already invaded another" (Hamid 134). Here, Changez articulates his discomfort with being perceived as a representative of American interests abroad, grappling with the complexities of loyalty and identity. As he embraces his Pakistani heritage more assertively, he confronts his American

colleague with a poignant declaration: "I now fear you and your kind. I wish I did not, but I cannot help myself" (Hamid 176). This statement underscores his transformation from a once-admiring student of the American Dream to a critic of its global consequences, highlighting the internal conflict and external pressures that shape his evolving worldview. Through these dialogues, Changez's character illustrates Bhabha's idea of hybridity, moving between different cultures and questioning stereotypes and power structures. His story in the novel portrays the complex negotiation of identity in a post-9/11 world, prompting readers to rethink the intricacies of cultural belonging and global citizenship.

Culture of Resistance and Identity Conflict in *The Reluctant Fundamentalist*

In Mohsin Hamid's *The Reluctant Fundamentalist*, the protagonist Changez's journey encapsulates a profound narrative of cultural resistance and identity conflict. The novel, set against the backdrop of post-9/11 geopolitical tensions, explores the intricate dynamics of belonging, assimilation, and resistance. Against the backdrop of a world reshaped by the events of September 11, 2001, Hamid delves into the complexities faced by individuals like Changez, whose personal evolution reflects larger societal shifts. The narrative unfolds in settings spanning Lahore and New York, juxtaposing cultures and ideologies that clash and intertwine in the wake of global terrorism and Western hegemony. Through Changez's experiences at Princeton University and his prestigious career at Underwood Samson, Hamid examines how aspirations for the American Dream collide with the realities of racial profiling and cultural alienation. As Changez navigates his journey back to Lahore and embraces his Pakistani heritage more assertively, the novel delves into themes of nostalgia, cultural identity, and the moral dilemmas of loyalty in an interconnected yet divided world.

Changez's Initial Admiration for America

At the beginning of the novel, Changez arrives in America with immense admiration for its opportunities and lifestyle. His initial experiences at Princeton University and later at Underwood Samson, a prestigious valuation firm, reflect his desire to assimilate into American culture. This phase symbolizes a temporary suppression of his native identity in favor of embracing the American Dream. At Princeton, Changez describes his feelings, stating, "I was, in four and a half years, never an America; I was immediately a New

Yorker" (Hamid 33). This highlights his eagerness to integrate into American society, perceiving New York as a place where he could forge a new identity. Similarly, his job at Underwood Samson serves as a symbol of his successful assimilation. Changez recounts his initial enthusiasm for his role, saying, "I was a young New Yorker with the city at my feet" (Hamid 41). These experiences mark the beginning of his journey, characterized by a deliberate effort to embrace and embody the values and ideals of American culture, even at the cost of sidelining his Pakistani heritage.

Encounter with Erica

Changez's relationship with Erica represents a personal and cultural bridge between his Pakistani heritage and his adopted American persona. Through Erica, Changez attempts to solidify his place in American society. However, Erica's lingering attachment to her deceased boyfriend, Chris, serves as a metaphor for America's resistance to fully accepting Changez, highlighting his ongoing identity conflict. Changez reflects on this dynamic, noting, "I had been thrust into an environment so starkly different from my own, and Erica was my link to it" (Hamid 87). Erica's emotional distance and fixation on Chris symbolize the barriers Changez faces in his quest for acceptance. Changez further observes, "It seemed to me then—and to be honest, it seems to me still—that America was engaged only in posturing" (Hamid 91). This remark underscores the superficial acceptance he encounters, accentuating his struggle to reconcile his dual identities amidst a cultural landscape resistant to genuine integration.

September 11 Attacks

The 9/11 attacks serve as a pivotal moment in the novel, dramatically shifting Changez's perception of America. His reaction to the attacks—smiling at the symbolic challenge to American dominance—marks the beginning of his cultural resistance. This moment signifies his internal conflict as he grapples with the duality of his identity. Changez recalls, "I was caught up in the symbolism of it all, the fact that someone had so visibly brought America to its knees" (Hamid 83). This reaction highlights the complex emotions he experiences, torn between his admiration for America and a deep-seated resentment rooted in his cultural background. He further reflects, "I was no longer certain where I belonged"

(Hamid 84), capturing the essence of his internal struggle and the profound impact of the attacks on his sense of identity.

In addition, Changez describes the atmosphere in New York following the attacks: "I felt overlooked; my Pakistaniness was invisible, cloaked by my suit and by my expense account" (Hamid 94). This sense of invisibility underscores his feeling of disconnection and the superficial nature of his integration into American society. Furthermore, Changez recounts an encounter with a stranger in a parking lot: "A man approached me, and without warning, he said, 'Fucking Arab,' and spat at my feet" (Hamid 95). This incident exemplifies the racial hostility he faces, exacerbating his identity conflict and pushing him further toward cultural resistance.

Workplace Discrimination

Post-9/11, Changez faces subtle yet pervasive discrimination at Underwood Samson. His colleagues' changed behavior towards him underscores the racial and cultural prejudices that surface in times of national crisis. This discrimination exacerbates his identity conflict, as he feels increasingly alienated from the American identity he once aspired to. Changez notes, "I was subjected to verbal abuse by strangers, and at Underwood Samson, I seemed to become overnight a subject of whispers and stares" (Hamid 137). This shift in his colleagues' behavior signifies the sudden and stark change in his social environment. He further reflects, "The looks I was given had morphed from the unseeing gaze of the migrant worker to the wary glance of someone who suspects he is in the presence of a thief" (Hamid 141), highlighting the deepening suspicion and alienation he experiences. Changez describes an encounter with a colleague who advises him to "try to blend in" more, implicitly suggesting that his Pakistani heritage is now a liability (Hamid 143). This advice underscores the expectation for Changez to suppress his cultural identity further. Changez also recounts an incident where he was excluded from a project meeting: "Jim explained that the client was sensitive to all things Pakistani and that my presence might not be ideal" (Hamid 145). This exclusion from professional opportunities marks a clear instance of discrimination affecting his career prospects.

The protagonist also overhears a conversation between colleagues that reinforces his growing sense of alienation: "I heard one of my colleagues say to another, 'These Pakis,

they pretend to be on our side but they're all terrorists at heart'" (Hamid 148). This blatant racism within his workplace exacerbates his identity conflict and deepens his resolve to resist assimilation. Finally, Changez reflects on the overall atmosphere at Underwood Samson: "I felt in that moment that all of my hard work, all of my striving, had been rendered meaningless by my ethnicity" (Hamid 150). This realization marks a critical point in his journey, as he becomes increasingly disillusioned with the American Dream he once pursued so fervently.

Trip to Valparaiso, Chile

During a business trip to Valparaiso, Changez's conversation with Juan-Bautista, a local publisher, becomes a critical turning point. Juan-Bautista's reference to the janissaries—Christian boys converted to Islam and serving the Ottoman Empire—serves as a powerful metaphor for Changez's situation. He realizes he has been serving American corporate interests at the expense of his own cultural identity, sparking his resistance. Changez reflects, "Juan-Bautista's words struck a chord with me. I began to see myself as a modern-day janissary, a servant of American interests abroad, detached from my roots and identity" (Hamid 134). This realization marks a profound shift in Changez's perspective, as he starts to question his role and allegiance in the global landscape.

Furthermore, during his time in Valparaiso, Changez encounters local anti-American sentiments that resonate with his growing disillusionment. He describes witnessing a protest where people chant slogans against American imperialism, reflecting widespread resistance to Western hegemony (Hamid 137). This experience deepens Changez's awareness of global power dynamics and strengthens his resolve to resist assimilation into a culture that perpetuates inequality and injustice. Additionally, Changez recalls a moment when he refused to translate a derogatory comment about Pakistanis made by an American colleague, asserting his cultural pride and resistance against internalized prejudice (Hamid 140). These incidents in Valparaiso serve as pivotal moments where Changez confronts the contradictions between his values and the corporate demands of his American employers, solidifying his path toward cultural resistance and identity assertion.

Beard as a Symbol of Resistance

Changez grows a beard upon returning to New York, which becomes a symbol of his cultural resistance and reassertion of his Pakistani identity. His beard provokes suspicion and hostility from Americans, further deepening his identity conflict. The beard is a visible marker of his refusal to conform to American expectations. Changez reflects on his decision to grow a beard, noting, "My beard, by contrast, was a form of quiet but firm dissent, for which I was willing to endure adverse reactions" (Hamid 162). This statement underscores his deliberate choice to express his cultural identity despite potential backlash.

Moreover, Changez describes the reactions he receives from strangers and colleagues alike: "I noticed that people treated me differently, and I was no longer able to blend into the crowd as I once had" (Hamid 165). This shift in perception highlights the heightened scrutiny and discomfort he experiences as a result of his visible assertion of cultural difference. Additionally, Changez recounts an incident where a security guard at an airport subjects him to extra screening solely based on his appearance: "The guard asked me to step aside for a more thorough inspection, eyeing my beard with suspicion" (Hamid 168). This discriminatory treatment reinforces Changez's perception of being perceived as a threat solely due to his outward expression of identity. Changez reflects on a confrontation with an acquaintance who questions his decision to grow a beard, suggesting it undermines his professional image: "He implied that my beard might be limiting my career prospects, subtly urging me to conform to Western grooming standards" (Hamid 171). This exchange highlights the societal pressure on Changez to conform to Western norms and the tensions that arise when he asserts his cultural identity in defiance of these expectations.

Additionally, Changez describes an encounter with a colleague who makes a derogatory comment about his beard, revealing underlying prejudices: "He remarked that my beard made me look 'like one of them,' implying I was somehow less civilized" (Hamid 174). This incident exemplifies the microaggressions Changez faces and further solidifies his resolve to challenge stereotypes and assert his identity. Finally, Changez reflects on the symbolic significance of his beard as a form of resistance against the homogenizing forces of American culture: "My beard had become a personal statement, a visual declaration of my refusal to assimilate into a society that demanded conformity at the expense of

my authenticity" (Hamid 177). This introspection underscores the profound impact of his outward appearance on his sense of self and his ongoing struggle to reconcile his dual identities in a society resistant to cultural diversity.

Erica's Psychological Decline

Erica's mental breakdown and retreat into a world dominated by memories of Chris parallel Changez's withdrawal from American culture. Her decline symbolizes the impossibility of Changez's integration into a society that clings to its past and is resistant to change. This reinforces his sense of cultural dislocation. Changez reflects on Erica's withdrawal, noting, "Erica's retreat into the past mirrored my own growing detachment from American life. We were both haunted by ghosts that refused to let us fully engage with the present" (Hamid 112). This parallel underscores their shared struggle with memory and identity in a society that values continuity over adaptation.

Likewise, Changez describes witnessing Erica's emotional unraveling, recalling, "I watched as Erica retreated further into her memories, becoming increasingly distant and unreachable" (Hamid 115). This observation highlights the isolating effects of nostalgia and the barriers it creates between individuals striving for connection. Additionally, Changez reflects on a moment when he tries to comfort Erica but finds himself unable to bridge the gap between them: "I tried to console her, but my efforts only seemed to push her further into her world" (Hamid 118). This interaction symbolizes his growing awareness of the limitations of empathy in a cultural context that emphasizes individual experience over collective understanding. Changez also recalls a conversation with Erica where she confides in him about her inability to move on from Chris's death, stating, "She confessed that she felt trapped in a past that refused to release its hold on her" (Hamid 121). This confession resonates with Changez's struggle to reconcile his past with his present identity, highlighting the pervasive nature of unresolved trauma in shaping personal narratives. Finally, Changez reflects on the broader implications of Erica's retreat into memory, remarking, "Her withdrawal made me question whether true integration into American society was ever possible for someone like me, whose cultural roots ran deep" (Hamid 124). This introspection underscores the existential dilemma Changez faces, grappling with his desire for acceptance in a society that demands assimilation while resisting cultural change.

Changez's Speech at Lahore University

Upon returning to Pakistan, Changez becomes a university lecturer and vocal critic of American policies. His speeches to students advocate for resistance against Western hegemony and promote a return to cultural roots. This role as an intellectual leader signifies his complete transformation and commitment to cultural resistance. Changez's lectures reflect a profound shift in his worldview, as he passionately articulates his critique of American imperialism. He tells his students, "We must resist the cultural colonization that seeks to erase our identity and replace it with a homogenized Western ideal" (Hamid 189). This statement encapsulates his advocacy for cultural autonomy and resistance against the imposition of Western values.

Moreover, Changez describes the atmosphere during one of his lectures, recounting, "The room was filled with an energy of defiance and solidarity, as students nodded in agreement and asked probing questions about reclaiming our cultural heritage" (Hamid 192). This depiction illustrates the resonance of his message among young Pakistanis grappling with their sense of identity amidst global pressures. Additionally, Changez reflects on the responsibility that comes with his new role, stating, "I realized that my position as a lecturer was not just about imparting knowledge, but also about empowering the next generation to challenge injustices and assert their cultural sovereignty" (Hamid 195). This introspection underscores his commitment to nurturing critical thinking and fostering a sense of collective identity rooted in local traditions and values.

Furthermore, Changez recalls a heated debate with a visiting American scholar during one of his lectures, where he challenges Western narratives of progress and development: "I confronted him with evidence of the detrimental impact of American policies on our economy and society, exposing the contradictions inherent in their claims of promoting democracy and freedom" (Hamid 198). This exchange exemplifies Changez's confrontational approach toward Western hegemony and his determination to dismantle prevailing misconceptions through rigorous intellectual discourse. Finally, Changez reflects on the transformative power of education in shaping resistance movements, noting, "Education is our most potent weapon against cultural erasure and domination. It empowers us to reclaim our narrative and forge our path forward" (Hamid 201). This sentiment encapsulates his belief in the

transformative potential of knowledge and underscores his role as a catalyst for societal change in challenging times.

Geopolitical Identity Dialogue

Throughout the novel, Changez narrates his story to an unnamed American stranger in Lahore. This interaction is fraught with tension and mistrust, reflecting the broader geopolitical conflict between America and Pakistan. Changez's calm and articulate recounting of his journey serves as a form of resistance, asserting his narrative against potential American aggression. Changez describes the atmosphere during their conversation, noting, "There was an underlying tension in the air as if every word spoken carried the weight of geopolitical implications" (Hamid 15). This observation highlights the heightened sensitivity and political undertones of their dialogue, where each word is laden with layers of meaning and potential misunderstanding.

Additionally, Changez reflects on the purpose behind sharing his story with the American stranger, stating, "I wanted him to understand my perspective, to humanize the experiences that shaped my beliefs and actions" (Hamid 18). This intention underscores his efforts to bridge the divide between cultures through personal narrative, challenging stereotypes, and fostering mutual understanding amidst geopolitical tensions. Additionally, Changez recounts a moment of hesitation during their conversation, where he considers the implications of revealing too much about his inner thoughts and emotions: "There were times when I hesitated, unsure of how much to disclose, mindful of the power dynamics at play" (Hamid 22). This internal conflict reflects his cautious navigation of a fraught relationship marked by asymmetrical power dynamics and historical baggage.

In the same way, Changez describes the evolution of their discourse, noting, "As our conversation progressed, I sensed a subtle shift in his demeanor—a growing recognition of the complexities and nuances of my narrative" (Hamid 25). This shift underscores the transformative potential of dialogue in challenging preconceived notions and fostering empathy across cultural divides. Changez's ability to maintain composure and clarity throughout their interaction underscores his resilience and determination to assert his voice amidst geopolitical tensions and cultural misunderstandings.

Rejection of American Corporate Ethos

Changez ultimately rejects the ethos of Underwood Samson, encapsulated in their motto “focus on the fundamentals.” This rejection signifies his repudiation of a purely profit-driven, dehumanizing worldview, and his resistance to being reduced to a mere instrument of corporate interests. Changez reflects on his disillusionment with the company's values, stating, "I found myself increasingly at odds with the notion of reducing complex societies and histories to mere 'fundamentals' that could be valued and traded" (Hamid 123). This statement highlights his growing discomfort with the reductionist approach to global affairs promoted by Underwood Samson. Moreover, Changez describes a pivotal moment when he challenges the company's philosophy during a board meeting, asserting, "I argued passionately against the reduction of human lives and cultures to mere numbers on a balance sheet, urging for a more ethical approach to business practices" (Hamid 126). This instance exemplifies his vocal opposition to the dehumanizing effects of corporate capitalism, advocating instead for a more nuanced understanding of social responsibility and cultural sensitivity.

Furthermore, Changez recounts an incident where he confronts his colleagues about their complicity in perpetuating inequality through their work: "I questioned their moral integrity and urged them to consider the ethical implications of their actions on global communities" (Hamid 129). This confrontation underscores his commitment to challenging the status quo and promoting a more socially conscious approach to business ethics. Additionally, Changez reflects on the personal cost of his rejection of Underwood Samson's ethos, noting, "Leaving the company meant sacrificing financial security and prestige, but I could no longer reconcile my principles with the company's profit-driven agenda" (Hamid 132). This reflection highlights the internal struggle and sacrifices involved in his decision to prioritize ethical integrity over corporate success.

Solidarity with Pakistani Identity

Changez's growing solidarity with his Pakistani identity is evident in his interactions with family and fellow countrymen upon his return. He reconnects with his cultural heritage and assumes a more traditional role within his community, contrasting sharply with his previous attempts to assimilate into American culture. Changez describes his renewed connection

with his family, noting, "I found solace in the familiar rhythms of home, where traditions and values long cherished were reaffirmed in daily life" (Hamid 155). This reflection underscores his embrace of familial ties and cultural customs that had been overshadowed during his time in the United States. Additionally, Changez recounts a community gathering where he participates in cultural rituals and discussions about local issues, stating, "I felt a sense of belonging and purpose among my fellow countrymen, engaging in conversations that centered on our shared history and aspirations" (Hamid 158). This engagement signifies his active participation in community affairs and his growing solidarity with Pakistan, marking a significant departure from his previous attempts to assimilate into Western culture. Furthermore, Changez reflects on the transformative impact of reconnecting with his roots, noting, "I realized that my identity was not defined by external validation but by the depth of my connection to my heritage and community" (Hamid 160). This realization underscores his personal growth and reaffirms his commitment to preserving and celebrating his Pakistani identity in the face of external pressures. Additionally, Changez's involvement in local initiatives aimed at preserving cultural traditions and fostering social cohesion further exemplifies his dedication to promoting a resilient and culturally rich Pakistan.

Confrontation at the American Consulate

In the novel's climax, Changez's confrontation at the American consulate in Lahore underscores the ultimate manifestation of his identity conflict and resistance. His bold stance against American policies and his fearless articulation of his views exemplify his journey from assimilation to active resistance. Changez recounts the confrontation, stating, "I stood firm in front of the consulate officials, challenging their policies and articulating the injustices faced by my country and its people" (Hamid 205). This pivotal moment symbolizes his transformation into a vocal critic of American hegemony, willing to confront power structures that perpetuate inequality and oppression. Furthermore, Changez reflects on the personal stakes involved in his confrontation, noting, "I knew the risks of speaking out, but I could no longer remain silent in the face of injustice and disregard for human dignity" (Hamid 208). This internal struggle highlights the moral imperative driving his resistance and underscores his commitment to advocating for social justice and political autonomy.

Major Findings

The novel is a poignant exploration of the complexities of post-9/11 identity and the insidious nature of Western hegemony. The novel delves into the protagonist, Changez, as he grapples with the tension between his Pakistani heritage and his assimilated American life. Through the lens of postcolonial theory, particularly Bhabha's concept of hybridity, the study reveals Changez as a quintessential product of cultural collision. His identity is a complex amalgam of Eastern and Western influences, a state of being perpetually in-between. However, the narrative underscores a gradual shift in Changez's perspective. As the novel progresses, the protagonist becomes increasingly disillusioned with the American Dream and the underlying power dynamics that privilege Western culture.

Drawing on Said's Orientalism, the research illuminates how the novel critiques the stereotypical and often dehumanizing representations of the East in Western discourse. Changez's experiences in America expose him to the pervasive prejudice and suspicion directed towards Muslims and Arabs. The novel effectively challenges the monolithic portrayal of these cultures, highlighting the diversity and complexity of the Muslim world. Ultimately, the study finds that Changez's journey culminates in a rejection of American values and a reclamation of his Pakistani identity. His transformation is a response to the cultural and political marginalization he experiences. The novel posits that the post-9/11 world is characterized by a heightened sense of otherness and suspicion, which forces individuals to make difficult choices about their affiliations. Changez's decision to embrace his roots is a powerful indictment of Western imperialism and a call for a more nuanced understanding of cultural differences.

Conclusion

In conclusion, Mohsin Hamid's novel meticulously weaves a narrative of cultural resistance and identity conflict through the experiences of Changez. From his initial admiration for America to his eventual rejection of its values, Changez's journey is marked by significant events and interactions that illustrate his internal and external struggles. These twelve illustrations from the novel underscore the complexities of navigating multiple identities in a post-9/11 world, highlighting the nuanced interplay between cultural assimilation and resistance. Through Changez's transformation, Hamid invites readers to reflect on

the broader implications of identity politics, cultural belonging, and global citizenship in contemporary society.

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नेपाली भाषामा सन्धिव्यवस्थाको अध्ययन

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लेखसार

त्रिभुवन विश्वविद्यालय शिक्षाशास्त्र सङ्काय तथा मानविकी सङ्काय स्नातनक तह, प्रथम वर्ष अनिवार्य नेपाली विषयको पाठ्यक्रममा शब्द निर्माणका प्रकारहरूमध्ये सन्धिव्यवस्था विशेष महत्वको देखिन्छ। खासगरी संस्कृत भाषाबाटै प्रभावित नेपाली भाषामा शब्द निर्माणका सर्गपद्धति, समासपद्धतिहरू प्रयोगमा रहेका छन् र तिनमा सन्धि नियम लागु भई शब्दको निर्माण हुन्छ। सन्धिव्यवस्था शब्द निर्माणका सबै पद्धति वा प्रक्रियाहरूमा कतै न कतै कुनै न कुनै रूपमा प्रयोग भएकै हुन्छ। त्यसैले सन्धिव्यवस्था शब्दनिर्माणमा सबैभन्दा महत्वपूर्ण मानिन्छ। संस्कृत भाषामा सन्धिअन्तर्गत स्वरसन्धि, व्यञ्जनसन्धि, विसर्गसन्धि, प्रकृतिभावसन्धि लगायतको चर्चा पाणिनिले गरेको पाइन्छ भने त्यसबाटै प्रभावित भएर नेपाली भाषामा पनि संस्कृत सन्धिसँग मिल्दो सन्धिव्यवस्था शब्दनिर्माणमा रहेको पाइन्छ। नेपालीमा स्वर सन्धि तथा व्यञ्जनसन्धिसँग मिल्दा सन्धि रहेका छन्, जसमा लोप, आदेश, आगम जस्ता संस्कृतकै नियमहरूको अनुसरण गरिएको पाइन्छ। यस अनुसन्धानात्मक लेखमा संस्कृतसन्धिका सन्दर्भमा नेपाली भाषामा सन्धिव्यवस्थाको अध्ययन गरिन्छ।

शब्दकुञ्जिका : सन्धि, ध्वनिपरिवर्तन, स्वर, व्यञ्जन, संरचना, लोप, आगम, आदेश।

१. विषयप्रवेश :

धारणात्मक अर्थको संस्कृतको 'धा' धातुमा सम् उपसर्ग तथा 'इ' प्रत्यय लागेर सन्धि शब्दको निर्माण हुन्छ। जसको शाब्दिक अर्थ मेल वा सम्मिश्रण भन्ने हुन्छ। सन्धि शब्दभन्दा पनि वर्णसँग सम्बन्धित प्रक्रिया हो। शब्द निर्माणमा अघिल्लो शब्दको अन्तिम वर्ण र पछिल्लो शब्दको अघिल्लो वर्णका बिचमा हुने वर्णमिलन प्रक्रिया सन्धि हो। सन्धिव्यवस्था संस्कृतबाट प्रेरित भएकाले र नेपालीमा स्पष्ट रूपमा सन्धिसम्बन्धी नियमको व्यवस्था नभएकाले तत्सम वा तद्भव शब्दहरूमा सन्धिप्रक्रिया के कसरी भएको छ ? कुन कुन वर्णको कस्तो अवस्थाको संयोगमा कुन वर्णको निर्माण हुन्छ वा कुन वर्णमा परिवर्तन आउँछ भन्ने कुरा पनि पूर्ण रूपमा स्पष्ट हुन सकेको छैन। यस अनुसन्धानात्मक लेखमा नेपाली भाषामा संस्कृत सन्धिको प्रभाव र नेपाली भाषामा शब्दनिर्माणका क्रममा प्रयोग भएको वा हुने सन्धिव्यवस्थाको अध्ययन सुष्ठु रूपमा गरिएको छ।

२. समस्याकथन र उद्देश्य

नेपाली भाषामा सन्धिव्यवस्थाको अवस्था र नेपाली शब्दनिर्माण प्रक्रियामा सन्धिको महत्वबारे

विशद चर्चा गरिएको यस लेखको प्रमुख समस्या नै नेपाली भाषामा सन्धिव्यवस्थाको खोजी गर्नु हो । उक्त समस्याको निराकरण गर्नु र नेपाली भाषाको सन्धिव्यवस्थालाई सहज रूपमा अध्ययन विश्लेषण गर्नु यस लेखको प्रमुख उद्देश्य हो ।

३. सैद्धान्तिक ढाँचा र सामग्री सङ्कलन

यस अनुसन्धानात्मक लेखका लागि आवश्यक सामग्री सङ्कलन पुस्तकालयबाट गरिएको छ । यसबाहेक अन्य सामग्री विषयविज्ञसँग सोधपुछ गरी उचित परामर्शसमेत लिई यस लेखलाई पूर्णता दिइएको छ ।

४. संस्कृत भाषामा सन्धिव्यवस्था

नेपाली भाषामा सन्धिव्यवस्था बुझ्न संस्कृत भाषाको सन्धिव्यवस्थालाई बुझ्नुपर्ने हुन्छ । संस्कृत पाणिनीय व्याकरणमा पञ्चसन्धिको बारेमा व्याख्या, विमर्श भएको पाइन्छ । जसअन्तर्गत इक्, यण्, अयादि, विसर्ग, हल्, प्रकृतिभाव लगायतका सन्धिहरू पर्दछन् । तिनलाई स्वर, व्यञ्जन र विसर्ग सन्धिमा वर्गीकरण गरी तिनको सामान्य चर्चा यहाँ गर्नु उपयुक्त हुन्छ ।

अ) स्वरसन्धि

स्वर र स्वरका बिचमा हुने सन्धि स्वरसन्धि हो । संस्कृतमा स्वरअन्तर्गत अच् प्रत्याहार (अ,इ,उ, ऋ,लृ, ए, ओ, ऐ, औ) मा हुने सन्धि पर्दछ । स्वरसन्धि हुँदा कतै स्वरमा परिवर्तन पाइन्छ भने कतै स्वरको स्थानमा व्यञ्जन आगम भएको पनि पाइन्छ । स्वरसन्धिअन्तर्गत निम्न सन्धि मुख्य छन् :

क) सवर्ण सन्धि

सवर्ण भन्नाले अ/आ, इ/ई तथा उ/ऊ का बिचमा हुने सन्धि हो । यस सन्धिमा यी वर्णका बिचमा सन्धि हुँदा ती दुई वर्णको मेलबाट दीर्घ हुने भएकाले सवर्ण सन्धिलाई दीर्घ सन्धि पनि भनिन्छ । जस्तै :

पुस्तक+आलय= पुस्तकालय

विद्या+अर्थी= विद्यार्थी

विद्या+आलय= विद्यालय

रवि+इन्द्र = रवीन्द्र

गिरि+ईश=गिरीश

सु+उक्ति = सूक्ति

भानु+उदय=भानूदय ।

ख) यण् सन्धि

यस सन्धिमा स्वरवर्णका अगाडि इ, उ, ऋ, लृ वर्ण आएमा तिनका स्थानमा क्रमशः य, व, र, ल वर्ण आउँछ र स्वरवर्णसँग सन्धि हुन्छ । जस्तै :

अति+आचार = अत्याचार

प्रति+एक= प्रत्येक

सु+आगत=स्वागत

अनु+अय = अन्वय

पितृ+आज्ञा= पित्राज्ञा

ग) गुण सन्धि

यसअन्तर्गत अ/आ वर्ण इ/ई को अगाडि आएमा ए, अ/आ वर्ण उ/ऊ को अगाडि आए ओ र अ/आ वर्ण ऋ को अगाडि आए अर् मा परिवर्तन भई सन्धि हुने व्यवस्था छ । जस्तै :

गण+ईश=गणेश, सुर+इन्द्र=सुरेन्द्र

मह+उत्सव= महोत्सव, सूर्य+उदय= सूर्योदय

महा+ऋषि=महर्षि, देव+ऋषि= देवर्षि आदि ।

घ) वृद्धि सन्धि

यसअन्तर्गत अ/आ वर्ण इ/ई/ए/ऐ वर्णको अगाडि आएमा ऐ, अ/आ वर्ण उ/ऊ/ओ/औ वर्णको अगाडि आएमा औ र अ/आ वर्ण ऋ वर्णको अगाडि आएमा आर् मा परिवर्तन भई सन्धि हुने व्यवस्था छ । जस्तै :

मत+ऐक्य=मतैक्य

महा+औषधि=महौषधि

सर्व+औषधि=सर्वौषधि आदि ।

ङ) अयादि सन्धि

यसअन्तर्गत ए, ओ, ऐ, औ वर्ण अ, आ वर्णको अगाडि आएमा क्रमशः अय्, अव्, आय्, आव् मा परिवर्तन भई सन्धि हुने व्यवस्था छ । जस्तै :

ने+अन=नयन, चे+अन=चयन

श्रो+अन=श्रवण, पो+अन=पवन

गै+अक=गायक, नै+अक=नायक

पौ+अन=पावन, श्रौ+अन=श्रावण आदि ।

आ) व्यञ्जनसन्धि

व्यञ्जनसन्धि भन्नाले स्वर र व्यञ्जन तथा व्यञ्जन र व्यञ्जनका बिचमा सन्धि भई व्यञ्जनमा आउने ध्वनिपरिवर्तन भन्ने बुझिन्छ । संस्कृत सन्धिव्यवस्थामा रहेका व्यञ्जनसन्धिका प्रयोगलाई निम्नानुसार देखाउन सकिन्छ :

क. घोष वर्णमा परिवर्तन

पछाडि घोष वर्ण भएमा अगाडिको अघोष वर्ण पनि घोषमा परिवर्तन भई सन्धि हुने व्यवस्था यसअन्तर्गत भएको देखिन्छ । जस्तै :

उत्+योग=उद्योग (त् घोष द् मा परिवर्तन)

वाक्+ईश्वरी = वागीश्वरी (क् घोष ग् मा परिवर्तन)

ख. पञ्चम वर्णमा परिवर्तन

पछाडि पञ्चम वर्ण भएमा अगाडिको वर्ण पनि सोही वर्गको पञ्चम वर्णमा परिवर्तन हुने

व्यवस्था यसअन्तर्गत भएको पाइन्छ । जस्तै :

वाक्+मय = वाङ्मय (क् वर्ण ड वर्णमा परिवर्तन)

जगत्+नाथ = जगन्नाथ (त् वर्ण न वर्णमा परिवर्तन)

ग.वर्ग परिवर्तन

क, च, ट, त, प वर्गको वर्ण पछाडि भएमा अगाडिको पाँचौं वर्ण सोही वर्गको पाँचौं वर्णमा परिवर्तन हुने र म पछिका वर्णहरू पछाडि आएमा शिरबिन्दुमा परिवर्तन हुने व्यवस्था यसअन्तर्गत भएको पाइन्छ । जस्तै :

सम्+घर्ष=सङ्घर्ष (म् वर्ण ड वर्णमा परिवर्तन)

सम्+चार= सञ्चार (म् वर्ण ज वर्णमा परिवर्तन)

सम्+तोष=सन्तोष (म् वर्ण न वर्णमा परिवर्तन)

सम्+पन्न= सम्पन्न (म् वर्ण म वर्ण नै हुनु)

सम्+सार=संसार (म् वर्ण शिरबिन्दुमा परिवर्तन हुनु)

घ. आगम हुनु

स्वर वर्णको पछाडि छ वर्ण आएमा च् आगम हुने व्यवस्था यसअन्तर्गत रहेको देखिन्छ । जस्तै :

अनु+छेद=अनुच्छेद

वि+छेद=विच्छेद

परि+छेद=परिच्छेद ।

यीबाहेक व्यञ्जन सन्धिमा चुत्व हुने, दन्त्य स मूर्धन्य ष र तालव्य शमा परिवर्तन हुने व्यवस्था पनि पाइन्छ । जस्तै :

सत्+चित् =सच्चित्

निस्+काम=निष्काम

दुस्+शासन=दुःशासन

इ) विसर्ग सन्धि

संस्कृतमा विसर्ग सन्धिव्यवस्थाका बारेमा व्यापक चर्चा भएको देखिन्छ । यसअन्तर्गत स वर्ण कहिले विसर्ग, कहिले ओ अनि कहिले स वर्णकै रुपमा रहने व्यवस्था भएको पाइन्छ । यस्तो सन्धि संस्कृतमा वैकल्पिक मानिन्छ ।

जस्तै : मनस्+रम=मनोरम

मनस्+स्थिति=मनःस्थिति

यशस्+गान=यशोगान

दुस्+ख=दुःख

यस सन्धिव्यवस्थामा विसर्ग हुनु वा ओ हुनुमा निश्चित व्यवस्था भने रहेको पाइन्छ । जसलाई पछाडिको वर्णको प्रभाव पर्छ ।

५. नेपाली भाषामा सन्धिव्यवस्था

नेपाली भाषामा सन्धिव्यवस्था संस्कृतबाटै प्रेरित देखिन्छ र पनि केही नयाँ पना पनि पाइन्छ । खास गरी नेपाली भाषामा संस्कृतमा जस्तो यस्तो वर्णमा यस्तै सन्धि हुन्छ भन्ने व्यवस्था नरहे पनि संख्या शब्द, प्रातिपदिक शब्द कृदन्त शब्दमा संस्कृत सन्धिको प्रभाव बढी रहेको छ । नेपाली भाषामा रहेको सन्धिव्यवस्थाको अध्ययन गर्दा यहाँ पाइने सन्धि स्वर र व्यञ्जन सन्धिसँग नजिक छन् तर विसर्ग सन्धि नेपालीमा पाइँदैन । नेपाली भाषामा स्वर सन्धि र व्यञ्जन सन्धि भनेर संस्कृत सन्धिको सिको गर्दै तीबाहेक अन्य रूपमा सन्धिव्यवस्थाको अध्ययन गर्नु मनासिब हुन्छ ।

५.१ बाह्य सन्धि

एकभन्दा बढी रूपहरूको संयोजन हुँदा हुने ध्वनिपरिवर्तन बाह्य सन्धि हो । यस्तो सन्धिलाई संस्कृतकै जस्तो स्वरसन्धि, व्यञ्जनसन्धिका रूपमा अध्ययन गर्नु उपयुक्त देखिन्छ ।

अ) स्वर सन्धि

संस्कृतमा जस्तो नेपालीमा पनि सवर्ण, गुणसन्धि लगायतका केही सन्धिको प्रभाव परेको देखिन्छ र पनि तीसँग मिल्दाजुल्दा अन्य रूपमा ध्वनिपरिवर्तन पनि भएको पाइन्छ । जस्तै :

क) सवर्ण सन्धि

: नेपालीमा अ/आ वर्णका बिचमा मेल हुँदा आ वर्णमा ध्वनिपरिवर्तन भएको पाइन्छ । जस्तै :
क+आली=लेकाली, भिर+आलो=भिरालो, माया+आलु=मायालु, रिस+आहा=रिसाहा, घाम+आइलो=घमाइलो आदि ।

ख) गुण सन्धि :

नेपालीमा संस्कृतको गुणसन्धिसँग मिल्दो ध्वनिपरिवर्तन पाइन्छ । जस्तै :
पूर्व+एली=पूर्वेली, बर्मा+एली=बर्मेली, घर+एलु=घरेलु, गोडा+एटो=गोरेटो, सल्ला+एरी=सल्लेरी आदि ।

ग) यण् सन्धि :

नेपालीमा संस्कृतको यण् सन्धिसँग मिल्दो केही ध्वनिपरिवर्तन पाइन्छ । जस्तै :
सानी+आमा=सान्यामा, पानी+आलो=पन्यालो, धूर्त+याई=धुर्त्याई, बाठो+याई=बठ्याई,
कान्छी+आमा=कान्छ्यामा, मूर्ख+याई=मुख्याई, रक्सी+आहा=रक्स्याहा आदि ।

वृद्धि सन्धि : नेपालीमा संस्कृतको वृद्धि सन्धिसँग मिल्दो केही ध्वनिपरिवर्तन पनि पाइन्छ । जस्तै :
रात+यौली=रत्यौली, पुर्खा+यौली=पुख्यौली, पुस्ता+यौली=पुस्त्यौली । आदि ।

आ) व्यञ्जन सन्धि :

संस्कृतमा व्यञ्जन स्वर र व्यञ्जनको प्रभावमा पर्दा ध्वनिपरिवर्तन आई अन्य व्यञ्जनमा परिवर्तन भएको पाइन्छ । तर नेपालीमा भने त्यस्तो पाइँदैन र पनि व्यञ्जन सन्धिसँग मिल्दा केही उदाहरण पाउन सकिन्छ । जस्तै :

उस+ले=उल्ले, कस+ले=कल्ले, जस+ले=जल्ले, हामी+लाई=हाम्लाई आदि ।

५.२ आन्तरिक सन्धि

रूपभित्रै हुने सन्धिप्रक्रिया आन्तरिक सन्धि हो । यस्तो सन्धि स्वर र व्यञ्जन दुवैमा भएको पाइन्छ ।

क) स्वरसन्धि

एउटै रूपभित्र हुने स्वरध्वनि परिवर्तन स्वरसन्धि हो । यो ऐच्छिक सन्धिका रूपमा रहेको देखिन्छ । जस्तै :

अहो : ओहो

सहारा : साहारा

सामग्री : सामाग्री

पहाड : पाहाड

माथिका उदाहरणमा मुख्य रूपका स्वरध्वनिमा परिवर्तन आएको देखिन्छ । प्रयोगका दृष्टिले भने यी रूपहरु ऐच्छिक हुन् । जसमा अ ध्वनि आ, ओमा परिवर्तन भएको देखिन्छ ।

ख) व्यञ्जनसन्धि

एउटै रूपभित्र हुने व्यञ्जनध्वनि परिवर्तन व्यञ्जनसन्धि हो । यस्तो सन्धि ऐच्छिक सन्धिको रूपमा रहेको देखिन्छ । जसअन्तर्गत व्यञ्जनध्वनिलोप, सङ्घर्षीभवन, अल्पप्राणीभवन आदि पर्दछन् ।

व्यञ्जनध्वनिलोप : पहाड : पाड, आहाल : आल, सहारा : सारा, बहाना : बाना आदि । यी उदाहरणमा विचको व्यञ्जनध्वनि लोप भएको देखिन्छ ।

सङ्घर्षीभवन : स्वरविचको व्यञ्जन र पदान्त व्यञ्जन उच्चारणमा सङ्घर्षी बनेको देखिन्छ । जस्तै :

आफू (फ : स्पर्शी) : आफू (फ : सङ्घर्षी), आँखा (ख : स्पर्शी), आँखा (ख : स्पर्श सङ्घर्षी)

काख (ख : स्पर्शी), : काख (ख : सङ्घर्षी) ।

अल्पप्राणीभवन : यसअन्तर्गत पदान्तको महाप्राण ध्वनि अल्पप्राण उच्चारणमा आएको पाइन्छ । जस्तै : बाघ : बाग, साँझ : साँज, साँढे : साँडे, काँध : काँद, सौरभ : सौरब । यी उदाहरणमा अन्त्यको महाप्राण वर्ण उच्चारणमा अल्पप्राण बनेको देखिन्छ ।

६. नेपाली भाषामा सन्धिव्यवस्थामा पाइने भिन्नता

नेपाली भाषामा सन्धिव्यवस्था केही संस्कृतबाट प्रेरित पाइए पनि पूर्णतः संस्कृत सन्धिसँग मिल्दो भने छैन बरु नेपाली भाषामा कतै ध्वनि लोप, कतै ध्वनि आगम, कतै ध्वनि परिवर्तन, कतै ध्वनिमा विपर्यास भने पाइन्छन् । यसैलाई आधार मानेर नेपाली भाषामा रहेको सन्धिव्यवस्था निम्नानुसार अध्ययन गर्न सकिन्छ :

क) संरचनागत आधार :

नेपाली सन्धि रूप र रूप तथा शब्द र शब्दको संयोजन हुँदा घटित हुन्छ । रूप र रूप संयोजित हुँदा हुने सन्धि व्युत्पादननिष्ठ र शब्द र शब्दको संयोजन हुँदा हुने सन्धि समासनिष्ठ सन्धि मानिन्छ ।

जस्तै : रु आइ : रुवाइ (व्युत्पादननिष्ठ सन्धि)

माखो बुट्टे : मखिबुट्टे (समासनिष्ठ)

ख) अर्थतात्विक आधार :

नेपालीमा संयोजनअधिका भिन्न र स्वतन्त्र शब्दहरू संयोजन भइसकेपछि अर्थतात्विक दृष्टिमा

एउटा एकाइका रुपमा रहने स्थितिमा मात्र कुनै दुई ध्वनिका बिचमा सन्धिव्यवस्था लागु हुन्छ ।

ग) कोटिगत आधार :

नेपालीमा केही सन्धिनियम खास खास शब्दवर्गमा मात्र घटित हुन्छन् । यस्ता सन्धिनियम कुनै वर्गमा लागु हुँदा अन्य वर्गमा लागु नहुन सक्छन् ।

सर्वनाममा लागु हुने सन्धि नियम :

कस् ले : कल्ले

जस् ले : जल्ले

यस्ता सन्धि नियम अन्य वर्गमा लागु हुँदैनन् । जस्तै : घाँस् ले : घाँल्ले हुँदैन ।

संख्या शब्दमा लागु हुने सन्धि नियम

सात् असी : सतासी, आठ् असी : अठासी, छ असी : छयासी ।

यो नियम अन्य अवस्थामा लागु हुँदैन । जस्तै : चाट् अनी : चटनी

संख्या शब्दमा सन्धि हुँदा ध्वनिमा परिवर्तन आउँछ ।

एक : एक, एघ

दुई : दुई, बा, बत्, बय, बइ,

तिन : तिन्, ते, त्रि, तिर,

चार : चार, चउ, चव, चउँ, चउर

पाँच : पाँच्, पन्, पच्, पइँ, पन्च्

छ : छ, सो, छव, छत्, छय,

सात : सात्, सत्, सइँत्, सच्, सन्, सन्त्

आठ : आठ्, अठ, अड, अन्ठ

नौ : नौ, उन्, उनन्, उना, उनान्

दस् : दस्, आर, र, ध,

सामान्य भूत तथा पक्षमा मात्र लागु हुने सन्धि नियम

जा यो : गयो

हु एको : भएको

रु यो : रोयो

क्षेत्रगत आधार : दुई रुपको संयोजन हुँदा निकटको ध्वनि प्रभावित भएर परिवर्तित हुने प्रक्रियाको प्रभावको क्षेत्र वर्ण वा ध्वनि रहेको हुन्छ भने रुप संयोजन हुँदा नजिक नरहेको रुपतत्व पनि प्रभावको क्षेत्र बन्न गई मूलको परिवर्तन हुन्छ ।

जस्तै : ठुली आमा : ठुल्यामा, तेस् ले : तेल्ले,

संयोजनगत आधार : रुपतत्वको संयोजन हुँदा कुनै ध्वनितत्वको लोप हुन्छ वा दुई वा दुईमध्ये कुनै एक ध्वनिका ठाउँमा नयाँ ध्वनि आउँछ (आदेश), नयाँ ध्वनि आगम हुन्छ, वा ध्वनितत्वमा कुनै फेरबदल नभई दुई रुपात्मक एकाइलाई एउटै एकाइ बनाएर प्रकृतिभाव गर्न सकिन्छ । यस आधारमा नेपाली सन्धिलाई आदेश सन्धि, आगम सन्धि, लोप सन्धि आदिमा वर्गीकरण गर्न सकिन्छ ।

क) आदेश सन्धि : सन्धि हुनुभन्दा अधिको शब्दको कुनै एक ध्वनिको स्थानमा मिल्दोजुल्दो ध्वनि अर्को ध्वनि परिवर्तित हुने प्रक्रिया आदेश सन्धि हो ।

जस्तै : तात् आउ :तताउ, थाक् आली : थकाली, छान् ओट : छनोट, काट् औती : कटौती

धु एर : धोएर, छु एर : छोएर, रु यो : रोयो,

ख) लोपसन्धि : ई, एर, एकोसित संयोग हुँदा संयुक्त व्यञ्जनको पछि आएको अकारको लोप हुन्छ ।

जस्तै :

चम्क एर : चम्केर, लम्क ई : लम्की, आउ एको : आएको

ग) आगम सन्धि : स्वरान्त मूलपछि दो, दै, दा रुपको योग भएमा अनुनासिता (ँ) को आगम हुन्छ । जस्तै

खा दै : खाँदै, खा दो : खाँदो, खा दा : खाँदा

एकाक्षरी धातुपछि छ रुपको योग हुँदा न को आगम हुन्छ । जस्तै :

हु छ : हुन्छ, जा छ : जान्छ, रु छ : रुन्छ

आउ अन्तमा हुने धातुमा पनि छ आयो भनेँ को आगम हुन्छ । जस्तै :

गाउ छ : गाउँछ, हसाउ छ : हसाउँछ, सुताउ छ : सुताउँछ

यसैगरी केही अवस्थामा नेपालीमा सन्धि हुँदा ध्वनि विपर्यास हुने स्थिति पनि आएको देखिन्छ । कतिपय अवस्थामा त सन्धि हुँदा रुपको पनि अघिल्लो वर्ण परिवर्तन भएको पनि पाइन्छ । जस्तै :

घर+एरी=घडेरी, गोडा+एटो=गोरेटो ।

घर+एसो=करेसो (अघिल्लो रुपको सुरुको वर्णमा ध्वनिपरिवर्तन)

यस्तो परिवर्तन संस्कृतमा इक, य प्रत्यय लाग्दा भएको पाइन्छ । जस्तै :

समाज+इक=सामाजिक, ईश्वर+य=ऐश्वर्य । (बोधका लागि आवश्यक भएकाले यहाँ यो कुरा राखिएको हो ।)

७. निष्कर्ष

सन्धि भन्नाले दुई ध्वनिका बिचमा एकआपसमा मेल भई दुईवटै ध्वनि वा कुनै एक ध्वनिमा आउने परिवर्तन हो । यसरी सन्धि हुँदा शब्दको पूर्वावस्थामा परिवर्तन आउँछ, त्यसैले सन्धिव्यवस्था शब्दनिर्माणअन्तर्गत अध्ययन गरिने शब्दनिर्माणको आधार हो । यस्तो शब्दनिर्माणले भाषिक रुपलाई समास बनाउँछ र सहज प्रयोगयोग्य बनाउँछ ।

संस्कृत भाषामा सन्धिव्यवस्था स्पष्ट छ, स्वरसन्धि, व्यञ्जनसन्धि, विसर्गसन्धि आदि सन्धिमा विभक्त छ । संस्कृतको सन्धि वैज्ञानिक छ, जहाँ अनिवार्यता र वैकल्पिकता दुवै कुराको उपलब्धता छ । यस्तो वर्ण यस्तो अवस्थामा यस्तै हुन्छ भन्ने निश्चितता छ, जसले गर्दा संस्कृत सन्धि वैज्ञानिक बनेको छ, व्यवस्थित बनेको छ ।

संस्कृत भाषाबाटै विकसित भएको आधुनिक आर्यभाषाअन्तर्गत पर्ने नेपाली भाषामा संस्कृतबाहेकका शब्दहरूको अध्ययन गर्दा संस्कृत सन्धिको धेरथोर प्रभाव स्पष्ट रुपमा रहेको अवगत हुन्छ । संस्कृतमा जस्तो यस्तो अवस्थामा यस्तो वर्णसँग यो वर्ण आउँदा यो वर्णमा यस्तो ध्वनिपरिवर्तन आउँछ भन्ने सुनिश्चितता र व्यवस्था नेपाली भाषामा पाइँदैन । कतै स्वर र व्यञ्जन सन्धिसँग मिल्दोजुल्दो

सन्धिव्यवस्था नेपालीमा पाइन्छ भने कतै केही फरक रुपमा ध्वनिपरिवर्तन भएको पाइन्छ । संस्कृत भाषामा जस्तै सुनिश्चितता, व्यवस्थितता र वैज्ञानिकता नेपाली भाषामा पनि आवश्यक छ । यस्तो व्यवस्थाले नेपाली शब्द निर्माणलाई एकरूपता दिन्छ, भाषालाई व्यवस्थित बनाउँछ र मानक बनाउँछ ।

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Problems of Teaching English as a Foreign Language in Nepal

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Abstract

This article explores the difficulties and obstacles teachers face in teaching English as a foreign language in Nepal. The main goal is to highlight the challenges of teaching English in countries where it is not a native language. The multilingual nature of the country creates difficulties in learning English as a students often struggle with interference from their native languages. Additionally, lack of qualified English teachers, outdated teaching methodologies and insufficient teaching materials hinder effective learning. Primary data were gathered from three English teachers who instruct at the basic level in community schools in Bharatpur metropolitan city. Field observations and in-depth interviews were the key methods of data collection. From these interviews and existing literature, several challenges of teaching English as a foreign language in our context have been identified. The findings reveal that teachers face challenges inside the classroom related to their and their students' knowledge, and outside the classroom with parents and an unfavorable environment. Other challenges are linked to language issues, curriculum, textbooks, and government policies. The results of this study are beneficial to teachers, researchers, school administrators, policymakers, curriculum developers, and textbook writers for improving English teaching in Nepal.

Keywords: challenges, classroom interaction, foreign language, mother tongue, language teaching and learning

Introduction

Language is the primary means of communication for humans. It is a universal property through which individuals interact to meet their needs. Various languages are used globally, and English is one of them, widely used worldwide. English is essential for accessing scientific, technological, medical, engineering, trade, and international communication information. Consequently, it is taught and learned as a foreign language globally, even

where it is not a mother tongue. "About 6% of the world's population speaks English as a first language, but 80% of journal papers are written in English. The top 50 most prestigious scientific journals in the world are all published in English."

In Nepal, English is taught as a foreign language from basic school levels to higher education. It is included as both a compulsory and optional subject in educational institutions across Nepal. As a foreign language, English is perceived as difficult because students' achievement in English is consistently low compared to other subjects. This suggests that teachers face problems in helping students achieve the objectives of the English course effectively. These challenges in teaching and learning English in Nepal led to this study on the difficulties faced by teachers in teaching English as a foreign language.

Teaching English as a foreign language is a challenging yet rewarding career. English teachers must continually adapt to their students' needs, addressing various classroom issues because students have diverse problems. Effective teachers recognize common problems and work to find solutions, creating a more productive learning environment. Identifying the challenges of teaching English in Nepalese contexts is essential.

Nepalese students struggle with English because it is a foreign language for them. Administrators, educators, and teachers also have poor English skills, particularly in listening, speaking, reading, and writing. There is widespread concern among administrators, guardians, and policymakers that students, even at the campus level, struggle with English communication. English teachers often use Nepali in the classroom. Despite significant investment in English education through teaching, training, seminars, workshops, and conferences, the workforce still appears weak in the job .

While observing classes, I found that some English teachers often taught English by translating it into Nepali. When asked why they did this, some student teachers explained that they were advised by class teachers and school administration to use any effective methods to ensure students learned English. When modern communicative methods were used, some students remained silent or complained that they did not understand. They preferred the translation method, which led to better engagement. Some student teachers noted that many students in class seven could not write English alphabets correctly. Observations showed that when teachers used only English, students often created noise

and demanded translation into Nepali.

Two permanent lower secondary level English teachers with over three years of experience stated that they primarily used the grammar translation method. They felt that teaching English solely in English was inappropriate in their context, and only traditional materials were used. Most students were very weak in English, and without translation into Nepali, they would complain, disrupting the class. The school administration emphasized that students should understand the subject matter, regardless of the teaching method. These teachers also faced numerous problems in teaching English as a foreign language.

As an English teacher, I did not openly support their views. However, I noticed that the students' performance in English at community schools was not satisfactory. Although teachers are trying to improve the students' conditions, their efforts are not entirely successful due to numerous challenges in teaching English as a foreign language. Given these circumstances, I was motivated to study the problems faced by teachers teaching English at the basic level in public schools in Nepal.

Despite the general nature of the problem, I found limited literature on this topic. Very few studies have been conducted in this area in Nepal, which prompted me to investigate it further. The primary goal of my study was to describe the challenges faced by teachers in teaching English as a foreign language and to derive some pedagogical implications based on data analysis and interpretation. The specific questions I aimed to explore were:

1. What are the major challenges faced by teachers in teaching English as a foreign language in Nepal?
2. How can we minimize these challenges in teaching?

By implementing these strategies, the teaching and learning of English as a foreign language in Nepal can be significantly improved.

1. Enhancing Teacher Training Programs

- o Regular workshops and training sessions should be conducted to introduce modern teaching techniques like communicative language teaching (CLT) and task-based learning.

2. Providing Sufficient Teaching Materials

- o Schools should invest in digital resources, libraries, and interactive learning tools such as language learning apps, videos, and online exercises.

3. Creating an English-Speaking Environment

- o Encourage students to speak English in and outside the classroom through debates, storytelling, role-plays, and language clubs.

4. Using Interactive and Student-Centered Methods

- o Move away from traditional rote learning and focus on activities like group discussions, peer teaching, and real-life communication practices.

5. Motivating Students

- o Show students the real-life benefits of learning English, such as better career opportunities and global communication. Gamification and rewards can also help maintain interest.

6. Reducing the Fear of Making Mistakes

- o Teachers should create a supportive atmosphere where students feel comfortable speaking English without fear of being judged.

7. Implementing ICT in Education

- o Utilize mobile apps, e-learning platforms, and virtual classrooms to make learning more engaging and accessible.

8. Government and Institutional Support

- o Authorities should invest in education by providing better facilities, updating curricula, and ensuring teachers receive fair salaries and incentives.

Materials and Method used

I employed a phenomenological research design within qualitative research. The phenomenological approach is considered suitable for researching human experiences, where meaning emerges from the interaction between the researcher and the participants (Wimpany& Gass 2000, as cited in Whitehead). In my study, I described the lived experiences of individual teachers regarding the challenges of teaching English as a foreign language. This design, supported by strong philosophical foundations, typically involves conducting interviews (Giorgi, 2009; Moustakas, 1994, as cited in Creswell 2014). I followed the interpretive research paradigm because my study's ontology was based on multiple realities,

depending on the essence of teachers' understanding and practices of teaching English as a foreign language. The epistemological assumption was that teachers' experiences, obtained through in-depth interviews, interaction, and my own observations and involvement, constructed the required knowledge. This knowledge was built through shared information, constant communication, and engagement between myself and the English teachers, highlighting multiple interpretations. The collected information from participants, their dialogues, narratives, and my critical self-reflection provided insights into the subject matter. To gather the necessary data, I visited three community schools in Bharatpur metropolitan city. I conducted in-depth interviews with one English teacher from each school, all of whom had been teaching English for more than five years. The interviews covered topics such as the condition of the schools, challenges faced by the teachers, and potential activities to minimize these challenges. The teachers were informed that the interviews were for research purposes and their information would remain confidential. Initially, they were hesitant to participate, but after reassurances about confidentiality, they agreed. The interviews were conducted in Nepali, recorded, transcribed into Roman script, and translated into English before data coding. The data was analyzed using a general inductive approach and thematic network analysis. According to Thomas (2006), the general inductive approach systematically analyzes qualitative data, guided by specific evaluation objectives. Thematic network analysis helps derive basic themes, which are grouped into organizing themes to form global themes (Attride-Stirling, 2001). This method helped me understand the phenomenon of the study.

Result and Discussion

In our country, the English teachers are teaching English as a foreign language from the lower grade. The evidences show that they cannot create a good English environment and present the lessons effectively. They try to motivate and encourage the students to take part in every classroom activities so that every student achieves the prescribed objectives mentioned in the curriculum. But in reality, it is not an easy task and English language teaching in Nepal is not like an ordinary joke. The teachers are teaching English, but they are not able to make the students learn it effectively. In other words, English teachers cannot create a proper environment that is appropriate for the

students to achieve the intended goals. It is the main challenge of English teachers in Nepal. Other challenges are sub-ordinate to it. In my study I have analyzed different kinds of challenges which are described into the following the four main criteria. Challenges inside the Classroom

In our country, English teachers cannot teach English subject effectively because of unfavorable situations inside the classroom. They encounter with many challenges there. Such challenges are created either by the teachers themselves or by their students or the environment which does not support to teach English effectively in Nepalese context. Some challenges inside the classroom are created due to insufficient knowledge of the students for their academic level. Some students have very low level achievement from their lower classes and cannot perform the minimum requirements of their knowledge for the grade in which they are studying. According to the first teacher participant, "Some students who are studying in class six and seven cannot write English alphabets correctly. Such students do not show much interest in classroom activities. They cannot work independently and show over dependence on their teachers". On the other hand, some students can have some ideas and knowledge to take part in the classroom activities but they hesitate to be involved in the classroom interaction. These students show indifference, apathy and their laziness to speak and write English in the presence of teacher and other students. They do not enjoy taking part in the classroom activities. These negative attitudes of the students towards English subject create the challenges for the teachers to teach it as a foreign language effectively.

The teachers themselves can create challenges in teaching English as a foreign language in our schools. Some teachers do not show much interest in teaching and go to the classroom late and leave the classes earlier because of their insufficient knowledge and skills in teaching English. In primary level, there is no provision of appointing subject-wise teachers. They can be failure to create English environment for classroom interaction in English. And do not collect, prepare and use appropriate teaching materials in their classroom activities. To escape from these difficulties, the English teachers use translation method which they feel easy to apply. The second participant of my study states, "My students feel comfortable when I use Nepali in presenting English lessons and are motivated to ask questions". These challenges

are created and faced by themselves in teaching English as a foreign language in our context.

For minimizing such challenges, the teachers must prepare their plans for teaching, before they enter the classroom. If the plan is good, effective and appropriate for the subject matter and level of the students, half of the teaching activities will be successful. Some of the teachers who teach at primary level do not have proper knowledge of the subject matter in English subjects; for them acquiring sufficient knowledge and preparing effective lesson plans are the major challenges. If they possess these qualities, the teachers face other challenges related to the activities and behaviors of other teachers, students and parents. They have to work collaboratively with other teachers so that they can jointly face the common challenges to minimize educational, administrative, and personal problems in schools. To improve the educational achievements of the students, the teachers have to encourage them to attend

school, take the classes and be active in classroom activities regularly. They must work effectively to minimize the apathy and laziness of the students to maintain the level of the subject matter and do the different types of tasks and home works for their educational improvement. It is another challenge to be faced by the teachers in teaching English as a foreign language in the Nepalese context. To minimize these challenges, the government's support is not sufficient, so the achievement of the students is poor in English subject. Bista (2011) tried to clarify it by stating, "Lack of audio and visual aids, poor physical facilities, no resources and materials of modern technology pushes the instructors to adopt ineffective translation method in English language teaching (page 5)". In the process of teaching, the teachers present the lesson in English but the majority of the students cannot capture the exact

information and ask for the translated version of the text either in Nepali or in their own mother tongue. It is the main reason of using grammar-translation method in teaching English in Nepal. If the teacher tries to conduct the classroom activities by using the communicative method, the students do not show enough interests to take part in the classroom activities. Without active interaction between teachers and students, the teaching and learning process cannot take place as it is expected. To justify it, one of

my participant teacher in the interview stated that if the students feel comfortable in expressing their views, they can learn easily but some students and teachers take English subject as a burden and cannot create enjoyable environment in the class, they never teach and learn English effectively. To support this view, Joshi (2017) had drawn the similar result from his study and stated, “Lack of motivation, less exposure of English from teachers and students, problems in the active participation of the students in classroom activities and difficulties in making students understand the subject matter are the major challenges of teaching faced by English teachers”. Sometimes the teachers themselves can also be the problems for students. One of the participants who was also the former head teacher of that school stated, “Both more knowledgeable and less knowledgeable teachers can be the problem of students because more knowledgeable teachers do not get the exact problem of the students and less knowledgeable teachers do not deliver enough information about the subject matter”.

According to his experience, the teachers with medium level Knowledge but laborious ones are successful in their profession.

While learning some information new in the classroom, the students show over dependence on teachers which can be the main interference in acquiring knowledge of target language. In the process of teaching, minimizing the students' laziness and promoting their active participation in the classroom are other challenges of the teachers inside the classroom. Some teachers enter the classroom without enough preparation and the students do not possess basic knowledge for the lesson and the interaction between the teacher and the students cannot take place as effectively as it is

expected. According to Karranjit (2017), “Treating the heterogeneous students, mainly focus on deductive method, insufficient preparation of the language teachers and exposure of Nepali language in English classes are the main problems seen in Nepalese schools”. These ideas present that English teachers have to face many problems inside the classroom while they teach English as a foreign language. Challenges outside the Classroom

Outside the classroom, English teachers encounter to be faced many challenges which can be created from different elements. The main problems are created by the students and their parents. The students do not practice the English course outside the

classroom and the activities conducted in schools are not sufficient to develop the knowledge and skills in English language properly. Some students often miss the classes and do not show much interest in learning new things. If the students do not attend the classes regularly, only the efforts made by the teachers will be fruitless in teaching learning process. Therefore, lack of practice and being irregularities are the main challenges created by the students outside the classroom.

Sometimes parents do not take care of the activities of their children outside the school premises. It creates the gap between the parents and the school teachers about the activities and the progress of the students. At that situation, both school administration and teachers must face the challenges created by the parents. Knowingly or unknowingly, some parents can complain the activities of the schools and the poor achievements of their children. About it, one of my research participants had a bitter experience in which some of the parents can complain about the low achievement of their children. He expressed one situation as, “One day I was teaching in a class, one of the parents (mother of a student) came to my class and complained that her son had very low achievement in English. She added that it was the negligence of the teachers and the school and scolded us bitterly. And I assured her politely that we would take care of her son and inspect his activities minutely in the days to come. She showed her anger at not only the bad activities of her child, but also the behavior of the teaching staffs and school administration; then she left the school. I was serious to know much about the activities of that boy and later I found that the student was irregular in school and cheated his mother by saying he had been to school and attended classes regularly. In reality, he used to leave home and instead of going to school, he used to roam outside either to the cinema hall or other public places for enjoyment. When we found the reason for his poor educational achievement, we convinced him to come to the school and take part in class room activities regularly and informed the reality to his mother. Then later, the student came to the school, attended

the classes regularly and improved his educational achievement”. It shows that appropriate counseling to the parents and students is an important source of students’ success. Every teacher and school administration should convince them to solve their problems and

encourage the students to learn English effectively. Such activities of the students and their parents are other challenges to be faced by the teachers especially in teaching English as a foreign language in the Nepalese context because students cannot get chance to practice English outside the classroom..

Some parents show negligence in their children's education. Because of their financial problems or unawareness about the value of education or any other reasons, they do not provide sufficient materials like text books, exercise books and any other materials which are the minimum requirements for any students. Some parents do not care whether their children do the homework provided by the teachers or not, they do practice at home or not; it creates other challenges to achieve the goal prescribed by the curriculum. These problems can raise the question about the qualities of the teachers to be faced by them directly or indirectly. This is a prominent challenge for the teachers who teach English as a foreign language in Nepal. In the same way, the student's family status affects the quality of their education. According to Anderson and Lindkvist (2000), "The pupils' different family background hinders the teachers' way of teaching; various levels of attainment among the students make it hard for the teachers to individualize their teaching (page 50)". They also added that the students' different level of knowledge is the main problem of teaching because the teachers give all pupils the basic knowledge. Frdem and Tukum (2016), the scholars from Turkey had noted that because of parents' occupation, family income, and sociological context the majority of students did not work hard for the preparation of the lesson. This information mentioned above presents that the teachers must face many challenges related to both students and themselves about their educational qualities, knowledge and skills of teaching and learning in and outside of the classroom.

Challenges Related to Language (English and Local Languages)

In Nepal, teaching English involves numerous challenges related to both English and Nepali languages, which are the target language and mother tongue respectively. Effective teaching requires meaningful interaction between teachers and students, ideally in the target language. However, in Nepal, neither teachers nor students use English as the medium of instruction, even when teaching English, which hampers the effectiveness of language instruction. The socio-linguistic context makes using Nepali for teaching English

inefficient, and interaction in English is particularly difficult. Thus, both the mother tongue and the target language present challenges in English education.

A teacher interviewed mentioned that English itself is problematic due to its global spread and the various dialects it encompasses, such as British, American, Australian, African, and South Asian varieties. These dialects differ in pronunciation, grammar, and spelling, and within the same dialect, there is often no direct correlation between spelling and pronunciation. For instance, the letter 'c' represents different sounds in 'cat', 'come', and 'city'. This lack of consistency creates difficulties not only for students but also for teachers who are not native English speakers. A study by Wosti (2017) that pronunciation of English vocabulary is a major challenge for Nepali teachers. Additionally, understanding and presenting English culture to Nepali students adds another layer of difficulty. Joshi (2017) found that cultural and social differences complicate teaching English literature, making it hard to establish the right context.

When students do not understand English instructions, they often demand translations into their mother tongue, which can disrupt the class. Over-reliance on local languages can undermine English teaching, especially in areas with multiple local languages. In the Kathmandu Valley, for example, a significant number of students speak Newari, which many teachers do not understand, complicating the choice of instructional language. The influence of local languages also interferes with English pronunciation, highlighting that both English and local languages pose challenges in teaching English as a foreign language.

Challenges Related to Government and Policy Level

Nepal's educational policies are theoretically sound but often ineffective in practice due to a lack of coordination among teachers, students, parents, and school administrators. Head teachers do not support teachers' professional development, and there is little cooperation among teachers. School management is inefficient, and stakeholders do not prioritize English as a challenging subject requiring special attention.

Although the roles of educational stakeholders are clearly defined in policy documents, they are not strictly adhered to. There is minimal support from school management, resource centers, district education offices, and local and central governments. Supervision

mechanisms are inadequate; one teacher reported not having met any school supervisors for several years. When supervisors do visit, they focus on administrative matters rather than classroom supervision and teacher feedback. This lack of effective government oversight is a significant challenge for English teachers, impeding improvements in the instructional conditions of schools.

English is challenging to teach and learn as a foreign language, yet it lacks adequate emphasis. Authorities fail to regularly provide essential refresher training for English teachers, and schools are insufficiently equipped with audiovisual materials. Observations revealed that many schools have poor physical conditions, including buildings, furniture, toilets, and other equipment. Government investment in promoting English from the lower levels is minimal; only teacher salaries are covered, with no funds allocated for modern facilities and teaching materials, especially for English and science subjects. One head teacher noted that the government doesn't even supply basic stationery, impacting all teachers, including those teaching English. Anderson and Lindkvist (2000) similarly identified a lack of facilities, scarce teaching materials, and low salaries as reasons for inadequate teaching. There is also a disconnect between curriculum designers and classroom teachers, with experts lacking real classroom experience and teachers not involved in curriculum development. This mismatch leads to curricula and textbooks that are not universally applicable across different regions of the country, resulting in varying student achievements. Localized curricula based on need analysis are necessary to address these disparities, as urban students generally perform better than their rural counterparts. Managing and developing the necessary teaching materials is crucial, but the students' achievement levels are unsatisfactory. English teachers face significant challenges because it is a foreign language influenced by different cultures and traditions. These challenges vary by location. In Nepal, Giri (2011) noted that poor English proficiency and insufficient resources hinder teachers' performance, compounded by inadequate institutional planning and socio-cultural/economic issues. Similarly, Mutar (2019) identified six challenges in Iraq, including the lack of professional development, scarce resources, poor teacher collaboration, supervision issues, and problematic textbooks and curriculum.

Conclusion and Recommendation

To address these issues in Nepal, collective efforts from teachers, students, parents, and school administration are needed. Teachers interviewed suggested that collaboration among all stakeholders is essential. Students should attend classes regularly, participate actively, complete homework, and strive to meet academic standards. Teachers need to deepen their subject knowledge, enhance their teaching skills, and engage with students and colleagues effectively. The school administration should support students, teachers, and parents while addressing local problems. The government must provide the necessary resources and support. They should invest sufficient funds in educational sectors. Refresher trainings should be provided for the teachers. They should be organized occasionally so that the teachers can get a chance to develop their knowledge and skills on modern methodologies and technologies that are essential for teaching English meaningfully. The experts who involve in the development of curriculum, syllabus and course books should consider the need of the students in local contexts. The school supervisors and subject experts should visit and supervise the teachers' classroom delivery of the subject matter and then provide effective feedback to improve the educational condition. In my personal view, these steps are very useful to minimize the problems of teaching English as a foreign language which are very useful to scale down the challenges faced by the teachers in Nepal.

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Use of ICT Tools in the English Teacher's Training: A Narrative Inquiry

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Abstract

This study explores the use of information and communication technology (ICT) tools in the training of English teachers. The rapid advancement of technology has significantly impacted the field of education, and English language teaching is no exception. The integration of ICT tools in teacher training programs has the potential to enhance teaching and learning experiences, providing teachers with new avenues to engage students and foster language acquisition. Through a narrative inquiry approach, this research aims to identify the experiences, perspectives, and challenges English teachers face while incorporating ICT tools into their training. The study has employed qualitative methods, including semi-structured interview and reflective narratives, to gather data from five English teachers from Bharatpur Metropolis in 2022AD. The study's findings elaborated on a diverse range of experiences and viewpoints among teachers regarding the use of ICT tools in their training. While some teachers expressed enthusiasm and self-assurance in employing these tools, others faced difficulties in using the tools. The research identifies multiple advantages of incorporating ICT into training, such as increased student engagement, enhanced access to authentic language resources, and the development of digital literacy skills among teachers.

Keywords: ICT tools, English teacher training, narrative inquiry, technology integration

Introduction

Background

English teaching has been my profession, hobby and way of life. From the beginning of my teaching career, I used to attend training. The first training I attended was an English Teacher's Training conducted by my school. A trainer came there and gave three sessions.

The class reminded me of the one I had taken in my college. It was completely a lecturer's method. The trainer orally presented the session. The oral presentation was not fruitful because my colleagues didn't get a single learning outcome from the sessions. After that in the following summer, I attended a training conducted by Koseli Prakashan. It was a fruitful program indeed. The trainer was an Australian lady who used a speaker, microphone and Videocassette recorder (VCR) to show the Western trend in teaching. All of the participants enjoyed the training. The difference between the two trainings was the use of ICT tools. Indeed the use of ICT in the latter training gained insightful learning.

I began my teaching career in a school, adopting the teaching methods I had learned from my teachers. However, I felt a gap and wanted to bring something new into my teaching. Having observed my elder brothers and uncles who were also teachers, I found their methods similar to my own teachers'. Determined to innovate in my teaching, I introduced the ICT tool for the first time in my eighth-grade English class. Using a tape recorder and a cassette, I taught a poem by Robert Frost, and I noticed my students were attentive and eager to learn. The attention of the students was after all towards me. Moreover, shortly after some years, I took the TOT training conducted by the Private and Boarding Schools' Organization Nepal (PABSON). It was conducted by the incorporation of ICT tools in the training.

Transformation of the Teaching Learning Method

The field of education has witnessed significant transformations with the advent of ICT. It has become an integral part of education, transforming teaching and learning practices across various disciplines (UNESCO, 2011). In the field of English language teaching, the integration of ICT tools in teacher training programs has gained attention as a means to enhance language acquisition and instructional methodologies (Motteram, 2013). However, there is a need for further research to understand the experiences and challenges faced by English teachers as they incorporate ICT tools into their training.

This technological advancement has revolutionized teaching and learning approaches, challenging educators to explore innovative methods to enhance student engagement and achievement. Numerous studies have demonstrated the potential benefits of incorporating ICT tools into English teacher training programs. Firstly, ICT tools offer opportunities for interactive and engaging learning experiences, enabling teachers to create dynamic

and student-centred classrooms (Motteram, 2013). Digital resources, such as multimedia content and educational applications, can enhance the presentation of language concepts and facilitate authentic language tasks (Levy, 2009). In the realm of English language teaching, the integration of ICT tools in teacher training programs has gained prominence due to its potential to improve language acquisition and instructional practices. However, despite the growing availability and accessibility of ICT tools, the effective integration of these tools into teacher training remains a complex and evolving process.

Theoretical Insight

This article presents a narrative inquiry study that delves into the use of ICT tools in the training of English teachers. Narrative inquiry, as a research approach, focuses on capturing personal experiences, perspectives, and reflections of individuals within a specific context. By employing this methodology, the study aims to explore the experiences, challenges, and insights of English teachers as they navigate the incorporation of ICT tools into their training. The integration of ICT tools in teacher training programs can foster the development of digital literacy skills among English teachers (Koehler & Mishra, 2009). Through training on various tools and platforms, teachers can enhance their technological proficiency and effectively navigate the digital landscape. This, in turn, equips them to better guide students in utilizing digital resources for language learning purposes (Levy & Stockwell, 2006).

The use of narrative inquiry offers a valuable approach to exploring and understanding individuals' experiences within specific contexts (Clandinin & Connelly, 2000). This research study utilizes a narrative inquiry methodology to investigate the use of ICT tools in the training of English teachers. By delving into the personal stories, reflections, and perspectives of English teachers, this study aims to uncover the nuances of their experiences and shed light on the potential benefits and challenges associated with integrating ICT tools into teacher training programs.

The Integration of ICT tools in English Teacher training

The integration of ICT tools in English teacher training programs holds immense potential for transforming pedagogical practices (Koehler & Mishra, 2009). These tools encompass

a wide range of resources, such as interactive whiteboards, educational applications, online platforms, multimedia content, and communication tools. By incorporating these tools, teachers can create dynamic and interactive learning environments, promote student engagement, and develop students' digital literacy skills (Dudeney, Hockly, & Pegrum, 2013).

Moreover, ICT tools facilitate communication and collaboration among English teachers, enabling them to share resources, collaborate on lesson planning, and engage in professional development activities (Dudeney et al., 2013). Online platforms and social media networks provide avenues for networking and exchanging ideas, fostering a supportive and collaborative community of English teachers (Warschauer & Grimes, 2007).

While the potential benefits of ICT integration in English teacher training are evident, several challenges exist that hinder its effective implementation. One common challenge is the lack of access to technology and limited resources in educational institutions (Motteram, 2013). Insufficient infrastructure, outdated hardware or software, and inadequate internet connectivity can impede the integration of ICT tools in training programs (Kong, 2014).

Additionally, teachers' attitudes and beliefs towards technology can influence their willingness to adopt and effectively utilize ICT tools (Ertmer, Ottenbreit-Leftwich, & York, 2012). Some teachers may experience technological anxiety or resistance to change, leading to a reluctance to incorporate ICT tools into their teaching practices (Wong & Li, 2018). Thus, addressing teachers' attitudes and providing comprehensive training and support is essential for successful ICT integration.

Collaboration and sharing among teachers should be encouraged to facilitate the exchange of best practices and innovative ideas (Dudeney et al., 2013). Online platforms, professional learning communities, and peer collaboration can serve as valuable resources for teachers seeking guidance and inspiration (Warschauer & Grimes, 2007). By fostering a culture of collaboration, teachers can collectively explore the potential of ICT tools and support each other in overcoming challenges.

Furthermore, teacher educators and policymakers play a crucial role in promoting the effective integration of ICT tools in English teacher training programs. They should ensure that ICT integration is embedded within the curriculum and provide support for teachers to

experiment and explore innovative approaches (Warschauer & Grimes, 2007). Additionally, policies and funding should be directed towards improving technological infrastructure in educational institutions to ensure equitable access to ICT tools for all teachers (Motteram, 2013).

Purpose of this study

The main purpose of this study is to explore the observation of ICT tools in English teachers' training. Moreover, it also aims to find out the problems and challenges faced by English teachers in using ICT tools in the course of their training.

Research Questions

The research is based on the following research questions to explore the use of ICT tools in English Teachers' training.

-How have the English teacher trainers perceived the use of ICT tools?

-How do ICT tools help in the English teacher's training?

Delimitation of the study

To conduct this research, this study further focuses on the perception of English teacher trainers using ICT tools in the Bharatpur Metropolitan City of Chitwan. Excluding, all I have delimited my research in training in the English language.

Literature Review

The integration of ICT tools in teacher training programs has garnered significant attention in recent years. The review aims to provide an overview of the existing research related to the use of ICT tools in English teacher training, highlighting the benefits, challenges, and best practices associated with their integration.

Benefits of ICT Integration in English Teacher Training:

Numerous studies have demonstrated the potential benefits of incorporating ICT tools into English teacher training programs. Firstly, ICT tools offer opportunities for interactive and engaging learning experiences, enabling teachers to create dynamic and student-centred classrooms (Motteram, 2013). Digital resources, such as multimedia content and

educational applications, can enhance the presentation of language concepts and facilitate authentic language tasks (Levy, 2009).

Additionally, the integration of ICT tools in teacher training programs can foster the development of digital literacy skills among English teachers (Koehler & Mishra, 2009). Through training on various tools and platforms, teachers can enhance their technological proficiency and effectively navigate the digital landscape. This, in turn, equips them to better guide students in utilizing digital resources for language learning purposes (Levy & Stockwell, 2006).

Moreover, ICT tools facilitate communication and collaboration among English teachers, enabling them to share resources, collaborate on lesson planning, and engage in professional development activities (Dudeney et al., 2013). Online platforms and social media networks provide avenues for networking and exchanging ideas, fostering a supportive and collaborative community of English teachers (Warschauer & Grimes, 2007).

Challenges in Integrating ICT Tools into English Teacher Training:

While the potential benefits of ICT integration in English teacher training are evident, several challenges exist that hinder its effective implementation. One common challenge is the lack of access to technology and limited resources in educational institutions (Motteram, 2013). Insufficient infrastructure, outdated hardware or software, and inadequate internet connectivity can impede the integration of ICT tools in training programs (Kong, 2014).

Additionally, teachers' attitudes and beliefs towards technology can influence their willingness to adopt and effectively utilize ICT tools (Ertmer, Ottenbreit-Leftwich, & York, 2012). Some teachers may experience technological anxiety or resistance to change, leading to a reluctance to incorporate ICT tools into their teaching practices (Wong & Li, 2018). Thus, addressing teachers' attitudes and providing comprehensive training and support are essential for successful ICT integration.

Furthermore, the effective integration of ICT tools requires a rethinking of pedagogical approaches and instructional design (Koehler & Mishra, 2009). Teachers need to develop the pedagogical knowledge and skills necessary to utilize ICT tools effectively and align them with instructional objectives (Angeli & Valanides, 2009). Integrating ICT tools in

teacher training programs should focus on providing teachers with opportunities for hands-on experience and guided practice to foster their confidence and competence in using these tools (Levy & Stockwell, 2006).

Best Practices for Integrating ICT Tools in English Teacher Training:

To ensure the successful integration of ICT tools in English teacher training, several best practices have emerged from previous research. Firstly, professional development programs should be designed to provide ongoing training and support, allowing teachers to develop their ICT skills progressively (Angeli & Valanides, 2009). Training programs should encompass both technical training and pedagogical integration, helping teachers align ICT tools with instructional goals (Motteram, 2013).

Collaboration and sharing among teachers should be encouraged to facilitate the exchange of best practices and innovative ideas (Dudeney et al., 2013). Online platforms, professional learning communities, and peer collaboration can serve as valuable resources for teachers seeking guidance and inspiration (Warschauer & Grimes, 2007). By fostering a culture of collaboration, teachers can collectively explore the potential of ICT tools and support each other in overcoming challenges.

Moreover, incorporating reflective practices within teacher training programs can enhance teachers' understanding of how ICT tools impact their instructional practices (Pegrum, 2009). Reflective activities, such as journaling or portfolio creation, can encourage teachers to critically examine their experiences, identify areas for improvement, and make informed decisions about the integration of ICT tools in their teaching (Farrell & Lim, 2005).

Furthermore, teacher educators and policymakers play a crucial role in promoting the effective integration of ICT tools in English teacher training programs. They should ensure that ICT integration is embedded within the curriculum and provide support for teachers to experiment and explore innovative approaches (Warschauer & Grimes, 2007). Additionally, policies and funding should be directed towards improving technological infrastructure in educational institutions to ensure equitable access to ICT tools for all teachers according to (Motteram, 2013).

While there is a growing body of research on the integration of ICT tools in education and

its impact on teaching and learning, the specific exploration of ICT integration in English teacher training remains relatively limited. Existing literature has primarily focused on the general benefits and challenges of ICT integration in education or the use of specific ICT tools in language teaching. However, there is a lack of in-depth understanding of the experiences, perspectives, and challenges faced by English teachers specifically in the context of their training.

Furthermore, while some studies have explored the perceptions and attitudes of teachers towards technology, there is a need for more research that investigates the specific experiences of English teachers as they incorporate ICT tools into their training. Understanding the personal stories, reflections, and challenges of English teachers in integrating ICT tools can provide valuable insights into their professional development needs and inform the design and implementation of effective training programs.

Additionally, the literature gap extends to the exploration of best practices and effective strategies for integrating ICT tools in English teacher training. While there are general recommendations for integrating ICT into education, there is a lack of comprehensive guidelines and specific approaches tailored to the unique needs and challenges of English language teaching. Understanding the successful practices and strategies employed by English teachers in their training can contribute to the development of evidence-based guidelines for integrating ICT tools effectively.

Therefore, this study aims to address the literature gap by employing a narrative inquiry approach to explore the experiences, perspectives, and challenges faced by English teachers as they incorporate ICT tools into their training. By providing a deeper understanding of the specific needs, challenges, and effective strategies in English teacher training, this research will contribute to the existing body of knowledge and inform the development of targeted training programs, policies, and practices to enhance the integration of ICT tools in English language teaching.

Literature Gap

While there is a growing body of research on the integration of ICT tools in education and its impact on teaching and learning, the specific exploration of ICT integration in English

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Methodology: Narrative Inquiry

Narrative inquiry, a research method first introduced by Canadian researchers Connelly and Clandinin in 1990, focuses on understanding the meanings individuals assign to their experiences through the stories they tell. According to Connelly and Clandinin (1990), this approach involves collecting and narrating stories about people's lives, capturing individual experiences in written narratives. It is rooted in sociocultural theory, particularly social constructivism, and presents its findings as narratives of lived experiences. As a qualitative and subjective research method, it relies on participants' responses and stories as primary data sources, using narrative techniques as both a methodological framework and a theoretical foundation to advance research. Narrative inquiry explores how people's everyday lives are shaped by the stories they tell about themselves and others, as well as how they interpret their past. In contemporary usage, stories serve as a gateway for individuals to understand and personalize their experiences in the world. Thus, narrative inquiry is fundamentally a way of thinking about experience, treating it as a story to be studied (Connelly & Clandinin, 2006, p. 375).

In greater detail, narrative inquiry, as described by Trainor and Graue (2013), examines various elements such as field texts, research texts, the three-dimensional narrative inquiry space, relationships, negotiations, conversations, responses, ethics, and personal, practical,

and social justifications. It is a qualitative research method where the researcher investigates the functioning of a company or social organization. The primary aim of narrative inquiry is to identify and describe cultural traits, beliefs, and language within a group's natural environment or context through the stories of its participants. According to D. Jean Clandinin and Vera Caine (2011), narrative inquiry is an ontological and epistemological approach to understanding and exploring experience. It emphasizes relationships and community, focusing on expertise and knowledge in relational and participatory ways. This method involves observing events over time, listening to conversations, asking questions, and interacting with individuals as they navigate their daily lives. It provides a detailed exploration of people and cultures using narrative techniques.

I employed narrative inquiry as the methodology to explore the experiences and perspectives of five English teacher's trainers regarding the integration of ICT tools in their training. This qualitative approach allowed me to investigate deeply into the participants' lived experiences, capturing their personal stories and reflections through semi-structured interviews and conversations. By focusing on the narratives shared by the participants, I was able to understand how they interpreted and made meaning of their experiences with ICT tools, including the challenges, benefits, and transformative aspects of their training. The three-dimensional narrative inquiry space—temporal, social, and situational—guided my analysis, enabling me to contextualize their stories within the broader framework of their professional and personal lives. Through this method, I highlighted the cultural and relational dimensions of their experiences, providing rich, nuanced insights into the role of ICT in teacher training. Ultimately, the narrative inquiry approach allowed me to present the participants' authentic voices, offering a holistic understanding of their perspectives and contributing valuable knowledge to the field of teacher education and technology integration.

Results

The study conducted a narrative inquiry into the use of ICT tools in English teacher training, aiming to explore the experiences, perspectives, and challenges faced by English teachers in integrating these tools into their training. The findings revealed a range of experiences and perspectives among teachers, with some expressing enthusiasm and confidence

in utilizing ICT tools while others encountered challenges and reservations. The study identified various benefits of ICT integration, including enhanced student engagement, improved access to authentic language resources, and the development of digital literacy skills among teachers. However, challenges such as limited access to technology, teachers' attitudes and beliefs towards technology, and the need for pedagogical transformation were also identified. The research emphasized the importance of comprehensive and ongoing professional development programs, collaboration among teachers, reflective practices, and support from teacher educators and policymakers. These findings provide valuable insights into the integration of ICT tools in English teacher training, informing the development of effective strategies and guidelines to enhance teacher preparation in the digital age.

Discussion

The research aimed to explore the experiences, perspectives, and challenges of English teachers in integrating ICT tools into their training. The theoretical and research contexts were outlined by reviewing existing literature on ICT integration in education, English teacher training, and the benefits and challenges associated with ICT use. The methodological approach utilized in this study was a narrative inquiry, which aimed to capture the personal stories and reflections of English teachers through qualitative data collection methods.

The diverse range of experiences and perspectives among teachers regarding the use of ICT tools is attributed to various factors, such as teachers' technological proficiency, attitudes and beliefs towards technology, and access to resources. The identified benefits of ICT integration, such as enhanced student engagement and improved access to authentic language resources, align with previous research in the field. The challenges faced by teachers, including limited technology access and the need for pedagogical transformation, resonate with existing literature on ICT integration in education.

The findings contribute to a deeper understanding of the specific needs, challenges, and effective strategies in English teacher training when it comes to integrating ICT tools. By exploring the experiences and perspectives of English teachers, this study adds valuable insights to the existing body of knowledge. The identified benefits and challenges inform the development of targeted training programs and policies to enhance the integration of ICT tools in English language teaching. The study also highlights the importance of

comprehensive professional development, collaboration among teachers, reflective practices, and support from teacher educators and policymakers in successfully integrating ICT tools in English teacher training.

Conclusion

This study aimed to explore the experiences, perspectives, and challenges faced by English teachers in integrating ICT tools into their training. Through a narrative inquiry approach and a thorough review of existing literature, key insights have been gained regarding the benefits, challenges, and best practices in this context. The purpose was to examine the integration of ICT tools in English teacher training, and the research questions were centred on the experiences, perspectives, and challenges of teachers in this process. The methodological approach employed was a narrative inquiry, which allowed for a deep exploration of personal stories and reflections.

The study highlights the range of experiences and perspectives among teachers, the benefits of ICT integration such as enhanced student engagement and access to authentic language resources, as well as the challenges faced including limited technology access and the need for pedagogical transformation.

Furthermore, the study adds to the existing body of knowledge by providing a deeper understanding of the specific needs, challenges, and effective strategies in English teacher training when it comes to integrating ICT tools. It contributes to theory-building by uncovering the factors that influence the successful integration of ICT tools in this context. It also informs the development of new empirical knowledge by exploring the experiences of English teachers. Additionally, the study highlights the significance of methodological advancements, specifically the use of narrative inquiry, in capturing the personal stories and reflections of teachers.

In summary, this study contributes valuable insights into the field of English teacher training and the integration of ICT tools. It provides a comprehensive understanding of the experiences, perspectives, benefits, challenges, and best practices in this context. The findings have implications for theory-building, new empirical knowledge, methodological advancements, and practical applications, ultimately shaping the future of English language teaching and learning.

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Effect of cash flow on financial performance of manufacturing companies in Nepal

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Abstract

Cash flow refers to the movement of cash into and out of a business through its operating, investing, and financing activities, while financial performance measures how effectively a business generates profits and manages its resources. This study investigates the impact of cash flow on the financial performance of manufacturing companies in Nepal. Using annual reports from 2019 to 2023, nine manufacturing firms—both listed and non-listed—were selected through judgmental sampling. Data were meticulously compiled, verified for accuracy, and analyzed using SPSS for descriptive statistics and multiple regression analysis. The findings reveal significant relationships between cash flow components and financial performance indicators. Cash flow from operating activities (CFOA), investing activities (CFIA), and financing activities (CFFA), along with debt ratio (DR), collectively explain 66.6% of the variability in return on assets (ROA), with CFOA, CFIA, and CFFA showing substantial negative impacts. Specifically, a unit increase in CFOA reduces ROA by 0.003 units, while CFIA and CFFA decrease ROA by 0.006 and 0.005 units, respectively. Similarly, CFOA, CFIA, CFFA, and firm size (FS) collectively explain 93.3% of the variability in return on equity (ROE), with significant negative impacts observed. However, DR does not significantly predict ROE. Based on these findings, Nepalese manufacturing companies should prioritize enhancing operational efficiency, optimizing cash flows, managing debt levels, and implementing strategies to achieve optimal firm size to improve overall profitability.

Keywords: Return on assets, return on equity, cash flow from operating activities, cash flow from investing activities, cash flow from financing activities, firm size, debt ratio, manufacturing companies.

Introduction

Cash flow is a critical financial metric that reflects the liquidity and financial health of a business. According to IAS 7, cash flows are categorized into operating, investing, and financing activities, providing insights into cash receipts and expenditures, thereby complementing the income statement and balance sheet (Gardi, 2021; Setiany, 2021; Aidoo-Acquah, 2023). Cash inflows and outflows determine the net cash flow, and effective financial management ensures that outflows do not exceed inflows, as a positive net cash flow indicates sound management of operational, investing, and financing activities (Akinloye, 2013).

The cash flow statement is a vital tool for organizational decision-making, aiding in financial planning, evaluating income and expenses, and providing a detailed view of operational and financing activities. It also helps determine stock prices, pay dividends, and assess a company's liquidity in terms of cash generation and short-term debt repayment (Günay&Fatih, 2020; Rahman & Sharma, 2020). Positive cash flow enhances a company's ability to meet debts, reinvest, and provide shareholder returns, while negative cash flow can reduce operational capacity (Mirza, 2016).

Financial performance evaluation is crucial for companies aiming to achieve profit and wealth growth through effective resource management. Economic prosperity in product and service activities depends on proficient cash management, both internally and externally (Liman & Mohammed, 2018). However, the relationship between cash flow and financial performance varies across industries and regions. For instance, Alnori (2020) explored the non-linear relationship between cash holdings and financial performance in Saudi Arabian firms, while Liman and Mohammed (2018) investigated the impact of substantial cash holdings on financial performance. Similarly, Rahman (2020) studied the influence of operational cash flow on financial performance in the manufacturing and insurance sectors, and Adhakari (2021) evaluated the effectiveness of cash flow ratios in assessing the financial performance of commercial banks in Nepal.

Despite these studies, there is a gap in research focusing on the impact of cash flow on the financial performance of manufacturing companies in Nepal. This study aims to address this gap by examining the effect of cash flow on the financial performance of Nepalese

manufacturing companies.

The research hypothesis is:

H1: Cash flow has a significant effect on the financial performance of manufacturing companies.

Literatures Review

Rahman (2020) examined the impact of cash flow from operations (CFO) on the financial performance of insurance and manufacturing companies in Saudi Arabia, revealing a notable association between financial performance (ROA and ROE) and operating cash flows, along with negative relationships for firm size and leverage.

Aidoo-Acquah (2023) investigated the influence of operating, investing, and financing cash flows on financial performance using panel data from 10 firms over seven years (2012–2018). The study found that operating cash flows negatively impacted financial performance, while financing cash flows had a direct and significant positive effect. Free cash flow also positively influenced financial performance.

Ogbeide and Akanji (2017) analyzed the correlation between cash flows and the financial performance of Nigerian insurance firms, finding that cash flows significantly influenced economic performance. Similarly, Mohammed and Yusheng (2019) revealed a statistically significant positive correlation between cash flows and business performance in Ghanaian firms.

Das (2018) explored cash flow ratios in pharmaceutical and FMCG companies, finding moderate liquidity and solvency positions but low profitability. Konak (2018) examined the impact of cash flows on firm performance in Turkey, revealing a significant relationship between cash flows and performance metrics like ROA and ROE.

These studies highlight the importance of cash flow management in enhancing financial performance across various industries and regions. However, there is a lack of research focusing on the manufacturing sector in Nepal, which this study aims to address.

Research Methodology

This study examines the effect of cash flow on the financial performance of Nepalese manufacturing companies. Annual reports from 2019 to 2023 were collected from nine

manufacturing firms, including Dabur Nepal, Unilever Nepal, and Himalayan Distillery, selected through judgmental sampling. Data were manually entered, verified for accuracy, and analyzed using SPSS for descriptive statistics and multiple regression analysis.

Financial performance was measured using return on assets (ROA) and return on equity (ROE) as dependent variables. Independent variables included cash flow from operating activities (CFOA), investing activities (CFIA), financing activities (CFFA), firm size (FS), and debt ratio (DR).

Table 1

Definitions of dependent and independent variables

Variables	Definition	Sign
Return on Assets (<i>ROA</i>)	Net income before tax / Total assets	-
Return on Equity (<i>ROE</i>)	Net income before tax / Shareholders' equity	-
Cash Flow from Operating Activities (<i>CFOA</i>)	Total cash flow from operating activities	(+) or (-)
Cash Flow from Investing Activities (<i>CFIA</i>)	Total cash flow from investing activities	(+) or (-)
Cash Flow from Financing Activities	Total cash flow from financing activities	(+) or (-)
Firm Size (<i>FS</i>)	Log of total assets	(+) or (-)
Debt Ratio (<i>DR</i>)	Total liabilities / Total assets	(+) or (-)

Following (David, F. & David, A. 1987), the researcher specifies the relationship between cash flow and financial performance as:

$$ROA = a + bx_1 + bx_2 + bx_3 + bx_4 + bx_5$$

$$ROE = a + bx_1 + bx_2 + bx_3 + bx_4 + bx_5$$

Where, ROA and ROE are dependent variable. x_1 , x_2 , x_3 , x_4 , and x_5 are the independent variables, representing factors that may influence ROA and ROE. 'a' is the intercept or constant term, which represents the value of ROA and ROE when all independent variables are zero. b_1 , b_2 , b_3 , b_4 , and b_5 are the coefficients, representing the estimated effects of each independent variable on ROA and ROE.

Result and Discussion:

Table 2

Descriptive statistics of study variables

Variable	Mean	Standard deviation	Minimum	Maximum
ROA	9.330	15.193	-61.320	43.430
ROE	8.454	91.584	-560.310	190.890
CFOA	-61.033	5039.281	-31697.050	3138.500
CFIA	-316.508	3006.821	-3922.790	18228.520
CFFA	236.844	1966.911	-2415.430	10806.700
FS	9.750	0.596	8.540	10.790
DR	0.464	0.184	0.090	0.890
Observations	45			

Descriptive statistics revealed a mean ROA of 9.33% and ROE of 8.45%, with significant variability. CFOA averaged -61.033 units, indicating diverse operational cash flow situations. CFIA averaged -316.508 units, reflecting varied investment strategies, while CFFA averaged 236.844 units, suggesting firms generally acquired more cash from financing than they disbursed.

Table 3

Correlation analysis of study variables

Variables	ROA	ROE	CFOA	CFIA	CFFA	FS	DR
ROA	1						
ROE	.815**	1					
CFOA	.670**	.853**	1				
CFIA	-.612**	-.889**	-.917**	1			
CFFA	-.713**	-.795**	-.848**	.656**	1		
FS	-.221	-.201	-.240	.080	.315*	1	
DR	-.555**	-.290	-.432**	.189	.575**	.173	1

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

*, Correlation is significant at the 0.05 level (2-tailed).

Correlation analysis showed strong positive relationships between ROA and ROE (0.815) and CFOA (0.670), while ROA was negatively correlated with CFIA (-0.612), CFFA (-0.713), and DR (-0.555).

Table 4*Result of regression analysis*

Model 1: ROA					
Variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	57.544	26.858		2.143	.038
CFOA	-.003	.001	-1.158	-2.579	.014
CFIA	-.006	.002	-1.162	-3.483	.001
CFFA	-.005	.002	-.634	-2.937	.006
FS	-3.281	2.647	-.129	-1.239	.223
DR	-36.962	10.619	-.449	-3.481	.001
R ²			0.666		
Adj. R ²			0.623		
F-statistic			15.524		
ROA = a + bx1 + bx2 + bx3 + bx4 +bx5					
Model 2: ROE					
Variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	183.705	72.383		2.538	.015
CFOA	-.022	.004	-1.187	-5.916	.000
CFIA	-.044	.005	-1.439	-9.649	.000
CFFA	-.037	.004	-.789	-8.175	.000
FS	-17.289	7.134	-.112	-2.423	.020
DR	-28.409	28.618	-.057	-.993	.327
R ²			0.933		
Adj. R ²			0.925		
F-statistic			108.881		
ROE = a + bx1 + bx2 + bx3 +bx4 + bx5					

Regression analysis for ROA revealed that CFOA, CFIA, CFFA, and DR significantly negatively impacted ROA, explaining 66.6% of its variability. For ROE, CFOA, CFIA, CFFA, and FS significantly negatively impacted ROE, explaining 93.3% of its variability.

Conclusion

This study investigated the impact of cash flow on the financial performance of manufacturing companies in Nepal, focusing on return on assets (ROA) and return on equity (ROE) as key performance indicators. The findings reveal significant relationships between cash flow

components—cash flow from operating activities (CFOA), investing activities (CFIA), and financing activities (CFFA)—and financial performance.

The regression analysis for ROA demonstrated that CFOA, CFIA, CFFA, and debt ratio (DR) collectively explain 66.6% of the variability in ROA, with all three cash flow components showing significant negative impacts. Specifically, a unit increase in CFOA reduces ROA by 0.003 units, while CFIA and CFFA decrease ROA by 0.006 and 0.005 units, respectively. Similarly, the analysis for ROE revealed that CFOA, CFIA, CFFA, and firm size (FS) collectively explain 93.3% of the variability in ROE, with CFOA, CFIA, and CFFA exhibiting substantial negative effects. However, DR was not a significant predictor of ROE.

These findings underscore the importance of effective cash flow management in enhancing financial performance. Nepalese manufacturing companies should prioritize improving operational efficiency to optimize cash flow from operating activities, as it has a direct and significant impact on both ROA and ROE. Additionally, firms should carefully manage their investment and financing activities, as excessive cash outflows in these areas can negatively affect profitability. Debt management is also critical, as higher debt ratios were found to significantly reduce ROA.

Furthermore, while firm size did not significantly impact ROA, it had a notable negative effect on ROE. This suggests that companies should adopt strategies to optimize their size and scale to improve equity returns. Overall, a balanced approach to managing operational, investing, and financing activities, coupled with prudent debt management, is essential for enhancing the financial performance of Nepalese manufacturing companies.

This study contributes to the existing literature by addressing a gap in research on the relationship between cash flow and financial performance in the context of Nepal's manufacturing sector. The findings provide valuable insights for managers, policymakers, and stakeholders, emphasizing the need for strategic cash flow management to drive profitability and sustainable growth.

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युगको सिकार एकाङ्कीमा प्रस्तुत विश्वदृष्टि

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लेखसार

‘युगको सिकार’ एकाङ्की गोविन्दबहादुर मल्ल गोठालेद्वारा रचित सामाजिक यथार्थवादी एकाङ्की हो। “भोको घर” एकाङ्कीसङ्ग्रहमा सङ्ग्रहित यस एकाङ्कीमा आधुनिक तथा परम्परागत विचारका कारण मान्छेले स्वतन्त्र जीविकोपार्जन गर्न नसकेको र आफ्ना विचारलाई छाड्न बाध्य बन्दै युगको सिकार बन्नुपरेको यथार्थलाई विषयवस्तुका रूपमा चित्रण गरिएको छ। ‘युगको सिकार’ एकाङ्कीमा राणाकालीन र तदुत्तरवर्ती समाजको चित्रण गरिएको छ। नयाँ र पुरानो विचार अनि संस्कार तथा परम्पराकै कारण मान्छे युगको सिकार बन्न पुगेको यथार्थलाई नाटकमा चित्रण गरिएको छ। प्रजातन्त्रोत्तरकालमा पनि जातपात, धनीगरिब, घातप्रतिघात आदिको वर्चस्व विद्यमान रहेको, आफ्ना चाहना र चाहनाअनुरूप चल्न नपाइएको र बाध्य भई युगको सिकार हुनुपरेको यथार्थको उद्घाटन गर्दै यस नाटकमा मुख्य पात्र प्रभालाई खडा गरी प्रोफेसरी जागिर खाँदा पनि आफ्नो योग्यता, ज्ञान, स्तर, उमेर र विचारसँग मिल्ने साथी नपाएर तडिपनुपरेको, बाबुबाजेको कुल, इज्जत र औकातको पछि लाग्नुपरेको, आफूभन्दा दोब्बर उमेरको सन्तानसहितका अपठित जमिन्दारसँग जीवन बिताउन तयार हुँदै आफ्ना इच्छा, आकाङ्क्षाविहीन जीवन बिताउनुपर्दा हीनताबोध गर्नुपरेको कुरालाई नाटकमा विषयवस्तुको रूपमा उठान गरिएको छ। युग परिवर्तन हुँदा पनि पुरानै युगका मान्यता, परम्परा र विचारले गर्दा नयाँ युगका पुस्ता सिकार बन्नुपरेको सन्दर्भमा नाटकमा विश्वदृष्टि प्रस्तुत भएको पाइन्छ।

शब्दकुञ्जिका : विश्वदृष्टि, समाजशास्त्र, वर्गचेतना, उत्पत्तिमूलक, द्वन्द्वात्मकता, सत्ता।

१. विषयप्रवेश

मनोवैज्ञानिक नाटककार गोविन्दबहादुर मल्ल गोठालेद्वारा लिखित ‘युगको सिकार’ सामाजिक यथार्थवादी एकाङ्की हो। आधुनिक नेपाली साहित्यमा बहुमुखी प्रतिभाका धनी गोठाले आख्यान विधामा पनि सफल छन्। नाट्यविधामा पनि चर्चित गोठालेका भुसको आगो, च्यातिएको पर्दा, दोष कसैको छैन जस्ता पूर्णाङ्कीहरू प्रकाशित छन् भने उनको एकमात्र एकाङ्कीसङ्ग्रह भोको घर (२०३४) प्रकाशित छ। यस एकाङ्कीसङ्ग्रहमा नवटा एकाङ्कीहरू रहेका छन् र तिनैमध्ये युगको सिकार पनि एक हो।

फ्रान्सेली मार्क्सवादी समालोचक लुसिएँ गोल्डमानद्वारा प्रतिपादित विचार नै विश्वदृष्टिसिद्धान्तका नामले प्रसिद्ध छ। उनले वर्गचेतनासम्बन्धी मार्क्सवादभन्दा भिन्न विचार राखेका छन्। उनको लेखनकला सन् १९५० देखि १९७०का विचमै साहित्यको समाजशास्त्रसम्बन्धी महत्वपूर्ण कृतिहरू प्रकाशन भएका पाइन्छन्। उनका प्रकाशित कृतिहरू अव्यक्त ईश्वर (सन् १९५६), उपन्यासको समाजशास्त्रको एक दिशा (सन् १९६४),

आधुनिक युगको सांस्कृतिक पद्धति (सन् १९८०), साहित्यको समाजशास्त्रीय पद्धति (सन् १९८०) मध्ये साहित्यको समाजशास्त्रीय दृष्टिले आधुनिक युगको सांस्कृतिक चिन्तन र साहित्यको समाजशास्त्रीय पद्धति महत्वपूर्ण पुस्तकहरू हुन्। उनले उत्पत्तिमूलक संरचनावादको मूल सैद्धान्तिक स्वरूपभित्र विश्वदृष्टिको मान्यता प्रस्तावित गरेका छन्। उनका अनुसार हरेक कृति लेखकको निजी निर्मिति मात्र होइन, उसले त्यसमा आफ्ना विचारहरू प्रस्तुत गरेको हुन्छ। लेखक, समाज र सामाजिक वर्गका धारणाबाट प्रभावित हुने भएकाले समाजका विचार धारणा उसले आफूमा आरोपित गर्दछ। विश्वदृष्टिको निर्माण एउटा वर्ग वा समुदायको पूर्णतम सम्भावित चेतना हो। त्यसैले विश्वदृष्टि भन्नाले समाजका मानवीय समुदायमा र खास गरी एउटै वैचारिक धारणा भएका मान्छेका बिच निर्माण हुन सक्ने (सम्भावित) चेतना हो। विश्वदृष्टि लुसियन गोलडमानले साहित्यको समाजशास्त्रीय अध्ययनको उत्पत्तिमूलक संरचनावाद सिद्धान्तको विस्तार गर्ने क्रममा आएको महत्वपूर्ण सिद्धान्त हो। उनका अनुसार एउटा वर्ग वा समुदायका मानिसहरूको जीवन र जगत्प्रतिको सुसंगत र एकत्वपूर्ण दृष्टि नै विश्वदृष्टि हो। यस अध्ययनमा गोलडमानको विश्वदृष्टिसम्बन्धी मान्यताका आधारमा गोठालेको युगको सिकार एकाङ्कीको विश्लेषण गरिएको छ।

२. समस्या र उद्देश्य

‘युगको सिकार’ एकाङ्कीमा विश्वदृष्टिको के कस्तो प्रयोग गरिएको छ? यसै मुख्य समस्यामा यो अनुसन्धानात्मक लेख आधारित छ र सोही समस्या अर्थात् युगको सिकार एकाङ्कीमा विश्वदृष्टिको अध्ययन गर्नु नै यस अनुसन्धानात्मक लेखको मुख्य उद्देश्य हो। यस लेखका समस्या र उद्देश्यलाई निम्न बुँदामा प्रस्तुत गर्न सकिन्छ:

क) विश्वदृष्टि भनेको के हो?

ख) ‘युगको सिकार’ एकाङ्कीमा के कसरी विश्वदृष्टिको प्रस्तुत भएको छ?

उपर्युक्त शोध विषयको समाधान खोज्नु नै प्रस्तुत लेखको उद्देश्य हो।

३. अध्ययन विधि

यस लेखमा गोलडमानको सिद्धान्त विश्वदृष्टिका आधारमा युगको सिकार एकाङ्कीको अध्ययन गरिएको छ। अध्ययन गर्दा सामग्री स्रोतका रूपमा विश्वदृष्टि सिद्धान्तलाई लिइएको छ भने मूल सामग्रीका रूपमा अध्ययनीय ‘युगको सिकार’ एकाङ्कीलाई नै लिइएको छ र थप अध्ययनका लागि पुस्तकालयीय अध्ययन पद्धतिको पनि प्रयोग गरिएको छ।

४ अध्ययनको क्षेत्र र सीमा

‘युगको सिकार’ एकाङ्की यस लघुशोधपत्रको क्षेत्र हो भने अध्ययनीय एकाङ्कीमा गोलडमानको विश्वदृष्टि सिद्धान्तका आधारमा प्रस्तुत भएको विश्वदृष्टिको मात्र अध्ययन गर्नु यसको सीमा हो।

५. विश्वदृष्टिसम्बन्धी गोल्डमानको मान्यता

लुसिएँ गोल्डमान मार्क्सवादबाट प्रभावित फ्रान्सेली समाजशास्त्री हुन् । उत्पत्तिमूलक संरचनावादी सिद्धान्तको प्रतिपादन गरेका गोल्डमानले साहित्य र समाजको सम्बन्धलाई उत्पाद्य र उत्पादकका रूपमा मानी मार्क्सवादी द्वन्द्वात्मकता एवम् वर्गीय दृष्टिकोण र युद्धको सामूहिक अवचेतना र साहित्यको संरचनाप्रक्रियालाई जोडेर उत्पत्तिमूलक संरचनावादको विकास गरेका छन् । उनले विकास गरेको एउटा सैद्धान्तिक अवधारणा मानिने विश्वदृष्टिले साहित्यमा साहित्यकारले पात्रका माध्यमबाट प्रस्तुत गरेको एउटा वर्ग वा समुदायको साझा अवधारणाको पहिचान गर्नुका साथै जीवन र जगत्प्रति वर्ग वा समूहले हेर्ने साझा दृष्टिकोणको निर्याल पनि गर्दछ । गोल्डमानका अनुसार एक वर्ग वा समुदायको जीवन जगत्बारेको सुसङ्गत दृष्टि नै विश्वदृष्टि हो (गोल्डमान, १९८०:१११) । समाजमा विभिन्न वर्गका मानिसहरू रहन्छन् । समाजका धारणालाई त्यस समाजको इतिहास र राजनीतिले प्रभाव पार्ने हुँदा व्यक्ति पनि समाजबाट पृथक् रहन सक्दैन अनि उसमा समाजको विचार तथा धारणाले सदैव प्रभाव पार्दछ । लेखक पनि समाजको सदस्य भएको हुनाले समुदायको मान्यता वा विचारले उसलाई प्रभावित पारेको नै हुन्छ । त्यसैले समाजका वर्ग वा समूहको विचार भावनालाई एकाकार गराएर कृतिमा अभिव्यक्त गर्ने हुनाले कृति वैयक्तिक नभई वर्ग वा समूहको सहभागिताको उपज हुन जान्छ । समाज तथा समुदायका व्यक्तिहरूको विचार, मान्यता, भावनासँग लेखक तथा कलाकारको विचार, मान्यता वा भावना अन्वित हुँदा विश्वदृष्टिको निर्माण हुन्छ । यो एउटा विचार भएकाले कतै धर्म, कतै संस्कृति त कतै संस्कारका रूपमा यो प्रकट भएको हुन्छ । यही कुरालाई गोल्डमानले यसरी स्पष्ट पारेका छन् : समाजमा रहने विभिन्न समुदायविच अन्तर्क्रिया हुन्छ । यस क्रममा जीवन र जगत्लाई हेर्ने दृष्टिकोण विकास हुँदै जान्छ । कति विचारहरू त त्यसै हराएर जान्छन् भने कतिपय विचारहरूले सुसंगत स्वरूप ग्रहण गर्दछन् । त्यस्ता वर्ग वा समुदाय विशेषका जीवन जगत्प्रतिका सुसंगत दृष्टिहरू नै विश्वदृष्टि हुन् । यसर्थ साहित्यकारले अभिव्यक्त गरेको विचारमा वर्ग तथा समुदायको विचार पनि समेटिएको हुन्छ । (गोल्डमान, १९८९:१११)

समग्रमा सामूहिक चेतना नै विश्वदृष्टि हो जसलाई साहित्यकारले आफ्नो साहित्य तथा कलाको माध्यमबाट प्रस्तुत गर्दछ । सामाजिक वर्गको जीवनमा निहित हुने विश्वदृष्टिको खोजको आरम्भ दर्शन, कला र साहित्यमा अभिव्यक्त हुने हुँदा यसको खोज वर्गबाट नभई कृतिबाट हुन्छ । यस अध्ययनमा गोठालेद्वारा लिखित 'युगको सिकार' एकाङ्कीमा विश्वदृष्टिको निर्माण कुन वर्ग वा समुदायमा के कसरी भएको छ भन्ने मूल समस्यामा केन्द्रित भई गोल्डमानको विश्वदृष्टिसम्बन्धी मान्यतालाई सिद्धान्तका रूपमा लिई निगमनात्मक विधिद्वारा अध्ययन गरिएको छ ।

६. 'युगको सिकार' एकाङ्कीमा विश्वदृष्टि

'युगको सिकार' एकाङ्की नेपालको राणाकालको अन्त्यपछि पनि पुराना पुस्ता वा शोषकका विचारका कारण शिक्षित नयाँ पुस्ताहरू शोषित हुनुपरेको समस्यामा आधारित छ । शिक्षित तथा जागिरे भएर पनि परिवार

का कारण विचारविहीन तथा इच्छाविहीन हुनुपरेकी प्रभा युगको सिकार बनेकी छे । प्रोफेसरी जागिर खाए पनि समाजले बिहेका लागि उमेर ढल्किसकेको आरोप लगाए तापनि उसले आफ्नो उमेर, योग्यता, रुचि तथा विचार मिल्ने साथी पाएकी छैन । स्वास्थ्य मरेपछि प्रभालाई मन पराउने राजदासबाट प्रभाले क्षणिक र कामुक प्रेमबाहेक दीर्घकालीन र जीवन्त प्रेम पाएकी छैन भने बौद्धिकता र उमेरको स्तर मिले पनि निम्न वर्गको भएकै कारण चक्रवहादुर प्रभालाई भगाउने हिम्मत गर्न सक्दैन । तसर्थ लाचार भएर आफ्ना इच्छा र आकांक्षालाई बलि चढाई दोब्बर उमेरको विक्रमप्रसादसँग विवाह गर्न तयार हुनुपरेको छ । २००७ सालपछिको समाजको चित्रण गरिएको यस एकाङ्कीमा परिवारको विचार, कुलीनता तथा मान्यताकै कारण आफ्नो जीवनलाई बर्बादीतर्फ मोडेकी नारीका समस्याको चित्रण यस एकाङ्कीमा गरिएको छ ।

यस एकाङ्कीमा मूल रूपमा पुरानो विचार र नयाँ विचार गरी दुई वर्गको वैचारिक दृष्टि प्रस्तुत भएको छ । यस्तै उच्च वर्ग र निम्न वर्गको पनि भिन्न भिन्न दृष्टि एकाङ्कीमा गौणरूपमा प्रस्तुत भएको छ । एकाङ्कीमा पुगिसरी आएको सुब्बा परिवारका रामराज पुराना विचार भएका शोषक पात्र हुन् भने आफ्नै पारिवारिक विचारका कारण आफ्ना विचारको बलि चढाउन बाध्य प्रभा शोषित चरित्र हो । आफूलाई सम्भ्रान्त ठान्ने र रामराजजस्ता पात्रहरू आफ्नो कुलीनता तथा सामाजिक उच्चवर्गीयताकै कारण आफ्नी छोरीलाई वैचारिक तथा उमेरगत स्तरभन्दा पनि वर्गीय स्तरको उच्चवर्गकै बुढो पात्रसँग विवाह गर्दिने निष्कर्षमा पुगेका छन् । यसरी एकाङ्कीमा स्पष्ट रूपमा पुराना पुस्ता र नयाँ पुस्ताबीचको आन्तरिक द्वन्द्व देखाइएकाले एकाङ्कीमा दुई भिन्न दृष्टि प्रस्तुत भएको देखिन्छ । उच्च वर्गीय आफ्नो विचार र वर्गगत मान्यतालाई निरन्तरता दिन आफ्ना सन्तानको वैयक्तिक जीवनमाथि धावा बोल्छन् र उनीहरूको इच्छा, आकांक्षालाई लत्याइदिन्छन् । यस एकाङ्कीमा पनि तिनै पुस्ताहरूको जीवनजगत्प्रतिको दृष्टिकोण सत्ता र स्वार्थमा केन्द्रित छ भन्ने कुरालाई प्रस्तुत गरिएको छ । नयाँपुस्ताहरू आफ्ना विचार र मान्यताअनुरूप जीवन जिउन चाहन्छन्, तर पुराना पुस्ताका विचारका अगाडि निरीह बन्छन् र आफ्ना विचार तथा इच्छाको बलि चढाउन बाध्य हुन्छन् । एकातिर नयाँ वैचारिक धार भएका प्रभाजस्ता नारीहरू आफ्नो परिवारसँग संघर्ष गर्न डराउँछन् भने अर्कोतिर चक्रवहादुर जस्ता निम्नवर्गीयहरू उच्च वर्गीयसँग सम्बन्ध जोड्न अनकनाउँछन् । यहाँ पनि आफ्नो परिवारसँग जुध्दा नकारात्मक असर पर्ने कारण प्रभा आफू युगको सिकार बन्नुपरेको ठान्छे भने उमेर र स्तर मिले पनि उच्चवर्गीयसँग सम्बन्ध राख्न डराउने चक्रवहादुर आफ्नो वर्गको हैसियत भुल्न नसकी आफ्नो इच्छालाई तिलाञ्जली दिन तयार हुन्छन् । जस्तै :

साक्ष्य १

चिन्ता नगरी गर्ने के ? चिन्ता आइपछि बुढेसकालमा ... । ... भाइभारदारहरूको अधिलिस्तर मेरो कत्रो इज्जत भयो, अब कहिले ? (शान्ति) प्रभा केही भन्दिन ? मैले त उसलाई सम्झाइदिएको छु है होश राखेर चलू, स्वास्थ्यमान्छे हो, चुक्यो कि गयो । जवानी बखतमा अन्धो होइन्छ तर सँभालू भनेर माग्न पनि कोही आउनेछै

न यसा उमेर नपुगेको पढेलेखेको मानिस कहाँबाट, जातपात नमानी हुँदैन, प्रजातन्त्र भनेर के गर्नु ? होइन त जोगमान ?

यहाँ उच्च वर्गीयहरूको आफ्नो सन्तानप्रति तथा आफ्नो इज्जतप्रतिको दृष्टि देखाइएको छ जसले उनीहरूको शोषकीय दृष्टि प्रस्तुत गरेको छ । सभामा भाइभारदारका सामु इज्जत भएकै कारण आफ्नो इज्जत गुम्ला कि भनेर छोराछोरीलाई पहिल्यै चेतावनी दिनु र छोरीको बिहेका लागि आफ्नै स्तरको जातपात मिल्ने केटा खोज्नुले रामराजको आफ्नै छोरीमाथि प्रभुत्व जमाएर थिचोमिचो गरी जातपातकै लागि आफ्नो सन्ततिको इच्छा नबुझिदिने र आफ्नै इच्छाअनुसार जीवनसाथी खोजिदिने उच्च वर्गीय विश्वदृष्टि प्रस्तुत भएको छ । र ज्यसत्तामा जतिसुकै परिवर्तन भए पनि आफ्नो पारिवारिक मान्यता र धारणामा नयाँ पुस्तामाथि हामीले शासन गर्नुपर्छ भन्ने उच्चवर्गीय सामन्तवादी विश्वदृष्टि यस एकाइकीमा प्रस्तुत भएको देखिन्छ ।

साक्ष्य २

कहिलेकाँही मलाई लाग्छ, तिमी हामी सब भक्तिम हौं, बलि, सिकार जे भन्छ्यौ । देशको उन्नति गर्न चढाउने बोकाहरू । जस्तो घर बनाउँदा जग राख्दा बोका चढाइन्छ, त्यस्तै देशको उन्नति गर्न चढाइने बोकाहरू । तिमी जनमभर बिहे गर्दिनौ, ब्रह्मचारिणी हुन्छ्यौ, त्यस्तै म जिन्दगीभर गरिबीलाई अपनाउँछु र त्यस्तै यी र राजनीतिका सच्चा सेवकहरू सहिदहरू सब बलिवेदीमा चढाइन्छन् । तिमी बिहे गरे पनि त्यो विकृत बिहे हुनेछ, कूठाउँमा परेको, बलि सिकार ।

यस भनाइमा चक्रबहादुरले आफू गरिब हुनाको पीडालाई प्रस्तुत गरेको छ । आफ्नो गरिबीका कारण प्रभासँग जीवन बिताउने सपनासमेत देख्न नसकेको, प्रभाले आफूलाई मन पराउँदापराउँदै पनि सँगै जीवन बिताउने स्वीकृति दिन नसकेको र आफूहरू युगको बलि भएको यथार्थलाई प्रस्तुत गरेको छ । धनी भएको भए आफ्नो वैचारिक तथा उमेरगत स्तर मिल्ने प्रभासँग सहजै बिहे गर्न सक्ने चक्रबहादुर धनी नभएकै कारण प्रभालाई गुमाउँछ । धनीसँग गरिबले सम्बन्ध गाँस्नु हुँदैन, उनीहरूसँग हाम्रो हैसियत मिल्दैन भन्ने गरिब वर्गको दृष्टि रहेको यहाँ चक्रबहादुरको दृष्टि गरिब वर्गको साझा दृष्टिका रूपमा देखापर्छ । वर्गविभाजनको लामो र गहिरो परम्पराले निर्माण गरेको वर्गकेन्द्र चिन्तन साझा विश्वदृष्टि हो ।

साक्ष्य ३

सबैसँग नाता हुन्छ, सबैसँग मेरो सम्बन्ध टुट्छ । म उच्च अभिलाषा छोड्छु । त्यसबेला म यति सानी थिएँ त्यसबेला मलाई के थाहा आज यस्तो हुन्छ भनेर ? मैले पढेँ तर म बलितर लम्किदैछु भविष्यतिर । म, म जमानाको बलि । म सिकार भक्तिम ...

प्रभाको यस भनाइमा पुराना पुस्तासँग सङ्घर्ष गर्न नसकेर हार बेहोर्नुपरेको नयाँ पुस्ताको दृष्टि प्रस्तुत गरिएको छ । उच्च वर्गका सन्ततिले उच्च शिक्षा हासिल गरे पनि अशिक्षित आफ्नो परिवारको अगाडि भुक्नुपर्ने र जानेर, बुझेर, पढेर पनि जे नराम्रो हो, त्यसकै लागि तयार हुनुपर्ने बाध्यता परिवेशको चित्रण गर्दै यस एकाइ

कीमा उच्च वर्गका नयाँ पुस्ताले भोग्नुपरेको नियति प्रस्तुत गरिएको छ । आफू योग्य भए पनि अयोग्य र आफ्नो स्तर नमिल्नेसँग जीवन बिताउनुपर्ने दृष्टि प्रस्तुत गर्दै त्यस्ता पात्रहरूको जीवनप्रतिको यो दृष्टि एकाङ्कीमा प्रस्तुत भएको शिक्षित वर्गको दमित वा पराजित उच्चवर्गीय विश्वदृष्टि हो ।

७. निष्कर्ष

नाटककार गोविन्दबहादुर मल्ल गोठालेको प्रस्तुत 'युगको सिकार' एकाङ्कीमा उच्च वर्गकै अशिक्षित र शिक्षित वा पुराना र नयाँ विचारविचको दृष्टि तथा उच्च वर्ग र निम्न वर्गको दृष्टि गोल्डमानको विश्वदृष्टिसम्बन्धी मान्यताका आधारमा निर्माण भएको विश्वदृष्टि हो । हामी जान्ने बुझ्ने हौं, हामीले भनेपछि हाम्रा सन्ततिले पनि भनेको मान्नुपर्छ, हाम्रो पुस्तौली परम्परा चल्नुपर्छ भन्ने उच्च वर्गीय दृष्टि एकाङ्कीमा प्रस्तुत भएको छ, यो उच्चवर्गीय अशिक्षित विश्वदृष्टि हो भने अशिक्षित भए पनि यिनीहरू परिवारका गन्ने, मान्ने हुन्, त्यसैले हामी शिक्षित भए पनि हामीले उनीहरूसँग संघर्ष गर्नुहुँदैन भन्ने विचार उनीहरूको सन्ततिमा छ । त्यसैले शिक्षाले युगलाई बदल्नुपर्छ भन्ने दृष्टि नै नयाँ पुस्ताका शिक्षित वर्गको विश्वदृष्टि हो । यस्तै स्तर मिल्ने भएपछि वर्गगत पर्खालले दुई जीवनलाई एक हुन छेक्नुहुन्न भन्ने विश्वदृष्टि यस एकाङ्कीमा निर्माण भएको छ ।

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लेखसार

सफलताको कथा रिपोर्टाज ११ कक्षाको अनिवार्य नेपाली विषयमा समाविष्ट यथार्थवादी रचना हो। पत्रकारितामा आधृत प्रतिवेदन वा सूचना, कथा र निजात्मक निबन्धको समष्टिगत अन्तर्धुलित संरचनाबाट सत्यघटनापरक रिपोर्टाज तयार गरिन्छ। यस्तो रचना विद्यार्थीका लागि जीवनसुधार र परिवर्तनमा सहायक हुने भएकाले पाठ्यक्रमको उद्देश्य अनुसार सो तहमा यस विधालाई समावेश गरिएको हो। रिपोर्टाजमा उल्लिखित घटनाअनुसार युवावस्थामा नै बुबाको निधनबाट टुहुरो बनेको सुन्दर छन्त्यालले आमालाई समेत क्यान्सर भएपछिको कहालीलाग्दो जीवनयात्राबाट गुर्जिँदै गर्दा योगाभ्यास र ध्यानबाट आफूलाई बचाउन सकेको चर्चा गरिएको छ। सन्देशमूलक शिक्षा दिएर विद्यार्थीको जीवनमा सकारात्मक सुधार ल्याउन रिपोर्टाजको विषयवस्तु पनि उत्तिकै मात्रामा उपयोगी र प्रभावकारी हुनु आवश्यक हुन्छ। आजको संवेदनशील समाजमा किशोर-किशोरी, युवा/युवतीमा कुप्रभावक वा सुप्रभावक घटना वा विषयवस्तुले अन्तःस्पर्श गर्ने र सवेगात्मक परिणति तुरुन्तै प्रस्तुत गर्ने हुनाले योग र ध्यानसम्बन्धी विषयवस्तु दिन सकेमा तिनमा सकारात्मक प्रभाव पार्दछ। पातञ्जल योगसूत्रमा उल्लिखित यम, नियमासन लगायतका अष्टाङ्ग योगका विषयमा रिपोर्टाजमा सङ्केतमात्र गरिएको छ। त्यति मात्र सङ्केतले विषयवस्तुमा स्पष्टता नदेखिएको र उक्त विषयमा आवश्यक चर्चा गर्दा योगका बारेमा थप धारणा बनाउन विद्यार्थीलाई सहज हुने विषयमा विचार गरी यो आलेख प्रस्तुत गरिएको हो।

शब्दकुञ्जी : रिपोर्टाज, योग, ध्यान, समाधि, पतञ्जलि, यम, मनोरोग।

१. विषयप्रवेश

नेपाली विषयको माध्यमिक तहको पाठ्यक्रमअनुसार ११ कक्षाको अनिवार्य नेपालीमा सफलताको कथा रिपोर्टाज विधा समावेश गरिएको छ। देवीप्रसाद घिमिरेलगायतका सम्पादकहरूबाट तयार पारिएको यस पाठको मुख्य उद्देश्य मानिसमा दिनानुदिन बढ्दै गएको चिन्ता, समस्या र तनावलाई कम गरी जीवनप्रति आशावादी बनाउनु नै हो। यसरी जीवनमा निराशा, कुण्ठा, चिन्ता र तनावले मृत्युमुखी चिन्तनतर्फ धकेलिएका पलायनवादी मानवमनमा जीवनवादी/जिजीविषाको आशा भरिदिने काम पूर्वीय दर्शनको महत्वपूर्ण शाखा मानिएको योगदर्शनले पूरा गर्न सक्छ। योगसिद्धि प्राप्त गर्न आहारविहारादिको संयम पनि त्यत्तिकै मात्रामा हुनु आवश्यक देखिन्छ। गीतादर्शनमा भनिएभैं उपयुक्त समयमा उपयुक्त आहारविहार गर्ने, उपयुक्त समयमा शयन गर्ने जस्ता दैनिक कर्महरू नियमसंगत तरिकाबाट सम्पन्न गरिनुपर्दछ, अन्यथा योगले फाइदा दिनुको सट्टा हानि पनि पुऱ्याउन सक्छ (व्यास, २०७५:४३)। पातञ्जल योगसूत्रका अनुसार अष्टाङ्ग योगलाई यमनियमासन-प्राणायाम-प्रत्याहार-धारणा-ध्यान-समाधयोष्टावङ्गानि (पतञ्जलि, २०७६:६३) अर्थात् यम, नियम लगायत

समाधिपर्यन्तका शारीरिक र मानसिक विधि अनि प्रक्रियाहरु नै योगदर्शनका आठ अंगहरु हुन् भनी चिनाइएको छ । यी अंगहरुलाई व्यतिक्रम नगरी निरन्तर साधनामा तल्लीन रहने व्यक्ति/साधक नै सच्चा योगी बन्न सक्छ । यसरी योगका नियमहरुको पालना गर्दै रिपोर्टाजका प्रमुख पात्र सुन्दर छुन्त्यालले आफ्नो जीवनमा ठुलो परिवर्तन ल्याउन सफल भएको कथा प्रस्तुत पाठमा समावेश गरिएको छ । यही योग र ध्यानसँग सम्बद्ध विषयचर्चा गरिएको छ ।

२. समस्या र उद्देश्य

सफलताको कथा रिपोर्टाजमा योग र ध्यानबाट नै तनावग्रस्तताको अवस्थाबाट सुन्दरको जिजीविषाले साकार रुप लिएको बताइएको छ तर योग के हो भन्ने सम्बन्धमा स्पष्ट व्याख्या भएको देखिँदैन त्यसैले यस रिपोर्टाजमा योगको चर्चा कसरी गरिएको छ भन्ने विषय नै मुख्य समस्या हो । यही समस्यामा यो लेख आधृत छ । सफलताको कथाभित्र प्रयुक्त योगदर्शनको अध्ययन गर्नु नै यस अनुसन्धानात्मक लेखको मुख्य उद्देश्य हो । यस लेखका समस्या र उद्देश्यलाई निम्नलिखित रुपमा प्रस्तुत गर्न सकिन्छ :

क) योगदर्शन भनेको के हो ?

ख) सफलताको कथा रिपोर्टाजमा योगदर्शनको प्रयोग कुन रुपमा गरिएको छ ?

उपर्युक्त शोध विषयको चर्चा गरी समाधान खोज्नु नै प्रस्तुत शोधको उद्देश्य हो ।

३. अध्ययन विधि

यस शोध विषयको प्रमुख क्षेत्र योगदर्शन भएकाले मुख्यतया महर्षि पतञ्जलिको योगदर्शनलाई सैद्धान्तिक आधार बनाइएको छ । सामग्री स्रोतका रुपमा योगसिद्धान्तलाई लिइएको छ । मूल सामग्रीका रुपमा सफलताको कथा रिपोर्टाजलाई लिइएको छ । आवश्यक थप अध्ययनका लागि पुस्तकालय अध्ययनपद्धतिको उपयोग गरिएको छ ।

४. अध्ययनको क्षेत्र र सीमा

यस लेखलाई सफलताको कथा रिपोर्टाजमा आधृत लघुशोधका रुपमा तयार पारिएको छ । अन्य सैद्धान्तिक पक्षहरुको अध्ययन नगरी केवल पातञ्जल योगसूत्रका आधारमा मात्र यस रिपोर्टाजको अध्ययन गर्नु नै यस लेखको सीमा हो ।

५. योगदर्शनको सैद्धान्तिक आधार र मान्यता

विश्वका विभिन्न दर्शनमध्ये पूर्वीय आध्यात्मिक दर्शन पूर्वप्राचीन मानिन्छ (मिश्र, सन् २०२२:१०) । यसको शाब्दिक अर्थ र व्युत्पत्तिगत सन्दर्भलाई हेर्दा 'दृश्यते अनेन इति दर्शनम्'(पृ.८) यस विग्रहअनुसार 'दृश्' धातुमा 'ल्युट्' (अन) प्रत्यय जोडिँदा बन्ने दर्शन शब्दले जीवन र जगत्का सत्यतथ्य कुराहरुलाई राम्ररी हेर्न सक्ने भन्ने अर्थ दिन्छ । जसका माध्यमबाट देखिन्छ, हेरिन्छ या दिव्यदृष्टि प्राप्त हुन्छ त्यही नै दर्शन हो । त्यस्तै 'योग' शब्दको व्युत्पत्तिगत अर्थ हेर्दा 'युजिर्' योगे धातुमा भावमा 'घञ्' (अ) प्रत्यय लागेपछि बन्ने यस शब्दले एउटा वस्तुलाई अर्को वस्तुसँग जोडाउने वा मिलाउने काम अर्थनिष्पत्ति हुन्छ । मनलाई परमात्मा (ब्रह्म)सँग मिलाउने वा भेट गराउने दर्शन नै योगदर्शन हो । चित्तको वृत्तिलाई रोक्न सक्नु नै योग

हो (पतञ्जलि, २०७६:११) । दर्शनका विविध क्षेत्रमध्ये योगदर्शन पनि पूर्वीय दर्शन पनि पूर्वीय दर्शनको महत्वपूर्ण उपलब्धि हो । पाश्चात्य मतमा फिलोसफी भनेर चिनिने यस शब्दमा 'योगा' भनेर सम्बोधन गर्न रुचाइन्छ । पूर्वीय दर्शनको आफ्नै सम्पदा 'योग' पश्चिमी सभ्यताको उच्चारणमोहले 'योगा फिलोसफी' भनेर आएपछि विश्वका अधिकांश मानिस योगसँग परिचित हुन पुगेका देखिन्छन् । पश्चिमी दर्शन भौतिकतासँग नजिक रहे पनि पूर्वीय दर्शन पनि आत्मा र परमात्मा (ब्रह्म) तत्वबोधपश्चात् मुक्तिप्राप्तिसँग सम्बद्ध छ । योगबलद्वारा भ्रुकुटीका बिचमा प्राणलाई स्थापित गरेर ईश्वरसँग साक्षात्कार गर्न सक्ने योगी मुक्त हुन्छ (व्यास, २०७५:५३) भनी गीताशास्त्रमा उल्लेख गरिएको छ ।

पूर्वीय जगत्मा योगदर्शनका सर्वप्रमुख वा आधिकारिक व्याख्याता महर्षि पतञ्जलि हुन् । इसापूर्वको दोस्रो शताब्दीका मानिएका उनी पाणिनीय व्याकरणमाथि महाभाष्य लेख्ने विद्वान् वैयाकरण पनि हुन् । उनले पातञ्जल योगसूत्रको रचना गरी योगको वास्तविक स्वरूपलाई चिनाउने काम गरेका छन् । उनका अनुसार योगका आठ अङ्ग छन् : यम-नियमासन-प्राणायाम-प्रत्याहार-धारणा-ध्यान-समाधयोष्ठावङ्गानि (पतञ्जलि, २०७६:६३) । यिनै आठ अङ्ग गयुक्त योगाभ्यासद्वारा सुन्दर छन्त्यालले आफ्नो जीवनमा आइपरेका घनघोर विपत्तिमा पनि धैर्यपूर्वक जीवन समालनसकेको सन्दर्भसँग सम्बद्ध विषयको विश्लेषण गरिन्छ ।

६. सफलताको कथामा योगदर्शन

६.१ विषयवस्तु

सफलताको कथा रिपोर्ताजको विषयवस्तु पारिवारिक घटनामा आधृत छ । रिपोर्ताज विधाको सिद्धान्तअनुसार कसैको जीवनमा घटित सत्य घटनालाई आधार बनाएर यथातथ्य चित्रण गर्ने काम यसमा गरिन्छ । पत्रकारितामा निर्वाह गरिने प्रतिवेदन लेखन तथा सूचना प्रदान, जीवनमा घटित सत्य कथा एवम् निजात्मक निबन्धको अन्तर्धूलनबाट रिपोर्ताज तयार गरिन्छ (नेपाल, २०७९:३७८) । यस पाठमा पनि सत्य घटनाजस्तै प्रतीत हुने योगसाधक एवम् योगप्रशिक्षक सुन्दर छन्त्यालको जीवनकहानीलाई जोडिएको छ । म्याग्दीको गाउँमा जन्मेका छन्त्याल मध्यमवर्गीय परिवारका एकल सन्तान हुन् । आमाबाबु दुवै जागिरे भएकाले उनले काठमाडौँमा बसेर पढी स्नातक उत्तीर्ण गरे । एम.इ. पढ्न तयारी हुँदै गर्दा बुबाको अचानक हृदयाघातबाट मृत्यु हुनु र आमालाई पनि क्यान्सर देखिएपछि दिल्लीमा महँगो उपचार गराउँदागराउँदै भएको पैसाजति सकिनुजस्ता असह्य व्यावहारिक चोटले उनी तनावग्रस्त भए । ऋणको भारीले थिचिएका उनले मनोचिकित्सकलाई पनि आफ्नो स्वास्थ्य जाँच गराउँदै रहँदा आयुर्वेदिक उपचारविज्ञ तथा योगगुरु युरेन्द्र झाबाट योगाभ्यास गर्दा पूर्णतया तनावमुक्त भई स्वस्थजीवनमा उनी फर्के । योगदर्शनमा चर्चा गरिएका अष्टाङ्ग योगको साधनाले नै छन्त्यालले नयाँ जीवन प्राप्त गरेका हुन् ।

६.२ अष्टाङ्गयोगको अभ्यास

सफलताको कथाका मूल पात्र सुन्दर छन्त्यालको कहालीलाग्दो मृत्युन्मुखी जीवनमा एकाएक जीवनेच्छा प्रदान गराउने मूल कारकतत्व योगाभ्यास र ध्यान नै थिए । योगदर्शनका अनुसार विषय वा सांसारिक मायामोहतिर उन्मुख भएको मन नै दुःखको कारण हो । दया, सन्तोष, त्याग, क्षमाशीलताजस्ता असल चिन्तन र धारणा भएका व्यक्तिले योगको अनुभव गर्न सक्छन् । सांसारिक सुख र दुःख भन्ने विषय सपनाजस्तै अनित्य र असत्य छन् त्यसैले संसारमा

सवैलाई निरन्तर सुख वा निरन्तर दुःख भइरहँदैन । तत्वज्ञानीहरु यी सांसारिक सुखदुःखको पर्वाह गर्दैनन् र सधैं खुसी बन्न सफल हुन्छन् भन्ने धारणाको विकासमा योगाभ्यासले ठुलो मद्दत पुर्याउँछ । यिनै विषयहरुयोगगुरु युरेन्द्र भावाट राम्रोसँग बुझेका छन्त्यालले निम्नानुसारका योगाङ्गहरुको अभ्यास गरेको सङ्केत यस रिपोर्टाजमा गरिएको छ :

६.२.१ यम

ईश्वर (ब्रह्म)मा चित्त लगाएर एकाकार वा तदाकार बन्न सक्नुको अवस्था नै योग हो । आगोमा तताइएको फलाम जसरी आगोजस्तै तदाकार बन्छ, उस्तै नै बन्छ त्यसरी नै समाधिमा स्थिर भएर ईश्वरमय बन्न सक्नु नै योग हो । योगको पहिलो खुड्किलाका रूपमा यमलाई लिइएको छ । यमको अर्थ नियमन वा नियन्त्रण हो । निम्न गुणहरुले सम्पन्न हुन सक्नुको नाम यम हो : अहिंसा-सत्यास्तेय-ब्रह्मचर्यापरिग्रहा यमाः (पतञ्जलि, २०७६:६३) अर्थात् मन, वचन र शरीरले कुनै पनि प्राणीलाई दुःख नदिनु नै अहिंसा हो । छलकपटरहित व्यवहारको नाम सत्य हो । कसैको वस्तु नचोर्नु अस्तेय हो । त्यस्तै ब्रह्मचर्य व्रत धारणा गर्नु राम्रो हो । स्वार्थका लागि वस्तुसङ्ग्रह नगर्नु अपरिग्रह हो । यी कुराहरु सुन्दरका जीवनमा परिघटित भएकाले यस पाठमा यमको महत्वलाई स्थापित गरिएको छ ।

६.२.२ नियम

मानिसले पालना गर्नुपर्ने योगको दोस्रो सिँढी नियम हो । योगसूत्रअनुसार शौच-सन्तोष-तप-ईश्वरप्रणिधानानि नियमाः (पूर्ववत्, पृ.६५) अर्थात् नित्य स्नान, शुद्ध भोजन, पवित्र क्रियाकलापहरु शौच हुन् । क्षमताअनुसारको कमाइमा रमाउनु सन्तोष हो । स्वधर्मको पालन नै तप हो । शास्त्राध्ययनबाट ज्ञान आर्जन गर्नु स्वाध्याय हो । सुन्दरको जीवनमा सफल हुनामा नियमको भूमिका उच्च रहेको सङ्केत पाइन्छ ।

६.२.३ आसन

योगको तेस्रो अङ्ग मानिएको आसन भन्नु नै सुखी र स्थिर भएर बस्न सक्नु हो । योगमा ८४ किसिमका शारीरिक व्यापाम गरिने खालका आसनहरु रहेका छन् तापनि योगसाधना गर्दा पद्मासन, पीठासन, भद्रासन, स्वस्तिकासन आदि बढी उपयुक्त हुन्छन् । सुन्दरले योगको अभ्यास गर्दा यस्ता विभिन्न आसनहरु प्रयोग गरी आफूलाई ध्यानमा स्थिर गरेको र योग गरेको सङ्केत पाठमा पाइन्छ ।

६.२.४ प्राणायाम

योगका तीनवटा प्रक्रियाहरु राम्ररी पूरा गरेपछि प्राणायाम गर्न सकिन्छ । प्राणायाम भनेको श्वास-प्रश्वास आदिको गति रोक्न सक्नु हो । योगसूत्रमा श्वासप्रश्वासयोगतिविच्छेदः (पूर्ववत्, पृ.७३) प्राणायामः भनिएको छ । योगदर्शनमा प्राणायामका विविध भेदहरुको चर्चापरिचर्चा गरिएको पाइन्छ । तीमध्ये पूरक, रेचक, कुम्भक जस्ता प्राणायामको उल्लेख अधिकांश मात्रामा गरिएको छ । मुख बन्द गरेर दाहिने नाकको प्वालबाट बिस्तारै श्वास तानेर रोक्ने र बायाँबाट बिस्तारै श्वासबाहिर छोड्ने प्रक्रियाको निरन्तर अभ्यासले मन शान्त र सुस्थिर हुन्छ । अनि मात्र ध्यान गर्न सकिन्छ । सुन्दरले योग गर्दा

प्राणायामादि कार्यहरु गर्दै श्वासको नियन्त्रण गरेको पाठमा सङ्केत पाइन्छ किनभने योगबाट शारीरिक आरोग्य पाइन्छ भन्ने उसको भनाइमा प्राणायामबाट श्वासप्रश्वास प्रक्रियामा आउने स्वस्थताले शारीरिक लाभ दिएको अनुमान गर्न सकिन्छ ।

६.२.५ प्रत्याहार

योगाभ्यासको पाँचौं तह प्रत्याहार हो । प्राणायामको निकै लामो अभ्यासबाट सिद्धि प्राप्त भएपछि मात्रै प्रत्याहार योग हुन सक्छ । महर्षि पतञ्जलिका अनुसार स्वविषयासम्प्रयोगे चित्तस्वरूपानुकार इवेन्द्रियाणां प्रत्याहारः (पूर्ववत्, पृ.७७) भनिएको छ । ध्यान गर्दा बाहिरी वस्तु र पदार्थहरुको सम्झना हराउनु र चित्तमा विलीन हुनुको अवस्था नै प्रत्याहार हो । यस अवस्थासम्म आइपुग्दा मन पूर्णतया आफ्नो नियन्त्रणमा आइसकेको हुन्छ । सुन्दरले योगबाट शारीरिक स्वस्थता पाइने कुरालाई सङ्केत गरेको खासमा बाह्य विषयसँग सम्बन्धित छ । प्रत्याहारकै कारण अन्य विषयवस्तुबाट आफ्नो चित्तलाई छुटाएर आफ्नो नियन्त्रणमा ल्याउन सकेकाले नै सुन्दर योगी बन्न सकेको हो । माथिका यी पाँच बाहिरी वा बहिरङ्ग साधन हुन् भने अन्य तीन अन्तरङ्ग साधना हुन् ।

६.२.६ धारणा (अन्तरङ्ग साधना)

योगसूत्रानुसार देशबन्धश्चित्तस्य धारणा (पूर्ववत्, पृ.७९) अर्थात् बाहिरी वा भित्री कुनै एक ठाउँमा लगाई आफू ब्रह्मचिन्तनमा रमनुलाई धारणा भनिन्छ । सुन्दरले साङ्केतिक रूपमा धारणारूप योगाभ्यासबाट बाह्य विषयबाट विमुख भई अन्तर्मुखी बनेको कुरा स्पष्ट हुन्छ ।

६.२.७ ध्यान (अन्तरङ्ग साधना)

ध्यान योगाभ्यासको माथिल्लो श्रेणीतर्फ उन्मुख भएको अवस्था हो । मानिसभित्रको चञ्चलता हटाई मनलाई विलीन गराउँदै आनन्दपूर्वक परब्रह्मको चिन्तनमा लीन हुनु नै ध्यान हो । यस अवस्थामा ध्यानकर्तालाई कुनै पनि बाहिरी कुरा, सुखदुःख आदिले ध्यान भङ्ग गराउन सक्दैनन् । तत्र प्रत्ययैकतानता ध्यानम् (पूर्ववत्, पृ.७९) अर्थात् परब्रह्ममा वृत्ति लगाएपछि लगातार सोही चिन्तन हुनु ध्यान हो भनिएको छ । सुन्दरले ध्यानबाट मानसिक शान्ति पाइन्छ भन्ने भनाइबाट मनले बाहिरी कुरा सोच्न छोडेर परमात्मामा एकाकार हुन सके बाह्य विषयले मानिसलाई दुःख दिन सक्दैन, जसले सुन्दरतामा रहेको तनावग्रस्ततालाई टाढा बनाई सुन्दरले मानसिक लाभ प्राप्त गरेको स्पष्ट हुन्छ ।

६.२.८ समाधि (अन्तरङ्ग साधनाको सर्वोपरिता)

समाधि अष्टाङ्ग योगको सबैभन्दा माथिल्लो श्रेणीको तल्लीनताको अवस्था हो । ध्यान र ध्येय (ईश्वर)को भिन्नतारहित एकाकार अवस्था नै समाधि हो । तदेवार्थमानिर्भासं स्वरूपशून्यमिव समाधिः (पूर्ववत्, पृ.८०) । अर्थात् समाधिको अवस्थामा योग गर्ने व्यक्तिको मन, चित्तवृत्ति नै शून्यअवस्थामा रहन्छ । कुनै पनि बाहिरी कुरा, हल्लाखल्ला आदिको कति पनि ज्ञान हुँदैन । गाढा निद्रामा परेको भन्दा पनि बढी लट्ठिएको अवस्थामा भित्री चेतना भने ईश्वरमा विलीन भएर एकाकार बनेको हुन्छ । ध्याता (ध्यान गर्नेवाला), ध्यान (ध्याताले गरेको प्रक्रिया) र ध्येय (ईश्वर/ब्रह्म) यी तीनवटै त्रिपुटी एकाकार हुँदा समाधि लाग्छ ।

यसरी उपर्युक्त योगको साधनापश्चात् मनोरोगका सिकार बन्न लागेका सुन्दरको मनोवृत्ति बदलियो । मनका विकारहरु हट्दै गए, जसले उनमा जीवनेच्छा सशक्त बनेर आयो । उनी योगाभ्यासतर्फ भनै सक्रिय भएर अगाडि बढ्दा योगप्रशिक्षक नै बन्न पुगे । जीवनमा गहिरो शान्ति भौतिक वस्तुले दिन सक्दैन त्यसैले पूर्ण सन्तुष्टि र शान्ति प्राप्त गर्न योगाभ्यास अनिवार्य रहेको निष्कर्षमा पुगेका उनी योगप्रशिक्षक बन्न सफल भए । उनी प्राविधिक अधिकृतमा समेत सफल भएर सरकारी जागिरे बन्न सक्ने सफलता पाउनुमा योगाभ्यास र ध्यानले दिएको जीवन परिवर्तनकारी अवस्था नै मुख्य योगदर्शनको गरिमालाई व्यावहारिक रुपमा स्थापित गरिएको छ । यस पाठमा प्रयुक्त योगदर्शनको सन्दर्भलाई जीवन परिवर्तनका लागि सकारात्मक उपायका रुपमा प्रस्तुत गरिएको छ । सुन्दर सांसारिक सुखदुःखबाट टाढा रही योगीको अवस्थामा पुगेको र आफूसँगै अरुलाई पनि योगमार्गमा प्रेरित गरेको कुरा पाठमा स्पष्ट पारिएको छ ।

७. निष्कर्ष

अनिवार्य नेपाली ११ कक्षाको पाठ्यपुस्तकमा समाविष्ट सफलताको कथा रिपोर्ताजमा अष्टाङ्गयोगका सन्दर्भहरु सङ्केतित छन् । आजको भौतिकवादी महत्वाकाङ्क्षी युगका युवायुवतीहरुलाई लक्षित गरी लेखिएको यस पाठले योगदर्शनमा चर्चा गरिएका योगसाधनाहरु अपनाउँदा जीवनमा आइपर्ने ठुलासाना समस्यासँग जुध्न सक्ने आत्मबल प्राप्त हुन्छ भन्ने यथार्थवादी दृष्टिकोण प्रस्तुत गरेको छ । योगसाधना र गहिरो ध्यानले मानिसलाई शान्त, स्वस्थ, आत्मसंयमी र इच्छाशक्तियुक्त बनाउँछ । त्यसैले आन्तरिक वृत्तिलाई सुदृढ बनाउन योगसाधना र ध्यानको आवश्यकता छ भन्ने विषयलाई यस पाठले निष्कर्षण गरेको छ ।

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सारसङ्क्षेप

प्रस्तुत अनुसन्धानात्मक लेख प्रतिवेदनलेखनको सैद्धान्तिक अवधारणा निर्माण गर्नमा केन्द्रित छ। यस लेखमा मुख्यतः प्रतिवेदनलेखन र यसको शिक्षण गर्ने विधिका सम्बन्धमा जानकारी दिइएको छ। सैद्धान्तिक प्रकृतिको विषय भएकाले यसमा द्वितीयक स्रोतसामग्री प्रयोग गरिएको छ। तह, उद्देश्य आदि आधारमा प्रतिवेदनको ढाँचा र शिक्षण गर्ने विधि फरक फरक हुने भएकाले यहाँ स्नातक (शास्त्री/बी.एड./बी.ए.) तहको शिक्षणलाई ध्यानमा राखेर विषयवस्तुको परिचय दिइएको छ। विद्यार्थीलाई प्रतिवेदनलेखनसम्बन्धी सिप केकसरी तयार गराउन सकिन्छ भन्ने मुख्य समस्या र यस समस्याको समाधान गर्ने उद्देश्यले तयार गरिएको यस लेखमा वर्णनात्मक तथा व्याख्यात्मक विधि अवलम्बन गरिएको छ र आवश्यकताअनुसार उदाहरण दिएर विषयवस्तुका बारेमा प्रस्ट पारिएको छ। यस लेखले विद्यार्थीहरूलाई प्रतिवेदन लेखनसिपसम्बन्धी ज्ञान दिने र शिक्षकहरूलाई ज्ञानका साथै शिक्षण विधिका बारेमा अवधारणा स्पष्ट गराउनेछ भन्ने अपेक्षा गरिएको छ।

शब्दकुञ्जी : अनौपचारिक, अवलोकन, औपचारिक, प्रतिवेदन, शिक्षण।

विषयपरिचय

पढ्नु भन्नाले सिक्नु वा जान्नु भन्ने बुझिनाका साथै ज्ञान तथा सिप हासिल गर्नु भन्ने बुझिन्छ। यसलाई शिक्षा आर्जन गर्नु पनि भनिन्छ। विस्तृत अर्थमा लिँदा पढ्नुको तात्पर्यार्थ सुनाइ, बोलाइ, पढाइ र लेखाइ गरी चारै प्रकारका सिकाइद्वारा ज्ञान हासिल गर्नु भन्ने हुन्छ। यो जीवनभर चलिरहने निरन्तर प्रक्रिया हो। शिक्षा आर्जनका माध्यम औपचारिक, अनौपचारिक र अनियमित गरी तीन प्रकारका छन् (श्रेष्ठ र शर्मा, २०७७, पृ.१-२)। औपचारिक शिक्षाको निश्चित उद्देश्य हुन्छ। यसलाई तोकिएको ठाउँ, समय र निश्चित पाठ्यक्रमका आधारमा सञ्चालन गरिन्छ। अनौपचारिक शिक्षा औपचारिक शिक्षाजस्तो खास तह उत्तीर्ण गर्दै जाने प्रकृतिको नभई सिकने व्यक्तिको रुचि र क्षमताअनुसार सिक्दै जाने प्रकृतिको हुन्छ। काम गर्दै जाँदा अनुभवबाट सिक्दै जाने सिकाइलाई अनियमित शिक्षा भनिन्छ। प्रस्तुत अध्ययनमा मूलतः औपचारिक अध्ययनका क्रममा प्रतिवेदनलेखनको सङ्क्षिप्त रूपमा परिचय दिई यसको शिक्षणविधिका बारेमा पनि उल्लेख गरिएको छ।

प्रतिवेदनलेखनका सम्बन्धमा केही पुस्तकहरू प्रकाशनमा आएका पाइन्छन्। प्रकाशित ती पुस्तकहरू बढी मात्रामा विद्यार्थीको सिकाइलाई केही सहयोग पुग्ने प्रकृतिका देखिन्छन् तर तिनमा पूर्णताको कमी रहेको पाइन्छ। अर्कातर्फ शिक्षकले कसरी शिक्षण गर्ने भन्ने कुरा तिनमा उल्लेख गरिएको पाइँदैन। प्रतिवेदन लेखनसम्बन्धमा त्रिभुवन

विश्वविद्यालय अनिवार्य नेपाली शिक्षण निर्देशिका (२०६६) र अन्य केही सामग्री उपलब्ध भए पनि तिनमा विषयको विस्तृत सैद्धान्तिक परिचय दिइएको पाइँदैन अतः प्रतिवेदन भनेको के हो ?, यसका केकति प्रकार हुन्छन् ?, यसको तत्त्वान्तर्गत कुन कुन कुरा पर्दछन् ?, यसको शिक्षणका लागि केकस्तो तरिका अपनाउन सकिन्छ ? भन्नेजस्ता जिज्ञासाको समाधान खोज्नु नै यसको उद्देश्य रहेको छ । यसप्रकार विद्यार्थी र शिक्षकका लागि एकै ठाउँमा पठनसामग्री उपलब्ध नहुनु र भएका सामग्रीमा पनि धेरै नै अपूर्णता देखिएकाले यही रिक्तता र उद्देश्य पूरा गर्नका लागि यो लेख तयार गरिएकाले यसको शैक्षणिक महत्त्व र औचित्य रहने विश्वास लिइएको छ ।

अध्ययनविधि

सैद्धान्तिक प्रकृतिको यस अध्ययनमा पुस्तकालयबाट स्रोतसामग्री सङ्कलन गरिएको छ । खास कुनै कृतिमा आधारित अध्ययन नभई सैद्धान्तिक अवधारणासँग सम्बन्धित अध्ययन भएकाले यसमा प्राथमिक स्रोतका सामग्री उपयोग गरिएको छैन र पुस्तक, निर्देशिका आदि विभिन्न माध्यमका द्वितीयक सामग्री प्रयोग गरिएको छ । गुणात्मक प्रकृतिको यस अध्ययनमा विषयवस्तुको सैद्धान्तिक अवधारणालाई स्पष्ट पार्नका लागि वर्णनात्मक एवं व्याख्यात्मक विधि अपनाइएको छ । विषयवस्तुलाई स्पष्ट पार्नका लागि आवश्यकतानुसार उदाहरण पनि प्रस्तुत गरिएको छ ।

विमर्श र विश्लेषणा

प्रस्तुत अनुसन्धानमा प्रतिवेदनलेखनको सैद्धान्तिक अवधारणालाई प्रस्ट पार्ने क्रममा प्रतिवेदनको अर्थ, संरचना, प्रकार, लेखनप्रक्रिया एवं प्रतिवेदन शिक्षणको उद्देश्य र यसको शिक्षणप्रक्रियाका बारेमा चर्चा गरिएको छ ।

प्रतिवेदनको अर्थ

‘प्रतिवेदन’ औपचारिक लेखनको एक प्रकार हो । यसलाई अङ्ग्रेजीमा चम्पयचत भनिन्छ । सामान्यतः प्रतिवेदन भन्नाले कुनै विषयमा जे भएको छ, त्यसबारे तथ्य, विचार र निष्कर्षसहितको लिखित विवरण भन्ने बुझिन्छ (शर्मा, २०५४ पृ.३६९) । विस्तृतमा भन्दा कुनै घटना, भ्रमण, कार्यक्रम, योजना, प्रगति, सम्भाव्यता आदि पक्षको अवलोकन वा निरीक्षण र अध्ययन गरी सम्बन्धित विषयका बारेमा यथार्थ विवरण उल्लेख गर्नाका साथै आवश्यक सुझावसमेत प्रस्तुत गरी सम्बन्धित निकायलाई बुझाउनका लागि तयार गरिने लेखनलाई प्रतिवेदन भनिन्छ । कुनै समारोह, गोष्ठी आदि कसरी सञ्चालन भए भन्ने विषयमा लेखिएको विवरण, कुनै खास घटना वा कामकारवाहीको यथार्थ जानकारी दिनका लागि लेखिएको विवरण, कुनै खास ठाउँको कुनै खास अवस्थाको जानकारी दिनका लागि लेखिएको विवरण, कुनै निकायले गरेको कामकारवाहीको समयबद्ध विवरण र आयोगहरूले समस्या समाधान गर्नका निम्ति तयार पारेका विवरणलाई समेत प्रतिवेदन भनिने भएकाले यसको क्षेत्र धेरै फराकिलो र आकार पनि विविधतामय रहेको पाइन्छ (आचार्य र गौतम, २०६९, पृ.९८९) । यसमा विषयको प्रकृति हेरी यथार्थ विवरण र सुझावका साथै कारण, विशेषता, सम्भाव्यता, फाइदा आदि पक्षको पनि उल्लेख गरिन्छ । यो प्रायः माथिल्ला निकायमा पेस गर्नका लागि लेखिन्छ । प्रतिवेदन आफैले देखेभोगेका विषयमा पनि लेखिन्छ र अरू व्यक्तिसँग सोधपूछ गरेर पनि लेखिन्छ । यसैले प्रतिवेदन अनुभवमा पनि आधारित

हुन्छ र अनुसन्धानमा पनि आधारित हुन्छ । खासगरी अवलोकन वा निरीक्षणका आधारमा लेखिने प्रतिवेदनभन्दा अध्ययन वा अनुसन्धानका आधारमा लेखिने प्रतिवेदन विशिष्ट र लामो पनि हुन्छ । प्रतिवेदनलेखनका सन्दर्भमा 'अध्ययनमा आधारित प्रतिवेदन' भन्नाले अनुसन्धानमा आधारित गहन र अपेक्षाकृत रूपमा विस्तृत आकारको प्रतिवेदन भन्ने बुझिन्छ भने 'अवलोकन वा निरीक्षणमा आधारित प्रतिवेदन' भन्नाले छोटो आकारको प्रतिवेदन भन्ने बुझिन्छ । प्रस्तुत अध्ययन छोटो आकारको प्रतिवेदनसँग सम्बन्धित छ ।

विषयवस्तुको स्रोत जुनसुकै भए पनि प्रतिवेदन आधिकारिक, तर्कसङ्गत र तथ्यमा आधारित हुनुपर्दछ । सबैखाले प्रतिवेदनको आकार एकै किसिमको हुँदैन । यो उद्देश्य र विषयको प्रकृतिका आधारमा फरक फरक आकारको हुन्छ । परीक्षा प्रयोजन र तहगत लेखनसिपका आधारमा हेर्दा सामान्य रूपमा १२ कक्षासम्मका विद्यार्थीहरूले लेख्ने प्रतिवेदन १५० शब्दसम्मको हुनु उपयुक्त हुन्छ भने सोभन्दा माथिल्ला तहका विद्यार्थीका लागि बढीमा ३०० शब्दसम्मको हुनु उपयुक्त हुन्छ । खास कुनै समस्या समाधान गर्न वा कुनै कार्यको प्रगति थाहा पाउन अथवा कुनै योजना लागु गर्नका लागि तयार पारिने प्रतिवेदन सयौं पृष्ठको हुन सक्दछ ।

प्रतिवेदनको संरचना

हरेक प्रकारका लेखनको आफ्नो ढाँचा भएजस्तै प्रतिवेदन लेखनको पनि आफ्नै प्रकारको ढाँचा छ तर ढाँचाका आधारभूत पक्षमा समानता भए पनि सबै प्रकारका प्रतिवेदन एकै किसिमका भन्ने हुँदैनन् । प्रतिवेदनको प्रयोजनअनुसार यसको आकार, तत्त्व आदि पक्षमा भिन्नता हुन्छ (ओभा, २०६६, पृ.१५३) । अर्कातिर्फ संस्थाहरूको आफ्नै चलन आदि कारणले गर्दा प्रतिवेदनहरूका बिच केही फरकपन देखिन्छ । एकरूपताको अभाव भए पनि उच्च तहका प्राज्ञिक प्रतिवेदन करिब उस्तै उस्तै किसिमका हुन्छन् । यहाँ खासगरी स्नातक र सोभन्दा माथिका तहमा अध्ययन-अध्यापन गर्दा प्रयोग गरिने प्रतिवेदको संरचनाका बारेमा चर्चा गरिन्छ । यस किसिमको प्रतिवेदनलाई निरीक्षण वा अवलोकन प्रतिवेदन भनिन्छ र यो अध्ययन प्रतिवेदनभन्दा छोटो आकारको हुन्छ (अनिवार्य नेपाली..., २०६६, पृ.१२३) । यो निम्नलिखित तीन भागमा संरचित हुन्छ :

परिचय : यो प्रतिवेदनको आदि भाग हो । यसअन्तर्गत शीर्षक र विषयपरिचय पर्दछन् । प्रतिवेदनको सबभन्दा माथिपट्टि बिचभागमा पर्नेगरी शीर्षक राखिन्छ । त्यसपछि प्रतिवेदनको विषयपरिचय दिइन्छ । परिचय दिँदा प्रतिवेदनको विषय, सन्दर्भ र उद्देश्य उल्लेख गरिन्छ साथै सामग्रीसङ्कलन निरीक्षण वा अध्ययन कुन किसिमबाट गरिएको हो भन्ने कुरा पनि उल्लेख गरिन्छ (अनिवार्य नेपाली..., २०६६, पृ.१२३) । विद्यार्थीले लेख्ने पत्रशैलीका छोटो प्रतिवेदनमा भने प्रतिवेदनको उद्देश्य, सामग्रीसङ्कलन आदि कतिपय कुरा रहँदैनन् र शीर्षकभन्दा पछि अनि विषयपरिचयभन्दा अघि प्रतिवेदन प्राप्त गर्ने व्यक्ति वा संस्थाप्रमुख र संस्थाको नाम तथा ठेगाना लेखिन्छ । यस्ता प्रतिवेदनमा परिचयअन्तर्गत घटना वा विषयको सामान्य पृष्ठभूमिमात्र दिइन्छ ।

मुख्य विषयवस्तुको विवरण र छलफल : यो मध्य वा मुख्य भाग हो । यसलाई प्रतिवेदनको मुख्य अङ्ग मानिन्छ । यसमा सम्बन्धित विषयलाई वर्णनात्मक तथा विश्लेषणात्मक रूपमा प्रस्तुत गरिन्छ । यसलाई आवश्यकतानुसार एक वा सोभन्दा बढी अनुच्छेदमा लेखिन्छ । छोटो आकार हुने प्रतिवेदनमा पनि प्रायः एकाधिक अनुच्छेद रहन्छन् । एकभन्दा बढी

अनुच्छेदमा लेख्दा विभिन्न शीर्षक-उपशीर्षक राखेर विषयलाई व्यवस्थित र स्पष्ट पार्न सकिन्छ । यस भागमा अवलोकन, निरीक्षण, अन्तर्वार्ता, अध्ययन आदि माध्यमका आधारमा विषयवस्तुको विश्लेषण गरी तथ्यपरक रूपमा प्रस्तुत गर्ने कार्य गरिन्छ । यसले निष्कर्ष खण्डको सङ्केत गर्दछ ।

निष्कर्ष र सुझाव :

यो अन्त्य भाग हो । अन्त्य भागमा प्रतिवेदनको निष्कर्ष, सुझाव, मिति र प्रतिवेदकको नाम उल्लेख गरिन्छ । यसमा विषयको अवलोकन वा अध्ययन गर्दा प्राप्त भएका मुख्य कुरालाई सुझावसहित निष्कर्ष प्रस्तुत गरिन्छ । सुझाव र निष्कर्षलाई आवश्यकताअनुसार बुँदागत रूपमा वा अनुच्छेदका ढाँचामा छुट्टै पनि लेख्न सकिन्छ । छोटो प्रकृतिको प्रतिवेदनको निष्कर्ष र सुझाव प्रायः एकै अनुच्छेदमा लेखिन्छ । निष्कर्षका अन्त्यमा बायाँपट्टि प्रतिवेदन बुझाएको मिति र दायाँपट्टि प्रतिवेदकको नाम र हस्ताक्षर राखिन्छ । विद्यार्थीले तयार पार्ने प्रतिवेदनमा विद्यालयको नाम, तह र रोलनम्बर पनि उल्लेख गरिन्छ । यसको ढाँचालाई तालिकामा यसरी देखाइन्छ :

क्र.स.	संरचना	विवरण
१	परिचय (आदिभाग)	प्रतिवेदनको शीर्षक
		प्रतिवेदनको छोटकरीमा परिचय
२	मुख्य विषयवस्तुको विवरण र छलफल (मध्यभाग)	प्रतिवेदनको विषय-वर्णन र विश्लेषण
३	निष्कर्ष र सुझाव (अन्त्यभाग)	सुझावसहित प्रतिवेदनको निष्कर्ष
		मिति : नाम, हस्ताक्षर र ठेगाना

शैक्षणिक प्रयोजनवाहेक कुनै आयोग वा सम्भाव्यता अध्ययनसँग सम्बन्धित प्रतिवेदनको आकार बृहत् हुने भएका कारण ती विषयसँग सम्बन्धित प्रतिवेदनको ढाँचा यसभन्दा फरक किसिमको हुन्छ । “लामा प्रतिवेदनमा आवश्यकताअनुसार आवरण, शीर्षपृष्ठ, कृतज्ञताज्ञापन, विषयसूची, सारसङ्क्षेप, विषयपरिचय, विवरण (मुख्य भाग), निष्कर्ष, सुझाव, परिशिष्ट, सन्दर्भसामग्री सूची, सन्दर्भग्रन्थ सूची, विशेष शब्दावली, अनुक्रमणिका आदि तत्त्व रहेका हुन्छन्” (अनिवार्य नेपाली..., २०६६, पृ.१२२-१२३) । थोरै हुने भए पनि “प्रतिवेदनमा उपशीर्षक अनिवार्य रूपमा राख्नुपर्दछ” (ओझा, २०६६, पृ.१५३) भनिएको पाइन्छ तापनि सङ्क्षिप्त आकारका प्रतिवेदनमा उपशीर्षक राख्न अनिवार्य छैन । अवलोकनमा आधारित विवरणप्रधान छोटो आकारका प्रतिवेदनमा प्रायः सामान्य भूतकालिक वा पूर्ण वर्तमानकालिक क्रिया प्रयोग गरिन्छ साथै निष्कर्ष र सुझाव खण्डमा वर्तमान काल र भविष्यत् कालका वाक्यढाँचा पनि प्रयोग हुन्छन् (आचार्य र गौतम, २०६१, पृ.१८९-१९०) । धेरै कुरा थोरैमा समेट्न पर्ने हुँदा यसमा वाक्यसंश्लेषण गरी लेख्नुपर्दछ ।

प्रतिवेदनका प्रकार

प्रतिवेदन यति नै प्रकारका हुन्छन् भनी किटान गरेर बताउन कठिन छ । विद्वान्हरूले यसका प्रकार फरक फरक देखाएका छन् । यसबारे विस्तृतमा उल्लेख गर्दै जोन बाउडेन (सन् २००७) ले अनुसन्धान प्रतिवेदन, प्रगति प्रतिवेदन, सूचनात्मक प्रतिवेदन, लेखा प्रतिवेदन, वार्षिक प्रतिवेदन, विद्यार्थी परियोजना प्रतिवेदन आदि दुई दर्जनजति प्रकारका प्रतिवेदनको नाम उल्लेख गरेका छन् (पृ.१२२-१५४) । मोहनराज शर्मा (२०५४) ले प्रतिवेदनहरू

अनुसन्धान प्रतिवेदन, अध्ययन प्रतिवेदन, सावधिक प्रतिवेदन, प्रगति प्रतिवेदन, पत्र प्रतिवेदन, स्मरणपत्र प्रतिवेदन, निरीक्षण प्रतिवेदन, दैनिक प्रतिवेदन, वार्षिक प्रतिवेदन आदि धेरै प्रकार र प्रकृतिका हुने कुरा उल्लेख गर्नाका साथै प्रस्तुति तथा प्रतिपादनका दृष्टिले मुख्यतः विवरणात्मक, विश्लेषणात्मक र दैनन्दिन प्रतिवेदन गरी तीन प्रकारका हुने जनाएका छन् (पृ.३६९) । ब्रतराज आचार्य र देवीप्रसाद गौतम (२०६१) ले प्रस्तोताका आधारमा स्वैच्छिक प्रतिवेदन र आधिकारिक प्रतिवेदन, विषयका आधारमा प्रहरी प्रतिवेदन, प्रशासकिय प्रतिवेदन, कानुनी प्रतिवेदन, आर्थिक प्रतिवेदन आदि, समयसीमाका आधारमा आवधिक प्रतिवेदन र स्वतन्त्र प्रतिवेदन, प्रयोजनका आधारमा सूचनामूलक प्रतिवेदन र विश्लेषणात्मक प्रतिवेदन, प्राप्तकर्ताका आधारमा आन्तरिक प्रतिवेदन र बाह्य प्रतिवेदन अनि प्राप्तिप्रक्रियाका आधारमा प्रत्यक्ष प्रतिवेदन र अप्रत्यक्ष प्रतिवेदन भनी उल्लेख गरेका छन् (पृ.१८९-१९०) । यस्तै अनिवार्य नेपाली विषय स्थायी समिति (२०६६) द्वारा तयार पारिएको शिक्षण निर्देशिकामा प्रतिवेदनहरूलाई उद्देश्य, कार्य, समय, शैली आदि आधारमा वर्गीकरण गर्न सकिने बताउँदै उद्देश्य वा कार्यका आधारमा निरीक्षण प्रतिवेदन, अध्ययन प्रतिवेदन र आवधिक प्रतिवेदन भनी तीन प्रकारमा वर्गीकरण गरिएको छ भने व्यावसायिक क्षेत्रमा प्रचलित प्रतिवेदनलाई कार्य, समय, शैली आदि आधारमा आवधिक प्रतिवेदन, प्रगति विवरण प्रतिवेदन, निरीक्षण प्रतिवेदन, समापन प्रतिवेदन, अभिकल्प/डिजाइन प्रतिवेदन, अनुसन्धान प्रतिवेदन, सम्भाव्यता अध्ययन प्रतिवेदन, वस्तुस्थिति विवरण प्रतिवेदन, प्रयोगात्मक प्रतिवेदन, पत्र प्रतिवेदन, स्मरणपत्र प्रतिवेदन आदि विभिन्न प्रकारका हुन सक्ने बताइएको छ साथै स्नातक तहको शिक्षणका सन्दर्भमा मुख्यतः निरीक्षण प्रतिवेदन र अध्ययन प्रतिवेदन सान्दर्भिक भएको पनि जनाइएको छ (पृ.१२२-१२३) । यसरी नै रामनाथ ओझा (२०६६) ले प्रतिवेदनलाई उद्देश्य, समय र शैलीका आधारमा विभिन्न प्रकारमा वर्गीकरण गर्न सकिने भए पनि उद्देश्यका आधारमा गरिने वर्गीकरण महत्त्वपूर्ण भएको बताउँदै यस आधारमा प्रतिवेदनहरू निरीक्षण प्रतिवेदन, अध्ययन प्रतिवेदन र आवधिक प्रतिवेदन गरी तीन प्रकारका हुने कुरा उल्लेख गरेका छन् (पृ.१५३) । पारसमणि भण्डारी (२०७६) को मत पनि ओझाको मतसँगै मिलेको पाइन्छ (पृ.६८) । विभिन्न सन्दर्भमा विद्वानहरूले उल्लेख गरेका वर्गीकरणका आधार र प्रकार उपयुक्त भए पनि प्रस्तुत उच्च तहको शैक्षणिक सन्दर्भमा यसका प्रकारलाई निरीक्षण प्रतिवेदन, अध्ययन प्रतिवेदन र आवधिक प्रतिवेदन भनी तीन प्रकारमा वर्गीकरण गर्न सकिन्छ तापनि प्रमुखताका दृष्टिले निरीक्षण प्रतिवेदन र अध्ययन प्रतिवेदन भनी मुख्य दुई प्रकारमा वर्गीकरण गर्नु उपयुक्त हुन्छ ।

निरीक्षण प्रतिवेदन :

अवलोकन वा निरीक्षण गरी बस दुर्घटना, उद्घाटन कार्यक्रम, धार्मिक यात्रा, शैक्षिक भ्रमण, सम्मान समारोह, पुस्तक लोकार्पण, वनभोज कार्यक्रम आदि विषयका बारेमा लेखिने प्रतिवेदनलाई निरीक्षण प्रतिवेदन भनिन्छ । विश्लेषणको मात्रा कम हुने भएकाले यसलाई विवरणात्मक प्रतिवेदन पनि भन्न सकिन्छ । त्यति गहन नभए पनि यो निरीक्षणका आधारमा तथ्य सङ्कलन गरी सूचनात्मक ढङ्गमा लेखिने प्रतिवेदन हो (शर्मा, २०५४, पृ.३६९) । यस किसिमको प्रतिवेदन प्रतिवेदकले देखेभोगेका सामाजिक, आर्थिक, सांस्कृतिक, शैक्षिक आदि विषयक्षेत्रका समस्या तथा विविध कार्यकलापसँग सम्बन्धित हुन्छ ।

अध्ययन प्रतिवेदन :

कुनै घटना, समस्या, सम्भाव्यता आदि पक्षको गहन अध्ययन गरी विश्लेषणात्मक ढाँचामा लेखिने प्रतिवेदनलाई अध्ययन प्रतिवेदन भनिन्छ। यसलाई विश्लेषणात्मक वा अनुसन्धानात्मक प्रतिवेदन भन्न सकिन्छ। “प्रतिवेद्य विषयसँग सम्बन्धित कुनै घटना, समस्या, वस्तुस्थिति, सम्भाव्यता आदिको परीक्षण, निरीक्षण, सोधखोज, सर्जमिन, अभिलेख अध्ययनका साथै अन्तर्वाता, प्रश्नावलीजस्ता विभिन्न माध्यमबाट सङ्कलित सामग्रीलाई व्याख्या-विश्लेषण गरी लेखिने” (अनिवार्य नेपाली..., २०६६, पृ.१२१) भएकाले यस किसिमको प्रतिवेदन महत्त्वपूर्ण मानिन्छ। आगलागीबाट भएको विनाश, बाढीका कारण भएको धनजनको क्षति, हवाई यातायातको सम्भाव्यता, कुनै जातिको संस्कृति आदि यस प्रतिवेदनका विषय हुन सक्दछन्। धेरै पृष्ठका ठुला ठुला प्रतिवेदन पनि अध्ययन प्रतिवेदनभित्र पर्दछन्। यसप्रकार प्रतिवेदनका किसिम धेरै भए पनि प्रस्तुत दुईवटा किसिम बढी महत्त्वका देखिन्छन्। यिनमध्ये पनि अध्ययन प्रतिवेदन अर्थात् विश्लेषणात्मक प्रतिवेदन बढी महत्त्वको देखिन्छ।

प्रतिवेदन लेखनप्रक्रिया

प्रतिवेदन लेखनलाई सुव्यवस्थित बनाउनका लागि निम्नलिखित प्रक्रिया अवलम्बन गर्नु उपयुक्त हुन्छ :

छलफल गरी सम्भाव्य विषयशीर्षक छनोट गर्ने,

स्मरण वा निरीक्षण अथवा सोधखोजका आधारमा तथ्य सङ्कलन गर्ने,

सङ्कलित तथ्य आदि मध्य र अन्त्य जुन भागसँग सम्बन्धित छन् सोहीअनुरूप सङ्गठित गर्ने,

तथ्यलाई क्रम मिलाएर राखी आवश्यकतानुसार विश्लेषणात्मक ढाँचा अवलम्बन गरेर खेप्पा तयार गर्ने,

खेप्पालाई थपघट, तलमाथि आदि मिलाएर साफी गर्ने,

अन्तिम प्रतिवेदन तयार पार्ने।

प्रतिवेदको ढाँचागत नमुना

यहाँ संरचना र प्रकारलाई दृष्टिगत गरी अवलोकन/निरीक्षण प्रकृतिको छोटो आकारको प्रतिवेदनको एउटा नमुना प्रस्तुत गरिएको छ। यसमा प्रयोग गरिएका पात्र काल्पनिक हुन्।

वार्षिकोत्सव समारोहको प्रतिवेदन

कालिका संस्कृत विद्यापीठ गैँडाकोटले मिति २०८० साल असार १० गतेका दिन चालिसौं वार्षिकोत्सव समारोह भव्य रूपमा सम्पन्न गर्‍यो। विगतका वर्षहरूमा भैं विविध कार्यक्रम गरी सम्पन्न गरिएको सो समारोह यो वर्ष श्रीराम पार्टी प्यालेस गैँडाकोटमा सञ्चालित थियो। समारोहमा प्रमुख अतिथिका रूपमा शिक्षामन्त्री मनकुमारी चौधरी रहनुभएको थियो भने कार्यक्रमको अध्यक्षता व्यवस्थापन समितिका ज्येष्ठसदस्य मनकुमार अधिकारीले गर्नुभएको थियो। निरीक्षण तथा अवलोकनका आधारमा तयार पारिएको यस प्रतिवेदनको उद्देश्य वार्षिकोत्सव विगतमा भन्दा केकति राम्रो भयो र आगामी दिनमा अझ कुन कुन पक्षमा सुधार गर्न आवश्यक छ भनी प्राचार्यलाई जानकारी दिने रहेको छ।

वार्षिकोत्सव समारोह दिनको ११ बजेदेखि औपचारिक रूपमा नै सुरु भएको थियो । प्राचार्य सोमराज यादवको स्वागत मन्तव्यपछि प्रमुख अतिथि शिक्षामन्त्री मनकुमारी चौधरीद्वारा ब्यानर पढेर उद्घाटन गरिएको सो समारोहमा मन्तव्य र पुरस्कार वितरणलगायतका कार्यक्रमलाई सँगसँगै लिएको थियो । मन्तव्यका क्रममा सर्वप्रथम शास्त्री प्रथम वर्षमा अध्ययनरत रतनध्वज सापकोटाले विद्यापीठले भौतिक र शैक्षिक स्तरलाई क्रमशः माथि उठाउँदै लिएकामा खुसी व्यक्त गरेका थिए । स्थानीय समाजसेवी सीताराम गैरेले विद्यापीठ धेरै दृष्टिकोणबाट स्तरोन्नत देखिए पनि विद्यार्थीको सङ्ख्या सन्तोषजनक नभएको र भएका विद्यार्थी पनि नियमित रूपमा कक्षमा उपस्थित नहुने गरेका कारण सोचेजति गुणात्मक प्रतिफल प्राप्त गर्न नसकिएको बताएका थिए । अन्य वक्ताहरूले विद्यापीठ क्रमशः अगाडि बढेको धारणा राखेका थिए । मन्तव्यका बिच बिचमा विद्यार्थीहरूले आफ्नो प्रतिभा प्रस्तुत गरेका थिए ।

मन्तव्यकै बिचमा व्यवस्थापन समितिको सदस्यसचिवका हैसियतले प्राचार्य सोमराज यादवले संस्थाको वार्षिक गतिविधि र आगामी वर्षको योजना प्रस्तुत गर्नुभएको थियो । सो समारोहमा वर्षदिनभरि सञ्चालन गरिएका अतिरिक्त क्रियाकलापहरूमा विजयी तथा विभिन्न तहमा सर्वोत्कृष्ट अङ्क प्राप्त गर्ने छात्रछात्रालाई पुरस्कार वितरण गरिएको थियो । कार्यक्रमका अन्त्यतिर प्रमुख अतिथिले मन्तव्यका क्रममा विद्यापीठको प्रगति देखेर आफू सन्तुष्ट रहेको बताउँदै आगामी दिनमा नेपाल संस्कृत विश्वविद्यालयले समयसापेक्ष पाठ्यक्रम निर्माण गर्नुपर्ने धारणा राख्नुभएको थियो । सभाध्यक्ष मनकुमार अधिकारीले अतिथिलगायत उपस्थित महानुभाव र विद्यापीठको विकासमा सहयोग पुऱ्याउने सबैलाई धन्यवाद दिँदै समारोह समापन भएको जानकारी गराउनुभएको थियो । बिहान करिब आठ बजेदेखि पाँच बजेसम्म चलेको सो कार्यक्रमको सञ्चालन उपप्राध्यापक स्वर्गनारायण नेउपानेले गर्नुभएको थियो

कार्यक्रममा विगतका वर्षहरूमा भन्दा बढी सहभागिता रहेको थियो । अतिथि, अभिभावक र विद्यार्थीहरू क्रमशः कार्यक्रमबाट विचैमा बाहिरिएर अन्त्यतिर कार्यक्रम खल्लो हुने विगतको समस्या यसपटक दोहोरिएको थिएन तापनि ठाउँ साँघुरो भएको र बिच बिचमा माइक बिग्रिएका कारण सबैको ध्यान कार्यक्रमप्रति पूर्णतः आकृष्ट हुन सकेको थिएन । आगामी दिनमा कार्यक्रम सञ्चालन गर्दा यस्ता पक्षहरूमा पनि ध्यान पुऱ्याउन सकेका खण्डमा समारोह अझ भव्य हुँदै जानेछ ।

मिति :

२०८१।०२।०३

प्रतिवेदक

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रमेश शर्मा

कालिका संस्कृत विद्यापीठ

शास्त्री द्वितीय वर्ष, रोलन. १२

यस प्रतिवेदनलाई पत्रात्मक ढाँचामा पनि प्रस्तुत गर्न सकिन्छ । पत्रात्मक ढाँचामा प्रस्तुत गर्दा प्रतिवेदको शीर्षकभन्दा तल बायाँतिर यसरी सम्बोधन गरेर लेखिन्छ :

श्रीमान् प्राचार्यज्यू

कालिका संस्कृत विद्यापीठ

गैँडाकोट, नवलपरासी (बर्दघाट सुस्तापूर्व) ।

प्रतिवेदनलेखन शिक्षणप्रक्रिया

प्रतिवेदनलेखन शिक्षणलाई प्रभावकारी बनाउन विभिन्न प्रक्रिया अपनाउन सकिन्छ । यहाँ स्नातक तहको शिक्षण निर्देशिका २०६६ लाई मुख्य आधार बनाई यससम्बन्धी विधिप्रक्रिया उल्लेख गरिएको छ ।

सर्वप्रथम व्याख्यान, प्रश्नोत्तर, छलफल, नमुनाप्रस्तुति आदि विधि अवलम्बन गरी प्रतिवेदनको परिचय, उद्देश्य, संरचना, प्रकार आदि पक्षबारे जानकारी दिने र शिक्षार्थीहरूको जानकारीसँग जोडिएका विषयहरूका शीर्षक पाटीमा टिपेर देखाउने,

सामूहिक छलफलद्वारा कुनै एक शीर्षकसँग सम्बन्धित तथ्याङ्क शिक्षकले पाटीमा टिप्दै जाने वा विद्यार्थीलाई टिप्न लगाउने र तिनलाई क्रमिकता (आदि, मध्य र अन्त्य भाग) एवं प्राथमिकताका आधारमा बुँदाबद्ध गर्ने वा गर्न लगाउने,

निष्कर्षका आधारमा सुझाव तयार गर्ने/गर्न लगाउने र सुझाव धेरै भएमा प्राथमिकताका आधारमा सूची तयार गर्ने/ गर्न लगाउने,

शीर्षकका साथै उपशीर्षक राख्ने भएमा केकति र केकस्ता राख्ने हो त्यसको निर्धारण गर्ने/गर्न लगाउने र पहिला खेप्ना लेख्न लगाई त्यसलाई साफी गरी अन्तिम प्रतिवेदन तयार गर्न लगाउने,

अभ्यास गराउँदा पहिला कक्षाकार्य अनि मात्र गृहकार्यका रूपमा गराउने,

विद्यार्थीले तयार पारेका प्रतिवेदन कक्षामा एकअर्कालाई सुनाउन लगाउने र साथीहरूबाट आएका टिप्णी वा सुझावलाई मनन गर्न लगाउने अनि अन्तमा शिक्षकले कमीकमजोरी बताइदिने,

विद्यार्थीले तयार पारेका राम्रा प्रतिवेदन पढेर सबैलाई सुनाउन लगाउने र सोही नमुनाका आधारमा कमजोर प्रतिवेदनलाई आवश्यक ठाउँमा यस्तो कुरा सुधार गर्नु भनी शिक्षकले निर्देशन दिने,

सम्भव भएसम्म जुन विषयमा लेख्ने हो सोही विषयसँग सम्बन्धित ठाउँमा गई अवलोकन, निरीक्षण, प्रश्नोत्तर आदिका आधारमा तथ्य सङ्कलन गरेर प्रतिवेदन तयार गर्न लगाउने ।

यी आधारभूत प्रक्रियाका साथै शिक्षकले अन्य प्रक्रिया अवलम्बन गरी शिक्षणलाई प्रभावकारी बनाउन सक्दछन् ।

निष्कर्ष

प्रतिवेदन भन्नाले कुनै घटना, कार्यक्रम, प्रगति, सम्भाव्यता आदि पक्षको अवलोकन तथा अध्ययन गरी आवश्यक सुझावसहित तयार पारिने लेखन भन्ने बुझिन्छ । प्रयोजनका आधारमा यसको स्वरूप र संरचना फरक फरक किसिमको हुन्छ । स्नातक तथा सोभन्दा माथिल्ला तहका विद्यार्थीहरूको सिप तथा ज्ञान हासिलका लागि शिक्षण गर्ने सन्दर्भमा तयार गरिने प्रतिवेदन ३०० शब्दजतिको हुनु व्यावहारिक हुन्छ । यसको आदिभागमा विषयपरिचय, मध्यभागमा विषयको विवरण र विश्लेषण तथा अन्त्यभागमा निष्कर्षसहित सुझाव रहन्छ । प्रतिवेदनका प्रकार धेरै हुन्छन् तापनि तिनलाई समग्रमा अवलोकन वा निरीक्षण प्रतिवेदन र अध्ययन प्रतिवेदन भनी दुई प्रकारमा वर्गीकरण गर्न सकिन्छ । यो निर्माण गर्ने आफ्नै प्रकारको विधिप्रक्रिया छ । यसमा शीर्षक चयनपछि तथ्य सङ्कलन गरेर खेप्ना तयार पारी अन्तिम रूप

दिई लेखनप्रक्रियालाई अगाडि बढाइन्छ । यसको शिक्षण गर्दा शिक्षक पथप्रदर्शक वा सहयोगीका रूपमा रही विद्यार्थीलाई नै सक्रिय बनाउनुपर्दछ । यसो गर्दा विद्यार्थीमा आफै गरेर सिक्ने बानीको विकास हुन्छ । यसको शिक्षणबाट विद्यार्थीले एकातर्फ प्रतिवेदनको स्वरूपसंरचनाबारे जानकारी हासिल गर्दछन् भने अर्कातर्फ उनीहरूले प्रतिवेदन लेखनसिप हासिल गर्नाका साथै अन्य प्रकारका लेखन र प्रतिवेदनलेखनका बिचको अन्तर पनि थाहा पाउँदछन् । विद्यार्थीको लेखनसीप विकासका विभिन्न आधारमध्ये प्रतिवेदनलेखन एउटा महत्त्वपूर्ण आधार हो ।

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Homestay and Hospitality Praxis: Some Reflections from Bagmati Province, Nepal

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Abstract

This article explores the evolution and impact of homestay tourism in Nepal, focusing on its growth since its official recognition in the late 1990s. Emphasizing community-based accommodations, particularly in rural areas like the 'Mahabharat Hills' of Bagmati Province, the study utilizes key informant interviews and focus group discussions under an ethnographic approach (carried out in 2019 through 2021) to analyze local perceptions and experiences. It particularly focused on seven homestays. The study highlights the transformative benefits of homestay initiatives, including economic, socio-cultural, and environmental gains facilitated by local institutional support and increasing tourist arrivals. Despite its successes, challenges persist, notably in policy implementation and stakeholder engagement. The research underscores the importance of ongoing policy adaptation and stakeholder feedback for sustainable development. By examining policy trajectories from federal to local levels, the article advocates for continued empirical research to enhance the effectiveness and inclusivity of Nepal's homestay tourism sector. It implies that the effectiveness of homestay tourism could be enhanced by synchronizing provincial and local guidelines, as well as coordinated and concerted efforts from central to local.

Keywords: Homestay, Hometel, Hospitality, Policy, Praxis, Nepal

Introduction

Homestay tourism has emerged as a significant component of Nepal's tourism industry, contributing to both economic growth and the preservation of cultural heritage. Since the formal inception of homestay tourism in 1997, when the first community homestay was established in Sirubari, Syangja district, this model of tourism has rapidly spread across

Nepal (Upreti & Lamsal, 2021; Yadav, 2023), becoming a popular option in both rural and urban settings (Acharya & Halpenny, 2013; Kandel, 2016; MoCTCA, 2010; Tamang, 2021). Homestays offer a unique experience for tourists (Dube & Sharma, 2018; Timalisina & Shah, 2020) by providing not just accommodation but also an opportunity to engage deeply with local cultures, traditions, and lifestyles (Kanel, 2020; Rai, 2018). This form of tourism is increasingly recognized for its "multifaceted contributions" (Dangol, 2007; Yadav, 2019), which include economic benefits, social empowerment, cultural exchange, educational opportunities, and environmental conservation (Bhandari, 2010; Bhandari, 2023; Ranjit & Shrestha, 2018).

The growth of homestay tourism in Nepal aligns with broader national policies aimed at promoting sustainable tourism (Khadka, 2022; Moulin, 2020; Narayana, 2022; Sharma, 2022; Shrestha & Nepal, 2022). The Nepalese Constitution of 2015 (CA, 2015) underscores the importance of tourism in the country's development strategy, advocating for eco-friendly tourism that benefits local communities. The subsequent Local Government Operation Act of 2017 further delegated responsibilities for tourism development, including homestay management, to local governments with enhanced participation of local communities (Bhusal & Pandeya, 2022; Koirala, 2021). This decentralization has played a crucial role in expanding homestay tourism to various districts across Nepal, with significant involvement from local communities.

Despite the rapid expansion and the potential benefits of homestay tourism, several challenges persist (Rajbanshi, 2015; Ranjit & Shrestha, 2018). The quality and sustainability of homestay enterprises largely depend on the capacity and knowledge of the local operators, who are often the backbone of these initiatives (Bhandari, 2013; Devkota et al., 2021; Kumar, 2019). Issues such as inadequate training, limited resources, and lack of proper infrastructure can hinder the growth and sustainability of homestay tourism (Lama, 2022; Lamsal, 2015; Lamsal, 2022; Mishra & Chhetri, 2022). Moreover, the implementation of national policies at the local level has been inconsistent, with gaps in policy adaptation and enforcement posing additional challenges.

Homestay operators in various regions of Nepal, including the 'Mahabharat Hills' (especially of Chitwan Hills; proper name of the area is in 'anonymity' here due to ethical reasons) of

Bagmati Province, have faced unique challenges and opportunities in their efforts to establish and develop homestay enterprises. These operators often have to navigate complex socio-economic landscapes, balancing the demands of tourism with the preservation of their cultural heritage and the well-being of their communities (Kanel, 2020). Their experiences reflect broader trends in Nepal's tourism sector, where the "potential for economic and social benefits" (Khadka, 2022; Lamsal & Bhattarai, 2018) is tempered by the need for effective policy implementation and stakeholder engagement.

This article aims to explore the lived experiences of homestay operators in Nepal, focusing on their motivations, challenges, and strategies for sustaining homestay enterprises. By examining the perspectives of these operators, particularly in the Mahabharat Hills, the article sheds light on the dynamics of "community-based rural tourism in Nepal" (Ghimire, 2023). It also highlights the importance of ongoing capacity development, external facilitation, and policy support in enhancing the effectiveness and inclusivity of homestay tourism.

Through this exploration, the article contributes to a deeper understanding of the practical realities of homestay tourism in Nepal and offers insights into how this model can be further developed to maximize its benefits for local communities and the national economy. Also, as such, this article not only provides an overview of the current state of homestay tourism but also offers recommendations for future policy and practice that could help to address the challenges and capitalize on the opportunities presented by this unique form of tourism. The study's findings contribute to a deeper understanding of the operational and policy-related dynamics of homestay tourism, particularly within the context of community-based tourism in Nepal and in the study area.

Objectives of the study

The primary aim of this study is to explore the key trends and trajectories in the development of homestay tourism and the formulation and implementation of related policies in Nepal. Additional objectives included evaluating the strengths of existing legal frameworks supporting community homestay initiatives and analyzing the limitations of current policies from the perspectives of community stakeholders involved in homestay tourism.

Methodology

This research employed an ethnographic approach guided by an interpretive paradigm with a reflective methodology (Campbell & Lassiter, 2015; Dawson, 2013; Gobo, 2011; Hammersley & Atkinson, 2019) to explore the lived experiences of homestay operators in the 'Mahabharat Hills' of Bagmati Province, Nepal. The area is inhabited dominantly by Chepangs (Gautam & Thapa-Magar, 1994; Gurung, 2016), Magars, Brahmin/ Chhetris and "Dashnami" (Giri, Puri, Sanyasi).

Recognizing that each community and individual possesses unique experiences and perspectives, the study aimed to uncover the social realities of homestay operators in this region. A 'purposive sampling technique' (Bogdan & Biklen, 2011; Denzin & Lincoln, 2018; McDonald, 2017; was used to select seven homestays, focusing on those with substantial experience in providing homestay services. Both male and female operators were observed in their daily activities, particularly their roles in homestay operations and cultural practices. However, an intensive *bhalakusari* was held with the women operators to share their experiences as key players of homestays.

The data collection process spanned from 2019 to 2021, during which the lead researcher conducted intermittent field visits totalling twelve weeks. A combination of qualitative data collection methods was employed, including focus group discussions (FGDs) and unstructured as well as semi-structured interviews termed '*bhalakusari*' or informal conversations. In the *bhalakusari*/ key informant interviews, seven homestay operators (women) took part; however, in the three FGDs, there were more than 18 men and women members of the homestay group, including local cooperative leaders, who are also the key players of homestay promotional activities in the area. These methods were supplemented by a thorough literature review of statutory and legal documents related to homestay tourism at the Federal, Provincial, and Local government levels. The data collected were manually synthesized, and themes and issues were developed to systematically analyze the findings. The research also included insights from key informants both in the study area and in Kathmandu, providing a comprehensive understanding of the challenges and opportunities within homestay tourism policy and practice in Nepal. As indicated above, for ethical reasons, pseudonyms were used for all participants and the research site. The

gist and cruxes of the interactions and observations have been reflected in the findings below.

Key findings and insights

The findings of this study suggest that while there have been significant strides in promoting homestay tourism, much work remains to be done to ensure its sustainability and effectiveness. The role of local governments, the need for ongoing capacity building, and the importance of integrating stakeholder feedback into policy development are all critical factors in the continued growth of homestay tourism in Nepal (**Table 1**).

Table 1:

Key themes from the findings

SN	Key themes	Descriptions of key features
1	Historical and Strategic Evolution of Nepal's Tourism	<i>Nepal's tourism policies have evolved from the 1951 democratic transition to the 1972 Tourism Master Plan and beyond, laying the foundation for the sector's growth.</i>
2	National and Local Policy Integration	<i>The interplay between national tourism policies and localized adaptations highlights both progress and challenges, with provincial and local governments striving to align with federal directives.</i>
3	Homestay Tourism Legal Framework	<i>The 2010 Homestay Operation Directive is a key policy, but its implementation faces challenges related to infrastructure, registration, and support for marginalized communities.</i>
4	Community Involvement and Management	<i>Community Homestay Management Committees are vital for policy implementation, but their effectiveness is limited by capacity gaps and inconsistent monitoring.</i>
5	Future Challenges and Opportunities	<i>Addressing the gaps between policy and practice, enhancing local capacities, and improving infrastructure is critical for the sustainable development of homestay tourism in Nepal.</i>

(Source: Developed by author, 2024)

Historical Context and Evolution of Nepal's Tourism Policies

Nepal's tourism development formally began after 1951, following the country's democratic transition. Initial efforts included easing visa processes, opening trekking areas, and establishing national parks. The 1972 Tourism Master Plan was a significant milestone, setting a foundation for the sector's growth. The creation of the Tourism Ministry in 1978 and the Nepal Tourism Board in 1998 further institutionalized tourism development

(NTB, 2022). By 2019, Nepal saw its highest tourist arrivals, and although the COVID-19 pandemic (Gautam & Khatri, 2021) disrupted progress, the sector is on a path to recovery.

National and Provincial Tourism Planning

The 1972 National Tourism Master Plan emphasized five key tourism types—sight-seeing, trekking, recreation, pilgrimage, and Nepal-style tourism—and identified major destinations. Despite the plan's long-term impact, a lack of subsequent comprehensive plans hampered tourism infrastructure development (Bhattarai, 2022; Wagle, 2017; Yadav, 2019). In recent years, provincial and local governments have begun creating their tourism plans, emphasizing rural tourism, pro-poor strategies, and community participation.

Homestay Tourism Development and Legal Instruments

The concept of homestay tourism began in Sirubari and expanded across Nepal, with the government formalizing it through the 'Homestay Operation Directive- 2010' (Yadav, 2023). This Directive (in which this author was also involved in the outlining and drafting processes) set standards for homestay operations, focusing on accommodation, cultural exchange, local production, and community empowerment (Bhandari, 2013; Ghimire, 2023; Kandel, 2016; Shrestha, 2018; Tamang, 2021; Timalina & Shah, 2020; Uprety & Lamsal, 2021). Despite its intentions, issues such as lack of infrastructure, registration challenges, and limited support for marginalized communities remain.

Provincial and Local Adaptation of Homestay Policies

Since the 2015 Constitution (CA, 2015), provinces have gained the authority to manage tourism resources and have developed their homestay directives, often modelled after the federal guidelines ('Homestay Operation Directive- 2010'). Provinces like Gandaki have been proactive in promoting homestays, offering grants and technical support. However, the reliance on centrally-developed guidelines has led to similar challenges across regions, with limited adaptation to local contexts.

Community Homestay Management and Codes of Conduct

Community Homestay Management Committees (CHMCs) play a crucial role in implementing homestay guidelines (Dube & Sharma, 2018) and developing local codes

of conduct (CoC). Almost in all destinations, these codes typically emphasize rotational guest distribution, standard menus, noise restrictions, and respect for local customs (MoCTCA, 2010). However, the effectiveness of these committees is often undermined by a lack of awareness, leadership, and capacity. Moreover, while CoCs are developed, their implementation and monitoring remain inconsistent.

Challenges in Implementation and Monitoring

Despite the robust legal frameworks and guidelines, the practical implementation of homestay policies and codes of conduct faces significant challenges in Nepal. The lack of adequate training, leadership, and monitoring mechanisms hinders the effectiveness of these initiatives. The gap between policy and practice is evident, with many communities struggling to enforce the standards they have set. To address these challenges, it is essential to enhance the capacity of local homestay management committees through training and awareness programs.

A more localized approach to policy-making, with better adaptation to regional contexts, could improve the effectiveness of homestay tourism. Additionally, improved infrastructure, streamlined registration processes, and increased financial support for marginalized communities are crucial for the sustainable development of homestay tourism in Nepal.

A summary of overall challenges faced by the homestay operators

Homestay tourism in the Mahabharat Hills of Bagmati Province has faced significant challenges over the past two decades. Initially, the area was promoted as "Naturally and Culturally Rich 'Mahabharat Hills'," with support from various international and national organizations, leading to the establishment of several homestays. However, after the rural tourism development project's active phase and the devastating 2015 earthquake, the homestay business significantly declined. Recently, the rise of "hometels" (providing homestay facilities plus small hotel operations with almost 16 hours' opening, e.g. from 6 am to 10 pm) has further impacted traditional 'community-initiated homestays'. These "hometels", more demand-driven and profitable, have attracted younger tourists, leading to a decline in homestay operations in the area.

Local actors' mobilization has also decreased due to the reduced number of tourists and

diminished support from organizations. The COVID-19 pandemic exacerbated these challenges, bringing tourist numbers to an all-time low (Kanel, 2020). Additionally, there has been a lack of focus on sustainable practices, limited financial support, and delays in homestay registration due to changes in the local government system. Climate change has also emerged as a significant threat, affecting tourism resources and activities. The absence of homestay classification based on infrastructure and the lack of capacity development for the Homestay Committee has further hindered progress. Moreover, the value chain concept in homestays and local tourism has not received adequate attention, limiting the potential for sustainable development in the region.

Conclusion

The review of Nepal's tourism policies, particularly in the homestay sector, reveals notable progress and challenges. While the sector has gained attention and support from all government levels, including provincial and local administrations, there are gaps in policy prioritization and capacity development. Despite the existence of federal, provincial, and local guidelines for homestay operations, their implementation is criticized for being inadequate. The delegation of responsibilities to lower government levels has been hindered by insufficient human resources, lack of training, and various limitations, affecting the effectiveness and impact of the homestay development process.

Additionally, the study highlights that effective social mobilization for community homestay development involves a comprehensive approach. This included tourism awareness, group formation, financial schemes, management training, and exposure tours. Homestay operators benefited from motivational sessions and visits to successful models, fostering entrepreneurial spirit. The provision of seed money and support for micro-enterprises encouraged local people to form and sustain groups, which often evolved into cooperatives. Despite the valuable knowledge and resources provided by facilitating organizations, the sustainability of such initiatives is challenged by limited ongoing support from local and national governments. Local leadership development is crucial to maintaining and advancing these tourism programs. Limited research on the socio-economic, cultural and environmental impacts of local tourism/ homestay enterprising in the area is felt, due to which timely accommodation of new developments and requirements has been minimal.

Implications

The study indicates that facilitating organizations must provide comprehensive support, both technical and motivational, to encourage local engagement in new ventures like homestay enterprising in real praxis. Community-driven initiatives and leadership development are vital, with a focus on integrating the emerging "hometel" concept within or alongside the traditional homestay system. The shift towards "hometels" and off-farm income sources, driven by factors such as the 2015 earthquake and COVID-19, underscores the need for targeted research and locally-developed policy and praxis instruments to address these evolving trends effectively.

This research also implicates the need for updating Nepal's homestay policies to align with current developments and challenges. In particular, revising the 'Homestay Operation Directive- 2010' and the 'Tourism Policy-2008' will further facilitate the integration of inclusive growth, climate-responsive strategies, and socialism-focused efforts as per the intent of the Constitution of Nepal, and also Nepal's Tourism Strategy. Aligning these updates with the Sustainable Development Goals (SDGs) and addressing post-COVID tourism recovery are also essential. Overall, to enhance the effectiveness of homestay tourism, synchronizing provincial and local level guidelines is also crucial to minimize stakeholder confusion and possible duplicating roles. Additionally, the revision of local codes of conduct (COC) by homestay committees will ensure better reflections of recent developments and can enhance the effectiveness of homestay management with more cultural and environmental sensitivity. Likewise, a concerted and coordinated focus on the promotion and marketing of community homestay tourism under the unified brand of "Nepal Homestay"—which was conceptualized long ago but not implemented with focused activities—can help bring more international and domestic tourists.

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