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## **Editorial**

We are pleased to publish the second volume of research paper writing entitled "Academic Journal of DAMC". In this issue, there are ten articles that provide the critical and interdisciplinary perspectives to understand and investigate diverse issues related to education & commerce. It consists of a wide range of articles ranging from teaching strategies, literatures, linguistics, education, economics and share market and auto biography.

Devdaha Aadarsha Multiple Campus, a QAA oriented campus, has realized the essence of research in academia and is marching its steps in academic journey. This journal is not only the property of campus but also the voices of intellectuals in burning issues. The Research Management and Publication Cell (RMPC) under QAA section has been actively operating its assigned roles and responsibilities to fill up the gap on research. RMPC has a good support and cooperation to bring this journal in your hand. This journal has become a platform to publish the research based articles and conceptual articles. I, as an editor-in-chief, assure you that this volume will be highly beneficial for students, lecturers, researchers and those who are involved in research tasks. This bilingual journal has included the articles from both English and Nepali language. All the articles are peer reviewed by Ph.D. holders and professors.

The journal could not have been published with out the rigorous support and cooperation of many helping hands. So I would like to extend my sincere gratitude to all article writers, readers, advisors, researchers and peer-reviewers. Eventually the constructive suggestions and feedback are ever wel comed for its upcoming volumes.

Thanks !  
Hom Nath Sharma  
Editor-in-Chief



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## Quantitative Research in English Language Education: Uses and Limitations

Dinesh Panthee

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### Abstract

Quantitative research is based on positivism which holds that there are facts with objective reality that can be expressed numerically. Quantitative research is very important in different variables of English language education. This paper presents the uses and limitations of quantitative approaches to educational research with a particular focus on English language Education. It was a narrative literature review the researcher had gone through the relevant literature and analyzed and interpreted the information in different themes. The findings of the study revealed that quantitative research is the dominant method in English language education; researching four language skills, different aspects, teaching methods, motivation, language testing, and assessment by using statistical techniques of research. It is also found that quantitative research in English language education provides a systematic and data-driven approach to understanding language acquisition, improving instruction, and informing educational policies and practices. This paper revealed that quantitative research is unable to capture the full range of factors and variables that influence language acquisition, such as sociocultural context, individual motivations, and affective factors. Variations in learning styles, prior knowledge, cultural backgrounds, and personal motives that affect language learning outcomes could not be adequately accounted for by quantitative research. It is also found that there is a challenge to obtain informed consent, protect participant anonymity, and ensure fair representation, particularly in large-scale studies or analyses of existing datasets.

**Keywords:** Quantitative Research, Positivism, Educational Research, English language education,

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### Introduction

Research is a careful and comprehensive study of a specific problem, concern, or issue using the scientific method. There are quantitative, qualitative, and mixed types of research designs. The process of collecting observable data to address a research topic using statistical, computational, or mathematical methods is known as quantitative research. Qualitative research is a study that collects and works with non-numerical data and that seeks to interpret meaning from these data that help understand social life through the study of targeted participants or places. Mixed methods research refers to a research approach that combines both qualitative and

quantitative methods in a single study. It involves collecting and analyzing both numerical data (quantitative) and non-numerical data (qualitative) to provide a more comprehensive understanding of a research topic or question. Quantitative research is defined as a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques (Muijs, 2010). It collects information from existing and potential students, teachers, policymakers, parents and administrators using sampling methods and sending out online surveys, online polls, questionnaires, etc., the results of which can be depicted in the form of numerical (Johnson & Christensen, 2019). After careful understanding of these numbers predict the future of any academic institution's service and make changes accordingly.

### **Quantitative Research**

Quantitative research explains phenomena through the collection of numerical data and analysis using mathematically based techniques, particularly statistics (Muijs, 2010). Quantitative research is based on positivism which believes that the social world consists of concrete and unchangeable reality which can be quantified objectively. In positivist ontology, reality and universal 'truths' are externally observable (Guba & Lincoln, 1994). Positivism sees the world as mostly static and seeks to apply scientific methods to new fields including the study of human behavior, social institution, and history (Hammersley, 2007). Epistemologically, researchers opting for the positivist paradigm are assumed to use scientific methods to uncover the knowledge that is highly objective and empirically verifiable (Muijs, 2010). Positivists believe in the possibility to create new knowledge free from bias, and that facts can exist separately from the influence of people or researchers and the world around them. For quantitative researchers, the knowledge that counts is precise, objective, verifiable, and replicable; therefore, they employ strategies of inquiry such as experiments and surveys (Dawadi, 2017). So we finally get to understand the truth about how the world works. We are capable of studying the physical world objectively by creating trustworthy measurement tools. Bryman (1988) argues that quantitative research is typically taken to be illustrated by the social survey and by experimental investigations. So quantitative research denotes amounting to something. It attempts to investigate the answers to the questions starting with how many, how much, and to what extent. Bryman (1988) illustrates that this research tradition is usually depicted as exhibiting many of the hallmarks of a natural science approach. The epistemology upon which quantitative research is erected comprises a litany of preconditions for what is warrantable knowledge, and the mere presence of numbers is unlikely to be sufficient According to Creswell (2004), in quantitative research, the requirement to explain why something happens or trends in the field are used to identify a research challenge. This type of research typically involves the use of structured data collection instruments, such as surveys, questionnaires, or experiments, to gather data from a large number of participants



or subjects. It is a set of strategies, techniques, and assumptions used to study psychological, social, and economic processes through the exploration of numeric patterns. Quantitative research aims to produce knowledge and foster a better understanding of society. The next objective of quantitative research is to gather numerical information from a group of participants and then extrapolate the findings to a wider group of participants to explain a phenomenon. Researchers generally use quantitative research when they want to get objective, conclusive answers. Quantitative research is used by social researchers, including teachers, students, scholars, and communication researchers, to observe phenomena or occurrences affecting individuals. Researchers in social science are concerned with the study of people. It is a way to learn about a particular group of people, known as a sample population. Allen (2017) states that using scientific inquiry, quantitative research relies on data that are observed or measured to examine questions about the sample population. The results achieved from this research method are logical, statistical, and unbiased (Martin & Bridgmon, 2012).

### **Quantitative Research in Education**

Educational research is a systematic study to gain a better understanding of the educational process, generally intending to improve its efficiency. It is an application of the scientific method to the study of educational problems. The goal of educational research is to find a solution to a challenge in the field of education. Any correctly conducted research is important in education as it provides information about the education system as a whole, or different parts of the system, or the people involved in the educational process e.g. teachers and students. Quantitative research in education is a systematic and structured approach to studying educational phenomena using numerical data and statistical analysis. It plays a crucial role in informing educational policies, improving instructional practices, and advancing our understanding of educational processes and outcomes. Quantitative research in education can address a wide range of topics, including student learning and achievement, instructional methods and effectiveness, curriculum development, assessment and evaluation, educational policies, and the impact of educational interventions. Researchers often use large-scale surveys, standardized tests, and existing databases to collect data on a representative sample of students, teachers, schools, or educational systems. This allows for the generalizability of findings to a larger population. Quantitative research in education typically follows a structured and rigorous approach to ensure objectivity and reliability. It involves formulating research questions or hypotheses, designing a study, selecting a sample, collecting data through surveys, tests, or observations, and analyzing the data using statistical methods. Researchers use various statistical techniques, such as descriptive statistics, correlation analysis, regression analysis, and inferential statistics, to analyze the data and draw meaningful conclusions. If we carry out quantitative research properly with enough sample size, a solid control group, and a valuable measure to truly

make the results valid and important.

This paper aims to discuss the uses of quantitative research in social science concerning education. The objective of this paper is to examine the uses and limitations of quantitative research in English language education.

### **Literature Review**

Quantitative research in English education provides numerical data that can prove or disprove a theory, and administrators can easily share the number-based results with others. It helps to find out solutions to issues in English education through measurement, evaluation, and statistics. This section reviews available relevant literature on quantitative research in English education.

Brown (2011) examines quantitative research in the field of second language studies. He defines quantitative research as any research that focuses on counting things and on understanding the pattern of emerges from those counts. He has divided quantitative research into descriptive, exploratory, quasi-experimental, and experimental studies. He further states that these are not mutually exclusive categories.

Demetrius and Bryan (2012) state that quantitative studies in English language education provide data that can be expressed in numbers thus, their name. Since the data are numerical, we may employ statistical tests to draw conclusions about them. These can include inferential statistics like t-tests, ANOVAs, or multiple regression correlations (MRC), as well as descriptive statistics like the mean, median, and standard deviation (Demetrius & Bryan, 2012). Through statistical analysis, we may extract key information from study data, such as demographics, preference trends, and divisions between groups.

In a book chapter, Watt (2015, p. 91) demonstrates how using a quantitative approach to study teaching English as a foreign language (EFL) will accomplish substantially the same goals as applying this methodology in the more general domains of education. He continues by saying that quantitative research techniques can be useful in collecting data to support the viability of this objective or in assessing examples of how EFL teaching and learning methods are in line with the critical pedagogy concept.

In the social sciences, such as English Education, the quantitative technique is shown by Ahmad et al. (2019) to be the predominant study framework. It seeks to establish causality between two variables by employing computational, statistical, and mathematical techniques. It is a collection of methods, assumptions, and methods for studying social, psychological, and economic processes through the investigation of numerical patterns. It also collects a variety of numerical data. While other times the numeric structure is enforced, certain numerical data is innately quantitative. They go on to say that gathering quantitative data enables researchers to do basic to more complex statistical studies that aggregate the data. In contrast to qualitative research, this study uses procedures including questionnaires,

systematic observations, and experiments.

Quantitative research uses the techniques used in the natural sciences to get hard data and numbers. It is used to quantify attitudes, behaviors, and other factors so that generalizations can be drawn from a wider population. In order to express facts and identify trends in the study, quantitative research uses quantifiable data. To determine findings, statistical and mathematical procedures are used. Researchers who employ the quantitative research method frequently aim to quantify the degree and emphasize measurable outcomes. Understanding the link between an independent and dependent variable in a population is the aim of quantitative research in English teaching.

### **Methodology**

This paper is a review of the relevant literature of research mostly research designs. For getting a comprehensive background for understanding the current knowledge in quantitative research methodologies researcher adopted a narrative literature review. For this researcher collected different books, searched materials on the internet, and read them by making notes for necessary information and developed an understanding of the topic then created meaning on the topic which was in the form of data. These data were interpreted in different thematic subheadings in the form of academic writing.

### **Results and Discussions**

This section presents the collected information using different topics on the basis of the following themes.

#### **To Find out Proficiency Level English Language**

Quantitative research can be useful in determining proficiency levels in the English language by providing objective and measurable data. Quantitative research is used to investigate the proficiency level of the English of different levels of students regarding their gender, nature of the institution, medium of instruction, and stream. Quantitative research often involves the use of standardized language tests such as the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). These tests use statistical techniques to establish proficiency levels based on scores, allowing for a standardized and comparable assessment of language skills. Johnson, (2011) explains that the attained data analyze by using the mean, Mann-Whitney U-test, and H-test of the non-parametric tests. The research questions like what is the ELP level of students in higher secondary education, for example? What gender-based differences exist in learners' ELP levels? What differences exist between the learners' ELP levels in terms of the institution's structure? How does the ELP level of the learners differ in terms of the teaching method? What are the faculty differences between the learners' ELP levels?

Researchers may develop proficiency scales or frameworks that define different levels of language proficiency. These scales provide a quantitative structure for categorizing language skills based on specific criteria, such as vocabulary range, grammatical accuracy, fluency, and comprehension. Quantitative analysis can be used to determine an individual's proficiency level based on their performance against these criteria. Quantitative research can involve the use of surveys and questionnaires designed to gather information about language proficiency (Geva, 2006). Participants may be asked to rate their own abilities in various language skills, such as speaking, listening, reading, and writing, using Likert scales or other quantitative rating systems. The data collected can be analyzed statistically to identify trends and proficiency levels across different groups. For showing the result of the research researcher can use different statistical tools, scales, tables, charts, figures, etc. Quantitative research provides a systematic and data-driven approach to assessing English language proficiency. It enables researchers to establish proficiency levels, develop scales and frameworks, compare individuals or groups, and identify factors influencing language skills. However, it's worth noting that language proficiency is a complex construct, and quantitative research should be complemented with qualitative approaches to gain a more nuanced understanding of an individual's language abilities. Quantitative research involves the use of statistical techniques to analyze and interpret data. Researchers can use statistical methods to identify patterns, relationships, and differences in language proficiency across various variables, such as age, education level, or language learning experience. This allows for a more comprehensive understanding of proficiency levels and the factors that may influence them.

### **Find out the Effectiveness of Different Types of Approaches, Methods, and Techniques.**

Quantitative research is used to evaluate the effectiveness of different types of approaches, methods, and techniques of teaching and learning. It involves the collection and analysis of numerical data to draw conclusions and make inferences about a particular phenomenon or research question According to Elik and Aydn (2018), it also looks into the variables impacting the choice of English language teaching methodologies in the EFL environment. This type of research is also used to compare the different approaches, methods, and techniques. Researchers may use experimental research for using any innovative methods by conducting a pretest and posttest method. The research questions related to the students' perceptions towards particular methods and techniques of language, their appropriateness for their English language needs, suitability for their level of English language proficiency, and ability to cater to their diverse interests (Mason, 2017). In the context of assessing approaches, methods, and techniques, quantitative research can be used to measure their impact, compare their effectiveness, and identify any significant differences or patterns.

By using quantitative research, researchers can gather data from a large sample size, apply standardized measurement tools or scales, and conduct statistical analyses to obtain objective and quantifiable results. This allows for generalization and the ability to draw conclusions about the broader population or phenomenon under investigation (Elik&Aydn, 2018). Researchers also employ various statistical analyses and tests to examine the relationship between variables and determine the extent to which a particular approach or technique produces desired outcomes. This type of study employs a quantitative approach in the form of a questionnaire consisting of different items that may be designed to identify students' perceptions of the benefits and challenges of the use of particular approach methods and techniques. Students require to rate each item using a four-point Likert scale (ranging from 1 strongly disagree to 4 strongly agree). The collected data are tabulated and statistically analyzed using descriptive and inferential statistical tools. Quantitative research is valuable for examining the effectiveness of different approaches, methods, and techniques, it may not provide a complete understanding of the underlying reasons or mechanisms driving those effects. In such cases, qualitative research methods can be used in conjunction with quantitative approaches to gain deeper insights into participants' experiences, perceptions, and contextual factors that may influence the effectiveness of the approaches being studied.

### **Find out the Impact of Examination on Classroom Teaching and Learning.**

Quantitative research is used to find out the impact of examination on classroom teaching and learning. Quantitative research can involve analyzing students' academic performance data, such as grades, test scores, and attendance records (Davison & Dustova, 2017). By comparing performance before and after examinations or examining performance across different classrooms or schools with varying examination practices, researchers can assess the impact of examinations on learning outcomes. Quantitative surveys can be administered to students, teachers, and other stakeholders to gather data on their perceptions and experiences related to examinations. The data collected can be analyzed using statistical methods to identify trends, correlations, and potential impacts on teaching and learning. This means the survey gives us preliminary information related to our main issue. Dawadi(2018) states that the quantitative approach to data collection can bring breadth to the study by supporting the researcher with accumulating data about different aspects of a phenomenon from different participants. Researchers can use standardized tests or assessments to measure student learning outcomes and compare them across different classrooms, schools, or educational systems. Researchers can design controlled experiments to investigate the causal relationship between examinations and teaching/learning outcomes. For example, they may randomly assign classrooms to different examination conditions (e.g., high-stakes exams vs. low-stakes exams) and compare the subsequent effects on student achievement using quantitative measures (Davison & Dustova, 2017). This allows for quantitative

analysis of the impact of examinations on students' knowledge acquisition and retention. By comparing performance before and after examinations or examining performance across different classrooms or schools with varying examination practices, researchers can assess the impact of examinations on learning outcomes.

### **In Language Testing and Assessment**

Quantitative research is highly valuable in the field of language testing and assessment that provides a systematic and data-driven approach to understanding various aspects of language proficiency and evaluating language tests (Rahman, 2016). Researchers of language testing around the world generally employ quantitative research techniques for their research. The use of quantitative research in language testing and assessment is helpful to grant a detailed and measurable expression to the qualitative ideas, after which the conclusions drawn from the quantitative approach's statistical analysis are understood using qualitative methods. Quantitative research is very important in language testing and assessment because it addresses test validity to some extent which is the core concept of testing and assessment. It offers valuable insights into test quality, fairness, and validity, and helps ensure the effectiveness and reliability of language assessments. If any researcher wants to carry out language proficiency assessment research, he has to show the different variables such as EFL students and non-EFL students, and tests in four language skills; listening, speaking, reading, and writing, and variables on different aspects of language such as vocabulary, grammar, pronunciation and class variables like the beginning, intermediate and advanced (Rahman, 2016). Quantitative research can investigate the impact of language testing on teaching and learning outcomes. By analyzing test scores and correlating them with instructional practices or student performance, researchers can gain insights into how language testing influences teaching approaches, curriculum design, and learning outcomes.

### **Uses of Quantitative Research in English Language Education**

Quantitative research can examine the process of language acquisition by collecting data on language learners' performance and progress. Researchers can use quantitative methods to analyze large datasets, such as language learner corpora or longitudinal studies, to identify patterns and trends in language development. This helps in understanding how learners acquire specific linguistic features, grammatical structures, vocabulary, and pronunciation (Hammersley, 2007). Quantitative research allows for the evaluation of instructional interventions in English language education. Researchers can design controlled experiments or quasi-experimental studies to investigate the effectiveness of specific teaching methods, curriculum materials, or technology-based tools. By collecting and analyzing quantitative data on student outcomes, such as test scores, performance metrics, or learning gains, researchers can determine the impact of instructional interventions and inform

evidence-based teaching practices. Quantitative research can involve analyzing learner performance and errors in English language education. Researchers can examine common errors made by learners, identify persistent difficulties, and develop targeted interventions to address these challenges. By quantifying error patterns and analyzing their frequency and distribution, researchers can gain insights into learners' specific needs and inform instructional strategies for error correction and language improvement. (Muijs, 2004) It poses questions of who, what, when, where, how much, how many, and how. Quantitative research examines relationships between numerically measured variables with the application of statistical techniques.

Brown (2011) suggests that research in the area of EFL involves a systematic and principled inquiry into an area of interest. Quantitative research can contribute to the field of language assessment by examining the reliability, validity, and fairness of assessment instruments and procedures. Researchers can conduct statistical analyses to evaluate the quality of test items, investigate potential biases, and assess the overall effectiveness of language assessments. This research helps in improving assessment practices, ensuring validity and reliability, and promoting fair evaluation of English language proficiency (Watt, 2015). Quantitative research enables the analysis of language learning outcomes and the identification of factors that contribute to success or difficulties in English language education. Researchers can use statistical methods to correlate learner characteristics, instructional practices, and environmental factors with language learning outcomes. This analysis can provide insights into effective strategies for promoting language proficiency and addressing challenges faced by learners (Rasinger, 2013). Quantitative research in English language education provides empirical evidence and objective measurements that can inform curriculum development, instructional practices, and assessment strategies. By employing rigorous quantitative methods, researchers can contribute to evidence-based decision-making and enhance the quality of English language education.

### **Limitations of Quantitative Research in English Language Education**

The quantitative approach perceives the world as static. If we use a quantitative research method, we can only operationalize the concept in terms of well-defined indicators, tracing trends and relationships, making comparisons, and using large and perhaps representative samples of ELT. But this research lacks to derive multiple-meaning, logical ground, great methodological flexibility, and in-depth study of smaller samples. This means quantitative research fails to ascertain deeper underlying meanings and explanations. For example, if a researcher is interested in finding out the impact of the first-year examination on classroom teaching and learning in English, he needs to carry out a survey among a large number of students and teachers, who are learning or teaching English in Bed first-year English class and generalize the findings. Quantitative research typically relies on the measurement

of variables and the analysis of numerical data. This can lead to oversimplification of complex phenomena in English language education, such as language acquisition, classroom interactions, or language teaching methodologies. Certain aspects of language learning and teaching may be difficult to capture using quantitative measures alone.

Quantitative research tends to focus on numerical data and statistical analysis, which may overlook the richness of contextual information. Language learning and teaching are influenced by a wide range of factors, including cultural, social, and psychological aspects, which may not be fully captured through quantitative methods alone. This limitation can restrict the researcher's understanding of the complexities involved in English language education. But this method is unable to give in-depth information on how the test has impacted classroom activities or to understand the feelings of teachers and students. For that, he has to observe some classes and interview some teachers and students then only he can get a real picture of what he intended to find through his research. Quantitative research often relies on predetermined variables and standardized measures, which may not cover the entire range of relevant factors in English language education. Language learning and teaching involve multiple dimensions, such as attitudes, motivation, creativity, and sociocultural influences, which may not be easily quantifiable or adequately measured using traditional quantitative methods. Quantitative language testing research only investigates and estimates the language skills, proficiency, scoring, and so on but it fails to find out the reality or the children's understanding of the learning capacity of different skills, aspects, and a class of English language. It is not possible to take information deeply and the overall picture of the variables through quantitative research. Rahman, (2016) states some limitations are that quantitative research methods take snapshots of a phenomenon: not in-depth, and overlook test-takers and testers' experiences as well as what they mean by something. Quantitative research often involves large sample sizes and statistical analysis, which can raise ethical concerns when dealing with human subjects. For instance, the anonymity and confidentiality of participants' data may be compromised when working with large datasets, potentially impacting their privacy. Researchers must ensure the ethical treatment of participants and adhere to ethical guidelines in data collection, analysis, and reporting.

Improper representation of the target population is the key limitation of quantitative research in English language education which might hinder the researcher from achieving its desired aims and objectives. Despite research relating to appropriate sampling plan representation of the subjects is dependent on the probability distribution of observed data. This may lead to miscalculation of probability distribution and lead to falsity in proposition (Chetty, 2016). English language education encompasses qualitative aspects that are challenging to capture through quantitative research alone. For example, qualitative methods are better suited to explore learners' experiences, beliefs, attitudes, or the subtleties



of classroom interactions. Relying solely on quantitative data may overlook the richness of these qualitative aspects, limiting the understanding of the complex nature of language learning and teaching.

The lack of resources for data collection is another prominent limitation of quantitative research. It usually requires a large sample size. However, due to the lack of resources, this large-scale research becomes impossible. The inability to control the environment is another weakness of quantitative research. Sometimes researchers face problems controlling the environment where the respondents provide answers to the questions in quantitative research like surveys (Baxter 2008). Limited outcomes in quantitative research seem to be another limitation of quantitative research. It involves a structured questionnaire with close-ended questions which leads to limited outcomes outlined in the research proposal. So the results cannot always represent the actual occurrence, in a generalized form. Also, the respondents have limited options of responses, based on the selection made by the researcher. Difficulty in data analysis is one more limitation of quantitative research because quantitative study requires extensive statistical analysis, which can be difficult to perform for researchers from non-statistical backgrounds. Quantitative research is a lot more complex for social sciences, education, anthropology, psychology, and English language education (Chetty, 2016). The effective response should depend on the research problem rather than just a simple yes or no response. Quantitative research requires extra time, investment, and resources to refine the results. So, Quantitative research is limited by how subjective experience is quantified.

### **Findings and Conclusion**

Quantitative research is essentially about collecting numerical data to explain a particular phenomenon, particular questions seem immediately suited to being answered using quantitative methods. Quantitative research is used for various reasons in the field of education ELT as well. Researchers use quantitative methods for the issues of instructional decisions, measuring the effectiveness of the school climate, EFL proficiency, and effectiveness of different types of approaches, methods, and techniques, and the impact of examination on classroom teaching, and learning. Quantitative research allows researchers to employ statistical techniques to analyze large amounts of data. This enables them to identify patterns, relationships, and trends in language education, such as the effectiveness of different teaching methods or the impact of certain variables on language learning outcomes. Quantitative research is based on the survey, and experimental methods that emphasize quantification in the collection and analysis of data that denotes amounting to something. This research is very important to study different variables such as EFL students and non-EFL students, language skills, different types of methods, and tests. Quantitative research often involves larger sample sizes, which can provide more representative data. Findings from quantitative studies can

be generalized to larger populations, helping educators and policymakers make informed decisions about ELE practices, curriculum development, and language policies. Quantitative research strives for objectivity by using standardized data collection methods and statistical analysis. This reduces the influence of researcher bias, enhancing the reliability of the findings. Quantitative research strives for objectivity by using standardized data collection methods and statistical analysis. This reduces the influence of researcher bias, enhancing the reliability of the findings.

The main limitation of this method is that it has not been possible to take information deeply; rather, it has given the overall picture of the variables related to English language education. Improper representation of the target population, lack of resources for data collection, limited outcomes in quantitative research, and difficulty in data analysis are found common limitations of quantitative research in English language education. Quantitative researchers believe that it is possible to create new knowledge free from bias and that facts can exist separately from the influence of people or researchers and the world around them. They also believe that knowledge that counts is precise, objective, verifiable, and replicable; therefore, they employ strategies of inquiry such as experiments and surveys. So this study concludes that quantitative research methods argue that human behavior and educational phenomena cannot be accurately measured unless they are expressed in numerical terms, but this method is unable to provide greater depth, a richer and more detailed picture of the issues. Concerning English language education quantitative research studies different variables like language skills, aspects, and groups by using surveys, and experimental research methods in exact, objective, provable, and replicable ways. The main limitation of the quantitative study is it is difficult to produce information deeply; reasonably which is unable to give the overall picture of the variables of English language education because of its static envision of the world. I conclude that if we carry out quantitative methods properly with enough sample size, a solid control group, and a valuable measure to truly make the results valid and important in different areas of English education. Quantitative research typically relies on numerical data, which may oversimplify the complex nature of language learning and teaching. Some aspects of language education, such as motivation, socio-cultural influences, and individual differences, may be difficult to capture solely through quantitative measures.

The quantitative research method is still powerful in English language teaching, testing, and assessment research because the researchers of English language teaching engage doing quantitative research techniques for their research. This study suggests conducting further research on different variables like English Language teaching and learning with skills, aspects, methodologies, and motivation by applying correlational and comparative studies. It is also suggested that quantitative methods must be carried out properly with enough sample size, a solid control group, and a valuable measure to truly make the results valid and important. It

also recommends other researchers study other variables like English language education as EFL, ESL, English as a specific purpose, English language testing, and assessment.

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## A Programme Evaluation of Four Year B. Ed. of TU: A Case of DAMC

Hom Nath Sharma

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### Abstract

This study is aimed to evaluate Four Year B.Ed. Program of Devdaha Aadarsha Multiple Campus (DAMC) using a context, input, process and product (CIPP) evaluation model. This is a qualitative study in which data were collected through observation, interview, documents and reports. Campus chief, teachers, CMC chair, and pass out students were interviewed. The results indicated that most of the students were pleased with the new Four Year B. Ed. annual course. Teaching learning activities have been shifted from teacher centered approach to student focused approaches. It was also found that college has tried its best to provide all types of resources. The findings of the present study showed that there was a requirement for more resources; learner friendly environment, proper equipment, effective communication and needs based focus for all beneficiaries involved.

**Keywords:** programme evaluation, context evaluation, input evaluation, process evaluation, product evaluation

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### Background of the Study

Since 1996 Tribhuvan University (TU) has been implementing three-year Bachelor programs with annual examination system in Faculties of Education, Management and Humanities and Social Sciences and Institute of Science and Technology. Recently, duration of Bachelor level programs in those faculties and institute have been made four years by adding one more year. In conformity with this, Faculty of Education (FoE) has started four-year Bachelor of Education (B.Ed.) with two specialization subject areas (specialization major and specialization minor subject) from 2072 BS instead of single specialization area in three-year B.Ed. Accordingly, students of four-year B.Ed. program will have to study one subject area as specialization major and the next as specialization minor area selecting from among Nepali Education, English Education, Mathematics Education, Science Education (physical science), Health and Physical Education, Population Education, History Education, Geography Education, Economics Education, and Political Science Education. Students may also study one of the courses from among Science Education (Biological Science), Health Education, Physical Education, vocational education, Primary Education, Early Childhood Development Education, Non-formal Education and Education Management as specialization minor.

Faculty of Education is the largest faculty of Tribhuvan University in terms

of the number of students and the number of campuses which are ever increasing. With its 26 constituent campuses and 560 affiliated campuses throughout the country, it has the biggest network of teacher training. Through its different courses which are taught in different programs viz. One Year B. Ed, Four Year B.Ed. and Two Year M.Ed. M Phil and PhD. FoE produces trained educational manpower as teachers, teacher trainers, educational planners and managers, educational researchers, curriculum designers and all sorts of human resources needed for the educational sector of the country .Four-year B.Ed. with annual examination system was implemented from 2072 B.S. It is a professional as well as academic program designed for preparing competent teachers who can teach two subjects at secondary level.

Evaluation is the process of determining the extent to which objectives are attained. It is concerned not with the appraisal of achievement but also with the improvements. Many evaluation designs and models have been used for evaluating the projects or programs. CIPP model is an evaluation model for curriculum evaluation given by Stufflebeam (1983) which includes four elements: C- Context, I- Input, P- Process and P- Product. This model can be effectively used for evaluating the quality of education at school. Context includes the goals, objectives, history and background of the school, inputs refer to material, time, physical and human resources needed for effective working of the school. Process includes all the teaching and learning processes and product focuses on the quality of teaching learning and its usefulness and the potentials that benefit society (Stufflebeam, 2003).

Product refers to the quality of students learning and its usefulness for the individual and for society. This study aims to evaluate four years' B.Ed. program of major English through CIPP. Stufflebeam (1971a) describes evaluation according to the CIPP model as a “process of delineating, obtaining and providing useful information for judging decision alternatives” (p.267). In other words, CIPP is based on providing information for decisions (Stufflebeam, 1971b). Moreover, Boulmetis and Dutwin (2005) named the CIPP model as the best decision-making model.

### **Course Structure**

Course Structure Each student must pass 22 courses to earn Four-Year B.Ed... These courses are divided into four major groups-group 'A' with Communication Skills; group 'B' with Professional Cores Areas; group 'C' with Specialization Major Courses and group 'D' with Specialization Minor Courses. Group 'E' includes Teaching Practice/Practicum. The details of course structure is as shown below.

### **Course Titles**

Course titles under each group are given below:

Group A: Communication Skills

All courses under this group are compulsory

- General Nepali
  - General English Group
- Group B: Professional Core Courses
- Philosophical and Sociological Foundations of Education
  - Educational Psychology
  - Curriculum and Evaluation
  - Elective (Any one of the following subjects)

Ed. 442 Instructional Technology or

Ed.443 ICT in Education or

Ed. 444 ICT in Specialized subject

Group C: Specialization Major

Students are required to select one of the following specialization areas with 10 courses in each area considering entry requirement.

Nepali Language Education

English Language Education

Math Education

Science Education

Health and Physical Education

Population Education

Geography Education

Economics Education

History Education

Political Science Education

#### **Group D: Specialization Minor**

Students are required to select one of the following specialization areas with 5 courses. But it should be different from specialization major. For example, a student majoring Nepali cannot select Nepali as minor. Specially, student majoring Science Education (Physical Science) must select biology as minor subject.

Nepali Language Education

English Language Education

Math Education

Science Education

Health Education

Physical Education

Population Education

Geography Education

Economics Education

History Education

Political Science Education

(Source: [www.facultyofeducation.com](http://www.facultyofeducation.com).)

### Objectives of this Program

- To produce teachers capable to teach at the primary and secondary level
- To produce teachers who are capable to teach the differently able students
- To develop leadership qualities
- To enable students to function as a course designer, education officer
- To enable the students to adapt in the ever-changing societies and provide education accordingly
- To encourage lifelong research and learning
- To build a strong foundation for the higher studies

### Admission Requirement

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

### Four Year B. Ed. Program at DAMC: A Glance

Devdaha Aadarsha Multiple Campus (DAMC) is the only one community college of the eastern belt of Rupandehi district. DAMC is an academic institution established in 2065 B.S. During the short span of time, the institution has been able to attain the set goals and objectives in the academia with an affordable cost to the target groups. It has been providing the quality education in the education and management streams for bachelor's degree.

Now the college has founded a strong base with good infrastructures and qualified faculty members. We are committed to carry on the legacy and are striving to take the college even in greater heights. Our teaching learning activities preserve and enrich the creative learning traditions trying to become the centre of excellence in our field.

### Current Status of Students and Staff in DAMC Education Programme

Number of students in B. Ed.	529	Boys	84
		Girls	445
Number of staff	Teaching staff	Male	18
		Female	1
Number of staff	Non-teaching staff	Female	1
		Male	3

(Source: DAMC Annual Report 2079 B.S.)

### Statement of the Problem

Quality has become a key word for everything that you talk about in today's life. Quality education has become an issue in Nepalese education system. Although much is talked about and implemented by government and policy makers, the



quality of education that is imparted in colleges and other educational institutions is questionable. Very few educational institutions are providing education that satisfies its stakeholders. Evaluation is a continuous and comprehensive process which involves judgments that cover all aspects of quality education. With the increase in educational institutions, there is a need to focus on evaluation of quality of education being imparted because education is responsible for shaping the future of individuals and society (Karmel and Karmel, 1978). This study is concerned with the evaluation of Four Year B. Ed. Program of major English run in a community college in Nepalese context.

### **Purpose of the Study**

The main purpose of the study is to review and assess the B.Ed. program of major English of DAMC College using CIPP evaluation model and to help stakeholders (policy makers, educational planners etc.) to update, re-design, or change the curriculum.

### **Research Questions**

- a. What are the goals and needs of Four Year B. Ed. Program?
- b. What strategies and activities have been planned to address the needs of students in Four Year B. Ed. program?
- c. How should the Four Year B. Ed. program be redesigned to better meet the needs of students?

### **Methodology**

As the study was based on quality evaluation of a Four Year B. Ed. Program using CIPP model, the design of the study was qualitative in nature and it was basically a case study of a college. Interview, observation and document analysis were the major techniques for data generation. The campus chief, department heads, teachers, students of DAMC college were interviewed. The researcher, via document analysis, examined the context of the college system, including objectives, missions and goals of the college. For identifying the inputs, the researchers used resources like curriculum, syllabus annual reports of the school. Furthermore, for exploring the processes and inputs, the researchers observed classrooms. In addition, to assess the product value and to compare it with the inputs and process, the researcher developed questions to conduct document analysis. Based on the information obtained from interview, observation and documents, the researcher analyzed context, input, and process and product evaluation.

### **Context Evaluation and Findings**

Context evaluation helps to assess the needs and opportunities within a defined context or environment (Stufflebeam & Shinkfield, 2007). The objectives of context evaluation are to define, identify and address the needs of the target

population, identify the problems and assess. If the goals are responsive to the desired needs or not (Khuwaja, 2001; Stufflebeam, 2001 as cited in Aziz,S. Mahmood,M.& Rehman,Z. 2018)

Regarding the aims and objectives of Four Year B. Ed. Program, The campus chief says aims and objectives are appropriate but a bit more theoretical in the sense that majority of students can't easily meet them. The English course and curriculum are according to the need of students so there is increasing charm in English. He further says there is charm for B. Ed. as it has been mandatory for licensing. One of the faculty members, Sanjay (pseudo name) claims current English curriculum has almost fulfilled the demand of the society as the course has focused both practical as well as theoretical aspect that has supported to develop communicative power of students While answering the question why girls are more attracted for the program, the campus chief replied that it is easy access for girls and daughter in law and there is an increasing trend that girls choose B.Ed. more than boys and boys choose other technical fields that will help them get job in the country or abroad.

When the researchers asked the question why they decided to run B. Ed instead of other programs, the campus chief replied that it was easier to run and get affiliation for this program and there were no other B.Ed. colleges in the town at that time. He further mentioned that they didn't need high investment to fulfill the requirements of the University for Affiliation. From the analysis of context as a whole, it was found that DAMC College started B.Ed. program in order to meet the societal needs. The curriculum addresses the students' needs and interests although it is a bit more theoretical.

### **Input Evaluation and Findings**

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

Input analysis of DAMC College Four year B.Ed. reveals that the resources for the students and teachers are adequate. The Campus chief claims that the library is very rich that contains different textbooks, reference materials, audio- video equipments, magazines, newspapers, journals , teaching manuals, and it is very much techno- friendly for both students and teachers. Regarding the researchers' query about subject faculties, he says the college has managed subject -wise adequate numbers of full time and part time lecturers. There are 4 full time and 2 part time English teachers he further explains that the college has managed visiting professors for developing different skills among the students.

Regarding the infrastructures, it was observed that college has its own three storied building with rich furniture. It was also observed that the college has one well equipped and well furnished seminar or training hall. The rooms were well

–ventilated and multimedia projectors were fit in six rooms. It was also found that the college had separate staff room for teachers; head of department and for program in- charge.

### **Process Evaluation and Findings**

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

When we look at the process evaluation of DAMC college, it was observed that most of the teachers used student centered approaches especially communicative approach, task based approach, inquiry based approach that lead students to read, re-read, think and reflect. In this regard, campus chief stated “our teachers have been shifted to students focused learning from lecturing and they have started to use projector for their presentations and to make students do their presentations.” Regarding our query about parent- teacher relationship, the campus chief stated that the college organizes annual function every year. He further said that the college occasionally calls parents’ meet and organizes sport week every year and allows the students participate in different games regularly.

Regarding our query about evaluation system, the head of department claimed that unit test, monthly test, terminal examinations, and internal as well as board exam are the tools for internal and external examination. He further says that practicum and research subjects in the final and third year have added the beauty for the programme.

It was observed that the college is slowly moving to ICT friendly pedagogy. The communication between administration, teachers, and other staff was found satisfactory. The focus has been given for both formative as well as summative evaluation and students have been made more active and responsible for learning.

### **Product Evaluation and Findings**

A product evaluation assesses outcomes and outputs, short and long term, intended and unintended, which not only keeps track but also focuses on the fulfillment (or not) of objectives (Stufflebeam, 2003). This study included product evaluation of the college so as to assess whether objectives meet the targets or not. The findings of the study showed that effective environment, appropriate resources, relevant content, proper and effective teaching and learning, use of different teaching learning methodologies and strategies have great impact on the students’ skills,

attitudes, behavior, grades and result. The more students friendly the environment, the more effective is the learning.

The findings show that there is a great impact of context, inputs and process on the product of the students. Documents analysis revealed that the students take part in activities and achieve high positions at national and international level. The students of this college are successfully making their places in society by excelling in different fields, especially in teaching. In this context, the campus chief says that 80% teachers in primary and lower secondary levels in school of our catchment area are our college products. Similarly outside the area of our campus as well, our students get priority in teaching job. It was found that DAMC products are not limited to teaching rather they are found in business and a few have gone abroad for further study.

### **Conclusions and Implications**

The college is working hard to maintain the quality of education by implementing different strategies with the help of hard working administration, heads, teachers and staff. According to the findings of the study, a few negative aspects were also revealed, for example, students are pressurized to some extent and focus on rote learning of the content. Due to this cramming system, there is huge pressure on students which effects their creativity and capabilities CIPP Model for Quality Evaluation. In order to improve and be accountable and to develop further, it is necessary to take steps to eradicate the problems hindering the way towards quality education and effective learning. The present study will help future researches involving CIPP evaluation model for quality evaluation and quality development of an educational institution.

This study will be an example for future research studies on the systematic evaluation of quality education at college level. This study was aimed to evaluate the quality of education by implementing CIPP evaluation model.

### **Recommendations**

After carrying out a short study of the B.Ed. program of the major English group of DAMC the evaluator elaborates the following recommendations to the principal, teachers, administration of the college and other concerned bodies for improving the quality of education.

- The overall college environment should be conducive to learning and Parents and teachers should be in close contact with each other.
- For improving the quality of education, more well- qualified and trained teachers should be appointed and they should be provided adequate facilities like resources, trainings to update their knowledge and to accommodate new changes.
- Rote learning should be eradicated and learners must be appreciated for their uniqueness and creative efforts.
- Learning must be ensured, not marks.

- While designing the curriculum, the needs and requirements of the 21st century must not be ignored because this is the era of globalization and students must be aware and updated accordingly.
- Student centered methodologies, ensuring mental and physical growth of the students through co-curricular and extracurricular activities have to be adopted.
- A two- way channel of communication between management and parent is needed.
- The students should be provided a platform for research projects to improve quality of education.
- Different educational trips and regular assessments may be organized for the improvement and maintenance of quality of education at college.
- There may be a need to transform the techniques and formulate a method that favors creativity and originality; by means of this the quality of education will definitely improve.

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## My Professional Journey: An Autobiographical Narrative

Bhim Lal Bhandari

### Abstract

This article highlights the dynamic and difficult aspects of my personal and professional journey and professional development as an English language learner to teacher and teacher educator. The study aimed to examine how my schooling has transformed me as an English learner to teacher of the English language teaching. I attempted to explore my painful, fruitful and gainful lived experiences and practices related to my personal and professional life as an English language learner and teacher educator. I have examined my lived experience of studying and teaching English language in this study. The study uses autoethnography as a research method to engage in self-reflection on how I reconstructed myself professionally. This self-reflective narrative was written to provide access to regional modes of knowing, existing, and developing in the world. The final section of the paper goes into how I reframed my own work experiences. Thus, this study can be referential to English language teachers who intend to reflect similar teaching and learning stories about their career journeys.

**Keywords:** Collaboration, professional development, professional journey, teacher educator

### Introduction

In this autobiographical narrative, my case is tied to the first, specifically my experiences with lifelong learning. By sharing the lived experience of my professional journey, which spans the last half-decade of my life spent both studying and working. In my professional journey, I underwent from English language learner to English language teacher to English language educator. The paper accomplishes with discussion of how I re-constructed my own professional experiences.

Many different realities describe English-language teachers in the subject of English language education. Every reality is the result of a variety of routes and experiences, and each teacher's practice is unique. The autobiographical story of the instructor, which is considered a subjective interpretation of one's own life, is one of these realities. In other words, despite sharing their profession, teachers rarely discuss their personal lives. Every classroom can be thought of as a distinct world, with a distinct voice expressing the students' personal experiences and life stories. As a result, over the past few decades, the use of autobiography as a research method has gained recognition in social science research (Barkhuizen et al., 2014; Pavlenko,

2007; Coffey, 2016).

An autobiography is defined as the recounting and documentation of one's own life (Coffey, 2014). Self-narratives, or the stories people tell about themselves, aid in understanding how people position themselves and their actions in the world (Barkhuizen et al., 2014). The interest in autobiographical narratives in the field of teacher education research is based on the idea that teachers necessarily reflect on those experiences in telling their stories of experience and thus make meaning of them; that is, they gain an understanding of their teaching knowledge and practice (Barkhuizen & Wette, 2008). Teachers of second and foreign languages, it might be claimed, do not exist as a collective, but are significantly differentiated in terms of their background knowledge, their aims, who they teach, and who they are as individuals (Ellis, 1997).

Accordingly, autobiographical narratives have become a source of inspiration to many scholars and researchers in the field of second-language teacher education. Borg (2013) asserted the use of autobiographical narratives encourages to explore teachers' own experiences in classrooms and schools. As a result, many academics and researchers in the field of teacher education for second languages have found inspiration in autobiographical accounts. The use of autobiographical narratives to examine teachers' personal experiences in classrooms and schools is encouraged by Borg (2013). Similarly, Canagarajah (2012) uses analytical autoethnography to tell his journey of becoming a professional in TESOL in the periphery (Anderson, 2006). When using an autobiographical approach, Canagarajah states that writing functions not only as a means of disseminating knowledge and experience; it is a central activity for generating, recording and analyzing data. A teacher educator can address personal concerns about being, becoming, and belonging in an autobiographical narrative by analyzing the context and relationships of their situated experiences.

This autobiographical story aims to self-reflect on the historical and diachronic roles that my background, my knowledge, and the working environment have played in my professional life. The lovely community provided me with several formal and informal opportunities to explore the world of learning. It involves the reflection and identity-reconstruction procedures that I have used to examine and build my own professional life. I was frequently reminded of the shifting sands of time and space while I wrote my tale. Since I exercise agency and develop myself as an ELT teacher and teacher educator, my biographical biography can serve as a source of reference for other English-language teaching (ELT) professionals working from both home and abroad. Through my autobiographical narrative, which I have used to reflect on my experiences as a language learner, a language teacher, and a teacher educator, I have been able to pinpoint valuable strengths from my lived experiences that have aided in my understanding of who I am as a language teacher and of my professional background.

### **Becoming an English Language Learner**

I started learning the English alphabet in grade four in a rural under-resourced public school in the western part of Nepal. Writing and memorization of the alphabet were introduced in my English studies before I learned words, phrases, paragraphs, and essays. Children's behaviour patterns are influenced by the culture in which they are raised; the standards and ideals of their current culture mould their viewpoint. The child's perspective and beliefs are shaped by society and culture until they can develop the virtues on their own (2020, Shrestha). In my class, translation method served as the primary form of instruction. Since many years ago, translation has been utilized extensively to spread knowledge in a foreign language and second language classrooms (Gutierrez, 2021). Teachers used to read the lessons aloud and translated the contents into Nepali throughout the class. I passed my SLC exams through memorization and rote learning which has no role in helping pupils develop their critical or creative thinking abilities (Ahmed, 2010). In my village, earning an SLC degree, by then was a source of great pride, and I was one of the students to do so. Despite my illiterate parents and insufficient exposure to the English language at school, I got the chance to pursue higher education at university.

After completing SLC in 1985 from one of the public schools of my neighbouring village, I joined I. Ed. majoring English in Butwal Multiple Campus when I was 18 years old. At the university, there was a lovely academic atmosphere with the facilities of students' café, hostel and library. However, I struggled so much to complete my higher education. School and university days have left me with some amazing life stories. Since my teachers were strict, asking them questions was a sign of defiance. I experienced the same classroom culture on the campuses where the English lecturers and professors delivered lectures without involving us in pedagogical and educational activities. This way of instruction and learning continued till I completed my Master's degree in 1994. I rarely got opportunities to share ideas in pairs or groups in crowded classrooms in the presence of lecturers and professors. My village, my family, and the school I attended played crucial roles in forming and transforming my character, nature, and way of thinking.

### **Becoming an English Language Teacher and Researcher**

"The best teachers teach from the heart, not from the book." My high school Nepali and English teachers have served me as great role models. The fact that my English teachers at that time were living happier and more prosperous lifestyles and had positive reputations in society made me understand the value of English at my school. My English teacher made me a teacher because he taught me to love learning and to love sharing. I wanted to learn English in higher education so that I might get a more respectable career with greater pay. After earning a Master's degree from TU, my career as a teacher of English began in the early 1990s at a private secondary school in Bhaktapur. As a result, I began to feel as though I had been wearing two hats at once (Canh, 2018). I was a full-time teacher at my school and a full-time



student at the university campus. I like working at an institution school since it allowed me to pay my tuition fees and practice my English.

Later, I started teaching as my career at Jana Jagriti Secondary School and Solukhumbu Multiple Campus, Solukhumbu, on 8 March 1995. As a beginning teacher, I encountered a lot of challenges. During my first years of teaching, I taught my pupils the way my college instructors had taught me in my first few years of teaching since I had no idea how to teach English. I taught English lessons to my students translating word meanings into Nepali and grammar by translating grammatical rules into Nepali. I asked my students to memorize the vocabulary and rules of grammar. I also offered them no freedom; rather, I frequently scolded and punished them for keeping them in my grip. I taught them the way I had been taught by my teachers at the school and university, using the usual techniques.

Slowly and gradually, I started interacting and sharing learning experiences with my friends. Shaw mentioned, "If you have an apple and I have an apple and we exchange these apples then you and I will still each have one apple. But if you have an idea and I have an idea and we exchange these ideas, then each of us will have two ideas." The professional development training sessions such as conferences, seminars, webinars and workshops assisted me to build up my confidence and enabled me to apply student-centred teaching. Professional development groups support instructors in creating network efforts for the finest sharing techniques they use (Rahman, 2021). I participated in training sessions, workshops, presentations in conferences and webinars, first as an audience member, then as a reporter, and then as a speaker. I continued to read ELT books, articles and research studies as a habit and pursued my career. My experiences at conferences, webinars, and other professional development venues, as well as reading books and articles about ELT assisted me in the teaching-learning process and to enhance and transform ELT pedagogy.

As I began to read, write articles and publish them in journals, these reading and writing habits aided and improved my writing ability to improve my knowledge and abilities in the 21st century to advance professionally. I realized that I should not have taught my students conventionally. Then I realized I was doing an injustice to my students in the early phase of my teaching. My career and learning journey, which has taken many turns, is for the sake of discovery, networking, knowledge exchange, and learning. Language learning histories are retrospective recollections of earlier learning. They have documented accounts of experiences with language learning (Barkhuizen et al., 2014). Together with the multi-level classroom and interdisciplinary curriculum, these varied teaching techniques helped to create a demanding and secure setting in which I could study and feel appreciated. These techniques gave me a sense of pride and made me believe that my teachers had faith in me and my bright future.

My instruction was influenced by "the apprenticeship of observation," to use modern terminology (Lortie, 1975). Fortunately, by the time I started teaching

English, the restricted resources prevented them from using it. Simply said, a lot of the communicative approach was rhetorical. It was quite difficult to balance the demands of my personal life with the demands of a teaching job. A first-year teacher may feel stressed, lack appropriate support, and may feel unprepared to handle behavioural and academic issues among their students (Dias-Lacy & Guirguis, 2017).

I lacked the experience and information necessary to act differently. Even though I wasn't sure if my lessons were effective, throughout my first few years of teaching, I went through a steep learning curve. I gained knowledge of lesson planning and how to effectively communicate complicated and complex grammar principles. As a result of the grammar-translation method, I could not understand the texts delivered by teachers clearly at university. I contacted one of my professors for assistance, and he suggested that I visited the university library to borrow recordings and a tape recorder so that I could concurrently practice listening and working on my pronunciation. I took his advice and continued working hard after class. I spent the weekend exploring a variety of intriguing locations, making the most of every chance I had to practice speaking with the individuals I ran across. I made good improvements after a month, which excited me and pleased my lecturers.

I would complete my homework by reading some basic books regarding English teaching methodology in addition to practising my pronunciation, listening, and speaking. *A Course in Language Teaching* by Ur (1996), *Techniques and Principles in Language Teaching* by Freeman (1986) and *The Practice of English Language Teaching* by Harmer (2008) were the three books that I found to be most helpful in ELT. The latter was more helpful in my opinion because the book offered many teaching strategies as well as guiding concepts for each one. Even though this was a brief, rigorous course, I found that the lecturers' emphasis on giving us practical experience in test item development and validation, interpretation of test results, and the foundations of English language teaching helped me immensely.

It was the first time I had the chance to systematically study both the theoretical and practical aspects of ELT. I took full advantage of the library and the debates in class to broaden my professional perspective because I was fully aware that this might be my only chance in life to build my professional skills. I had problems with the obligatory readings of professional literature since I did not know the difference between reading academic materials and reading fiction. Fortunately, the academic writing classes, I enabled me to improve both my reading and writing abilities. The Master's Degree Programme at Butwal Multiple campus was unique in that I have been teaching the first to fourth semester and supervised more than hundred students in their research studies. This offered me plenty of chances to test out various concepts and I learned from the course in my actual classrooms. I carried out action researches on the issues that I encountered during the teaching period which supported me as tools for professional development.

As an English language instructor with a passion for inspiring my readers to

reflect on their own personal and professional identities, assisted me to promote my professional practices. I gradually realized the importance of localizing instruction, and this realization has always been a part of my professional development as a teacher, teacher educator, and researcher. My experiences of teaching English in high school and college, as well as my involvement in ELT conferences, workshops, and webinars motivated me to learn more about my students' behaviours and gradually changed me from a typical teacher to a facilitator who puts the needs of the students first. I recalled a statement of Bedford. "You can teach a student a lesson for a day; but if you can teach him/her to learn by creating curiosity, he/she will continue the learning process as long as he/she lives." Thus, as an English language teacher, I am improving students' lives and have made a huge difference in both my personal and professional lives as a teacher and researcher.

### **From an ELT Teacher to a Teacher Educator**

Nobody is born a good teacher and nobody becomes a good teacher overnight without significant effort and investment in terms of time and practice. Rather, it requires one meticulous determination and constant patience to acquire knowledge and skills through social support, networking and collaboration. I realized the world's most indispensable job is teaching as it is learning twice. To my mind, the struggle with pain and pleasure in the professional journey makes one a good teacher.

After completing my MPhil degree from Kathmandu University, I developed my academic skill to write research articles and attending conferences and webinars since I had never attended significant international professional conferences and had no idea what was expected of a presenter I hesitated to take part in conferences but I could use the information I had received from KU. The conference attendees and the organizers were pleased with my presentation. This first victory lit a spark on my envisioned horizon. After the conference, I made my first effort at publishing, marking the first significant turning point in my academic career.

I struggled a lot to construct an identity and arrive in this position. My "painful and gainful lived experiences" (Luitel & Dahal, 2021, p.1) with family, community, and school have greatly influenced how I present myself in both my academic and professional lives. As I grew up in a large family in a rural location and had a natural curiosity for learning about other cultures, I firmly think that experience is the best teacher. Reading the original textbooks, and research articles, attending conferences, seminars, and webinars and writing for presentations have helped me a lot to flourish myself.

As a head of the department in the Master's programme for 12 years, I had to spend a lot of my time, knowledge, and energy on giving feedback to my students on research work and administrative tasks. While I was able to spend a little amount of time reading online resources to stay current on advancements in the area, I could not give my full attention to scholarly work. As long as my enthusiasm for continuing education persisted, I made time for individual study of journal articles, I

could access and conducted research for my classes with graduate and postgraduate students. Taking part in in-service teacher training programmes, I learned more about their perspectives on teaching and working situations. One crucial truth that I learned as a result of my research was that instructors' instructional practices were mostly determined by their mental life and that formal training was of little assistance.

At the age of 52, I then decided to pursue my MPhil degree at Kathmandu University in Nepal. The strong sense of moral obligation to do what I had been required to accomplish in exchange for the moral and financial support from my wife, my children, and my supervisors was, in all honesty, what drove me to continue and finish my MPhil trip. Finally, the day of my viva arrived, and everything went well.

In contrast to the majority of studies on the same subject undertaken elsewhere, I discovered during the writing of my thesis on teachers' beliefs that there was no discrepancy between instructors' beliefs and their actual behaviour. By examining the interview and stimulated recall data, I discovered that the majority of high school EFL teachers in Nepal lacked access to discourses from the international community and that their teaching was therefore entirely influenced by their distributed cognition, which had been unquestionably shaped by their employment in a highly centralized educational system where they lacked the authority to exercise their agency.

I am conducting research, publishing my findings in national and international journals, reviewing Master's theses from my campus and the other campuses. Besides, delivering lectures at conferences and webinars for professionals throughout the world helped me professionally. Through my writing in academia, my academic identity is constructed. On the one hand, I recognized that being asked to serve as a reviewer for prestigious publications around the world is an acknowledgement of my skills. On the other hand, aside from the submitted manuscripts, I also learned a lot from the reviews left by other reviewers. All of these wonderful possibilities encouraged me to reconsider my professional approach. As a teacher, teacher trainer, and researcher, I am more aware of who I am. These experiences have been enlightening me because they made me more conscious of the difficulty of language learning, teacher learning, conducting research without a supportive academic environment, and so forth.

I have come to see that the restricted perspective of second language learning as purely a mental processing activity with a focus on input, interaction, and feedback, therefore considering learners as social beings, is one of the key explanations for the failure of English language education in numerous circumstances. The reductionist view of teaching that results from this understanding of learning reduces instruction to a single method. Many instructors use authoritarian methods and continue the legacy. These methods severely limit the learners' potential. It was difficult for me to encourage students to break out of that passivity. I began motivating and involving

pupils in speaking, reading, and writing exercises. I divided the class into several groups and gave them various activities relating to the language since I firmly think that students should have the option to choose what they want to learn.

My professional experience has taught me that creating a socially constructed lesson using the teacher's imagination and creativity is what makes for excellent teaching rather than using a certain approach. Our students are now smarter than we are. I believe teachers will be out-dated if they do not keep up with ICT knowledge and innovative teaching techniques. Being up-to-date and providing appropriate instruction to the students is a challenge for teachers. They will become independent learners if teacher simply provide a stimulating environment and engage them in learning. The teacher's sound knowledge basis, which is continually extended by their practical experience and sensitivity, is the source of their creativity. This stance is a significant difficulty to the training of English language teachers, if not the biggest one.

### **Conclusions**

Writing this personal account has allowed me to take a step back, explore my emotions more deeply, and better understand why I was acting and feeling the way I did. It gives me a chance to consider how to promote professional maturity and foster personal interests. Analyzing my own autobiographical story gives me real-world experiences and new life. I am confident that everyone can learn to utilize a foreign language effectively, and minor grammatical or accent errors frequently serve to enhance the appeal. Therefore, it is unethical to attribute failures in foreign language learning to age. Learning a language is primarily motivated by emotions.

My attitude toward and passion for teaching English, training teachers, and conducting scholarly work such as writing research articles and conducting mini-research studies have improved throughout my nearly 40-year teaching career. Although I didn't initially enjoy teaching English or learning the language, I now absolutely adore what I do. I have a greater understanding of the idea that, as a teacher, I am constantly a learner, and that the wonderful instructors I have worked with are also my wonderful students. They taught me just as much as specialized literature did. I've learnt from them what works and what doesn't in a variety of English language learning environments both inside and outside the classroom.

Thus, my professional career, which started as a basic level school teacher in the early years and is now an English language educator and researcher at a university, has advanced by the skills I developed while working as a teacher at various schools and university studies and getting support from ELT practitioners and experts globally. Incorporating my theoretical knowledge with these real-world, contextualized lessons has enabled me to develop into the teacher educator I am today. The objectives are to interpret, comprehend, and gain insights into particular circumstances as demonstrated by the researcher and those being researched, frequently through interaction. In other words, social construction also affects

education research.

My biggest professional wish is to be a professor and that all Nepalese ELT professionals will someday be encouraged to work in a supportive academic and research environment to coordinate efforts to create spaces for English language learning and teaching that are motivated by creativity, identity, aesthetics, youth culture, heritage, and other aspects of life for a revised ecology of English language education specific to Nepal. Success tales that are contextually located can't always be applied to different contexts.

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## **Input and Interaction in Learning English Language: Exploring Bachelor Level Students' Perspectives**

Hiranya Lal Lamsal

### **Abstract**

The present study aims to explore the role of input and interaction in learning different language aspects and skills in L2. In Second Language Acquisition, input and interaction has become an influential issue to discuss. In the domain of language acquisition/learning, input and interaction have an immense role. Interaction facilitates second language acquisition because conversational and linguistic modifications that occur in discourse provide learners with an essential comprehensible linguistic input. In the process of language learning, it is believed that what makes input to be comprehensible is modified interaction and negotiation of meaning. Employing a phenomenological design of qualitative research, the researcher adopted relevant research questions for semi-structured interview to collect data from 10 Bachelor level students studying at Devedaha Adarsha Multiple Campus, Devdaha-7, Rupandehi, Lumbini province. The participants were selected regarding their understanding and awareness about the significance of input and interaction in learning different language aspects and skills. The collected data from the interview were analyzed into two broad themes: role of Input in learning language aspects and skills, and how interaction brings learning language aspects and skills lively. The study explored the importance of input and interaction in learning different language aspects and skills. The participants accepted that in the process of language learning/acquisition, input and interaction play crucial role. It is argued that second language acquisition won't occur with input at the right quantity and quality but without being intrinsically considered by the learners and becoming the part of their interlanguage system.

**Keywords:** Interactional moves, Second language acquisition, comprehensible input, hypothesis, interlanguage

### **Introduction**

Language is the most important aspect in a person's life. Humans have two ways of controlling the language in the process of language acquisition. The way a person develops skills in a first language is known as learning and the way a person develops skills in a second / foreign language is called learning. Krashen (1982) argues that acquisition is the process of developing language proficiency through real communication. Learning refers to 'clear' knowledge of rules, understanding them and being able to talk about them. Although learning / acquiring language,



input, and interaction, it is important in acquiring first and second language. The relationship between inclusion and collaboration has received enough attention from researchers and how they are integrated makes it easier to get out. Both input and interaction play an important role in the process of acquiring a second language. It can be assumed that different management can be input or communication may affect the process of second language acquisition. Regular input without adequate interaction may not be very helpful in finding a second language. Input and interaction in a classroom environment is different from the natural environment. The natural and classroom contexts are very different, especially if the classroom environment includes formal teaching of a second language. Therefore, Corder (1976: 68) writes that students do not always use their languages in the classroom for what we would call 'common' or 'true' communication purposes. Most of the foreign language data in the classroom is generated as a result of systematic exercise and is as closely related to the automatic use of language as it is to the performance of tennis. It shows that in classrooms where language is clearly taught, effective communication is rarely accompanied by any acceptable definition of communication outside the classroom. In the classroom, inputs are a reduced variety and offer a limited opportunity for hypothesis construction and testing.

In a language learning process, input means a language targeted at a second language learner either by a native speaker or another language learner. In other words, input means “a term used in psycholinguistics to refer to foreign language data available to speakers while learning a language” (Crystal, 2003: 236). During learning the first language, the child listens to a considerable amount of language spoken by mature speakers. Here the adult speakers may be someone who continues to use the language without paying attention to the child listening to them speak. This broad, varied and random exposure to language is implanted in the child. The second language input receives as a mandatory entry point that plays a more important role gradually. Without it, second language learners would not be able to master the language. In fact, as second-language learners grow older, they will be more likely to excel in output (Mitchell & Myles, 2014). The role of input is very important. In second language courses, the standard input function is handled differently. In many ways of acquiring a second language as input / interaction, when we put the hypothesis, the processing of information, input is considered to be a major factor in the acquisition. The input provides language-specific information that interacts with any human-generated structure in the language learning environment. A variety of inputs for second language acquisition will result in special output.

Ellis (2003) demonstrates two aspects of input that contribute to second language achievement: input frequency and intelligible. Input, accurate and in-depth, will appear to lead to better second language achievement. An important theory of input into the acquisition of a second language developed by Krashen (2004) is known as the input hypothesis. The proposed approach to this concept is that “exposure to comprehensible theory is necessary and sufficient for the learning of

a second language” (p. 165). It shows that students should be given "a little more than their current level" and "ability". Students also need to consider inputs with understanding and another way of understanding is to simplify (p.173).

### **Comprehensible Input**

The placement should be understood if it is based on the acquisition / learning process. There are two ways to make the input understandable: the first is to pre-change the input before it is given to the reader i.e. pre-configured inputs, and the next is to negotiate input using the interactive i.e. input-enabled input. Long (1980) recommends four ways in which the input can be constructed understandable: by correcting speech; by providing context for language and additional languages; by directing communication “here and now”; and by assimilating the communicative structure of the dialogue. Indicates that the unintelligible input, the “+1” component of the intangible input “+1”, may be understood in the interaction process.

### **Modified Input**

Here the modified input refers to the target language for non-native learners / speakers. In fact the modified input is used as a carefully focused input at the student level to facilitate the learner's comprehension. The previous input is sometimes called "scripted" (Gass & Varonis, 1994). (native speaker takes on the role of asking and asking) Ns: “Do you have a pistol in your photo? A pistol is like a weapon .A rifle shoots bullets. "When input is adjusted, students never have misunderstandings. Research conducted within a modified input framework focuses on defining changes made by different speakers — mother, native speaker, i.e. foreign speech or teacher, i.e. teacher's speech when talking to a child or second language student.

In this regard, in a second language study, a simple introduction often refers to a second language installation that has been adapted by the native speaker to facilitate a non-native speaker — called a foreign speaker. External Speech External interviews were developed by Ferguson's (1971) account of simplified registers. Some of the input features of the foreign language are discussed as follows: The language adjustment made to a native speaker when referring to a non-native speaker is not a grammatical mismatch but well formed; Indigenous speakers use short, syntactically and slightly complex suggestions; native speakers use limited vocabulary; and proverbs and low frequency lexical items are often avoided. Similarly, other aspects of foreign speech include higher speech, lower speech quality, longer pauses, repetition, and greater use of gestures. In fact, native speakers not only make language adjustments to non-native speakers, but also often simplify content when speaking to a non-native speaker.

### **Interaction**

The emphasis on language acquisition theory has often been on the division of ‘growth’ and ‘nature’, developed by the social-interactionist group and the Nazivist

group respectively. Social-interactionist views language as a legitimate cultural activity learned during interaction with others, while nativists see language skills as their innate ability to produce accurate sentences. In one term, dialogue experts believe that environmental factors are at the forefront of language achievement while naturalists see inherent genetics as the most prominent. Social interaction plays an important role in the learning process and has developed a developmental environment, where students build a new language through social media (Brown, 2000, p.287). In the process of language acquisition and learning, interaction means a dialogue between teacher and student, student by student or native speaker and non-native speakers during communication. In addition, interaction refers to the conversation between the student and his or her spokesperson. It is believed that the more communication there is in a language learning process, the better the students' perception of the story. The role of dialogue is crucial in acquiring good communication skills. In this regard, discussion scholars acknowledge that Krashen's intelligible input is an important component of the language acquisition process but their focus is on how the input is made (Ariza & Spada, 1998, p.29).

### **Interaction Hypothesis**

The interaction hypothesis means that interaction facilitates the acquisition of a second language because the conversational and linguistic transformation that takes place in the language provides learners with the understandable input of language. Communication between indigenous and non-indigenous speakers and between two. Conversation is not just a way to get used to it, but also a way to learn how it happens. In the process of acquiring / learning a language, second-language communication communication forms the basis for language development rather than a platform for becoming accustomed to certain language features. The interaction hypothesis states that the obvious negative feedback, which can be obtained through negotiation and facilitates second language acquisition (Long, 1996). Without interaction, Negotiation and repetition, plays a significant role in the process of second language acquisition. Here, the consultation refers to a concerted effort made by the student and teacher to overcome the difficulty of negotiation. It is actually a correction of the conversation. On the other hand, retrospective refers to those cases where the speaker replaces the wrong word with the corrected version, while maintaining the integrity of the original meaning (Gass, 2003: 239).

### **Modified Interaction and Interactional Features**

Modified interactions are those changes that occur in conversations between native speakers and second language learners. Long (1980) asserts that transformed communication refers to a modified structure of conversation. Interoperability adjustments include the whole range of comprehension and comprehension efforts. The three most important processes are testing the comprehension of the speaker's question to see if they understand what was said, and the specifics test

that is a request for additional information or help to understand something that the spokesman has previously said. Similarly, Lyster & Ranta (1997) present four interactive steps that teachers use to motivate students to improve the accuracy of their unintended exit:

**Request clarification:** here the teacher shows the learner using phrases such as 'sorry and 'forgive me', that the messages were not understood or that the speech was misinterpreted in some way, and that repetition or translation is required.

**Repetition:** The teacher tests the student's erroneous speech, corrects the tone to highlight the error.

**Metalinguistic Clues:** The teacher sets out ideas, information or questions related to the correct structure of the student's speech, without explicitly giving the correct form.

**Request:** The teacher immediately provides appropriate forms from students by asking questions such as 'How do we say that in Hindi' or by pausing to allow students to complete the teacher's words or by asking students to change the way they speak.

In the same way, there are certain aspects of interaction such as; topic-focused questions, re-editing, detailed questions, repetitions, metal references etc. So, communication remains stable enabling learners to assist in language acquisition / learning. Therefore, in a second language acquisition / learning system, input and communication play a very important role. While teaching the English language, inputs bring learning space for students. My teaching experience has found that input and interaction play a major role in language learning / acquisition. It says the more exposure, the better learning the language. Similarly, communication provides a good way to learn in and out of the classroom. When a child hears a lot of the language spoken by the teachers near him, the child gradually begins to suck the language. So, my concern here is to address issues of inclusion and discussion in different aspects and language skills. With this in mind, I would like to explore the role of inclusion and collaboration in learning the different aspects and skills of the English language through the ideas of Bachelor level students. What is the role of Inclusion in learning the features and skills of language? How does communication bring the characteristics and skills of a learning language to life? These were basic research questions.

### **Literature review**

Both input and interaction are very important for first language and second language learning. As someone with experience in the field of teaching, I have noted that the role of inclusion and collaboration in language learning / acquisition has become a very important issue to be discussed. It can be assumed that different management may be input or communication may have an impact on the second language acquisition process. In fact, inputs without adequate communication may be very helpful in learning a second language. A lot of research has been done

on what, how, when and why inputs can maintain language availability. Many theories are developed and to some extent implemented and proved to be influential. Numerous studies related to inclusion and collaboration has been conducted. Loschky (1994) reviewed research to investigate the effects of comprehensive input and interaction on word retention and comprehension. The results of his research revealed that the discussion had a positive impact on understanding but no such claim could be made to keep it. Interaction or discussion seems to be a tool for discussion of meaning. Interviewing means responding appropriately to given questions (Grass & Selinker, 2001, p.272). Findings from research suggest that interpersonal communication seems to help students achieve a second language (LoschyinMitchell & Myles, 2004, p. 168.) According to interactionist views, benefit may be accepted as “a product of complex linguistic interactions. and the student's internal approach, which can be considered important ”(Ellis, 2003, p.243). In addition, language learners who participate in discussions can be said to form elements of language development (Long in Gass & Selinker, 2001). Students with knowledge of a particular language will develop thinking programs that can be opened whenever motivation is given. This issue is related to the basic concept of second language acquisition: automation and rearrangement (Gas & Selinker, 2001). Ellis, Tanaka and Yamazaki (1994) conducted research to investigate the role of dialogue in word acquisition and word order. It was pointed out that the collectively translated input produced better understanding levels and resulted in the discovery of additional new words. Corder (1967) defines input as available to the learner which plays a major role in practicing second language dependence. It is arguably argued that second language learning will not be possible even with the right amount of quality and quality but without the teaching of learners.

From the above discussion of textual review it can be concluded that ideas and communication play an important role in the process of learning different language features and skills. It shows that it is possible for a non-native speaker to have close native language skills - such as a foreign language setting if they have sufficient input and effective communication in the classroom. This is very much in line with Krashen's theories of exposure to the input, Long's interactions and Swain's subtle effect. In the case of Nepal, a number of research studies on classroom discourse, two-person activity, group work, a specific role etc. have been conducted that are indirectly linked to inclusion and interaction in the classroom. In this regard, the main purpose of the research is to explore the role of integration and interaction in learning different language components and skills from the perspective of Bachelor level students. Therefore, the current study emits new rays compared to existing studies.

### **Methodology**

This study used a phenomenological research design, “which explains the meaning to a few people in their living experience of a concept or event that

focuses on participants' perceptions about a situation or event "(Creswell, 2007, p.57). Current research is based on quality that seeks to explore ideas and opinions about the importance of inclusion and communication in learning different language features and skills. The study was conducted at the Department of English Education, Devdaha Adarsha Multiple Campus, Rupandehi. Participants in this study were fourth-year Bachelor students studying Major English. 10 participants were selected based on their understanding and awareness of the importance of inclusion and collaboration in learning different language features and skills. To collect the data, this study used a set of open-ended interview guidelines that were purposively assigned to participants. The research questions for the interview were conducted using two categories: 1) what is the role of Input in learning language aspects and skills? Explain in 5 sentences 2) How does co-operation bring livelihoods and language skills to life? Name at least 5 ways. In addition, students are asked questions based on informal interview texts. In conclusion, the study was conducted appropriately as a systematic consultation process was used to gather reliable information from participants' point of view. The study used a two-step process namely data collection and data analysis. In the data collection, participants were asked to express their knowledge and ideas about the importance of incorporating and communicating in learning different language features and skills. The interview was conducted using the Nepali language with a maximum of 15 minutes for each interview. The interview was later translated into English to create themes for their discussions. In order to retain participants' voice, some quotes are used in the adoption section. Similarly, in order to maintain participants' privacy and data. False names of participants were noted. Collected data is sorted and coded correctly. Then; it was edited, interpreted and analyzed to form descriptive themes.

### **Findings**

In this section, the information collected in the interviews is presented in two themes: the role of integration into language learning skills and skills, and how communication brings learning language features and living skills. These themes are also discussed in sub-themes which are analyzed as follows:

#### **The Role of Input in Language Learning Skills and skills**

The researcher asked participants about the role of input in language learning skills. It is about the role of inputs in learning the different aspects of language and the different language skills of the English language. There were 10 participants who were the students of Bachelor level. Regarding this question, every participant responded well. They have agreed that input has a pivotal position in the process of language learning. Their views are presented in the further lines. In this regard, S1 stated that:

...while learning in the class, I noticed that Input has shaped extremely significant role to make each and every learner absorb a quality in learning a

language .Regarding the case of mine, if the teacher doesn't teach or expose about particular language functions or lessons, then, I have felt very difficult to comprehend it. So, if there is ample input from the teacher side, certainly learner gets it clearly.

This view asserts that input always brings quality in language learning process. In learning language aspects and skills, enough exposure from the teacher makes the learner comprehend the matter undoubtedly. However, acquisition theories focus the importance of comprehensible input, which is language just beyond the competence of the learner, and gives the ideal conditions for acquisition to happen. Believing in the same matter, S3 asserted that:

In my opinion, in the classroom, the most important and accessible input for learner is that of the teacher....When the teachers are talking in classes, they are providing opportunities for the students to flourish their comprehension. Teachers can optimize this sort of opportunity by selecting the right levels of complexity of vocabulary ...and structure, range of register and style.

While going through this perception, it can be inferred that in the process of language learning, the most important and accessible input for learner is that of the teacher. It indicates that input is a vital tool to grasp better learning in the classroom. In this regard, S5 opined that:

I think that in the process of learning, I have found ...modified input in learning is very interesting. Whenever the teacher started to teach language functions, I realized that modified input is more effective than the text book input in learning the communicative functions...ultimately, input makes the language learning phenomenon energetic and lively.

It notices that if the learners are exposed to modified input, they learn communicative functions better as the modified input contains simplification, repetitions, elaborations, more examples and appropriate uses of exponent etc. On the other hand, the text book input contains structures, limited examples and clues to practice only. In the same scenario, S7 viewed that:

My idea is that in the process of second language acquisition, L2 learners require huge amounts of input in the form of different language skills especially, listening and reading. Listening input provides the students with different types of knowledge required for language learning such as vocabulary, grammar, phonology and language use. For this learners need to be interested in what they hear and read. This can be done through enriching input and enhancing input.

The idea asserts that learners generally read and listen to materials available in their course book. However, it can be claimed with confidence that if the only input to students, they obtain in the context of a limited number of lessons based on the book, they are unlikely to accomplish high levels of L2 proficiency. Overall, it exhibits that role of input is absolutely splendid in learning different language aspects and skills.

### **Interaction in Learning Language aspects and skills**

Regarding this theme, most of the participants reported in an expected manner. They believed that learning/acquisition could be perceived as a product of the complex interaction of the linguistic environment and the learner's internal mechanism, with neither viewed as primary (Ellis, 2003.p.243). That means through the interaction L2 learners understand their competence in applying the knowledge they have learned. Interaction may occur at the same time of input, the interaction process appears to be the practical tools for learners to contextualize the input they get. In this matter, S2 poured that:

I believe that learners need to practice as much as possible if they are to be successful, here, interaction through peer and group work enlightens the opportunities to practice as more learners speak for more of the time. Only interaction about the subject matter makes them mastering over a language.

The opinion reveals that interaction has a great role in learning a language. In the process of second language acquisition, students' interaction is always desirable. It is said that you can't drive a vehicle unless you touch the handle of the vehicle. Similarly, it is difficult to learn a language without engaging with that language. So, interaction in that language must have an important role to play in developing a learner's ability in that language. Regarding the importance of interaction in learning language, S4 replied that:

Recently, while learning the subject of English for communication, our teacher taught language functions by making us involving in the conversation using different types of exponents of the language functions. The teacher taught us through students' participation i.e. interaction. In that class, everybody learnt the very well, and here I noticed that the role of interaction is extremely desirable in the process of language acquisition and learning.

The opinion denotes that interactional adjustments make input comprehensible, and comprehensible input promotes acquisition, thus interactional adjustments promote acquisition. Interaction facilitates acquisition because of the conversational and linguistic modifications that appear in such discourse and that provide learners with the input they need. Talking with the interaction, S4 expressed that:

I have experienced myself that when the teacher used only lecture method in the class, in that day I rarely comprehended the subject matter. I frequently asked my teacher about the subject matter taught just now. In the process of teacher, if the teacher used different interactional moves, the learner would learn much better. Teachers need to promote learner interaction in order to help the learners succeed.

The concept suggests that learners need to engage in co-learning, especially through participatory activities, shown to encourage language development as learners can see the reason for using language to communicate. In the classroom, when the teacher and the student and the student get together, the teacher should give the students a clear negative response that includes a variety of movements such as a validation test, a comprehension test, a clarification request etc. Such steps not



only allow students to repeat their words correctly. But also get students to produce the right form from what they already know. The result showed that a large number of learners consider interaction in language acquisition as a priority. Communication is therefore an important element of a language learning program.

### **Discussion**

This study aims to explain how to analyze themes using theme networks (Miles & Huberman, 1994). The study explored the role of inclusion and collaboration in learning different language features and skills. Participants accepted that in the language learning / acquisition process, inputs and communication play an important role. It is argued that second language learning will not be possible even with the right amount of quality and quantity but without the inclusion of learners and being part of their language system. While looking at participants' responses, it can be assumed that unempowerment is the basis for a theory-based finding because students learn about interpersonal skills, such as playing with adults, who provide 'scaffolding' where they form a concept that may be beyond them. If they did it alone (Ellis, 1997). In this regard, in the classroom, the main role of the teacher is to ensure that students receive comprehensive ideas by providing them with listening and learning resources.

When input is negotiated and students produce a result in the dialogue, by selecting 'take' parts of the input comprehension and selecting the appropriate language type to express themselves. This process makes it easier for students to incorporate what they have learned and experienced (Krashen, 1985). Similarly, Allwright (1984: 156) argues that co-operation as a basic teaching element in the classroom because everything that happens in the classroom takes place through the process of interpersonal communication. to be sources of input to other interlocutors. Collaboration has attracted a great deal of interest in the acquisition of a second language. Inputs enable learners to learn in the expected way. Comprehension and comprehension skills can be explored by making extensive use of inputs in the classroom. There are many factors to consider in effective teaching in the classroom. In such a situation, collaboration and inclusion play a real role in performing teaching and learning activities that impact the classroom. Without the use of these features, the classroom seems boring and unhealthy. Students feel qualified for such strategies focused on students. It keeps the student active in the classroom discussion activity. Good integration and co-operation bring success to the acquisition of a second language. Learning a novel language means that one has to get a fair amount of inputs in that language.

Apart from this, communication promotes language learning in a positive way. Research asserts that the more cohesive you are, the better the process of acquiring a second language for students. Observing the teaching processes is responsible in part to that growing interest in learning the impact of interaction on the acquisition of L2. Both acquisition and learning, inputs and communication play a role in

diligence. Discovering a new language, the input provides a good platform for its approach to learning a second language. When students get more input times, they benefit the most from it. In addition, interaction builds the student's ability to express themselves. It develops students' criticism of the second language learning program. It focuses on the language used by teachers and students that enhances communication that has a profound impact on L2 learning. Collaboration builds confidence, motivation and confidence that keeps students participating in class activities. From the above findings of research and discussion, it is undoubtedly supported that in the process of acquiring / learning different language features and skills in L2, input and interaction always play a major role.

### **Conclusions**

The study explored Bachelor level students' perceptions of the role of integration and interaction in learning different language features and skills. Reviewed the importance of incorporating and collaborating in a second language acquisition / learning program. Intuitive input and interaction play a professional role in the acquisition of L2. Current research indicates that it is possible for a non-native speaker to acquire the same traditional knowledge in a second language system if they have sufficient input and influence. While learning different aspects of second language skills, if students have more time to learn and be exposed to a wide variety of spoken and written English, they will certainly be able to better understand fluency. Theoretically, the right size and input method and the right frequency of interaction are likely to result in successful L2 acquisition. It is found that altered inputs are very important in learning different language functions and skills. As we have seen, the discussion and conclusion of the study reveal the different effects of inclusion and discussion and the ways in which they encourage second language learning. Similarly, it is highly recommended for every teacher that it is intently beneficial to apply input hypothesis and interactional approaches while delivering L2 acquisition/learning. Finally yet most importantly, it can be believed that input and interaction are the most important global pedagogy of second language acquisition. Every linguist and curriculum designer should consider while preparing the courses about the effectiveness of input and interaction in L2 acquisition/learning.

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## Use of Literature in English Language Teaching

Bishnu Aryal

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### Abstract:

In many English language learning and teaching contexts, the absence of literary texts, such as graded readers, short stories and poems, still seems to be the norm. This article looks briefly at the some more recent historical positions regarding the use of literature in ELT, and then discusses how the inclusion of creative reading material may foster the development of reading and critical thinking skills. This study analyzes the use of literature in English language teaching in general and the pedagogical approaches to be practiced in particular by using qualitative and analytical research design. The study concludes that literature in language teaching contributes to the language development and aesthetic propose. Exploring the literary texts involves students in interaction to draw the information of the text for conceptualization. Similar, the activates under reading between the lines develops different skills in students Such as discussing, analyzing, exploring, and characterizing. This study provides many languages teacher with insights to handle literary text more effectively to sharpen students' language, inferential and intellectual skills.

**Keywords:** Literature, Language input, Poetic language, literary texts, pedagogical approach

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### Introduction

In future years, the absence of imaginative content in language teaching will be considered to have marked a primitive stage of the discipline (MC Rae, 1991, p. Vii) ELT can be more effective if it is taught through literature, because it uses elements such as authentic materials, language in use and aesthetic representation of the spoken language. It also enriches both language and culture. In Nepal, the students from Nepali medium and English medium have different types of language comprehension levels. A large number of students from Nepali medium face difficulties in understanding English literary genres. The main reason behind this is the grammar translation methods (GTM) which is predominant in language classes, especially in the elementary and intermediate levels of Teaching ESL and EFL classroom. The students remain unaware of communicative language learning (CLL) over here. The aim of this article was to find out the effectiveness of using literature in language classroom in Nepal through research. In Nepalese universities,

now a days English languageteachers prefer to use a CLT method and different types of learning methods i.e. authentic materials, videos, and audios related to the short stories etc. in the English language classes.

### **Literature Review**

Language is our significant sources of communication (Nishanthi, 2018). It Playes and important role in enhancing daily life communication, completing business transactions and more importantly, in transferring knowledge and many more (Barzani, 2020). It is an inevitavle element of human life (Ashrafuzzaman&Alam, 2017). Language and liture are closedly related in that language is the medium through which literature is written and communicated. Literture can help to enrich and expand students' understanding and use of language. Literature is taken as a possible sources of language development (Hall, 2015). Reading literature can be helpful to expand students' vocabulary, gain a greater understanding of grammar and syntax, and learn about different ways of expressing ideas and emotions. Literary materials can effectively transmit the cultures of people (Barzani, 2020), and an effeilliveuse of literary materials may proffer the teacher the opportunity to integrate reading comprehension skills with other essential skills, including writing and speaking (Khatib&Nasrollahi, Enhancing reading comprehension through short stories in Iranian EFL Learners, 2012). Literature has been considered as an influential tool in foreign language teaching and curriculum (BabaeefYahya, 2014). It is the best source of increasingstudents abilities to inter meaning and to make interpretations (Lazar, 1993, Gangola, 2015). Moreover, a language class can be made sparking and inspiring through the execution of a literary text (Violetta-Irene, 2015). All these citations hint at the fact that language and literature are inter related and naturallysupportive to each other.

This article looks briefly at some more recent historical positions regarding the use of literature in ELT, and then discusses how the inclusion of creative reading material may foster the development of reading and critical thinking skills. It concludes proposing some criteria for texts selection and come suggestions on how to use these texts in conjunction with other textual forms and media.

### **The Place of Literature in ELT**

English language teaching has gone through a series of historical phases and so have teachers who try to apply in the classrooms the methodological principles that are promoted by linguists, researchers and textbook writers. Approaches focused on using language in social situations and syllabuses were designed along'functional/notional lines' (Brum fit, 1985 P. 6). There was little space for creativity and literature in such language-teaching context. In the last decades of the twentieth century and beginning of the twenty first, things began to change and literature started to be considered as a potential source of language development (Hall, 2005) perhaps even because teachers on the ground always suspected that

there was something wrong in neglecting such a rich source of language input (Lima, 2005). What Mc Rae predicted in 1991 is still far from coming into being thirty years later.

### **Exploring Texts**

Most literary texts bring vocabulary that is not relevant to language learners and some go to lengths to say that we do not really want twenty first century English speakers to go around the streets uttering, 'outdated poetic language'. Even though there is some truth in it, some of what is perceived as 'outdated poetic language' is just language that is not included in ELT textbooks for the sake of grading and simplification, but is actually language that people would normally encounter in authentic texts, literary or not (Brumfit and Carter, 1986 p. 5-15).

Similarly, appropriacy objections can easily be overcome with the teacher's careful selection of texts and judicious task designing (Collie and Slater, 1987).

The meaning of a text is also created by its readers. There are very practical implications that spring up from this view of reading. If we understand the act of reading as an act of meaning construction, we should create opportunities in the classroom where learners can engage with texts in a critical, open-minded and creative way in order to realize that interpretation and meaning are not fixed givens. Moreover, we should propose activities, which help learners to realize that the 'meaning' of a text is the result of a multiplicity of voices and influences (Bakhtin, 1981 p. 262-3), including the ones they bring themselves to the reading process. If we adopt such approach, grammar and Vocabulary cease to be only a matter of syntax, semantics and morphology to become a complex network of ideas, symbols and meanings (Pinker, 1994). Learners and teachers would therefore, be both involved in a reading of texts that aim to develop language and reading skills through critical thinking process.

There is plenty of English language learner literature, also called graded readers, available from international ELT publishers- from adaptations of Classics to Original stories (<http://www.elfoundation.org/ert/>). Even if our school library is limited, offering students a shortlist at least gives them a certain degree of choice. Moreover, there is plenty of copyright material available in the Internet. The reading material based on what is available to us and what we considered culturally and linguistically appropriate should be selected.

To find a text with the right language level is important. It should neither be too difficult that students cannot infer the meaning of particular lexical items and are forced to look up words too frequently; nor too easy that there is no challenge and no vocabulary gain.

Reading text should engage readers' cognitively and affectively (Elliot, 1990). The boring texts easily kill the joy of reading. However, what teachers see as interesting may not necessarily be the same for the students. To assess students' response to texts as well as the language development they achievement by reading

them, along with some formal tests and comprehension questions, other options like follow up writing, classroom presentations and face to face or online discussions can be included. Students would probably feel much more motivated if they can engage with the teacher in a real and meaningful discussion about the texts they are reading.

Besides this, Brumfit's criteria for text selection should be considered (1985: p.109) which relates to suitable linguistic level, cultural and social expectation of different groups of learners' and length of the text. Imagination and creativity should also be our concerns. Literary texts and the tasks based on them should help learners to activate and exercise their imagination. The plenty of imaginative materials along with literary texts, visual arts, dramatic arts and music, web2 tools etc. could be explored.

### **Conclusions**

Both teachers and students believe that literature can be a perfect medium for teaching and learning the English language. In Nepal, a significant number of students have faced difficulties between L1 and L2. So, the teachers have to be careful to select the suitable literary texts for both the Nepali and English medium students. Entire literary genres appear to be the most informative and suitable material for English language teaching. These materials are perfect for all levels of students. It attempts to help students to gain higher knowledge about the literature and is useful within the sphere of the target language. This article concludes that language and literature are interrelated, but not isolated entities. It recommends that course designers to incorporate in the language classroom to learn both language and literature in their entirety.

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## PERCEPTION OF STUDENTS TOWARDS ABROAD STUDY

Nabin Kumar Shrestha

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### ABSTRACT

Study abroad refers to gaining an education in a foreign country for an extended period of time in a new culture and learn about the people and their traditions more closely, and explore new horizons. Student mobility towards global village is the means of globalization of abroad study. Students have been identified as a key strategy for the globalization of higher education; hence this research investigates the perception of students towards abroad study. Basically, this research was based on descriptive and inferential research design. Primary data was collected by using structured questionnaire. Non-probability sampling technique was used to take 100 students as a sample from different educational consultancies of Rupandehi district in particular. The main objective of this study is to examine the perception of students towards abroad study as per their educational level, family status, gender, types of schooling and residential area. The study showed that there was no significant difference except perception of students according to their age and gender. Furthermore, there are other influencing factors on perception of students towards abroad study in the context of Nepal like political situation, income level, living standard, knowledge etc.

**Keywords:** global village, cross-border, educational consultancy, family status, schooling

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### Introduction

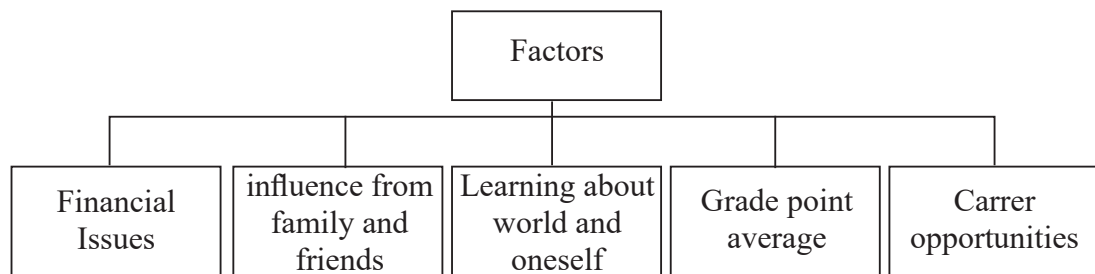
"While economic sectors produce knowledge-based goods, the higher education sector plays an important role in facilitating the production and distribution of knowledge. Given the importance of knowledge in development, in order to encourage growth, it has become necessary to expand higher education. This is important so as to enable countries who are lagging behind in terms of technology to catch-up with other well advanced countries in order to maximize their economic output" (World Bank, 1999). Internationalization is transforming higher education, and increase participation in education abroad is an important part of that change (Kauffmann, Martin & Weaver, 1992; Lambert, 1989; PicKert, 1992; Rahaman & Kopp, 1992). Universities in Organisation for Economic Cooperation and Development (OECD) countries such as the USA, the UK, Germany, France and Australia attract a large number of foreign students, and income from foreign

students constitute a good share of the budgets of many universities in some of these countries. In 2006, there were 2.7 million students studying abroad. Some of the projections (Bohm, Davies & Meares, 2002) indicate that the demand for cross-border higher education will increase to 7.2 million by 2025. This market is expanding, as is the number of exporters and importers of education. The globalization process further reinforced and universalized the market orientation in development strategies. Its effect in higher education could be seen in terms of the privatization of public institutions and the emergence of the private sector as a possible alternative to public universities (Varghese, 2004).

(a) In some countries, a higher level of tuition fees is levied from international students than from domestic students. Australia, Canada, New Zealand, the UK and the USA are examples of this pattern. (b) Some countries do not distinguish between foreign and domestic students when fixing the fees. The fee level remains the same for domestic and foreign students in France, Greece, Hungary, Italy and Japan. (c) Some countries such as Denmark, Finland, Norway and Sweden have not yet started levying tuition fees from foreign students. One of the reasons for a decline in the flow of students to the UK and the USA may be that the cost of cross-border education in these countries is very high compared to Australia, Ireland, New Zealand, etc. As a result, one finds that the flow is greater to these countries where the cost of higher education – fee levels and living expenses – is comparatively lower. Consequently, it has become a favourite destination for students from China, India, and other Asian countries which traditionally are not used to sending their students to Australia (Varghese, 2006).

Booker (2001) studied students who were study abroad applicants and interested non-applicants and made significant comparisons with relations to each respondents attribute and study abroad preferences, on top of their perceptions to the institutional support of international education. Using factor analysis method respondents were compared to the distinguished consequences of studying abroad, perceived social preferences from imperative references, and obstacles to study abroad in accordance to the decision to or not to apply.

(Booker, 2001) The significant factors that directly affect student's decision of whether or not to apply for study abroad programs are:



“Studies conducted to date overwhelmingly confirm an extraordinary and expansive student interest in international education and study abroad. A joint

study conducted on a US national sample of 40,000 high school seniors indicated a very strong or fairly certain desire to study abroad (81%), an interest in seeking a work-related opportunity (72%), and an interest in second language proficiency (70%) (American Council on Education [ACE], Art and Science Group LLC, and the College Board 2008)” (Trilokekar & rasmi, 2011). Although, there exists several obstacles to the decision of studying abroad viewing the present scenario most of students are attracted to it.

### Objectives

This research is conducted with the aim to investigate the growing aesthetic of students going abroad. This research is mainly concerned with the factors affecting students to choose abroad for further study. The primary objective includes: To examine the perception of students towards abroad study according to their type of schooling, age, sex, family status, education level, and residential area.

### Hypothesis

The Hypothesis of this study is significant difference in perception of students according to their type of schooling, age, sex, family status, education level, and residential area.

### Methodology

In this use research, descriptive and inferential research design are used. 100 samples were collected by using convenience sampling technique. Primary data were collected by using structure questionnaire. The research was conducted over Rupandehi district’s educational consultancies only.

### Findings, Discussions and Results

#### Findings and Results

In this study, data were collected by questionnaire and surveyed among 100 respondents to understand the association between perception of students for abroad study towards different demographic factors.

**Gender of Respondents.** Out of 100 respondents surveyed where the frequency of male 62 and females 38 are shown as:

**Table 1:**

#### *Frequency of Gender Respondents*

Gender	Frequenc	Percent	Mean	Sd	t-stat	df	Sig.
Male	62	62	52.1935	5.07917	-2.582	98	0.011
Female	38	38	55.1053	6.07071			
Total	100						

The above presented table and figure shows the percentage of male and female

where 62% is male respondents and 38% female respondents. Numbers of male respondents are higher than female respondents. The table clearly shows the average and standard deviation of categorization of gender which is for male mean is 52.1935 and for female is 55.1053 whereas standard deviation is 5.07917 and 6.07 respectively of male and female.

H0: There is no significance difference in perception of students towards abroad study according to their gender.

H1: There is significance difference in perception of students towards abroad study according to their gender.

From the calculation, the result is p- value less than 0.05 ( $p < 0.05$ ). Hence, we reject H0 that means there is significant difference in perception of students to study abroad according to gender.

**Age and Perception of Respondents.** The following presented table shows the categorization of age group as less than 20, 20-30 and more than 30.

**Table 2:**  
*Perception According to Age*

Age	Frequency	Percent	Mean	Std. Deviation
Less than 20	47	47	52.2128	5.35657
20- 30	47	47	54.8085	4.61396
More than 30	6	6	50.0000	11.04536
Total	100		53.3000	5.62911

The above table shows that the 47% of respondents are same from age group less than 20 and age group between 20 to 30. The rest 6% is from age group of more than 30. Respondents of the age more than 30 are comparatively very less.

ANOVA Table					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	227.851	2	113.926	3.799	0.026
Within Groups	2909.149	97	29.991		
Total	3137	99			

From the above calculation, the result of p-value is less than 0.05 ( $p < 0.05$ ). Hence, we reject H0 that means there is significant difference in perception of students towards abroad study according to their age.

**Education Level and Perception of Respondents.** Education level is also one of the factors affecting perception of students going abroad for higher study. The following table shows the frequency of level of education sampled for research study where students of high school was 17%, student studying intermediate level was 27%, the frequency of Bachelors level student is 40% and master level is 16%.

**Table 3:**  
***Education Level and Perception of Respondents***

Education Level	N	Percentage
High school	17	17
Intermediate	27	27
Bachelors	40	40
Master's	16	16
Total	100	

H0: there is no significant difference in perception of students to study abroad according to their education level.

H1: there is significant difference in perception of students to study abroad according to their education level.

**Table 4:**  
***Significance of Education Level***

		df	Mean Square	F	Sig.
Perception mean *	Between Groups (Combined)	3	10.122	0.313	0.816
Education Level	Within Groups	96	32.361		
	Total	99			

Here, the calculation by one way ANOVA, p value (0.0816) greater than significant value of 0.05 ( $p > 0.05$ ). Hence, it can be concluded as there is no significant difference in perception of students to go abroad study according to their education level.

**Types of Schooling and Perception of Students.** Among 100 samples the distribution of the students according to their type of schooling is as follows:

**Table 5:**  
***Frequency Types of Schooling***

Types of Schooling	Frequency	Percent
Private	68	68
Public	14	14
Government	18	18
Total	100	

From above result majority of the students are from private schools i.e. 68% and remaining from government and public schools their percentage is too low than private schools students

H0: There is no significant difference in perception of students to study abroad according to their type schooling.

H1: There is significant difference in perception of students to study abroad according to their type of schooling.

**Table 6:**  
***Types of Schooling and Perception of Students***

	Df	Mean square	F	Sig.
Between Groups	2	90.370	2.965	0.056
Within Groups	97	30.477		
Total	99			

From the calculated value of types of schooling the value of significance is 0.056 which is greater than 0.05 i.e.  $p > 0.05$  it means we accept null hypothesis (H<sub>0</sub>), hence it can be concluded as the types of schooling of students does not affect the perception to study abroad.

**Residential Area and Perception of Students.** The given table illustrates the residential area of respondents, 73 students were from urban area i.e. 73% and 27 were from rural area.

**Table 7:**  
***Residential Area and Independent Sample T-test***

Residential Area	Frequency	Percent	Mean	Std. Deviation	T	df	Sig. (2-tailed)
Urban	73	73	53.7945	5.58261	1.453	98	0.150
Rural	27	27	51.9630	5.63970			
Total	100						

Numbers of male respondents from urban area are higher than rural areas. The table clearly shows the average and standard deviation of categorization of residential area which is for urban mean is 53.79 and for rural is 51.96 whereas standard deviation is 5.58 and 5.639 respectively of urban and rural

H<sub>0</sub>: There is no significance difference in perception of students towards abroad study according to their residential area

H<sub>1</sub>: There is significance difference in perception of students towards abroad study according to their residential area.

From the calculation, the result is p value greater than 0.05 ( $p > 0.05$ ). Hence, we accept H<sub>0</sub> that means there is no significant difference in perception of students to study abroad according to residential area.

The respondents from different areas city area and village area likewise Sub-metropolitan Municipality & village the study include urban area and rural area in accordance.

**Table 8:**  
***Frequency of Residential Area***

The given table illustrates the residential area of respondents, 73 students were

from urban area i.e 73% and 27 were from rural area.

Residential Area	Frequency	Percent
Urban	73	73
Rural	27	27
Total	100	

**Gender and Perception of Students.** The following table shows that 62 are male and 38 are female respondents.

**Table 9:**

***Mean and SD of Gender***

Group Statistics

Gender	N	Mean	Std. Deviation	Std. Error Mean
Mean Male	62	52.1935	5.07917	0.64506
Perception Female	38	55.1053	6.07071	0.98480

The table clearly shows the average and standard deviation of categorization of gender which is for male mean is 52.1935 and for female is 55.1053 whereas standard deviation is 5.07917 and 6.07 respectively of male and female.

**Family Status and Perception to Study Abroad.** The following table reveals that majority of the students i.e. 77% are from middle class and only 5% students belong to low income family.

Family Status	N	Percentage
High	18	18
Medium	77	77
Low	5	5
Total	100	

H0: there is no significant difference in perception of students to study abroad according to their family status.

H1: there is significant difference in perception of students to study abroad according to their family status.

**Table 10:**

***Perception mean and SD of Family Status***

FamilyStatus	Mean	N	Std. Deviation
High	54.0556	18	6.82963
Medium	53.1169	77	5.24899
Low	53.4000	5	7.70065
Total	53.3000	100	5.62911

**Table 11:**  
***Significance of Family Status***

		df	Mean Square	F	Sig.
Perception mean *	Between Groups (Combined)	2	6.454	0.200	0.819
Education Level	Within Groups	97	32.207		
	Total	99			

The above calculation shows that there is no significant difference in perception of students to go abroad study according to their family status. Because  $p > 0.05$ .

### **Conclusions**

A unique contribution of this research study was to understand the perception of students towards abroad study through various factors as gender, education level, family status, types of schooling and residential area. As far, the study supports the importance of Nepalese student to multicultural competence. The study shows there is significant difference in perception of students between gender and perception of students to go abroad for study and also the perception varies according to male and female as well. Similarly, according to the education level to the perception of students is different towards abroad study as it was seen that many intermediate level and higher level student prefer abroad study.

Besides, this research study has some limitations such as in the context of Nepal, political situation, income level, living standard and knowledge etc. could be other factor that may affect the perception of student to study abroad. Furthermore, the survey was done only in Rupandehi district limiting in particular area.

### **Recommendations**

Studying abroad can help to broaden cultural understanding and offer unique academic experiences, which can develop students in an advantageous position when entering today's workforce. In spite of having several benefits of studying abroad, students have to face lots of challenges as cultural barrier, language barrier, social and psychological effects and so on. For this, first of all students themselves must find a way to solve the problems such as surfing internet for the country they want to go for, taking counseling from different consultancies.

As 21 century is the age of globalization and an increasing focus towards multiculturalism, educational practices must change along with it. The increased implementation of comprehensive study abroad programs is both reflexive of recent shifts in cultural perception as well as anticipatory of the changes expected to come. Whatever may transpire in the years ahead, the practice of studying abroad is sure to be a part of it.

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## MACROECONOMIC DETERMINANTS OF NEPALESE STOCK MARKET

Govind Jnawali and Kishan Singh Thapa

## ABSTRACT

This study examines the influence of macroeconomic variables on the Nepalese stock market by employing an econometric model. Monthly data from mid-July 2001 to mid-July 2020 is analyzed to explore the long-run and short-run relationships. The study considers macroeconomic variables such as broad money (M2), the USD to NPR exchange rate (EXR), the consumer price index as a proxy for inflation (INF), and the T-Bill 91 days as a proxy for the interest rate (INT). The NEPSE index (NEPIN) is used as the dependent variable. The unit root test results reveal that only the interest rate variable is stationary or integrated at levels I (0), while the other variables are stationary at the first difference I(1)). Given this mixed integration, the autoregressive distributive lag (ARDL) model is employed to determine the short-run and long-run relationships between macroeconomic variables and stock market development. The findings from the ARDL bound test confirm the presence of a long-run relationship between macroeconomic variables and stock market development. In the long run, there is a significant negative relationship between money supply and stock market development. However, the other variables do not exhibit sufficient statistical evidence to be considered significant. In the short run, both money supply and the USDNPR exchange rate show a negative and significant relationship with stock market development. On the other hand, inflation and the interest rate display statistically insignificant relationships with stock market development. Additionally, the study finds that the error correction term or co-integrating equation is negative and significant at the 1 percent level of significance. However, the adjustment process towards long-run equilibrium has a low speed of 2.76%. This indicates that deviations from the short-run equilibrium are corrected gradually, with only 2.76% of the disequilibrium being adjusted each month following a shock. As a result, it would take a considerable amount of time to return to longrun equilibrium. In conclusion, this study demonstrates the impact of macroeconomic variables on the Nepalese stock market. Money supply is identified as a significant factor affecting stock market development in the long run. However, the relationships in the short run are more nuanced, with money supply and the USD to NPR exchange rate exerting negative effects while inflation and the interest rate show little statistical significance. The slow adjustment process towards long-run equilibrium highlights the need for careful monitoring and timely policy adjustments to maintain market stability.

**Keywords:** NEPSE index, Broad money, Inflation, Interest rate, ARDL, Error correction term

## Introduction

Securities markets is a part of financial market where securities can be bought and sold (traded) on public exchange, on the basis of demand and supply where price is determined by market participants. On the other hand, non-securities market is an alternative investment that is not traded on a public exchange. Securities markets in an economy provides an effective way of raising long-term funds by issuing shares, debentures bonds for corporate houses and government and at the same time provide an investment opportunity for individuals and institutions. Securities market is further subdivided into two market-the primary and secondary market. The primary market represents the market for newly fresh issued securities to the public whereas the secondary market refers to the market for existing securities, traded previously in the primary market. Secondary market can be in categorized in three sub market -Stock exchange, Auction market and over the counter (OTC) market. One of the major debates in finance is regrading market efficiency. An efficient capital market pricesreflects all the available and relevant information, helps to provide liquidity and ease the mechanism of entry-exit of investors. However, it requires large size, higher volume of transaction which can be only facilitated by well-developed capital market. Cherif and Gazdar (2010) argued about the linkage between financial sector development and economic growth. They concluded that well-developed financial industry can help to minimize the transaction cost, monitoring cost and information cost and enhance the efficiency of financial intermediation. Therefore, the development stock market is very essential in an economy.

The development of stock market in emerging market, and underdeveloped market has always one of the most crucial subjects in the field of financial development because stock market generally allows corporation to raise and acquire capital requirement efficiently as stock market create market for efficient business transactions to happen and also stock market provide alternative to debt financing (i.e., borrowed fund for fixed interest). Adjasi and Biekpe(2006) discussed the role of stock market as the funds generating in the stock market can be channelized into various projects which later help to stimulate investment activities which can eventually leads towards sustainable investment and economic growth prosperity. Empirical evidences on finance literature demonstrate that countries with better developed financial system would experience faster economic growth. According to this theory, what determines stock market development becomes important because it heavily contributes to financial system of the country. If the theory of linkage is true between financial development and economic growth, it sparks the question does macroeconomic variables influence the stock market development or what are the other variables that influence the stock market because identification of those variable will help to enhance the economic growth of an economy. Goldsmith (1969) Work on “Financial structure and Development” is widely known as pioneer to advocate the positive relationship between economic growth and the financial development. Further McKinnon (1973) and Shaw (1973) followed the

study of linkage between economic growth and the financial development. The study concluded that financial development has a close relationship with economic growth. However, 1989 report published by World Bank suggested that development specialists primarily focused on banks, and viewed stock markets as unimportant in economic development. They argued and stated that more capital was raised from banks than from equity market. Thus, this traditional view fails to recognize the significances of stock markets. Basically, banks and stock market provide different financial services. Therefore, in contrast to the traditional view Levine (1997) argues that each of these components of financial system is an independent strong predictor of economic growth.

In Nepal, Banks dominate financing sector and stock market is still in developing phase and covers small portion of financial system. Furthermore, the determinants of stock market development are very wide and still growing area of study. That's why it is very important to examine the macroeconomic determinants which can possibly influence stock market development. In finance, the standard model for valuation of stock proposes required rate of return and expected cash flows generating from stocks are determinants of stock prices. Chen et al. (1989) in their paper address the long run equilibrium relationship between macroeconomic variables and prices of stocks. The idea behind their study was arbitrage pricing theory (APT) or multi-factor asset pricing model which was developed by Stephen Ross himself in year 1976. The idea behind this theory is an asset's returns can be predicted by building a linear relationship between numerous macroeconomic variables that captures systematic risk (those risk which are inherent to entire market segment) and the asset's expected return. Chen et al. (1989) in their study identified macroeconomic factors which had a significant role in explaining the security returns. Those macroeconomic variables were surprise in inflation, shift in yield curve, surprise in confidence of investor due to change in default premium in bonds (corporate), surprise in gross national product indicated by an industrial production index.

There are several international literatures Asprem (1989), Bulmash (1991), Brahma (2007) based on determinants of stock market and stock market development related articles. In Nepalese context, only couple of studies are conducted and most of the studies such as Shrestha (2019), Shrestha and Subedi (2014) have used simple regression approach to determine the relationship between stock market development and macroeconomic variables. Among them, few of the studies such as Khatri (2018), Pokhrel and Shrestha (2019) have used econometric model to address macroeconomic variables. Therefore, this study has used econometric models including lags of variables. So, that proper relationship can be studied between the macroeconomic variables and stock market development. The procedure starts with performing unit root test to check the stationarity of time series, followed by selecting appropriate model according to the stationarity of variable, and implementing the selected model to estimate long run coefficients,

short run coefficients and error correction term.

## NEPSE Index

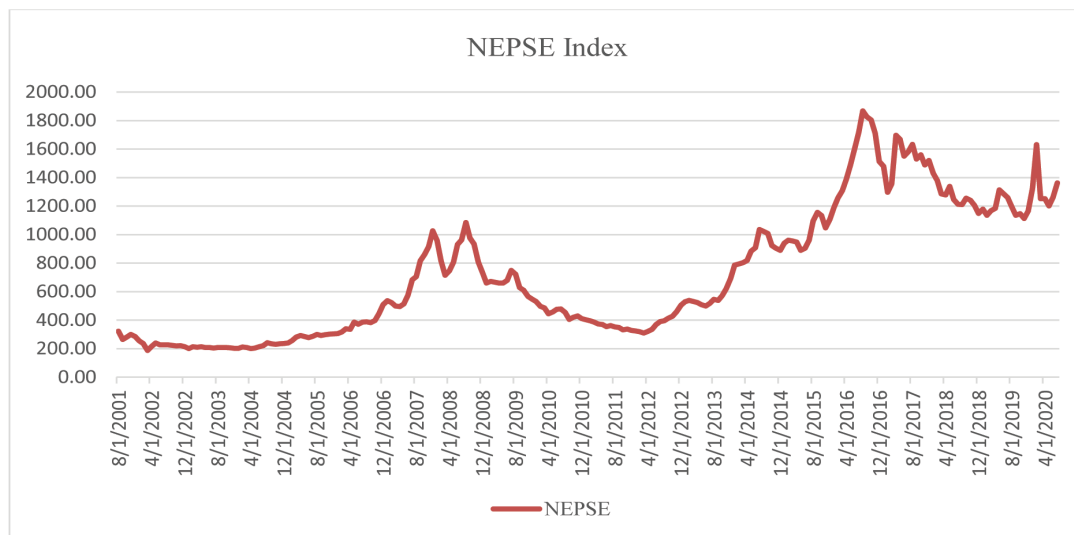
NEPSE index is a yardstick of performance of the Nepalese stock market. Market indices provide an indication of the overall performance of the stock market or specific segment of the market. NEPSE index is calculated by multiplying the ratio of current period's total market capitalization to base period's total market capitalization by 100. The method used index calculation is called value weighted method. As of August 2020, NEPSE index reached its all-time high of 1881.45 on July 25 2016. Stock market index is generally considered as barometer of economy because growth in stock market index is considered as good sign

## RELATED LITERATURE

### Asset Pricing Models

Asset Pricing aims to determine the price of claims to payments which are uncertain in nature.

which shows investors are confident about the future prospect of the economy.



(Source: NEPSE)

It becomes challenging due to the fact that risk and timing of uncertain payments have to be taken into account simultaneously (Drobetz, 2000). Asset pricing models explain why some assets exhibit higher return than other assets. Asset pricing model can be further divided into two regimes: Equilibrium pricing model and Risk neutral pricing models. Equilibrium pricing model for equities includes Capital Asset Pricing Model (CAPM), Consumption based CAPM, Intertemporal CAPM, single index model, multiple factor models (such as Fama-French three factor model and Carhart four factor model and Arbitrage pricing theory). On the other hand, risk

neutral pricing includes Black-Scholes model, Garman-Kohlhagen model etc.

### Multi-Factor Model

Multi factor model incorporates multiple factors to explain market phenomena and pricing of the assets. It is used to estimate the discount rate for valuation of financial assets. This model can be used to explain either portfolio of securities or individual security. The first multifactor equity risk model was developed by Rosenberg and Guy (1976). They proposed a linear model of beta.

$$r(i, t) - r(0, t) = b(i, t)[m(t) - r(0, t)] \pm g(i, t)$$

$$b(i, t) = \sum_j X(i, j, t)f(j, t) \pm e(i, t)$$

Reformulated as:  $r(i, t) = \sum_j X(i, j, t)f(j, t) \pm e(i, t)$

Where:

$r(i, t)$ : Return to equity asset "i" in the period (t, t±1)

$r(0, t)$ : Risk free return,  $m(t)$ : Market index return

$e(i, t)$ : Market residual return,  $b(i, t)$ : Parameter fit by time series regression

over history prior to time t

$X(i, j, t)$ : Risk exposure values calculated from fundamental and technical data

$f(j, t)$ : Factor returns determined by cross sectional regression for each time period

$g(i, t)$ : Regression residuals

Since, the development of multi-factor model, further academic models are developed with small number of parameters. Such model includes Fama-French three factor model, Carhart four factor model, Fama-French five factor model and arbitrage pricing theory.

### Arbitrage Pricing Theory

In 1976, The first theoretical relationship between macroeconomic variables and stock market prices was addressed by Ross (1976) in his work "The arbitrage theory of capital pricing". Arbitrage Pricing Theory (APT) is a multi-factor asset pricing model which suggests economic variables as sources of income volatility as economic variables capture systematic risk. Arbitrage Pricing Theory was developed by Ross (1976) as an alternative to CAPM (Capital Asset Pricing Model) because of several criticisms of CAPM. Groenewald & Fraser, (1997) addressed the low explanatory power of Capital Asset Pricing Model. They stated that CAPM overestimates the risk-free rate ( $R_f$ ) and underestimates the market risk premium ( $ER_m - R_f$ ). They argued that arbitrage pricing model overcomes the weakness of capital asset pricing model because of the fact that APT is a multi-variable model and it is expected to have more explanatory power as it involves more than one factors. APT criticizes capital market theory, and says true market portfolio does not exist because true market portfolio includes every investment in every market, it is practically impossible to construct it. Hence, returns are generated by multiple factors. The return generating process of APT is as follows:

$$R_{it} = \alpha_i + \beta_{i1}X_1 + \beta_{i2}X_2 + \cdots \dots + \beta_{in}X_n + e_{it}$$

Where,  $X_1, X_2$  and  $X_n$  represents systematic risk factor such as GDP growth rate, interest rate, inflation etc. and it is assumed that error terms are independently normal distributed with mean of zero and a constant variance.

### **Equilibrium Model of Arbitrage Pricing Theory**

$$E(R) = R_f + \lambda_1\beta_1 + \lambda_2\beta_2 + \cdots \dots + \lambda_n\beta_n \text{ Where;}$$

$\beta_1$ : there is a factor portfolio whose beta whose sensitivity with respect to this factor is unity and his sensitivity to another factor is zero ( $\beta_1 = 1, \beta_2 = \beta_n = 0$ ).

$\beta_2$ : there is a factor portfolio whose beta whose sensitivity with respect to this factor is unity and his sensitivity to another factor is zero ( $\beta_2 = 1, \beta_1 = \beta_n = 0$ ).

$\lambda_1$ : represent factor risk premium ( $FRP_1$ ) i.e., excess return on this portfolio over and above risk-free rate ( $RP_1 - R_f$ ).

$\lambda_2$ : represent factor risk premium ( $FRP_2$ ) i.e., excess return on this portfolio over and above risk-free rate ( $RP_2 - R_f$ ).

Main assumptions of APT are: (a) unsystematic risk is diversifiable. (b) returns are generated by multiple factors (c) market is frictionless and arbitrageur ensures that market is equilibrium.

APT states only systematic risk factors are priced which means systematic risk factor are the factors which affect all assets and are non-diversifiable. If investor take exposure to these risk factors ( $\beta_1 \neq 0, \beta_2 \neq 0 \dots$ ), investor will be compensated in the form of extra return at the rate of  $\lambda_1, \lambda_2, \dots, \lambda_n$  etc. However, there are certain ambiguity regarding the economic theory of relationship between the stock market development and macroeconomic variables.

The biggest criticism of APT is it doesn't specify the number of systematic risk factors; it is up to judgement of model user. Up to date there is no theoretical model that is accepted as to link economic variables to stock market development. However, there are some empirical evidences which suggests economic variables influence dividend and discount rate of the stock. Chen et al. (1989) concluded that macroeconomic variables have significant effect on asset prices. Later various other empirical studies identified these macroeconomic variables as interest rate, stability (inflation), exchange rate, level of financial development, money supply and other economic activities as determinants of stock market development.

### **Empirical Review of Macroeconomic Variables**

#### **Money Supply**

Mayasami and Koh (2000) investigated the relationships between selected macroeconomic variables and Stock indices of Japan, Singapore and United States from period 1988 to 1995. The selected macroeconomic variables included industrial production, trade, change in price level, money supply, long-term and short-term interest rate, and exchange rates. The paper used vector error correction model to test the existence of long run relationship. The results revealed stock market do form

cointegration relationship with changes in price levels, money supply, short- and long-term interest rates. However, changes in interest rate and exchange contributes significantly than price levels and money supply. Further, the finding of the study concluded that stock markets of Singapore is positively cointegrated with the stock market of Japanese and united states.

Maskay and Chapman(2007) investigated the relationship between change in money supply and the level of stock prices. The Study focus on economic debate whether anticipated and unanticipated change in money supply has a relationship with stock market prices. The proponents of Efficient Market Hypothesis argue anticipated change in money supply would not have any impact on stock prices whereas opponent of EMH argue unanticipated change in money supply would affect stock market prices. The findings of study concludes that there is a positive relationship between money supply and stock prices level.

Further development in studies included other macroeconomic variables such as oil prices and industrial production and econometric models to examine the linkage and relationship between stock market development and macroeconomic variables. For example,

Brahmasrene(2007) examined Thailand's stock market to find out whether macroeconomic variables affect stock market or not. The selected macroeconomic variables included money supply, exchange rate, oil prices, and industrial production. The study concluded that money supply positively affects stock prices, whereas exchange rate negatively influences stock prices in Thailand.

Chinese based study conducted by Liu and Shrestha(2008) applied heteroscedastic cointegration analysis in order to examine the relationship between a set of macroeconomic variables and Chinese stock market indices. The study used monthly data ranged from January 1992 to December 2001. The study concluded a positive relationship between money supply of economy and stock prices and a negative relationship between rates (i.e., Interest rate, exchange rate) and stock prices.

### **Exchange Rate**

In case of exchange rate, currency appreciation and depreciation are two major phenomena which can influence stock market development. Currency appreciation refer to appreciation or increase in value of local currency in comparison to foreign currency whereas currency depreciation refers to depreciation or reduction in value of local currency in comparison to foreign currency. Both have pros and cons for example, depreciation in exchange rate will increase exports of the country as raw materials will be cheap for foreign countries and appreciation in exchange will help to stabilize price or lower inflation because due to appreciation import prices will be cheaper, the cost of imported goods and will be lower after an appreciation. Empirical evidences have shown both positive and negative association of exchange rate with stock market. Murcia(2014) carried out a study to investigate



the macroeconomic determinants of Philippine stock market indices. The study used monthly data of macroeconomic variables from year 2006 to year 2012. The study applied multiple regression model to determine linkage between stock market development and macroeconomic variable. The study result concluded that exchange rate significantly determines stock market returns and remittances found to be the insignificant positive relation with stock return, however, exchange rates has also showed the negative relation. For example, Akıncı and Küçükçaylı(2016) studied panel data analysis of 12 countries and results concluded that exchange rate has negative effect on stock market index. In contrast to that Boyacıoğlu and Çürük(2016) in his results showed that changes in real exchange rate have positive and significant influence on stock returns.

Qing and Kusairi(2019)examine the effect of money supply, exchange rate, interest spread on stock Market.The study includes monthly data from January 1997 to August 2018. The study uses Autoregressive Distributed Lag model (ARDL) andGeneralized Autoregressive Conditional Heteroskedasticity (GARCH) model.The findings of study stated that money supply, interest spread and real effective exchange rate had long run effect on the performance of stock market. Further finding stated that money supply and real effective exchange rate has positive effect on stock market whereas interest spread showed negative relationship with stock market in short run. The study used GARCH model to estimate the volatility and the findings concluded that volatility is highly persistence between the variables.

### **Interest Rate**

Rahman(2009) suggests Higher interest rates or discount rates would reduce the present value of cash flows, which would reduce the attractiveness of investment, hence, shrinks the value of stock returns. Another impact could be through portfolio substitution, a rise in the rate of interest increases the opportunity cost of holding cash, which later on leads to a substitution effect between stocks and other interest-bearing securities like bonds.US based study by Bulmash(1991) showed inverse relationship stock prices and Treasury bill rate. The study investigated the relationship between stock prices and economic indicators using time lags. The result concluded positive correlation between stock prices money supply. However, stock prices and the Treasury bill rate showed inverse relationship.

Simpson and Evans(2003) tried to explore the linkage between major economic variables of monetary policy and banking stock market performance in Australia. Author used the monthly data for the period of January 1994 to February 2002. The study consists of macroeconomic variable such as exchange rates and interest rates. Furthermore, the result concluded that there was no significant evidence regarding co-integrating relationship between selected macroeconomic variables (i.e., short-term, long-term interest rates, exchange rates) and Australia's bank stock market performance over the study period.

## **Inflation**

Inflation generally refers to continuous rise in price level. Investor generally invest in stock market in order to get hedge against inflation. Bethlehem(1972) examined the relationship between stock market returns and inflation. The findings of study gather evidence regarding positive association of inflation with stock market and further concluded that in JSE stock returns provides hedge against the inflation. In contrast to that Zhao(1999) conducted a study in China, the results of the study documented significant negative relationship between inflation and stock market.

Khan(2004) investigated the relationship between inflation and financial sector indicator by using cointegration theory and error correction model to test the presence of long run relationship. The findings of study gather evidence regarding cointegration and bilateral causality between inflation and financial sector indicator. He concluded that inflation strengthens friction in stock market, and decrease the real rate of return on financial assets, which subsequently, decreases trading and market capitalization of the stock market.

## **Nepalese Empirical Review**

G.C. and Neupane(2006) examined the existence of causality relationship between stock market and economic growth. The Study covered time series data from year 1988 to 2005 using granger causality test. Data used in this study includes real GDP, Nominal GDP, market capitalization and stock market index. The result of the study finds that there was a long -run integration and causality of macroeconomic variables with stock market indicators.

Dangol (2008) examined the response of Nepalese stock market to announcements of unanticipated political events using the event analysis methodology. His analysis covered the period from 2001 to 2006. He found that good-news (bad news) political announcements generate positive (negative) abnormal returns in the post-event period. This finding suggests that there is a strong linkage between political uncertainty and common stock returns in Nepal.

Dangol(2010) examined the random walk behavior on daily market returns of the Nepal Stock Exchange for the period between July 2000 and January 2010 and found that the Nepalese stock market does not show any characteristics of random walk and thus, is not weak form efficient. Findings of Bhatt(2010) are also similar. This means news affects the movement of the stock market index. Further, Pradhan and K.C.(2010) assessed equity share price behavior in Nepal and tested the hypothesis that share price changes are independent by using weekly data of 26 listed companies from mid-July 2005 to mid-July 2008. They found that random walk hypothesis holds for less frequently traded stocks but do not hold for highly traded stocks at NEPSE.

There are a few other studies on the explaining stock market performance, mainly from micro perspectives. For example, Joshi(2012) examined the impact of dividends on stock price in the context of Nepal and found the impact of dividends

is more pronounced than that of retained earnings on stock prices in Nepal. Rana (2013) found no unidirectional or bidirectional causality between stock market returns and interest rate. Study used eighteen annual observations from 1994/95 to 2011/12 and analyzed applying the Granger (1969) causality test.

Pokhrel and Shrestha (2019) in their paper “factor affecting stock index in Nepal” concluded that ARDL bound test confirms the existence of long run co-integration of stock index with consumer price index, broad money and interest rate. The stock index has positive association with inflation and negative association with broad money and interest rate. More importantly, stock index has been found to respond significantly to changes in political environment and the policies of Nepal Rastra Bank about lending against share collateral and partly to paid-up capital hike.

Shrestha (2019) in his study examined the effect of macroeconomic variables on stock market index. The study covers the time series data of period January 2002 to December 2016. The study has used multiple regression model to explain the effect of macroeconomic variables. Macroeconomic variables used in the study includes interest rate, exchange rate, gold price and wholesale price index. The analysis showed wholesale price index and interest rate were statistically significant at 1 percent of significance whereas other variable fails to gather enough statistical evidence. The findings of the study conclude interest rate and wholesale price index has more explanatory power than exchange rate and gold price.

## **Research Methods**

The law of large number in statistics states that as a sample size grows, its mean gets closer to average of the population. Therefore, if observed sample average is large sample it will be closer to the true population average. Hence, it will get closer resemblance of population. Therefore, in this study sample size is 224 i.e., monthly time series from year 2001 august to 2020 august to capture macroeconomic influence on stock market development. In this study, secondary data is used for the research study which means existing data are used for the study. Data in this study includes monthly time series of broad money, percentage change in consumer price index (inflation), 91 days treasury bills, US dollar to Nepalese rupee exchange rate and monthly time series of Nepalese stock exchange index (NEPSE index). These data were publicly available for the use. This study consists of time series covering monthly data of 20 years from 2001/2002 to 2019/2020. The secondary data for independent variables (broad money, 91-days treasury bills, US dollar to Nepalese rupee exchange rate and inflation) have been taken from quarterly economic bulletin, monetary policy 2019-2020 published by (Nepal Rastra Bank, 2021) and ministry of finance (MOF), government of Nepal. Secondary data for NEPSE index was taken from website of NEPSE. For theoretical and literature review of Nepal stock exchange data were taken from SEBON journal published by security exchange board of Nepal (SEBON, 2021), and other publicly available journal articles etc.

## Methods of data analysis

### Model

Following theoretical and some empirical literatures review, the relationship between stock market development and macroeconomic variable are generally investigated using multiple regression model. Therefore, this research study follows multi-variable model and Arbitrage Pricing Theory model by Ross(1976). Later, Chen et al. (1989) in their study identified macroeconomic factors which significantly explains the security returns. These macroeconomic factors were surprise in gross national product, surprise in investor confidence due to movement in default premium in bonds (corporate), surprise in inflation and shift in yield curve. Most of previous literature follows Chen et al.(1989) model as macroeconomic determinants of stock market development. The reason behind adoptability of this model can be explained by arbitrage pricing theory (APT) advantages over capital asset pricing model (CAPM). Arbitrage pricing theory includes multi-variable model whereas CAPM overestimates the risk-free rate and underestimates market risk premium. As Arbitrage Pricing Theory model includes multi-variable model hence, it has more explanatory power than capital asset pricing model (CAPM). Based on Chen et al. (1989) model, following function is used to estimate the relation between stock market development and macroeconomic variables:

$$NEPIN = F(M2, EXR, INT, INF)$$

In order to make our equation linear, logarithm of dependent and independent variables is considered.

$$\ln NEPIN_t = \beta_0 + \beta_1 \ln M2_t + \beta_2 \ln EXR_t + \beta_3 \ln INT_t + \beta_4 \ln INF_t + u_t$$

Where:

$\ln NEPIN_t$  represents logarithm of NEPSE index

$\ln M2_t$  represents logarithm of broad money

$\ln EXR_t$  represents logarithm of exchange rate

$\ln INT_t$  represents interest rate,

$\ln INF_t$  represents inflation,

$\beta_0$  represents constant term.

$\beta_1, \beta_2, \beta_3$  Are coefficients of independent variables,  $u_t$  represents error term.

Unit Root Test

Unit root test are tests for stationarity in a time series. A stationary time series has statistical properties such as mean, variance, autocorrelation is all constant over time. A stationary series is relatively easy to predict in which it is simply predicted that its statistical properties will be same in the future as they have been in the past. Another reason for trying stationary series is the statistical properties. i.e., mean, variance, and correlations with other variables which are useful as future descriptors. The general approach of unit root is as follows:

$$Y_t = D_t + Z_t + t \text{ Where:}$$

$D_t$  = deterministic component (trend, seasonal component etc.)  $Z_t$  = stochastic component.

$\epsilon_t$  = stationary error processes.

$$Z_t = a + \phi Z_{t-1} + \epsilon_t$$

The job of the unit test is to determine whether the stochastic component contains ( $\phi = 1$ ) a unit root or is stationary. The null hypothesis is defined as the presence of unit root and alternative hypothesis is stationarity or no unit root. In this research paper we will perform two formal unit root tests: the Augmented dickey fuller (ADF) and the Phillip Peron (PP) unit tests. PP unit root testing is similar to the ADF testing, the primary difference is in how the test each mange serial correlation. Where the PP test ignores any auto correlation, ADF uses parametric auto regression approach to approximate the structure of errors, surprisingly; both tests typically end with the same results, despite their difference.

## Analysis and Results

### Unit Root Test

The application of ARDL bound testing approach requires that none of the variables should be integrated of order 2. (i.e., variable should be stationary at level or at first differencing or I (1). Therefore, it is very important to confirm the order of integration for each of the variables. For this purposes studies uses Augmented dickey fuller (ADF) and the Phillip Peron (PP) unit tests. ADF test was proposed by Dickey and Fuller (1979) and Phillips Peron test was proposed by Phillips and Peron (1988). This study has estimated both the test that include intercept and both trend and intercept.

**Table 4.1**

#### *Unit Root Test (Intercept)*

Variables	ADF Test		Phillip Perron Test	
	Level	First difference	Level	First difference
LNEPIN	-1.032160	-11.18784*	-0.542910	-10.99744*
LM2	1.720888	-6.843189*	1.712718	-15.56894*
LEXR	0.231795	-13.30991*	0.052341	-13.30462*
INF	-2.953706*		-2.245764	-11.25414*
INT	-3.753020*		-3.75050*	

Note: “\*” indicate s that results a re statistically significant at 5 percent level.

**Table 4.2**

#### *Unit Root Test (Trend and Intercept)*

Variables	ADF Test		Phillip Perron Test	
	Level	First difference	Level	First difference
LNEPIN	-1.876464	-11.13570*	-1.758514	-10.93895*
LM2	-3.289748	-7.060506*	-3.2998997	-15.75974*
LEXR	-1.799807	-13.38425*	-1.932304	-13.38425*
INF	-2.871750	-11.49469*	-2.138778	-11.25618*
INT	-3.892050*		-3.906324*	

Note: “\*” indicates that results are statistically significant at 5 percent level.  
(Source: Author’s Computation, EViews)

### Hypothesis for Unit Root Testing

Null hypothesis: Variables are not stationary or got unit root.

Alternative hypothesis: Variables are stationary or NO unit root.

The tables 4.1 and 4.2 shows ADF and PP unit root test results by including intercept only and by including both trend and intercept. From the table it can be seen that by including intercept in ADF test, inflation and interest rate are stationary at levels i.e. I (0) or inflation and interest reject null hypothesis whereas NEPSE index, money supply and exchange fail to reject the null hypothesis or are stationary at first difference or at I (1). And by including intercept in PP unit root tests, only interest rate is stationary at levels or I (0) and other variables are stationary at first difference or at I (1). However, the result of including trend and intercept in both ADF and PP unit root test are similar. Only interest rate is stationary at levels or at I (0) and other variables are first difference or at I (1)

**Table 4.3**  
*Description of Variables*

Variables	Description	Unit	Stationary at
NEPIN/LNEPIN	NEPSE index	Points	I (1)
M2/LM2	Broad money	Rupees	I (1)
EXR/LEXR	NRs/US Dollar Exchange Rate	Rupees	I (1)
INT	Treasury Bill 91 days	Percentage	I (0)
INF	Percentage change in consumer price index	Percentage	I (1)

Thus, the unit root test results shows that the variables are either integrated at levels or at first difference, that is, variables are either I (0) or I (1) but none of them are at I (2). Hence, mixed variables suggest ARDL model is applicable to the variables.

### Model

Form the result of unit root testing and stationarity of the variables, researcher can conclude which econometric model to apply for proposed model which has been depict in model section. From the result of unit root testing, it was found that the variables are mixed (i.e., some variables are stationary at levels and other are non-stationary). Therefore, ARDL (autoregressive distributed lag) model is used to determine the macroeconomic effects on stock market development and the presence of co-integration equation between the variables.

### Autoregressive Distributed Lag Model (ARDL)

ARDL model is considered as the best econometric method compared to others in case when the variables are stationary at I (0) or integrated at order I (1)

or mixture of both. Based on the study objectives, it is better model than others to capture short run and long run effect of macroeconomic variables on Nepalese stock market development. Pesaran, Shin, & Smith, (2001) in their study concluded that auto regression distributed lag model can be applied to time series irrespective of whether the series are stationary at first difference or at levels or a mixture of both. The ARDL approach is appropriate for generating short-run and long run elasticities for a small sample size at same time and follow the ordinary least square approach for cointegration between the variables. ARDL provides flexibility about the order of integration of the variables. However, it fails in the presence of second order integration or I (2) in any variable. A general autoregressive distributed lag model can be expressed as;

$$Y_t = \gamma_0 + \sum_{i=1}^p \delta_i Y_{t-i} + \sum_{i=0}^q \beta_i X_{t-i} + u_t$$

Where,  $Y_t$  is vector and the variables in  $X_t$  are allowed to be purely I (0) Or I (1) or cointegrated;  $\delta_i$  and  $\beta_i$  are coefficients;  $\gamma_0$  is the constant;  $i=1, \dots, k$ ;  $p, q$  are optimal lag orders;  $u_t$  is the white noise.

ARDL model contains the lagged value of dependent variables, the current and lagged values of repressors as explanatory variables. ARDL model can be specified if the variables are integrated of different orders. i.e., model having a combination of variables with I (0) and I (1) order of integration, but none of the variables should be I (2) and if all variables are integrated of order one. The ARDL model for the study can be specified as;

$$\begin{aligned} LNEPIN_t = & \gamma_0 + \sum_{w=1}^p \delta_w LNEPIN_{t-w} + \sum_{i=1}^q \beta_i LM2_{t-i} + \sum_{j=1}^q \beta_j LEXR_{t-j} \\ & + \sum_{m=1}^q \beta_m INF_{t-m} + \sum_{r=1}^q \beta_r INT_{t-r} + u_{it} \end{aligned}$$

Where:

$LNEPIN_t$  = dependent variable (vector)

$\sum_{w=1}^p \delta_w LNEPIN_{t-w}$  = Total lag of dependent variable

$\sum_{i=1}^q \beta_i LM2_{t-i}$  = Total lag of log of broad money

$\sum_{j=1}^q \beta_j LEXR_{t-j}$  = Total lag of log of US dollar to NPR exchange rate

$\sum_{m=1}^q \beta_m INF_{t-m}$  = Total lag of inflation rate

$\sum_{r=1}^q \beta_r INT_{t-r}$  = Total lag of interest rate

$p$  and  $q$  are optimal lag orders

$u_{it}$  = Error term

## ARDL Bound Testing Approach

ARDL bound testing approach is a co-integration method to test presence of long run relationship between the variables. To perform the bound test for co-integration, the conditional ARDL ( $p, q1, q2, q3, q4$ ) model with 5 variables as

General ARDL bound test model;

$$\Delta Y_t = \gamma_{0i} + \underbrace{\sum_{i=1}^p \delta_i \Delta Y_{t-i} + \sum_{i=0}^q \beta_i \Delta X_{t-i}}_{\text{Short run terms}} + \underbrace{\varphi_1 Y_{t-1} + \varphi_2 X_{t-1}}_{\text{Long run terms}} + u_t$$

ARDL bound test for the study can be specified as;

$$\begin{aligned} \Delta lNEPIN_t &= a_{01} + b_{11} lNEPIN_{t-i} + b_{21} lM2_{t-i} + b_{31} lEXR_{t-i} + b_{41} lINF_{t-i} + b_{51} lINT_{t-i} \\ &+ \sum_{i=1}^p a_{1i} \Delta lNEPIN_{t-i} + \sum_{i=1}^q a_{2i} \Delta lM2_{t-i} + \sum_{i=1}^q a_{3i} \Delta lEXR_{t-i} \\ &+ \sum_{m=1}^q a_{4i} \Delta lINF_{t-i} + \sum_{r=1}^q a_{5i} \Delta lINT_{t-i} + u_{it} \end{aligned}$$

Hypothesis for bound test:

$$H_0: b_{1i} = b_{2i} = b_{3i} = b_{4i} = b_{5i} = 0$$

Null hypothesis is the coefficients of long run equation are all equal to zero that implies there is no co-integration.

$$H_1: b_{1i} \neq b_{2i} \neq b_{3i} \neq b_{4i} \neq b_{5i} \neq 0$$

Alternative hypothesis is the coefficients of long run equation are not equal to zero that implies there is co-integration.

### Short run and Error Correction Model

$$\begin{aligned} \Delta lNEPIN_t &= a_0 + \sum_{i=1}^p a_{1i} \Delta lNEPIN_{t-i} + \sum_{i=1}^q a_{2i} \Delta lM2_{t-i} + \sum_{i=1}^q a_{3i} \Delta lEXR_{t-i} \\ &+ \sum_{m=1}^q a_{4i} \Delta lINF_{t-i} + \sum_{r=1}^q a_{5i} \Delta lINT_{t-i} + \lambda ECT_{t-1} + u_{it} \end{aligned}$$

Where:

- $\lambda = (1 - \sum_{i=1}^p \delta_i)$ , speed of adjustment parameter with negative sign
- $ECT_{t-1} = (lNEPIN_{t-1} - \theta X_t)$ , the error correction term
- $\theta = \sum_{i=0}^q \beta_i / \alpha$ , long run parameter
- $a_{1i}, a_{2i}, a_{3i}, a_{4i}, a_{5i}$  = the short run dynamic coefficients of the model's adjustment long-run equilibrium.



## Chow Break Test

Chow test explains about whether regression coefficients are different for split data sets. In other words, it tests whether one regression line or two separate regression lines best fit a split set of data. In this study, it is used to test the presence of a structural break at a period (priori). Structural break generally refers to an unexpected change in parameter of regression models over time. It is very important to adjust such breaks because it can lead to huge forecasting errors and can make model less reliable or question's models reliability. The hypothesis of chow breakpoint test is; null hypothesis is no breaks at specified breakpoints whereas alternative hypothesis is breaks at specified breakpoints.

**Table 4.4**  
**Chow Break Test**

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Chow Breakpoint Test: 2007M01

Null Hypothesis: No breaks at specified breakpoints

Varying regressors: All equation variables

Equation Sample: 2001M08 2020M07

---

F-statistic	14.80116	Prob. F (5,218)	0.0000
Log likelihood ratio	66.63954	Prob. Chi-Square (5)	0.0000
Wald Statistic	74.00582	Prob. Chi-Square (5)	0.0000

---

*(Source: Author's Computation, EViews)*

The probability F-statistics is statistically significant. So, we reject the null hypothesis which means there is a structural break in 2007 Month 1. In order to adjust the structural break, dummy variable is introduced. Dummy variable is generally used to indicate the presence or absence of categorical effect. It only takes the value of zero (0) or one (1). DUM=1 signify the presence of the structural break whereas DUM=0 signify absence of structural break. For the adjustments a new series dummy variable (DUM) is introduced and is assigned DUM=0 to all the dates prior to date of structural break (i.e., 2007, January) from 2001 august to 2006 December and DUM=1 to thereafter till end of 2020 July.

## Optimal Lag Selection

In order to examine the long run relationship between variables in general ARDL model using the ARDL bounds testing procedure. One of the primary steps is to obtain appropriate lag order on the mixed variables. There are various criteria to obtain optimal lag. However, in this study akaike information criterion (AIC) is used. Lag generally refers to fixed amount of passing time or delay in time series. In time series, Lag are generally used to capture the effect of phenomena after the implementation of certain change in factors which can possibly affect the variables

(for example, generally the introduction of new economic policy comes into effect or shows result after few periods of time, in such cases lag helps to capture the effect of such change policy which can't be capture at the period of implementation). The main purpose of choosing optimal lag is to reduce residual correlation.

**Table 4.5**  
**VAR Lag Order Selection Criteria**

---

VAR Lag Order Selection Criteria  
 Endogenous variables: LNEPIN LM2 LEXR INT INF  
 Exogenous variables: C  
 Sample: 2001M01 2020M07  
 Included observations: 216

---

Lag	LogL	LR	FPE	AIC	SC	HQ
0	-1092.123	NA	0.017759	10.15855	10.23668	10.19011
1	873.3598	3821.772	2.79e-10	-7.808887	-7.340098*	-
						-7.619495*
2	913.3973	75.99724	2.43e-10	-7.948123	-7.088677	-7.600905
3	946.6505	61.57993	2.26e-10	-8.024542	-6.774438	-7.519497
4	974.0940	49.55084	2.21e-10*	-8.047167*	-6.406407	-7.384296
5	990.8294	29.44190	2.39e-10	-7.970643	-5.939225	-7.149945
6	1003.785	22.19196	2.68e-10	-7.859118	-5.437043	-6.880594
7	1027.383	39.33035*	2.73e-10	-7.846138	-5.033406	-6.709788
8	1044.234	27.30450	2.97e-10	-7.770683	-4.567293	-6.476506

---

(Source: Author's Computation, EViews)

Note: "\*" sign indicates the optimal lag length according to the given criteria

In above result, AIC (akaike information criterion) indicates lag 4 as an optimal lag length for the model.

### Optimal Lag for Variables

Optimal lag for respective variables selected by akaike information criterion (AIC). The optimal lag for these variables is further used as variables optimal lag in the Autoregressive Distributive Lag model.

**Table 4.6**  
**Optimal Lag for Variable**

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Variables	LNEPIN	LM2	LEXR	INF	INT	DUM
Lag	4	3	3	3	1	0

---

Model Based on Optimal Lag for Variables

**Table 4.7**  
***Model Based on Optimal Lag for Variables***

---

Dependent Variable: LNEPIN  
 Method: ARDL  
 Sample (adjusted): 2001M12 2020M07  
 Included observations: 224 after adjustments  
 Maximum dependent lags: 4 (Automatic selection)  
 Model selection method: Akaike info criterion (AIC)  
 Dynamic regressors (4 lags, automatic): LM2 LEXR INT INF DUM  
 Fixed regressors: C @TREND  
 Number of models evaluated: 12500  
 Selected Model: ARDL (4, 3, 3, 1, 3, 0)

---

R-squared	0.993364	Mean dependent var	0.439690
Adjusted R-squared	0.992711	S.D. dependent var	0.046378
S.E. of regression	0.003960	Akaike info criterion	-8.136247
Sum squared resid	0.003183	Schwarz criterion	-7.816406
Log likelihood	932.2597	Hannan-Quinn criter.	-8.007144
F-statistic	1519.483	Durbin-Watson stat	2.077330
Prob(F-statistic)	0.000000		

---

*(Source: Author's Computation, EViews)*

\*Note: p-values and any subsequent tests do not account for model selection.

The table 4.7 shows the optimal ARDL model by optimal lag selection of variables, the adjusted R-squared is very high i.e., 99 percent and model is statistically significant.

### **ARDL Bound Test for Co-integration**

A set of variables are said to be co-integrated, if a linear combination of those variables has lower order of integration. Similarly, in this Co-integration bound test set of variables are tested to find-out whether set of variables has lower order of integration or not. Null hypothesis: No levels relationship and alternative hypothesis: levels relationship. If the F-statistic value below, is I (0) bound we can't reject the null hypothesis, we accept the null hypothesis i.e., there is no long run relationship and if the F-statistics value is higher than I (1) bound we can reject the null hypothesis and accept the alternative hypothesis i.e., there is a long run relationship between the variables.

**Table 4.8**  
**ARDL Bound Test**

F-Bounds Test		Null Hypothesis: No levels relationship		
		Signif.	I(0)	I(1)
Test Statistic	Value		Asymptotic: n=1000	
F-statistic	7.001080	10%	2.75	3.79
K	5	5%	3.12	4.25
		2.5%	3.49	4.67
		1%	3.93	5.23
Actual Sample Size	224	Finite Sample: n=80		
		10%	2.867	3.975
		5%	3.335	4.535
		1%	4.375	5.703

In the table 4.8 Fstatistic is at 7.001080, which is greater than the I (0) or lower bound (3.12) and I (1) or upper bound (4.25) critical values at 5 percent level of significance which suggest that there is adequate statistical evidence to reject the null hypothesis: no levels of relationship and accept alternative hypothesis i.e., there is a long run relationship between stock market and macroeconomic variables. Longrun in econometrics implies that variables have converged upon some long-term values and are no longer changing. The result is similar to Pokhrel and Shrestha (2019) findings, in which they confirm the existence of long run cointegration of stock market development with inflation, interest rates and money supply.

### Long Run Coefficient

**Table 4.9**  
**Long Run Coefficients**

Levels Equation				
Case 5: Unrestricted Constant and Unrestricted Trend				
Variable	Coefficient	Std. Error	t-Statistic	Prob.
LM2	-47.48275	23.50516	-2.020099	0.0447
LEXR	2.804097	2.674022	1.048644	0.2956
INT	-0.032139	0.017497	-1.836792	0.0677
INF	0.004734	0.005549	0.853195	0.3946
DUM	0.041724	0.059685	0.699070	0.4853

$$EC = LNEPIN - (-47.4827*LM2 + 2.8041*LEXR - 0.0321*INT + 0.0047*INF + 0.0417*DUM)$$

(Source: Author's Computation, EViews)

In the table 4.9, the results show that money supply (broad money) and interest rate have negative relationship with stock market index. Further, it shows coefficient of money supply is negative 47.48 and coefficient of interest rate is -0.03 but only money supply statistically significant at 5 percent. Exchange rate has a coefficient of 2.80 and inflation has a coefficient of 0.004 and have positive relationship with stock market index but both variables are not statistically significant at 5 percent level. In long run, the dummy variable representing structural break in the model is positive however, it is not statistically significant. The result is similar to Pokhrel and Shrestha (2019) findings they concluded that money supply and interest rate has negative association with stock market development. However, the result is inconsistent with the findings of Maskay and Chapman (2007), Liu and Shrestha (2008)'s study. One of the reasons behind this can be conclusion drawn by Fama (1981) study. In which he argued increase in money supply can lead to inflation, which increases the discount rates and lower the stock market returns.

### Short Run Coefficient

The Short run coefficient explains the short run relationship between the dependent variables and independent variables. Short run coefficient is denoted by delta symbol ( $\Delta$ ) or D (for example: below in table). If the lambda is negative and significant it means that model will adjust towards long run equilibrium.

$$\Delta LNEPIN_t = a_0 + \sum_{i=1}^p a_{1i} \Delta LNEPIN_{t-i} + \sum_{i=1}^q a_{2i} \Delta LM2_{t-i} + \sum_{i=1}^q a_{3i} \Delta LEXR_{t-i} + \sum_{m=1}^q a_{4i} \Delta INF_{t-i} + \sum_{r=1}^q a_{5i} \Delta INT_{t-i} + \lambda ECT_{t-1} + u_{it}$$

**Table 4.10**  
**Short Run Coefficient**

ARDL Error Correction Regression  
 Dependent Variable: D(LNEPIN)  
 Selected Model: ARDL (4, 3, 3, 1, 3, 0)  
 Sample: 2001M01 2020M07

ECM Regression				
Case 5: Unrestricted Constant and Unrestricted Trend				
Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	1.369133	0.208733	6.559260	0.0000
@TREND	0.000285	4.31E-05	6.612224	0.0000
D(LNEPIN(-1))	0.143045	0.062994	2.270760	0.0242

D(LNEPIN(-2))	-0.057028	0.063381	-0.899755	0.3693
D(LNEPIN(-3))	-0.201633	0.061165	-3.296525	0.0012
D(LM2)	1.097461	1.107023	0.991363	0.3227
D(LM2(-1))	1.701829	1.129156	1.507169	0.1333
D(LM2(-2))	-2.622054	1.103456	-2.376220	0.0184
D(LEXR)	-0.129816	0.149943	-0.865769	0.3876
D(LEXR(-1))	-0.022998	0.149915	-0.153404	0.8782
D(LEXR(-2))	-0.483266	0.146301	-3.303230	0.0011
D(INT)	-0.000259	0.000268	-0.966409	0.3350
D(INF)	0.000571	0.000345	1.655319	0.0994
D(INF(-1))	0.000293	0.000359	0.816064	0.4154
D(INF(-2))	0.000650	0.000351	1.849879	0.0658
CointEq(-1)*	-0.027645	0.004214	-6.560573	0.0000
<hr/>				
R-squared	0.298671	Mean dependent var	0.000456	
Adjusted R-squared	0.248095	S.D. dependent var	0.004511	
S.E. of regression	0.003912	Akaike info criterion	-8.180890	
Sum squared resid	0.003183	Schwarz criterion	-7.937201	
Log likelihood	932.2597	Hannan-Quinn criter.	-8.082526	
F-statistic	5.905323	Durbin-Watson stat	2.077330	
Prob(F-statistic)	0.000000			

In the table 4.10, short run coefficients results shows that money supply and exchange rate have negative relationship with stock market index in short run. The coefficient of money supply is -2.62 and coefficient of exchange rate -0.48 at second lag and both are statistically significant at 5 percent level of significance. Further results reveal that interest rate also has negative coefficient however, it is not statistically significant. On the other hand, Inflation has positive coefficient which shows inflation has positive relationship with stock market index, statistically significant at 10 percent level but not at 5 percent level of significance.

ARDL Short run coefficients results showed that that money supply, interest rate and exchange rate have negative relationship with stock market index in short run and inflation has positive relation with stock market index. However, money supply and exchange rate are only statistically significant at 5 percent level of significance. The negative association of exchange rate with stock market development in short run results are similar to Akıncı and Küçükçaylı (2016), Murcia (2014), and Brahmasrene (2007) but the result is contrast to the findings of Quig and Kusairi (2019), and Boyacıoğlu and Çürük(2016)'s study. It can be explained with portfolio balanced approach, in which increased cost due to depreciation in exchange rate makes stock prices less attractive. The negative association of interest rate with stock market development can be explained with the help of conclusion drawn by Rahman (2009) which suggests Higher interest rates or discount rates would reduce the present value of cash flows, which would reduce the attractiveness of investment,

hence, shrinks the value of stock returns. Second, a rise in the rate of interest increases the opportunity cost of holding cash, which later on leads to a substitution effect between stocks and other interest-bearing securities like bonds, and debentures. The positive association of Inflation with stock market can be explained with the help of conclusion drawn by Aspren (1989) which suggests inflation should be positively related if stock provides a hedge against the inflation.

The coefficient of error correction model (ECM (-1)) or co-integrating equation is negative and statistically significant at 1 percent level. The co-integrating equation is also known as error correction term ( $ECT_{t-1} = (INEPIN_{t-i} - \theta X_t)$ ) it generally shows the speed of adjustment toward long run equilibrium, if there is any disequilibrium exists in short run. The error correction term is 2.76 percent. Which means deviations in short run towards long run equilibrium are corrected or adjusted by 2.76 percent or 2.76 percent of disequilibrium exerted by short run shock is corrected each month following the shock. Long run adjustment refers to whether model is capable to adjustment towards long run equilibrium after facing shock or not. The low adjustment rate can be explained by un-matured Nepalese stock market and poor financial reach of financial institutions in the economy. However, in past decade some major development has been done in Nepalese capital market. Some of major development are NEPSE included provision of real time surveillance system (live trading activity) 2008, the over-the counter (OTC) market (2008), establishment of CDS and clearing ltd as central depository system of securities (2008), Credit Rating Company ICRA Nepal (2011), Compulsory dematerialization of securities, dematerialized account which aided in full automation of secondary market on 15 January 2016, Compulsory of Centralized application supported by blocked amount (C-ASBA) on 16 July 2017 and Online trading of securities has begun on 6 November 2018. These development in stock exchange will ease the participation of investors in the market. On the other hand, banking, insurance and other sector are also developing at rapid pace which shows signs strong and mature financial system in the future. For future prospect, all the signs are green for mature stock market and financial system

The low R-square of 29.86 percent shows that only 29.86 percent is explained by independent variables (i.e., money supply, exchange rate, interest rate and interest rate) and 70.14 percent are remained unexplained which indicates some other major macroeconomic variables also have influence on stock market development yet we fail to include it in our model. Adjusted r- Square refers to modified version of r-square that has been adjusted for the number of predictors in the model. In simple words, the explanation of adjusted r-square can be drawn as follows: if researcher includes new independent variable into the model, and runs the model if the results increase the value of adjusted r-square, it signifies that with the addition new independent variable, models predicting power has significantly increased. In this study, adjusted r-square is 0.248 or 24.8%. adjusted r-square helps to identify value or significant variables and assess the predicting power of model.

## Diagnostic Test

Diagnostics test are generally used to check the adequacy of model specifications or to evaluate the model assumptions and to examine whether the observations have large, and undue influence on the analysis. Diagnostic test involves checking the fulfillment of classical assumptions. It includes serial correlation and heteroscedasticity.

## Serial Correlation Test

Serial correlation (autocorrelation) refers to correlation between error terms. This transfer of error terms from one period to another is a violation of classical assumptions of ordinary least squares. Null hypothesis: there is no serial correction; Alternative hypothesis: there is serial correction.

**Table 4.11**

### *Serial Correlation Test*

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#### **Breusch-Godfrey Serial Correlation LM Test:**

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F-statistic	1.466088	Prob. F (4,199)	0.2139
Obs*R-squared	6.412122	Prob. Chi-Square (4)	0.1704

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*(Source: Author's Computation, EViews)*

Probability chi-square is greater than 0.05 or 5 percent, which means researcher cannot reject null hypothesis. Therefore, researcher has to accept the null hypothesis which concludes there is no serial correction.

#### Heteroskedasticity Test

One of the important assumptions of linear regression model is that that variance of each disturbance term ( $u$ ) should be constant this assumption is known as homoscedasticity. Homo means equal and scedastic means spread hence it means equal variance, if this assumption is not satisfied, we say error are heteroscedasticity. Null hypothesis: there is No Heteroskedasticity; Alternative hypothesis: Presence of Heteroskedasticity.

**Table 4.12**

### *Heteroskedasticity Test*

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#### **Heteroskedasticity Test: Breusch-Pagan-Godfrey**

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F-statistic	0.824630	Prob. F(20,203)	0.6820
Obs*R-squared	16.83128	Prob. Chi-Square(20)	0.6639

---

*(Source: Author's Computation, EViews)*

Probability chi-square is greater than 0.05 or 5 percent, which means researcher cannot reject null hypothesis. Therefore, researcher have to accept the null



hypothesis which concludes there is no problem of Heteroskedasticity. There is a homogeneity in variance of error term.

### Stability Test

#### CUSUM Test and CUSUMSQ Test

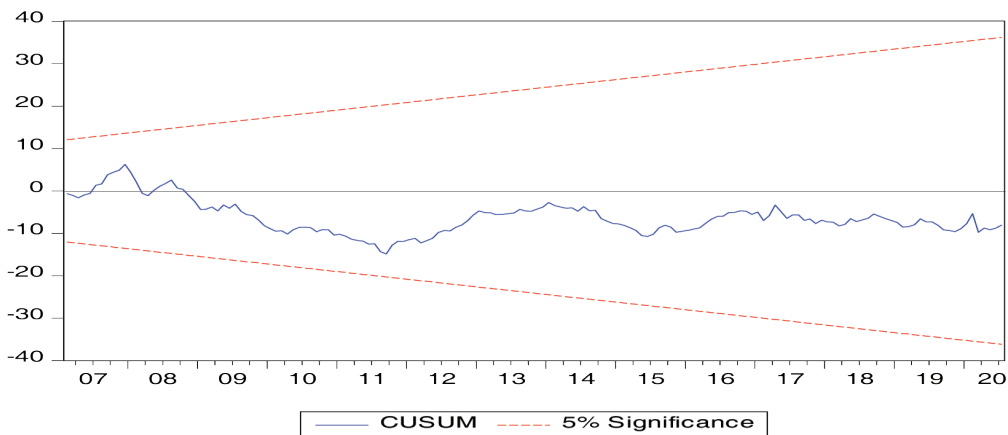
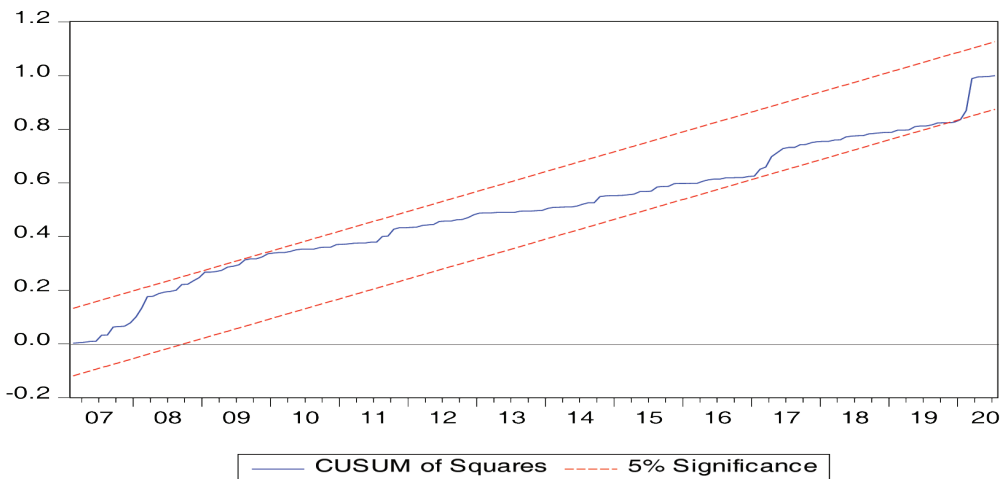


Figure 4.2.1: CUSUM Test (Source: Author’s Computation, EViews)



The results shows that CUSUM and CUSUM of squares are within the critical bound at 5 percent level of significance. Which confirms the stability of long run coefficients of the regressors.

### 5. Conclusion

This section concludes and put final thoughts on the study “Macroeconomic determinants of stock market development”.The findings of analysis and result

section answer the first set research question and states long run and short run influence of macroeconomic variables on stock market development. From the result of ARDL bound test confirms the existence of co-integrating equation that means there is long run relationship between macroeconomic variables and stock market development. The findings of result analysis of long run coefficient and short run coefficient answers the second set research question of the study. Long run coefficient results showed that out of four macroeconomic variables only money supply has negative significant relationship with stock market development. From this it can be concluded that policy makers should control money supply because it has long term negative relationship with stock market, one of the reasons behind it is increase in money supply increases inflation, and inflation increase the discount rates and makes stock prices less attractive. The result analysis from short run coefficient analysis showed that out of four macroeconomic variables, only two variables i.e., money supply and US dollar to NPR exchange rate have negative significant relationship with stock market development. The result of money supply is similar to result of long run whereas the result of exchange rate is negatively statistically significant at 5 percent which concludes that depreciation in exchange rate in short run negatively affects the stock market development. From this it can be concluded that policymaker should adopt measures which appreciates home currency by increasing exports or should create more demand of Nepalese currency in Forex market.

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## बुद्धचरित महाकाव्यमा मारविजय

कमलप्रसाद न्यौपाने

### लेखसार

बौद्ध संस्कृत साहित्यमा बुद्धचरित महाकाव्यको स्थान अत्युच्च रहेको छ । शुद्ध संस्कृत भाषामा रचित बुद्धचरित महाकाव्य कविवर अश्वघोषको उत्कृष्ट र बहुचर्चित काव्यकृति हो । यस महाकाव्यका उपजीव्य ग्रन्थ ललितविस्तर र लङ्कावतार सूत्र हुन् । बुद्धचरित महाकाव्यमा मार भनेको के हो ? मारले किन शाक्यकुमारलाई आक्रमण गर्‍यो र के कसरी मार पराजित भयो जस्ता प्रश्नमा केन्द्रित रही यो आलेख तयार गरिएको छ । पुस्तकालय विधि, उद्देश्यमूलक नमुना छनोट र वर्णानात्मक विधि उपयोग गरिएको यो गुणात्मक प्राज्ञिक लेख हो । यस शोधलेखको उद्देश्य बुद्धचरित महाकाव्यको प्रथम खण्डको तेह्रौँ सर्गमा समाविष्ट मारविजय शीर्षकको संक्षेपमा विवेचना गर्नु रहेको छ । मार सैन्यवर्णन, शक्तिप्रदर्शन र सिद्धार्थले सद्धर्मको शत्रु मारमाथि प्राप्त गरेको विजयगाथाको वर्णनमा यो आलेख केन्द्रित रहेको छ ।

**मुख्य शब्दावली:** मार, अमोघ, घोष, रजनीघनीभूत, धर्मध्वनि ।

### विषयप्रवेश

रुढिवाद र अन्धविश्वासका लागि कुनै स्थान नभएको बौद्ध दर्शन पूर्णतया विज्ञानसम्मत रहेको देखिन्छ । विज्ञानमा कुनै पनि वस्तुको परीक्षण, निरीक्षण विश्लेषण र विभाजन गरेर निष्कर्षमा पुगिन्छ । सोही अनुरूप तथागत बुद्धले जीवन र जगतका घटना अनि त्यसबाट निस्सृत सत्यको सम्यक् विश्लेषण गरेको पाइन्छ । वैज्ञानिकले यो प्रयोग भौतिक प्रयोगशालामा गरे भने सिद्धार्थ गौतम बुद्धद्वारा आफ्नो शरीर, चित्त, प्रकृति र आध्यात्मिक प्रयोगशालामा सम्पन्न गरियो । कस्तो अपूर्व संयोग सांसारिक व्यक्तिले भौतिक सम्पन्नतालाई नै सर्वस्व ठानेका हुन्छन् । यसका विपरीत बुद्धका लागि धन, पद, प्रतिष्ठा मात्र होइन राज्यवैभव नै तृणवत् देखियो । भौतिकताले जतिसुकै समृद्ध भए पनि संसारबाट स्थायी सुख पाउन सकिने रहेनछ । यदि पाइन्थ्यो भने लुम्बिनीमा जन्मेका सिद्धार्थमा प्रब्रज्या प्रति अनुराग बढ्ने थिएन । नश्वर सांसारिक वैभवको पछि नलागी शाश्वत सत्य अन्वेषणार्थ २५ वर्षको युवावयमै महाभिनिष्क्रमण गरी ६ वर्षसम्म गुफा, कन्दरा, जङ्गल र आश्रममा दुष्करचर्याका साथ तपस्या गर्दा सहज रूपमा ज्ञान प्राप्त भएन । अन्ततः अतित्याग र अतिभोग दुवै छोडी मध्यमार्ग अवलम्बन गरी बोधगयाको बोधिवृक्षमुनि अधिष्ठानसहित ध्यानस्थ भए । त्यही समयमा सद्धर्मको शत्रु मार आफ्ना सन्तति र सेनासहित आएर विचलित पार्न यथासम्भव प्रयास गर्‍यो । उसको प्रयासलाई सिद्धार्थले निष्प्रभावी तुल्याए । मार पराजित भयो ।

बौद्ध संस्कृत साहित्यमा बुद्धचरितको स्थान उच्च छ । यसका रचयिता महाकवि अश्वघोष हुन् । तिब्बती र चीनीयाँ आम्नाय अनुसार अश्वघोष महाराज कनिष्कका समकालीन थिए । उनको जन्म इसापूर्व ५० देखि इसाको प्रथम शताब्दी मानिएको छ । चीनीयाँ पारम्परिक कथा तथा कालक्रमिक मान्यताअनुसार सम्राट कनिष्कले मगध नरेशलाई पराजित गरेपछि बौद्ध धर्मको दीक्षा लिनुपर्ने र अश्वघोष पेसावर जानुपर्ने सर्त राखी उन्मुक्ति दिए । मगधका राजाले दुबै सर्त स्वीकारेर आत्मरक्षा गरेका थिए ।

अश्वघोषको काव्यशैली अनुशीलन गर्दा उनी कालिदासभन्दा धेरै पूर्ववर्ती भएको सिद्ध हुन्छ । शब्द प्रयोगका

आधारमा उनी कौटिल्यका समकालीन हुन सक्ने देखिन्छन् । अश्वघोषले आफूलाई 'साकेतक' र आमाको नाम सुवर्णाक्षी बताएका छन् । अश्वघोष ब्राह्मण परिवारमा जन्मिएका थिए । आफ्ना जातिगत मूल्य मान्यताका आधारमा उनले शिक्षादीक्षा प्राप्त गरेका थिए । जन्मका आधारमा उनी हिन्दु थिए । बौद्ध धर्ममा दीक्षित भएपछि सर्वास्तवादी मान्यताका अनुयायी भए पनि कालान्तरमा महायान परम्पराका प्रकाण्ड विद्वान भएको देखिन्छ । तिब्बती विवरण अनुसार उनी कुशल सङ्गीतज्ञ पनि थिए । गायक मण्डली साथमा लिएर बुद्ध धर्मको प्रचार भक्तिगीतका माध्यमबाट गर्दथे । अश्वघोषको वाणीमा अपूर्व शक्ति भएको हुँदा मानिसमात्र नभई पशुपन्छी पनि मन्त्रमुग्ध हुन्थे ।

अश्वघोष नामको व्युत्पत्ति केलाउँदा पनि उपर्युक्त भनाइ युक्तिसङ्गत देखिन्छ । अश्वको अर्थ घोडा र घोष भनेको घोषणा वा हिन-हिनाहट अर्थात् अश्वघोषले धर्मध्वनिको शङ्खघोष गर्दा इतर धर्मका अनुयायीहरू निरुत्तर हुन्थे । आफ्ना विचारलाई अकाट्य तर्क र प्रमाणका आधारमा स्थापित गर्ने अद्भूत क्षमतामा पारङ्गत भएको हुनाले तत्कालीन समाजमा वैदिक मतमा देखिएको विचलनमाथि अमोघ प्रहार गर्न सफल भएकाले अश्वघोष नाम समीचन प्रतीत हुन्छ ।

कविवर अश्वघोषले वैदिक वाङ्मय र बौद्ध साहित्यका ग्रन्थलाई आफ्ना रचनाशिल्पको आधारस्तम्भ बनाएका छन् । काव्यजगतको राजा महाकाव्यका रूपमा बुद्धचरित र सौन्दरनन्द संस्कृतमा प्राप्य छन् । नाट्यकृतिका रूपमा शारिपुत्रप्रकरण र गीतिकाव्य ग्रन्थ गण्डीस्तोत्र गाथाका साथै अन्य दर्शनग्रन्थ तथा नाटकग्रन्थसमेत उनले रचना गरेको मान्यता तिब्बती र चीनियाँ परम्परामा पाइन्छ । साहित्यमा काव्य महाकाव्य रचना गर्ने कविहरू प्रसस्तै छन् । बाल्मीकिको रामायणपछि महाकवि अश्वघोषको स्थान अग्रणी रहेको छ ।

बुद्धचरित बौद्ध संस्कृत साहित्यको आदर्श महाकाव्य हो । प्रसादगुण र उपमा रूपक आदि अलङ्कारले सुसज्जित यस काव्यको अध्ययनसँगै भगवान बुद्धको चरित्र सहजै मानसपटलमा अङ्कित हुन्छ । यो काव्य प्रथम र द्वितीय गरी दुई भागमा विभाजित छ । प्रथम भागमा १४ सर्ग छन् । यसका (प्रथम भागका) पनि प्रारम्भका ७ श्लोक र चौधौँ सर्गका ३२ देखि ११२ सम्मका (८१) मूल श्लोक अनुपलब्ध छन् । 'बुद्धचरित' का टीकाकार रामचन्द्रदास शास्त्रीले उपलब्ध नभएका श्लोक प्रकाशकको प्रेरणाले आफै रचना गरी प्रकाशित गरेको तथ्य बुद्धचरितको प्राक्कथनमा उल्लेख गरेका छन् । यस महाकाव्यको द्वितीय भागको मूल रूप अद्यापि उपलब्ध हुन सकेको छैन । तथापि यसको अनुवाद तिब्बती भाषामा प्राप्त भएको थियो । त्यसैका आधारमा चीनियाँ भाषामा अनुवाद भएको पाइन्छ । त्यही अनुदित भागलाई अक्सफोर्ड विश्वविद्यालयका संस्कृत विभागका प्राध्यापक डा. जन्सनले अग्रेजी भाषामा लिपिबद्ध गरे । अग्रेजीमा अनुदित द्वितीय भागको हिन्दी अनुवाद सूर्यनारायण चौधरीद्वारा गरियो भने संस्कृत भाषाका विद्वान रामचन्द्रदासद्वारा पुनः द्वितीय भागलाई संस्कृत पद्यमा अनुवाद गरेको देखिन्छ । बहुप्रतिभावान् कवि अश्वघोषका समान चामत्कारिक शब्दसंयोजन र पदलालित्य आफ्ना रचनामा नभए तापनि यथासम्भव प्रयत्न गरेको अनुवादकले उल्लेख गरेका छन् । बुद्धचरित महाकाव्यको प्रथम भागमा तथागत भगवान सिद्धार्थ गौतम बुद्धको जन्मदेखि बुद्धत्व प्राप्तिसम्मका घटनालाई सुललित पदावलीका साथै रूपक र उपमा अलङ्कारका माध्यमबाट प्रस्तुत गरिएको छ ।

### सामग्री सङ्कलन र अध्ययन विधि

प्रस्तुत आलेखमा आवश्यक सामग्री प्राथमिक र द्वितीयक स्रोतबाट सङ्कलन गरिएको छ । प्राथमिक स्रोतका रूपमा कविवर अश्वघोषको बुद्धचरित महाकाव्यको तेह्रौँ सर्गमा समाविष्ट ७३ वटा श्लोकलाई लिइएको छ भने द्वितीयक स्रोतका रूपमा मुद्रित पुस्तक, विभिन्न अनुसन्धानात्मक लेख, प्रतिवेदन, जर्नलहरू र समालोचानात्मक कृतिहरू लिइएको छ । सबै प्रकृतिका सामग्री पुस्तकालयीय कार्यबाट सङ्कलन गरिएको छ ।

### मारविजय वर्णन / विश्लेषण

मारविजय शीर्षक अश्वघोषकृत बुद्धचरित महाकाव्यको तेह्रौँ सर्गमा समाविष्ट छ । विषयवस्तुको उठान गर्ने क्रममा लेखकले राजकुमार सिद्धार्थलाई राजक्राधि वंशमा उत्पन्न भएका महाक्राधि नामले सम्बोधन गरेका छन् । मोक्षको

मार्ग प्रशस्त गर्न अधिष्ठान गर्दा संसार खुसी भएको तर सद्धर्मको शत्रु मार भयभीत भएको परस्पर विरोधी मान्यताबाट पहिलो श्लोक प्रारम्भ गरिएको छ । संसारमा जसलाई 'कामदेव' तथा 'चित्र धन्वा' भनिन्छ । पञ्चपुष्पको बाँण लिएर काम, क्रोध, लोभ, मोह, मद र मात्सर्य आदि विषय प्रचारकको अधिपति र मोक्षको परमशत्रु नै मार हो । उसका विभ्रम हर्ष र दर्प नामक तीन छोरा, अरति, प्रीति एवं तृषा तीन छोरी सहित ६ जनाले पिताको मनोमालिन्यको कारण सोध्दछन् । प्रत्युत्तरमा मारले भन्दछ : यी मुनिले निश्चय रूपी कवच, सत्वरूपी धनुष र बुद्धि रूपी बाँण सन्धान गरी हाम्रो अभेद्य विषयरूपी राज्यमा विजयध्वजा फहराउने इच्छा गरेका छन् यही नै मेरो मानसिक दुःखको कारण हो । यदि यो आशङ्का सत्यमा परिणत भयो भने मेरो राज्य सदाचहीन निमि राजा विदेह भए जस्तै शून्यतामा विलीन हुनेछ । तर म कदाचित् यसो हुन दिनेछैन भन्दै सन्तान सहित पञ्चपुष्पको बाँण लिएर राजकुमार ध्यानस्थ भएको पीपलको वृक्षातिर प्रस्थान गर्‍यो ।

भवसागरको बन्धनबाट विमुक्त हुने मार्ग पहिल्याउन दृढासनमा स्थित मुनिसँग मारले भन्दछ : मृत्युसँग भयभीत हे क्षत्रीय उठ मोक्षमार्ग त्यागेर राजधर्मको आचरण गर बाँण र यज्ञले संसारलाई जितेर यस लोकको इन्द्र पदवी प्राप्त गर । राजकुलमा जन्मेका व्यक्तिले भिक्षावृत्तिको सहारा लिनु किमार्थ सुहाउँदैन । साँच्चै दृढप्रतिज्ञा हौ भने मेरो अमोघ बाँण सामना गर्न तयार होऊ । स्मरण रहोस् चन्द्रमाको नाति 'ऐड' मेरो अस्त्रको स्पर्शमात्रले विचलित भएको थियो । राजा शन्तनु पनि मेरै प्रहारको शिकार भएका थिए भने यस क्षीणयुगमा अन्य व्यक्तिको त के कुरा गर्नु । यसरी बहुविध दृष्टान्तद्वारा सचेत गराउँदा पनि शाक्य मुनिले उपेक्षा गर्दै आसन दृढ बनाए अनि कन्याहरुलाई अग्रभागमा राखी पुत्रसहित मारले बाँण प्रहार गर्‍यो । आफ्नो शक्तिप्रदर्शन निष्प्रभावी भएपछि मार चिन्ताग्रस्त हुँदै क्षीण स्वरमा भन्यो – मेरो प्रहारले शम्भुदेव पनि शैलेन्द्रपुत्री प्रति आकर्षित भएका थिए । यिनलाई भने रति पनि चिन्ता छैन के ? यिनी चित्त रहित हुन् वा मेरो यो बाँण नै होइन । अव यिनलाई भयङ्कर भूतगणबाट भयभीत पार्नुपर्ने निष्कर्ष निकालेर आफ्ना सेना र अनुचरहरुलाई आमन्त्रण गर्‍यो ।

### मारसेनाको स्वरूप

मारसेना राजकुमार सिद्धार्थलाई विचलित बनाउन गदा, तलवार, रुख, पहाड आदि हातमा लिएर आए । विकृत र भयानक मुखाकृति युक्त मारसेना सुँगुर, माछा, घोडा, गधा, ऊँट, बाघ, भालु, सिंह र हात्तीको रूपमा आएका थिए । त्यसैगरी एकआँखे, घोरमुखे, तीनटाउके र भुँडीवाल समेत थिए । कुनै घुँडा नभएका, जाँघ नभएका, घ्याम्पा जस्ता लामा-लामा दाह्रा र नडसहित अस्थिपञ्जरले युक्त थिए । मारसेनादलमा खरानी घसेका, कोही रक्तविन्दुयुक्त चित्र-विचित्रका, बाँदर जस्ता लामा-लामा मालाधारी हात्तीका जस्तै कान भएका, कोही छालाको लुगा लगाएका त कोही नाङ्गै पनि थिए । कसैको आधा मुख सेतो, कसैको आधा शरीर हरियो र कुनै धवाँसे र तामे पनि थिए । कसैको हातमा सर्प बेरिएका थिए भने कसैले घण्टी बाँधेका कन्धनी लपेटेका थिए । भ्रुपटे, अर्धमुण्डित पगरीगुथेका, हँसमुख, त कुनै तेज तथा मन हरण गर्ने स्वभावका थिए । कोही हिड्दै, कुद्दै, घचेट्दै त कोही आकाशमा उडेर लीला देखाउँथे । कोही त्रिशुल घुमाउँदै थिए । कोही गदा प्रदर्शन गर्दै उफ्रन्थे त कोही साँढेजस्तै गर्जन्थे । यसरी समस्त भूतगणले बोधिवृक्षलाई घेरा हाली राजकुमारलाई आक्रमण गर्न मारको आदेशको प्रतीक्षा गर्दै थिए ।

### मार र सिद्धार्थ युद्ध

रजनीघनीभूत हुँदै गएको त्यस समयमा शाक्यसिंह सिद्धार्थ एवं मारको त्यो अपूर्व युद्धकाल देखेर आकाश मलिन भयो । दिशा विदिशाहरु स-शब्द तापशक्ति निकाल्न थाले र पृथ्वीमा कम्पन समेत भयो । वायुवेग तीव्र भयो । आकाशमा जून तारा पनि देखिएनन् । गाढा अन्धकारको साम्राज्य व्याप्त भयो । समुद्र पनि क्षुब्ध भए । पृथ्वीलाई धारण गर्ने शेषनागलाई महामुनि प्रति गरिएको अपमान असह्य भयो । मारलाई लक्षित गरेर फणा फुलाउँदै प्रत्याक्रमणको सङ्केत

दिए। सद्धर्मसिद्धिमा समर्पित देवर्षिहरूको मनमा मार प्रति करुणभाव जागृत भयो। उदासीन भएको हुनाले मारप्रति रिस राखेनन्। तर मुक्तिकामी महात्माहरूले अन्तरिक्षमा हाहाकार शब्द ध्वनित गरे। मारसेनाबाट घेरिएका महर्षि गाईले घेरिएका सिंहसरह भई न क्षुब्ध भए न मन नै विकृत बनाए।

शाक्यमुनिलाई आक्रमण गर्न आदेशको प्रतीक्षामा रहेका सेनालाई मारले डराउन दिने आज्ञा दियो। विचित्र र भयावह रूपधारी भूतहरूले लामा-लामा जिब्रा निकाल्ने तीखा दाँत देखाउने ठूला-ठूला आँखा देखाउँदै विकृत भाव भङ्गिमाकासाथ अनेक प्रयत्न गर्दा पनि राजकुमार भयभीत भएनन्। बालक्रीडारत बालबालिकाहरू निस्पृह भएजस्तै तटस्थ रहे। गदा प्रहार गर्न उठाएका हात जडवत् भए। त्यसै गरी कसैले ढुङ्गा, मुढा गर्न चाहे कोही आकाशमा उडेर विभिन्न अस्त्र प्रहार गरे। ती वस्तुहरू पृथ्वीमा आइपुगेनन्। आकाशमा स्थिर भए। कसैले उच्च पर्वत शिखरबाट अग्निज्वाला प्रहार गरे तर मुनिको तपोवलको प्रभावले आकाशमा नै सयौं टुक्रामा विभाजित भई छिन्न-भिन्न भए। कसैले आकाशबाट अँगारको वर्षा गराए श्रेष्ठ ऋषि सिद्धार्थ कुमारको मैत्री विहारका कारण रक्तकमलपत्र सरल सुकोमल भए। फेरि केही भूतहरूले मुखबाट लामा-लामा सर्प निकालेर कुमारलाई डस्न लगाए तर ती सर्पहरू फणा फुलाउने डस्ने जस्ता कुनै काम नगरी स्थिर भए। केही भूतहरूले भयङ्कर बज्रपात भएजस्तै गर्जना गरी शिलावृष्टि गरे तापनि त्यो पुष्पवृष्टिमा परिणत भयो। कतिपयले प्रहार गरेका बाँण मुसल आदि बीचैमा रोकिए। मेघभै काली स्त्री हातमा कपाल लिएर महर्षिलाई मोहित गर्न आई। तर त्यो चञ्चल चित्त भएको सांसारिक व्यक्तिको मत शास्त्रमा स्थिर नभए जस्तै अस्थिर बहुलाहीसरल भए यत्र-तत्र उफ्रन थाली। कुनै भूतले विषमिश्रित नेत्राग्निबाट भष्म गर्ने प्रयास गर्नु तर कामपिपासु पुरुषले आत्मकल्याणको मार्ग नदेखेभै कुमारलाई देख्न सकेन। शारीरिक श्रमबाट समाधि प्राप्त गर्ने इच्छा गरेर थकित भए जस्तै अर्को भूतले ठूलो ढुङ्गा उठाए प्रहार गर्ने असफल प्रयास गर्नु। यसरी मारसेनाको प्रहारबाट गुन्जिएको भयङ्कर आवाज सुनेर मृग, हात्ती, बाघलगायतका जङ्गली जनावर डरले लुकन थाले। चराचुरुङ्गीहरू रातीमा पनि दिउँसोमा भैँ चिर्बिर् गर्दै चारैतिर उड्न थाले। यसरी चराचर भयभीत हुँदा काग कराउँदा गरुड विचलित नभएभैँ मुनि निडर भए। यसरी आफ्ना सारा प्रहार प्रभावहीन भएको देखेर धर्मात्माको शत्रु मार अत्यन्त दुःखी भयो। यसरी पुष्पधन्वा निरीह भएको देखेर कुनै विशिष्ट जीवले अदृश्य हुँदै आकाशवाणी गरे- हे मार १ व्यर्थ परिश्रम नगर हत्यारापन छोडी शान्त होऊ। सुमेरु पर्वत वायुवेगले कम्पित नभएभैँ तिमीले यिनलाई विचलित बनाउन सक्दैनौं। आगोले पोल्न पानीले भिजाउन र पृथ्वीले स्थिरत्व छोडेपनि अनेकजन्मदेखि पुण्यसञ्चय गरेका यी मुनिले आफ्नो धर्म कदापि छोड्दैनन्। समूल अन्धकार अन्त्य नगरी सूर्योदय नभएभैँ सवै प्राणीहरूको कल्याण गर्ने मार्ग अन्वेषण नगरी यिनी विचलित हुँदैनन्। मानिसले काठ घर्षण गरी अग्नि प्रज्ज्वलित गर्दछन्। पृथ्वीको उत्खनन गरी पानी निकाल्दछन्। दृढ प्रतिज्ञा व्यक्तिका लागि असम्भव केही छैन। न्यायपूर्वक सम्पादन गरिएको कार्य सधैं सफल हुन्छ।

शारीरिक एवं मानसिक रोगले पीडित दुःखीमाथि दया गर्ने मुनिलाई बाधा दिनु युक्तिसंगत हुँदैन। यिनी कष्टरूपी रोग निर्मूल गर्न ज्ञानरूपी औषधी आविष्कार गर्ने दृढप्रतिज्ञा महाबैद्य हुन्। अज्ञानरूपी अन्धकार दिग्दिगन्त व्यापक भएको अवस्थामा यिनले ज्ञानको ज्योति प्रज्ज्वलित गर्दै छन्। अँध्यारोमा बालिएको बत्ती निभाउनु आर्य पुरुषलाई शोभा दिदैन। त्यसैगरी संसाररूपी महाबाढीमा डुबेर असहाय भएकालाई उद्धार गर्न प्रवृत्त व्यक्तिलाई दुःख दिनु किमार्थ सुहाउँदैन। क्षमारूपी जटा, धैर्यरूपी दृढ मूल, चरित्रको सुवासित पुण्य स्मृति र बुद्धिरूपी हाँगा तथा धर्मरूपी फल प्रदान गर्न निरन्तर बढिरहेको यो ज्ञान वृक्ष कदापि उखेल्न योग्य छैन। तीन असङ्ख्य कल्पसम्म गरिएका ज्ञानसम्भार र पुण्यसंभारको फल (सिद्धि) प्राप्त गर्ने यस अनुकूल समयमा सिद्धार्थपूर्वका मुनिहरूले अधिष्ठान गरे जस्तै यिनी पनि दृढ छन्। यो स्थान समग्र भूतलमा श्रेष्ठ नाभिस्थल हो। यिनको समाधिवेग सहन गर्न सक्ने अर्को प्रदेश पृथ्वीमा छैन। अतः हे मार शोक नगर, शान्तिको सास फेर, घमण्ड नगर, नश्वर शक्तिलाई शाश्वत् ठानेर किन मदमत्त भएका छौ। यसप्रकारका वचन सुनेपछि संसारका समग्र प्राणीको चित्त बिचलित बनाउन सफल मार मुनिलाई बिचलित पार्न असम्भव ठानेर पराजय स्वीकार गरी खिन्न हुँदै त्यहाँबाट प्रस्थान गर्नु। उसका सेना पनि गरिएको श्रम व्यर्थ भएको



देखेर आयुध (हतियार) यत्रतत्र छोडी शत्रुद्वारा सेनानायक मारिएपछि सिपाही भागेसरह चारै दिशातर्फ बेपत्ता भए । यसरी आफ्ना तपका प्रभावले अविद्या, अज्ञान र अन्धकारको प्रतीक मारमाथि मुनिले विजय प्राप्त गरेको उपलक्ष्यमा निर्मल आकाशबाट सुगन्धित जलसहित पुष्पवृष्टि भयो । दशदिशा निर्मल भए, निष्पाप स्त्रीभैँ रात्रि पनि सुन्दर भयो ।

### उपसंहार

शुद्ध संस्कृत भाषामा रचित उत्कृष्ट बौद्ध साहित्यमा बुद्धचरित महाकाव्यको विशिष्ट स्थान रहेको छ । यसका रचयिता महाकवि अश्वघोष गान्धार नरेश सम्राट कनिष्कका राजकविका साथै सम्मानित राजगुरुसमेत थिए । तिब्बती तथा चीनियाँ भाषामा लिपिबद्ध साहित्यमा यिनी संगीतज्ञ र कुशल नाट्यशिल्पी पनि भएको प्रमाण पाइन्छ । आफ्ना मान्यता अकाट्य तर्क र प्रमाणका आधारमा स्थापित गर्ने अदभूत क्षमताका कारण यिनले बौद्धधर्म दर्शनका पक्षमा शास्त्रार्थ गर्दा विपक्षीहरू निरुत्तर भएको देखिन्छ । त्यसै गरी बुद्धचरित महाकाव्यको तहौँ सर्गमा समाविष्ट 'मारविजय' शीर्षकमा शाक्य मुनि सिद्धार्थको तपस्या भङ्ग गर्न सद्धर्मको शत्रु मारद्वारा गरिएका सम्पूर्ण प्रहार व्यर्थ भएको वास्तविकता प्रस्तुत गरिएको छ ।

प्रथमतः मारले सिद्धार्थ गौतमलाई राजकुलमा जन्मिए पनि मृत्युसँग भयभीत भई भिक्षावृत्तिको सहारा लिन नसुहाउने हुँदा बाँण र पुरुषार्थले दिग्विजयी बन्नुपर्ने सल्लाह दिएको देखिन्छ । शाक्यकुमारले उसलाई उपेक्षा गरेको थाहा पाएपछि राजा शन्तनु र शम्भुदेवसमेत एकै बाँणमा विचलित भएको पौराणिक प्रसङ्ग स्मरण गराएको पाइन्छ । मार र उसका सैन्यबलद्वारा गरिएका सबै प्रहारको सामना शाक्यमुनिले समता र कुशल कर्मका वलले गरी पराजित गर्न सफल भएको प्रसङ्ग ७३ वटा श्लोकमा समेटिएको देखिन्छ ।

वास्तवमा मार मोक्षमार्गको महाशत्रु हो । पञ्चपुष्पको बाँण प्रहार गरी साधकको मनमा काम, क्रोध, लोभ, मोह, मद, मात्सर्य जस्ता दुर्गुण उत्पन्न गराउने प्रयास गर्दछ । त्यसै गरी इन्द्रियहरूलाई रूप, रस, गन्ध स्पर्श शब्द आदिमा प्रवृत्त गराए साधनामा बाधा पार्ने हुँदा मारलाई परास्त गर्ने क्षमता बौद्धमार्गीले हासिल गर्ने पर्दछ । यही नै तेहौँ सर्गको सार हो ।

**लेखक परिचय:** कमलप्रसाद न्यौपाने, सहायक प्राध्यापक, देवदह आदर्श बहुमुखी क्याम्पस, देवदह, रूपन्देही

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## नेपाली एकाङ्कीको सैद्धान्तिक स्वरूप

प्रकाश सुवेदी

### लेखसार

प्रस्तुत लेखमा नेपाली एकाङ्कीको सैद्धान्तिक परिचयलाई प्रस्तुत गरिएको छ । एकाङ्कीलाई साहित्यको दृश्य भेदअन्तर्गतबाट विश्लेषण गर्दै यसले पाश्चात्य साहित्यलाई अङ्गालेको नवीनतम विधालाई चर्चाको विषय बनाइएको छ । यसरी नेपाली एकाङ्कीको परिचय दिई एकाङ्कीसम्बन्धी विभिन्न विद्वाहरूले दिएका एकाङ्कीको परिभाषालाई प्रस्तुत गरिएको छ । एकाङ्कीको उत्पत्तिसम्बन्धी रूपरेखालाई पश्चिमा दसौँ शताब्दीको नाट्य स्वरूपलाई समेत अध्ययन विश्लेषण गरिएको छ । वि.सं. १९८९ मा एक अनुभवीको 'आत्माभिमान' शीर्षकको एकाङ्की प्रकाशित भएपश्चात् साहित्यमा एकाङ्कीको थालनी भएसँगै अगाडि बढेको साहित्यको एक नवीनतम विधाका रूपमा एकाङ्कीलाई चित्रण गरिएको छ । एकाङ्की अङ्कका आधारमा विभाजन गरिएको एक विशेष नाट्य प्रकार हो । यसै अन्तर्गत एकाङ्कीको स्वरूप उल्लेख गरी कथानक/कथावस्तु, चरित्र वा पात्र, संवाद, भाषाशैली, उद्देश्य/विचार, परिवेश/वातावरण र अभिनेयता गरी जम्मा सातवटा तत्वहरूको चर्चा गरिएको छ । मनोरञ्जनका साधनका रूपमा रहेको एकाङ्की हाल आएर लोकप्रियताको सीमासम्म पुग्दै गर्दा त्यसमा देखिएका चुनौतिहरूलाई समेत अध्ययनको विषयवस्तुबाट चर्चा गर्दै विषयवस्तु, प्रवृत्ति र स्वरूपका आधारमा एकाङ्कीलाई प्रस्तुत गरिएको छ ।

**शब्दकुञ्जी:** कथोपकथन, नवीनतम, प्रवृत्ति, साहित्यिक, सैद्धान्तिक ।

### विषयपरिचय

एकाङ्की साहित्यको दृश्य भेदअन्तर्गत पर्ने विधा हो । साहित्यका दृश्य र श्रव्य गरी दुई भेदहरू छन् । जहाँ नाटक र एकाङ्की साहित्यको दृश्यभेद अन्तर्गत पर्दछन् भने कविता, कथा, निबन्ध, उपन्यास आदि साहित्यको श्रव्यभेदअन्तर्गत पर्दछन् । एकाङ्की एक अङ्कमा संरचित नाट्य विधा हो । एकाङ्की बाट एकाङ्की शब्दको निर्माण भएको पाइन्छ । यो विधा नाटकभन्दा पूर्ण अस्तित्व बोकेको साहित्यिक विधा हो । एकाङ्कीलाई अङ्ग्रेजीमा one act play भन्ने गरिन्छ । यस शब्दले पनि एक अङ्क भएको नाटकलाई बुझाउँछ । यो पाश्चात्य साहित्यको नवीन विधा हो । एकाङ्कीमा निकै थोरै समयमा मानव जीवनको भाँकी प्रस्तुत गर्ने घटनाको एकता हुन्छ । चुस्त, दुरुस्त, कसिलो र सूत्रात्मक प्रकृतिको कथोपकथन यसमा समावेश गरिएको हुन्छ । एकाङ्कीमा एउटा मात्रै घटना विशेषको प्रस्तुति रहेको हुन्छ । निश्चित समय, सन्दर्भ र पात्रको प्रयोग गरी एकाङ्कीको विषयवस्तुलाई अगाडि बढाउने गरिन्छ । संस्कृत साहित्यमा दृश्यविधा रूपकका विभिन्न भेदहरूमध्ये भाण, व्यायोम, उत्सृष्टाङ्क र वीथीजस्ता एक अङ्कमात्रभएका रूपकहरूमा एकाङ्कीका पूर्णरूप फेला पर्न सक्छन् । एकाङ्कीको परम्परालाई नियाल्दा पश्चिमा साहित्यको सोह्रौँ शताब्दीको उत्तरार्द्धसम्म पुग्न पर्ने हुन्छ । उक्त शताब्दीतिर अङ्ग्रेजी साहित्यका नाटककार सेक्सपियरको उदय भइसकेको पाइन्छ । त्यस समय मानिसहरूको मोह नाटकप्रति मात्र तीव्र रहेको पाइन्छ । नाटकका लागि लामो समय पनि खर्चिन सक्ने त्यस समयका मानिसहरू जब युरोपमा औद्योगिक क्रान्ति भयो तब युरोपको जनजीवन अत्यन्त व्यस्त हुन थाल्यो । त्यसपश्चात् मानिसहरू ३/४ घन्टाका लामा नाटकहरू हेर्ने समय दिन नसक्ने भए । फलस्वरूप नाटकहरू पनि छोटो नाटक अर्थात् कर्टेन रेजरतर्फ आकर्षित हुनुपर्ने अवस्थाको पैदा भयो । यसरी नाटककारहरूको अध्ययन छोटो नाटकतर्फ केन्द्रित हुन

थालेपछि नाटककारहरूले परम्परागत लामा नाटकको सट्टा कर्टेन रेजरलाई परिष्कार गर्दै लगे र विस्तारै एकाङ्कीको विधा पैदा भएको पाइन्छ। यसरी सुरुवात भएको एकाङ्की लेखनको परम्परा बिसौं शताब्दीमा आइपुग्दा थप सशक्त बन्न पुग्यो। एकाङ्कीले विधागत स्वरूप ग्रहण गरी आजको अवस्थामा आइपुग्न हेनरी इब्सेन, एन्टोन चखव, जर्ज बर्नार्ड शा आदिको उल्लेखनीय भूमिका रहेको छ। त्यसै कारण पछिल्लो समयमा एकाङ्कीले जीवनजगत्का कार्यव्यापारलाई अनुकरण गरी अभिनयका माध्यमबाट छोटो समयमा नै रङ्गमञ्चमा दृश्यात्मक रूपमा प्रस्तुत गर्ने भएकाले निकै लोकप्रिय बन्न पुगेको छ। एकाङ्कीको सैद्धान्तिक स्वरूप केकस्तो रहेको छ भन्ने समस्यामा केन्द्रित रही एकाङ्कीको परिचय, तत्त्वको व्याख्या गरी एकाङ्कीको वर्गीकरण गर्नु यस लेखको उद्देश्य रहेको छ।

### अध्ययन विधि

प्रस्तुत लेखमा प्राथमिक स्रोतका सामग्रीअन्तर्गत एकाङ्कीका बारेमा लेखिएका एकाङ्कीको सैद्धान्तिक कृति, एकाङ्कीको सिद्धान्त, एकाङ्की पक्षसँग सम्बन्धित विद्वानहरूका रचना, संवाद, मौखिक कथन, टीकाटिप्पणी पनि स्रोतसामग्रीका रूपमा रहेका छन्। द्वितीयक सामग्रीको रूपमा सम्बन्धित विषयसँग सम्बन्धित पुस्तक, पत्रपत्रिकाहरूमा प्रकाशित लेखहरू प्रयोग गरिएको छ। उक्त सामग्रीहरूको सङ्कलन पुस्तकालयीय विधिद्वारा गरिएको छ भने सङ्कलित सामग्रीको विश्लेषणका लागि एकाङ्कीको सिद्धान्त निर्माणमा सैद्धान्तिक परम्परा र वर्णनात्मक विधिको प्रयोग गरिएको छ।

### सैद्धान्तिक पर्याधार

एउटै अङ्क, एउटै दृष्य, स्थान र एउटै समयमा घटित हुने साहित्यको एक विधा नै एकाङ्की हो। यसमा एउटै विषयवस्तुलाई केन्द्रित गरी त्यसै विषयवस्तुको चर्चाबाट समाप्त गरिन्छ। यो छोटो, निश्चित समयावधिको भएता पनि पूर्णता प्राप्त गरेको हुन्छ। एकाङ्की अभिनयमूलक विधा हो त्यसै कारण यसमा संवाद अनिवार्य रहेको हुन्छ। एकाङ्कीमा सङ्क्षिप्तता, आख्यानात्मकता, एकोन्मुखता, संवादात्मकता, अभिनेयात्मकता जस्ता गुणहरूले भरिएको हुनु पर्छ। यसरी एकाङ्कीका सम्बन्धमा विभिन्न विद्वानहरूले दिएको परिभाषालाई निम्नानुसार चर्चा गरिएको छ।

सिडनी बक्स- “एकाङ्की अति सूक्ष्म चरित्र गर्ने साहित्य रूप होइन, यो अनिवार्यतः एकोद्देश्यमा केन्द्रित हुनुपर्दछ र यसका लागि एकाङ्कीकारले एकाङ्की रचनामा कडा अनुशासनको पालना गर्नुपर्दछ। यसको प्रभाव परिस्थितिको एकतामा जोड दिनुपर्दछ र एक पात्र वा पात्र समूहमा मुक्त सरोकारकेन्द्रित गर्नुपर्छ” (दुङ्गेल, २०७६, पृ.१५२)।

वाटर प्रिचर्ड एटन- “आफ्नो प्रकृति र माध्यमको कडा नियमले गर्दा एकाङ्की एउटै घटना र परिस्थितिमा सीमित हुनुपर्दछ जुन परिस्थिति वा घटनाको अभिवृद्धि र विकास क्रमशः आफै हुन्छ” (दुङ्गेल, २०७६, पृ.१५२)।

पर्सिवल वाइन्ड- “एकाङ्कीको घटनाको गति अग्रगामी वा प्रतिगामी जे भए पनि यसको समयपक्ष महत्त्वपूर्ण हुन्छ, यो जीवनको वास्तविकतादेखि धेरै टाढा हुनुहुँदैन जसको कारणले यो पूरै अस्वीकृत हुन नपरोस्” (दुङ्गेल, २०७६, पृ.१५२)।

जे.ए. कडन- ‘एकाङ्की’ नामले नै स्पष्ट पार्दछ कि यो त्यस्तो नाटक हो जुन एक अङ्कमै सीमित हुन्छ। साधारणतया यो छोटो अर्थात् १५ मिनेटदेखि ४० मिनेटसम्मको हुन्छ। अङ्ग्रेजी साहित्यमा एकाङ्की नाटक १९ औं शताब्दी अगाडि बिरलै भेटिए पनि त्यसभन्दा अगाडि पनि कतिपय छोटो नाटकहरू यसका उदाहरणका रूपमा प्रस्तुत गर्न सकिन्छ। यो विधा १९ औं शताब्दीको अन्त्यतिर ससाना रङ्गमञ्चहरूमा परीक्षणका रूपमा लोकप्रियता हाँसिल गर्दै विकास भएको हो। यसरी यसले एउटा स्वतन्त्र विधाको रूप लियो र अवसर पर्दा उत्थानकर्ता (curtain raiser) का रूपमा देखाइन्थ्यो तर त्यसपछि अति लोकप्रिय हुँदै आएर पर्दा उत्थानकर्ता (curtain raiser) का रूपमा यसको प्रयोगमा हास आयो। आधुनिक प्रचलन अनुसार दुई वा तीनवटा एकाङ्कीहरू दोहोर्‍याएर वा तेहर्‍याएर Bill का रूपमा प्रस्तुत गरिन्छ। एकाङ्की भनेको छोटो कथाको समकक्षी हो र एकल घटना वा परिस्थितिमा केन्द्रित भएको देखिन्छ र

सामान्यतः मात्र दुई वा तीन पात्रहरू रहेका हुन्छन् तर एकाङ्कीको सार मनोभाव र विषयमा प्रशस्त व्यापकता पाइन्छ र यो फार्स (farce) देखि दुःखान्तसम्म हुन सक्छ” (ढुङ्गेल, २०७६, पृ.१५२)।

डा. नगेन्द्र- “एकाङ्कीमा जीवनको क्रमबद्ध विवेचना नभएर, खाली एउटा समस्या, एउटा महत्त्वपूर्ण घटना, एउटा विशेष परिस्थिति वा कुनै एक उदीप्त क्षणको चित्रण मात्र हुन्छ” (ढुङ्गेल, २०७६, पृ.१५२)।

हिन्दी साहित्य कोश- “एकाङ्की साहित्यको त्यो नाट्य-रूप हो, जसका माध्यमबाट मानव-जीवनको कुनै एक पक्ष, एउटा चरित्र, एउटा कार्य, एक परिपार्श्व, एक भावको कलात्मक व्यञ्जना गरिन्छ जोसँग यी अविक्ल भावबाट अनेक सहानुभूति र आत्मीयता प्राप्त गरिन्छ” (ढुङ्गेल, २०७६, पृ.१५३)।

बृहत् नेपाली शब्दकोश- “एक अङ्क मात्र हुने एक प्रकारको दृश्यकव्य भनी एकाङ्कीलाई परिभाषित गरिएको छ” (ढुङ्गेल, २०७६, पृ.१५३)।

बालकृष्ण सम- एकाङ्कीमा एउटै विषय, एउटै समय र एउटै अङ्कका दृश्य हुन आवश्यक छ। एक र अनेकमा जति टुक्रा पनि हुन सक्दछ, तर एकमा एकचोटि पनि नटुटेको सिङ्गो हुनुपर्दछ छोटो सानो भएपनि। यो घोडादौडको एक दौड जस्तो हो, जसमा विश्राम हुनु हुँदैन।” (ढुङ्गेल, २०७६, पृ.१५३)।

कृष्णचन्द्रसिंह प्रधान- “एकाङ्की शब्दले नै एक अङ्कमा एकाङ्की समाप्त हुनुपर्दछ भन्ने स्पष्ट गर्दछ। एक अङ्कको एकाङ्की भएपनि धेरै दृश्य बोकेको एकाङ्की नाटक आधुनिक नाट्य सिद्धान्तअनुसार एकाङ्की भनिदैन अथवा नमान्ने चलन चलिसक्यो। एकाङ्की नाटकका लागि एक अङ्क, एकै दृश्य, एउटै स्थान र अभ्र समयको अटुटता हुन आवश्यक छ। यस्तो एकाङ्कीमा उत्सुकतासाथ नाटकको पर्दा खुल्छ, त्यही वातावरणमा अन्त हुन्छ” (ढुङ्गेल, २०७६, पृ.१५३)।

केशवप्रसाद उपाध्याय- “यो नाटककै समरूप तर नाटकभन्दा सानो एक विशिष्ट प्रकारको नाट्य रूप हो जसमा नाटकमा जस्तो समग्रताको वा सिङ्गो जीवनको चित्रण नभई जीवन वा परिस्थितिको एक विशेष क्षण वा घटनाको चित्रण हुन्छ” (ढुङ्गेल, २०७६, पृ.१५३)।

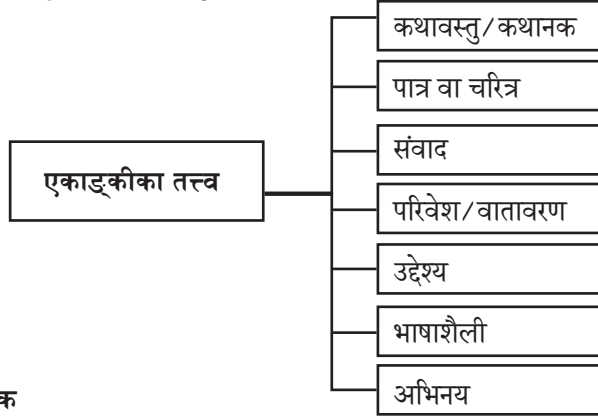
माथि वर्णित एकाङ्कीसम्बन्धी विभिन्न विद्वान्हरूका धारणाअनुसार हामी एकाङ्कीलाई यसरी परिभाषित गर्न सक्छौं - “मानव जीवनका विविध घटना वा समस्याहरूमध्ये कुनै-एउटा घटना वा समस्या उद्घाटनका निमित्त तयार गरिएको छोटो, अभिनेयमूलक हुनाका साथै स्वतन्त्र किसिमको संवादात्मक रचना एकाङ्की हो।” यसरी एउटै विषय, एउटै भावमा, जीवनको कुनै एक क्षणको सार, छोटो संवाद र अभिनयले भरिएको विधा नै एकाङ्की हो भनी परिभाषित गर्न सकिन्छ।

विभिन्न विद्वानहरूले दिएको परिभाषका आधारमा एकाङ्कीको सैद्धान्तिक स्वरूपलाई यस प्रकार देखाउन सकिन्छ।

- १) एकाङ्की आफैमा पूर्ण विधा हो।
- २) एकाङ्की संवादयुक्त र अभिनययुक्त दृश्यात्मक रचना हो।
- ३) एकाङ्की अनुकरणीय रचना हो जहाँ कुनै पनि जीवन जगत्को कुनै अंशको अनुकरण गरिएको हुन्छ।
- ४) एकाङ्कीलाई रङ्गमञ्चमा प्रस्तुत गर्न सकिन्छ।
- ५) एकाङ्कीमा जीवनको एउटा समस्या, एउटा महत्त्वपूर्ण घटना, एउटा विशेष परिस्थितिको चित्रण हुन्छ।
४. एकाङ्कीका तत्त्व।

एकाङ्की पनि नाटककै समरूप तत्त्व भएको साहित्यिक विधा भएकाले यसको संरचना पनि छ वटै तत्त्वका आधारमा भएको हुन्छ (उपाध्याय र शर्मा, २०५८, तेस्रो सं. पृ.६)। जुन वस्तुको संरचनाका लागि जे कुरा चाहिन्छ त्यो नै त्यसको तत्त्व हो। जसका माध्यमबाट त्यस वस्तुले पूर्णता प्राप्त गरेको हुन्छ। यसरी यस लेखका सन्दर्भमा चाहिने आवश्यक उपकरणहरू नै यसका तत्त्व हुन्। दृश्य विधा अन्तर्गत पर्ने एकाङ्की स्वयम्मा साहित्यको पूर्ण विधा हो। एकाङ्की एक अङ्कमा संरचित भए पनि नाटक भैं अभिनयात्मक विधा भएकाले नाटक र एकाङ्कीका

तत्त्वहरूमा समानता पाउन सकिन्छ। कथावस्तु/कथानक, पात्र वा चरित्र, संवाद, परिवेश/वातावरण, उद्देश्य, भाषाशैली र अभिनेयता गरी एकाङ्कीका सातओटा तत्त्व रहेका छन्। पूर्विय र पाश्चात्य दुवै दृष्टिकोणलाई समन्वय गरी एकाङ्कीका तत्त्वलाई वृक्षरेखामा निम्नानुसार देखाउन सकिन्छ-



### कथावस्तु/कथानक

एकाङ्कीका आख्यान परक विधा हो। जसका लागि कथावस्तु अपरिहार्य तत्त्व मानिन्छ। कथावस्तु एकाङ्की रचनाको महत्त्वपूर्ण आधार हो। कथानक वा कथावस्तु भनेको कथावस्तुका विभिन्न परिस्थिति, घटना र भावधारकाको कलात्मक संयोजन हो। यो एकाङ्कीको मुख्य खाका वा स्वरूप हो। यसरी विभिन्न घटनाहरूको समुचित रूपमा क्रमबद्ध प्रस्तुतिलाई कथावस्तु भनिन्छ। जीवनको कुनै एक पक्षको मात्र चित्रण गरी एकाङ्कीमा कथावस्तु तयार गरिन्छ। लघु रूपमा सीमितता अपनाइ पात्रहरूको चयन गर्नु एकाङ्कीको विशेषता हो। कथाकारले एकाङ्कीको कथावस्तु तयार पार्दा मनोवैज्ञानिक, समस्यामूलक, यथार्थ प्रधान जस्ता विषय विधासँग सम्बन्धित रहेर गर्नु पर्दछ। कथावस्तुले एकाङ्कीमा समावेश हुने अन्य तत्त्वहरूको एक अर्कामा सम्बद्ध गराउन सक्दछ। एकाङ्कीको कथावस्तु निकै सङ्क्षिप्त र गतिमा तीव्रताका साथै विषयवस्तुमा एकोन्मुखता हुने गर्दछ। कथावस्तुलाई प्रभावकारी बनाउन एकाङ्कीमा समावेश गरिने समय, स्थान र कार्यको समुचित प्रयोगले प्रभावकारी भूमिका खेलेका हुन्छन्। यसै आधारबाट सङ्क्षिप्त, एकोन्मुख र आफैमा पूर्ण हुन सक्ने एकाङ्कीमा कथावस्तु संरचित गराउनु पर्दछ। जीवनको कुनै एक महत्त्वपूर्ण घटनाको प्रस्तुति एकाङ्कीमा प्रयुक्त हुने हुँदा कथावस्तुले सोही अनुरूपको संरचनालाई ख्याल गर्नु पर्दछ। छोटो-छरितो हुनु नै एकाङ्कीको मूल विशेषता हो। यसमा सहायक रूपमा कथा जोडिनु उचित मानिदैन। अभिरुचि जगाउन सक्ने, चेतना र संवेदना उदीप्त, उत्सुकता र कुतूहलता, जिज्ञासावृत्ति अवस्थाको स्वरूपमा रहनु एकाङ्कीको प्रयोगगत सफलता हो।

### पात्र वा चरित्रचित्रण

कथानकका आधारमा अभिनय गरी एकाङ्कीलाई पूर्णता प्रदान गर्ने र कथावस्तुलाई अगाडि बढाई लक्ष्यसम्म पुऱ्याउने माध्यम नै पात्र वा चरित्र हुन्। चरित्रले नै कथावस्तुको कार्यव्यापारलाई व्यवस्थित रूपमा विकसित गराउने कार्य गर्दछ। एकाङ्की एकै अङ्कमा रचिने सङ्क्षिप्त विधा भएकाले एकाङ्कीमा थोरै अर्थात् सिमित पात्रको उपस्थिति गराउनु पर्दछ। पात्र चयन गर्दा कथानक वा परिवेश अनुकूल गर्नु पर्दछ। एकाङ्कीको कथावस्तुलाई गतिशील, सजीव र उद्देश्यमूलक बनाउन पात्रको महत्त्वपूर्ण भूमिका रहने गर्दछ। यसै कारण पात्र एकाङ्कीको अपरिहार्य तत्त्व हो। पात्र भने प्रमुख, सहायक र गौण हुन सक्दछ। एकाङ्कीमा प्रयुक्त कथावस्तुका आधारमा पात्र गतिशील र स्थिर दुवै प्रकारका हुन सक्दछन्। यसै कारण एकाङ्कीमा थोरै र प्रभावकारी भूमिकाका पात्रहरू चयन हुनु राम्रो मानिन्छ। यसरी थोरै पात्र भन्नाले दुईतिन जनादेखि छसात जनासम्म मात्र पात्रहरूको उपस्थिति गराउनु उचित हुन्छ। एकाङ्कीको कथा रोचक, प्रभावकारी र कुशल बनाउन पात्रहरूको भूमिका सजीव, व्यक्तित्व सम्पन्न, आकर्षक र सशक्त हुनु पर्दछ। पात्रको

कुशल अभिनयले एकाङ्कीलाई दर्शक सामु केन्द्रित गर्न सक्दछ। पात्रहरूलाई कथावस्तुका आधारमा संस्कारयुक्त, मनोविज्ञान परक र वातावरण अनुरूप भूमिकामा निहित गराउनु पर्दछ। पात्रकै केन्द्रियताबाट दर्शकलाई विचार द्वन्द्वमा अल्झाउन सकिन्छ। विषयवस्तुका आधारमा पात्रलाई छोटो समय उपलब्ध गराई आफ्नो प्रभाव दर्शकसामु पस्किनु उचित रहन्छ।

### संवाद

दुईवा दुईभन्दा बढी व्यक्तिहरू बिचको कुराकानीलाई संवाद भनिन्छ। एकाङ्की नाट्यविधा भएकाले संवादलाई अनिवार्य तत्त्वका रूपमा लिइन्छ। नाट्य विधामा संवाद अनिवार्य हुन्छ। अभिनय युक्त दृश्य विधालाई पाट्य-श्रव्य विधाबाट अलग गराउने एक विशिष्ट तत्त्व नै संवाद हो। एकाङ्कीमा कथावस्तुलाई गतिशील बनाउन संवादको आवश्यकता पर्दछ। संवादकै माध्यमबाट एकाङ्कीलाई जीवन्त बनाइन्छ। एकाङ्की श्रव्य-दृश्य विधा पनि हो। पात्रहरूको दोहोरो कुराकानीबाट एकाङ्कीमा समावेश कथावस्तुलाई प्रस्तुति दिइने कार्य गरिन्छ। नाटकभन्दा एकाङ्की पनि लघुतम रूप हो। पात्रको चरित्रचित्रण गरी दर्शकसामु उपस्थित गराउने कार्य संवादले गर्दछ।

एकाङ्कीमा संवाद छोटो, छरितो र सरसयुक्त हुनु उपयुक्त हुने हुँदा एकाङ्कीमा कलात्मक तथा प्रभावकारी संवादको प्रयोग हुनु पर्दछ। जब एकाङ्कीमा संवाद सार्थक रूपमा प्रस्तुत गरिन्छ, तब एकाङ्कीले जीवन्त प्राप्त गर्दछ। पात्र र परिवेश अनुकूल संवादको प्रयोग हुनुका साथै पाठक तथा दर्शकहरूलाई मध्यनजर गरी उचित भाषाशैलीको प्रयोगहुनु पनि अनिवार्य मानिन्छ। संवादले नै पात्रको चारित्रिक विशेषताको व्याख्या गर्दछ। संवादले पात्रहरूको चरित्रगत विशेषता व्यक्त गर्दै एकाङ्कीको कथात्मकसूत्रलाई विकसित समेत गर्दछ। त्यसैले सङ्क्षिप्त, रोचक, आकर्षक, पात्रानुकूल र स्वाभाविक संवादको प्रयोग हुनुपर्ने हुँदा एकाङ्कीमा महत्त्वपूर्ण तत्त्वका रूपमा रहेको हुन्छ।

### परिवेश / वातावरण

देश, काल र वातावरणको समग्रतालाई परिवेश अथवा वातावरण भनिन्छ। एकाङ्की कथावस्तुमा देश, काल र वातावरणको प्रत्यक्ष सम्बन्ध रहन्छ। वातावरणबाट मानिसको जीवन सधैं कुनै न कुनै रूपमा प्रभावित हुन्छ। एकाङ्कीमा जीवनको कुनै महत्त्वपूर्ण मोडको चित्रण हुने हुनाले एकाङ्कीमा परिवेश स्वाभाविक रूपमा आवश्यक हुन्छ। कथानक/कथावस्तु र पात्र अनुकूलको परिवेश एकाङ्कीमा रहनु पर्दछ। अनुकूल परिवेशले नै एकाङ्कीलाई स्वाभाविक, यथार्थ र प्रभावकारी बनाउँछ (ढकाल, २०७८, पृ. ७२)। यसरी कथावस्तु र पात्रसँको निकटतम सम्बन्ध वातावरणसँग रहेको हुन्छ। वातावरणले मानव जीवनको एक विशिष्ट पक्षको उद्घाटन गर्ने कार्य गर्दछ। पात्रको विचार, क्रियाकलाप, रहनसहन आदि कुराहरूलाई एकाङ्कीमा प्रयुक्त वातावरण वा परिवेशको प्रभाव रहेको हुन्छ। जसका कारण पात्रलाई कथावस्तु अनुकूल भई एक अर्कासँग संवाद वा भलाकुसारी गर्न, कथावस्तुले आवश्यक ठानेको वस्तुस्थितिलाई प्रस्तुत गर्न निकै महत्त्वपूर्ण भूमिका निर्वाह भएको हुन्छ। एकाङ्कीमा कुनै पनि घटना कुनै पनि वातावरण वा परिवेशमा केन्द्रित रहेर घटेको हुन्छ। एकाङ्कीलाई विश्वसनीय बनाउन, समयसापेक्ष जीवनपद्धति, सामाजिक, राजनैतिक, धार्मिक एवम् साँस्कृतिक आदि घटनाहरूलाई द्वन्द्वात्मक र सङ्घर्षको श्रृजना गर्नका लागि समेत एकाङ्कीमा प्रयुक्त परिवेश वा वातावरणले महत्त्वपूर्ण भूमिका निर्वाह गरेको हुन्छ। जब वातावरण स्वभाविक हुन्छ, तब एकाङ्कीमा बेग्लै प्रभाव छाएको हुन्छ। वातावरणलाई एउटा सम्प्रेष्यको माध्यम बनाउन र एकाङ्की जीवन्त बनाउन वास्तविकता र स्वाभाविकताजस्ता गुणहरू हुनु पनि अपरिहार्य मानिन्छ जसले वातावरणलाई प्रभावकारी बनाउँछ। यसै कारण एकाङ्कीमा वातावरण वा परिवेशको महत्त्वपूर्ण भूमिका रहेको हुन्छ।

### उद्देश्य

कुनै पनि कार्य गर्नु पूर्व उद्देश्य निर्धारण गर्नु आवश्यक हुन्छ। उद्देश्य विना कुनै पनि कार्यले पूर्णता पाउन सक्दैन र उद्देश्य विनाको कार्यले सफलता पनि प्रदान गर्दैन त्यसै कारण कुनै पनि कार्य गर्नु वा गर्ने योजना बनाउनुसँगै उद्देश्य

निर्धारण अपरिहार्य हुने गर्दछ। यसै कारण कुनै पनि लेखरचनाको आफ्नै उद्देश्य हुन्छ। त्यस लेख वा रचनामा पात्रलाई सफलतामा पुऱ्याउन उद्देश्यको माध्यमबाट अभिव्यक्त गर्न खोजेको मूल आशय व्यक्त भएको हुन्छ। यसरी कुनै पनि साहित्यिक रचना गर्नका लागि विभिन्न उद्देश्य समावेश हुन सक्छन्। समाज वा व्यक्तिको आचरणको सुधार, सन्देश, यथार्थ, मनोरञ्जन जस्ता पक्षलाई उद्देश्यका माध्यमबाट पूर्णता प्रदान गर्न सकिन्छ। लेखक आफ्नो भावना वा विचारलाई केन्द्रित गरी एकाङ्कीमा प्रस्तुत गर्न खोजेको कथावस्तुलाई पूर्ण जीवन दिनका लागि निश्चित उद्देश्यको घेराभित्र रहेर लेखकले विचार प्रस्तुत गरेको हुन्छ। लेखकले उद्देश्यमा आफ्नो विचार र अनुभवलाई आधार बनाएर राख्न सक्छ। एकाङ्कीमा प्रायः एउटा मात्र प्रभाव उत्पन्न गर्ने खालको हुन महत्त्वपूर्ण हुन्छ।

### भाषाशैली

साहित्यका हरेक विधाको अनिवार्य र महत्त्वपूर्ण तत्व भाषाशैली हो। कुनै पनि भाव वा विचारको प्रस्तुति भाषाशैलीका माध्यमबाट हुने गर्दछ। भाषाको अभावमा कुनै पनि साहित्यिक कृतिले पूर्णता पाउन सक्दैन। एकाङ्कीका सन्दर्भमा भाषाशैली सहज, सरल, सरस, छोटो-छरितो खालको हुनु पर्दछ। सम्प्रेषणीय भाषाले नै रचनालाई प्रभावकारी बनाउँछ त्यसै कारण एकाङ्कीमा आफ्नो उद्देश्य अनुकूल दर्शक र श्रोतालाई केन्द्रित गरी भाषाशैलीको उचित चयन गर्नु आवश्यक रहन्छ। यसका साथै परिवेश र पात्रानुकूल भाषाशैलीले एकाङ्कीलाई जीवन्तता प्रदान गर्दछ। एकाङ्कीमा सीमित समय तथा पात्रको प्रयोग हुने हुँदा छोटो समयमा नै लक्ष्यसम्म पुग्न सकिने खालको उचित मानिन्छ। जटिल भाषाले एकाङ्कीलाई गन्तव्यसम्म पुऱ्याउन सक्दैन। सकेसम्म लेखकले छोटो वाक्य, कौतुहलतापूर्ण र रोचक भाषालाई प्रभावकारी रूपमा प्रस्तुत गर्नु पर्दछ। परिवेश र सन्दर्भ अनुरूप आवश्यकतानुसार उखान टुक्का र बोलीचालीको भाषाको सान्दर्भिक प्रयोग गर्नु उपयुक्त हुन्छ। एकाङ्कीको वातावरणलाई सम्प्रेषण युक्त बनाउन, कथन पद्धतिलाई सार्थक तुल्याउन गरिने प्रयासले नै जीवन्तता प्रदान गर्दछ। हाँस्य व्यङ्ग्यको समेत उचित प्रयोगले एकाङ्कीलाई सरल, सहज, रोचक, आकर्षक, कलात्मक एवम् सरस बनाउँछ। एकाङ्कीको भाषा विषयवस्तु र पात्रको धरातल तथा मानसिकताको अवस्था अनुकूल हुनु उत्तिकै आवश्यक देखिन्छ।

### अभिनेयता

आख्यान विधा अन्तर्गत नाटक र एकाङ्कीलाई अन्य विधाभन्दा फरक रूपमा प्रस्तुत गर्ने तत्व भनेको अभिनेयता हो। अभिनेयतालाई अभिनय पनि भनिन्छ। एकाङ्की दृश्य विधा भएकाले अभिनय अपरिहार्य तत्व पनि हो। जसको अनुपस्थितिमा एकाङ्कीको जीवनको सुरुवात पनि हुन सक्दैन। अभिनय भन्नाले कथावस्तु वा कथानकका आधारमा पात्रका माध्यमबाट मञ्चन गर्नु वा प्रस्तुत गर्नु भन्ने बुझिन्छ। एकाङ्कीको सही मूल्याङ्कन अभिनयद्वारा गरिने मञ्चको प्रस्तुतिबाट हुने गर्दछ। त्यसैले अभिनय बिना एकाङ्कीको कुनै सार्थकता रहँदैन। अभिनयको उचित मूल्याङ्कनका लागि मञ्चको उचित योजना र प्रभावकारीता हुनु पर्दछ। परिवेश अनुसार मञ्चमा प्रस्तुत गरिने अभिनयले एकाङ्कीलाई सफल र प्रभावकारी बनाउँछ। एकाङ्कीकारले एकाङ्कीमा प्रस्तुत गर्ने घटना प्रसङ्ग, उसको कथावस्तुको अवस्था, अन्य भाव वा परिवेश तथा एकाङ्कीका तत्त्वगत प्रस्तुति अभिनयका माध्यमबाट हुने गर्दछ। अभिनयबाट हुने कुशल सम्प्रेषणगत भावबाट सफलताको निर्धारण हुन्छ। एकाङ्की मूलतः दृश्य विधा भएकाले अभिनेयताका माध्यमबाट लेखकले रचना गरेको एकाङ्कीको सम्पूर्ण विषयको प्रस्तुत गरिएको हुन्छ। एकाङ्कीको पूर्णता पात्रहरूको मञ्चमा कुशलतापूर्वक भई दर्शकसामु प्रस्तुत गरेपछि मात्र हुने गर्दछ। जबसम्म एकाङ्कीमा प्रदर्शन हुँदैन तबसम्म एकाङ्कीको सफलता मापन गर्न सकिँदैन। पात्रले एकाङ्कीको अभिनय मञ्चमा उपस्थित भई गर्दछ; मञ्च र अभिनय एक अर्कामा परिपूरक पनि छन्; शून्यमा एकाङ्कीको अभिनय हुन सक्दैन; त्यसैले मञ्चविना एकाङ्की अभिनयको कल्पना पनि गर्न सकिँदैन। यसै कारण एकाङ्कीमा अभिनय अपरिहार्य तत्वका रूपमा रहन्छ।

## एकाङ्कीका प्रकार

पूर्वीय तथा पश्चात्य साहित्य परम्परा अनुसार एकाङ्कीलाई भिन्न-भिन्न तरिकाले वर्गीकरण गरिएको पाइन्छ। जहाँ विषयवस्तुका आधारमा: सामाजिक, पौराणिक, ऐतिहासिक, राजनीतिक, साहित्यिक, दार्शनिक र राष्ट्रिय। **प्रवृत्तिका आधारमा:** आलोचनात्मक, भावुकता, प्रगतिवादी, समस्यामूलक, आदर्शमूलक, मनोविश्लेषणमूलक, उपदेशमूलक, सोदेश्य, यथार्थमूलक र चारित्रिक।

**स्वरूपका आधारमा:** त्रासदी, कमेडी, हाँस्यव्यङ्ग्य, सीपमूलक, एकपात्रीय, रेडियो एकाङ्की, नाट्य रूपक, ध्वनी रूपक, प्रतीक रूपक, लक्षणमूलक, सूचनामूलक, सूचनामूलक र प्रहसन एकाङ्की आदि (दुङ्गेल, २०७६, पृ.१५६)।

## निष्कर्ष

साहित्यको श्रव्य र दृश्य भेदमध्ये एकाङ्की दृष्य भेद अन्तर्गत पर्ने विधा हो। साहित्यको विधागत वर्गीकरणका आधारमा हेर्ने हो भने एकाङ्कीलाई नाटकको निकट विधाका रूपमा पाउन सकिन्छ। एकाङ्की भन्नाले एक अङ्कमा संरचित साहित्यिक विधा भन्ने बुझिन्छ। एकाङ्की आफैमा पूर्ण र स्वतन्त्र रूपमा रचित विधा हो। कुनै एउटा विषयवस्तुमा मात्र केन्द्रित भई सीमित पात्रद्वारा अभिनय गरी अभिनय कै माध्यमबाट सन्देश प्रवाह गर्ने अभिनयात्मक विधा नै एकाङ्की हो। एकाङ्की कथावस्तु वा कथानकभित्र केन्द्रित रही सीमित पात्र, एउटै घटना, एउटै उद्देश्यमा केन्द्रित भएको, सूत्रात्मक, छोटो र कसिलो अभिनय प्रधान रचनाका रूपमा एकाङ्कीलाई चिनाउन सकिन्छ। दृश्यकाव्यका रूपमा केन्द्रित एकाङ्कीको मूल वैशिष्ट्य अभिनेयता र दृश्यात्मकता नै हो। एकाङ्की प्रदर्शन गर्नका लागि रङ्गमञ्चको आवश्यकता पर्दछ। एकाङ्कीमा जीवन जगत्का अनुभवहरूलाई रङ्गमञ्चमा पात्रहरूको क्रियाकलाप र अभिनयका माध्यमद्वारा प्रस्तुत गरिने भएकाले दृश्यात्मक विधाका रूपमा लिइन्छ। श्रव्य विधिद्वारा प्राप्त गरिने आनन्दताभन्दा दृश्यकाव्यबाट फरक आस्वादन आनन्द प्राप्त, आकर्षक, रुचिकर र प्रत्यक्षीकरण हुन्छ। एकाङ्की मूलतः अभिनयात्मक विधा भएकाले यसको प्रस्तुति रङ्गमञ्च गर्नका लागि रचना गरिन्छ। यसै कारण एकाङ्कीको संरचना मञ्चनका दृष्टिले सफल हुनु पर्दछ। यसरी नेपाली साहित्यमा पश्चात्य साहित्य परम्पराबाट भित्रिएको एकाङ्की विधा संस्कृत साहित्यमा रूपकका १० भेदमध्ये भाण, व्यायोग, उत्सृष्टाङ्क र वीथी भेदहरू नै एकै अङ्कमा सिर्जित भएता पनि यीनलाई एकाङ्की भनी नामकरण गरिएको पाइँदैन। यसै कारण एकाङ्कीको नामाकरण र सिर्जना परम्पराको श्रेय पश्चिमा साहित्यलाई दिइएको पाइन्छ।

**लेखक परिचय:** प्रकाश सुवेदी, सहायक प्राध्यापक, देवदह आदर्श बहुमुखी क्याम्पस, देवदह, रूपन्देही, लुम्बिनी प्रदेश, नेपाल

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## वाक्क्रिया सिद्धान्त र मान्यता

उप प्रा. लक्ष्मी आचार्य

### लेखसार

प्रस्तुत लेख वाक्क्रिया सिद्धान्त र मान्यतासँग सम्बन्धित छ । जे.एल. अस्टिनको वाक्क्रिया सिद्धान्त र जन.आर. सर्लको वाक्क्रिया सिद्धान्तका आधारमा क्रियाको सम्पादनकारी कार्यको बारेमा स्पष्ट पार्नु यसको उद्देश्य रहेको छ । यस लेख निर्माणका लागि सैद्धान्तिक पद्धतिका उपयोग गरिएको छ । पूर्वकार्यको अध्ययनबाट प्राप्त ज्ञान तथा त्यसको सारका आधारमा लेख तयार गरिएकाले पूर्णतः द्वितीय स्रोत सामग्रीको उपयोगमा आधारित रहेको छ । वाणी अर्थात् वाक्को प्रयोगसँग सम्बन्धित रहेर वक्ताको मनोभाव र श्रोताको स्थितिमा हुन सक्ने कार्यलाई आधार मानी वाक्क्रिया सिद्धान्तलाई अगाडि सारिएको छ । जे.एल.अस्टिनले सम्पादनकारी क्रियाबाट कार्य सम्पादन हुन आवश्यक सर्तहरूलाई उल्लेख गर्दै व्यक्ति र स्थानको उपयुक्तता, कार्यको पूर्णता र उपयुक्तता आशयको उपयुक्ततालाई उल्लेख गरेका छन् । अस्टिनका शिष्य सर्लले पनि वाक्क्रिया सिद्धान्तलाई मूर्तता प्रदान गर्न वाक्क्रियाका लागि पूर्व तयारी सर्त, प्रतिज्ञापितपरक वस्तुको सर्त, सद्भावनाको सर्त, अत्यावश्यक सर्त गरी चारवटा सर्त अगाडि सार्दै वाक्क्रियालाई निश्चयार्थक, निर्देशनात्मक, प्रतिज्ञामूलक, अभिव्यक्तिमूलक र घोषणात्मक गरी पाँच प्रकारका वाक्क्रियाको उल्लेख गरेका छन् । यस लेखलाई आधार मान्दै भाषा शिक्षणका सन्दर्भमा वाक्क्रियाको सिद्धान्त र मान्यताका आधारमा भाषाको प्रयोग सन्दर्भ पहिल्याउन यस अध्ययनले सहयोग पुऱ्याउने अपेक्षा गरिएको छ ।

**शब्दकुञ्जी:** वाक्क्रिया, सूचनामूलक, सम्पादनकारी, शब्द, प्रदर्शनात्मक

### विषय परिचय

मानव जातिको विचार विनिमयको सशक्त माध्यम भाषा हो । संसारमा अस्तित्वमा रहेका प्राणीमध्ये मानव मात्रले एक अर्कासँग दोहोरो कुराकानी गर्ने हुनाले भाषा मानवीय वस्तुका रूपमा लिन सकिन्छ । पूर्वीय परम्परामा 'स्पष्ट बोल्नु' अर्थ दिने 'भाष्' धातुमा 'अ' प्रत्ययको संयोजन भएर निर्मित 'भाषा' (गुरोश्च हलः अष्टाध्यायी / ३/३/१०३) र त्यसमा 'आ' (टाप्) प्रत्ययको संयोजन हुँदा निर्माण भएको भाषा (अजाद्यतष्टाप अष्टाध्यायी, ४/१/४) शब्दले स्पष्ट बोली वा वाक्लाई चिनाएको छ । पूर्वमा भाषाको चिन्तन गरिए जस्तै पाश्चात्य परम्परामा पनि भाषालाई विचार विनिमयको साधन मान्दै भाषाशास्त्री सपिरले पनि भाषालाई विचार, भाव, इच्छा आदिको विनिमयको माध्यम मानेका छन् (चौलागाई, २०६९, पृ.१) । भाषा मानवीय वस्तु भएकाले वक्ता र श्रोताले उच्चारण गरेको वाक् अर्थात् बोलीसँग सम्बन्धित प्रकार्यलाई वाक्क्रिया सिद्धान्तका माध्यमबाट स्पष्ट पार्ने प्रयास गरिएको छ । वक्ता वाचकको भूमिकामा रहँदा उसका वाक्क्रियाबाट श्रोतालाई जानकारी गराउने तथा प्रतिक्रियाका लागि उद्भूत गराउने सामर्थ्य वाक्ले राख्दछ । भाषा र समाज एक अर्काका पूरक साधन हुन् । भाषा विना समाजको विकास हुन र समाजविना भाषाको अस्तित्व रहन सम्भव हुँदैन (थापा, २०६९) । भाषाको प्रयोगपरक अर्थलाई प्रयोगार्थ र यस प्रकारको अर्थको अध्ययन गर्ने विषयलाई प्रयोगार्थ विज्ञान भनिन्छ भने यसको अध्ययन क्षेत्रभित्र रहेर वाक्क्रिया सिद्धान्तको अध्ययन गरिन्छ । भाषा र समाज एक अर्काका पूरक साधन हुन् ।

आधुनिक भाषा विज्ञानका क्षेत्रमा समसामयिक प्रभावका कारण निर्माण भएका दार्शनिक प्रश्नहरूको समाधान खोज्ने क्रममा उनमा विशिष्ट दृष्टिकोणलाई अगाडि सार्ने क्रममा अस्टिनले पचासको दशकमा हावर्ड युनिभर्सिटी र बर्कलेको भ्रमणका क्रममा सन् १९५५ मा विलियम जेम्स भाषणमाला भाषण दिने क्रममा शब्दहरूको सम्पादनकारी क्रिया र सुहाउँदा सर्त सम्बन्धी अवधारणा प्रस्तुत गरे। सोही सम्पादनकारी क्रियालाई How to do things with words? शीर्षकको पुस्तकका रूपमा रूपमा प्रकाशित भयो। अस्टिनले भाषाको दर्शनमा क्यान्ट ब्रिजियन विटजेन्स्टाइन र अस्टिनका साथी ओक्सोनिन गिल्बर्ट राइलको साथमा शब्दहरूलाई सामान्यतया अर्थ स्पष्ट गर्न प्रयोग गरिन्छ र दार्शनिक भ्रमबाट गर्दछ बचनका लागि कडा रूपमा वकालत गर्दछन्। भाषिक उच्चारणबाट सम्पन्न हुने काम भनेर नयाँ अवधारणा चर्चा गर्दै भाषाशिक्षणका सन्दर्भमा अस्टिनको वाक्यको प्रयोग सन्दर्भ र कार्यको चर्चा गरिन्छ।

### अध्ययनको उद्देश्य

प्रस्तुत वाक्यक्रिया सिद्धान्त र मान्यतासँग सम्बन्धित लेखमा जे.एल. अस्टिनको वाक्यक्रिया सिद्धान्त र जन आर सर्लको वाक्यक्रिया सिद्धान्तका आधारमा क्रियाको सम्पादनकारी कार्य 'शब्दहरूद्वारा काम कसरी गर्ने' (How to do things with words?) लाई आधार मानी भाषाशिक्षणका सन्दर्भमा वाक्यक्रिया सिद्धान्तको प्रयोगसन्दर्भ पहिल्याउनु यस अध्ययनको उद्देश्य रहेको छ।

### अध्ययन विधि

प्रस्तुत अनुसन्धेय विषय वर्णनात्मक ढाँचामा आधारित छ। सामग्री सङ्कलनमा द्वितीयक स्रोत सामग्रीको उपयोग गरिएको छ। पुस्तकालयको उपयोग गरी विभिन्न सन्दर्भ पुस्तक जर्नल अनुसन्धानमूलक लेख आदिको उपयोग गरी वर्णनात्मक रूपमा निष्कर्षमा पुगिएको छ।

### परिमाण तथा छलफल

#### जे.एल. अस्टिनको भाषाविज्ञानमा योगदान

आधुनिक भाषा विज्ञानका क्षेत्रमा जे. एल. अस्टिनको ( सन् १९११ ) को योगदान अत्यन्तै महत्वपूर्णका साथै भाषा सिद्धान्तको परम्परा निर्माणक छ। अरस्तु, कान्ट, लाइबनिज र प्लेटोबाट प्रभावित उनमा समसामयिक प्रभावका कारण दार्शनिक प्रश्नहरू निर्माण भए भने त्यस्ता दार्शनिक प्रश्नहरूको समाधान खोज्ने क्रममा उनमा विशिष्ट दृष्टिकोण पैदा भयो दोस्रो विश्वयुद्धमा सेनामा समेत कार्य गरेका अस्टिनले असफोर्डमा विश्वविद्यालयमा प्राध्यापकका रूपमा कार्य गरे। सोही क्रममा अस्टिनको पचासको दशकमा हावर्ड युनिभर्सिटी र बर्कलेको भ्रमणका क्रममा सन् १९५५ मा विलियम जेम्स भाषणमाला भाषण दिने क्रममा शब्दहरूको सम्पादनकारी क्रिया र सुहाउँदा सर्त सम्बन्धी अवधारणा प्रस्तुत गरे। सोही सम्पादनकारी क्रियालाई How to do things with words? शीर्षकको पुस्तकका रूपमा रूपमा प्रकाशित भयो।

वक्ता र श्रोताबिच शब्दहरूद्वारा कसरी कार्य सम्पादन गर्ने भन्ने सन्दर्भमा अस्टिनले सन् १९५५-१९६२ सम्म अक्सफोर्ड र हार्वर्ड विश्वविद्यालयमा विलियम जेम्स भाषणमाला अन्तर्गत दिएका प्रवचनहरूलाई सम्पादन गरी प्रकाशन गरिएको पुस्तक 'शब्दहरूद्वारा काम कसरी गर्ने' (How to do things with words?) मा भाषिक उच्चारणबाट सम्पन्न हुने काम भनेर नयाँ अवधारणा ल्याए। भाषिक उच्चारणबाट पनि केही काम हुन्छ भने केही गर्ने काम पनि हुन्छ। भाषण गरेर मात्र पनि कार्य सम्पादन हुन्छ भन्ने कुरालाई कार्य सम्पादन (Act of performance) भनेका छन् (बन्धु २०७७)। अस्टिनका अनुसार भाषिक उच्चारणबाट पनि केही बताउने कार्य हुन्छ र केही गर्ने कार्य समेत हुन्छ भन्ने कुरालाई स्पष्ट पार्दै कार्यसम्पादनलाई अगाडि सारेका हुन्।

अस्टिनद्वारा प्रयोग गरिएका लोक्युसनरी, इल्लोक्युसनरी र पर्लोक्युसनरी जस्ता शब्दलाई रूपान्तरण गर्न कठिन हुने सन्दर्भमा भनेका छन्- “म एक प्रकारका उच्चारणका बारेमा चर्चा गर्न चाहन्छु कथन जुन कथन जस्तो देखिन्छ तर त्यो न सत्य हो न असत्य। यदि कुनै व्यक्तिले त्यस प्रकारको उच्चारण गर्‍यो भने हामी के भन्छौं भने त्यसबाट केही भन्ने काम मात्रै होइन, गर्ने काम पनि हुँदैन” (अस्टिन १९६१: २२० उद्धृत: बन्धु २०७७, पृ.१५३)। त्यसकारणले अस्टिनले सूचनामूलक (constatives) र सम्पादनकारी (performative) क्रियाको चर्चा गरेका छन्। उनका अनुसार भाषाको प्रयोगबाट कुनै विषयमा सूचना दिने काम मात्र नभई कार्य सम्पादन (act of Performance) पनि हुन्छ भन्दै वाक्क्रिया सिद्धान्तलाई अगाडि सारेका हुन्। भाषामा प्रयोग हुने बोली कथन, शब्द र भाषिक सङ्केत भनेका सूचनाका रूपसँगै भाषाका कार्यहरू हुन भन्दछन्। उनले यसरी कार्य सम्पादन गर्न सक्ने क्रियाका रूपलाई सम्पादनकारी क्रिया (performative verb) भनेका छन्।

शब्दहरूले कसरी कार्य सम्पादन गर्दछन् How to do things with words? अस्टिनको महत्त्वपूर्ण पुस्तक हो। अस्टिनका अनुसार साँचो अर्थ भएका वाक्यहरूले भनाइको क्षेत्रबाट सानो अंश मात्र बनाउँछ। यदि धेरै प्रकारका भनाइ प्रस्तुत गरिएको छ भने त्यसबाट भूटो वा साँचो कुनै एक दावी गर्छ भने त्यस प्रदर्शनात्मक भनाइलाई सम्पादनकारी भनिन्छ भने कार्य सम्पादन नबुझाउने वाक्यहरू सूचनामूलक हुन्छन्।

कार्य प्रदर्शनात्मक भनाइका क्रममा वाक्यले प्रदर्शन गरिएको कार्यलाई बुझाउँछ जसलाई अस्टिनले वाक्क्रिया (Speech act) भनेका छन्। जस्तो कि सपथ ग्रहण समारोहमा उभिएर ‘म सपथ लिन्छु’ भन्दा सपथ लिएको वा कार्य सम्पादन भएको बुझिन आउँछ। यस वाक्यले कार्यको सूचना मात्र नदिएँ कार्यको सम्पादन बुझाएको हुन्छ। अस्टिन भन्दछन् कुनै प्रदर्शनात्मक भनाइको सम्बन्धमा गलत हुन्छन्। उसले राखेको कथन ‘अपमानजनक’ वा भूटो भन्दा दुःखी हो (अस्टिन, १९५५)। उनले प्रदर्शनात्मक कथनलाई वाक्क्रिया भनेका छन् जुन कार्यको प्रकारसँग सम्बन्धित छ। उनका अनुसार चार प्रकारका प्रदर्शनात्मक शब्दहरू रहेका छन्। ती हुन:

- क. स्पष्ट
- ख. निहित
- ग. आदिम
- घ. अस्पष्ट

अस्टिनका अनुसार क्रिया सम्पादनकारी र सूचनामूलक (performative and constative) गरी दुई प्रकारका हुन्छन्। कार्य सम्पादनका लागि सम्पादनकारी क्रियाले कार्य गर्दछ भने कुनै घटना वा कार्यबारेमा सूचना प्रवाह गर्न सूचनामूलक क्रियाको उपयोग गरिन्छ। घोषणा गर्नु, प्रतिज्ञा गर्नु, माफी माग्नु, धन्यवाद दिनु, राजीनामा माग्नु, जस्ता क्रियाले कार्य सम्पादन भएको जनाउने हुँदा यी सम्पादनकारी क्रिया हुन्। यस्ता क्रियाका माध्यमबाट कार्य सम्पादन हुनका लागि केही शर्त पूरा हुनु पर्दछ। प्रथम पुरुष, वर्तमान काल, सामान्यार्थ वा निश्चयार्थ क्रियापद राखिनुपर्दछ।

जस्तै: मैले गलती गरेकाले माफी माग्दछु।

यदि क्रियापद अनिश्चितता, सम्भावना, वा प्रथम पुरुष बाहेक अन्य पुरुषमा छ भने उक्त वाक्यले कार्य सम्पादन नबुझाई सूचना सन्निवेश गर्ने भएकाले त्यस्ता क्रियापदहरू सम्पादनकारी क्रिया हुन सक्दैनन।

अस्टिनले सम्पादनकारी क्रियाबाट कार्य सम्पादन हुन आवश्यक सर्तहरूलाई सुहाउँदा सर्त (felicity Conditions) भनेका छन्। त्यस्ता सर्तहरूमा

- क. व्यक्ति र स्थानको उपयुक्तता
- ख. कार्यको पूर्णता र उपयुक्तता
- ग. आशयको उपयुक्तता रहेका छन्।

जे.एल. अस्टिन पाश्चात्य भाषिक दर्शनका दार्शनिक भाषाविज्ञानका प्रमुख प्रवक्ता हुन्। अस्टिन वाक्क्रिया

सिद्धान्त सम्बन्धमा आफ्ना धारणा अगाडि सार्ने विद्वान हुन् । उनका अनुसार भाषाको प्रयोगबाट कुनै विषयमा सूचना दिने काम मात्र नभई कार्य सम्पादन (act of Performance) पनि हुन्छ भन्दै वाक्क्रिया सिद्धान्तलाई अगाडि सारेका हुन् । भाषामा प्रयोग हुने बोली कथन, शब्द र भाषिक सङ्केत भनेका सूचनाका रूपसँगै भाषाका कार्यहरू हुन भन्छन् । उनले यसरी कार्य सम्पादन गर्न सक्ने क्रियाका रूपलाई सम्पादनकारी क्रिया (performative verb) भनेका छन् । उक्त सम्पादनकारी क्रियाका कारणले नै भाषिक विचारको विनिमय हुन्छ । भाषा उच्चार अनुसार फरक फरक स्थानमा भिन्न ढङ्गले प्रयोग गरिएको हुन्छ ।

### सर्ल र वाक्क्रिया

वाक्क्रिया सिद्धान्तको प्रारम्भ अस्टिनबाटै भएको भए पनि यसको विकासमा अस्टिनका शिष्य जोन सर्लको योगदान महत्त्वपूर्ण रहेको देखिन्छ (बन्धु, २०७७) । सर्लको 'आशय र सन्दर्भ' (Sense and reference) शीर्षकको ग्रन्थलाई 'वाक्क्रिया' (Speech Acts An Essay in the philosophy of Language) शीर्षकमा प्रकाशित गरेका छन् । अस्टिनका सम्पादनकारी क्रियाबाट सम्पन्न हुने कार्य वा कार्य सम्पादनलाई नै सर्लले वाक्क्रिया भने र यसलाई सिद्धान्तका रूपमा स्थापित समेत गरे अस्टिनकै शिष्य सर्लले सन् १९६९ मा Speech act (वाक्क्रिया) शीर्षकमा पुस्तक प्रकाशन गरे । सर्लको अनुसार भाषाको उच्चारणबाट एकै साथ तीनवटा कार्य सम्पन्न हुन्छन् ।

Searle and at all(1980) का अनुरूपपहिलो कार्य अर्थयुक्त वाक्यको उच्चारण हो । यो भाषाको उच्चारण मात्रै गर्ने कार्य । उद्देश्य र विधेय सहितको अर्थयुक्त वाक्य हो । यसरी वाक्य उच्चारण गर्ने कार्यलाई लोक्विसनरी क्रिया भनिएको छ । यस्ता वाक्यमा निहित लोक्विसनरी शक्तिले वाक्यलाई अर्थयुक्त बनाउँछ ।

दोस्रो कार्य इल्लोक्विसनरी क्रिया हो । उच्चरित वाक्यबाट वक्ताले श्रोतालाई केही काम गर्न प्रेरित गर्छ । वक्ताले भाषाको प्रयोगबाट कुनै कार्य सम्पादन गर्छ । यसैलाई इल्लोक्विसनरी क्रिया भनिएको छ । वाक्यमा वा भाषिक उच्चारणमा निहित इल्लोक्विसनरी शक्तिबाट यस्ता क्रिया सम्पन्न हुन्छन् ।

भाषिक उच्चारणबाट हुने तेस्रो कार्य सुन्ने श्रोतालाई प्रभाव पार्ने कार्य हो । वक्ताको भनाइबाट श्रोतामा उत्तेजना पैदा हुन गई विभिन्न संवेगहरू देखाउन थाल्छ भने त्यस्तो स्थिति श्रोतामा परेको प्रभाव हो । यसरी प्रभाव पार्ने कार्यलाई पर्लोक्विसनरी क्रिया भनिएको छ । भाषिक उच्चारणमा निहित पर्लोक्विसनरी शक्तिका कारण कार्य सम्पादन भएको हुन्छ (यादव र रेग्मी, २०५९.पृ. २३) ।

अस्टिनका अनुसार कार्य सम्पादनका लागि क्रियाको आवश्यकता पर्दछ तर सर्लका अनुसार जुनसुकै क्रियाबाट सम्पादनकारी कार्य सम्पादन वा वाक्क्रिया हुन सक्दछ । अस्टिनका अनुसार सम्पादनकारी क्रियाले कार्य सम्पादन गर्दछन् । सूचनामूलक क्रियाले कार्य सम्पादन गर्दैनन् भने सर्लका अनुसार कार्य सम्पादन गर्न सक्ने जुनसुकै क्रिया पनि सम्पादनकारी क्रिया हुन् । यसरी अस्टिन र सर्लका वाक्क्रिया सम्बन्धी अवधारणामा थोरै भिन्नता देख्न सकिन्छ ।

### वाक्क्रियाका प्रकार

सर्लले वाक्क्रिया सम्पादनका लागि अस्टिनले अधि सारेका आवश्यक सर्तहरूलाई अभि बढी स्पष्टताका साथ व्याख्या गर्दै वाक्क्रियाका प्रकारको विभाजन गर्दै प्रत्यक्ष तथा अप्रत्यक्ष वाक्क्रियाको पनि चर्चा गरेका छन् । सर्लले क्रियाको अर्थ वक्ताको अभिप्राय र श्रोतामा पर्ने प्रभावका आधारमा वाक्क्रियालाई पाँच प्रकारमा विभाजन गरेका छन् । ती हुन्:

**क. निश्चयार्थक (Assertatives):** प्रतिज्ञाप्तिको सत्यतामा आफ्नो समर्थन बनाउँदै आफ्नो प्रतिबद्धता जनाउने वाक्क्रिया निश्चयार्थक वाक्क्रिया हो । निश्चय गर्छु, विश्वास गर्छु, निर्णय गर्छु, समर्थन गर्छु, निष्कर्ष निकाल्छु, बताउँछु जस्ता क्रियाको प्रयोगबाट निश्चयार्थक वाक्क्रिया सम्पन्न हुन्छ । जस्तै: 'आजको बैठकको निर्णयप्रति म पूर्ण

सहमत छु ।’

**ख. निर्देशनात्मक (Directives):** वक्ताले श्रोतालाई कुनै कार्य सम्पन्न गर्न निर्देशन दिने वाक्क्रिया निर्देशनात्मक वाक्क्रिया हो । यसमा आज्ञा दिन्छु, अनुरोध गर्छु जस्ता क्रियाको प्रयोग हुन्छ । जस्तै: ‘हिजोको गृहकार्य देखाऊ ।’

**ग. प्रतिज्ञामूलक (commissives):** वक्ताले भविष्यमा आफैले केही कार्यका लागि प्रतिबद्धता जनाउने क्रिया प्रतिज्ञामूलक वाक्क्रिया हो । यसमा वक्ताले प्रतिज्ञा गर्दा सपथ लिन्छु, कसम खान्छु, कबोल गर्छु, जस्ता क्रियाको प्रयोग गरिएको हुन्छ । जस्तै: ‘म अबदेखि समयमा घर आउने प्रतिज्ञा गर्छु ।’

**घ. अभिव्यक्तिमूलक (Expressives):** वक्ताले कुनै घटना वा अवस्थाबारे आफ्नो अभिव्यक्ति प्रकट गर्ने वाक्क्रिया अभिव्यक्तिमूलक वाक्क्रिया हो । यसमा धन्यवाद दिन्छु, स्वागत गर्छु, बधाई दिन्छु, जस्ता क्रिया प्रयोग गरी अवस्थाबारे अभिव्यक्ति प्रकट गरिन्छ जस्तै: ‘मेरा विचार राख्न दिनुभएकोमा धन्यवाद दिन्छु । म तिमीलाई मेरो घरमा स्वागत गर्दछु ।’

**ङ. घोषणात्मक (Declaratives):** वक्ताको भाषिक उच्चारणबाट बाध्य परिस्थितिमा परिवर्तन ल्याउने वाक्क्रिया घोषणात्मक वाक्क्रिया हो । यसमा घोषणा गर्छु, राजीनामा गर्छु, नियुक्त गर्छु जस्ता क्रियाको प्रयोग गरिन्छ जस्तै : ‘म तपाईंलाई मेरो निजी सल्लाहकारको पदमा नियुक्त गर्छु ।’

### वाक्क्रियाका सर्त (conditions for Speech act)

अस्टिनले कार्य सम्पादनका लागि सर्तहरू निश्चित गरे भैं सर्लले पनि वाक्क्रियाका सर्तहरूको चर्चा गरेका छन् । ती यसप्रकार छन्:

#### क. पूर्व तयारी सर्त (preparatory condition)

वाक्क्रिया सम्पन्न हुन आवश्यक पर्ने वास्तविक संसारका पूर्वावश्यक कुरा नै पूर्व तयारी सर्त हुन् । जस्तै: अनुरोध वाक्क्रिया सम्पन्न गर्ने, क्रममा वक्तामा श्रोतालेउक्त काम गर्न सकछ भन्ने विश्वास अनुरोध नगरी उसले काम गर्छ भन्ने सम्बन्धमा अस्पष्ट हुनु पूर्वतयारी सर्त हुन् ।

#### ख. प्रतिज्ञातिपरक वस्तुको सर्त

भाषिक उच्चारणको प्रतिज्ञातिपरक बुझिन आउने अर्थ नै प्रतिज्ञातिपरक अर्थ हो । प्रतिज्ञातिको अर्थ उपयुक्त भएमा मात्र वाक्क्रिया सम्पन्न हुन्छ । यो नै प्रतिज्ञातिपरक वस्तुको सर्त हो ।

#### ग. सद्भावनाको सर्त (sincerely condition)

सद्भावनाको सर्त अन्तर्गत वाक्क्रिया सद्भावपूर्वक सम्पन्न गर्न आवश्यक पर्ने सर्तहरू पर्दछन् । जस्तै: अनुरोध वाक्क्रिया सम्पन्न हुन वक्तामा श्रोताले दिएको कार्य सम्पन्न गरोस् भन्ने चाहना हुनु सद्भावनाको हो ।

#### घ. अत्यावश्यक सर्त (Essential condition) :

वाक्क्रिया सम्पन्न हुन आवश्यक पर्ने परम्परागत सर्त नै अत्यावश्यक सर्त हो । अनुरोध वाक्क्रिया सम्पन्न हुनु वक्ताले श्रोतबाट उक्त कार्य सम्पन्न गराउने प्रयास गर्नुपर्छ ।

### निष्कर्ष

अक्सफोर्ड विश्वविद्यालयका प्राध्यापक जे.एल. अस्टिनको वक्ता र श्रोताबिच शब्दहरूद्वारा कसरी कार्य गर्ने भन्ने सन्दर्भमा हावर्ड विश्वविद्यालय र अक्सफोर्ड विश्वविद्यालयमा दिएका विलियम जेम्स भाषणमालामा दिएका भाषणहरूलाई समेटेर शब्दहरूद्वारा कसरी कार्य गर्न सकछ ? भन्दै सम्पादनकारी कार्य र सूचनामूलककार्य जनाउने क्रियाको अवधारणा अगाडि सारेका छन् । अस्टिनले सम्पादनकारी क्रियाबाट कार्य सम्पादन हुन आवश्यक सर्तहरूलाई

उल्लेख गर्दै व्यक्ति र स्थानको उपयुक्तता, कार्यको पूर्णता र उपयुक्तता आशयको उपयुक्ततालाई उल्लेख गरेका छन् । अस्टिनका शिष्य सर्लले पनि वाक्क्रिया सिद्धान्तलाई मूर्तता प्रदान गर्दै वाक्क्रियाका लागिपूर्व तयारी शर्त, प्रतिज्ञाप्तिपरक वस्तुको सर्त, सद्भावनाको सर्त, अत्यावश्यक सर्त गरी चारवटा सर्त अगाडि सार्दै वाक्क्रियालाई निश्चयार्थक, निर्देशनात्मक, प्रतिज्ञामूलक, अभिव्यक्तिमूलक र घोषणात्मक गरी पाँच प्रकारका वाक्क्रियाको उल्लेख गरेका छन् । पाश्चात्य भाषिकदर्शन तथा भाषा विज्ञानमा जे. एल. अस्टिनको योगदान उल्लेखनीय देखिन्छ । भाषिक उच्चारका क्रममा वक्ता र श्रोताका बिचमा सम्पादनकारीतथा सूचनामूलक कार्य सम्पन्न हुन्छन् । भाषाको सन्दर्भ र प्रयोग प्रसङ्ग अनुकूलको भाषिक क्रियालाई सङ्केत गर्दछ । भाषा विज्ञानका विभिन्न क्षेत्र सहित प्रयोगार्थ भाषा विज्ञान तथा भाषा शिक्षणका सन्दर्भमा वाक्क्रियाको सिद्धान्त र मान्यताका आधारमा भाषाको प्रयोग सन्दर्भ पहिल्याउन यस अध्ययनले सहयोग पुऱ्याउन सक्ने देखिन्छ ।

**लेखक परिचय:** उप प्रा.लक्ष्मी आचार्य, यज्ञोदय दुधनाथ थारु बहुमुखी क्याम्पस

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