ISSN 2362-1133
Volume- 8
December-2023

The Journal of Academic Development

Research Management Cell
Rammani Multiple Campus

The Journal of Academic Development

Vol. 8 **December, 2023**

"In Pursuit of Excellence"

A Peer-Reviewed Multidisciplinary Journal

Research Management Cell
Rammani Multiple Campus
Tilottama-5, Manigram, Rupandehi, Nepal
Phone: 977-7156026, www.rammani.edu.np

PEER REVIEW COMMITTEE

Jay Raj Awasthi	Ph.D., Professor of English
Phanindra Bhandary	Ph.D., Associate Professor of Mathematics
Ramesh Prasad Bhattarai	Ph.D., Professor of Nepali
Siddhartha Dhungana	Ph.D., Assistant Professor of English
Babu Ram Gewali	Ph.D., Professor of Economics
Bhoj Raj Kareriya	Ph.D., Professor of Geography
Sudarshan Nepal	Professor of Management
Ganesh Prasad Pathak	Ph.D., Professor of Management
Baburam Timilsina	Ph.D., Associate Professor of Nepali
Ramesh Narayan Tripathi	Ph.D., Professor of Physics

Editorial

Research Management Cell at Rammani Multiple Campus aims to promote faculty scholarship through research. This is of paramount significance specifically as higher academic institutions in Nepal and around the world face twin pressures to stay relevant – first, by conducting quality research and second, by preparing job-ready graduates. This is only possible if Rammani faculty are active in research and bring their research-informed expertise to classrooms and students.

Research Management Cell at Rammani is committed towards getting as many faculty involved in research, so that both quality and quantity of research output is high. The continuity of its journal – The Journal of Academic Development – and the publication of the current volume - Vol.8 No. 1 - on December, 2023 is a testament to this commitment.

This journal, The Journal of Academic Development, is a peer-reviewed multidisciplinary journal. The editors are hopeful that the multidisciplinary nature of this journal serves a wider audience and facilitates cross-discipline scholarship.

Finally, the editors would like to thank all the scholars, authors, and readers for their valuable reviews, comments, and feedback for the continual improvement of the journal.

Disclaimer: The editorial team is not liable for the validity of data, information, literature sources and other materials used by authors in this journal.

Editors, December 2023

The Journal of Academic Development

Vol. 8 December, 2023

Table of Contents

THE IMPACT OF PUBLIC DEBT ON ECONOMIC GROWTH IN NEPAL

Krishna Kumar Regmi
Assistant Professor
Rammani Multiple Campus
Corresponding Email: regmikrishna08@gmail.com

ABSTRACT

Increasing debt levels in Nepal have led to concerns about the impact on the country's real GDP. This paper investigates the impact of both internal and external outstanding debt, along with gross fixed capital formation, broad money supply, total trade, and national consumer price index, on real GDP in Nepal from 1975 to 2021. The study used domestic data sets and ordinary least square series. Unit root and cointegration tests were conducted. The cointegration results confirmed a long-run relationship between the variables. The empirical results showed that both internal and external outstanding debt contributed to real GDP in Nepal. These results were supported by econometric diagnostic tests. Based on the results, the paper recommends that taking public debt and investing in the public sector can be beneficial for real sector output in Nepal. However, it is important to manage debt levels carefully to avoid negative consequences in the long run.

Key Words: *Real GDP, Internal debt, External debt, Unit root test, Cointegration*

INTRODUCTION

Public debt is a major issue in Nepal. The country's debt to GDP ratio has been rising steadily in recent years. This has raised concerns about the sustainability of the country's economy and its ability to achieve economic growth. Increasing demand for public goods and low government revenue has led to budget deficits for many governments. Governments can finance budget deficits by raising taxes, printing money, borrowing from domestic or external sources, or using previous budget surpluses. If budget deficits are financed by borrowing, rather than raising taxes, it creates public debt. Public debt is an obligation of the government to repay the borrowed money, plus interest (Lerner, 1943). Governments may choose to finance budget deficits with debt because it can reduce the political costs of raising taxes in the short term. Debt financing also transfers the burden of paying for public goods to future generations. Debt financing can be a convenient way for governments to avoid the political costs of raising taxes in the short term. However, it is important to remember that debt financing creates an obligation for future generations to repay the debt, plus interest. This can have negative consequences for the economy in the long run (Singh, 2008).

Public debt is a worldwide growing phenomenon. In almost all economies, public outstanding debt is continuously increasing under the fiscal sector. Most developing countries are either under minor or high public debt positions.

Economists do not regard public debt as a major problem in itself. Rather, they stress that mismanagement and un-sustainability of public debt create the problem. For public debt to be at a sustainable level, the debt ratio should either decline or remain stable. Additionally, fiscal deficits do not necessarily need to be zero for a sustainable level of debt, but they should not cause the debt ratio to increase or grow faster than the GDP growth rate. Research results also support that foreign aid can be helpful in managing public debt, but only if appropriate debt management policies are established (Musgrave, 2004)

Some economists argue that high public debt can crowd out private investment and lead to slower economic growth. Others argue that public debt can be used to finance productive investments that can boost economic growth. In the case of Nepal, the impact of public debt on economic growth is likely to be mixed (Shrestha, 2023). On the one hand, the government has used debt to finance some important development projects, such as roads, bridges, and airports. These investments have helped to improve the country's infrastructure and make it easier for businesses to operate. On the other hand, the government has also used debt to finance unproductive spending, such as defense and subsidies. This spending has not contributed to economic growth and has only added to the country's debt burden (Alekhin B. I., 2007).

The Nepalese economy heavily relies on short-term domestic debt and concessional foreign loans, particularly from multi-lateral agencies such as The World Bank and Asian Development Bank, which offer long maturity periods (Sharma, 2098). To raise internal debt, the Government of Nepal employs various instruments, including Treasury Bills, Development Bonds, Citizens Saving Bonds, National Saving Bonds, and Foreign Employment Saving Bonds. External debt, initiated in 1950, is collected through bilateral and multilateral means, with longer maturity periods and more concessional terms compared to internal debt.

As a crucial financial resource, public debt has become one of the primary sources for the Government of Nepal to achieve targeted economic growth and address the gap between expenditure and revenue, as well as the required level of saving and investment for reaching the desired growth rate. Due to institutional backwardness in Nepal, economic development poses significant challenges; however, public debt emerges as an indispensable tool to overcome such obstacles and foster economic progress (Acharya, 2015).

Nepal stands as one of the world's most impoverished nations, with nearly one-fifth of its population living below the poverty line. Its per capita income, estimated at approximately 1365.5 US dollars as of the World Bank's 2022 report, remains among the lowest on a global scale. Over recent years, the economic growth rate has predominantly hovered around 4.2 percent, according to the Ministry of Finance's 2022 data. The country's Human Development Index (HDI) ranks at 143rd out of 189 countries, with an HDI value of 0.602 (United Nations Development Program, 2022).

The Nepalese economy has been hindered by various factors, leading to a low level of economic growth. These challenges include deficiencies in physical infrastructure, a reliance on traditional and subsistence-level agriculture systems, inadequate foreign direct investment, shortcomings in tourism infrastructure and promotion, widespread unemployment and underemployment, slow industrialization, energy crises, a narrow financial base, corruption, impunity, and administrative delays. Moreover, the economy has also faced significant shocks from the devastating earthquake in April 2015 and the impact of the Covid-19 pandemic (MOF, 2022).

Nepal is facing problem of financing to contest the socio-economic problems. The economy is continuously facing financial resource gaps. Government expenditure is increasing rapidly because of adopting socio-economic inclusive policies basically after 1990s. Total expenditure was Rs. 1513.7 million in 1975 and it reached Rs. 1296339 million in 2022 by folding 856.40 times in 48 years. Government revenue is not satisfying increasing expenditures. The revenue deficit is also increasing. Foreign grants are falling and less stable in filling the resource gaps. Therefore, domestic as well as external debts are becoming key sources of financing in Nepal. That's why both domestic and external outstanding debts are rapidly increasing. The domestic and external outstanding debt were Rs. 476.4 million and Rs. 346.1 million in 1975 and both reached Rs. 986897 and Rs. 1030110 million in 2022 by folding 2071.57 and 2976.33 times over the 48 years respectively (MOF, 2022).

The role of public debt in the economy has been a subject of debate among economists throughout history. Early economists were proponents of public debt, viewing state intervention in the economy as essential. They considered money to be an absolute form of wealth, thus encouraging the flow of money into the national economy (Salsman, 2017). On the other hand, the early classical school criticized government debt, arguing that government expenditure is unproductive, and that public borrowing distorts private capital accumulation, negatively affecting overall economic growth(Tsoulfidis, 2007).

However, some classical economists, such as Thomas Malthus and his successor John Stuart Mill, presented a different perspective. They claimed that public debt does not necessarily hinder the accumulation of productive capital if it is directed towards balancing overproduction of goods or invested in more advantageous uses (Bilan, 2016). This divergence of opinions among economists has led to ongoing discussions and differing viewpoints on the implications of public debt on the economy.

According to Keynesians, government interventions are crucial for stabilizing the economy through countercyclical deficit spending (Alekhin, 2007). Conversely, classical economists argue that burdening future generations with debt, whether internal or external, has negative consequences for the economy (Buchanan, 1958). However, Keynesians differ in their perspective, asserting that public debt does not necessarily burden future generations, and they distinguish between internal and external debt (Alekhin, 2007). On the other hand, monetarist economists associate public debt with the crowding-out effect. They stress that public debt should not lead to crowding out private investments but rather stimulate the real sector of the economy (Abdullatif, 2006).

The empirical literature on public debt and its impact on economic growth have yielded mixed results. Some studies have found that both internal and external debt are positively associated with economic growth (Dauda, et. al. 2013); Bhatta, 2015; Khan et al., 2016; Sanchez Juarez & Garcia-Almada, 2016; Ogun Jimi, 2019; Liu & Lyu, 2020; (Saidatulakmal, 2021), 2021; (Upadhyaya, 2021). However, there are also a few other studies indicating a negative relationship between public debt and economic growth (Siddique et al., 2016; (Hilton, 2021); Kur et al., 2021; Makun, 2021).

Policymakers as well as economists view economic planning as a pivotal instrument for driving economic development. Economic planning serves various goals, necessitating the allocation of resources to fulfill these objectives. These resources are derived from both the government's tax revenues and non-tax sources. However, in the context of a developing nation like Nepal, the income generated through these channels often falls short of meeting the escalating needs of the population. Consequently, the reliance on public debt emerges as a prevalent and dependable strategy for sourcing funds. This approach holds particular significance for underdeveloped countries such as Nepal, perpetually grappling with resource constraints while endeavoring to enhance the quality of life for their less privileged citizens through increased public expenditure.

Because of the increasing role and responsibility of central, state, and local level governments in fulfilling the mounting desires of people, public debt becomes an essential part of fiscal policy. This is driven by priorities such as breaking the vicious cycle of poverty, fostering inclusive economic growth, facilitating public infrastructure projects, and maintaining societal harmony. As a consequence, public debt becomes a vital avenue for financing these endeavors. However, the unchecked escalation of public debt remains a prevailing trend across economies. It's important to note that public debt itself is not a panacea for economic development if its application lacks prudence. When funds acquired through public debt are solely directed towards day-to-day recurrent expenditures or fail to fuel developmental initiatives, the consequences can be detrimental to the overall economy. Moreover, mismanagement of development projects and corruption can further squander these limited resources. Excessive debt levels can also erode domestic resources through debt servicing obligations. Hence, it is imperative to empirically scrutinize whether both domestic and external debt levels exert either positive or negative influences on the real GDP of the economy.

While public debt can effectively bridge the expanding resource gap within the economy, its influence includes both favorable and unfavorable consequences for the overall economic landscape. On one hand, it has the potential to ameliorate the resource deficit, fostering development initiatives and catalyzing economic growth that, in turn, uplifts the living standards of the less privileged. Conversely, misallocation of debt-acquired resources diverting them towards recurrent expenditures rather than development projects and the inability of debt-financed initiatives to generate returns for debt repayment can yield detrimental consequences. This scenario could lead to negative economic effects or entrap the country in a cycle of debt burden, primarily due to a sluggish growth trajectory. Such sluggish growth not only curtails the populace's tax-paying capacity but also exacerbates the burden of debt. Thus, it becomes imperative to comprehensively investigate the impact of public debt on Nepal's real GDP. This study, therefore, delves into the causal relationship between outstanding public debts (both domestic and external) and additional control variables (such as gross capital formation, broad money supply, total trade, and inflation rate) concerning Nepal's real GDP. The underlying assumption is that both internal and external outstanding debt exerts a positive influence on Nepal's economic growth.

RESEARCH METHODOLOGY

The paper aims to assess the influence of domestic and external outstanding debt on economic growth, with identified dependent and independent variables. Economic growth is quantified using real GDP (RGDP) as the dependent variable. The main independent variables are domestic outstanding debt (DOD) and external outstanding debt (EOD). Additionally, the study incorporates several control variables in the equation, including gross fixed capital formation (GFCF), broad money supply (M2), total trade (TT), and changes in the national consumer price index (NCPI). Consequently, the regression analysis involves the examination of how these two key independent variables and four control variables relate to real GDP in the context of Nepal. The general form of the growth public debt model is:

RGDP = f (DOD, EOD) ………………………………………. (1)

Where,

RGDP = Real Gross Domestic Product (Rs. millions)

DOD = Domestic Outstanding Debt (Rs. millions)

EOD = External Outstanding Debt (Rs. Millions)

The model (1) introduces control variables to investigate the influence of domestic outstanding debt and external outstanding debt on real GDP in Nepal. The econometric models specify the inclusion of Gross Fixed Capital Formation (GFCF), Broad Money Supply (M2), and the growth in the National Consumer Price Index (ΔNCPI) alongside the two main independent variables. This comprehensive approach allows for a thorough examination of the factors impacting the country's economic growth. The model is:

$RGDP_t = \beta + \beta_1 DOD_t + \beta_2 EOD_t + \beta_3 GFCF_t + \beta_4 M2_t + \beta 5TT_t + \beta_6 \Delta NCPI_t + \varepsilon_t$ ………… (2)

RGDP = Real Gross Domestic Product (Rs. millions)

DOD = Domestic Outstanding Debt (Rs. millions)

EOD = External Outstanding Debt (Rs. millions)

GFCF = Gross Fixed Capital Formation (Rs. millions)

M2 = Broad Money Supply (Rs. millions)

TT = Total Trade (Imports plus exports) (Rs. millions)

ΔNCPI = Annual change in National Consumer Price Index (In percent)

ε, t = is white noise error terms for above equations and t is time subscript.

The paper uses annual data of different variables from fiscal year (FY) 1974/75 to FY 2021/2022, with 48 observations for each variable. All secondary data related to domestic debt, external debt, real GDP, gross fixed capital formation, and broad money supply will be directly downloaded from the macroeconomic dashboard of the Ministry of Finance, Government of Nepal. National consumer price index data will be imported from the Quarterly Economic Bulletin, mid-July (2022), Nepal Rastra Bank.

To facilitate the calculation of elasticity and to make it possible to transform non-linear models into log-linear ones, all variables in each model are converted into natural logarithms. Summary statistics of the individual variables, such as mean and standard deviation, are calculated to understand their central location and spread. A correlation matrix of the estimating variables is estimated to determine how the dependent variable is related to all explanatory variables for each model.

The unit root is tested using the ADF test. To detect the problem and order of serial correlation in the error terms, the paper applies the Durbin-Watson (DW) test and the Breusch-Godfrey serial correlation test. The Cochrane-Orcutt method is used to correct for autocorrelation. If the serial correlation problem is not solved by the Cochrane-Orcutt procedure, its iterative procedures are used. The Breusch-Pagan test of the error term is conducted to detect the problem of heteroscedasticity, and the weighted least squares technique is used to minimize it. The Variance Inflation Factor (VIF) test is conducted, and one of the variables in the highly collinear pair is deleted. The normality of the error terms is tested using the Jarque-Bera (J-B) test. The R-squared and adjusted R-squared tests are used to measure the overall explanatory power of all explanatory variables. The significance of individual coefficients of the explanatory variables is determined using the t-test.

Data Analysis and Presentation

Under the data analysis and presentation, we conduct an array of tasks, including generating descriptive statistics for individual variables, assessing partial correlations, performing unit root and cointegration tests, analyzing regression outcomes, and scrutinizing the results of econometric diagnostic tests, all of which are subsequently subjected to interpretation.

Descriptive Statistics

The descriptive statistics comprises of the mean, standard deviation, and coefficient of variation and observations at level form of data. The descriptive statistics of each variable are presented in Table 1 below.

TABLE 1. Descriptive Statistics of Variables

	RGDP	DOD	EOD	GFCF	M2	TT	NCPI
Mean	73057.73	12766.62	20812.74	26193.62	79791.21	34662.60	45.44484
Median	37397.00	3714.880	16533.70	6532.200	13963.14	11985.86	33.34108
Std. Dev.	77354.05	20788.60	24005.60	40629.34	138574.1	50929.78	42.12341
Sum	3506771.	612798.0	999011.7	1257294.	3829978.	1663805.	2181.352
Sum Sq. Dev.	2.81E+11	2.03E+10	2.71E+10	7.76E+10	9.03E+11	1.22E+11	83395.92
Observations	48	48	48	48	48	48	48

The above table 1 shows that RGDP has a mean of 73,057.73, a median of 37,397.00, and a standard deviation of 77,354.05. This means that the average real gross domestic product is 73,057.73, the middle value of real gross domestic product is 37,397.00, and the values of real gross domestic product are spread out over a wide range, with some values much higher than the average and some values much lower than the average.

We can also see that the sum of all the values of RGDP is 3,506,771, and the sum of the squared deviations between each value of RGDP and the mean is 2.81E+11. This means that the total value of all the real gross domestic products in the dataset is 3,506,771, and the total squared difference between each real gross domestic product and the average real gross domestic product is 2.81.

Correlation Matrix

The partial correlation between dependent and independent variables correlation between the variables is presented in Table 2 below.

TABLE 2. Correlation Matrix of the Variables

	RGDP	DOD	EOD	GFCF	M2	TT	NCPI
RGDP	1						
DOD	0.8750	1					
EOD	0.8958	0.9720	1				

GFCF	0.9636	0.9362	0.9359	1			
M2	0.9257	0.9787	0.9592	0.9823	1		
TT	0.9512	0.9627	0.9581	0.9898	0.9857	1	
NCPI	0.9691	0.8892	0.9443	0.9540	0.9238	0.9548	1

According to table 2, the correlation coefficient between RGDP and DOD is approximately 0.8750. This indicates a relatively strong positive correlation between these two variables, meaning that they tend to increase together. Similarly, the coefficient between RGDP and NCPI is approximately 0.9691. This indicates a strong positive correlation between RGDP and NCPI, suggesting that they tend to increase together as well. On the other hand, the coefficient between DOD and NCPI is approximately 0.8892. This indicates a strong positive correlation between DOD and NCPI, but slightly weaker than the correlation between RGDP and NCPI.

Unit Root

The Augmented Dickey Fuller (ADF) test serves this objective in both the original level and the first difference (with both constant and constant plus trend) settings. The examination for a unit root employs data in logarithmic level forms. The outcomes of the unit root test in the logarithmic level form are showcased in the following table 3. The outcomes of the Augmented Dickey Fuller unit root test affirm the presence of a unit root in the studied variables, both with intercept and intercept plus trend specifications at the level. The test statistics clearly demonstrate that series in log level forms diverge from having a unit root.

TABLE 3. ADF Unit Root Results

		At Level					
		LNRGDP	LNDOD	LNEOD	LNGFCF	LNM2	LNNCPI
With Constant	t-Statistic	0.2932	-1.0714	-2.6316	-0.4726	-1.1304	-1.9221
	Prob.	***0.9755***	***0.7192***	***0.0943***	***0.8873***	***0.6959***	***0.3196***
		n0	n0	*	n0	n0	n0
With Constant & Trend	t-Statistic	-1.9626	-2.1133	-2.4950	-3.2559	-2.1742	-1.1903
	Prob.	***0.6060***	***0.5249***	***0.3290***	***0.0885***	***0.4921***	***0.9007***
		n0	n0	n0	*	n0	n0
Without Constant & Trend	t-Statistic	3.0206	2.7762	0.5549	2.5814	1.8467	0.8360
	Prob.	***0.9991***	***0.9983***	***0.8321***	***0.9971***	***0.9831***	***0.8881***

		n0	n0	n0	n0	n0	n0
At First Difference							
		d(LNRGDP)	d(LNDOD)	d(LNEOD)	d(LNGFCF)	d(LNM2)	d(LNNCPI)
With Constant	t-Statistic	-6.7707	-4.3692	-1.7430	-3.8557	-4.7011	-5.0060
	Prob.	***0.0000***	***0.0011***	***0.4033***	***0.0048***	***0.0004***	***0.0002***
		***	***	n0	***	***	***
With Constant & Trend	t-Statistic	-6.8089	-4.3918	-2.2242	-3.8675	-4.8008	-4.0418
	Prob.	***0.0000***	***0.0055***	***0.4651***	***0.0218***	***0.0018***	***0.0157***
		***	***	n0	**	***	**
Without Constant & Trend	t-Statistic	-5.7877	-1.4609	-1.5649	-0.7601	-1.1863	-0.6520
	Prob.	***0.0000***	***0.1328***	***0.1094***	***0.3812***	***0.2118***	***0.4289***
		***	n0	n0	n0	n0	n0

Notes:

a: (*)Significant at the 10%; (**)Significant at the 5%; (***) Significant at the 1% and (no) Not Significant

b: Lag Length based on AIC

c: Probability based on MacKinnon (1996) one-sided p-values.

The results in table 3 of the ADF test can be summarized as follows:

At level, all of the variables have a unit root, except for LNEOD. This means that all of the variables are non-stationary at level.

At first difference, all of the variables do not have a unit root. This means that all of the variables are stationary at first difference except LNEOD.

Co-integration Test

The results of the cointegration test will provide insights into the number of cointegrating relationships present among the variables and the corresponding cointegration vectors. This can help to understand the long-term relationships and dynamics between the variables, even if they have different integration orders.

The paper applies Johannsen cointegration test with log level form of data to find the cointegration among the variables. The test results are presented in table 4.

TABLE 4. Co-integration Test Results

Unrestricted Cointegration Rank Test (Trace)				
Hypothesized No. of CE(s)	Eigen value	Trace Statistic	0.05 Critical Value	Prob.**
None *	0.746834	176.7138	150.5585	0.0007
At most 1	0.584569	114.8969	117.7082	0.0743
At most 2	0.440122	75.36710	88.80380	0.3119
At most 3	0.320073	49.26543	63.87610	0.4469
At most 4	0.247592	31.90581	42.91525	0.3935
At most 5	0.234308	19.10434	25.87211	0.2747
At most 6	0.145779	7.090441	12.51798	0.3352
Trace test indicates 1 co-integrating eqn(s) at the 0.05 level				
* denotes rejection of the hypothesis at the 0.05 level				
**MacKinnon-Haug-Michelis (1999) p-values				

Based on the results from cointegration equation, the max Eigen value and their respected corresponding p-value and having at least one cointegration equation, there is long run relationship between the dependent and independent variables.

Regression Results

The empirical results on nexus between public debt and real GDP along with other control variables are presented in Table 5 below.

TABLE 5. Regression Results

Dependent Variable: DLNRGDP				
Variable	Coefficient	Std. Error	t-Statistic	Prob.*
DLNDOD	0.328478	0.195812	-1.677516	0.0216
DLNEOD	1.744685	0.251084	-6.948621	0.0000
DLNGFCF	0.865836	0.223712	3.870319	0.0026
DLNM2	2.349367	0.470913	-4.988965	0.0004
DLNTT	1.011911	0.211852	-4.776506	0.0006
DLNNCPI	2.757051	0.780871	3.530739	0.0047
C	0.035483	0.090928	0.390227	0.7038
R-squared	0.954191	Durbin-Watson stat		1.995195
Adjusted R-squared	0.825094	Included observations:	43 after adjustments	
F-statistic	7.391248			
Prob (F-statistic)	0.000617			

The explanatory variables DLNEOD, DLNGFCF, DLNM2, DLNTT and DLNNCPI are statistically significant at 1 percent level whereas DLNDOD is statistically significant below at 5 percent level. The coefficient of determination and adjusted coefficient of determination are 0.954 and 0.825 respectively. It indicates that model is best fit and explanatory variables explain the dependent variable by 76.0 percent. The F-statistics is statistically significant 1 percent level. It indicates that the model is best fit.

The value of DW statistics is 1.99 and the value is approximately to 2. The value near to 2 points out that the error terms from the estimated equation may be free from first order autocorrelation. To test autocorrelation of the error terms of first and other orders, the paper conducted Breusch Pagan-Godfrey serial autocorrelation LM Test.

The paper utilized the Breusch-Pagan-Godfrey serial autocorrelation LM Test to assess autocorrelation among the error terms and their respective orders. The outcome, derived from an observed R-squared statistic of 1.25 with a probability of 53.47 percent, indicates the absence of autocorrelation in the error terms of the estimated equation. Similarly, the Breusch-Pagan-Godfrey test was employed to examine heteroscedasticity within the error terms of the estimated equation. The test outcome, based on an observed R-squared statistic of 27.093 and a probability of 66.75 percent, substantiates that the residuals exhibit homoscedasticity, characterized by a constant variance. To evaluate the normality of the error terms, the Jarque-Bera (J-B) test was employed, yielding a J-B statistic of 0.0376 with a probability value of 98.13 percent. This result confirms the normal distribution of the error terms. Additionally, the presence of multicollinearity among explanatory variables was investigated using centered Variance Inflation Factor (VIF) values, all of which were found to be less than 5. Consequently, no substantial correlation among explanatory variables is evident.

DISCUSSION

The observed outcomes of the empirical result suggest that both internal and external outstanding debts exert a favorable and noteworthy influence on the real GDP. With a coefficient of 0.328, the DLNDOD showcases that a one percent rise in the growth rate of internal outstanding debt corresponds to a 0.32 percent increase in real GDP. The positive and meaningful coefficient of DLNDOD indicates that augmenting the growth rate of internal outstanding debt uplifts the real GDP in Nepal.

The DLNEOD coefficient stands at 1.744, illustrating that a one percent growth increase in external outstanding debt leads to a 1.74 percent reduction in real GDP. This negative and substantial DLNEOD coefficient highlights that an elevated growth rate in external outstanding debt amplifies real GDP in Nepal. The findings validate the role of public debt in influencing real sector output, with both internal and external debt showing similar contributions to growth in the Nepalese economy. Moreover, these results endorse the notion that public debt isn't universally detrimental to economic well-being.

Likewise, the coefficients of DLNGFCF, DLNTT, and DLNM2 demonstrate positivity and significance, signifying that increases in gross fixed capital formation, total trade, and broad money supply contribute to the stimulation of real GDP in Nepal. Conversely, the notable negative coefficient associated with the national consumer price index indicates that inflation has a detrimental effect on real GDP in Nepal.

Nepal's external debt load has experienced a marked and rapid increase, particularly gaining momentum after the 1990s. This substantial growth in debt burden is primarily attributed to heightened governmental requirements for infrastructure development, macroeconomic adjustments, and structural reforms. However, empirical findings indicate that both internal and external debt have not hindered economic growth within Nepal. Instead, these debts have been found to contribute to economic growth, as assessed by real GDP measurements.

CONCLUSION

Public debt can be a good way to finance public investment and boost economic growth, but only if it is used effectively. This paper examines the impact of internal and external outstanding debt on real GDP in Nepal. The results show that both types of debt have a positive impact on economic growth in the short and long run. However, the impact of broad money supply, total trade, and inflation are not significant.

The findings of this study suggest that the government of Nepal should increase both internal and external debt, along with gross investments, in order to maintain positive economic growth. This is because debt can be used to finance important public projects, such as infrastructure and education, which can lead to long-term economic benefits.

However, it is important to use debt carefully and to make sure that it is repaid in a timely manner. If the government is unable to repay its debt, it could lead to a financial crisis.

REFERENCES

Abdullatif, A. E. (2006). Crowding-out and Crowding-in Effects of Government Bonds Market on Private sector Investment (Jananese Case Study). *Institute of Developing Economics, 74*.

Acharya, B. P. (2015). *Trend nd structure of Public Debt in Nepal.* Kirtipur: elibrary.tucl.edu.np.

Alekhin, B. I. (2007). *Public Debt: educational book for students of the academy of budget and treasury.* Moscow.

Bhatta, G. (2015). An assessment of the impact of external debt on economic growth of Nepal. Economic Review, 15(2), 243-262.

Bilan, I. (2016). Overview of the Main Theories on the Economic Effects of Public Indebtedness. *European Integration-Realities and Perspectives, Proceedings, 3*(2), 356-362.

Buchanan, J. M. (1958). *Public principles of public debt: a defense and restatement.* Homewood III R. D. Irwin.

Dauda, S. N., Ahmad, A. H., & Azman-Saini, W. (2013). Does External Debt Contribute to Malaysia Economic Growth. *Economic Research-Ekonomska Istrazivanja, 26*(2), 51-68. doi:10.1080/1331677X.2013.11517606

Hilton, S. K. (2021). Public Debt and Economic Growth: Contemporary evidence from a developing economy. *Asian Journal of Economics and Banking, 5*(2), 173-193.

Khan, A. A., Rauf, A., Mirajul, H., & Anwar, N. (2016). The impact of public debt on economic growth of Pakistan. International Journal of Academic Research in Economics and Management Sciences, 5(2), 46-56.

Kur, K. K., Abugwu, C. O. B., Abbah, C. S., &Anyanwu, O. (2021). Public debt and economic growth: What we know today about the Nigerian economy tomorrow. African Social Science and Humanities Journal (ASSHJ). 2 (4), 192-206.

Lerner, A. P. (1943). Functional Finance and The Federal Debt. *Social Research, 10*(1), 38-51. Retrieved from http://www.jstor.org/stable/40981939

Liu, Z., &Lyu, J. (2020). Public debt and economic growth: Threshold effect and its influence factors. Applied Economics Letters, 1-5.

Makun, K. (2021). External debt and economic growth in Pacific Island countries: A linear and nonlinear analysis of Fiji Islands. The Journal of Economic Asymmetries, 23, 1-13. 36

Ministry of Finance (MOF) (2022). Macroeconomic dashboard. Ministry of Finance, Government of Nepal www.mof.gov.np.

Musgrave, R. A. (2004). *Public Finance in Theory and Practice.* Kogakona: McGraw Hill Books Company Ltd.

Ogunjimi, J. A. (2019). The impact of public debt on investment: Evidence from Nigeria. DBN Journal of Economics& Sustainable Growth, 1-28.

Program, U. N. (2022). *Human Development Report, 2021.* Manila: UNDP.

Saidatulakmal, A. Y. (2021, Jun). The Impact of government debt on economic growth in Naigeria. 9: . doi:doi.org/10.80/ 23322039.1946

Salsman, R. M. (2017). *The Political Economy of Public Debt: Three Centuries of Theory and Evidence.* Cheltenham, UK: Edward Elgar Publishing . doi:10.4337/9781785363382

Sharma, G. N. (2098). The Growing Fiscal Imbalance in Nepal: Are We Really Falling into Debt Trap. Debt Trap and it's Management. 10-20.

Shrestha, P. (2023). Public Debt and Economic Growth in Nepal. *Khwopa Journal, 5*(multidisciplinary), 25-36.

Singh, S. K. (2008). *Public Finanac in Theory and Practice.* New Delhi; India: Sultan Chand and Company.

Tsoulfidis, L. (2007). Classical Economics and Public Debt. *International Review of Economics, 54*(1), 1-21. doi:https://doi.org/10.1007/s12232-007-0003-8

United Nations Development Program (UNDP) (2019). Human development report, 2019. Beyond income, beyond averages, beyond today: Inequalities in human development in the 21st century.UNDP.

Upadhyaya, Y. M. (2021). Public debt of Nepal: It's effect on economic growth. *Review of Socio Economic Prespective , 6*(4), 11-21.

IMPACT OF INDIAN LABOUR MIGRATION IN RUPANDEHI

Pramshu Nepal, Ph.D.
Associate Professor
Tribhuvan University
Corresponding Email: pramshunepal@gmail.com

ABSTRACT

This study examines the economic impacts of increasing Indian labor migration to Rupandehi, focusing on workforce diversity, skill transfer, economic growth, industry development, and social implications. Using a comprehensive research methodology involving literature review, surveys, interviews, and comparative analysis, the study aims to identify positive and negative effects. The sample comprises 110 respondents, including construction employers, businessmen dealing in jewelry, small businesses, vehicle maintenance workshop, educational experts, healthcare professionals, and local authorities. Analysis reveals potential benefits such as workforce diversity and skill transfer, contributing to economic growth and industry development. However, challenges include labor market displacement, income compression, and pressure on public services, social tensions, dependency issues, and exploitative labor practices. Policymakers are urged to address these issues, emphasizing fair labor laws, social integration, and the protection of workers' rights for sustainable and inclusive growth. The preference for Indian labor by some Nepalese employers is attributed to factors like wage differentials, availability, skills, language, cultural similarities, historical relationships, open border policies, regulatory considerations, and industry dynamics. Notable qualities of Indian workers, such as punctuality and apolitical behavior, also contribute to their preference in certain industries.

Key Words: *Indian labor migration, economic impact, workforce diversity, skill transfer, social integration*

INTRODUCTION

Migration is the term used to describe the movement of individuals or groups of people between different locations. This migration may be due to a number of causes, including improved living conditions, financial opportunities, and a desire to avoid conflict or persecution, or other social and personal issues. It may also be temporary in nature.

Migration is the movement of people from one location to another, usually involving a change in the place of residence. Numerous elements, including societal reasons, political situations, environmental conditions, economic opportunities, and personal preferences, may be the moving forces behind this factor. The term "migration of labor" refers to people who move primarily for work or to search for better career opportunities from one area or nation to another. Labor migration plays a crucial role in global economies, as it contributes to the supply of workers in sectors experiencing labor shortages and fills skill gaps in various industries (ILO, 2015).

The desire for better living conditions, greater incomes, and work opportunities often pushes people to migrate across national borders due to economic differences. From developing to developed countries, a large number of people migrate in search of greater opportunities for employment and income. Due to globalization, labor migration has become easier since economies have become more interconnected. Workers are migrating to these countries in search of work as a result of globalization's increased job outsourcing to nations with cheaper labor prices (ILO, 2020).

The New Economics of Migration Stark and Bloom (1985) elaborate on the role of relative position in society plays a significant role in household migration decisions. A person may decide whether to migrate or not depending on the relative deprivation. The theory states that if a person is relatively more deprived, he or she can have more incentive to choose migrants compared to a relatively deprived person. Not only can the migration behavior of individuals be expected to differ under their perceived relative deprivation, but it can also be expected to differ according to their skill levels.

The Neo-classical theory of labour migration has long been centered on the individual viewpoint of the labour movement. Within this framework, Neoclassicists have identified both pull and push factors that influence migration. According to the Pull-Push theory of migration proposed by Lee (1966), crucial elements influencing the migration decisions of individuals include the costs and benefits associated with migration, as well as the distance to the intended destination. The emphasis lies on the individual’s rational assessment of these factors. Taking a different perspective, the historical-structural approach to labour migration advocates for a more comprehensive examination of the phenomenon, emphasizing the importance of considering structural changes as significant determinants of labour migration (Abreu, 2012).

The term "migration of labor" particularly describes the movement of individuals seeking employment or better job prospects from one area or nation to another. Economic factors frequently drive this kind of migration, as people move in looking for better pay, job opportunities, or working conditions. Labor migration can occur on an internal level, within a nation, or on an international level, including movement across borders.

The term "Indian labor migration in Nepal" describes the flow of people from India to Nepal in pursuit of jobs and other financial opportunities. This is a long-standing phenomenon that has been shaped by a number of variables, such as cultural links, labor shortages in specific industries, and economic differences between the two nations.

Workers may migrate for a variety of reasons. Skilled migration occurs when people move to meet demand in certain areas; unskilled or low-skilled migration occurs when people look for work in industries where there may be a labor shortage locally. Labor migration affects economies, cultures, and individuals in a variety of ways. Its effects are complicated and can affect both the origin and destination regions.

Economic differences between Nepal and the countries of destination have an impact on migration trends, driving people to look for better job opportunities outside. People frequently travel in search of better living conditions and financial opportunities, economic factors have a significant influence on the patterns of migration (Adhikari, 2014).

Studies show that labor migration has social and demographic consequences on sending regions in addition to economic ones. According to Sharma and Gurung (2017), migration has caused changes in family structures, with women heading more and more families as males go overseas in search of work.

An important field of research is the effect of Indian labor migration on sending regions in Nepal, like the Rupandehi District. Pokharel and Subedi's (2021) recent study throws light on the complex effects of Indian labor migration, such as changes in employment trends, income distribution, and social dynamics in the communities that send migrants.

Labor migration sometimes fills significant skills gaps in the labor market, especially in areas where both skilled and unskilled labor are scarce. Through their involvement in several industries, migrant workers assist economic growth by promoting productivity and development. Migration of labor makes it easier for knowledge, skills, and expertise to be transferred between nations. The experiences and viewpoints that migrant workers bring to their new countries foster creativity, cross-cultural learning, and the growth of human capital in both sending and receiving countries. Globalization and labor migration are closely related because labor mobility makes the cross-border movement of people, products, and ideas easier. It increases the interconnection and interdependence of the world economy by acting as a stimulant for commerce, international cooperation, and economic development (IOM, 2018).

The aim of this study is to examine the potential impacts on Nepal's economy of a rising number of Indian labor migrants. Taking into account a number of variables, including workforce diversity, skill transfer, economic growth, industry development, labor market dynamics, income levels, public services, social tensions, dependency issues, labor practices, regulatory frameworks, cultural identity, and the hiring preferences of Nepalese employers for Indian workers, the study aims to identify both the positive and negative effects.

RESEARCH METHODOLOGY

The research methodology for this study involves a comprehensive review of existing research, studies, and literature concerning the economic effects of cross-border labor migrations, with a specific emphasis on the relationship between Nepal and India. Qualitative information will be gathered through surveys and interviews conducted with key stakeholders, including employers, workers, government representatives, and specialists in labor economics. A comparative evaluation will be undertaken to analyze the benefits and drawbacks identified in the literature, comparing the current state of affairs in Nepal with the economic impact of Indian labor, considering variations across different sectors. Additionally, in-depth interviews and surveys with Nepalese employers will be conducted to gain insights into the factors influencing their preference for hiring Indian workers. This will include an exploration of wage differentials, availability, skills, language, cultural similarities, historical relationships, open border policies, regulatory considerations, and industry dynamics. Furthermore, the research will delve into the social implications of the growing presence of Indian labor in Nepal, focusing on potential tensions, cultural identity issues, and the necessity for social cohesion efforts.

To gather the required information, a purposive sampling technique was employed, whereby a total of 110 respondents were selected from various demographic groups within the Rupandehi district.

Groups	No of Respondents
Construction Employers	25
Businessmen dealing in gold, silver, and jewelry	25
Vehicle maintenance workshop	20

Small and Local Business	15
Educational Experts	12
Healthcare Professional	8
Local Authorities and Policymaker	5
Total	**110**

RESULTS & DISCUSSION

More Indian labor entering Nepal may have both beneficial and detrimental effects on the country's economy. It's crucial to remember that the outcomes can change depending on the sector, the area, and particular conditions. These are a few possible advantages and disadvantages for the economy.

Advantages for the Economy

1. **Diversity in the Workforce**: The arrival of Indian workers can contribute to a diverse range of perspectives, experiences, and skill sets within the workforce. In a variety of businesses, this diversity can boost productivity and creativity.

2. **Transfer of Skills**: The entry of Indian laborers may result in transferring knowledge and skills to the local workforce if they have specific skills or experience. This has the potential to enhance Nepal's human capital development.

3. **Economic Growth**: Having more workers in the economy might boost output and economic activity, which would raise GDP growth. This increase could prove particularly significant in industries with a labor shortage.

4. **Industry Development**: By adopting essential mechanisms in industries where there is a labor shortage locally, the using of Indian workers can promote industry development. More investment and business opportunities could result from this.

5. **Easy to Hire**: Indian labor may be more readily available and flexible in terms of working hours and circumstances. Employers in some industries, particularly those with seasonal or fluctuating demand, may find it helpful to have a workforce that can quickly adapt to changing job requirements.

6. **Punctual at Work**: Indian laborers demonstrate an impressive dedication to regular attendance and punctuality. Indian workers are renowned for their dependability and rarely take unscheduled leaves, in contrast to some other workforces. Because of their

commitment to their work, employees provide an environment that is favorable to businesses and promotes efficiency and production. The ease with which Indian laborers accept overtime or holiday work is one noteworthy feature that demonstrates their readiness to go above and beyond to ensure the success of their initiatives.

Disadvantages for the Economy

1. **Labor Market Displacement**: Local workers may be displaced by the flow of Indian labor, particularly when Indian workers are ready to work at lower wages. This may lead to more people competing for the same employment, which could decrease wages.

2. **Income Compression**: Local and migrant workers' income levels may be adversely impacted by wage compression, which may arise when Indian laborers are willing to work at lower wages.

3. **Pressure on Public Services**: A sudden increase in the population due to the entry of Indian labor can strain public services such as healthcare, education, and infrastructure. Local governments may face challenges in providing adequate services to the growing population.

4. **Social Tensions:** Increased competition for jobs and resources can lead to social tensions between local and migrant communities. This can have broader societal implications and may require social cohesion efforts.

5. **Dependency Difficulties**: Reliance too much on foreign labor can lead to dependency difficulties, which expose some businesses to changes in immigration laws or the national economy.

6. **Exploitative Labor Practices**: The likelihood of exploitative labor practices is increased in the informal sector when adequate regulatory frameworks are lacking. Without sufficient legal protections, migrant workers—including those from India—may be exposed to unfavorable working conditions, long hours, and low pay.

7. **Informality and Lack of Regulation**: Much of the time, the informal sector functions without following official legal guidelines. Inadequate regulations could result in poor working conditions, inadequate safety precautions, and restricted access to social security for both local and foreign laborers.

8. **Loss of Cultural Identity**: Traditional customs and cultural identity within local communities may be lost as a result of the increasing number of foreign workers in the informal economy. This can have social and cultural implications for the affected regions.

Policymakers must address these issues by putting in place sensible labor laws, making sure those local and migrant workers are treated fairly, and encouraging social integration. Sustainable and inclusive growth requires striking a balance between the economic advantages of a diversified labor force and the defense of workers' rights.

Reasons for Hiring Indian Worker over Nepalese Workers

There are a number of reasons why certain firms in Nepal favor hiring Indian workers over Nepalese workers. It's crucial to remember that different Nepalese employers have different tastes, and that particular situations and factors can influence a person's selection. Indian labor may be preferred by specific companies for several reasons, including:

1. **Wage Differentials**: Compared to their Nepalese workers, Indian laborers might be prepared to accept lower pay. This wage differential can be a significant factor for employers seeking to reduce labor costs and maximize profits.

2. **Availability and Flexibility**: When it comes to working hours and conditions, Indian labor could be more easily accessible and adaptable. A workforce that can readily adjust to changing job requirements may prove useful for employers in some industries, especially those with seasonal or shifting demand.

3. **Skills and Knowledge**: Indian laborers may occasionally possess certain skills or knowledge that are in high demand in particular industries. For positions requiring a certain level of technical expertise or experience, employers might favor hiring Indian workers.

4. **Similarities in Language and Culture**: There are language and cultural similarities between Nepal and India that can help with integration and communication at work. Managing staff with similar cultural norms and language may be less difficult for employers.

5. **Historical Relationships:** Hiring decisions may be influenced by past business and cultural connections between specific Nepalese businesses and Indian labor sources.

Hiring from India may be more convenient for organizations due to established networks and relationships.

6. **Open Border Policy:** People can travel about quite easily between India and Nepal due to their open borders. This geographical closeness presents an opportunity for employers to access the Indian labor market.

7. **Regulatory Considerations**: Employers may view using Indian labor as a means of managing or getting around some of the regulations that come with hiring workers from Nepal. This may be especially important in industries with more formal labor laws.

8. **Industry Dynamics:** Preference for Indian labor may result from the nature of some industries, such as construction, agriculture, or services. Employers may hire labor from beyond the border based on established procedures or past trends.

9. **Punctual in the Work:** Indian workers exhibit a remarkable commitment to punctuality and regular attendance. Unlike some other workforces, Indian employees are known for their reliability, seldom taking unplanned leaves. This dedication to their professional responsibilities creates a conducive environment for employers, fostering productivity and efficiency in the workplace. One notable aspect is the ease with which Indian workers embrace overtime or holiday work, showcasing their willingness to go the extra mile for the success of their projects.

10. **Not Doing Politics**: In contrast to the work culture observed among Nepalese workers, Indian professionals tend to steer clear of engaging in political activities during work hours. The Indian workforce displays a commendable focus on their job responsibilities, with minimal interest in unnecessary political discussions. This inclination towards staying apolitical ensures that the workplace remains a space primarily dedicated to professional endeavors rather than being influenced by external political factors.

Reasons for hiring Indian worker over Nepalese workers can be presented with the help of following figure.

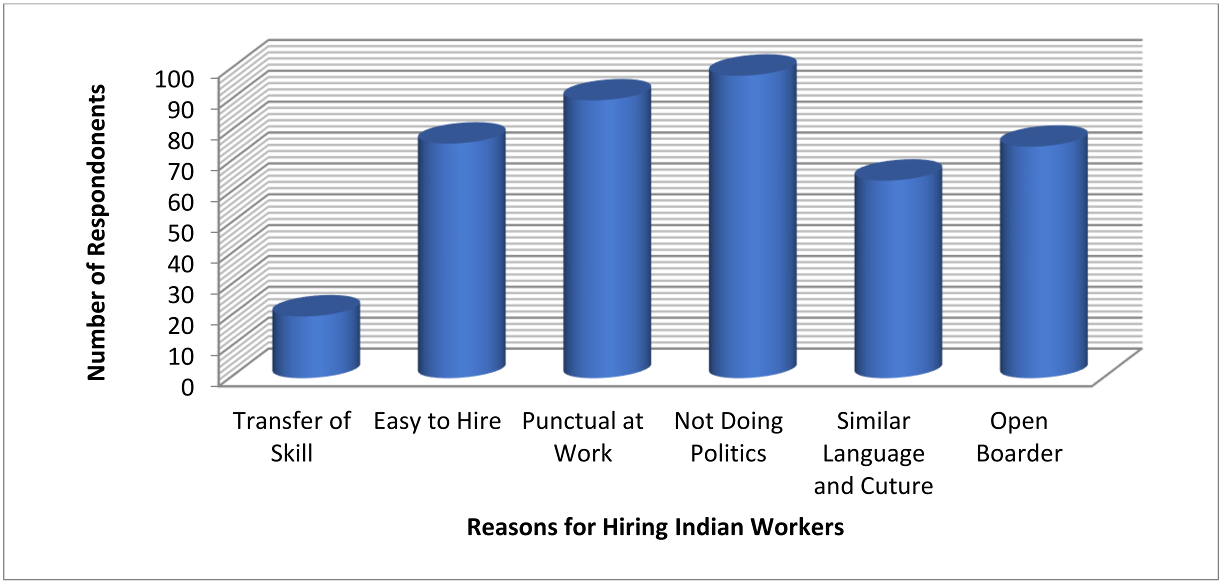

FIGURE 1. Reasons for Hiring Indian Worker

Figure 1 shows that Nepalese employers prefer Indian labor over Nepalese workers due to the various reasons but main reasons to easy to hire, punctual to work, not doing politics and open boarder with India. Indian workers' punctuality, reliability, and avoidance of political activities during work hours contribute to a professional work environment, making them an appealing choice for employers seeking efficiency and productivity.

CONCLUSION AND IMPLICATION

In conclusion, this study sheds light on the intricate dynamics of Indian labor migration in Nepal, with a specific focus on the Rupandehi District. The research explores the multifaceted impacts of this migration on Nepal's economy, encompassing workforce diversity, skill transfer, economic growth, industry development, and social implications. The analysis of advantages and disadvantages underscores the complexity of the situation, emphasizing the sectoral, regional, and contextual variations in outcomes. The findings suggest that while the influx of Indian labor may bring benefits such as diverse perspectives, skill transfer, and potential economic growth, it also poses challenges such as labor market displacement, income compression, pressure on public services, social tensions, and the risk of exploitative labor practices. The study underscores the importance of policymakers addressing these challenges through the implementation of fair labor laws, social integration initiatives, and the protection of workers' rights to ensure sustainable and inclusive growth.

Policymakers should formulate and implement sensible labor laws that safeguard the rights of both local and migrant workers, ensuring fair wages and working conditions. To mitigate potential social tensions, efforts should be made to promote social cohesion between local and migrant communities. Initiatives that foster cultural understanding and mutual respect can contribute to a harmonious coexistence. Striking a balance between the economic advantages of a diversified labor force and the protection of workers' rights is crucial. Policies should aim for sustainable and inclusive growth that benefits all stakeholders.

The study emphasizes the need for robust regulatory frameworks, especially in the informal sector, to prevent exploitative labor practices. Legal protections should be in place to ensure the well-being of all workers. Industry dynamics play a role in the preference for Indian labor. Tailored strategies considering wage differentials, skills, language, and historical relationships can help optimize the benefits of cross-border labor migration. As the study notes the potential loss of cultural identity in local communities, efforts should be made to preserve and celebrate traditional customs, ensuring that cultural richness is maintained alongside economic development. The open border policy between India and Nepal presents opportunities for employers but also requires careful consideration of geopolitical factors. Policies should navigate the balance between economic cooperation and national interests. Employers' preferences for Indian labor based on qualities such as punctuality and apolitical behavior highlight the importance of workplace dynamics. Companies should foster inclusive environments that appreciate diverse work cultures.

REFERENCES

Abreu, A. (2012). The new economics of labor migration: Beware of neoclassicals bearing gifts. Forum for Social Economics, 41(1), 46–67. https://doi.org/ 10.1007/s12143-010-9077-2

Adhikari, J. (2014). International Labour Migration and Livelihood Transformation in Rural Nepal. The Journal of Development Studies, 50(7), 971–987.

International Labour Organization (ILO). (2015). World Employment and Social Outlook: The Changing Nature of Jobs. Geneva: International Labour Office.

International Labour Organization (ILO). (2020). Labour migration. Retrieved from https://www.ilo.org/global/topics/labour-migration/lang--en/index.htm

International Organization for Migration (IOM). (2018). World Migration Report 2018. Geneva: International Organization for Migration.

Lee, E. S. (1966). A theory of migration. Demography, 3(1), 47–57. http://www.jstor.org/stable/2060063

Pokharel, D., & Subedi, B. (2021). Economic and Social Impacts of Labour Migration: A Study from Kaski District, Nepal. The International Journal of Business & Economic Development, 9(2), 29–46.

Sharma, B., & Gurung, G. (2017). Impact of Labour Migration on Left-Behind Women in the Hills of Nepal. Gender, Technology and Development, 21(1–2), 21–37.

Stark, O., & Bloom, D. (1985). The new economics of labor migration. American Economic Review, 75(2), 173–78. https://EconPapers.repec.org/RePEc:aea:aecrev:v:75:y:1985:i:2:p:173-78

A STUDY OF THE FACTORS AFFECTING STUDENTS' PERFORMANCE IN ENGLISH

Mukti Nath Gaihre
Assistant Professor
Rammani Multiple Campus
Corresponding Email: mngaihre@gmail.com

ABSTRACT

This study has focused on students' performance level that is affected by different aspects. Research has been centered on bachelor-level students' English subjects at a community campus at Rupandehi, Nepal. The study is based on quantitative approaches supported by qualitative discussions. Data collection was conducted via a Google Forms questionnaire, including interviews. This study has revealed different levels of performance of the students and the aspects affecting them. Especially, the varied background of the students' and their competencies are the major factors of their performances. Besides, appropriate addresses of bridging supports would be more effective in increasing the performance. In the same way, library improvement, technological facilities, extra time classes according to student's convenience, scheduled orientation cum motivational programs etc., would increase the expected outcome towards students' performance. Similarly, the application of modern techniques/technologies to be applied while studying, students' financial status, additional student-focused initiatives by campus, etc., were asked to the students and seen as affecting the students' better performances. And, students' self-motivation towards effective English learning is also a vital part as suggested by the interviewee student.

Key Words: English, students' performance, competence, internet based learning, efforts.

INTRODUCTION

A journey towards academic excellence is a continuous process. Different academic institutions' faculties are involved in many ways to improve the quality of their institutions with good grades and effective teaching-learning activities, which are a never-ending process. Students' performance is the key factor in evaluating the scale of excellence of any institution or faculties of that institution. So many initiatives with innovative ideas are being implemented worldwide for academic excellence. The upgraded steps of academic excellence empower the students' performances. Multidimensional movements in intra-institution academics obviously show the way to success. For the same purpose, this study has been conducted. This study, of course, explores some of the ways the institution fosters further firmness in performance. Besides, it will show some of the strengths cum challenges of the institution relating to students' English performance. Students' English performance level also indicates their overall academics, which will benefit other subjects' study, institutional strength and a base to create a strategic plan for the mitigation of the challenges. Multiple factors may affect the academic excellence of particular institutions; students' results and their insightful experiences with institutions are vital. Final grading results and students' opinions and experiences can guide the institution as well as faculties for the further exercises. The findings of the study, strengths, weaknesses, feedback etc., are applicable for further implementation.

Successful teaching of English as a foreign language (EFL) is determined by many factors. Among factors that have contributed mainly to the success of attaining foreign language mastery, students' learning style preference was considered important. (Brown, 2006). The ways of students learning can opine teachers in well conduction of classroom and library studies. As the students belong to their uniqueness by their learning habits, faculties must acknowledge their learning behaviors. Knowing the behavioral consequences, learning capacities, learning attitudes, and problems with acquiring skills by individuals and groups of students can be an asset to the faculties for classroom preparation and further innovative practices that can make a positive change in English teaching learning with good grades of the students. Further, Csapo and Hayen (2006) also stated that to achieve the learning goals, teachers must be aware of the students' learning style to conduct effective teaching and learning. Their way of learning determines the student's capacity in development of their skill.

LITERATURE REVIEW

It is generally well-known that most people face some problems in learning English as a second or foreign language in non-English speaking countries like Nepal. Several determinants and issues affect the students' learning of English as a foreign or second language. This is because of the lack of several factors to support the learning and teaching approaches. Souvannasy et al. (2008b) identify that teaching and learning English implementation still has shortages of textbooks, unqualified English teachers, and an unstandardized curriculum.

Normazidah, Koo et.al. 2012has presented the factors that impact the EFL learners to have poor performance in English language learning. Their study claims English as a difficult and depends on the teachers as authorities. Lack of support to use English due to limited opportunity in and outside the class also causes insufficient exposure. In the same way, students have limited vocabulary proficiency because of limited reading materials, their lack of motivation and unwillingness results negative attitude towards the performance of target language.

There are so many applications of the remedial to these obstacles. Faculties can use many supporting tools or teaching methodologies to minimize students' obstacles. One thing causing poor academic performance is the lack of motivation of graduate students. According to Mauliya,et.al.2020 lack of motivation was ignited from two sizeable directions, family and teacher. Not having support from families caused a low level of motivation. Chamber 1999 explains that attitude in learning a language is important because positive attitudes towards language contribute to easier learning.

Similarly, positive attitudes encourage students to learn English (Ellis, 2008). Brown (2001) explains that second language learners benefit from positive attitudes, whereas negative attitudes may reduce motivation and cause students to fail to attain language proficiency. However, learners can change negative attitudes when they experience real-life language situations or a person from another culture. Learners of second languages can change their negative stereotypes about the language. Teachers must be aware that every student has positive and negative attitudes and replace their negative ones with a realistic understanding of the language (Brown, 2001).

According to Quist D. 2000, "The teaching and learning process involves two active participants in the classroom - the teacher and the learner, and that language learning does not fall entirely on the teacher. The students must also assume more responsibility for the learning process." This clarifies that teaching learning and students' performance is interconnected to teacher-students' mutual progress. Both of the parties should be cooperative with each other for the outcome. Mosha further clarifies this statement, citing Vuzo (2010):“It is through interactions with each other that teachers and students work together to create intellectual and practical activities that shape both the form and the content of the target subject. However, such a situation is not commonly found in secondary schools in all subjects due to the fact that lecture method dominates the teaching and learning process, which leads to passive learning” (p.18).

Better English performance empowers better academic performance, too. As English is a major source of academics in this era, a competent person in English can easily empower their academics. Aina, J. K. etal. (2013) mention, "Students who have so much difficulties with their communication skill in English language may not function effectively, not only in English language but in their academic and this is no reason than the fact that English language in Nigeria today is the language of textbooks and the language of instruction in schools." In the same way, they further elaborate that "When Students' Proficiency in English Language is high, it will definitely affect and improve the academic performance of such students." These facts further raise the significance of English performance beyond language and communication. As English has a legacy to academics, it is necessary to measure and empower the English performance of students.

RESEARCH METHODOLOGY

This paper focuses on quantitative data collection. In the context of quantitative data collection, the researcher has prepared a questionnaire with 13 problem-based questions and 4 demographic queries. The questionnaire was prepared in Google form and distributed via email and instant messenger to fill up and submit online. In the same way, interviews with selected respondents were conducted and transcribed in the paper.

The respondents for the questionnaire were selected on the basis of their performances in Compulsory English in the Bachelor's first-year examination. Well performers and least performers in the final examination from each academic year were taken as the samples and requested to participate in the survey. The sample respondents represent B.B.S. (Bachelor of Business Studies), B.Ed. (Bachelor of Education) and B.A. (Bachelor of Arts) faculties of a community campus in Rupandehi. They also represent 5 academic years which are the examinations of 2078, 2077, 2076, 2075 and 2074. In the same way, respondents are balanced based on their racial, class and gender issues too. A total of 52 people submitted their responses to the questionnaire survey.

Questions in the questionnaire were in English with their translations in Nepali. The questionnaire contained objective questions only, mainly focusing on the Likert scale format. Five point Likert scale varying from strongly agree (1) to strongly disagree (5) was applied during the study. Google form based survey questions and analysis was conducted by Google engine that explored analysis automatically as per the instruction. Among the respondents, 56 percent were females and 44 percent were males. In the same way, 55 percent of respondents were full-time students and 45 percent were representing part-time in their studies. Likewise, 63.5 percent of respondents had English medium school background and 36.5 percent of respondents did not have an English medium school background.

After the survey, an interview was conducted with 8 respondents on the basis of the questionnaire. They also represent each of the academic faculty, genders, and performances. The recorded interview and transcription of the interview aimed to explore the ideas and experiences of respondents while at campus. Some interviewees delivered their answers in Nepali which are translated and transcribed herewith. It also discussed the issues not included in the survey questionnaire.

Additionally, they were asked to provide if any suggestions and feedback to the concerned parties (campus administration, teaching faculties, library and students) towards effective English teaching learning practices. The raw data analysis was carried out via Google engine because of the nature of Google form. The comprehension and interpretation of data including responses of interview are mentioned herewith as the outcomes.

Interviews

Among the 52 respondents, some of the respondents were taken for the interview. Total 8 individuals were taken interview, who were selected from various faculties and performances in examination as traced while doing research. They were asked to clarify the previous questionnaire submitted via Google Forms. Additionally, they were let to mention if any about the English performance of students. And, they were asked to provide their feedback/suggestions if any. During the interview, they opined some of the ideas to be discussed for implementation at campus. One of the interviewees suggested "duly organize orientations and motivational seminars for the students".

During the interview they were asked about styles of teaching by faculties, students' learning, satisfaction with teaching faculties' performances, satisfaction with library facilities, English as easy/difficult subject to learn, campus's facilities being provided, academic environment and English medium environment inside the campus, impact of internet and social sites in students' learning, students' psychological status relating to English learning, factors that can empower students towards wellbeing in English learning, campus's probable efforts to the effective English learning, faculties' probable efforts to the effective English teaching-learning and students' probable efforts to energize and empower themselves.

Structure of Respondents

This study is conducted with the sample survey of 52 respondents of a community Campus, Rupandehi. The respondents belong to different categories on the basis of their annual grading performances. Respondents also represent 5 academic years, including three different academic areas. They are Bachelor of Business Studies (B.B.S.), Bachelor of Education (B.Ed.) and Bachelor of Arts (B.A.). Respondents who took examination 2078, 2077, 2076, 2075 and 2074 B.S were taken as sample for the study. They were distributed questionnaire with necessary instructions via Google Form to fill up and submit.

On the basis of their classes, 21.2 percent were Bachelor level passed out, 23.1 percent were waiting for their final results, 19.2 were Bachelor fourth year regular students, 21.2 percent were Bachelor third year regular students, and 15.4 percent were Bachelor second year regular students. Among these 52 respondents, 8 of them are interviewed and transcribed here for the more authenticity of research. Identities are kept confidential and interviewees are marked as respondent A, respondent B and so on.

RESULTS

Responses

Respondents have differently responded to the each of 13 questions asked in questionnaire. In the query of individual help by campus; 42 percent responded could agree, where less than 10 percent students responded strong agreement and 26.9 percent responded as disagreement.

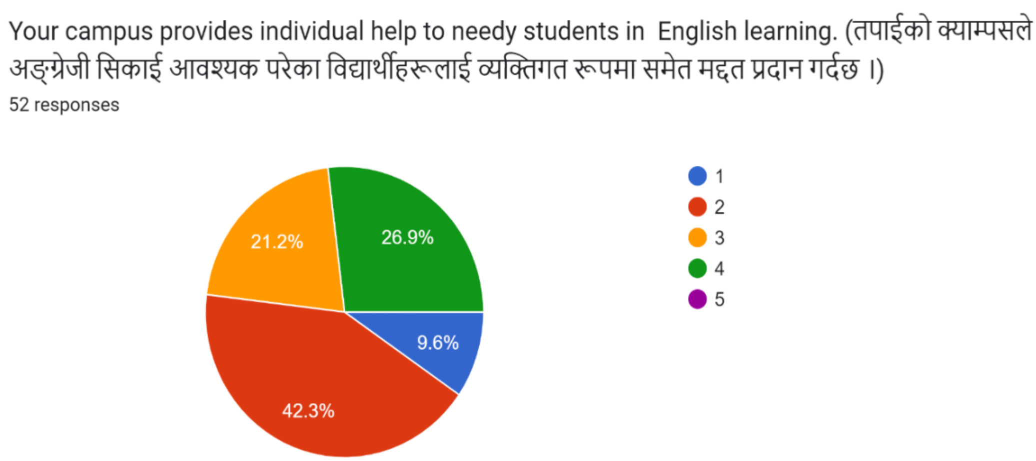

FIGURE 1. *Individual Help by Campus*

Another query about teaching outside the curriculum for extra learning was strongly agreed by 19 percent respondents, agreed by 46 percent and disagreed by 19 percent respondents. The following figure number 2 illustrates the result:

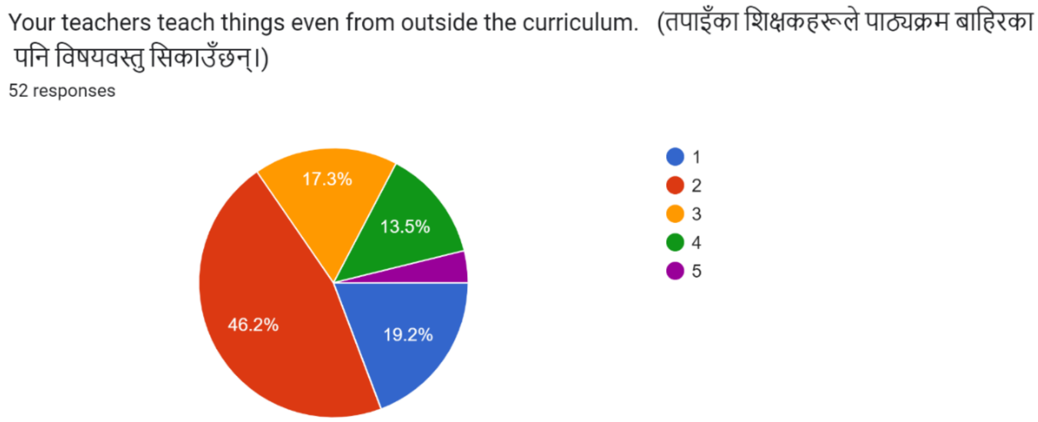

FIGURE 2. *Teaching Outside the Curriculum for Extra Learning*

The query about the family encouragement to study at home was strong in 53.8 percent of respondents, whether adverse for 7.7 percent. Family encouragement was responded to satisfactorily by 25 percent of respondents. Figure 3 demonstrates the result in figures:

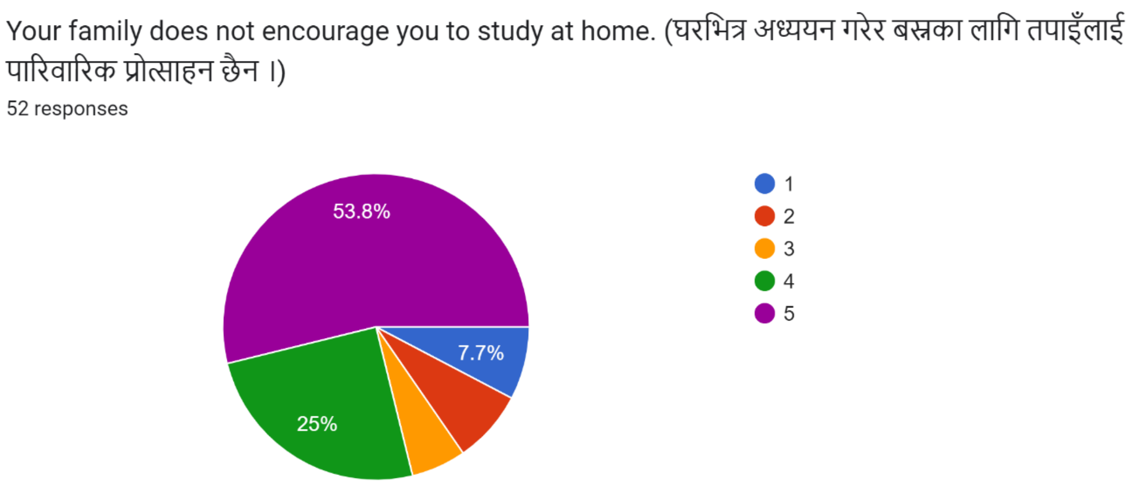

FIGURE 3. *Family Encouragement to Study at Home*

Query about the books available in the library that students need well satisfactory to 7.7 percent of respondents, satisfactory for 40.4 percent of respondents. Some 11.5 percent responded strongly as unavailable, 17.3 percent responded as unavailable and 23.1 percent were neutral about issue. Figure 4 herewith clearly shows the result.

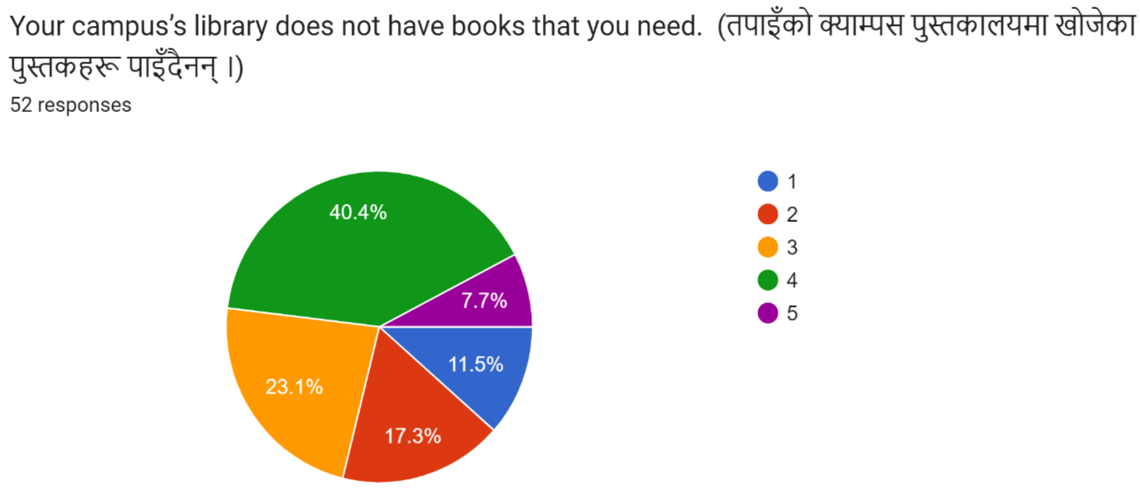

FIGURE 4. *Books Available in Library that Students Need*

Using audio/visual learning supports for English empowerment of the students was strongly agreed by 17.3 percent of respondents and 36.5 percent of respondents. However, this was seen as dissatisfying to 21.2 percent of respondents, where 36.5 percent responded neutral on the issue. Figure 5 mentions the responses to the issue.

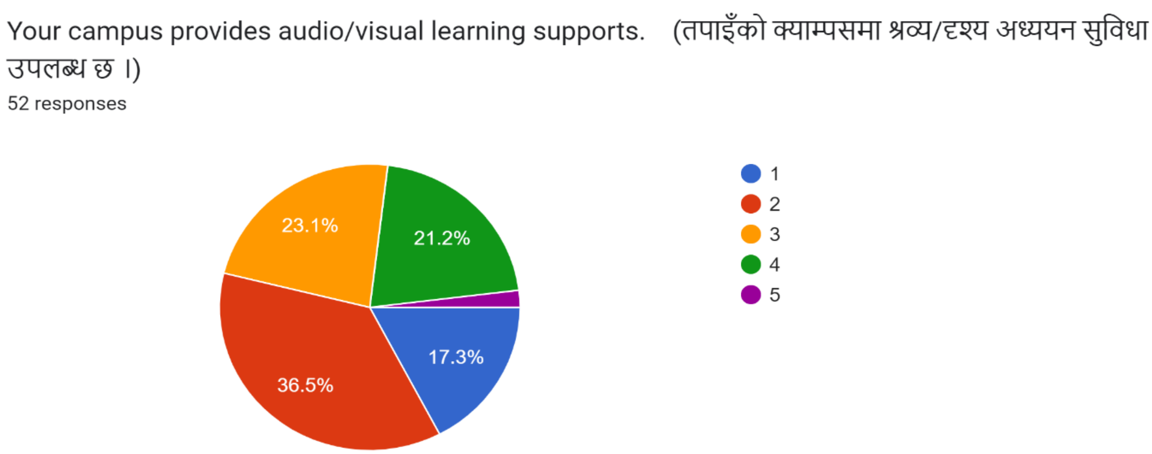

FIGURE 5. *Use of Audio/Visual Learning Supports by Campus*

The effective English learning programs organized by campus from time to time were somehow satisfying to 23.1 percent of respondents, where 15.4 percent reacted strongly against the issue and 34.6 percent reacted somehow against this topic. Among them, 21.2 percent of respondents remained undecided. Figure 6 clarifies the result of the issue.

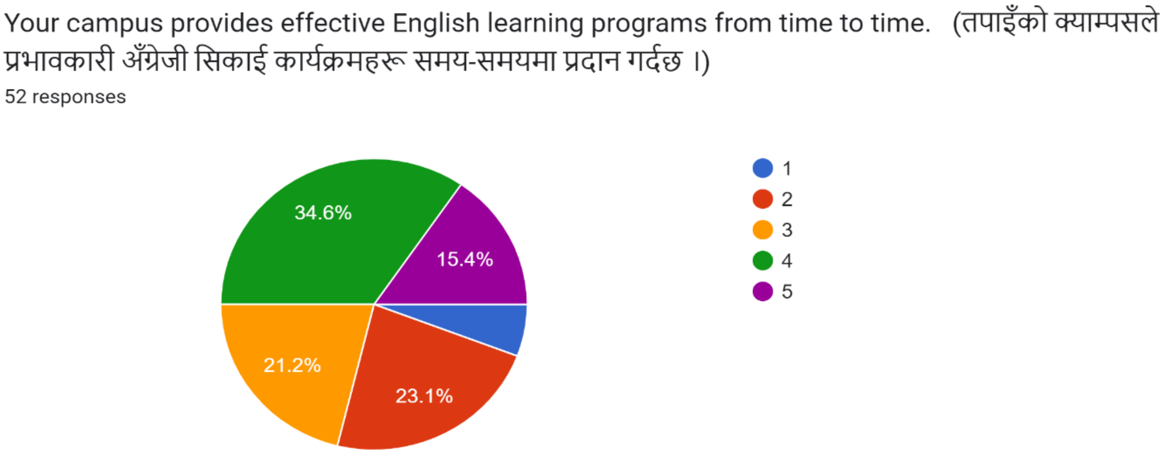

FIGURE 6. *Effective English Learning Programs Organized by Campus*

On the issue of their strong English in the school level, only 17.3 percent were well confident, 55.8 percent were somehow confident, 15.4 percent were unaware, and 9.6 percent of respondents replied as less performers. Figure 7 herewith is to show the picture of responses.

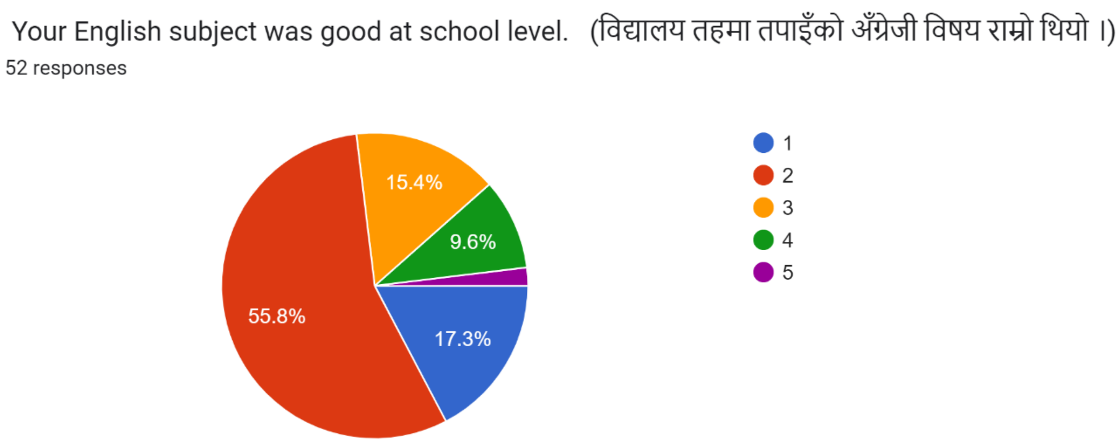

FIGURE 7. *English Strength in School Level*

The response in getting feedback after examination evaluation is that only 9.6 percent of respondents have shown total satisfaction, whereas 26.9 percent are somehow dissatisfied. Somehow, satisfaction is marked by 36.5 percent of respondents, and 21.2 percent are neutral in the query. The response can be seen in Figure 8 below.

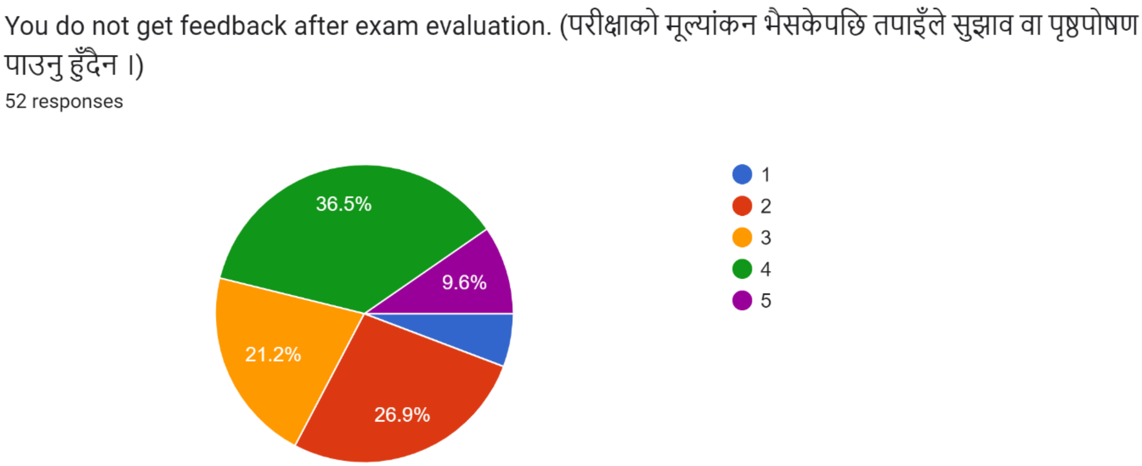

FIGURE 8. *Getting Feedback after Examination*

Minority number of respondents has agreed on their weakness in English subject in past (the school level). High confidence in strong English in the past is marked by 23 percent and somehow confidence is marked by 40.4 percent of respondents. This shows that they weren't much weak individually in the past. Figure 9 herewith illustrates the result.

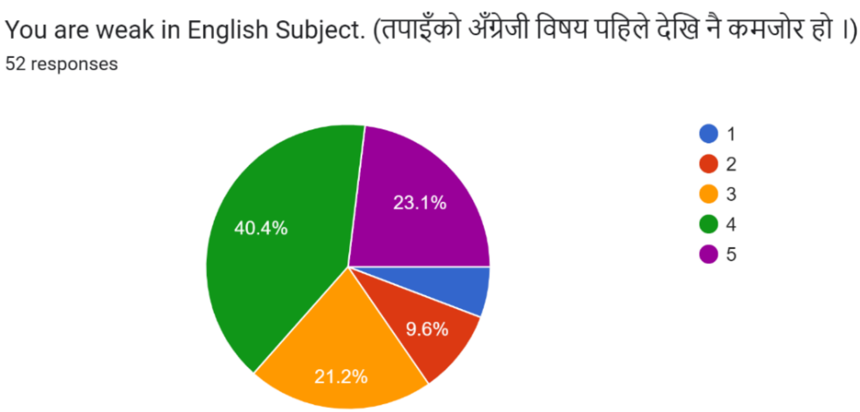

FIGURE 9. *Weakness in English Subject Since Past*

Similarly, there are not a remarkable number of respondents to get extra time of teachers to help with low performing individuals. Only 21.2 percent have agreed somehow to receive the extra time of teachers for their wellbeing. Majority percentage 36.5 percent of respondents remained undecided in this issue, whereas 23.1 percent have shown somehow dissatisfaction and 13.5 percent have shown strong dissatisfaction in getting extra time by their faculties to empower low performing students in English. Figure 10 herewith demonstrates the figure.

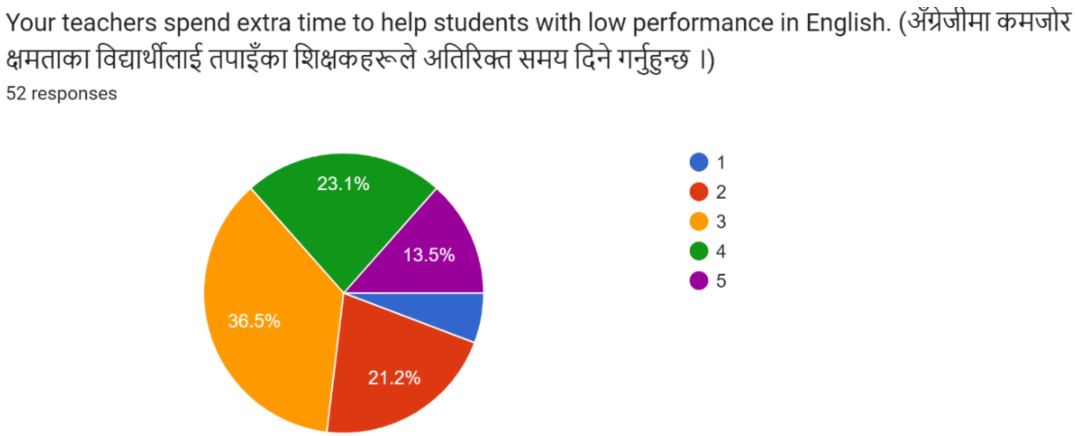

FIGURE 10. *Teachers' Spending Extra Time to Help Students with Low Performance*

There is no illustration of the number of respondents who could not learn English because of their financial problems. But 15.4 percent of them are undecided to the issue. Including 40.4 percent of respondents having somehow financial satisfaction, 36.5 percent have shown total rejection of financial issue with their English learning. Figure 11 herewith illustrates the figure.

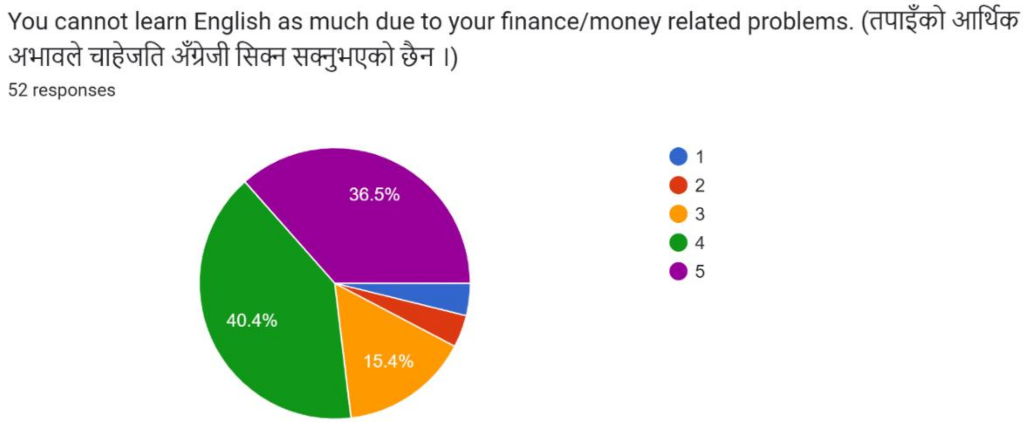

FIGURE 11. *Obstacles in Learning due to Finance Related Problems*

In terms of paying enough time for continuous study, 26.9 percent of them are well prepared for the exam. Similarly, 25 percent of respondents have marked as prepared somehow. Nearly 20 percent of them have marked as being unable to dedicate their time for regular studies. Figure 12 attached herewith, clarifies the result in figures.

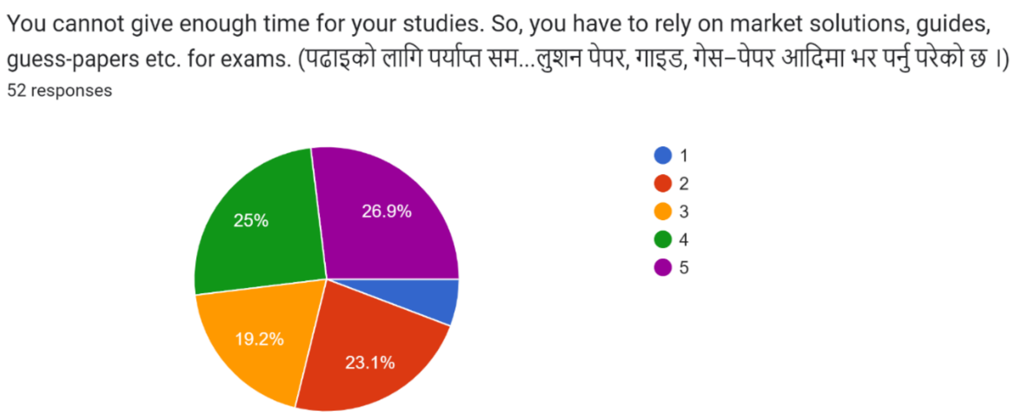

FIGURE 12. *Students Paying Enough Time for Continuous Study*

Final question relating to use of internet and online learning materials to improve their English is strongly in 23.1 percent and somehow strong in 57.7 percent of respondents. The remaining respondents are well illustrated. This also shows the respondents' well access and use of the internet. Figure 13 shows the result.

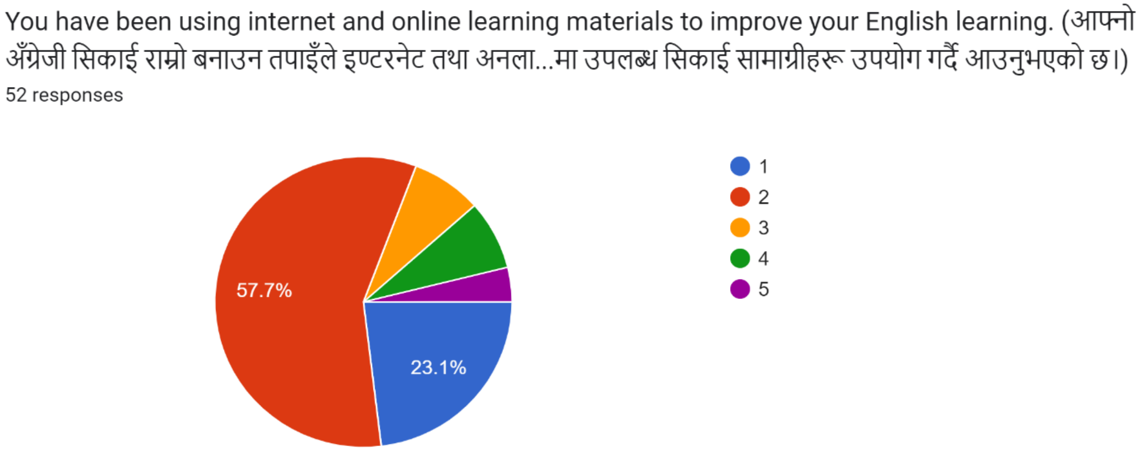

FIGURE 13. *Use of Internet and Online Learning Materials by Students to Improve their English*

This study has revealed different aspects affecting to students' performance in English. As study was based on survey with the bases of different questions; the different outputs has been carried out as following:

Styles of Teaching by Faculties

The answers of the interviewees, except one respondent, showed satisfaction in overall to the styles of teaching by faculties. Interviewee 'G' claimed that teachers do not fulfill the expectations of students. Yet, respondent 'B' suggested including different innovative teaching methodologies. She added to become more focused in student-centric activities. She added "effective assignments and project works should be focused to motivate the students in English learning". In the same way, respondent 'C' suggested to use audio/visual materials extensively in teaching. 'F' suggested implementing an English medium environment to make teaching learning effective. Respondent 'D' illustrated that faculties should especially address the different learning capacities of students. Respondent 'E' suggested using internet and audiovisuals in teaching.

Students' Learning Trend

Interviewee responded diversely to this issue. They said that various issues are interconnected to the students' learning trend. Some of the students are self-motivated; they go ahead at any situation. The answers were, "Some of the students have a Nepali medium background; they cannot cope with the classes and subject matter. Some of the students are affected by different factors (social sites, awkwardness etc.). They cannot tune into the curricular aspects." Interviewee 'F' claimed his data that 70 percent of students only realize about their duties towards study, and 30 percent students do not realize whether they need to study. He further said "some of the weak (less performing) students are lazy and they are demotivating to the study." These facts and the discussed responses of students towards their attempts are similar in the sense that each of the students have their own situations and backgrounds that cannot be addressed in one way.

Satisfaction with Teaching Faculties' Performances

Interviewees' responses about the satisfaction with their teaching faculties' performances found similar in overall. Interviewee 'E' and 'F' claimed that the faculties are highly qualified in terms of their performances and helping attitude to the students. The rest of the interviewees showed their positive responses to the performances by campus faculties. Still interviewee 'E' could not praise to the performance of teaching faculties. He just said, "Normal and common teaching trend is going on at campus".

Satisfaction with Library Facilities

The majority of the interviewees have something to say about the improvement of campus library. They suggested upgrading the library with modern facilities and scientific management. Additionally, interviewee 'F' urged to add more books in the library. Some of the interviewees didn't want to talk about the library as they were not using it.

English as Easy/Difficult Subject to Learn

High scorer respondents/students in the examination replied that English is easy to learn. They claimed that practice and motivation make a person better performer in English. Low performers in examinations accepted English as a difficult subject to learn. Additionally, interviewees 'A', 'B' and 'D' argued that a teacher could positively change 'English as Easy Subject to Learn'.

Campus's Facilities Being Provided

There were mixed versions of the facilities being provided by the campus. As the above questionnaire received diversified answers, this interview also got mingled answers. To talk about the dissatisfaction relating to the facilities, they suggested making easy access in technology based teaching-learning, digitized library system, digitized options for learning.

Academic Environment and English Medium Environment Inside the Campus

Interviewees appreciate English medium separate classes. Interviewee 'E' highly appreciated the English medium classes for the higher performers in English or students with English backgrounds. He, along with interviewees 'F' and 'G' also suggested empowering the Nepali medium students with different tools and methodologies of teaching.

Impact of Internet and Social Sites in Students' Learning

Most of the interviewees explored their positive experience with the internet and social sites in English learning. Interviewee 'G' stated that some students are spoiling their time with the social sites. They are not taking advantages of the technology rather being disturbed by the technological aspects. Interviewee 'F' suggests providing timely motivational classes to engage students positively.

Students' Psychological Status Relating to English Learning

As the interviewee replied, students with different backgrounds have the different psychological status relating to English learning; the institution's initiative should solve the problem. As mentioned above, motivation programs and motivation while teaching English learning should be studied according to their requirement. As interviewee 'E' stated, hesitation and awkwardness among the less performing students should be studied and remedies provided.

Factors That Can Empower Students towards Wellbeing in English Learning

Proper guidance duly can help to the empowerment of students towards wellbeing in English learning is experienced by the interviewees and respondents. Students support programs guidance is emphasized by the interviewee. Interviewees 'D', 'F' and 'G' suggested conducting student centric programs that can improve the students' wellbeing in English learning.

Campus's Probable Efforts to the Effective English Learning,

Interviewee has focused on the extra-curricular and co-curricular programs to be conducted by campus. As interviewee 'D', 'F' and 'G' has suggested organizing students' development programs by the institution; campus can organize programs according to needs and feedback. Such programs can be probable efforts to improve the students' English learning.

Faculties' Probable Efforts to the Effective English Teaching-Learning

Faculties can add innovative techniques in teaching to make effective English teaching-learning. In the same way, they can dedicate extra time to the students. Interviewees D', 'E', 'F' and 'G' have suggested that teachers become more individual and focused; teaching faculties can develop newer teaching methodologies as much as possible.

Students' Probable Efforts to Energize and Empower Themselves

Students must change their attitudes and habits to empower effective English learning. They should not hesitate to minimize their problems and move towards progress. As interviewees 'D', 'E', 'F' and 'G' suggested students become keen learners and avoid laziness; it should be done from the students' part too.

DISCUSSION

This study comprises a sample survey to the respondents and interview. Respondents were selected on the basis of their performances on annual examination. Interview with the selected respondents is additional data. Moreover, study of the previous scholarly publications is taken as the resources for the literature review and support to this study.

Responses from the questionnaire and interviews show the curiosity of students towards technology assisted and innovative ways of teaching learning process. Assignments are to be practical for the field, and project works focusing on wider career opportunities, and audiovisual materials for depth level of cognition with ease. In the same way, meeting the students' expectations to motivate them for study is another subject to be addressed. An institution's initiative towards broadening and sharpening post-study goals and preparations towards accomplishing goals can be beneficial with long-term achievements. The state of realization about the significance of academics in the students is seen vital.

Competent teaching faculties are assets to the institution and pillars of academics. Updating and strengthening faculties with appropriate assets, opportunities and addresses can empower faculties as potential game changers which can lead the institution with multiple dimensions. Well-equipped library is supposed to be skeleton for academic exercises and intellectual innovations. Full material facilities with well-skilled librarians are the expectations users. The 'Anglophobia' is a type of dementia for some of the learners as they are not well oriented towards easy English learning. Therefore, institutions and faculties should organize remedial sessions to familiarize the students with easy English learning.

Overall physical facilities of the institution are supposed to be well-warm up or good mind-set for the learning environment. Therefore, convenient physical/technological services are also factors of learning that students explored during this study. Likewise, a friendly English environment is another expectation of the students towards their English learning. They were expecting some orientations to learn English inside the medium English environment as well as via the internet and social sites.

Some psychological status based on students' backgrounds is another aspect revealed during this study. Different empowerment orientations, motivation seminars, and familiar wellbeing environments on campus can address such issues. Additionally, co-curricular activities by the institution and faculty's initiatives can be probable efforts to effective English learning. Some individual-focused teaching and application of newer methodologies can be more beneficial to the students' effective English learning. The role of learners (students) to remain keen to learn is associated or interconnected to all these aspects that can be improved with institution-faculty initiatives and students' involvement.

CONCLUSION

The study based on a field survey and interviews with the respondents, has explored various information regarding English performance of students in a community campus. The diversity of students' backgrounds is seen as the key factor of their different performances. In the same way, tuning with the academics is to matched/bridged by extra methodologies. Students suggest improvement of library with technological facilities and management for their longer stay and more achievements. Extra time of teachers, extra classes, timely organized motivation programs etc., are expected to be implemented. Moreover, some of the initiatives by the institution to make the students accustomed to academic programs and teaching learning should be done. In the same way, teachers can explore newer ways of teaching for the students to learn English effectively. And students themselves should be self-motivated towards effective English learning.

REFERENCES

Aina, J. K., Ogundele, A. G., &Olanipekun, S. S. (2013). Students’ proficiency in English language relationship with academic performance in science and technical education. American Journal of Educational Research, 1(9), 355-358.

Brown a, Greenway M, Kwan M, *et al*. Education as acontext for early engagement in quality improvement. *MedEduce*2017; 51:1164–5.

Brown, N. R., J, R. T., & Kelsey, K. D. (2013). The Impact of Learning Styles on Learning outcomes at FFA Camp: What Campers Retain Over Time. *Journal of Agricultural Education, 54* (4), 206-220.

Csapo, N., &Hayen, R. (2006). The Role of Learning Styles in the Teaching/Learning Process. *Issue in Information System, 7* (1), 129-133

Mauliya, I., Relianisa, R. Z., &Rokhyati, U. (2020). Lack of motivation factors creating poor academic performance in the context of graduate English department students. Linguists: Journal of Linguistics and Language Teaching, 6(2), 73-85.

Normazidah, C. M., Koo, Y. L., &Hazita, A. (2012). Exploring English language learningand teaching in Malaysia. *GEMA Online™ Journal of Language Studies, 12*(1), 35-55.

Quist, D., (2000), *Primary Teaching Methods*. Macmillan.

Souvannasy, B., Masashi, S., & Yukiko, H. (2008b). Determinants and issues in studentachievement in English at the Lao Secondary Education Level. *The Asian EFL Journal*, *10*(1), 48-64.

INDIVIDUAL INVESTORS' CONSCIOUSNESS AND INVESTMENT ON COMMON STOCKS

Pitambar Lamichhane
Associate Professor
Shanker Dev Campus
Corresponding Email: lamichhanepr47@gmail.com

ABSTRACT

This paper analyzes Nepalese individual investors' consciousness and their investment on stocks. Investors' consciousness creates positive environment for the investment which helps in capital formulation. This study has employed explorative research design to explain investors' consciousness and investment on common stock in Nepalese stock market. Data were collected through survey from individual stock investors using structural questionnaire in Kathmandu valley in 2021. The estimated result of this study shows the level of investors' consciousness (investors' education and training, access to information, understanding of subjects and learning expectations etc.) is more than desirable level of 50 percent. Similarly, result indicates that conscious investors have chance of holding more common stock which indicates positive association between investors' consciousness and level of investment in common stocks. Moreover, survey result reveals that investors assert problems on accessing of market information while making investment on stock in Nepalese stock market. This paper concludes that stock market should disseminate sufficient information of stocks, stock markets, stock returns, rules and regulation of security markets, security trading mechanism etc. to the investors through various training programs to make alert them for their sound investment decisions in Nepalese stock markets.

Key Words: *Consciousness, stock market, investment, awareness, and market information.*

INTRODUCTION

Investment is the process of sacrificing of present spending of certain funds for future uncertain benefits (Alexander, Sharpe, & Bailey; 2003). The capital market acts as a mechanism that creates investment alternatives for saving groups which has key role in capital formation for individuals, business institutions, as well as for the government. Capital formation is an essential macro-economic parameter that enlarges economic activities to lead economic development of a nation. History of capital market was started with establishment of Amsterdam Stock Exchange as the oldest stock exchange in the world in 1602. Bombay Stock Exchange which was established in 1875 is a pioneer stock exchange in South Asia and Nepal Stock Exchange Ltd. (NEPSE) is the capital market of Nepal.

Nepalese stock market in practice was started after issuance of common stock by Biratnagar Jute Mills Ltd. in 1937. History of securities exchanges in Nepal shows the first amendment in Securities Exchange Act, 1983 which led to establish Securities Board of Nepal (SEBON) in 1993 with a mandate to regulate and develop stock market in Nepal. Security Exchange Act also led to convert Securities Exchange Centre (SEC) into NEPSE, a full-fledged open-out-cry trading system with the induction of stock brokers in January 13, 1994. With existence of stock exchange, numbers of financial institutions, investment groups and independent investors have been engaging in banking and finance, insurance, manufacturing and service industries and hydropower, manufacturing sectors. Thus, practitioners and investment communities have grown tremendously in Nepal.

Alexander et al. (2003) stated that security markets make possible trading of financial securities by bringing sellers and buyers together. Stock market have significant stake on capital formation which creates job employment opportunities in society and leads to increase productivity of nation which accelerates economic growth. But, only existence of stock market does not guarantee for economic growth but financial literacy, investors' consciousness or awareness might be decisive role for development of stock market as well as economic growth. Investor's consciousness describes literacy or knowledge or awareness about investment environment and stock markets. Thus, investors are expected to make their investment decisions based on these financial and market information, knowledge etc.

Investor consciousness is knowledge of stock market information and investment environment which helps investors for sound investment decisions (Kadariya et al., 2012). Investors' consciousness and commitment play key role in their investments which helps for capital formulation for smooth operation of economic activities by creating employment opportunities which leads to achieve sustainable economic growth of the nation. Thus, Investors' consciousness (awareness) and commitment contribute a great deal to stock market and economic development. Total capital market is broadly categorized into primary market (initial public offering where first hand financial assets are traded) and secondary market (platform which retains long-term investment through exchange of financial assets which were previously traded). Secondary market formulates capital and maintains sound liquidity position in economy with role of financial intermediaries.

Investors are risk taker or risk averter or risk neutral. Investors analyze risk and return based on market information to make investment decisions in capital markets. Investors should conscious about market information of securities trading activities for buying and selling financial assets to create efficient mechanism in stock market. Investors can use such information to make the sound investment decisions only when are conscious about the facts and market information about stock trading.

SEBON is the apex regulatory body of Nepalese stock market has provided limited awareness programs through seminars, training, workshop, campaigning programs etc. The most of stock investors have been lacking timely and reliable market information and are unable to make rational investment decisions for trading-off of return and risk. Growth and development of capital market can be enhanced through the education of stakeholders about investment objectives, risk, return, alternatives, decision making processes, etc. SEBON, NEPSE, Nepal Rastra Bank, Ministry of Finance, brokerage firms, market makers etc. have been playing imperative role for investors' education and awareness in Nepalese stock market (Kadariya et al., 2012). Instability of stock market has raised the question of its effectiveness of various programs in providing education for investors' consciousness for investment in stocks.

In prior studies of investors' consciousness and investment on common stock, investor's consciousness is interchangeably used for terms like investor's awareness, literacy, education, knowledge etc. which help to investors to invest in financial assets in stock markets (Baidhya & Parajuli, 2004); Alessie & Lusardi, 2007; Kadariya et al., 2012; Kakeu, 2017). The role of investors' consciousness is considerable for the development of stock market in developing economy of Nepal. This paper argues that investor's consciousness serves several crucial purposes in stock market.Firstly, it plays watchdog roles for regulatory bodies of stock market to identify potential market anomalies prior to their occurrences. Secondly, it helps investors to choose better investment alternatives available in stock market based on their qualification, income, age, experience, wealth etc. Thirdly, with the prevalence of internet facilities, investor's consciousness becomes more essential to update with investment environment and to assess risks associated in investments. In addition, it plays a role in enhancing investors' skills to protect themselves against fraud and mismanagements. Finally, it helps to maximize in efficient utilization of limited resources for the sound investments.Thus, this paper focuses on investors' consciousness and investment in stock in Nepalese financial market focuses on the research questions of (a) what is the level of consciousness of Nepalese investors investing in the common stock?, (b) do Nepalese investors have easy market access to get market information for making investment in common stocks?, and (c) does market access affect to create investors' consciousness?

Objective of the study

Basic purpose of this paper is to explore investors' opinions about the level of consciousness of individual stock investors to analyze the extent of relationship between investors' consciousness and volume of investment on common stock in Nepalese stock market.

This paper is organized into five sections. Section one deals with introduction of the study including issues and objective of this paper. The following section two briefly summarizes review of various previous theoretical and empirical literature about investors' consciousness (awareness) and investment on common stock. Next section three of this paper deals with research methodology. The section four of this paper presents results and discussion. Finally, section five of this study concludes the results along with the implication of this research.

LITERATURE REVIEW

In the previous study on investors' awareness of investment, Shanmugan (1990) examined factors affecting investment decision. In the study, author focused on investment objective and extent of awareness of the investors about the factors affecting in stock investment decisions. Result of the study has concluded that Indian investors are high risk taker and investors possessed adequate knowledge of government regulations, monetary and fiscal policy. Siller (2000) observed that stock market is managed by market information which directly affects behavior of investors for sound investment decision. The study revealed that several demographics variables such as gender, age, risk tolerance level of individuals etc. are empirically considered to analyze investors' purchasing behavior.

In the survey of investment literacy among online investors; Volpe, Kotel, and Chen (2002) made online survey and argued that online investors should have more knowledge than normal investors to succeed in securities market for rational investment decisions because online investors are more likely to be sounded by financial misinformation and manipulation. The result of study concluded that investors' knowledge varied with people's age, gender, education, experience, and income which affect in investment decisions. Bernheim and Garrett (2003) administered a survey of households on effects of financial education in the workplace and observed that workers' saving choices are indeed affected by employer-based programs of financial education. Baidhya and Parajuli (2004) argued that investors awareness increase amongst public about capital market, regarding nature of risk and return through promotional campaigns, publications, seminars, and programs in frequency modulation and television programs etc. The increase in investors' consciousness helps to get market information for their rationale investment decision.

In the study of investors' competence, trading frequency and home bias; Graham et al. (2005) made telephone survey and revealed that investors who claim to understand investment products, hold more efficient portfolios for their investments. Al-Tamimi (2006) analyzed the most influencing factors for financial decisions and observed that corporate earnings, get rich quickly and stock marketability, past performance of firm's stock, government holdings and creation of organized financial markets are order of importance which affect individual investor's behavior. In addition, religious reasons and family member opinions have the least influencing factors in investment decision. In the study of financial literacy and planning in the implication for retirement well-being, Lusardi and Mitchell (2006) made survey on financial planning and literacy and revealed a negative association between planning for retirement and financial education. Thus, financial education and investors' consciousness (awareness) has no significant effect on financial planning for investors' retirement.

In the study of building a dynamic capital market, Kafle (2007) argued Nepalese stock market is bullish and getting to new peaks and stated numbers of contributing factors out of them investors' awareness on investment profile is one aspect. Major responsibility of securities regulating authorities is to protect investors' right make friendly trading environment in stock market. Development of infrastructure and facilities are other aspects to be considered. Regulators should not provide investment advice and should not recommend for trading of stocks but, regulating authority can circulate timely and reliable information which helps for investors' consciousness level for their sound investment decisions.

Rooij et al. (2007) analyzed survey data and revealed an association between stock holding and financial literacy. Results of study concluded that investors with low financial literacy are less likely to invest in stock which implies that financial literacy makes more conscious to investors to invest for stocks. Bogan (2008) administered a research on stock market participation and internet using panel data on household participation rate and stated an association between stockholding and computer and internet use. It implies that use of computer and internet makes investors more conscious to invest on stock.

In the study of measuring market integrity, Fodor (2008) applied descriptive method and argued that lack of investor's awareness campaigns lead to financial crime in capital market. Further, result shows that increase in security enforcement increases number of arrests. Adversely, result concludes that increases in investor conscious campaigns leads to decrease in financial crime. Al-Tamimi and Kali (2009) examined the relationship between financial literacy and investment decisions using descriptive research design through survey questionnaire and argued that there is a significant relationship between financial literacy and investment decisions which implies that conscious investors are attracted towards stock investment and financial literacy has significant and positive role in stock investment decision.

Sultana (2010) administered an empirical study on Indian individual investors' behavior using chi-square and correlation and revealed that most of the investors have low risk tolerance level and many others have high risk tolerance level rather than moderate risk tolerance level. The study observed a negative correlation between age and risk tolerance level of investor. Finally, result concluded that Television is the media largely influencing investor's awareness for stock investment decision. Christelis et al. (2010) analyzed survey data and argued that policy intervention to improve quality of financial information and investors' awareness depend crucially on the extent to which cognitive abilities affect financial decisions which implies that quality of financial information and investors' consciousness positively affect in investment and financial decisions.

Bennet et al. (2011) examined factors influencing investors attitude towards investing in equity stock based on survey and revealed the most of investors expect stock price to go up to a degree greater than most of their investments. Similarly, if market has gone down, they think it would rebound. If market is up, they think it would go further. In either case, they make investment decision on account of assumption that stock market would give better returns. Chandra (2011) analyzed factors influencing Indian individual behavior in stock market using principle components analysis and found five major factors that affect investment behavior of individual investor in stock market namely prudence and perceptions attitude, conservatism under confidence, informational asymmetry and financial addition. The author concluded that these are the major psychological components seem to be influencing individual investor's trading behavior in Indian stock market.

In the study of factors influencing development of capital markets in a developing economy, Bitok et al. (2014) examined factors influencing development of capital markets using descriptive and inferential research design and revealed that level of knowledge, comprehensive awareness and public education promotes for both supply and demand of securities.

Shivramkrishnan et al. (2017) investigated attitudinal factors, financial literacy and stock market participation using mixed method of qualitative and quantitative data obtained through survey. Data were collected using in-depth interview with investors and financial market experts. Structural equation modeling was used to test the models. Results of study indicate that investment intention predicts actual investments in stock market and financial literacy also found to be significant influence in behavior which affects in decisions about stock market participation.

In the analysis of environmentally conscious investors and portfolio choice decisions, Kakeu (2017) examined the effects of environmental factors affecting investment portfolios decisions in stock markets using various financial economic models and revealed more conscious investors are able to analyze risk premium and stock return. Finding of the study concludes that conscious investors can analyze environment externalities and risk perception for sound investment decision for equity investment in stock markets.

Based on review of earlier studies, it is realized that there is a specific research gap in the area of investors' consciousness and investment on common stock in Nepalese context. Thus, this paper has been administered to explore the investors' opinions about the level of awareness of the stock investors to analyze relationship between investors' consciousness and investment on common stock in Nepalese stock market.

METHODOLOGY

Research design

This paper has applied explorative research designs to analyze relationship between investors' awareness and investment in stock market with various factors affecting in investment decisions. Explorative research design has been employed to assess the opinions, behaviors, characteristics of a given population, to describe profile of respondents, presentation and description of data collection in Nepalese stock market and to explore the relationship between individual investors' consciousness and investment on common stock in Nepalese stock market.

Nature and Sources of Data

This paper is based on primary data sources. Data is collected to understand and analyze views of investors about financial consciousness and stock market participation. Questionnaire survey was made to obtain data about investors' consciousness (education & training, access of market information, understandings, learning expectations etc.), stock market participation etc. A set of structured questionnaires were prepared and distributed to survey the responses of individual investors within Kathmandu valley during the year 2021. One set of structured questionnaire has been used to obtain responses of investors based on multiple choice, ranking scale and Likert scale items. Sample data were collected using convenience sample technique. For this purpose, questionnaires were distributed to investors of common stock in Kathmandu valley.

Population and Sample

In this paper, all individual investors participating in Nepalese stock market are considered as population. Number of population of investors who were participated in stock market is unknown. In this paper, 385 individual investors are considered as sample using convenience sampling technique to collect and analyze data. Data were collected through distribution of structured questionnaire among 500 individual investors who were involving in trading stocks in Nepalese stock market, but only 385 responses were in usable form.

Framework for Data Analysis

After collecting data from respondents, coding procedure was made. This paper has applied SPSS (version 20) to analyze collected data based on responses of investors participated in stock market through structured questionnaire survey. In this study, investors' opinions have been used as percentage of frequency distribution of responses to identify and analyze differences in views based on respondents' characteristics. Descriptive statistics such as average (mean), standard deviation, minimum and maximum values and correlation coefficient have been used. The benchmarks of categorization for each statements and variables are based on level of percentage of investors' consciousness as: (i) highly conscious if benchmark score is above 80, (ii) fairly conscious if benchmark score is 65 to less than 80 percent, (iii) conscious if 50 to less than 65 percent bench mark score and (iv) less conscious if bench mark score is less than 50 percent.

Investor's consciousness is outcome of multiple interacting efforts of investors, issuer companies, stock exchange market, financial intermediaries, media, government etc. which play significant role in investment environment. Investors' exposure on investment communities, economic issues analysis, participation in investment training and workshops, formal education, learning expectations, media coverage, awareness campaigns etc. determine level of consciousness. But, this paper considers consciousness as average of investors' education and training, access to information, understandings of subjects and learning expectations. In this study, cut-off point is average score of investor's consciousness of 50 percent. If investor's score is less than 50 percent, investor is considered as less conscious. The framework to convert categorical responses into numeric value corresponding to investor's conscious is estimated using equation 1.

$$\textit{Investor's Consciousness (IC)} = \frac{(Sum of \text{ `}Yes\text{'} response of ET, AI, US and LE)}{n} \qquad \ldots (1)$$

ET is investor's formal education and training, AI refers investor's access to information, US indicates investor's understanding of subjects, LE refers investor's learning expectation and n is total number of questions. Since, measurement of variable IC is in percentile form and values of all these variables are restricted between zero and one which indicates the level of investor's consciousness lies between zero percent and 100 percent.

RESULT AND DISCUSSION

This section of paper attempts to analyze data associated with investors' consciousness affect investment on common stock in Nepalese stock market. Various factors such as profile of respondents, investors' consciousness, access to market information, descriptive statistics, correlation analysis, t-statistics are applied to analyze the effect of individual investors' consciousness in investment on common stock.

Respondents' Profile

Respondents are investors of common stock in Nepalese stock market. Respondents' profiles based on their personal characteristics are presented in Table 1.

TABLE 1. *Profile of Investors' Personal Characteristics*

Investors' Characteristics	Number (n)	Percentage
Gender :		
Male	305	79.22
Female	80	20.78
Total	385	100.00

Age Group (in years) :		
Less than 20	32	8.31
20 to 40	68	17.66
40 to 60	212	55.07
Above 60	73	18.96
Total	385	100.00
Academic Qualification of Investors:		
SLC and below	08	2,08
Intermediate	33	8.57
Bachelors	218	56.62
Masters and above	126	32.73
Total	385	100.00
Employment Sectors:		
College/campus	54	14.02
Bank/finance	42	10.91
Government office	47	12.21
Private business	193	50.13
Others (individual investor)	49	12.73
Total	385	100.00
Size of Investment (Rs in millions):		
1 and below	75	19.48
1 to 2	197	51.17
2 to 3	62	16.10
More than 3	51	13.25
Total	385	100.00

Source: Field Survey 2021.

Table 1 shows out of total respondents from stock investors, 79.22 percent are male which implies most of investors in Nepalese stock market are male. Similarly, age group of stock investors has been classified into four categories and 55.07percent investors are between the ages of 40 to 60 years. With respect to academic qualification, most of Nepalese investors participating in stock market have qualification of bachelors' degree. Further, survey result shows majority investors are from private business sector. Furthermore, result implies that majority of Nepalese stock investors invest in stock more than Rs 1millions to Rs 2 millions.

Level of Investors' Consciousness

The different level of individual investors' consciousness for investing in common stock in Nepalese stock market is presented in Table 2.

TABLE 2. *Level of Investors'* Consciousness

Investors Consciousness	Highly conscious	Fairly conscious	Conscious	Less conscious	Total
Number (n)	81	198	76	30	385
Percentage (%)	21.04	51.43	19.74	7.79	100.00

Source: Field Survey 2021.

Result presented in Table 2 shows out of total respondents, 51.43 percent individual investors are fairly conscious and 21.04 percent are highly conscious which implies that Nepalese investors are conscious about stock market and stock investment decisions.

Access to Market Information

Nepalese individual stock investors' access to market information for investment decisions are shown in Table 3.

TABLE 3. *Access to Market Information*

Access to market information	Highly access	Fairly access	Satisfactory access	Low access	Total
Number (n)	19	79	203	84	385
Percentage (%)	4.93	20.52	52.73	21.82	100.00

Source: Field Survey 2021.

The result presented in Table 3 shows that 52.73 percent of total investors have satisfactory level of access, 21.82 percent investors have low, 20.52 percent have fairly and remaining have highly access of the market information. This implies that most of investors have access of market information which helps for individual investors to make sound investment decisions.

Descriptive Statistics

This paper has used descriptive statistics to describe and explore investors' consciousness affecting in investment decision on common stock in stock market. Summary of descriptive statistics including number of observations, mean, standard deviation, minimum and maximum values of investors' consciousness and investment on common stock in Nepalese stock market is exhibited in Table 4.

TABLE 4. *Descriptive Statistics of Investors' Consciousness*

Statistics	Mean	Standard Deviation	Minimum	Maximum
Investor consciousness	0.78	0.16	0.51	0.94
Access to market information	0.65	0.21	0.38	0.91
No. of observation	385	385	385	385

Source: Field Survey 2021.

Descriptive statistics in Table 4 shows mean response of investors' consciousness is 0.78 which is greater than cut-off point 0.50 which indicates that Nepalese individual investors have consciousness about market information and investment decisions. The minimum and maximum values of investors' consciousness are 0.51 and 0.94 respectively. Thus, result of this paper implies that individual equity investors in Nepalese stock market are more conscious. The value of standard deviation 0.16 indicates that investors' consciousness has no significant variations. On the other dimension, mean response of equity investors on access to market information is 0.65 which is greater than benchmark and it indicates investors have access of stock market information.

Correlation Analysis

This paper has applied Pearson's correlation coefficient which provides degree of association between two variables. Pearson's correlation coefficient (2-tailed) between investor consciousness and level of investment is 0.63 which shows the positive relationship between two variables and result is significant at 1 percent level. Thus, this paper reveals a significant and positive association between individual investors' consciousness and investment on common stock in Nepalese stock market. This result implies that investors should have more consciousness about stock market information for sound investment decisions.

Contingency Results of Investors' Consciousness and Level of Investments

The different classes of investors' Consciousness and different level of investments with corresponding numbers and percentage are presented in Table 5.

TABLE 5. *Contingency Results of Investors' Consciousness and Level of Investments*

Investor conscious level	Level of investment								Total	
	Below Rs 1 million		Rs 1 to 2 millions		Rs 2 to 3 millions		Above Rs 3 millions			
	No	%	No	%	No	%	No	%	No	%
Highly conscious	16	4.16	41	10.65	13	3.38	11	02.86	81	21.04
Fairly conscious	39	10.13	101	26.23	32	8.31	26	06.75	198	51.43
Conscious	15	3.90	39	10.13	12	3.12	10	03.60	76	19.74
Less conscious	05	01.30	16	04.16	05	1.30	04	01.04	30	07.79
Total	75	19.48	197	51.17	62	16.10	51	13.25	385	100.00

Source: Field Survey 2021.

Results exhibited in Table 5 shows frequencies corresponding to different classes of investors' consciousness with different level of investments in common stocks. Frequencies (numbers) with indication of percentage based on total responses are presented in each category. Investor's consciousness is equally important in each level of investment. Extreme frequencies in cross tabulation show that only 1.04 percent of less conscious investors who invest rupees three millions and above. The survey result explains that majority (51.43%) of fairly conscious investors invest Rs one million to two millions on common stock in Nepalese stock market. This result implies that most of Nepalese individual investors are fairly conscious.

CONCLUSION

Stock market has key role in modern globalized competitive business age for capital formulation by mobilizing idle saving of people for acceleration of financial and economic development. Development and growth of stock market depends on investors' consciousness, market information, and stock investment decisions. This paper has analyzed investors' perception on various factors affecting investors' consciousness and investment on common stock applying explorative research design based on survey structured questionnaire in 2021. This paper has used level of investors' consciousness, access market information, descriptive statistics, correlation analysis and percentage cross tabulation of investors' consciousness and investment level to analyze relationship between investors' consciousness and investment on common stock in Nepalese stock market. Result of this paper shows level of investors' consciousness is above needed level. This paper reveals conscious investors have more chance of holding high volume of common stock which indicates positive relationship between investors' consciousness and level of investment on common stocks. Further, result shows rationale investor need to have good access of stock market information, but, there are problems in easy accessing of market information for the investors to invest in financial assets in Nepalese stock market. Survey result concludes that Nepalese stock market should disseminate sufficient information to the investors in time and various training programs and workshops should be administered to make alert to the investors for their sound investment decisions on common stocks in Nepalese stock markets.

Implications of the Study

This paper concludes that investors' consciousness and access to financial market information are dominant dimensions for individual investors for their investment decisions in Nepalese stock market. Thus, future study could build on contextualized effect of investors' consciousness on investment decisions in financial markets. Finding of this paper can be implicated by investors, securities issuers, brokers, market makers, regulatory bodies, academicians and policy makers. From the policy perspective, greater emphasis is needed on investors' consciousness programs, making access of market information through various training programs, workshops etc. to attract potential investors to make more investors' participation in Nepalese stock market. Similarly, this study is useful to academics in research and teaching learning activities in the field of investment and financial markets to maintain sound investment environment. Findings of this paper would be useful for brokers, market makers and investors to get various financial markets information in making sound investment decisions for efficient utilization of various resources in Nepalese stock market. Finally, results of this paper would be useful to policy makers for the formulation and implementation of various policies and strategies about investment and stock markets.

REFERENCES

Alexander, G. J., Sharpe, W. F., & Bailey, J. V. (2003). *Fundamentals of investments*. New Delhi: Prentice Hall of India Pvt. Ltd.

Al-Tamimi, H. A., & Kali, A. B. (2009). Financial literacy and investment decisions of UAE investors. *The Journal of Risk Finance*, *10* (5), 500-516.

Al-Tamimi, H. (2006). Factors influencing individual investor behavior: An empirical study of the UAE financial markets. *The Business Review, 5 (*2), 225-32.

Baidhya, D., & Parajuli, P. R. (2004). Public offerings of securities. *SEBON Journal*, *1*, 88-92.

Bennet, E., Selvan, M., Indhumathi, G., Ramkumar, R.R., & Karpagam, V. (2011). Factors influencing retail investor's attitude towards investing in equity stock: A study in Tamilnadu. *Journal of Modern Accounting and Auditing*, *7*(3), 316-321.

Bernheim, D., & Garrett, D. M. (2003). The effects of financial education in the workplace: Evidence from a survey of households. *Journal of Public Economics*, *87(7),* 1487-1519.

Bitok, S. K., Tenai J. B., Chenuos, J. K., & Kosgei, N. (2014). Factors influencing the development of capital markets in a developing economy: A case study of Nairobi Securities Exchange in Kenya. *European Journal of Business and Management*, *6*(16), 52-60.

Bogan, V. (2008). Stock market participation and the internet. *Journal of Financial and Quantitative Analysis*, *43*(1), 191-211.

Chandra, A., & Kumar R. (2011). Determinants of individual investor behavior: An orthogonal linear transformation approach. *Retrieved from http://mpra.ub.uniuenchen.de/29722/mp.*

Christelis, D., Jappelli, T., & Padula, M. (2010). Cognitive abilities and portfolio choice. *Journal of European Economic Review*,*54*(1), 18-36.

Fodor, B. (2008). Measuring market integrity: a proposed Canadian approach. *Journal of Financial Crime*, *15*(3), 261-268.

Graham, J. R., Harvey, C. R., & Huang, H. (2005). *Investor competence, trading frequency, and home bias (*Working Paper No. 11426). National Bureau Research Inc.

Kadariya, S., Subedi, P. P., Joshi, B., & Nyaupane, R. P. (2012). Investor awareness and investment on equity in Nepalese capital market. *Banking Journal, 2*(1), 1-15.

Kafle, D. R. (2007). Building a dynamic capital market. *SEBON Journal*, *3*, 2-9.

Kakeu, J. (2017). Environmentally conscious investors and portfolio choice decisions. *Journal of Sustainable Finance & Investment, 7*(4), 360-378.

Lusardi, A., & Mitchell, O. S. (2006). *Financial literacy and planning: Implications for retirement well-being (*Working Paper No. 2006-1). Pension Research Council, University of Pennsylvania, Wharton School, USA.

Rooij, M. V., Alessie, R., & Lusardi, A. (2007). Financial literacy and stock market participation. *Mimeo*, 1-46.

Shanmugan, K. (1990). *Astudy on investor's awareness of investment* (Unpublished Ph. D. thesis) submitted to Bharathiar University, India.

Shiller, R. J. (2000). *Irrational Exuberance*. Princeton: Princeton University Press.

Sivramkrishnan,S., Shrivatava, M., & Rastogy, A. (2017). Attitudinal factors, financial literacy, and stock market participation. *International Journal of Bank Marketing,35*(5), 818-841.

Sultana, S. T. (2010). An empirical study of Indian individual investors' behavior. *Global Journal of Financial Management,2*(1), 19-33.

Volpe, R., Kotel, J., & Chen, H. (2002). A survey of investment literacy among online investors. *Financial Counseling and Planning, 13* (1), 1-13.

कुञ्जिनी खण्डकाव्यमा रसविधान

माया घिमिरे
उपप्राध्यापक
राममणि बहुमुखी क्याम्पस
Corresponding Email: ghimire.maya26@gmail.com

लेखसार

प्रस्तुत लेख कुञ्जिनी खण्डकाव्यमा अन्तर्निहित रसविधानको विश्लेषणमा केन्द्रित रहेको छ । पूर्वीय काव्यशास्त्रको प्राचीन सिद्धान्तका रूपमा रहेको रस सिद्धान्तले काव्यसौन्दर्यबाट प्राप्त आनन्दानुभूतिलाई बोध गराउँछ । यस लेखमा पूर्वीय काव्यशास्त्रमा भरतद्वारा प्रतिपादित रससिद्धान्त अन्तर्गतको रससूत्रमा रससामग्रीका रूपमा रहेका विभाव,अनुभाव,व्यभिचारी भाव र स्थायी भावका आधारमा कुञ्जिनी खण्डकाव्यमा अभिव्यक्त अङ्गी रस र अङ्ग रसको पहिचान गरी खण्डकाव्यको पाठपरक विश्लेषण गरिएको छ । यस लेखमा मूल समस्या र शोध्यप्रश्नको समाधानका लागि गुणात्मक अनुसन्धानमा आधारित पाठविश्लेषणविधि तथा व्याख्यात्मक पद्धतिको प्रयोग गरिएको छ । विश्लेषणका क्रममा कुञ्जिनी खण्डकाव्यलाई प्राथमिक सामग्रीको रूपमा र रससम्बन्धी सैद्धान्तिक सामग्रीलाई द्वितीयक सामग्रीका रूपमा लिइएको छ । कुञ्जिनी खण्डकाव्यमा रसविधानको खोजी गरिएको प्रस्तुत अध्ययनमा भरतको रस सूत्रमा उल्लेख गरिएका रससामग्री (विभाव,अनुभाव, व्यभिचारी भाव र स्थायी भाव) का आधारमा कुञ्जिनी खण्डकाव्यमा अभिव्यञ्जित अङ्गी रस र अङ्ग रसको विश्लेषण गरिएको छ । रससिद्धान्तको प्रायोगिक पक्षसँग सम्बन्धित यस लेखमा खण्डकाव्यमा रहेका रससामग्री अनुकूलका पाठात्मक प्रयोगलाई तथ्याङ्कका रूपमा उपयोग गरी तिनको विश्लेषणका आधारमा यस खण्डकाव्यमा अङ्गी रसका रूपमा करुण रस र अङ्ग रसका रूपमा शृङ्गार,रौद्र,वीर र शान्त रस रहेको निष्कर्ष निकालिएको छ ।

शब्दकुञ्जी:*विभाव,अनुभाव,व्यभिचारी भाव,साधारणीकरण,रसानुभूति ।*

१.विषय परिचय

लक्ष्मीप्रसाद देवकोटा(वि.सं.१९६६-२०१६)द्वारा रचित ‘कुञ्जिनी’(२००२)खण्डकाव्य सामाजिक र सांस्कृतिक भावभूमिको चित्रण गरी लेखिएको खण्डकाव्य हो ।देवकोटाको २६७ पङ्क्तिगुच्छामा फैलिएको यस खण्डकाव्यको विषयवस्तु धादिङ जिल्लाको झिल्टुङ गाउँमा प्रचलित लोककथा र कविकल्पनाको संयोजनमा आधारित छ । देवकोटाको आशुलेखनको प्रमाण बनेको यस खण्डकाव्यमा स्वच्छन्दतावादी प्रणयभाव र आध्यात्मिक रहस्यवादी आत्मचिन्तनलाईभावमय बनाएर प्रस्तुत भएको छ । यस काव्यमा तत्कालीन नेपाली सामन्तवादी समाजका मूल्यमान्यतालाई प्रस्तुत गर्दै आत्मिक प्रेमको अमरतार राष्ट्रप्रेम देखाउने क्रममा करुणरस परिपाकको अवस्थामा पुगेको छ भनेश्रृङ्गार, वीर, रौद्रलगायत अन्य रसहरू अङ्ग रसका रूपमा अभिव्यञ्जित भएका छन् ।रस आस्वादनीय वस्तु हो । सोझो र सरल अर्थमा रस शब्दले त्यस्तो पदार्थ वा गुण

भन्ने बोध गराउँछ जुन आस्वाद्य हुन्छ । साहित्यका सन्दर्भमारसको तात्पर्य काव्यसौन्दर्य र काव्यास्वाद वा काव्यानन्द भन्ने हुन्छ । आलम्बन विभावबाट उद्बुद्ध, उद्दीपन विभावबाट उद्दीपित अनुभावहरूद्वारा व्यक्त अनि व्यभिचारी भावहरूबाट परिपुष्ट पारिएको सहृदयीको स्थायी भाव नै रस हो । अर्को शब्दमासहृदयीका मनमा वासना वा संस्कारका रूपमा सुषुप्त अवस्थामा रहेको रत्यादि स्थायी भावरुपी त्यस्तो आनन्दात्मक चित्तवृत्तिलाई रस भनिन्छ,जुन अनुभाव र व्यभिचारी भावहरूको संयोगबाट परिपक्व र परिपुष्ट अवस्थामा पुगेर निष्पत्ति हुन्छ । प्रस्तुत शोधलेखमा रस निष्पत्ति र रसानुभूतिकामान्यताहरूलाई अवलम्बन गर्दै 'कुञ्जिनी'खण्डकाव्यमा रसविधानको अध्ययन गरिएको छ ।देवकोटाको यस खण्डकाव्यका विषयमा स्वतन्त्र र शोधमूलक अध्ययन पर्याप्त मात्रामा भएका छन् तापनि रसविधानको सैद्धान्तिक पर्याधारका दृष्टिले भने यस खण्डकाव्यको अध्ययन हुन सकेको छैन । यस शोधमा लक्ष्मीप्रसाद देवकोटाका काव्यात्मक प्रवृति तथा कुञ्जिनीखण्डकाव्यका बारेमा गरिएका काव्यतत्त्वगत अध्ययनलाई पूर्वकार्यका रूपमा लिई विषयगत विधिबाट समीक्षा गरिएको छ ।

कुमारबहादुर जोशी (२०४८)को *देवकोटाका कविताकृतिको कालक्रमिक विवेचना* पुस्तकमा २००२ सालका कविताकृति शीर्षकमा'कुञ्जिनीको विवेचना'उपशीर्षकमा देवकोटाको लोककथा र कविकल्पनाको संयोजनमा सिर्जित सामाजिक समस्यामा आधारित तथा दैहिक भौतिकवादी प्रेमलाई भन्दा हार्दिक/आत्मिक प्रेमलाई महत्त्व दिइएको रोमान्टिक तथा प्रगतिवादतर्फ उन्मुख खण्डकाव्यका रूपमा चिनाएका छन् । उनले यस शीर्षकमाकुञ्जिनीखण्डकाव्यमा करुण रस अङ्गी रसका रूपमा र श्रृङ्गार, हास्य,प्रभृति रसहरू अङ्ग रसका रूपमा रहेको नायिकाप्रधान गीतिकाव्यका रूपमा पहिचान दिलाउँदै निम्नवर्गीय पात्र गोरेप्रति उदात्त र पवित्र प्रेम खन्याउने कुञ्जिनीलाई दुई पटक हार्न लगाएरशाश्वत र सच्चा आत्मिक प्रेमलाई विजयी गराएका छन् ।आत्मिक प्रेमको यशोगान गरिएकोयस अध्ययनलेकुञ्जिनी खण्डकाव्यमा अङ्गी र अङ्ग रस रहेको विषयलाई सङ्केत गर्दैकुञ्जिनी खण्डकाव्य रसविधानका दृष्टिले अध्ययनीय सामग्री रहेको पुष्टि गरेको छ ।महादेव अवस्थी(२०६१) ले *लक्ष्मीप्रसाद देवकोटाको खण्डकाव्यकारिता* मा देवकोटाका खण्डकाव्यलाई रस प्रधानताका आधारमा अध्ययन गरी मुनामदन, कुञ्जिनी,आँसु, म्हेन्दू खण्डकाव्यलाई करुण रसप्रधान खण्डकाव्यका रूपमा स्थापित गरेका छन् । उनले यसै पुस्तकमा प्रकृति र मानव मनको तादात्म्य स्थापित गर्ने क्रममा वसन्तकालीन, वर्षाकालीन र शरद्कालीन प्रकृतिलाई मानव मनोविज्ञानसँग सम्बन्धित तुल्याउँदै वसन्तलाई श्रृङ्गारिक मनोविज्ञानसँग,वर्षालाई रौद्रपनसँग र शरदलाई कारुणिक अवस्थासँग अन्तरसम्बन्धित तुल्याउँदै स्वच्छन्दतावादी काव्यकलाले सजिएको वियोगान्त खण्डकाव्यका रूपमा विवेचना गरेका छन् । यस पूर्वाध्ययनले कुञ्जिनीखण्डकाव्य रसविधानअध्ययनका लागि रिक्त रहेको विषयलाई सङ्केत गर्दै काव्यमा अङ्गरस र अङ्गीरसको निर्क्योल गर्नसहयोग पुऱ्याएको छ । विष्णुकुमार खत्री(२०७१)ले *महाकवि देवकोटाका काव्यकृति*पुस्तकमा लक्ष्मीप्रसाद देवकोटाका खण्डकाव्यको विश्लेषण शीर्षकको कुञ्जिनीखण्डकाव्यको विश्लेषण उपशीर्षकमा गोरे र कुञ्जिनीको आत्मिक प्रेमबाट आरम्भ गरी यी दुवैको कारुणिक अन्त्यमा टुङ्ग्याइएको यस खण्डकाव्यमा प्रेमको अप्राप्तिमा पनि नायक, नायिकाले सफलता प्राप्त गरेको कुरा उल्लेख गर्दै सामन्तवादी ठालु सिंहले सन्तानको भावनालाई भन्दा भौतिक सम्पत्तिलाई महत्त्व दिँदा पश्चातापमा पर्नु परेको यथार्थलाई बोध गराएका छन् ।खत्रीको यस पूर्वाध्ययनले आत्मिक प्रेमको अलौकिक चमत्कृत विजय र सामन्तवादी, भौतिकवादी चिन्तनको पराजय देखाइएको यस तर्कले लाक्षणिक अर्थमा खण्डकाव्यको रसविधानलाई सङ्केत

गरेको छ ।राममणि रिसाल(२०३१)ले *नेपाली काव्य र कवि* पुस्तकमा गीति काव्य र गीति काव्यकार शीर्षकको 'कुञ्जिनी'उपशीर्षकमा मुनामदनको वियोगान्त कथाले नेपाली पाठकका आँखाको आँसु ओबाउन नपाउँदै देवकोटाले अर्को वियोगमा टुङ्गिएकोकारुणिक अश्रुकाव्यको रचना गरेको उल्लेख गरीआत्मिक प्रेमको अमरतालाई व्यक्त गरेका छन् । उपर्युक्त पूर्वाध्यायनले रस विधानका दृष्टिले कुञ्जिनीखण्डकाव्य अध्ययनीय कृति रहेको रयसको प्राज्ञिक कार्य गर्न बाँकी रहेको सङ्केत गरेका छन् ।

'कुञ्जिनी'खण्डकाव्य वियोगान्त विषयवस्तुमा आधारित गीतिकाव्य हो ।करुण रस परिपाकको अवस्थामा पुगेको यस खण्डकाव्यलाईभरतको रस सिद्धान्तका उपकरणका आधारमा अध्ययन गरी विषयवस्तुभित्र अन्तर्निहित ज्ञानको नवीन पक्षलाई समुद्घाटन गर्नु आवश्यक छ । यसरी गरिएको अध्ययनबाट 'कुञ्जिनी'खण्डकाव्यको ज्ञानको परम्परामा नवीन र मौलिक योगदान पुग्ने भएकाले यस खण्डकाव्यलाई रसविधानका दृष्टिले अध्ययन गर्नु यस अध्ययनको मूल समस्या हो ।यही मूल समस्यासँग सम्बद्ध भई आउने शोध्य प्रश्नहरू यस प्रकार रहेका छन् :

(क) 'कुञ्जिनी'खण्डकाव्यमा अभिव्यक्त रस विधानको पृष्ठभूमि के हो ?

(ख) 'कुञ्जिनी'खण्डकाव्यमा अङ्गी रसका रूपमा करुण रसको अभिव्यक्ति कसरी भएको छ ?

(ग) 'कुञ्जिनी'खण्डकाव्यमा अङ्ग रसको अभिव्यक्ति कसरीभएको छ ?

यो लेख 'कुञ्जिनी' खण्डकाव्यमा रसविधानको विश्लेषण र अर्थापन गर्ने समाधानमा केन्द्रित छ । प्रस्तुत लेख पूर्वीय काव्यचिन्तन अन्तर्गतको रसविधानको अध्ययनका साथै तद्विषयक प्रायोगिक पक्षको प्राज्ञिक औचित्य पुष्टि गर्ने उद्देश्यमा केन्द्रित छ । खण्डकाव्यमा रसविधानको अध्ययन र कुञ्जिनी खण्डकाव्यमा अङ्गी रस र अङ्ग रसको विश्लेषण गरिएको यस लेखले 'कुञ्जिनी' खण्डकाव्यका माध्यमबाट भावी अध्येताका लागि मार्गनिर्देश गर्ने प्राज्ञिक उद्देश्यको परिपूर्ति गरेको छ । उपर्युक्त तीन समस्यामा केन्द्रित भई 'कुञ्जिनी'खण्डकाव्यमा रसविधानको अध्ययनमा गर्नु यस लेखको क्षेत्र हो भने अन्य क्षेत्रमा प्रवेश नगर्नु यसको सीमा हो ।

२.सैद्धान्तिक पर्याधार

भारतीय काव्य परम्परामा रससिद्धान्तसर्वाधिकप्राचीन, प्रधान र शक्तिशाली काव्यचिन्तनका रूपमा स्थापित छ ।संस्कृत काव्यपरम्परामा रस शब्दले भिन्दाभिन्दै चार प्रकारका व्युत्पत्तिगत अर्थ बोध गराए तापनि रसित हुनु वा आस्वादित हुनु नै काव्यरस हो (भट्टराई,२०७७,पृ.९७)। प्राचीन भारतीय वाङ्मयमा रसलाई पदार्थको रस, आयुर्वेदको रस,मोक्ष वा भक्तिको रस र साहित्यको रस गरी मुख्यतः चार वटा अर्थमा प्रयोग गर्ने गरिएको छ (नगेन्द्र,सन् १९७४,पृ.२) । काव्यलाई आनन्दमयी चेतनाप्रदान गर्ने काम साहित्यको रसले गर्दछ । यो कवि,वस्तु र सहृदयको त्यस्तो संयोजन हो जसमा कविले आफ्नो अनुभूतिलाई संवेद्य बनाउँछ ,वस्तु अनुभूतिका रूपमा प्रस्तुत हुन्छ र सहृयले कविको यही संवेद्य अनुभूतिलाई ग्रहण गर्दछ (नगेन्द्र,सन् २०१२,पृ.५४) । यसरी काव्यमा रसले मानव अनुभव र अनुभूतिलाई सबल बनाएर आनन्द प्रदान गर्दछ । जसलाई केशवप्रसाद उपाध्यायले यसरी पुष्टि गरेका छन् :"काव्यबाट प्राप्त रस त्यस्तो आह्लादकारी रमणीय अनुभूतिसँग हुन्छ जसको आस्वादन सहृदयीका संवेदनशील हृदयले मात्र गर्न सक्छ"(उपाध्याय,२०६७,पृ.१८)।यसरी काव्य पढेर,

सुनेर,अभिनय हेरेर दर्शक/पाठक/श्रोतालाई जुन किसिमको आनन्दको अनुभूति हुन्छ त्यही आनन्दानुभूति नै रस हो ।भरतले रसलाई विभाव,अनुभाव र सञ्चारीभावको सम्योगबाट निष्पन्न वस्तुका रुपमा चिनाएपछि रस काव्यशास्त्रको केन्द्रीय विषय बनेर एउटा सशक्त काव्यसिद्धान्तका रूपमा विकसित भएको हो । भरतका उत्तरवर्ती आचार्यहरूले रसलाई काव्यको आत्मा मान्दै ब्रह्मानन्द सहोदरका रूपमा पहिचान गराएका छन् । गोविन्दप्रसाद भट्टराईले काव्यको भावमा रसको पूर्वरूप अन्तर्निहित हुने र दर्शक वा पाठकको अन्तरआत्मामा संस्कारका रूपमा स्थायी भाव रहने (भट्टराई,२०७७,पृ.९९)उल्लेख गरेका छन् । उनका अनुसार बाह्य वस्तु वा व्यापारको बिम्बघातद्वारा भाव उद्बुद्ध हुँदा जब अन्य भाव उत्पन्न हुन्छन् र ती भाव सत्व गुणको प्रधानताले बाह्य वस्तुमाआश्रित नभई आत्मामा रहन्छन् तब ती रसकहलिन्छन् (भट्टराई,२०७७,पृ.१००) । नारायणप्रसाद गड्तौलाले ‘पूर्वीय काव्यशास्त्रको प्रायोगिक पद्धति’ मा फरक ढङग्ले रसास्वादनसम्बन्धी धारणा प्रस्तुत गरेका छन् । उनले भरतको रस सूत्रमा उल्लेख गरिएका विभाव र अनुभावलाई लौकिक बाह्य तत्त्व र सञ्चारी तथा स्थायी भावलाई लौकिक आन्तरिक तत्त्वका रूपमा रहने कुरालाई प्रकाश पार्दै यी दुबै तत्त्वको साधारणीकृत भएपछि मात्र रसास्वादन गर्न सकिने विषय (गड्तौला,२०७७,पृ.५०) उल्लेख गरेका छन् । वास्तविक सन्दर्भमासाहित्यको भाव पक्षसँग सम्बन्धित रसलाई शब्द र अर्थद्वारा विभावादिको संयोगबाट अभिव्यक्त भएर आस्वादनको विषय बन्ने व्यङ्ग्यार्थमय आह्लाद विशेष नै हो (उपाध्याय,२०६७,पृ.२०) । उपाध्यायको यस परिभाषाले पनि भरतको रससूत्रमा उल्लेख गरिएका विभाव, अनुभाव र व्यभिचारी भावको संयोजनबाट अभिव्यक्त हुने आह्लादकारी व्यङ्ग्यार्थ विशेष रसका रूपमा अभिव्यक्त हुने कुरामा सहमति जनाएका छन् ।यस अर्थमा साहित्यमा रस शब्दले रसिलो, चखिलो,स्वादिलो भन्ने अर्थ बोध गराउँछ । साहित्यमा प्राप्त रसले आनन्द प्रदान गर्ने हुनाले यसलाई आनन्दको प्रतीक वा पर्यायवाची शब्दका रूपमा पनि उल्लेख गरिएको छ । रसलाई भानुभक्त पोखेलले *सिद्धान्त र साहित्य*पुस्तकमा काव्य पढ्दा ,सुन्दा र नाटकको अभिनय हेर्दा हामीलाई जुन किसिमको आनन्दानुभूति हुन्छ, त्यही आनन्द नै रस हो भनेका छन् (पोखेल,२०५९,पृ.४) । यस्तो काव्यबाट प्राप्त हुने रसलाई सहृदयीले मात्र बोध गर्न सक्छन् ।

पूर्वीय काव्य परम्परामा रसलाई प्रधानता दिने र चर्चा गर्ने कार्य भरतमुनि पूर्वदेखि भएतापनि साहित्यशास्त्रमा यसलाई पूर्ण प्रतिष्ठा र सम्मान दिलाउने रसवादी आचार्य आनन्दवर्धन,अभिनव गुप्त,मम्मट,विश्वनाथ र जगन्नाथ हुन् । आचार्य आनन्दवर्धनले व्यङ्ग्यार्थका सापेक्षतामा रसलाई अर्थ्याए तापनि ध्वनिकाव्यका भेदहरूमध्ये रसध्वनि बढी रमणीय हुने कुरा उल्लेख गरी रसलाई महत्त्व दिएका छन् (नगेन्द्र,सन् २०१२,पृ.३७) भने रसलाई मनोवैज्ञानिक स्वरूप दिएर यसको विषयीगत व्याख्या गर्ने काम पनि उनले गरेका छन् ।आचार्य विश्वनाथले पनि भाव र रसलाई एक अर्काका पूरक मान्दै रसिलो वाक्यलाई काव्य मानेका छन् र विभाव आदिबाट प्राप्त रस ब्रम्ह नै त होइन तर ब्रम्हको सहोदर हो भनेका छन् । यो (रस) अलौकिक र चमत्कारिक हुन्छ । यस्तो रस अनुभूति र संवेदनाबाट उत्पन्न हुन्छ र यो आस्वाद्य हुन्छ । आचार्य मम्मटले विभावानुभावको सहृदयीका मनमा सुषुप्त अवस्थामा रहेको स्थायी भावसँग संयोग हुँदा निष्पत्ति हुने भावलाई नै रस मानेका छन् । मम्मटको यो धारणा पनि विषयपरक रहेको छ ।उनले आफ्नो ग्रन्थ काव्यप्रकाशमा काव्यको रसास्वादनमा व्यक्तिका सबै प्रकारका व्यक्तिगत भावना अन्त्य भई असीमित आनन्दानुभूति हुने विषय उल्लेख गर्दै आत्मानुभवका स्वरूपमा रसास्वादनको पकिया तिर्खाएको अवस्थामा सर्वतको सेवनले शरीरका अङ्गअङ्गमा शीतलताले स्पर्श गरेजस्तै रसास्वादनबाट पनि बह्मानन्दको आनन्द प्रदान गर्दछ जुन अलौकिक

हुन्छ (मम्मट,२०४२,पृ.१०८९) भनेका छन् ।निष्कर्षतः रस भनेको सहृदयीका मनमा वासना वा संस्कारका रूपमा सुषुप्त अवस्थामा रहेको रत्यादि स्थायी भाव सशक्त हुँदा हुने आनन्ददायक चित्तवृत्ति हो । यसरी काव्यको आस्वादन गर्दा लोकोत्तर चमत्कारले युक्त ब्रह्मानन्द सहोदरको आनन्दानुभूति नै रस हो । रसानुभूतिबाट प्राप्त आनन्द,अखण्ड,विलक्षण,अनिर्वचनीय र अलौकिक हुन्छ ।

आचार्य भरतमुनिले विभाव,अनुभाव र व्यभिचारी भावको संयोगबाट रसको निष्पत्ति हुन्छ भनेका छन् (विभावानुभावव्याभिचारीसंयोगाद्रसनिष्पत्ति : नाट्यशास्त्र, अध्याय ६)। भरतको यही रससूत्रमा उल्लेखित निष्पत्ति शव्दको अर्थ उत्पत्ति, अनुमिति, भुक्ति र अभिव्यक्ति तथा संयोगात्को अर्थ उत्पादकत्व, ज्ञापकत्व, भावकत्व र व्यञ्जकत्व हो भनी उनका उत्तरवर्ती आचार्यहरू भट्टलोल्लट, शङ्कुक, भट्टनायक र अभिनवगुप्तले कमशः रसलाई उत्पादन गरिने, अनुमान लगाइने, भोग गरिने, अभिव्यक्त हुने कुरा हो भनेका छन् ।यी आचार्यहरूमध्ये पनिअभिनवगुप्तले रस उत्पन्न हुने, अनुमान लगाउने, भोग गरिने विषयगत नभई यो त आत्माबाट अभिव्यक्त हुने कुरा हो भनेका छन् । उनले रसको सम्बन्ध आत्मासँग हुने र विभावादिका कारण व्यक्तिको अन्तस्करणमा वासनाका रूपमा अभिव्यक्त जुन मनोविकार विशेष छ त्यो व्यञ्जनाको अलौकिक विभावन व्यापारद्वारा जागृत हुन्छ र सुखदुःखादिको अनुभूति आत्मामा हुन्छ । त्यही नै रसाभिव्यक्ति वा रसनिष्पत्ति हो (भट्टराई,२०७७,पृ.१०३) भनेका छन् । यहीअभिनवगुप्तको अभिव्यक्तिवादलाई उनका उत्तरवर्ती आचार्यहरू मम्मट, विश्वनाथ, पण्डितराज जगन्नाथलगायतका आचार्यहरूले समर्थन गरेका छन् ।भरतका उत्तरवर्ती आचार्यहरूले भरतको रससूत्रमा उल्लेख भएका विभाव,अनुभाव, व्याभिचारी भाव र स्थायी भावलाई रसका उपकरण मानेका छन् । मानिसको हृदयमा स्थिर रूपमा रहेका चित्तवृत्ति नै स्थायी भाव हुन् । भरतको रससूत्रलाई निम्नानुसार विमर्श गरीकुञ्जिनी खण्डकाव्यमा अन्तर्निहित अङ्ग रस र अङ्गीरसको विश्लेषण गरिएको छ ।

२.१ विभाव

मानवीय मनमा रहेका भावहरूलाई प्रस्फुटित पार्ने वा ब्युँझाउने तत्त्वलाई विभाव भनिन्छ । आचार्य भरतले वाचिक, आङ्गिक एवं सात्विक अभिनयद्वारा दर्शकको हृदयमा काव्यार्थको भावन गर्ने तत्त्वलाई विभाव भनेका छन् (गौतम,२०५५,पृ.६८८) ।विभावले मानवीय मनमा रहेका रति,शोक ,उत्साहजस्ता स्थायी भावलाई व्युँझाउने काम गर्दछ । यो भाव सम्प्रेषणको माध्यमका रूपमा रहेको छ । विभाव पनि आलम्बन र उद्वीपन गरी दुई किसिमका छन् । काव्य कृतिमा वर्णित जुन पात्र वा वस्तुका कारणले सहृदयीका मनमा रहेका रति, शोक जस्ता स्थायी भावलाई ब्युँझाउने काम गर्दछ ,त्यो विभाव हो । विभाव पनि आलम्बन र उद्दीपन गरी दुई प्रकारका छन् । विभावकै कारण रसपरिपाकको अवस्थामा पुगेको हुन्छ ।

२.१.१ आलम्बन विभाव

काव्य कृतिमा वर्णित जुन पात्र वा वस्तुका कारण सहृदयीको मनमा वासना वा संस्कारका रूपमा रहेको स्थायी भाव रसका रूपमा व्यक्त हुन्छ त्यसलाई आलम्बन विभाव भनिन्छ ।जसलाई लक्ष्य गरेर स्थायी भाव अङ्कुरित हुन्छ त्यसलाई विषयालम्बन भनिन्छ भने जुन व्यक्तिमा स्थायी भाव उत्पन्न हुन्छ त्यसलाई

आश्रयालम्बन भनिन्छ (उपाध्याय,२०६७,पृ.२९) । काव्यमा वर्णित नायक,नायिका वा पात्रहरू आलम्बन विभाव हुन् ।

२.१.२ उद्दीपन विभाव

काव्यकृतिमा वर्णित त्यस्ता व्यक्ति, वस्तु, दृश्य, परिवेश आदिलाई उद्दीपन विभाव भनिन्छ जसले सहृदयीका मनमा वासना वा संस्कारका रूपमा सुषुप्त अवस्थामा रहेका स्थायी भावलाई उद्दीप्त पार्ने काम गर्छ ।रसलाई आस्वादनीय रूपमा उकास्ने ,उत्प्रेरित गर्ने चेष्टा आदि पक्षहरू उद्दीपन विभावअन्तर्गत पर्दछन् (एटम,२०६१,पृ.५८)।

२.२ अनुभाव

आलम्बन र उद्दीपन विभावका माध्यमबाट मानवीय मनमा उत्पन्न हुने भावलाई शरीरका विभिन्न अङ्गवा चेष्टाका माध्यमबाट प्रस्तुत गर्ने भाव नै अनुभाव हो । विभाव पछि उत्पन्न हुने भाव विशेष हुनाले यसलाई अनुभाव भनिएको हो(थापा,२०७३,पृ.२१९) ।विभावद्वारा भावको अनुभूति भएपछि देखापर्ने चेष्टा वा कार्य अनुभाव हो ।स्थायी भाव उद्दीप्त भएपछि त्यसको आश्रयमा देखिएर स्थायी भावलाई बाहिर प्रकाश गर्ने व्यापारहरू अनुभाव कहलाउँछन् । (सिग्देल,२०५८,पृ.१४९) विभावरुपी कारणद्वारा हुने कार्यका रूपमा रहेको अनुभाव पनि कायिक,वाचिक,आहार्य र सात्विक गरी चार प्रकारका छन् ।विभावद्वारा भावको अनुभूति भएपछि पात्रमा देखापर्ने शारीरिक चेष्टा,कायिक,वार्तालाप आदि वाचिक, मनोभावानुकूल, अलङ्कार, भेषभूषा आदि आहार्य र भावलाई बाह्य रूपमा प्रकाशित गर्ने स्तम्भ, कम्प, अश्रु,रोमाञ्च आदिजस्ता मानसिक आवेग एवम् तद्जन्य स्वाभाविक अङ्गविकार सात्विक अनुभाव हुन् ।

२.३ व्यभिचारी भाव

सहृदयी पाठक,दर्शक,श्रोताका मनमा अन्तर्निहित हर्ष,ग्लानि,आवेगजस्ता क्षणमै देखिने र हराउने अस्थिर प्रवृतिका भाव व्याभिचारी भाव हुन् । यो भाव रसको सहकारी तत्त्व हो र यसले अभिनयको क्रममा उठेका निर्वेदादि भावलाई रस परिपोषकको तहमा पुऱ्याउने गर्दछ । लज्जा, औत्सुक्य,निर्वेद ,आवेग ,श्रम ,मद,जडता, उग्रता, मोह,गर्व,आलस्य आदि गरी व्याभिचारी भाव ३३ प्रकारका छन् ।

२.४ स्थायी भाव

मानव मन भावना र संवेगको भण्डार हो । मानव हृदयमा यी संवेगात्मक भावहरू अनुभाव , वासना वा संस्कारका रूपमा रहेका हुन्छन् । यसरी मानवीय हृदयमा सुषुप्त अवस्थामा वासना वा संस्कारका रूपमा रहेका रति,उत्साह, क्रोध, भय आदि भावहरू स्थायी रूपमा सम्बद्ध भएर रहेका हुन्छन् । यिनै भावलाई स्थायी भाव मानिन्छ । हरेक रसका एकएक वटा स्थायी भाव रहेका हुन्छन् । आलम्बन तथा उद्दीपन विभावले यी स्थायी भावलाई व्युँझाई रसानुभूतिको अवस्थामा पुऱ्याउँछन् र यिनै स्थायी भावबाट रसको निर्धारण गरिन्छ ।

आचार्य भरतले संयोगात् र निष्पत्ति शब्दको विशेष व्याख्या नगरेका हुनाले उनका उत्तरवर्ती आचार्यहरूले रससूत्रमा उल्लेख गरिएका यी दुई शब्दका भिन्नभिन्न व्याख्याका आधारमा रसको परिभाषा अलग ढङ्गले गरेका छन् । रससूत्रका प्रथम व्याख्याता मीमांसक भट्टलोल्लटले रसलाई विभावादिको कार्य मान्दछन् । उनले 'निष्पत्ति' शब्दको अर्थ 'उत्पत्ति' र 'संयोगात्'को अर्थ 'कार्यकारण' सम्बन्ध भन्ने निर्धारण गरेका छन् ।लोल्लटले उत्पत्तिवादमा रसको उत्पत्ति नायकको अनुकार्यमा हुने र दर्शकले आरोपबाट रसानन्द लिने तर्क राख्छन् (सिग्द्याल,२०५८ पृ.१४५)। लोल्लटको व्याख्यानुसार विभावादिद्वारा उत्पाद्य अनुभावादिद्वारा गम्य र सञ्चारी भावद्वारा पोष्य वस्तु रस हो । उनले रस नटनटीको अनुकार्यमा हुन्छ भनेका छन् । रससूत्रका दोस्रा व्याख्याता नैयायिक श्री शङ्कुकले 'निष्पत्ति' शब्दको अर्थ 'अनुमिति' र 'संयोगात्' को अर्थ अनुमाप्यअनुमापक लगाएका छन् । उनले विभावादिलाई अनुमापक र रसलाई अनुमाप्यका रूपमा पहिचान दिलाएका छन् ।नैयायिक शङ्कुकको अनुमितिवादले अनुमाप्य रतिआदि स्थायी भावलाई प्रेक्षकले आत्मा अन्तस्करणका भावसँग तादात्म्य पारेपछि रसास्वादन हुने कुरामा जोड दिन्छ (उपाध्याय,२०७३,पृ.३९) । भरतको रससूत्रका तेस्रा व्याख्याता साङ्ख्यदर्शनका अनुयायी भट्टनायकले' निष्पत्ति' शब्दको अर्थ 'भुक्ति' र 'संयोगात्' शब्दको अर्थ भोज्यभोजक निर्धारण गरेका छन् ।उनलेअविधावृत्तिद्वारा वाच्यार्थको बोध भएपछि भावाकत्व व्यापारबाट विशिष्ट भावको साधारणीकरण हुन्छ र भोजकत्व व्यापारबाट दर्शकले आफ्नै भाव ठानी त्यसको भोग गर्दछ भन्ने ठान्दछन् (गौतम,२०५५,पृ.६९०) । भोजकत्वको अवस्थामा पुगेपछि रजोगुण र तमोगुण नष्ट हुन्छन् र सत्व गुण बाँकी रहन्छ । यही सत्व गुण उत्कर्षमा पुग्दा दर्शक/पाठकका लागि भोगका रूपमा प्राप्त हुन्छ । यही भुक्तिवादको मान्यताका आधारमा भट्टनायकले साधारणीकरणको मान्यता अघि सारेका छन् जुन रसास्वादनसँग सम्बन्धित छ ।भरतको रससूत्रका अन्तिम व्याख्याता अभिनव गुप्तले 'अभिनवभारती' र 'ध्वन्यालोक लोचन' दुवै ग्रन्थमा आफ्ना रससम्बन्धी मान्यतालाई विमर्श गरेका छन् । गुप्तले रससूत्रमा प्रयुक्त 'निष्पत्ति' शब्दको अर्थ 'अभिव्यक्ति' र 'संयोगात्' शब्दको अर्थ व्यङ्ग्य -व्यञ्जक निर्धारण गरी विभावादिलाई व्यञ्जक र रसलाई व्यङ्ग्यका रूपमा उल्लेख गरेका छन् । रस र विभावादिका बीच कार्य-कारण सम्बन्ध स्थापित गर्दै गुप्तले विभावादिको पाठक/दर्शक/श्रोताका वासना वा संस्कारका रूपमा रहेका स्थायी भावसँग संयोग हुन्छ र रस अभिव्यक्त हुन्छ भनेका छन् (उपाध्याय,२०६७,पृ.४६) ।जसरी माटाका भाँडामा पानीको संयोग हुँदा माटाको निजी गन्ध अभिव्यक्त हुन्छ त्यसैगरी मानवीय मनमा स्थायी भावहरू विभावादिका कारण रसका रूपमा परिणत हुन्छन् र यसै अवस्थामा सहृदयीले काव्य/नाटक पढेर/हेरेर/सुनेर काव्यगत विषयसँग हार्दिक तादात्म्य स्थापित गर्दछन् र रस साधारणीकरणको अवस्था सिर्जना हुन्छ ।

साधारणीकरण रसवादको मेरूदण्ड हो ।यसले विशिष्टलाई सामान्य बनाउँछ र भावलाई सार्वजनिक गराउँछ (उपाध्याय,२०६७,पृ.५५)।साधारणीकरण भनेको काव्यगत विषयसित सहृदयहरूको हार्दिक ,तादात्म्य स्थापित हुनु हो,व्यक्तिगत राग,द्वेषबाट हटेर निर्वेद अवस्थामा पुग्नु हो अथवा विशेष सामान्यमा परिणत हुनु हो(पोखेल,२०५९,पृ.५) ।अभिनव गुप्तले साधारणीकरणका दुई स्तर देखाएका छन् जसमा पहिलो स्तरमा विभावादिको व्यक्ति विशिष्ट सम्बन्ध समाप्त हुन्छ भने द्वितीय स्तरमा सामाजिकको व्यक्तित्व बन्धन समाप्त हुन्छ । यसरी साधरणीकरणका कारण काव्यको मूल भावसँग दर्शक,पाठक वा श्रोताको भाव एकाकार हुन्छ र भावको समान्वीकरण हुन्छ ,यो रस निष्पत्तिको एउटा हिस्सा हो र रसानुभूतिका सन्दर्भमा यसको महत्वपूर्ण भूमिका रहन्छ । साधारणीकरण मार्फत् कृतिमा अन्तर्निहित मूल भावसँग दर्शक/पाठकको तेरो र मेरोको भाव

समाप्त हुन्छ र रसानुभूति हुन्छ (एटम,२०७४,पृ.२६०) । यसैले रसानुभूतिको निम्ति विभाव, अनुभाव र सञ्चारीभाव आदिको औचित्यपूर्ण ढङ्गले प्रवर्तन हुनुपर्छ भन्ने मान्यता रसवादीहरूको रहेको छ । उपर्युक्त सैद्धान्तिक पर्याधारका आधारमा कुञ्जिनीखण्डकाव्यको अङ्गी रस र अङ्ग रसको विश्लेषण गरिएको छ ।

३.सामग्री विश्लेषण र नतिजा

'कुञ्जिनी' (२००२) खण्डकाव्य लक्ष्मीप्रसाद देवकोटाको सामाजिक समस्यामा आधारित आत्मिक प्रेमको वियोगलाई देखाइएको खण्डकाव्य हो । यस खण्डकाव्यमा देवकोटाले तत्कालीन नेपाली समाजको सामन्तवादी समाज व्यवस्थामा अन्तर्निहित परम्परित सोंच र आदर्शवादी राष्ट्रप्रेमका कारण आत्मिक प्रेममा बाधा उत्पन्न भएको उल्लेख गर्दै नायक, नायिकाको दु:खान्तमाकाव्यको अन्त्य गरेका छन् । आत्मिक प्रेमको अमरताको अनुभूति गराउन धादिङको झिल्टुङबासीको लोककथालाई आधार मानेर करुण रसलाई परिपाकमा पुऱ्याइएको छ । गोरे र कुञ्जिनीको आत्मिक प्रेमको अमरतालाई प्रस्तुत गरिएको यो काव्य एक रातमा रचिएको देवकोटाको आशुकवित्वको उपज हो । जम्मा ८७ पृष्ठ र २७ खण्डको आयाममा फैलिएको यस खण्डकाव्यमा आख्यानको आरम्भ गोरे र कुञ्जिनी भेडा चराउने र घाँस काट्ने क्रममा आत्मिक प्रेममा बाँधिएको घटनाबाट भएको छ भने कुञ्जिनीको बाबु ठालुसिंहले विपन्न वर्गको गोरेलाई छोरी दिन अस्वीकार गरेको घटनासँगै अगाडि बढेको कथानक एक दिन मामाघरबाट फर्कंदै गरेकी कुञ्जिनीलाई कोल्पू खोलाले बगाएर लैंजाने क्रममा गोरेले हाम फालेर बचाएको र छोरीको प्राण बचाउने गोरेलाई कुञ्जिनी विवाह गरेर दिने ठालुसिंहको निर्णयसम्मका घटनाहरू कथानकको आदि भागमा पर्दछन् भने अचानक राष्ट्रको माग अनुसार गोरे जर्मनको धावामा युद्धमा सरिक हुनु, यता ठालुसिंहले कुञ्नीलाईगोरे फर्केर आउने सम्भावना नभएकाले लखन लेप्टेनको छोरा सेतेसँग विवाह गरिदिने कुरा टुंङ्याउनु, कुञ्जिनीले बाबुको विचारमा सहमति जनाउन नसक्नु , बजरिस्तानमा पठानसँग लड्दालड्दै गोली लागेर गोरले प्राण त्याग गर्नु जस्ता घटनाहरू मध्य भागमा घटेका छन् भने कुञ्जिनीले लखन लेप्टेनको छोरा सेतेसँगको विवाह अस्वीकार गरी विवाहकै दिन गोरेलाई सम्झदै ऊसँगको पुनर्मिलनमा विश्वस्त कुञ्जिनीले त्रिशूलीमा हाम फालेर मर्नु, ठालुसिंह पश्चातापमा पर्नु र कोल्पू नदीको किनारामा एउटा रुखमुनि रातिमा जोडी छाया देखिने लोकविश्वासको संयोगान्तभाससँगै आख्यान सन्दर्भ टुङ्गिएको छ । यही बिछोडको दु:खान्त घटनाले खण्डकाव्यमा कारुणिक भाव परिपक्व अवस्थामा पुगी शोक स्थायी भाव अभिव्यक्त भएको छ ।

३.१ अङ्गी रसको विश्लेषण

'कुञ्जिनी' खण्डकाव्यमा अन्तर्निहित रस विधानको विश्लेषण गर्ने क्रममा अङ्गी रस (करुण) र अङ्ग रस(श्रृङ्गार, वीर,रौद्र र शान्त) लाई रससामग्रीका आधारमा पुष्टि गरिएको छ । साहित्यिक कृतिमा रहेको मूल वा केन्द्रीय रसलाई अङ्गी रस भनिन्छ । यो खण्डकाव्यमा आरम्भदेखि अन्त्यसम्म करूण रस अङ्गी बनेर आएको छ । यो अङ्गी रससँग अन्य सहकारी रसहरू पनि आएका छन् । यो रस काव्यकोमूल भावसँग सम्बन्धित छ । कुनै पनि कृतिमा अङ्गी रसको निर्क्योल गर्दा कृतिमा मुख्य भाव कुन हो रकृतिमा कुन रस परिपाकको अवस्थामा उत्कर्षमा पुगेको छ त्यसका आधारमा यसकोअध्ययन गरिन्छ । साहित्यिक कृतिमा मूलत : शृङ्गार ,करुण र वीर कुन चाहिँ भावलाई प्रकाश पारिएको छ त्यसका आधारमा अङ्गीरसको निर्क्योल गरिन्छ

।कुञ्जिनी खण्डकाव्यमा नायक ,नायिकाको आत्मिक प्रेम अन्त्यमा मृत्युमा पुगेर टुङ्गिएको वियोगको भावलाई अभिव्यञ्जित गरिएको छ जसले दर्शक/पाठक/श्रोतालाई कारुणिक अवस्थामा पुऱ्याएको छ । नायक/नायिकाको कारुणिक भावमाथि प्रकाश पारिएको यस काव्यमा शोक स्थायी भावका रूपमा अभिव्यञ्जित भएको छ । रस सामग्रीका आधारमा यस काव्यमा अन्तर्निहित अङ्गी रसको विश्लेषण यसरी भएको छ :

३.२.१ विभाव

कुञ्जिनी खण्डकाव्यमा शोक स्थायी भाव निष्पत्ति गर्ने कारणका रूपमा नायक र नायिकाको दुःखद् अन्त्य रहेको छ । काव्यमा विषयालम्बनका रूपमा नायिका कुञ्जिनी रहेकी छ भने आश्रयालम्बनका रूपमा गोरे रहेको छ । विषयालम्बन प्रभावक र आश्रयालम्बन प्रभावित भएको छ। खण्डकाव्यमा विषयालम्बनका रूपमा रहेकी नायिका कुञ्जिनीले गोरेको आदर्शवादी राष्ट्र प्रेम (पौरुषपूर्ण महत्वाकाङ्क्षा) र बाबुको सामन्ती तथा व्यवहारवादी निर्णयसँग हारेर अन्त्यमा शरीरको बलिदानद्वारा हार्दिक आत्मिक प्रेममा विजयी बनेकी छ भने कुञ्जिनीमा उत्पन्न आत्मिक पीडाको कारण काव्य नायक गोरे प्रभावित भएको छ । गोरे आँखाभरि देश र मुटुभरि कुञ्जिनीलाई सजाएर बजरिस्तानमा पठानहरूसँगको युद्धमा होमिएको छ । यसको पुष्टि यसरी भएको छ :

कुञ्जिनीलाई जरो आयो, ओछ्यानमा परिन् ।
भोलि जाने दिन भो राउत,
कठैबरा ! मरिन् हजुर , जिउँदै कठै मरिन् । (कुञ्जिनी,पृ.३५)
कसरी खप्ने औंसीको शून्ने, आँसुमा फुटेर ।
हृदय मेरो छरिन्छ प्यारा टुक्रा भई टुटेर ।
आँखा भो पानी, दुःख भो थोपा छातीको पहाड ।
विरह बादल गर्जेर रोयो भन्दछिन् नछाड ।
पीर्तिका दिललाई हे निठुर दैव ! विजोग नपार ।
छटक्क पार तरवारले कालको छिनेर टुक्पार । (पृ.३९-४०)
नेपाल बारी तिमी हौ फूल मेरो आत्मा भंवरो भुन्भुने ,
यो हंस मेरो लाएर फेरो वरिपरि सधैं छ गुन्जने , (पृ.३७)
गोरेले सम्झ्यो कुञ्जिनी गोरी कोल्पूको किनारा
कमलको रोगन फूलको जीवन वैलेका बेचारा । (पृ. ५०)
बैंशको धनु फूलको वाण मुटुको चिरा छ ,
कोल्पूको तिर पखेटा ढल्काई बसेको चरा छ ।(पृ. ५१)

माथिको पहिलो उद्धरणले गोरेको बजरिस्तानमा पठानसँग लड्न जाने निर्णयले कुञ्जिनीमा शारीरिक र मानसिक पीडा उत्पन्न भएको छ । ऊ मुटुको टुक्रा समानको प्रेमीको वियोगले थला परेर जिउँदै मरेतुल्य भएर रहेकी छ । दोस्रो उद्धरणमा गोरेको वियोगमा कुञ्जिनीको संसार अँध्यारो शून्यसरि भएको, मुटु छिया

छिया भएर टुक्रिसकेको आँखाबाट पीडा बर्सिएको ,विरहको बादलले ढाकेको हुनाले विषयालम्बनका रूपमा रहेकी कुञ्जिनीले हे ! भगवान् बरू तरवारले छिनाल तर हाम्रो बिछोड नगरिदेऊ भन्दै ईश्वरसँग पुकारा गरेकी छ । कुञ्जिनीले गोरेसँग बिछोडिनुपर्दा व्यक्त गरेको पीडानुभूतिले आश्रयालम्बनका रूपमा रहेको गोरे प्रभावित भएको छ र तेस्रो उद्धरणमा उसले भौतिक रूपमा टाढा भएपनि आत्माले सधैं तिम्रो परिक्रमा गर्ने छ,तिमी आत्मामै सजिने छौ त्यसैले प्रिया धैर्य गर भन्दै धैर्यताको बाँध बाँध्न लगाएको छ ।चौथो उद्धरणमा मा कुञ्जिनीबाट बिछोड भएर पल्टनमा सहभागी भएको गोरेले चन्द्रगिरीमा पुगेपछि कोल्पूको किनारामा आत्मिक प्रेममा छट्पटिएकी कुञ्जिनीलाई सम्झन्छ । यी उद्धरणमा प्रस्तुत तथ्यबाट शोक स्थायी भाव रहेको करुण रसको अङ्कुरण भएको अनुभूति दर्शक वा पाठकले गर्छ ।

कुञ्जिनी खण्डकाव्यमा शोक स्थायी भावलाई उकास्ने वा उद्दीप्त पार्ने उद्दीपन विभाव यसरी आएका छन् :

सोह्र वर्ष नाघने ठिटा
देशले सारा डाकिन् ।
कुञ्जिनीको कुञ्ज सुखलाई , धेरै बेर आस दिलाई,
बदलीले ढाकिन् ! हजुर बदलीले ढाकिन् । (पृ. ३४)
गएको लहर फर्कन्न बाबै ! चुहेको पसिना ,
उडेको चारो फर्कन्न बाबै गोलीको असिना । (ऐ, ५३)
लखन लेप्टेन पहाडको ठालू छेलो र खेलो छ ,
उसको छोरो सेते छ राम्रो ऊसँग बिहा मिलाउने हाम्रो ,
मनको मेलो छ ।(ऐ ५४)
बाँच्दिनन् हाम्री कुञ्जिनी राम्री बाबुका जिद्दीले ।
के गर्नु हरे ! पीर्तिको दिलमा स्वर्गको गद्दीले ? (पृ. ६१)
देख्छ आज सपना गोरे कुञ्जिनीलाई घाटमा लगेको ,
आखिरीको त्रिशुली घाट आखिरको लम्कोसे आँखा ,
वैलिएको फूलको मुहारमाथि केही नबोली बगेको । (पृ.७६)
फुकाइदेऊ तुना छातीको कुना ,
बिहानको सल्केर आगो , डाहा भयो हुनलाई अँगार । (पृ.४३)

उद्धरण १ मा प्रस्तुत तथ्यले राष्ट्रको आह्वानलाई स्वीकार गरी गोरे कुञ्जिनीलाई छाडेर युद्धमा जाने निर्णय गरेको छ । प्रथम विश्व युद्धमा जर्मनको विरूद्ध सोह्र वर्षमाथिका सबै युवालाई राष्ट्रप्रेमी बनी सरिक हुन गरिएको आह्वानले गोरे र कुञ्जिनीको आत्मिक प्रेममा बाधा उत्पन्न भएको छ ।आत्मिक प्रेमको वियोगलाई उद्दीप्त पार्न उद्धरण २ मासामन्ती संस्कारले सिञ्चित ठालु सिंहले युद्धमा गएको लडाकु र उडेको चरो समान हुनाले यी गोलीका सिकार हुन्छन् त्यसैले गोरेको प्रतीक्षामा बसी जीवनलाई खेर फाल्नुभन्दा लखन लेप्टेनको छोरो सेतेसँग वैवाहिक सम्बन्ध गाँसी सुखसँग जीवन बिताउन भनेको छ । उद्धरण ४ मा कुञ्जिनीको आत्मिक पीडालाई बुझ्ने सानीमा सिन्धुले बाबुको सामन्तवादी सोंच र जिद्दी गर्ने बानीका कारण अब कुञ्जिनीको जीवनमा अँध्यारो छाउने पूर्वसङ्केत गरेकी छ।उद्धरणमा ५ मा प्रस्तुत तथ्यले पनि कुञ्जिनीको भावी जीवनमा

आइपर्ने अशुभलाई सङ्केत गरेको छ । ओइलाएको फूलजस्तै शारीरिक रूपमा सिथिल बनेकी र वियोगका पीडाका आँसुमा डुबेकी कुञ्जिनीलाई मृत्यु पश्चात् घाटमा लगेर जलाएको सपना गोरेले देखेर झस्कन्छ भने उद्धरण ६ को तथ्यले गोरेले युद्धमा होमिने निर्णय गरे पश्चात् कुञ्जिनीलाई औडाहा भएको छातीमा आगो दन्केर डाहा भएको हुनाले चौबन्दीका तुना फुकाइदिन आह्वान् गरेकी छ । यी उद्धरणमा प्रस्तुत तथ्यले वियोगबाट उत्पन्न शोक स्थायी भावलाई उद्दीप्त पारेका छन् ।

३.२.२ अनुभाव

कुञ्जिनी खण्डकाव्यमा करुण रसको अनुभूति गराउने सबै किसिमका शारीरिक चेष्टाहरू भएका छन् । नायक नायिकाको आत्मिक प्रेमको वियोगमा उत्पन्न पीडानुभूति कायिक, वाचिक ,सात्विक र आहार्य चारै प्रक्रियाबाट अभिव्यञ्जित भएको छ जसलाई निम्नानुसारका उदाहरणद्वारा पुष्टि गरिएको छ :

हामी थोरै दिनका बत्ती आशा गरी बैलाउन जन्माई ,
पृथ्वीमा रोएर कठै काल आई लैजान्छ अन्माई (पृ.८१)
सिँगारिदिए दुलहीलाई राम्रो कान्तिपुरी रेसमी सारीमा ,
न तिनी रोइन् न तिनी हाँसिन् टोलाई हेरिन् लहरे पारीमा । (पृ.७९)
ठालु सिंहले कपाल लुछ्यो लडीबुडी खेलेर धुलोमा ।
कोकोहोलो मच्चियो ठूलो कोही झरे त्रिशुली पुलमा । (पृ. ८५)
त्रिशुलीका डिलमा दरबार गुलाफ बारी भएको झल्कियो ।
गोरेलाई झलक्क देखिन् फूलथुँगे शरीर मिल्कियो । (पृ.८४)

उद्धरण १ र ४ मा प्रस्तुत तथ्यले काव्यनायिका कुञ्जिनीको मानसिक अनुभावलाई पुष्टि गरेको छ ।वाचिक अनुभाव अन्तर्गत पर्ने यो अनुभावमा नायिकाले मानव जीवन थोरै दिन बल्ने बत्तीजस्तै भएपनि पृथ्वीमा रोएर बाँच्नुपर्ने र त्यही समयमा मृत्युले अन्माएर लैजाने दुर्भाग्यपूर्ण अवस्थालाई प्रस्तुत गरेकी छन् । त्रिशुलीको डिलमा आफ्नो मनमस्तिष्कमा सजिएको गोरेको दृश्यावलोकनको अनुभूतिसँगै त्रिशुलीमा हाम फालेकी छन् ।उद्धरण २ मा प्रस्तुत तथ्यले आहार्य र सात्विक दुवै किसिमको अनुभाव व्यक्त भएको छ जुन काव्य नायिका कुञ्जिनीसँगै सम्बन्धित भएर रहेको छ । यस अवस्थामा गरगहना र पोसाकले सिँगारिएकी कुञ्जिनीको वाणी निस्किन सकेको छैन ।उद्धरणमा ३ मा प्रस्तुत तथ्यमा कायिक अनुभाव अभिव्यक्त भएको छ जुन खलनायक ठालु सिँहको अनुभवसँग सम्बन्धित भएर आएको छ ।

३.२.३ व्यभिचारी भाव

कुञ्जिनी खण्डकाव्यमा शोक स्थायी भावलाई परिपाकको अवस्थामा पुऱ्याउन सहकारी भावका रूपमा विभिन्न व्याभिचारी भाव देखा परेका छन् । खण्डकाव्यको आख्यान सन्दर्भलाई हेर्दा नायिका कुञ्जिनी, नायक गोरे, खलनायक ठालु सिंह र कुञ्जिनीकी सानिमा सिन्धुका मनोदशामा क्षणिक रूपमा उत्पन्न विभिन्न भावले मूल भावलाई पूर्ण रूपमा प्रकाशमा ल्याउन सहयोग गरेका छन् । खण्डकाव्यमा शोक स्थायी भावलाई प्रकाशित

गर्ने क्रममा आवेग ,अपस्मार, मति ,लज्जा, विषाद, धृति, निर्वेद, चिन्ता, दैन्य ,अमर्ष, शङ्का, ग्लानि जस्ता व्यभिचारी भाव उत्पन्न भएका छन् । यस खण्डकाव्यमा अङ्गी रसका रूपमा रहेको करुण रसको सहकारी भाव बनेर आएको व्यभिचारी भावलाई तलका उदाहरणमा प्रस्तुत तथ्यबाट पुष्टि गरिएको छ :

त्रिशुलीका डिलमा दरबार गुलाफ बारी भएको झल्कियो ।
गोरेलाई झलक्क देखिन् फूलथुँगे शरीर मिल्कियो । (पृ.८४)
त्यहाँ राति देखिन्छन् छाँया एक जोडी सबैले भन्दछन् ।
झिल्टुंग अझै यो कथा पिपलमनि बसेर भन्दछन् । (पृ.८७)
कठै ! मेरी गयौ नि बाबा ! मेरी छोरी कुञ्जिनी अपारकी ! (पृ.८६)
गोरेलाई सम्झने गाँठो मुटुदेखि गलातक कसेर,
बिहा भन्ने डरलाग्दो काल कालो साँपझैं आउँथ्यो डसेर । (पृ. ८०)

उद्धरण १ को तथ्यले अमर्ष, मोह, मरण जस्ता व्यभिचारी भाव अभिव्यक्त भएका छन् भने उद्धरण २ मा दैहिक रूपमा मेल हुन नसकेका नायक नायिका आत्मिक रूपमा मेल भएको बोध गराउने लोककथा अझै पनि भनिन्छ भन्ने यो भावले निर्वेदका माध्यमबाट करुण रसलाई परिपाकको अवस्थामा पुर्याएको छ भने उद्धरण ३ मा चिन्ता, विषाद,शङ्काको भाव अभिव्यक्त भएको छ । उदाहरण को तथ्यले कुञ्जिनीको विवाहका दिनको अवस्थाको वर्णन गरेको छ । यी पङ्क्तिमा विवाहको आयोजना नै मृत्युको कारण बनेको कारुणिक भाव अभिव्यक्त भएको छ । पीडाले मन ,मस्तिष्कमा आघात उत्पन्न गरेको अवस्थामा विवाह डरलाग्दो काल बनेर आएको छ । त्यसैले स्मृति,भय,जडताजस्ता व्याभिचारी भावले करुण रसलाई परिपाकमा पुऱ्याएका छन् । खण्डकाव्यमा यस्ता सञ्चारी भावहरू अन्य प्रसङ्गमा अभिव्यक्त भएका छन् ।

३.२.४ स्थायी भाव

कुञ्जिनी खण्डकाव्यमा स्थायी भावका रूपमा शोक अभिव्यक्त भएको छ । प्रिय व्यक्तिसँगको वियोग वा विनाश देखेर वा सुनेर दर्शक/पाठकका मनमा करुण रस उत्पन्न हुन्छ । काव्यमा नायक / नायिका दुवैको आत्मिक प्रेमको वियोग र विनाशको आख्यान सन्दर्भलाई प्रस्तुत गरी स्थायी भाव उत्कर्ष भएको छ । नायिका कुञ्जिनी र नायक गोरेको भौतिक तथा दैहिक रूपमा मिलन हुन नसकेपछि प्रकृतिमा लीन नायक/नायिकाको आत्मिक मिलनको संयोगान्ताभासमा काव्य टुङ्गिएको छ । काव्यमा अभिव्यक्त विभाव,अनुभाव र व्याभिचारी भावको संयोजनमा दर्शक/पाठकका मनमा सुषुप्त अवस्थामा रहेको करुण भाव जागृत भएको छ । काव्यमा विभावादिको संयोगबाट परिपुष्ट करुण रसले सहृदयीका आँखामा आँसु छचल्किएको छ । गोरे र कुञ्जिनीको मिलन,बिछोड,पुनर्मिलन र पुनर्बिछोडको घटना, सन्दर्भ र परिवेशले आलम्बन र उद्दीपन विभावलाई प्रस्तुत गरेका छन् भने नायक/नायिकाको बिछोड र मृत्युले दुखद् पीडानुभूतिमा पुऱ्याई व्याभिचारी भावको संयोगमा शोक स्थायी भाव अभिव्यक्त भएको छ । काव्यमा विभावादिका कारण अभिव्यक्त यही शोक स्थायी भावले करुण रस उत्पादन गरी आस्वादन योग्य बनाएको छ जसलाई सहृदयी पाठक/दर्शकले पढेर वा हेरेर रसास्वादन गर्न सकिन्छ ।

३.३ कुञ्जिनी खण्डकाव्यमा अङ्गरस

कुनैपनि काव्यकृतिमा मूल रसको अङ्गभएर आउने रस अङ्गरस हो । काव्यमा यो मूल भावभन्दा तल्लो वा सहायक स्तरको कथ्यसँग सम्बन्धित भएर आउँछ ।कृतिमा अङ्ग रसको निर्क्योल गर्दा कृतिमा सहायक भाव कुन कुन हुन् तिनको रसानुभूति र परिपाकको अवस्था कस्तो छ , तिनले अङ्गी रससँग कस्तो सम्बन्ध राखेका छन् भन्ने कुराको अध्ययन गरिन्छ । एउटै कृतिमा अङ्गी रस र अङ्ग रस आउँदा कतिपयमा मुख्य भावसँग समन्वित हुँदै गतिशील भएका हुन्छन् र त्यसैका आधारमा रसको निर्धारण गरिन्छ भने कतिपय काव्यमा मुख्य घटनासँग अन्य सहायक घटनाहरू पनि समन्वित भएर समानान्तर रूपमा अगाडि बढेका हुन्छन् । काव्यमा अभिव्यक्त भावका आधारमा रसको निर्क्योल गरिन्छ । कृतिमा मुख्य भावपछि अर्को कुन भाव प्रकाश्य छ, त्यसबाट अङ्ग रस निर्धारण गरिन्छ । कुञ्जिनी खण्डकाव्यको सन्दर्भमा अङ्गी रस करुण (शोक) हो भने त्यससँग सम्बन्धित अन्य अङ्ग रसका रूपमा श्रृङ्गार,वीर,रौद्र र शान्त रस आएका छन् तापनि यी रसको मूल भावसँगको सम्बन्ध फरक फरक रहेको छ । विभिन्न एक्काईसवटा उपशीर्षक रहेको यस खण्डकाव्यमा राष्ट्रको माग अनुसार गोरे जर्मनका विरूद्धमा लडाइमा जानुभन्दा अगाडिको आख्यान सन्दर्भले संयोग श्रृङ्गार रसको अनुभूति गराएको छ तापनि परिपाकको अवस्थामा पुग्न नपाउँदै काव्यको अङ्गीरसका रूपमा रहेको करुण रसको आधार बन्न पुगेको छ ।

३.३.१ शृङ्गार रस

कुञ्जिनी खण्डकाव्यको मूल भाव नायक नायिकाको आत्मिक प्रेम त्यसपछिको वियोग र अन्त्यमा दुवैको प्रकृतिमा लीन (मृत्यु) को कारुणिक प्रसङ्गसँग सम्बन्धित भई परिपाकको अवस्थामा पुगेको छ । यही कारुणिक प्रसङ्गको पोयोमा शृङ्गार रस पनि सहायक रसका रूपमा बाटिएर आएको छ । जसले करुण रसको आधार बनेर काम गरेको छ । काव्यमा खण्ड क , ख ,ग ,घ ,झ र यमा प्रेमाकर्षणमा आधारित श्रृङ्गार रस अभिव्यक्त भएको छ तापनि परिपाकको अवस्थामा पुग्न सकेको छैन । रस सामग्रीका आधारमा यस रसको विश्लेषण यसरी गरिएको छ :

३.३.१.१ विभाव

यो भाव सम्प्रेषणको आधार हो । यस काव्यमा नायिका कुञ्जिनी विषयालम्बन, नायक गोरे आश्रयालम्बनका रूपमा रहेका छन् भने यहाँ गोरे र कुञ्जिनी एक आपसमा रति (प्रेम)भावको निष्पत्तिका आधार बनेका छन्

उ हेर तिनी आइन्
प्रीतिका बथान ल्याइन्
वन नाला बन्दै गाइन् , फूल पयरमा । (पृ.७)
बाँकटे मखमल चोली
हरियो सारी डोली
बैंसकी मूर्ति भोली
वसन्त ऋतुजस्तै गाउँछिन् वनचरा ! (पृ.६)

.कुञ्जिनी भन न !
म तिमीलाई राखी आँखामा सुत्छु
तिमीलाई सम्झी बिहान उठ्छु ।
कोल्पूको सुन झैं तिमीमा बुड्छु,
स्वर्पङ्खे चरो बनेर उड्छु
हे मेरी जीवन ! (पृ.१३)
मोहनीको मन्दिरको पुजारी !
एक बोली वचन , पीर्तिको वरदान,
माग्न भनी जनम जनम ।
धाई आयो पयरको भिखारी ।(पृ.८)
मनका बाजा बज - बज ,
दिन आउँछ भारी !
प्रभु जगत् सिँगारी ।(पृ.२९)
काँडा हाम्रा झरीसके पीर्ति डुल्छ खालि
तिम्रो भन्दा राम्रो सुवास दिउँला अत्तर हाली ।(पृ.१४)
खुकुरीको तिखो टुप्पो रुख रुखमा लाई
बोक्रा भरि तिनका नाम दिन्छु बुट्टाई ।
दुख्ने छैन आज रूखलाई पिरतीको नाउँ ।(पृ.१६)

उपर्युक्त उद्धरणमा प्रस्तुत तथ्यले काव्यमाशृङ्गार (प्रेम)रसको आभास भएको छ ।कोल्पूको तिरमा भेडाका बथानसँग गीत गाउँदै कुञ्जिनी गोरेसामु पुग्नु, यौवनमा फुलेकी कुञ्जिनीको सुन्दर पहिरन र सुमधुर स्वरले गोरे आकर्षित हुनु, गोरेले हरबखत तिमीलाई सम्झन्छु भन्दै आत्मिक प्रेमोद्गार व्यक्त गर्ने क्रममा कुञ्जिनीको नाम रूखका बोक्रा खुर्केर कलात्मक रूपमा कोर्नु,कुञ्जनीलाई कोल्पूको भेलले बगाउँदा बचाउने गोरेलाई ठालु सिंहले छोरी दिने निर्णय सुनाएपछि गोरेले हर्षोद्गार प्रकट गरेको छ । प्रेमोद्गारको भाव व्यक्त भएका यी काव्यांशले गोरे र कुञ्जिनीका बीचको रतिरागात्मक भाव व्युँझाउने काम गरेका छन् ।गोरे र कुञ्जिनीका बीचको आत्मिक प्रेमको आधारका रूपमा रहेका यी भावहरू शृङ्गार रसको आलम्बन विभाव बनेका छन् ।

३.३.१.२ उद्दीपन विभाव

कुञ्जिनी खण्डकाव्यमा अङ्गरसका रूपमा रहेको शृङ्गार रसलाई उद्दीप्त पार्न कोल्पू वरिपरिको हरियालीले युक्त प्राकृतिक दृश्य,कोल्पूको कलकल,गोरेले कुञ्जिनीलाई बचाएपछिको ठालु सिंहको छोरी दिने अभिव्यक्ति आदिले आएका छन् । गोरे र कुञ्जिनीका बीचको रतिरागात्मक भावलाई उकास्न आएका भाव यसरी प्रस्तुत भएका छन् :

छहरा गाउँछिन् पीर्तिको नाला
लालमोहर लाग्यो पीर्तिको हेर , (पृ.१३)
लङ्कापारिबाट परी बतास पंखी आए !

बादलका चाँदी भुवा सौगात भनी ल्याए !
झुम्के चरम रंगीचंगी डोली-डोली धाए
साइपाटाका फूलका किश्ती सारा खिल्मिलाए ।
कोपिला भै बेह्रिएको लगन खोली हेर !
सुनका अक्षर सुनका कबूल पाइनेछन् धेर ! (पृ. १५)
अबलाई भन्ने छैन करमको गति ।
तैंले ज्यान बचाइ ल्याइस् ।
ईश्वर हातले तैले पाइस् (ऐ.२६)

उद्धरण १,२,३ मा प्रस्तुत तथ्यले कोल्पू वरिपरिको हरियाली ,एकान्त स्थल,फक्रेका फूल,छहरा ,कोसेलीपात बोकेर लङ्काबाट बग्दै आएको हावा ,फूलका कोपिलामा बाँधिएको लगन गाँठो ,साइपाटा सिंगारेजस्तै सुन्दर बनेको प्रकृति ,रङ्गीचङ्गी डोली आदिले यी दुईको आत्मिक प्रेमलाई उद्दीप्त पारेका छन् । यहाँ कोल्पूको सुन्दर, सुनसान,शीतल वातावरणमा प्रकृति र मानव मनका बीचको तादात्म्यलाई देखाई संयोग शृङ्गार उद्दीप्त भएको छ । ठालुसिंहले छोरी दिने वचन व्यक्त गरेपछि गोरे र कुञ्जिनी दुवैको अन्तरात्मामा अङ्कुरित भएको प्रेमले उद्दीप्तता प्राप्त गरेको छ ।

३.३.१.३ अनुभाव

कुञ्जिनी खण्डकाव्यमा अङ्गरसका रूपमा आएको शृङ्गार रसको अभिव्यक्तिमा अभिव्यक्त अनुभावलाई तलका उदाहरणले पुष्टि गरेका छन् :

फूलले डाक्छे भवरालाई बैंसको कचौराले
अत्तर छिटी हाउभाउ गरी नाच्छे नखराले । (ऐ.,३०)
कानेखुसी गर्न आयो लौ न बतास आज
पात पातमा सुसेलेर लाग्छ मलाई लाज । (ऐ., ३१)
उफ्री मुटु उर्ली उर्ली
आज मनको बाढी
बिहालाई धेरै छैन । (पृ.२९)
जीवनमा एक बहार आउँछ
पिरतीको चाहड !
मुरली....मुरली ।(पृ.२९)
झुम्के यारिन लगाऊँ भने,
लाग्छ मलाई लाज,
आज उड्न मन लायो डाँफे ,
गीत गाइ।
ढुक्कुरजस्तो हुन्छ कुर्लू कुर्लू,
हुन्छ मनमा आइ । (पृ.३०)
तिम्रो मनको धोका पुग्ला छोरी मेरी गोरी ।

आज लावा अबीर लिई मचाउँला होरी । (पृ.३०)

उपर्युक्त तथ्यमा गोरे र कुञ्जिनी बीच लगन गाँठो कसिने संभावनाले यी दुवैले हर्षोल्लासपूर्ण वातावरणमा आनन्दानुभूति गरेका छन् ।कुञ्जिनी गरगहना लगाई अत्तर छिटी नाचेकी छे ,कहिले लाज मानेर गाउँछे ,कहिले ढुकुरजस्तै कुर्लन मन लागेको कुरा बताउँछे । गोरे पनि विवाह हुने दिन नजिक आएकोमा खुसीले मुरली बजाएर हर्षोद्गार व्यक्त गरेको छ । यो आत्मिक मिलनमा लावा र अबीर छरेर खुसियाली मनाउने मनस्थितिमा सानिमा सिन्धु रहेकी छ । यसरी राधा र कृष्णको जस्तो यो जोडीलाई लहराको लगन गाँठो कसेर प्रेमोल्लास मनाउने तयारीमा रहेका नायक,नायिका दुवैका कायिक, वाचिक,सात्विक र आहार्य अनुभाव व्यक्त भएको छ । दुवैको आत्मिक प्रेमानुभावसम्मको अवस्थामा पुगेपछि गोरेको स्थिति विपर्यायका कारण जर्मनको लडाइमा जानुपर्ने (राष्ट्रको आह्वान् अनुसार) बाध्यात्मक अवस्था र त्यस अवस्थालाई नकारात्मक ढङ्गले व्याख्या गर्ने सामन्त ठालु सिंहको व्यवहारले शृङ्गार रस परिपाकको अवस्थामा पुग्न सकेको छैन र रसाभासको अवस्था सिर्जना भएको छ ।

३.३.२ रौद्र रस

गीत गाउँदै,घाँस काट्दै,भेडा चराउँदै कोल्पूको हरियालीले युक्त वातावरणमा आत्मिक प्रेममा बाँधिएका कुञ्जिनी र गोरे बीचको प्रेमलाई गोरेले उत्कर्षमा पुऱ्याई परिपाकको अवस्थातर्फ रूपान्तरण गर्न खोज्दा कुन्जिनीको बाबु सामन्ती ठालु सिंहले गरिब गोरेसँग छोरीको विवाह नगरीदिने भाव व्यक्त गरी रिसाउँछ । त्यो अवस्थामा गोरेलाई अपमान गर्दै व्यक्त गरेको भावाभिव्यक्तिमा रौद्र रसको आभास भएको छ । जस्तै :

त्रिशुलीमा डुबी आइज,
मेरी छोरी लिन ।
नत्र भीरको भालुलाई
जा,जा मैले दिन्न । (पृ.१९)

यहाँ गोरे विषयालम्बन विभाव, ठालुसिंह आश्रय आलम्बन, गोरेले आत्मिक प्रेमिका कुञ्जिनीको हात माग्नु उद्दीपन विभाव,ठालु सिंहद्वारा गरिएको अपमानित व्यवहार र कठोर वचन (जा जा भीरको भालु) अनुभाव,ठालुसिंहको उग्रता,क्रुरता,सञ्चारी भावको संयोजनबाट क्रोध स्थायी भाव निष्पत्ति भएको छ । यसरी गोरेलाई अपमानित व्यवहार प्रदर्शन गरी क्रोधको भाव व्यक्त गरेपछि प्रकृतिले पनि रिसाएर मलिन रूप प्रदर्शन गर्दै मुसलधारे वर्षा गराएकी छन् । कोल्पूको बाढी बढेर पहाडको दाढीसमेत ढाकिदिएको छ र कुञ्जिनीलाई बगाएको छ ।

आयो गड्गड् ठूलो भेल, पहिलो ठूलो भारी
माथिसम्म उर्लो हल्लाई पहाडको दाढी
गुड्गुड् गर्दै कोल्पू देवी, चुरिएर आइन्
एउटा चिच्याएको आवाज एउटा तर्सिएको आवाज गोरे कानमा ल्याइन् । (पृ.२५)

यहाँ वर्षाको ठूलो भेल विषयालम्बन, बग्दै गर्दा चिच्याएकी कुन्जिनी आश्रयलम्बन,कोल्पू देवी रिसाएर चुरिनु उद्दीपन विभाव हो भने पहाडको दाढी ढाक्ने गरी गुड्गुड् आवाज निकाल्दै बगेको खोलामा चिच्याएको आवाज गोरेको कानमा पुग्नु,अनुभाव र खोलाको उग्र आवेगजस्ता व्यभिचारी भावको संयोजनमा रौद्र रस अभिव्यक्त भएको छ ।

३.३.३ वीर रस

कुन्जिनी खण्डकाव्यमा कोल्पूनदीले बगाएर ल्याएकी कुन्जिनीलाई गोरेले हाम फालेर बचाउँदा र राष्ट्रको आह्वान् स्वीकार्दै जर्मन विरूद्ध बजरिस्तानमा लड्न जाँदा गोरे लगायत सम्पूर्ण गोर्खालीले बहादुरी देखाएका छन्, उत्साहका साथ लडेका छन् र अदम्य साहस प्रदर्शन गरेका छन् । मूल भावसँग सम्बन्धित भएर आएको यस सन्दर्भले वीर रसको रसानुभूति यसरी गराएको छ ।

हाम्फाल्यो है ठूलो भेलमा मिर्मिर अँधेरीमा !
कुन्जिनीलाई फेला पार्यो बीच भुमरीमा ।
पौडी ल्यायो कोल्पूवारि कोल्पूवारितिर ।
जहाँ उपर फुल्थ्यो डम्म गुलाफ भ्हांगे भीर । (पृ.२५)

यहाँ कोल्पूले बगाएर ल्याएकी कुन्जिनीलाई बचाउने गोरे विषयालम्बन,कुन्जिनी आश्रयालम्बन, गोरेले झ्वाम्म हाम फालेर भुँवरीमा पसी देखाएको वीरता उद्दीपन विभाव,पौडेर कुन्जिनीलाई वारि ल्याउँदाको खुसीयाली अनुभाव हो । गोरेको धैर्य व्याभिचारी भाव हो र यिनैको उचित संयोगमा उत्साह स्थायी भाव अभिव्यक्त भएको छ ।

जस्तो आउँदा सलह लश्कर चील हाँक्छन् आनन्द लिएर,
यस्तै गरी गोर्खाली वीरले हाँके पठान निर्भय भएर,
घेरी ल्याए पठानले सारा तिखा भाला नजिकै पारेर,
गोरे उफ्र्यो खुकुरी नचाई 'काली माई'को नाउले फारेर । (पृ.६९)

यहाँ गोर्खाली वीर विषयालम्बन, सलह झैं लस्कर लागेर आएका पठान आश्रयालम्बन , गोर्खाली वीरको हाँक उद्दीपन विभाव र गोरेले काली माईको नाम जप्दै तीखा भालाको नजिकै पारी खुकुरी नचाउनु अनुभाव हो भने गर्व, धैर्य सञ्चारी भाव हुन् र यी सबैको संयोजनमा उत्साह स्थायी भाव उत्पन्न भएको छ ।

३.३.४शान्त रस

कुन्जिनी खण्डकाव्यमा अङ्गीरस करुणसँग सहायक रसका रूपमा शान्त रस पनि आएको छ । कुन्जिनीलाई कोल्पूले बगाउँदा गोरेले बचाएपछि ठालुसिंहको चिन्तनमा परिवर्तन आएको छ । मृत्युको मुखबाट कुन्जिनीलाई बचाएको गोरेलाई ठालुसिंहलेदिन मञ्जुर गर्दा शान्त रस अभिव्यञ्जित भएर आएको छ भने खण्डकाव्यको अन्त्यमा करुण रसलाई परिपाकको अवस्थामा पुर्याउने सन्दर्भमा पनि शान्त रसको अनुभूति भएको छ ।

अबलाई भन्ने छैन जे गर्दछौ गर ।
कुटी लिइ बगैंचामा फूललाई गीत गाउँछु ।
परमेश्वरको भर ।
चार दिनको गुँडहो अब के भन्नु छ घर,
तुषाराका निम्ति पाई जानुपर्छ पर । (पृ.२६)

आत्मिक प्रेममा बाँधिएका गोरे र कुञ्जिनीलाई जे गर्दछौ गर भन्नु विषयालम्बन,कुटीको बगैंचामा फूल लिएर परमेश्वरको गीत गाउने ठालुसिंह आश्रयालम्बन, यो जिन्दगी अस्थिर,अनित्य छ भन्दै वैराग्य भाव अभिव्यक्त गर्नु उद्दीपन विभाव हो भने परमेश्वरको भर पर्नु, भजन गाउनु सम्पत्तिको सांसारिक माया,मोहबाट अलग हुन खोज्दै घर छैन भन्नु अनुभाव हो भने यी सबैको संयोजनमा निर्वेद स्थायी भाव अभिव्यक्त भएको छ र शान्त रसको अभिव्यक्ति भएको छ ।

झूटा बाबु रोएर बस्थे खानपिन छोडेर पटक्क,
कलेजाकी टुक्रा झैं छोरी देव आई चुंडेर चटक्क ।
मूर्ख थिए छोरीका स्नेही बाहिरका धनलाई सुख चिन्ने,
अब बुझे बूढाले संसार किला केश भएर सब सुन्ने । (पृ. ८७)

यहाँ प्रकृतिमा लीन भई प्रेमलाई अमर बनाउने छोरी (कुञ्जिनी) विषयालम्बन, भौतिक सुख सम्पत्तिलाई महत्त्व दिने बाबु आश्रयालम्बन, कलेजाको टुक्रा समानकी छोरीलाई दैवले चुँडेर लैजानु (मृत्यु हुनु) उद्दीपन विभाव, मूर्ख बाबुको रुवाइ अनुभाव, निर्वेद, मति व्यभिचारी भावको संयोगमा शम स्थायी भाव उत्पन्न भएको छ ।

४.निष्कर्ष

कुञ्जिनी खण्डकाव्यमा अङ्गीरसका रूपमा शोक स्थायी भाव भएको करुण रस अभिव्यक्त भएको छ भने अङ्गरसका रूपमा शृङ्गार,रौद्र,वीर, र शान्त रस अभिव्यञ्जित भएका छन् । यी अङ्गरसले मुख्य भावलाई परिपाकको अवस्थामा पुर्याउन महत्वपूर्ण भूमिका निर्वाह गरेका छन् । विविध भावहरूको प्रस्तुति रहेको यस काव्यमा मूख्य भावका रूपमा शोक प्रकाशित भएको छ । नायक, नायिकाको आत्मिक प्रेम, तत्कालीन नेपाली सामाजिक,सांस्कृतिक सोंच र नायकको स्थिति विपर्यायका कारण काव्य शोकमा टुङ्गिएको छ । काव्यमा सहायक रूपमा रति,उत्साह,क्रोध,सम भाव भएका शृङ्गार लगायत वीर, रौद्र, शान्त आदि रसहरू अभिव्यक्त भएका छन् तापनि शृङ्गारजस्तो सशक्त रूपमा अन्य सहायक रस चमत्कृत हुन सकेका छैनन् । करुण रसको पृष्ठभूमिका रूपमा आएका शृङ्गार, रौद्र,वीर लगायतका रसले काव्यको मूल भावलाई परिपाकमा पुऱ्याएका छन् ।नायक,नायिकाको मिलन, वियोग, पुनर्मिलन र पुनर्वियोगमा गतिशील आख्यान सन्दर्भले संयोग शृङ्गार भावबाट काव्यलाई बिप्रलम्ब शृङ्गारमा विचरण गराउँदै करूण रस परिपाकमा पुगेको छ । काव्यको रसपरक मूल्याङ्कन गर्दा यस काव्यमा शोक मूल भावको रूपमा स्थापित भएको छ, रति, क्रोध, उत्साह,सम,घृणा आदि सहायक भावको उपस्थितिले कुञ्जिनी र गोरेको वियोगान्त कथालाई अश्रुकाव्यका रूपमा स्थापित गर्न सहयोग पुऱ्याएका छन् ।अङ्गरसका रूपमा शृङ्गार रसको स्थान तुलनात्मक रूपमा उच्च रहेको छ ।

निष्कर्षतः खण्डकाव्यमा गोरे र कुञ्जिनीको स्वच्छन्दतावादी प्रणय चिन्तनमा आधारित प्रेमालापमा रतिरागात्मक मिठासको अनुभूति गर्दै वियोग भावका माध्यमबाट विरह,वेदनाको सोपान चढ्दै जाँदा दुवैको मृत्यु र मृत्युपरान्तको संयोगान्ताभासमा आँसु छचल्किन्छन् । यसै अवस्थामा सामाजिकमा गोरे र कुञ्जिनीको दुःखान्तको पीडानुभूति साधारणीकरणमा रूपान्तरण भएपछि पाठकले रसानुभूति गर्दछन् । रसास्वादनको यस अवस्थामा काव्यमा करुण रस परिपाकको अवस्थामा उत्कर्षमा पुगेको छ भने शृङ्गार,वीर,रौद्र लगायतका रसहरू अङ्गरसका रूपमा स्थापित भएका छन् ।

सन्दर्भसामग्री सूची

अधिकारी,हेमाङ्गराज (२०३५),*पूर्वीय समालोचना सिद्धान्त* (दोस्रो संस्क.), काठमाडौँ : साझा प्रकाशन ।

अवस्थी, महादेव (२०६१),*लक्ष्मीप्रसाद देवकोटाको खण्डकाव्यकारिता* ,काठमाडौँ : एकता प्रकाशन ।

उपाध्याय, केशवप्रसाद (२०६७),*पूर्वीय साहित्य सिद्धान्त* (पाँचौं संस्क.), काठमाडौँ : साझा प्रकाशन।

एटम, नेत्र (२०७४),*संक्षिप्त साहित्यिक शब्दकोश* ,काठमाडौँ : नेपाल प्रज्ञाप्रतिष्ठान ।

खत्री, विष्णुबहादुर (२०७१),*महाकवि देवकोटाका काव्यकृति* ,काठमाडौँ : बृहस्पति पुस्तक प्रकाशन ।

गड्तौला, नारायण (२०७७),*पूर्वीय काव्यशास्त्रको प्रायोगिक पद्धति,* काठमाडौँ :नेपाल प्रज्ञाप्रतिष्ठान ।

गौतम, देवीप्रसाद (२०५५), 'रस' *नेपाली साहित्यकोश* .सम्पा.कृष्णचन्द्रसिंह प्रधान र अन्य,काठमाडौँ : नेपाल प्रज्ञाप्रतिष्ठान ।

जोशी, कुमारबहादुर (२०७६),*देवकोटाका कविताकृतिको कालक्रमिक विवेचना* ,(तेस्रो संस्क.) काठमाडौँ : साझा प्रकाशन।

जोशी, कुमारबहादुर (२०४७),*देवकोटाका कविता यात्राको विश्लेषण र मूल्याङ्कन,*काठमाडौँ : नेपाल प्रज्ञाप्रतिष्ठान ।

थापा, मोहन हिमांशु (२०७३),*साहित्य परिचय,*(छैटौं संस्क.)काठमाडौँ : साझा प्रकाशन।

देवकोटा, लक्ष्मीप्रसाद (२०६२),*कुञ्जिनी*(सातौं संस्क.)काठमाडौँ : साझा प्रकाशन।

नगेन्द्र (सन् १९७४)*रससिद्धान्त* (तृतीय संस्क.) , दिल्ली : नेशनल पब्लिसिङ हाउस ।

नगेन्द्र (सन् २०१२)*रीति काव्य की भूमिका* (सोलहवां संस्क.) , दिल्ली : नेशनल पब्लिसिङ हाउस ।

पोखरेल, भानुभक्त (२०५९),*सिद्धान्त र साहित्य,*(दोस्रो संस्क.) काठमाडौँ :साझा प्रकाशन ।

बन्धु,चूडामणि (२०४६),*देवकोटा,*काठमाडौँ : साझा प्रकाशन ।

भट्टराई, गोविन्द (२०७७),*पूर्वीय काव्य सिद्धान्त* (दोस्रो संस्क.),काठमाडौँ :नेपाल प्रज्ञाप्रतिष्ठान ।

भरत (सन् २००२),*नाट्यशास्त्र,* नई दिल्ली : राष्ट्रिय संस्कत संस्थान ।

मम्मट, (२०४२),*काव्यप्रकाश* (छैटौं संस्क.), वाराणासी :ज्ञानमण्डल लिमिटेड ।

रिसाल, राममणि (२०५८),*नेपाली काव्य र कवि* ,(पाँचौ संस्क.) काठमाडौँ : साझा प्रकाशन ।

शर्मा, मोहनराज र खगेन्द्रप्रसादलुइटेल (२०६१) ,*पूर्वीय तथा पाश्चात्य साहित्य सिद्धान्त,*काठमाडौँ : विद्यार्थी पुस्तक भण्डार ।

सिग्देल, सोमनाथ शर्मा (२०५८),*साहित्य प्रदीप,* काठमाडौँ : .विद्यार्थी पुस्तक भण्डार ।

मैले नजन्माएको छोरो कथामा दृष्टिविन्दु

अनिल अधिकारी
उपप्राध्यापक
महेन्द्र मोरङ आदर्श बहुमुखी क्याम्पस

बेनुबहादुर कार्की
उपप्राध्यापक
भोजपुर बहुमुखी क्याम्पस
Corresponding Email:aniladhikaribhojpur@gmail.com

लेखसार

प्रस्तुत लेख मैले नजन्माएको छोरो कथामा दृष्टिविन्दु शोधसमस्याको समाधान कथाका दृष्टिविन्दु पात्र र अन्य पात्रको सम्बन्ध, प्रथमपुरुष केन्द्रीय दृष्टिविन्दुको प्रयोग र उक्त प्रयोगको प्रयोजनजस्ता तीन विषयगत शोध्यसमस्याको विश्लेषणमा केन्द्रित छ । गुणात्मक अनुसन्धानविधि र पाठविश्लेषण ढाँचामा तयार हुने यस लेखमा विषयगत आधारमा कथाबाट लिइएका उद्धरण दृष्टिविन्दुको सैद्धान्तिक मान्यताका आधारमा विश्लेषणात्मक विधिमा अर्थापन भएका छन् । आख्यान सिद्धान्तअन्र्तत दृष्टिविन्दु यस लेखको सैद्धान्तिक आधार हो । दृष्टिविन्दु आख्यानमा समाख्याताले कथ्यविषयको प्रस्तुतिका लागि चयन गरेको पात्र हो भने कथाका अन्त तत्वसँग प्रत्यक्ष सम्बन्ध रहने यस तत्वले सिर्जनालाई पाठकसँग जोडी कथा कसको हो ? कथामाथि कसले प्रकाश पारिरहेको छ ? कथालाई आख्यान सूत्रमा बाँध्नका लागि अवलम्बन गरेको पद्धति कस्तो छ ? जस्ता प्रश्नको उत्तरमा आउने विषयलाई खोजी गर्दछ । कथामा दृष्टिविन्दु त्यो स्थिति स्थान वा सीमा हो जसको माध्ययमबाट कथाकारले आफ्नो धारणा वा अनुभूति पाठक वर्ग समक्ष पुऱ्याउने आधार मानिन्छ । यस लेखमा मैले नजन्माएको छोरो कथामा दृष्टिविन्दु पात्र 'म' र अन्य पात्रबीचको सम्बन्ध आलोचनात्मक, निरपेक्ष, अन्तर्मुखी एवम् सम्बन्धविहीन सम्बन्धमा आधारित विषयको स्थापना गर्न अग्रसर छ भने कथाको आरम्भदेखि अन्त्यसम्मका आख्यान निर्मापक द्वन्द्व, क्रिया, घटना र कथ्यविषयमा 'म' पात्रको प्रत्यक्ष संलग्नता रही कथाको आरम्भ, विकास, बिस्तार र निष्कर्षप्राप्ति प्रथमपुरुष केन्द्रीय दृष्टिविन्दुको पुष्टि हो । यस कथामा प्रथमपुरुष केन्द्रीय दृष्टिविन्दुको प्रयोजन व्यक्तिगत स्वतन्त्रताका अन्तर्यमा अस्तित्ववादी जीवनचेतनाको प्रस्तुतीकरण रहेको विषयमा विमर्श भएको छ ।

शब्दकुञ्जी : *दृष्टिविन्दु, समाख्याता, समाख्यानात्मक, सम्बोधक, अभिवृत्ति, विचार।*

विषयप्रवेश

प्रस्तुत लेख "मैले नजन्माएको छोरो" कथामा दृष्टिविन्दुको विश्लेषणसम्बद्ध छ । प्रस्तुत कथा २०२१ सालको *रचना* वर्ष ३(१) मा प्रथमपटक प्रकाशित भई *आदिम देशमा* (२०२५) कथासङ्ग्रहमा सङ्गृहीत भई पुनर्प्रकाशित भएको कथा हो । प्रस्तुत कथाकी रचयिता पारिजात (१९९४-२०५०) नेपाली साहित्यका कविता, आख्यान, निबन्ध र नाटक विधामा कलम चलाउने साधक हुन् । साहित्यक्षेत्रमा २०१३ सालमा *धर्ती* पत्रिकामा "आकाङ्क्षा"शीर्षकको कविता प्रकाशन गरी प्रवेश गरेकी पारिजातको "मैले नजन्माएको छोरो" प्रथम प्रकाशित कथा हो । पारिजातलाई कथाकार व्यक्तित्व प्रदान गर्न *आदिम देश* (२०२५) *सडक र प्रतिभा* (२०३२), *साल्गीको बलात्कृत आँसु* (२०४३) र *बधशाला जाँदाआउँदा* (२०४९) चार कथासङ्ग्रह प्रकाशित छन् । प्रस्तुत कथा कथाकारको कथालेखनगत प्रथम चरणको जीवनदृष्टिलाई अभिव्यञ्जित गर्ने कृति हो । आरम्भकालीन कथामा अस्तित्ववादी विसङ्गतिवादी भावधारालाई अङ्गीकार गरी कथा लेख्ने पारिजातको प्रस्तुत कथा अस्तित्ववादी जीवनचेतना प्रतिबिम्बन भएको रचना हो । प्रथमपुरुष केन्द्रीय दृष्टिविन्दुका अन्तर्यमा संरचनात्मक आयाम प्राप्त गरेको प्रस्तुत कथा दृष्टिविन्दुका कोणबाट विश्लेषणीय सामग्री हो ।

कथाका प्रमुख तत्त्वहरू मध्ये दृष्टिविन्दु एउटा तत्त्वका रूपमा रहेको छ । प्रथमपुरूष दृष्टिविन्दु समाख्याता स्वयम् उपस्थित भई वा म/हामी पात्रका माध्यमबाट कथागत अभिवृत्तिलाई प्रस्तुत गर्दछ भने त्यस्तो दृष्टिविन्दु आन्तरिक प्रथमपुरूष दृष्टिविन्दुअन्तर्गतको केन्द्रीय दृष्टिविन्दुका रूपमा आएको हुन्छ । यस दृष्टिविन्दुको केन्द्रमा स्रष्टा स्वयम् उपस्थित रहेको हुन्छ अथवा आफूले चयन गरेको कथयिता पात्रलाई आफ्ना विचारको प्रस्तुतिका लागि निर्देशित गरिरहेको हुन्छ । विशेष गरी समाख्यानमूलक विचार, मानसिक परिवेश र सन्दर्भलाई चित्रण गर्ने क्रममा यस दृष्टिविन्दुको प्रयोग बढी मात्रामा हुन्छ । यस दृष्टिविन्दुमा समाख्याताप्रदत्त सम्बोधकले आफ्ना विचार वा अभिवृत्तिलाई म वा हामी पात्रकै केन्द्रीयतामा प्रस्तुत गर्दछ । यस लेखमा प्रथमपुरूष केन्द्रीय दृष्टिबिन्दुको प्रयोग गरी रचना भएको दृष्टिविन्दुका दृष्टिले अध्ययनीय यस कथामा दृष्टिविन्दुको विश्लेषणका लागि निम्नलिखित शोध्यप्रश्न निर्धारण भएका छन् ।

क. कथामा दृष्टिविन्दु पात्र र अन्यपात्रको सम्बन्ध के कस्तो छ ?
ख. कथामा प्रथमपुरूष दृष्टिविन्दुको प्रयोग कसरी भएको छ ?
ख. कथामा प्रथमपुरूष केन्द्रीय दृष्टिविन्दु प्रस्तुतिको प्रयोजन के हो ?

प्रस्तुत लेख "मैले नजन्माएको छोरो" कथामा दृष्टिविन्दुको विश्लेषण र अर्थापन गर्ने समस्याको समाधानमा केन्द्रित छ । साहित्यको विधासिद्धान्तअन्तर्गत आख्यानसिद्धान्त र त्यसका अन्तर्यमा दृष्टिविन्दुमा केन्द्रित रही हुननसकेको अध्ययनको रिक्तताका साथै तद्विषयक प्रायोगिक पक्षको प्राज्ञिक औचित्य पुष्टि गर्ने उद्देश्यमा केन्द्रित छ । कथामा दृष्टिविन्दु र त्यसमा पनि प्रथमपुरुष दृष्टिविन्दुको सैद्धान्तिक पक्षका आधारमा विश्लेषण गरिने यस लेखले "मैले नजन्माएको छोरो" कथाका माध्यमबाट भावी अध्येताका लागि मार्गनिर्देश प्राज्ञिक उद्देश्यको परिपूर्ति गरेको छ ।

शोधविधि

प्रस्तुत लेख गुणात्मक अनुसन्धानविधिमा भएको छ भने यसमा आएका समस्यासित सम्बन्धित सामग्रीहरूको सङ्कलन प्राथमिक र द्वितीयक स्रोतबाट भएको छ । प्राथमिक स्रोतको सामग्री पारिजातद्वारा लिखित *मैले नजन्माएको छोरो* कथा हो । द्वितीयक सामग्रीको रूपमा आधारभूत सैद्धान्तिक सामग्रीका लागि विभिन्न अनुसन्धानात्मक ग्रन्थ तथा लेखहरू रहेका छन् । प्रस्तुत अध्ययनमा समस्याको समाधानका लागि विधासिद्धान्तअन्तर्गत आख्यानमा दृष्टिविन्दुको उपादेयता र यसको महत्त्वलाई सैद्धान्तिक आधारको रूपमा प्रयोग भएको छ । स्थापित सैद्धान्तिक पर्याधारका आधारमा सङ्कलित सामग्रीको विश्लेषणका लागि कृतिकेन्द्री अध्ययन पद्धतिको उपयोग भएको छ । यस अध्ययनलाई निष्कर्षमा पुऱ्याउनका लागि वर्णनात्मक तथा विश्लेषणात्मक विधिको प्रयोग भएको छ ।

सैद्धान्तिक आधार

आख्यानमा कथ्यविषयलाई प्रस्तुत गर्ने माध्यमका रूपमा दृष्टिविन्दु कथारचनाको मुख्य संरचक घटक हो । आख्यानमा आख्यानकारले लेखकीय विचार वा दृष्टिकोण पाठक वा श्रोतालाई प्रत्यक्ष सम्बोधन नगरी कथ्यप्रस्तुतिका लागि निश्चित माध्यम चयन गरेको हुन्छ । आख्यानको आख्यानशास्त्रीय अङ्गका रूपमा दृष्टिविन्दुको भूमिका सम्बोधकका अवधारणालाई सम्बोधितसमक्ष पुऱ्याउनका लागि प्रयोग गर्ने माध्यम हो भने समाख्यानशास्त्रले यही विषयलाई समाख्याताका रूपमा रहने सिद्धान्त विकास गरेको छ । कथावाचकले कथाको बारेमा के कति जानेको छ भन्ने कुराको उत्तर नै दृष्टिविन्दु हो (रोजेनहाइम, सन् १९६७, पृ. ७०) । कथाकारले आफ्नो लेखकीय अभिवृत्ति अर्थात् विचारलाई पाठकसमक्ष पुऱ्याउनका लागि चयन गरेको मार्ग नै दृष्टिविन्दुका रूपमा मुखरित भएको हुन्छ । वास्तवमा आख्यानकारले आफ्नो चिन्तनलाई वस्तु यथार्थसित गाँसेर उच्च कला-प्रविधि दिन सक्षम हुन सक्तैन भने त्यहाँ दृष्टिकोणको प्रश्न गौण बन्न पुग्ने हुँदा आख्यानमा कथावाचकको स्थिति प्रमुख कुरा होइन प्रमुख कुरा त पात्र, कथावाचक र लेखकबीचको स्थिति हो (बुथ, सन् १९६१, पृ. १५१) । लेखकीय दृष्टिकोणलाई पाठकसमक्ष पुऱ्याउने माध्यम भएको र लेखकीय अभिवृत्तिलाई पाठकसँग जोड्ने विषयसँग सम्बन्धित भएकाले दृष्टिविन्दुलाई लेखक र पाठकका बीचको सम्बन्धसूत्र गाँस्ने मुख्यतत्त्व हो ।

दृष्टिविन्दु कथाको मूल तत्त्व हो । दृष्टिविन्दु भनेको कथाको कथन गर्ने दृष्टिको विन्दु वा कोण हो र यसलाई दृष्टिकोण वा कथनपद्धति पनि भन्न सकिन्छ (अवस्थी, २०५५, पृ. ८) । कथामा दृष्टिविन्दुको भूमिका कसरी र कुन रूपमा वाञ्छित रहेको हुन्छ भन्ने पक्षमा शब्द प्रयोगका दृष्टिले भिन्न रहे पनि यसको उद्देश्य र प्रयोजनका विषयमा विधासिद्धान्त स्पष्ट छ । कुनै आख्यान कसको कथा हो र त्यस कथालाई भन्ने समाख्याता को हो भन्ने कुरा नै दृष्टिविन्दु हो । यसबाट नै आख्यानको उपस्थापनापद्धति र कथनभूमि निर्दिष्ट हुन्छ (शर्मा, २०५५, पृ. ४१४) । दृष्टिविन्दुले स्रष्टाको सृजनालाई पाठकसँग जोड्ने आधार तत्त्वका रूपमा भूमिका खेलेको हुन्छ । कथा कसको हो ? कथाका वर्ण्य विषयमाथि कसले प्रकाश पारिरहेको छ ? कथालाई आख्यान सूत्रमा बाँध्नका लागि कथाकारले अवलम्बन गरेको पद्धति आदि दृष्टिविन्दुमा अन्तर्भूत रहेका हुन्छन् । दृष्टिविन्दु त्यो स्थिति स्थान वा सीमा हो जसको माध्ययमबाट कथाकारले आफ्नो धारणा वा अनुभूति पाठक वर्ग समक्ष

पुऱ्याउँछ । कथाकार र पाठक वर्गबीचको सन्दर्भ सूत्र नै दृष्टिविन्दु हो । यसैलाई माध्यम बनाएर कथाकारले आफ्नो सामाग्रीलाई कथाको आकारमा मूर्तिमान गर्दछ । कथामा त्यो कति महत्त्वपूर्ण छ भने यो विना कथामा प्रयुक्त कार्यपीठिका, चरित्रचित्रण, भावपरिमण्डल आदिमा सजीवता आउन सक्दैन(श्रेष्ठ, २०६८, पृ. ११) साहित्यको एक सशक्त विधा रहेको आख्यानको उपविधा कथाको संरचनामा दृष्टिविन्दुको अहम् भूमिका रहने गर्दछ ।

कथा विधाको सृजना तथा कथाकार र पाठकबीचको रिक्ततालाई भर्ने निर्विकल्प माध्यम अझ भनौं लेखक/पाठक सम्बन्ध स्थापित गर्ने कथाको प्रमुख माध्यम नै दृष्टिविन्दु हो । मूलभूत रूपमा लेखकीय विचार सम्प्रेषणको माध्यम भएकाले दृष्टिविन्दुलाई दृष्टिकोण वा दृष्टिकेन्द्र जस्ता शब्दले परिभाषित गर्ने प्रचलन रहे पनि नेपाली साहित्यका सन्दर्भमा दृष्टिविन्दु शब्द नै स्थापित छ । कथावाचकले कथा सुनाउनका लागि उभिन वा बस्नलाई रोजेको ठाउँ विशेषलाई दृष्टिकोण वा दृष्टिविन्दु भनिन्छ (नेपाल, सन् २००५, पृ. ९८) । दृष्टिविन्दुमा कथाकारले दिन खोजेको सन्देश वा आफ्नो वैचारिक अभिवृत्तिलाई कुन स्थानमा, कुन भूमिकामा कसरी उपस्थित भई कुन प्रक्रियाबाट प्रस्तुत गर्ने भन्ने पक्षको समष्टि उत्तर प्रतिबिम्बन हुने गर्दछ । कथाकारले आफ्नो सामग्रीलाई व्यक्त गर्दा मूलभुत माध्यमका रूपमा अवलम्बन गर्ने कल्पना शिल्पविधानसम्बद्ध महत्त्वपूर्ण विधिलाई दृष्टिकोण, दृष्टिकेन्द्र अथवा दृष्टिविन्दु भनिन्छ (शर्मा, २०६७, पृ. ६९) । दृष्टिविन्दु प्रस्तुतीकरणको एउटा माध्यम हो जसले कथाकारको विचारलाई सोद्देश्यमूलक रूपमा पाठकसमक्ष राख्दछ । कथाका तत्त्वहरूमध्ये सम्बोधकले कसरी आफ्ना विचारलाई सम्बोधितसम्म पुऱ्याउन चाहेको छ भन्ने विषयको प्रतिनिधित्व दृष्टिविन्दुले गरेको हुन्छ । दृष्टिविन्दु भनेको त्यो अवस्था वा हरेक कुराको दृष्य लिन सकिने त्यो विन्दु हो जहाँबाट कथाका घटनाहरू पाठक समक्ष पुऱ्याउनकालागि समाख्याताले निरीक्षण गर्ने गर्छ । दृष्टिविन्दुलाई अङ्ग्रेजीमा पर्सपेक्टिभ (perspective) तथा फोकलाईजेसन (focatization) पनि भनिन्छ(बराल, २०६९, पृ. ७२) । दुष्टिविन्दु कथाकारले कथा लेख्नुअघि कथालाई कसरी प्रस्तुत गर्ने भन्ने विषयमा निर्माण गर्ने अवधारणासँग सम्बन्धित रहेकाले यसमा प्रस्तुतकर्ताको भूमिका के हो ? र कोसँगसम्बद्ध छ भन्ने विषयका आधारमा यसको भेदउपभेदको विषयमा विमर्श भएको छ ।

मूलभूत रूपमा कथा रचनाका सन्दर्भमा कथ्यविषयको प्रस्तोताको भूमिकाका आधारमा दृष्टिविन्दुको निर्धारण हुने गर्दछ । आख्यानमा दृष्टिविन्दुको स्वरूप सम्पाकदीय, सर्वज्ञाता, तटस्थ सर्वज्ञाता, 'म' साक्षीको रूपमा, 'म' नायकको रूपमा, विविध चयनात्मक सर्वज्ञाता, चयनात्मक सर्वज्ञाता, नाटकीय र क्यामेरा विधि (शर्मा उद्धृत फ्रिडम्यान, १९७८, पृ ७०) । कथाकारले सृजन प्रक्रियाको पूर्वार्द्धमा निर्माण गर्ने धारणासम्बद्ध घटनाको निर्माण गरेपछि ती घटनालाई कुन परिवेश र कस्ता पात्रका अन्तर्साक्ष्यमा ती धारणाले समूर्तन प्राप्त गर्दछ । आख्यानमा दृष्टिविन्दुको भूमिका कथावाचक–प्रथम पुरूष–सहभागीका रूपमा प्रमुख चरित्र (केन्द्रीय) र गौण चरित्र कथावाचक (परिधीय) दुई तथा तृतीय पुरूष–स्वतन्त्र वक्ताको भूमिकामा सर्वज्ञाता, प्रमुख पात्रको कोणबाट सीमित र सामान्य पात्रको कोणबाट बाह्यजस्ता तीनप्रकारमा वर्गीकृत छ (केनेडी (१९८३, पृ. १९) । कथाकारको दृष्टिकोण र त्यसलाई गतिशीलता दिने पात्र तथा ती पात्रका क्रियाकलापका माध्यमबाट कसरी यसको निर्धारण हुनेगर्दछ । दृष्टिविन्दु मूलभूत रूपमा कथाकारले चयन गरेको माध्यमसँग सम्बन्धित माध्यम भएकाले आफ्ना विचारलाई आफ्नै उपस्थितिमा सोझौ भन्ने वा कसैका माध्यमबाट प्रस्तुत गर्ने भन्ने विषय स्रष्टामा निर्भर रहने विषय भएकाले कथाकारले स्वयम् उपस्थित भई वा कथयिताका रूपमा आफैंलाई प्रस्तुत

गरी विचार सम्प्रेषण गरेको छ भने त्यस्तो सम्बोधकको उपस्थिति आन्तरिक दृष्टिविन्दुका माध्यमबाट मुखरित भएको हुन्छ । दृष्टिविन्दु पात्र कथामा प्रथम पुरूषको रूपमा रहँदा आन्तरिक दृष्टिविन्दु (internal viewpoint) हुन्छ यसअन्तर्गत केन्द्रीय दृष्टिविन्दुमा स्वयम् कथाका वा अरू कुनै पात्र म का रूपमा मुख्य पात्र रही कथा प्रस्तुत हुन्छ । यस दृष्टिविन्दुमा कथित कथामा मुख्य पात्रको आन्तरिक स्थितिको चित्रण सूक्ष्मताका साथ प्रस्तुत हुन्छ ।

कथामा परिधीय दृष्टिविन्दुमा चाँहि म पात्र त रहन्छ तर कथामा त्यसको स्थान कि त गौण रहन्छ कि तटस्थ । त्यस्तो दृष्टिविन्दुबाट लेखिएको कथामा मुख्य कथाको केन्द्र अर्कै पात्र बनेको हुन्छ र म पात्रले त्यही पात्रलाई केवल प्रस्तुत गर्ने माध्यम भएर भूमिका खेल्दछ (श्रेष्ठ, २०६८, पृ. ११-१२) । आन्तरिक दृष्टिविन्दु मूलतः केन्द्रीय र परिधीयमा विभाजित छन् भने प्रस्तुतिको केन्द्रीय तहमा 'म' पात्र समाख्याताका रूपमा उपस्थित भई वा कुनै म पात्रका माध्यमबाट कथागत अभिवृत्तिलाई प्रस्तुत गर्दछ भने त्यो प्रथमपुरूष केन्द्रीय दृष्टिविन्दु हो । यस दृष्टिविन्दुको केन्द्रमा समाख्याता रही आख्यानमा समाख्यानमूलक विचार, मानसिक परिवेश र सन्दर्भलाई चित्रण गरिरहेको हुन्छ । प्रस्तुत मैले नजन्माएको छोरो कथाको कथ्यविषयलाई प्रस्तुत गर्ने समाख्याता अर्थात् म' पात्रको केन्द्रीय भूमिकाका आधारमा यो कृति दृष्टिविन्दुका कोणबाट अध्ययनीय सामग्री हो । प्रस्तुत कथामा दृष्टिविन्दुको विषय क्रमशः तलका उपशीर्षकमा बिस्तारपूर्वक विश्लेषण भएको छ ।

सामग्री विश्लेषण र नतिजा

आख्यनानशास्त्रका कथ्यकथन गर्ने कथा निर्मापक एकाइ दृष्टिविन्दु कथ्यविषयकृ माध्यमका रूपमा परिभाषित छ । पारिजातको मैले नजन्माएको छोरो कथामा दृष्टिविन्दुको निरूपण गरिने यस लेखमा उक्त कोणबाट सामग्रीको विश्लेषण क्रमशः तलका उपशीर्षकमा भएको छ ।

कथामा दृष्टिविन्दु पात्र र अन्यपात्रको सम्बन्ध

दृष्टिविन्दु लेखकीय अभिवृत्तिलाई कथ्यका माध्यमबाट पाठकसमक्ष सन्देश प्रवाह गर्ने स्रष्टाप्रदत्त माध्यम हो । कथा सिर्जनाका लागि चयन भएको निश्चित स्थान, समय र परिवेश तथा त्यसका अन्तर्यमा घटेका घटनाको संयोजन गर्ने माध्यमका साथै तिनलाई मूर्त आकार दिने सन्दर्भमा एकाधिक पात्रको उपस्थिति हुन्छ भने ती पात्रबीचको पारस्परिक अन्तर्सम्बन्धबाट कथ्यको निर्माण हुने भएकाले तिनको भूमिका र सम्बन्धका आधारमा दृष्टिविन्दुले सार्थक रूप प्राप्त गर्दछ । मथामा चित्रित पात्र र तिनको पारस्परिक अन्तर्सम्बन्धबाट कथाको समाख्याता वा समाख्याताप्रदत्त पात्रका रूपमा दृष्टिविन्दु पात्रले कथ्यलाई निश्चित फलागम अर्थात् कथासूत्रको विकास गर्ने भएकाले कथाका पत्रबीचको पारस्परिक सम्बन्धका साथै कथ्यविषय, त्यसमा प्रस्तुत घटना, कथ्यसन्देश, परिवेश र सारतत्त्वसमेत एकआपसमा जोडिई कथाको संरचना हुने भएकाले दृष्टिविन्दुको आधारभूत पक्ष भन्नु नै कथयिता अर्थात् दृष्टिविन्दु पात्र र अन्य पात्रबीचको सम्बन्धबाट निर्माण हुने विषय हो । प्रस्तुत "मैले नजन्माएको छोरो" कथामा दृष्टिविन्दु पात्र अन्य पात्रको सम्बन्ध कथ्यविषयको प्रस्तुतकर्ता अर्थात् दृष्टिविन्दु 'म' पात्र र अन्य पात्रको पारस्परिक अन्तर्सम्बन्ध, तिनीहरू बीच घटित घटना, त्यसले सिर्जना गरेको उतारचढाव र सम्बन्ध स्वीकार र सम्बन्धविच्छेद अर्थात् अस्वीकारसम्मको कथ्यविषयको आधार बनेको छ । कथाको दृष्टिविन्दुको केन्द्रमा रहेको 'म' कथासंसारमा घटेका सबै घटना, पात्र, परिवेश, त्यसबाट

उत्पन्न द्वन्द्वात्मकताजस्ता विषयको नेतृत्व लिने पात्र हो । कथाको 'म' पात्रकै नेतृत्वमा कथ्यविषयमा उसको नजन्माएको छोरो अर्थात् कुनै बालकप्रतिको सम्मोहन तथा उक्त बालककी आमाको रूपमा पकिल्पना गरेको तथा सम्बन्धका आधारमा आमाछोराको सम्बन्धलाई कथाका निम्नलिखित उद्धरणले पुष्टि गर्दछन् -

मेरो झ्यालको सोझै मुनितिर दुई जना ठिटाहरू । एक जना उभिएको छ र अर्को घोप्टेर साइकलको जञ्जिर हाल्न लागेको छ । उनीहरू लगभग बाह्रतेह्र वर्षका हुँदा हुन् । घोटेर साइकलको जन्जिर हाल्नेले टाउको उँभो उठाउँछ र मलाई झ्याल देख्छ । म एकपटक उसलाई हेरिरहन्छु । ऊ लाज मान्दै, गाला र कान रातो पार्दै त्यहाँ बाट भाग्छ । आजको दिन एक बिशेष दिन, आजको हेराई एक बिशेष हेराई, आजको संयोग एक विशेष संयोग, जसलाई होस निकै बेर आँखा जुधाएर मैले हेरेकी मैले आँखाबाट त्यो ठिटो भाग्छ तर म उसलाइ बिर्सन सक्तिन । कालो कालो अनुहारमा दुई अति रहर लाग्दा आँखा चञ्चल पुतली घुम्रीएको कपाल कञ्चट र घुच्चुकमा मुन्द्रो पारेर झरेको कपाल मन हेर्ने मुस्कान म कोशिश गर्दा पनि भुल्न सक्तिनँ (पारिजात, २०७५, पृ. ४१) ।

प्रस्तुत कथांशमा कथाको शीर्षकले सङ्केत गरेको दृष्टिविन्दु पात्र 'म' र उसले मानसिक गर्भाधानबाट सन्तानसुखका लागि परिकल्पना गरेको सन्तान र उक्त सन्तानप्रतिको बात्सल्य र सम्मोहनको विषय प्रस्तुत हुनु अविवाहित वा लोग्नेनिरपेक्ष सन्तानको कल्पना र त्यसबाट प्राप्त ह्ने सुखभोगको विषय प्रस्तुत भएको छ । आफू अविवाहित रहेर पनि मानसिक गर्भमा सन्तानलाई जन्माएर हुर्काउने नारी भूमिकामा रहेकी नारी र छोराको भूमिकामा रहेको अमूक पात्रबीचको सम्बन्धले नै 'म' पात्रमा मानसिक संवेग र उचारचढावको अवस्था सिर्जना गरेको छ । कथाकी दृष्टिविन्दु पात्र र अमूक पात्रबीचको सम्मोहन सम्बन्धले नै कथ्यविषय, सन्देश र अन्तर्वस्तुका साथै घटनाको नियमित विकास, बिस्तार र निष्कर्षसम्म पुगेको छ । बाटोपट्टि फर्किएको कोठा, कोठाको झ्यालबाट हेर्दा देखिएका दुई किशार, ती दुई किशोरमध्ये एउटाप्रति दृष्टिविन्दु पात्रको बात्सल्य र त्यसप्रतिको आकर्षण अव्यक्त रूपमा अविवाहित नारी मनोविज्ञानको अभ्यन्तरमा रहेको कामवासनाको परिपूर्ति गर्ने माध्यमका रूपमा प्रकटित मानसिक यथार्थ हो भने अविवाहित रहेकोमा आत्मगौरव रहेको तर सन्तानप्रतिको आकर्षण तीब्र रहेको कथ्यसन्देश प्रस्तुत गर्ने यस कथांशमा दृष्टिविन्दु पात्रको विसङ्गत चेतनाको प्रस्तुति पनि भएको छ । दृष्टिविन्दु पात्रले मानसिक सन्तान र त्यसमा पनि छोरोका परिकल्पना गरी त्यसैअनुरूपको कथ्यविषयको विकास र विस्तार गर्ने यस कथांशमा अमूक किशोरको शारीरिक व्यक्तित्वको वर्णन तथा त्यसका विषयमा गरेको परिकल्पना कथानकका तहमा यसको बिस्तार गर्ने सेतु हो भने परिवेशका तहमा वयस्क युवतीको अतृप्त मानसिकतामा परिवार, सन्तान, मोह, अकर्षण र गृहस्थी जीवनको आनन्दसँग जोडिने विषय पनि हो । दुई अपरिचित वयस्क युवती र किशोरबीचको सम्बन्धका आधारमा पुरुषरहित आमाको कल्पना गर्ने नारी र किशोरबीचको सम्बन्ध आमाछोराको रहने कथ्यविषयलाई कथाले प्रस्तुत गरेको छ । छोराको परिकल्पना गरी मानसिक सन्तुष्टि र आमा हुनुको गर्वबोध गर्ने दृष्टिविन्दु पात्रले प्रजनन प्रक्रियाका लागि पुरुषको अनिवार्यता तथा सामाजिक संरचना र विश्वासमा पोइको आवश्यकता अकल्पनीय पीडाको कारक बन्ने कथ्यविष्य्य निम्नलिखित कथांशको अन्तर्वस्तु हो ।

कल्पना गर्छु यहाँ सबै छोरैछोरा भए अनि आफैँ खिस्स हाँस्छु तर छोरो खेलौनालाई पोइ चाहिन्छ पोइ भन्नासाथ मेरो आङ् सिरिङ्ग हुन्छ किनकी यो पोइ मैले कहिल्यै कल्पना नगरेको वस्तु हो पोइ भन्दा

मलाई घिन लाग्दो लाग्छ मलाइ् छोराको लोभले म कल्पनामा पोइ समात्न खोज्छु तर मरे पनि समात्न सक्तिन (ऐजन, पृ. ४३-४४) ।

प्रस्तुत कथांशमा समाख्याताले दृष्टिविन्दु पात्रका रूपमा चयन गरेको 'म' पात्रको मानसिक धरातलमा अविवाहित अवस्थामा सन्तान तथा त्यसमा पनि छोराको परिकल्पना गरेको तथा छोरासँगको अन्तरङ्ग सम्बन्धमा पोइको आकस्मिक उपस्थितिले सोच नै परिवर्तन गरेको विषयलाई सन्दर्भित गरेको छ । अविवाहित नारी भूमिकामा रहेकी दृष्टिविन्दु पात्रको मानसिकतामा छोरो हुनु अथवा छोरालाई प्राप्त गर्नु आफैंमा जटिलता नभए पनि छोरोको भौतिक व्यक्तित्वका लागि पोइको अनिवार्यता रहने जैविक विधानलाई निषेध गर्ने अभिवृत्ति पुरुष निरपेक्ष जीवन र जैविक प्रक्रिया निरपेक्ष सन्तानको अपेक्षा जागृत भएको छ । अर्धचेतनमा छोराको अस्तित्वलाई आत्मसात् गर्ने दृष्टिविन्दु पात्रमा चेतनतहमा जैविक सेचन र सन्तान उत्पादनका लागि पुरुषसंसर्गप्रतिको जुगुप्साको अभिव्यक्ति पुरुषनिरपेक्ष जीवनको परिकल्पनामा केन्द्रित विसङ्गत चेतनाको प्राप्ति नै हो । सत्तासम्कन्धमा नारीपुरुष जसको वर्चस्व रहे पनि नारीपुरुष सम्बन्ध र सहअस्तित्वका आधारमा परिवार, सन्तान र त्यसप्रतिको उत्तरदायित्वको विरतरण हुने जैविक नियमका विपरीत पुरुषको उपस्थिति र अस्तित्वलाई अस्वीकार गर्ने दृष्टिविन्दु पात्र र मानसिकतामा आएको पोइबीचको सम्बन्ध छोरोसँग नजिक हुनुपूर्व नै खण्डित र सम्बन्धविहीन भएको छ । छोरोप्रतिको सम्मोहन तथा पोइप्रतिको पूर्णतः विकर्षणका कारण पनि आमा हुनुको अनुभव गर्ने तथा छोराको उपस्थितिमै मातृत्वगुण सञ्चरित भएको अनुभव गर्ने दृष्टिविन्दु पात्रमा पुरुषको अनुपस्थितिमा पनि मातृत्वको अनुभव गर्नसकिने तथा त्यसको वास्तविकता नारीमात्रको संज्ञानक्षेत्र रहने तथ्य उपर्युक्त सन्दर्भको अन्तर्वस्तु हो । सन्तानप्रतिको सम्मोहन तथा त्यसबाट प्राप्त हुने आनन्दानुभूतिको अनुभवका लागि विवाह, परिवार, प्रसवपीडा र सन्तानउत्पादनका क्रियामा समावेश भइरहन् नपर्ने तथा त्यसको प्राप्ति बालबालिकाको सानिध्य र तिनीहरूप्रतिको आकर्षणबाटै प्राप्त हुने मातृसन्तान सम्बन्धको अभिव्यञ्जना कथाको निम्नलिखित अंशमा भएको छ ।

निधारमा बज्रेको गोलाले आँखामा फिलुङ्गो उडाइदिन्छ म लाजले र लोलाको रङ्गले राम्मे हुन्छु मेरो छोरो सुकुमारी हाँसो हाँस्दै अलिक पर उभिराखेको हुन्छु अँ यो मुस्कान चाहीने म पटक्क सहन सक्तिन र भाग्छु तर हिँडाइमा बोझ छैन फुलजस्तो हलुका भएको छ मेरो पाइलो (ऐजन, पृ. ४४-४५) ।

दृष्टिविन्दु पात्रको मानसिक संसारमा सुरक्षित स्थान बनाएको विशोरवयको केटो र उसको व्यक्तित्वलाई छोराको भूमिकामा ग्रहण गर्ने 'म' पात्रको तर्कमा सन्तानले गरेका अवाञ्छित कार्य र त्यसको परिणाम असामाजिक भए पनि प्रीतिकर हुने कथ्यसन्देश प्रस्तुत गर्ने यस उद्धरणमा मानव मानसिकतामा स्थापित भइसकेको सत्य र विश्वासका सामु हरेक विषय सामान्य लाग्ने विषयको प्रस्तुति छ । दृष्टिविन्दु पात्रको मानसिकताले किशोरलाई छोराको रूपमा ग्रहण गरिसकेकाले उसका हरेक क्रियाकलाप यसका लागि क्षम्य र प्रीतिकर छन् । नारीलाई निशाना बनाइ लोला हान्ने किशोर र उसको समूहको असभ्यतालाई अभ्यन्तरित रूपमा स्वीकार गरी आनन्दको अनुभूति गर्ने दृष्टिविन्दु पात्र जैविक प्रक्रियारहित सन्तानको परिकल्पना गरी त्यसकै अन्तर्यमा आफ्नो सन्तानेच्छाको परिपूर्ति हुने चेतनक्रियामा अभ्यस्त छ ।

नारीमैत्री दृष्टिकोणले पनि नारीमाथि गरिने यसप्रकारको अभद्रशैलीलाई अङ्गीकार गर्ने दृष्टिविन्दु पात्रको चेतनप्रक्रियाले अस्वीकार गरेको समवयस्क पोइ र त्यसबाट प्राप्त हुने अन्तरङ्ग-बहिरङ्ग आनन्दको परिपूर्ति सन्तान भन्नसकिने छोराको परिकल्पना र त्यसको क्रियाकलापका माध्यमबाट परिपूर्ति गर्ने माध्यम बनाएको तथ्य यस उद्धरणको अन्तर्वस्तु हो । सन्तानप्रतिको सम्मोहन र बृद्धिविकासका क्रममा छोराको सामाजिक सम्बन्ध तथा भूमिका कथाका निम्नलिखित अंशमा प्रस्तुत भएको छ । “छोरो भनाउँदो हात हालेर साहुनीसँग ठट्टा गरिरहेको हुन्छ । मतिर उस्तै गरी हाँसेर हेर्छ । साहुनी भनिराखेकी हुन्छ ए छाड मोरा बुढीसँग पनि चल्ने” (ऐजन, पृ. ४६) । यस कथांशमा दृष्टिविन्दु पात्रले कल्पना गरेको छोरो समयान्तरसँगै वयस्क भई सामाजिक भूमिकामा दुर्व्यसनीको शिकार भई चुरोट र रक्सीको कुलतमा परी स्कुल र कलेजका स्थानमा भट्टीमा बिताउने, भट्टीकी सञ्चालिकासँगै नारी हिंसा र अभद्रता देखाउने सन्तानसँग आमाको सम्बन्धविच्छेद हुँदैगएको र सन्तानप्रतिको सम्मोहन भङ्ग भएको सन्दर्भ प्रस्तुत भएको छ । सन्तान कर्तव्यपालक र आमाबाबुको आदर्शलाई निरन्तरता दिने योग्यता भएको परिकल्पना गर्ने दृष्टिविन्दु पात्रमा कल्पित छोराको भूमिका शङ्कास्पद र पारिवारिक संस्कारविहीनताबाट प्रेरित रहेकाले त्यसप्रतिको मोहभङ्ग भई सन्तानहीन सुख नै प्रीतिकर हुने विषय यस कथांशमा प्रस्तुत भएको छ । प्रस्तुत कथामा समाख्याताले दृष्टिविन्दु पात्रको भूमिकामा चयन गरेको ‘म’ पात्र, छोरो, पोइ, कल्पित छोरोको साथी, भट्टी पसले साहुनी तथा अन्य साङ्केतिक, प्रासङ्गिक र सूच्य पात्रबीचको सम्बन्ध आलोचनात्मक र निरपेक्ष छ । कथाको दृष्टिविन्दु पात्र ‘म’ हो भने ‘म’ पात्रकै आवेग, संवेग, उदासी, निराशा, हर्ष, उन्माद, खुसी, क्रिया-प्रतिक्रिया-अन्तर्क्रिया, विषयको प्रस्ताव, समर्थन, विमति, खण्डन-मण्डन, सन्तुष्टि-असन्तुष्टि र निष्कर्षसूचक विषय र भावका अन्तर्यमा कथाले पूर्णता प्राप्त गरेको छ । कथामा आएका कथ्यविषय, पात्र, परिवेश र सारतत्त्वजस्ता कथारचनाका घटकसँग प्रत्यक्षसम्बद्ध ‘म’ पात्रको भूमिका तथा ‘म’ पात्रको अन्तरङ्ग जीवनदृष्टिकोणको अभिव्यञ्जना भएको यस कथामा अन्यपात्रसँगको सम्बन्ध अन्तर्मुखी एवम् सम्बन्धविहीन सम्बन्धमा आधारित विषयको स्थापन गर्न अग्रसर छ भने कथाको रचनाविधान प्रथमपुरुष केन्द्रीय दृष्टिविन्दुमा संरचित रहेको छ ।

कथामा प्रथमपुरूष केन्द्रीय दृष्टिविन्दु

प्रस्तुत “मैले नजन्माएको छोरो” कथामा प्रथमपुरूष केन्द्रीय दृष्टिविन्दुको प्रयोग भएको छ । कथामा समाख्याताले कथयिता सम्बोधकका रूपमा चयन गरेको प्रमुख म पात्रले कथाको कथ्यलाई प्रस्तुत गरेको छ । कथ्य विस्तारका क्रममा म पात्रका मानसिकतामा आएको संवेगका भिन्न मोड र स्थितिले कथ्यको निर्माण भएको छ । म पात्रका रूपमा उपस्थित भएको कथावाचकको संवेगात्मक स्थितिका विभिन्न मोड-उपमोडका अन्तरसाक्ष्यमा कथाको आरम्भ, विकास, विस्तार, चरम र अपकर्ष भई कथाले पूर्णता पाएको छ । यस कथामा प्रथमपुरुष केन्द्रीय दृष्टिविन्दु ‘म’ पात्र हो भने ‘म’ पात्रले आफू र आफ्नो परिवेशको विषयमा सूचना दिई कथाको आरम्भ गरेको छ । आफ्नो परिवेश र त्यसको वरिपरिको दृश्यका आधारमा आफू एक्लो रहेको, एकान्त भएका कारण समय बिताउने माध्यम झ्यालबाट बाहिरको दृश्य हेर्नु र त्यहाँको वस्तुस्थितिको मूल्याङ्कनमा सीमित रहेको अवस्थामा मानसिकतामा विविध सन्दर्भको उठान हुनु, ती सन्दर्भका विषयमा मानसिक अन्तर्क्रिया हुनु, सशरी पर्यावरणमा एक्लो हुनुको आभाष र फुर्सदका कारण हरेक व्यक्ति, तिनको अवस्था, चारित्रिक विशेषता तथा बाह्यपर्यावरणसँग मानसिक विचरण र अन्तर्क्रियाका कारण स्वयम् तिनीहरूका विषयमा पूर्ण जानकार रहेको सामर्थ्यवान् चरित्रका रूपमा प्रस्तुत गरेको छ ।

कथाको आरम्भमा आफ्नो भूमिकालाई स्पष्ट पार्ने 'म' पात्र र उसको भूमिका निम्नलिखित कथांशमा अभिव्यक्त भएको छ । "मेरो कोठा त सडकतर्फ नै पर्छ । झ्याल उदाङ्गै खोलेर सडकको चहलपहल हेर्नु मेरो आफ्नो दिनचर्याको एउटा मुख्य अङ्ग हुनआएको छ, म प्रायः यहाँबाट हेरिरहन्छु । यहाँबाट सँधै ओहोरदोहोर गर्नेहरू सबैलाई म चिन्छु" (ऐजन, पृ. ४०) । प्रस्तुत कथांश कथाको आरम्भ हो भने यही सन्दर्भले सम्बोधक र दृष्टिविन्दु पात्रका रूपमा 'म' पात्रको भूमिकालाई स्पष्ट पारेको छ । सम्बोधकको भूमिकामा 'म' पात्रले कथ्यविषयलाई सङ्केत गर्दै जीवनको एक्लोपन र फुर्सदका कारण परिवेश र व्यक्तिसँगको प्रत्यक्ष सम्बन्धका माध्यमबाट कथाको आरम्भ गरी कथ्यविषयलाई निरन्तरता दिएको छ । कथागत अभिवृत्तिलाई गतिशीलता दिनका लागि आफ्नो निजी परिवेश र त्यसका आधारमा मानसिक संसारको विषयमा सङ्केत गर्ने यस उद्धरणका माध्यमबाट आफ्नो भूमिका कथामा केन्द्रीय रहने तथा आफ्नै मनोभाव र चेतनाकै आधारमा कथ्यसन्देश प्रतिपाद्य रहने विषयको स्थापना गर्ने यस उद्धरणले कथाको शीर्षकले सम्बोधन गरेको विषयका साथै कथ्यसन्देशलाई समेत सूचित गरेको छ । कथाको आरम्भमा आएको यस उद्धरणमा सिङ्गो रचनाको केन्द्रीय चरित्रका रूपमा प्रस्तुत गर्ने 'म' पात्रको भूमिका स्पष्ट हुनु प्रथमपुरुष केन्द्रीय दृष्टिविन्दुको पुष्टि हुँदै हो ।

कथारचनामा 'म' पात्रको मानसिक संरचना र कथ्यविषयको निर्देशसँगै आफ्ना बारेमा आफैंले निर्माण गरेको भाष्य तथा त्यसका अन्तर्यमा स्वयम्‌को वास्तविकता र जीवनको परिभाषाभित्र आफ्नै जीवनको वास्तविकतालाई कथ्यविषयसँग जोड्दै म अरुभन्दा कसरी भिन्न छु तथा समाजसँगको आफ्नो पार्थक्यको विषय प्रस्तुति 'म' पात्रकै केन्द्रियतामा हुनु प्रथम पुरुष दृष्टिविन्दुको परिचायक हो । कथामा समाज र सामाजिक जीवनभन्दा आफूलाई भिन्न देखाइरहँदा आफ्नो वास्तविकता तथा त्यसका अन्तर्यमा पल्लवित भइरहेको आवेग-संवेग र कथ्यविषय बिस्तारको सन्दर्भ निम्नलिखित कथांशमा भएको छ । "मलाई कुखुरे बैंसले छोएन यौवनको चञ्चलताले छोएन मलाइ कहिल्यै कसैसित प्रेम गरूँ जस्तो लागेन, मलाई विवाह गर्ने शोख जागेन गृहिणी बन्ने रहर भएन र म अविवाहिता छु वयस्क हुन थालिसकेँ (ऐजन, पृ. ४२-४३) । यस उद्धरणले आफ्नो घर, झ्यालछेउको कोठा, आवतजावत गर्ने मानिसहरूसँगको पहिचान, तिनको वास्तविकतासँगको साक्षात्कारजस्ता परिवेशलाई नजिकबाट नियाल्ने 'म' पात्रको पारिवारिक जीवनको कल्पना र त्यसले सार्थक् रूप प्राप्त गर्न गइरहेको अवस्थामा वयस्क हुनुको तात्पर्य गृहस्थी र त्यसको उत्तरदायित्व हो भन्ने विषयबोध गरी १२-१३ बर्षको अपरिचित युवालाई अभ्यन्तर र अचेतनबस् सन्तान स्वीकार गरी त्यसका क्रियाकलापको निगरानी गर्नु तथा उसका सबल पक्षलाई स्वीकार गरी निर्बल पक्षलाई सुधार गर्ने अपेक्षा गर्नुजस्ता विषयगत कथ्यनिर्माण गरी कथालाई विकसित तुल्याउन 'म' पात्रकै केन्द्रीय भूमिका प्रस्तुत गरेको छ । वयस्क नारीमा सन्तानको उपस्थिति र त्यसबाट शरीरमा विकास भएको मातृगुणका कारण एकदृष्टिले पूर्ण आमाको अनुभूति गर्ने 'म' पात्र अविवाहित रहेरै पनि पूर्ण गृहिणीको भूमिकामा स्वयम्‌लाई रूपान्तरित गर्दै कल्पित छोराको लोला प्रहारले सिर्जना गर्ने हिंसाजन्य अवस्थालाई पनि स्वीकार गर्न तयार छ । यसका अतिरिक्त पारिवारिक सम्बन्धमा छोराको भूमिकालाई सर्वोपरि देख्ने 'म' पात्र आफ्नो सन्तान दुर्व्यसनीमुक्त शिक्षित र सम्मानित बनोस् भन्ने आत्मप्रेरित विश्वासमा दृढ रही आदर्शवादी र अनुकरणयोग्य बनून् भन्ने कल्पनासम्म पुग्नु अविवाहित नारीमा पनि सन्तान, परिवार र सामाजिक संरचनाप्रतिको जवाफदेहिता रहने पक्षको हिमायती हुनु हो । छोराको आदर्शस्वरूपको परिकल्पना गर्दा छोरो जन्माउनका लागि अनिवार्य मानिने

पोइको उपस्थितिले मर्माहत 'म' पात्र आफूले परिकल्पना गरेको छोराको व्यक्तित्व अनादर्श बनेको विषयबाट आहत भई सन्तान सुखका नभई दुःखका कारक हुन् भन्ने निष्कर्षमा पुगेकी छ ।

विद्यालय जाने उमेरमा पुस्तक बेचेर सिनेमा र चुरोटको लतमा परेको 'म' पात्र कल्पित छोराको व्यवहार उसको वयस्क रूपसँगै भट्टीमा व्यतित हुनु, उसका विषयमा 'म' पात्रले गरेको छोरो व्यक्तित्वको परिकल्पना आफ्नो सोचको विपर्ययमा पाउनु तथा साँच्चै आफ्नो विवाह भई सन्तानप्राप्तिपछि वर्तमानको सामना गर्नु परेको भए जीवन सुखी र सुखान्त नभई दुर्दान्त हुने परिकल्पना गरेको विषयप्रस्तुतिमा 'म' पात्रकै केन्द्रीय भूमिकामा रहेको सन्दर्भले कथारचनालाई निर्णयक मोडतर्फ प्रवृत्त गराउनु प्रथमपुरुष केन्द्रीय दृष्टिविन्दुको सशक्त आधार हो । यसका अतिरिक्त कथाले मानसिक संसारमा स्थापित विश्वास र जीवनजगत्का स्थापित भएको विश्वासमा तादात्म्य नहुने भएकाले 'म' पात्रको छोरो र त्यसका बारेमा निर्माण भएको विश्वास स्वयम्का लागि प्रत्युत्पादक रहेको विषयको प्रस्तुति निम्नलिखित कथांशमा भएको छ । "कान र गालाको मुस्कान, चुरोट फोक्सो ओकल्ने खोकी, सफा बाटो र खकार । म अतासिन्छु तर तर मेरो आँखा भरिदैन, यसैले कि म आमा होइन अबको पाली आँखामा होइन हृदयमा कालो पर्दा आउँछ म निकै तल खस्छु (ऐजन, पृ. ४५) । कथाको दृष्टिविन्दु पात्र अविवाहित रहेरै सन्तानको विषयमा गरिने चिन्तनबाट मान्छे यति धेरै दुःखी छ भने वास्तविक गृहिणीको भूमिका निर्वाह गरिरहेकी नारीको मनोसंरचना कुन हदसम्म भयावह होला भन्ने यथार्थबोधमा पुगेकी छ । जुन विषय स्मरण र कल्पनामै यति पीडाप्रद छ वास्तविकतामा यसको भयावह र वीभत्स रूप अकल्पनीय छ भन्ने निष्कर्षमा पुगेको 'म' पात्र अविवाहित रहेरै बाँच्नका लागि आफूले चयन गरेको मार्ग गृहस्थीजीवनका तुलनामा उच्चकोटिको रहने निष्कर्षमा पुगेको सन्दर्भ यस उद्धरणको अन्तर्वस्तु हो । आफूले अविवाहित रहन चयन गरेको मार्ग समाजका लागि निन्दित भए पनि स्वयम्का लागि उपयुक्त र विकल्परहित सही मान्ने 'म' पात्रको छोरोरहित जीवनको सुख नै सवोत्तम रहने निष्कर्षमा अस्तित्ववादी जीवनदृष्टिसमेत अभिव्यञ्जित भएको छ ।

कथाको सम्बोधकको केन्द्रीय भूमिकामा रहेको 'म' पात्रमा कल्पना, आकर्षण, सम्मोहन, वस्तुप्रतिको अन्तर्दृष्टि, व्यक्तिको आवृत्ति, त्यसका क्रियाकलापजस्ता विषयको निरन्तर पुनरावृत्तिले छोरोप्रति विकर्षण बढेको तथा जीवनका लागि लोग्ने, छोरो, परिवार, सन्तान अथवा त्यो संरचना नै अनावश्यक रहेको विषय कथाको निम्न अंशमा अभिव्यञ्जित भएको छ । "अब म झ्यालबाट हेर्दिन सडकलाई पढ्दिन । अब मलाई फुर्सदैफुर्सद छ । आज दिनभरी दराजमा भएका पत्रिकाहरू हेरी बसेकी छु मभित्र सल्बलाई रहेको त्यो तरल पदार्थ पुस महिनामा पानी जमेझैँ जमिसकेको छ अब म पग्लन्न, कहिल्यै पग्लन्न" (ऐजन, पृ. ४७) । सन्तानप्रतिको सम्मोहनले अविवाहित नारीमा स्थापित भएको मातृत्व समाप्त हुनुको कारक नारीलाई मातृवती बनाउने सन्तानबाटै अपहरित हुन्छ भन्ने पक्षको उद्घाटन गर्ने यस उद्धरणले सन्तान र त्यसप्रतिको उत्तरदायित्व निर्वाह गर्ने झन्झटबाट मुक्ति नै जीवनको प्राप्ति हो भन्ने विषय प्रस्तुत गरेको छ । प्रस्तुत कथाको आरम्भदेखि अन्त्यसम्मका प्रत्येक मोड, घटना, द्वन्द्व, क्रिया र कथ्य विषय 'म' पात्रका आवेग, संवेग र मानसिक उतारचढावसँग जोडिई आरम्भ, विकास, बिस्तार र निष्कर्षतर्फ अभिमुख भएका छन् । कथाको प्रमुख पात्र 'म' का मानसिकतामा दृढतर बनेको सन्तानहीन जीवनको निर्णय र कथ्यविषयमा प्रस्तुत 'म' पात्रइतरका पात्रको भूमिका गौण, सूच्य र प्रासङ्गिक भूमिकामा मात्र सीमित रहनु प्रथमपुरुष केन्द्रीय दृष्टिविन्दुको पुष्टि हो ।

कथामा प्रथमपुरूष दृष्टिविन्दु प्रस्तुतिको प्रयोजन

प्रस्तुत कथा मूलभूत रूपमा प्रथमपुरुष केन्द्रीय दृष्टिविन्दुमा संरचित छ । प्रस्तुत कथामा कथ्यविषयको केन्द्रमा स्वयम्लाई स्थापित गरी समाजसापेक्षा आफूलाई प्रस्तुत गर्ने 'म' पात्रमा सन्तान र परिवार निरपेक्ष जीवन बाँच्ने चेतनाको प्रस्तुतीकरण गर्ने विषयगत अभिवृत्तिको प्रयोजन देखिन्छ । कथाको मूल अन्तर्वस्तु व्यक्तिमा निहित अस्तित्ववादी चेतना तथा समाज र सामाजिक विधानसँगको सङ्घर्षलाई प्रस्तुत गर्ने यस कथामा समाज निर्मिति कानुनका रूपमा रहेको विवाह, परिवार, सन्तान, पोइजस्ता अभिवृत्तिबाट आफूलाई मुक्त राखी बाँच्न चाहने 'म' पात्रको चाहना अनुकूल विषयको प्रस्तुतिका लागि प्रथमपुरुष केन्द्रीय दृष्टिविन्दुको प्रयोग सार्थक र अर्थपूर्ण छ । परिवार र पारिवारिक संरचनाकै अन्तर्यमा व्यक्तिको व्यक्तित्वले पूर्णता प्राप्त गर्ने सामाजिक विधान विपरीत आफूमा एक्लै जीवनको पूर्णता खोज्ने 'म' पात्रको भूमिका व्यक्तिले आफ्नो जीवनका विषयमा निर्णय गर्नपाउने स्वतन्त्रता र त्यसका लागि समाजसँग गर्नुपर्ने सङ्घर्षसँग सम्बद्ध छ । यस कथामा जीवन स्वतन्त्रताको उपभोगका लागि हो तथापि समाजिक बन्धनले मान्छेलाई वैयक्तिक स्वतन्त्रताबाट विमुख गराइरहेकाले सामाजिक बन्धनबाट मुक्ति नै व्यक्तिको सही अस्तित्व हो धन्ने विषयको पुष्टिका लागि प्रथमपुरुष केन्द्रीय दृष्टिविन्दुको प्रयोग भएको छ । कथाको सम्बोधकाो भूमिकामा रहेको केन्द्रीय दृष्टिविन्दु 'म' पात्रभित्र एक समयमा वैवाहिक जीवनविहीन सन्तानेच्छा जाग्नु तथा छोरोको परिकल्पनाले मात्र पनि मानसिक शान्ति प्राप्त हुने भएकाले सन्तान प्राप्तिप्रतिको एषणाको परिपूर्तितर्फ अग्रसर हुनु वैयक्तिक चयनकै निरन्तरता हो । व्यक्तिको जीवनप्रति निर्णय गर्ने अन्तिम अधिकार व्यक्तिमै सन्निहित रहने अस्तित्ववादी चिन्तनबाट प्रेरित 'म' पात्र आफ्नो अस्तित्वका लागि मानसिक गर्भमा सन्तानलाई जन्माई किशोरवयको छोराकी आमा भई त्यसैमा आफ्नो मातृत्व पल्लवित हुने विश्वासमा पुग्नु अस्तित्ववादी दर्शनअन्तर्गत वैयक्तिक चयन र त्यसको उत्तरदायित्वबोध स्वयम्मा रहने विषय कथाको निम्न अंशमा अभिव्यञ्जित भएको छ । "यो छोरो शब्द आउनासाथै ममा भुइँचालो जान्छ एक मात्र तुवाँलो फट्छ एउटा ठूलो प्रश्न चिन्ह हराउँछ छट्पटी कम हुन्छ घाँटी निमोठिन छोड्छ एकै साथ धेरैवटा बोझले छोड्छन् (ऐजन, पृ. ४३)" । आफू किशोर सन्तानकी आमा हुँ भन्ने आत्मविश्वास र मानसिकताले स्वयम्लाई स्वस्थ भएको अनुभव गर्ने 'म' पात्र सन्तानप्रति उदार भएर पनि परिवार र त्यसको अभिभावकका रूपमा लोग्नेलाई स्वीकार गर्ननसकिने निष्कर्षमा पुगेकी छ । लोग्नेको कल्पनाले मात्र आफ्नो अस्तित्व सङ्कटमा पर्ने अनुभूति गर्ने दृष्टिविन्दु पात्रमा व्यक्तिगत स्वतन्त्रताका लागि पारिवारिक आनन्दको व्याख्याभित्र पर्ने सन्तान र लोग्नेसँगको सहकार्यको जीवन स्वीकार्य नभई त्यसका स्थानमा व्यक्तिगत स्वतन्त्रता र बन्धनरहित जीवनको सार्थक मूल्य रहेको अनुभूतिमा रमाउने निर्णय र त्यसलाई महत्त्वपूर्ण प्राप्ति मान्ने चेतना प्रबल छ । व्यक्तिस्वतन्त्रताका पक्षमा स्वयम्लाई प्रस्तुत गर्ने 'म' पात्रको अभिवृत्तिभित्र पारिवारिक जीवन र यसको सांस्कृतिक विधानको परिधिमा जीवन बाँच्नुको तात्पर्य आफैंले आफ्ना लागि कष्टकर मार्गको चयन गर्नु हो भने यसलाई अस्वीकार गर्नुमा नै वास्तविक स्वतन्त्रता छ भनने विषय यस कथांशमा प्रस्तुत भएको छ ।

परिवार र त्यसमा पनि पितृसत्ताको प्रतिनिधि छोरो र उसुँगको सानिध्य जीवन प्रीतिकर र आह्लादपूर्ण मान्ने मानसिकतामा पुगेकी 'म' पात्र परिवार, सन्तान, त्यसप्रतिको आकर्षणका कारण नै रोगी र मानसिक असन्तुलनको सामना गर्ने स्थिति निर्माण भएको अनुभव र त्यसको उत्कर्षमा पुगेकी छ । कथाको निम्न कथांशले व्यक्तिगत स्वतन्त्रताको बाधक परिवार र त्यसले मान्छेलाई बन्धनमा पार्ने अनुभवलाई चित्रण गरेको

छ । "पिस्तोलको तातो गोली कानै बाटै सनसनाएर गइरहेको छ मेरो कानबाट धेरै ठूलो वस्तु हराउँछ म तलै खस्छु धेरै तल अबको पाली छोप्ने कालोले मलाई विश्व नै कालो देखाइदिन्छ मलाई फेरि हिष्टिरिया हुनखोज्छ (ऐजन, पृ. ४६)" । केन्द्रीय दृष्टिविन्दु पात्रको भूमिकामा रहेकी 'म' पात्रलाई छोरोप्रतिको आकर्षण र लोग्नेप्रतिको तिरष्कारजस्ता मानसिक द्वन्द्वले मानसिकतामा विकार ल्याउनेका साथै हिस्टेरिया भएका अनुभूतिसम्म पुऱ्याउने कारक व्यक्तिगत स्वतन्त्रतामाथिको सम्भावित आहत हो भने त्यही अस्तित्वप्राप्ति र स्वतन्त्रतावरणका लागि बाधक विषय पनि हो । व्यक्तिका लागि व्यक्तिगत स्वतन्त्रताभन्दा महत्त्वपूर्ण प्राप्ति केही पनि नहुने भएकाले त्यसका लागि आफ्नालागि प्रीतिकर विषय पनि त्यज्य हुन्छन् भन्ने कथ्यसन्देश उपर्युक्त अंशका आधारमा दिने यस कथामा सम्बोधक प्रथमपुरुष केन्द्रीय दृष्टिविन्दुमा प्रयोग गरिनुको प्रयोजन व्यक्तिगत स्वतन्त्रताका अन्तर्यमा अस्तित्ववादी जीवनचेतनाको प्रस्तुतीकरण हो भन्ने स्पष्ट हुन्छ ।

६. निष्कर्ष

प्रस्तुत लेख "मैले नजन्माएको छोरो कथामा दृष्टिविन्दुको विश्लेषणमा केन्द्रित छ । मानव अस्तित्वका लागि व्यक्तिगत स्वतन्त्रता अपरिहार्य र प्रथम आवश्यकता रहेको दार्शनिकता अवलम्बन गरेको यस कथामा कथ्यकथनका लागि समाख्याताले 'म' पात्रको भूमिकालाई सर्वोपरि स्थान दिएको छ । आख्यानशास्त्रले कथारचनाको मुख्य तत्त्व मान्ने दृष्टिविन्दुका दुई भेदमध्ये यस कथामा प्रथमपुरुष केन्द्रीय दृष्टिविन्दुको प्रयोग भएको छ । यस कथाको दृष्टिविन्दु पात्र भन्नु नै 'म' पात्र हो भने यस पात्रले नै कथ्यविषयमा आएका अन्य पात्रको भूमिका र तिनको कथानिर्माणमा योगदानलाई नियन्त्रण र निर्देशन गरेको छ । यस कथामा समाख्याताले दृष्टिविन्दु पात्रका रूपमा 'म' पात्रलाई चयन गरेको छ भो उक्त 'म' पात्रकै केन्द्रीय भूमिकाभित्र अन्य पात्र जस्तै : कल्पित छोरो, कल्पित पोइ, कल्पित छोरोको साथी, भट्टी पसले साहुनी, चुरोट बेच्ने साहुजी, छोराको किताब किनिदिने व्यापारीजस्ता पात्रको भूमिका तथा कार्यव्यापार जीवन्त बनेको छ । कथाको दृष्टिविन्दु पात्रको भूमिकामा रहेको 'म' पात्रको जीवन र जीवनप्रतिको दृष्टिकोण अभिव्यक्त गर्ने क्रममा प्रमुख पात्रइतरका अन्य पात्र साङ्केतिक, प्रासङ्गिक र सूच्य भूमिकामा प्रस्तुत भएका छन् भने यिनीहरू बीचको सम्बन्ध आलोचनात्मक र निरपेक्ष छ । कथामा दृष्टिविन्दु पात्रको केन्द्रीय भूमिकामा रहने 'म' पात्र र उसको जीवनचेतना, जीवन र जगत्प्रतिको दृष्टिकोण, मानसिक र शारीरिक संरचना, आवेग, संवेग, उदासी, निराशा, हर्ष, उन्माद, खुसी, क्रिया-प्रतिक्रिया-अन्तर्क्रिया, विषयको प्रस्ताव, समर्थन, विमति, खण्डन-मण्डन, सन्तुष्टि-असन्तुष्टि र निष्कर्षसूचक विषय र भावका अन्तर्यमा प्रस्तुत हुनु प्रथमपुरुष केन्द्रीय दृष्टिविन्दुको परिचायक हो । कथाको कथानकबद्ध 'म' पात्र यसको आदि, मध्य र अन्त्य बुनोटका प्रत्येक मोडसँग जोडिएको छ भने यसैका मानसिक उतारचढाव निर्णयले कथात्मक संसारको निर्माण भएको छ । आफ्नो जीवनको निर्णयकर्ता र निर्णयप्रतिको जवाफदेहिता आफैंले लिई सन्तान र परिवारविहीन जीवनमा आनन्द र सुखको अनुभव गर्ने कथाको प्रमुख पात्र 'म' का मानसिकतामा कथ्यविषय निर्माणका क्रममा आएका पात्रको भूमिका गौण, सूच्य र प्रासङ्गिक रहनु तथा मुख्य पात्रकै जीवनचेतनालाई उद्दीप्त तुल्याउने सन्दर्भका कार्यव्यापारमा मात्र उपस्थित हुनु प्रथमपुरुष केन्द्रीय दृष्टिविन्दुको पुष्टि हो । कथाको दृष्टिविन्दु पात्र 'म' को केन्द्रीय भूमिकासँगै जीवनको अस्तित्वका लागि व्यक्तिगत स्वतन्त्रताको महत्त्व स्थापित गर्ने सारतत्त्व प्रतिपाद्य विषय हो । यस कथामा मानवअस्तित्वका लागि व्यक्तिको चयनका कारण निस्सार अनुभव भए पनि त्यो आवश्यक निर्णय

व्यक्तिको स्वतन्त्रताका लागि आवश्यक रहेको दार्शनिकताको पुष्टिका लागि प्रथमपुरुष केन्द्रीय दृष्टिविन्दुको उपस्थिति सार्थक रहेको निष्कर्ष प्राप्त गर्नसकिन्छ ।

सन्दर्भ सामग्रीसूची

अवस्थी, महादेव (सम्पा.) (२०५३). *नेपाली कथा भाग २,* ललितपुर : साझा प्रकाशन ।

नेपाल, घनश्याम (सन् २००५). *आख्यानका कुरा.* सिलगुडी : एकता बुक्स पब्लिकेसन प्रा. लि. ।

पारिजात, (२०७५). *पारिजातका सङ्कलित रचना* (दोस्रो संस्क.), काठमाडौं : फिनिक्स बुक्स ।

बराल, ऋषिराज (सम्पा.) (२०६३). *नेपाली कथा भाग ३,* ललितपुर : साझा प्रकाशन ।

बराल, कृष्णहरि (२०६९). *कथासिद्धान्त,* काठमाडौं : एकता बुक्स पब्लिकेसन प्रा. लि. ।

शर्मा, गिरिधरप्रसाद (सन् १९७८). *हिन्दी उपन्यासोंका मनोविश्लेषणात्मकअध्ययन,* दिल्ली : इन्द्रप्रस्थ प्रकाशन ।

शर्मा, मोहनराज (२०५५). *समकालीन समालोचना सिद्धान्त र प्रयोग.* काठमाडौं : नेपाल प्रज्ञाप्रतिष्ठान ।

शर्मा, हरिप्रसाद (२०६७). *कथाको सिद्धान्त र विवेचना,* ललितपुर : साझा प्रकाशन ।

श्रेष्ठ, दयाराम (सम्पा.) (२०६८). *नेपाली कथा भाग ४,* ललितपुर : साझा प्रकाशन ।

Booth, W. (1961). *The Rhetoric of Fiction*, Chicago : Chicago University Press.

Kennedy, X.J. (1983). *An Introduction to Fiction* (3rd ed), Boston : Little Brown and company.

Rosanheim, E. W. (1963). *What Happens in Literature* (5th edn.), Chicago : Chicago University Press.

Traveling Salesman Problem with Time Specific Profit on Resource

Nowraj Tiwari
Asst. Professor
Rammani Multiple Campus

Abstract

In general, the classical Traveling Salesman Problem (TSP) with assumptions of uniform travel times does not fully apply due to factors like fluctuating traffic conditions, diverse transportation modes, and varying resource availability. This research seeks to tackle the optimization of time-specific profit within the TSP framework while considering travel times dependent on available resources.The study also introduces an approach to extend the classical TSP model, accommodating resource-dependent travel times to maximize profit from visiting a specific set of locations within a defined timeframe. A mathematical formulation is presented, integrating the variables of travel time variability, resource availability, and profit generation into the TSP framework. This method acknowledges the dynamic nature of travel times and efficiently utilizes resources to achieve optimal profit.Furthermore, it is ensured that identifying the optimal solution using this approach will not pose a greater computational challenge than solving the classical TSP.

Keywords: TSP, resource, optimal profit, travel time

Introduction

The Traveling Salesman Problem (TSP) is a classic and fundamental challenge within the realm of operations research, representing a key combinatorial optimization problem. At its core, the TSP involves finding the most efficient route that connects a specified set of locations, with the requirement of making a single stop at each location before returning to the starting point. A central challenge of the TSP revolves around determining the most cost-effective sequence for the salesman to visit the various locations. The primary objective is to construct a tour that, at the lowest possible cost, includes every designated site. Real-world scenarios introduce variability in travel times due to factors such as traffic congestion, diverse transportation modes, and fluctuating resource availability. In contrast, the classical TSP assumes constant travel times between sites, adding a new layer of complexity to the optimization process: the need to minimize travel distance while also optimizing for the time-specific profit generated from these journeys.

The Traveling Salesman Problem (TSP) is a well-known NP-hard problem, widely recognized for its significant computational complexity. Various problem-solving approaches exist, including cutting planes, branch and bound algorithms, dynamic programming algorithms, and other recommended practices. Additionally, employing approximation techniques is a viable strategy for tackling the TSP. Solution procedures for the problem in some dimensions can be found in works by Hartley (1985), Williams (1999), Cook et al. (2008), and Cook (2011) etc.

The Traveling Salesman Problem (TSP) is traditionally based on the assumption that the distance (or travel time or cost) between any pair of cities is fixed. However, in practical settings such as manufacturing applications or transportation systems, processing or travel times can be influenced and managed using finite, expendable resources such as financial budgets, overtime, energy, fuel, subcontracting, or manpower. It's common for increasing the available resources to yield diminishing reductions in travel time.

This study introduces a unique extension of the Traveling Salesman Problem (TSP) where travel times are influenced by available resources, with a constraint on the total resource capacity. The objective goes beyond determining the sequence of city visits; it also aims to optimize resource allocation to maximize profit per unit of time, termed the profit rate. In contrast to typical TSP variants with predefined edge weights (representing travel times), this research assumes that edge weights are contingent on available resources, with a limit on total resource availability. Our problem has significance in various engineering and scientific domains requiring a delicate balance between time and cost, aligning with the primary objective of organizations focused on maximizing profit.

The influence of resource allocation on travel (or processing) time is commonly depicted through a resource consumption function. In studies involving sequencing problems, a linear resource consumption function is frequently assumed, as demonstrated in prior research by Vickson (1980), Van Wassenhove and Baker (1982), Daniels and Sarin (1989), Janiak and Kovalyov (1996), and Cheng et al (1998). Nevertheless, this linear assumption overlooks the marginal value product rule, which dictates that productivity rises at a diminishing rate as resources are augmented. Hence, in this research, we opt to use the resource consumption function formulated by Monma et al (1990) to characterize traveling time. This choice is made because it more accurately mirrors the realistic correlation between resources and productivity.

$$t_{ij} = \left(\frac{w_{ij}}{r_{ij}}\right)^k \tag{1}$$

In equation (1), w_{ij}, r_{ij} and t_{ij} respectively represent the workload, resource allocated and travelling time of the edge {i, j} joining vertex i and vertex j. The equation reveals that each traveling time t_{ij} solely depends upon the allocated resource r_{ij} and it decreases as the amount of resource allocated increases. The marginal traveling time diminishes with higher resource consumption, and when no resources are allocated, the traveling time becomes infinite.

Problem description and notation

We consider the notations t_{ij} and r_{ij} as described in equation (1), that represent travelling time and resource allocated to the edge {i, j}. Let C_{ij} represents cost (or distance) for traveling from vertex i to vertex j and R signifies the total resource consumption per tour, while V represents the contribution to profit per tour, measured in resource units. We may consider a binary decision variable x_{ij} defined as,

$$x_{ij} = \begin{cases} 1, & \text{if tour passes through edge \{i, j\}} \\ 0, & \text{otherwise} \end{cases}$$

The classic travelling salesman problem is formulated as follows (**P1**):

$$\text{Min} \sum_{i=1}^{n}\sum_{j=1}^{n} C_{ij}x_{ij}$$

subject to

$$\sum_{j=1}^{n} x_{ij} = 1 \ \ \forall\, i$$

$$\sum_{i=1}^{n} x_{ij} = 1 \ \ \forall\, j$$

$$x_{ij} = \{0, 1\} \ \ \forall\, i, j$$

No any subtours are allowed

The constraints in above problem guarantee that every chosen tour covers all vertices exactly once. To eliminate subtours, various methods can be employed. The method is described in the work of Miller et al (1960). As the main goal of the problem outlined in this paper is to optimize the profit per unit of time. This profit is obtained by subtracting the resource consumption from V and then dividing it by the total time taken to complete the tour. It's important to note that the travel time t_{ij} changes based on the resource allocation. The problem is now formulated based on the work of Zofi et al (2017) as follws (**P2**):

$$\text{Min } \frac{V - \sum_{i=1}^{n}\sum_{j=1}^{n} r_{ij}x_{ij}}{\sum_{i=1}^{n}\sum_{j=1}^{n} t_{ij}x_{ij}} \tag{2}$$

subject to

$$\sum_{j=1}^{n} x_{ij} = 1 \ \ \forall\, i;\ i = 1, 2, ..., n \tag{3}$$

$$\sum_{i=1}^{n} x_{ij} = 1 \ \ \forall\, j;\ j = 1, 2, ..., n \tag{4}$$

$$x_{ij} = \{0, 1\} \ \ \forall\, i, j \tag{5}$$

No any subtours are allowed

Based on resource consumption function defined by Monma et al (1990), the objective function for profit rate (P) can be expressed as,

$$\text{Profit P} = \frac{V - R}{T} \tag{6}$$

where,

$$R = \sum_{i=1}^{n}\sum_{j=1}^{n} r_{ij}x_{ij} \tag{7}$$

$$T = \sum_{i=1}^{n}\sum_{j=1}^{n} \left(\frac{w_{ij}}{r_{ij}}\right)^{k} x_{ij} \tag{8}$$

Solution Approach

Now, let's take into account any possible feasible tour. This tour can be depicted as a sequence of connected edges forming a one-path graph. Monma et al. (1990) introduced the optimal resource allocation method to minimize the duration of a path in a series-parallel graph.

In the scenario, any feasible tour can be expressed as a series of interconnected graphs, where G_1 represents the edge linking the first and second vertices in the tour, G_2 represents the edge linking the second and third vertices in the tour, and so forth. And therefore $G = G_1 \to G_2 \to \cdots \to G_n$ represents the entire tour. Initially, our focus will be on solving the following problem to find the optimal resource allocation when we have a fixed, known quantity of nonrenewable resource R

$$\text{Min T} = \sum_{j=1}^{n} \left(\frac{w_j}{r_j}\right)^k \tag{9}$$

subject to

$$\sum_{j=1}^{n} r_j \leq R \tag{10}$$

The suitable Lagrange function is

$$L(r_1, r_2, \ldots, r_n, \lambda) = \sum_{j=1}^{n} \left(\frac{w_j}{r_j}\right)^k + \lambda \left(\sum_{j=1}^{n} r_j - R\right) \tag{11}$$

The sufficient conditions for optimal conditions are:

$$\frac{\partial L(r_1, r_2, \ldots, r_n, \lambda)}{\partial r_j} = 0 \qquad \forall\, j = 1, \ldots n \tag{12}$$

and

$$\frac{\partial L(r_1, r_2, \ldots, r_n, \lambda)}{\partial \lambda} = 0 \tag{13}$$

But from (11), we have

$$\frac{\partial L(r_1, r_2, \ldots, r_n, \lambda)}{\partial r_j} = k\left(\frac{w_j}{r_j}\right)^{k-1} \cdot \left(-\frac{w_j}{r_j^2}\right) + \lambda \tag{14}$$

and

$$\frac{\partial L(r_1, r_2, \ldots, r_n, \lambda)}{\partial \lambda} = \sum_{j=1}^{n} r_j - R \tag{15}$$

Hence from (12) and (14), we get

$$\lambda = \frac{k\left(\frac{w_j}{r_j}\right)^k}{r_j} \tag{16}$$

Since this condition is identical to all graphs $G_1,\ G_2,\ \ldots,\ G_n$, we may write

$$\frac{k\left(\frac{w_i}{r_i^*}\right)^k}{r_i^*} = \frac{k\left(\frac{w_j}{r_j^*}\right)^k}{r_j^*} = \cdots = \frac{k\left(\frac{w_n}{r_n^*}\right)^k}{r_n^*}$$

So, we conclude that

$$r_i^* = \frac{r_j^* w_i^{\frac{k}{k+1}}}{w_j^{\frac{k}{k+1}}} \tag{17}$$

Also using optimal condition (13) and equation (15), we can have

$$R = \sum_{i=1}^{n} r_i^* = \sum_{i=1}^{n} \frac{r_j^* w_i^{\frac{k}{k+1}}}{w_j^{\frac{k}{k+1}}} = \frac{r_j^*}{w_j^{\frac{k}{k+1}}} \sum_{i=1}^{n} w_i^{\frac{k}{k+1}} \tag{18}$$

The optimal resource allocation r_j^* for G_j in terms of R is

$$r_j^* = \frac{R\, w_j^{\frac{k}{k+1}}}{\sum_{i=1}^{n} w_i^{\frac{k}{k+1}}} \tag{19}$$

Also the optimal time to complete the entire tour is:

$$T^* = \sum_{j=1}^{n} \left(\frac{w_j}{r_j^*}\right)^k = \sum_{j=1}^{n} \frac{w_j^k}{\left(\frac{R\, w_j^{\frac{k}{k+1}}}{\sum_{i=1}^{n} w_i^{\frac{k}{k+1}}}\right)^k} = \frac{\left(\sum_{i=1}^{n} w_i^{\frac{k}{k+1}}\right)^k}{R^k} \sum_{j=1}^{n} w_j^{\frac{k}{k+1}}$$

Hence we can generalize the optimal time T as

$$T^* = \left(\frac{\left(\sum_{j=1}^{n} w_j^{\frac{k}{k+1}}\right)^{\frac{k+1}{k}}}{R}\right)^k \tag{20}$$

If we assume the workload w_G as

$$w_G = \left(\sum_{j=1}^{n} w_j^{\frac{k}{k+1}}\right)^{\frac{k+1}{k}} \tag{21}$$

Then, for a given total resource consumption R, the optimal time T of graph G is:

$$T^* = \left(\frac{w_G}{R}\right)^k \tag{22}$$

So, the profit function (2) can be written as

$$\text{Profit P} = \frac{V-R}{\left(\frac{w_G}{R}\right)^k} = \frac{(V-R)R^k}{w_G^k} \tag{23}$$

Using the marginal approach to profit with respect to total consumption resources R, we can have

$$\frac{\partial P}{\partial R} = \frac{\partial}{\partial R}\left(\frac{(V-R)R^k}{w_G^k}\right) = 0$$

As it is known that the workload w_G is independent of total resource consumption R, so we can have

$$R^* = V\frac{k}{k+1} \tag{24}$$

The condition $R^* < V$ ensures the positivity of the optimal profit P. Also the profit function is a unimodal function with a single maximum point. As observed in Equation (24), R^* is not affected by the chosen tour. Additionally, when R^* is utilized, the profit rate becomes positive. Furthermore, if there is an extra constant cost per unit of time, the optimal resource amount R^* remains unchanged. Also to optimize the profit rate, we need to minimize w_G. The value of w_G is directly determined by the chosen tour, as shown in Equation (21). The tour that achieves the minimum w_G value is the one that minimizes $\sum_{j=1}^{n}(w_j)^{\frac{k}{k+1}}$. Consequently, we introduce new edge weights $S_{ij} = (w_{ij})^{\frac{k}{k+1}}$. We can now minimize W by addressing problem **P1**, either through an optimal procedure or an approximation method. The formal statement of our optimization procedure for this problem is as follows

i. Find R^* by using equation (24)

ii. Set $S_{ij} = (w_{ij})^{\frac{k}{k+1}}$

iii. Solve TSP (**P1**) by any method

iv. Calculate w_G using equation (21)

v. Calculate the optimal resource allocation R by using equation (19)

The travelling time and the profit are calculated by equations (22) and (23) respectively. If step 3 is solved by a $(1+\epsilon)-$approximation algorithm, the resulting workload of the tour can be

$$w_{g_{approx}} \leq \left((1+\epsilon)\sum_{j=1}^{n}(w_j)^{\frac{k}{k+1}}\right)^{\frac{k+1}{k}} = (1+\epsilon)^{\frac{k+1}{k}}\, w_g^*$$

and so the time of tour will be

$$T_{approx} \leq (1+\epsilon)^{k+1}\left(\frac{w_g^*}{R}\right)^k$$

Also the approximated profit per unit time is

$$P_{approx} = \left(\frac{1}{(1+\epsilon)^{k+1}}\right)P^*$$

where, w_g represents the workload of the optimal tour. Hence, depending on the work of Zofi et al. (2017), the whole procedure of the model yields an $\frac{1}{(1+\epsilon)^{k+1}}$ approximation for sub-problem **P2**.

Conclusion

In today's applications, the traditional Traveling Salesman Problem (TSP) model's assumptions of uniform travel times may fall short when confronted with the complexities of contemporary transportation and logistical situations. For example, consider the hurdles encountered by delivery services, where the task is to create efficient routes ensuring on-time deliveries within designated time frames. Likewise, industries involving mobile services or maintenance activities must consider travel times dependent on resources to efficiently allocate resources and fulfill service obligations. In these contexts, the objective is not solely to minimize travel distance but also to optimize profit within the confines of time-sensitive windows and fluctuating travel conditions.

In the extension introduced in this paper based on the work of Zofi et al. (2017), deals the condition where the travel times are influenced by resources and the objective is to maximize profit per unit of time. The optimal resource allocation for any tour was determined using the equivalent load method, revealing that the required resource, R^*, is independent of the chosen tour and depends on V, which represents the profit contribution per tour. To maximize profit, the tour with the minimum equivalent workload had to be identified. This was achieved by transforming edge workloads and solving the classic TSP. Additionally, the optimal resource allocation for the selected tour and R^* were derived analytically. The model defined here may contribute to advancing the field of combinatorial optimization by addressing the complex interplay between time-sensitive profit optimization and resource-dependent travel times in the context of the Traveling Salesman Problem. By extending the classical TSP, we seek to bridge the gap between traditional optimization models and the practical demands of contemporary industries.

References

[1] Cheng, T. E., Janiak, A. and Kovalyov, M. Y. (1998), Bicriterion single machine scheduling with resource dependent processing times, *SIAM Journal on Optimization*, 8(2), 617-630.

[2] Cook, W. J. (2012), In Pursuit of the Travelling Salesman: Mathematics at the Limits of Computation, Princeton University Press: Princeton, NJ.

[3] Cook, W. J., Cunningham, W. H., Pulleyblank, W. R. and Schrijver, A. (1998), Combinatorial optimisation *Wiley-Interscience Series in Discrete Mathematics and Optimization*, USA, 1, 998.

[4] Daniels, R. L. and Sarin, R. K. (1989), Single machine scheduling with controllable processing times and number of jobs tardy, *Operations Research*, 37(6), 981-984.

[5] Hartley, R. (1985), Linear and nonlinear programming: an introduction to linear methods in mathematical programming, Ellis Horwood Ltd.: Chichester.

[6] Janiak, A. and Kovalyov, M. Y. (1996), Single machine scheduling subject to deadlines and resource dependent processing times, *European Journal of Operational Research*, 94(2), 284-291.

[7] López-Ibáñez, M., Blum, C., Ohlmann, J. W. and Thomas, B. W. (2013), The travelling salesman problem with time windows: Adapting algorithms from travel-time to makespan optimization, *Applied Soft Computing*, 13(9), 3806-3815.

[8] Monma, C. L., Schrijver, A., Todd, M. J. and Wei, V. K. (1990), Convex resource allocation problems on directed acyclic graphs: duality, complexity, special cases, and extensions, *Mathematics of Operations Research*, 15(4), 736-748.

[9] Van Wassenhove, L. N. and Baker, K. R. (1982), A bicriterion approach to time/cost trade-offs in sequencing, *European Journal of Operational Research*, 11(1), 48-54.

[10] Vickson, R. G. (1980), Two single machine sequencing problems involving controllable job processing times, *AIIE transactions*, 12(3), 258-262.

[11] Williams, H. P. (1999), Model building in mathematical programming, Wiley: Chichester.

[12] Zofi, M., Teller, R. and Kaspi, M. (2017), Maximizing the profit per unit of time for the TSP with convex resource-dependent travelling times, *Journal of the Operational Research Society*, 68, 1177-1182.

ABOUT

The Journal of Academic Development is a peer-reviewed multi-disciplinary journal of Research Management Cell at Rammani Multiple Campus, Manigram.

GENERAL GUIDELINES FOR AUTHORS

1. Article length should not exceed 6000 words, and be at least 3000 words.
2. Articles should follow APA guidelines for formatting.
3. Articles that lack systematic research will not be accepted for publication.
4. After peer-review, articles can be accepted or re-sent for modification.
5. Articles should be sent in word document, Times New Roman 12 size font
6. Articles should be sent electronically to rmcresarchteam@gmail.com

PEER REVIEW POLICY

Single-blind peer review policy is followed. Manuscripts will be evaluated based on their content, originality, methodology, and significance to the field. The editor will treat all submitted manuscripts and information confidentially. Manuscripts under review and their content will not be disclosed to anyone other than the peer reviewers anonymously and editorial board members. The editor will strive to make timely and informed decisions on submitted manuscripts. Authors will be provided with clear and constructive feedback to aid in the improvement of their work. The editor will make decisions on manuscript acceptance or rejection based solely on the academic work and without regard to the author's race, gender, sexual orientation, religious beliefs, or institutional affiliation. The editor will ensure a fair and unbiased peer review process. Single-blind peer review policy is followed.

Price: NPR 300/-

RESEARCH MANAGEMENT CELL (RMC)

Rammani Multiple Campus
Tilottama-5, Manigram, Rupandehi

Past Coordinators
Prof. Bhoj Raj Kareriya, PhD
Associate Prof. Khagraj Sharma, PhD

Current Team
Coordinator **Ashok Bhandary, PhD**

Member
Krishna Kumar Regmi
Mukti Nath Gaihre
Nowraj Tiwari
Rajendra Thapa Magar