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Curriculum Development Journal



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यस पाठ्यक्रम विकास पत्रिकामा प्रकाशित लेख रचनाहरूमा अभिव्यक्त विचारहरू सम्बन्धित लेखकका आफ्नै हुन् । लेख रचनामा अभिव्यक्त विचारहरूप्रति यस पत्रिकाको सम्पादक मण्डल वा पाठ्यक्रम विकास केन्द्र जिम्मेवार हुने छैन ।

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पाठ्यक्रम विकास पत्रिकाका केही नियम

१. पाठ्यक्रम विकास पत्रिका (Curriculum Development Journal) प्राज्ञिक पत्रिका हो ।
२. यस पत्रिकामा नेपाली तथा अङ्ग्रेजी भाषामा लेखिएका खास गरी विश्वविद्यालयको उच्च शिक्षासित सम्बद्ध पाठ्यक्रम, पाठ्यवस्तु, शैक्षिक तथा शैक्षणिक सामग्री, सन्दर्भ सामग्री, भाषिक चर्चा, सैद्धान्तिक तथा प्रायोगिक विवेचना तथा शिक्षण, परीक्षण एवं मूल्याङ्कन सम्बन्धी शोधखोजमूलक, स्तरीय एवं मौलिक लेखहरू प्रकाशित गरिन्छन् । अतः विद्वान् लेखक एवं प्राध्यापकहरूबाट यस्ता लेखहरूको अपेक्षा गरिन्छ ।
३. यस पत्रिकामा प्रकाशनार्थ पठाइने लेख रचना कम्प्युटर टाइप अथवा स्पष्ट हस्ताक्षरमा लेखिएको हुनु पर्छ । लेख रचनाका साथै लेखकले आफ्नो सङ्क्षिप्त व्यक्तिगत विवरण (Bio-Data) पनि पठाउनु पर्ने छ ।
४. प्राप्त लेख रचनामा आवश्यक संशोधन गर्ने तथा स्वीकृत वा अस्वीकृत गर्ने सम्पूर्ण अधिकार सम्पादक मण्डलमा सुरक्षित रहने छ ।
५. पत्रिकामा लेख प्रकाशित भएपछि लेखकलाई उचित पारिश्रमिक प्रदान गर्ने व्यवस्था मिलाइएको छ । साथै लेखकहरूलाई २ प्रति पत्रिका र ५ प्रति अफप्रिन्ट पनि उपहार स्वरूप उपलब्ध गराइने छ ।

Some Rules of Curriculum Development Journal

1. Curriculum Development Journal is an academic journal.
2. The journal expects standard academic articles written in English/Nepali from the scholars. The articles should be research oriented and relevant to the field of higher education. Articles related to curriculum development, teaching/learning materials, evaluation system, linguistics, translation, Nepali studies will be published.
3. The articles must be typed clearly and diskets will be preferred. Along with the article the writer should submit his/her brief biodata.
4. The editorial board has reserved the right to accept or reject the articles and edit them, if necessary.
5. The published articles of the writers will be honored with a token of remuneration along with two copies of the journal and five copies of the off-prints.

सम्पादकीय

पाठ्यक्रम विकास केन्द्रका विविध गतिविधिमध्ये एक हो, पाठ्यक्रम विकास पत्रिकाको प्रकाशन । यस पत्रिकाको ४० औं अङ्क प्रकाशित भएको छ । यो अङ्क केही पहिले नै आउनु पर्नेमा अलि ढिलो भने भएकै हो । समयमा सामग्री उपलब्ध नहुनु यसको मुख्य कारण हो । हामी सम्पादकीय मार्फत हाम्रा विद्वान् लेखक समक्ष समयमा नै आफ्ना लेखहरू पठाई सहयोग गर्न विनम्र आग्रह गर्दछौं । लेखको प्राविधिक पक्षबारे पहिलेका अङ्कहरूमा पनि सूचित गरि सकिएको छ । यो अनुसन्धानात्मक लेखलाई मात्र महत्त्व दिने पत्रिका हो, तसर्थ यसमा प्रकाशित हुने सामग्री तर्कले मात्र नभई प्रमाण (तार्किक विश्लेषण र सन्दर्भ सामग्रीको उचित प्रयोग) ले पनि परिपुष्ट हुनु पर्छ । लेखमा अनुसन्धान प्रविधिको उचित पालन भएकै हुनु पर्छ । प्रचलित ए.पी.ए. वा एम.एल.ए. प्राविधिक ढाँचालाई हामीले उपयोग गर्ने गरेका छौं । प्रकाशनार्थ पठाउने सामग्रीको विद्युतीय प्रति पठाउनु पर्दछ । यसका निम्ति माध्यम भाषाको रूपमा अङ्ग्रेजी र नेपाली दुवै भाषालाई ग्रहण गरिएको छ ।

यस अङ्कमा विभिन्न विद्वान्का विभिन्न विषयसँग सम्बद्ध जम्मा १६ लेखहरू प्रकाशित छन् । भाषागत आधारमा हेर्दा यस अङ्कमा बढी अङ्ग्रेजी भाषामा लिखित सामग्री प्रकाशित छन् तर विषयगत विविधता छ । हाम्रो विश्व विद्यालयमा पठनपाठन हुने धेरै विषयको प्रतिनिधित्व भएको छ । आ-आफ्नो विषयसँग सम्बद्ध सामग्री अध्ययन गरी पाठकहरू लाभान्वित हुने कुरामा हामी विश्वस्त छौं । साथै प्रकाशित लेखहरूमा कुनै भ्रान्त धारणा वा त्रुटिपूर्ण सत्यापन भएमा त्यसको सूचना दिएर सहयोग गर्न पनि हामी विज्ञ पाठक समक्ष हार्दिक आग्रह गर्दै आगामी अङ्कमा लेख पठाई सहयोग गर्ने कुरामा पनि विश्वस्त छौं ।

पाठ्यक्रम विकास केन्द्र पाठ्यक्रम तथा पाठ्य पुस्तक निर्माण, परिमार्जन, अद्यावधिकीकरण जस्ता पठनपाठनसँग सम्बद्ध गतिविधिमा संलग्न संस्था हो । आफ्नो स्थापना कालदेखि नै केन्द्र यस्ता गतिविधिमा संलग्न छ । केन्द्रले गरेका र गर्दै गरेका काम यस प्रकार छन् ।

त्यस्तै केन्द्रद्वारा स्नातक तथा स्नातकोत्तर तहमा अध्यापन गर्ने अङ्ग्रेजी विषयका प्राध्यापकहरूका निम्ति गत २०६९-४-२६ देखि ३२ मा अभिमुखीकरण गोष्ठी सञ्चालन गरेको थियो । त्यस्तै मनोविज्ञान विषयका प्राध्यापकहरूका निम्ति गत २०६९।४।२१ गतेदेखि २४ गतेसम्म र २०६९।५।१० गतेदेखि १५ सम्म अभिमुखीकरण गोष्ठी सञ्चालन गरिएको थियो । दुवै गोष्ठीमा सम्बद्ध विषयका प्रध्यापकहरूको उल्लेख्य सहभागिता रहेको थियो । यी गोष्ठीले पठनपाठनमा सम्बद्ध विषयका पाठ्यक्रमका लक्ष्य र उद्देश्यबारे स्पष्टता र विषय शिक्षकमा अध्यापनीय अवधारणाका साथै अध्यापन सिप अभिवृद्धि भई विद्यार्थीहरू लाभान्वित हुने कुरामा केन्द्र विश्वस्त रहेको छ ।

यस केन्द्रले विभिन्न विषयका पाठ्य पुस्तक आफैले तयार गर्ने नीति अनुरूप स्नातक स्तरको जनसङ्ख्या शिक्षाको नयाँ पाठ्य पुस्तक प्रकाशन गर्न साभा प्रकाशनसँग सम्झौता गरि सकेको छ ।

त्रिविमा मानविकी तथा सामाजिक शास्त्र सङ्कायको अनिवार्य नेपाली विषयको पाठ्यक्रम यसै केन्द्रले तयार गरी २०६५ देखि नै लागु भएको थियो । एउटै तह र एउटै विषय भएर पनि शिक्षाशास्त्र सङ्कायमा

अर्कै पाठ्यक्रम पठनपाठनमा थियो । एउटै विश्व विद्यालयको एउटै तहमा एकै विषयका भिन्न भिन्न पाठ्यक्रम पठनपाठनमा आएको यस परिस्थितिको अन्त्य आवश्यक थियो । सम्बद्ध विषयका प्राध्यापकहरु एउटै पाठ्यक्रमको पक्षमा रहेको स्थितिमा केन्द्रले यस कार्यलाई अगि बढाएको छ । समायोजन गरी एकीकृत नयाँ पाठ्यक्रम निर्माण कार्य अन्तिम चरणमा पुगेको छ र यसै शैक्षिक सत्रदेखि लागु हुने भएको छ । यसरी समायोजन गर्दा सो पाठ्यक्रमलाई बढीभन्दा बढी प्रयोगात्मक तथा भाषिक सिपमूलक बनाउने जोडमा अनिवार्य नेपाली विषय समिति लागि परेको छ ।

नेपाल सरकारले देशको शिक्षानीति परिवर्तन गरी विद्यालय स्तरको शिक्षालाई कक्षा एकदेखि कक्षा आठसम्म आधारभूत तह र कक्षा नौदेखि १२ सम्मलाई माध्यमिक तहको रूपमा लगन लागेको छ । विश्वका अन्य देशका विश्व विद्यालयहरुले स्नातक स्तरको शिक्षालाई चारबर्से बनाएर पठनपाठन गराइ रहेका छन् यस स्थितिमा त्रिविले पनि आफ्नो स्नातक स्तरीय पाठ्यक्रमलाई तिन बर्से पाठ्यक्रममा सीमित राख्नु उपयुक्त नहुने ठानी चार बर्से पाठ्यक्रम तयार गर्न लागेको छ । यसका निम्ति आवश्यक पाठ्यक्रमको निर्माणको जिम्मेवारी पाठ्यक्रम विकास केन्द्रले लिएको छ । यस कार्यक्रमलाई विभिन्न विषयमा चरणबद्ध रूपमा लागु गर्ने योजना अनुरूप हालै विज्ञान सङ्कायका सम्पूर्ण विषयहरु तथा शिक्षाशास्त्र सङ्कायका विभिन्न विषयमध्ये दुई विषयमा लागु गर्ने योजना अनुरूप ती विषयका पाठ्यक्रम तयार गर्न केन्द्र लागि परेको छ । सम्बद्ध विषयका प्राध्यापकहरु यस कार्यमा लाग्नु भएको छ । यी कार्यहरु लगभग अन्तिम चरणमा पुगेका छन् ।

पाठ्यक्रम विकास केन्द्र यी गतिविधिमा सबैको सहयोगको अपेक्षा राख्दछ ।

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A Study of Selected Female Literacy Levels in Baigundhura-7, Jhapa, Nepal

*Ajaya Bhattarai**

Abstract

This study is related to the female literacy levels in Baigundhura village development committee, ward no: 7, Jhapa, Nepal. It also examines the impact of education on literacy. This research helps us to identify the literacy levels of selected families. It has been observed that 89.66% of the respondents considered in this study were the literate female of the selected 40 households. This percentage covers those who can read and write including all females having S.L.C and above education.

1.1 Background

Nepal is a landlocked, poor and the least developed country in the world. Situated in the northern hemisphere known as land of Mount Everest and the birth place of lord Buddha, Nepal occupies only 0.03% and 0.3% of total area of world and Asia respectively. The total area of Nepal is 1,47,181 sq. K.M. Geographically, the country is divided into three parts: east west ecological Zones. The Northern range covers 15% Mountain, the Mid range covers 68%, Hill and the Southern range covers 17% Terai. The total population of Nepal is more than 23.15 Million People (Population Census 2001). Most of rural people in Nepal traditionally depend upon farming and livestock rearing for their livelihood. The per capital income of Nepali is Rs. 27209 (US\$383) (Central Bureau of statistics 2007). Nepal is an agricultural country (80% people are engaged) and livestock farming (13% contribution on GDP) is an important component of Nepalese agricultural system.

The word **female** comes from the Latin femella, the diminutive form of femina, meaning “woman,” which is not actually related to the word “male.” In the late 14th century, the English spelling was altered so that the word paralleled the spelling of “male.”

A female is as important as a male. Women’s labour and efforts ensure the wellbeing of society. A woman is called the first guru of a child. A child is nurtured physically, emotionally and spiritually by the mother, yet women experience discrimination and receive a secondary status in society. Women are generally viewed as physically weak, morally unreliable, economically a burden and intellectually incompetent. Males are taught to assume a dominant position and women to assume a position of subservience (Lawerence, 2004).

Misogyny: Misogyny (hatred of women) can be traced back to the scriptures of all the religions. There is no word for hatred of men. The scriptures speak of the pure soul as fair and the

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impure soul as dark. This was taken to mean that lighter-skinned women are better than darker-skinned ones. The scriptures speak of the soul, dedicating itself totally and unconditionally to the Supreme and consequently a woman is expected to dedicate herself to her husband unquestioningly, regardless of his behaviour.

Social attitudes: A centuries old belief is that women are biologically weak and therefore cannot take up certain responsibilities. Gender biases operate in every social institution from the family to the court system, the education system, local and state government agencies, etc. They exist at every layer of society and in almost every home.

The components of women empowerment:

Self-esteem: An empowered woman is proud of herself. She feels good about the fact that she is woman. A woman need not feel sorry that she is a woman or try to be like a man. In our society, if someone wishes to compliment a woman they often use a male reference point and say, 'you are just like a man.' Such negative compliments need to be challenged.

Awareness: An empowered woman is aware and educated about her rights. When a woman knows and understands her rights and she is aware of her rights first as a person and then as a woman, she can take further steps. Awareness becomes a power when a person translates it into action.

Power of choice: An empowered woman is free to make informed decisions and exercise her rights. This is the power of choice. Choice means a woman has control over her life and freedom to make informed decisions relating to her body, as well as to all other aspects of her life.

Micro level change: An empowered woman can bring change through the micro level approach. She first looks at her self. She has daily contact with many people and may enjoy wide social contacts and have many who listen to her. She communicates their ideas through her life and provides alternative perspectives to those around her. If someone does not appreciate or accept the alternative viewpoint, it is not a reason to give it up.

Empowerment begins outside: Meeting together, raising questions and seeking answers are all important in the struggle for gender justice. Generally speaking, resistance to oppression is started by people who are not themselves oppressed. Exposure to issues of empowerment makes both women and men aware of the realities and describes how society would be if oppressive practices were discontinued and men and women started living and thinking as equals.

Literacy has traditionally been described as the ability to read and write. It is a concept claimed and defined by a range of different theoretical fields.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) define literacy as the "ability to identify, understand, interpret, create, communicate, compute and use

printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.”

Literacy in the 21st century

This idea has changed forever the landscape of information access, and is integral in an understanding of Literacy as a practice, in the 21st Century. It is no longer sufficient to consider whether a student can ‘read’ (decoding text, really) and ‘write’ (encoding text), and it is necessary to consider more meaningful aspects of literacy in education and in society as a whole, if we are to complete the transition we are in, from a society in which communication was never possible on the level of ‘many to many’, to one in which it is (Lankshear, C. & Knobel, M., 2006).

The present work aims to evaluate the Selected Female literacy levels in Baigundhura VDC - 7, of Jhapa District. This research is important not only in the research area but also for resource management as whole. It is expected to extend to help in formulating policies and strategies in the field of education to the Females.

1.2 Literature Review

Formal education for girls was open in 1948 in Padma Kanya Girls’ School during the Rana regime and Padma Kanya College in 1952 Kathmandu, Nepal. Non-Formal Education program, first initiated in Nepal with the aim of literacy and numeracy during 1950s, has now been conceived as a political, human and cultural tool for improving awareness, liberation and change. The 1% literacy rate in the 1950s has now increased to 54% (CBS, 2002) in 2000, with male literacy being 65.1 and 42.5% for female. The female literacy achievement though low compare to male literacy, was due to the implementation of various education programs/projects in the country. The major projects implemented for this cause were (a) Equal Access of Women to Education Project (EAWEP) which was later renamed as Women Education Program(WEP), (b) Education for Rural Development (popularly known as the Seti Project) with emphasis on female education (known as Cheli Beti Program) in 1981, (c) Cheli Beti Program under WEP in 1984, and (d) Shiksha Sadan Program under BPEP for out of school children in 1984. At present, Non-formal Education Centre has been taking care of education for the adults with special focus on women. In spite of all these efforts, the gender gap in literacy still persists due to various factors such as difficult geo zones, and socio-economic and cultural barriers. However, there has been substantial improvement in the status of literacy over the year which is reflected in the growth of girls’ enrolment for the last five decades at the school level as depicted in the following table.

Table: A; Percentage of girls’ enrolment by level and year

Level / Year	1954	1961	1980	2001*
Primary	4.1	37.0	65.4	44.8
Secondary	6.2	19.0	19.0	43.5
Higher	4.8	15.0	10.4	44.1

Source: Pradhan, 1986. * School level Education Statistics of Nepal, 2001.

Despite this encouraging girls' enrolment trend, the absolute number of illiterates is also increasing. It is obvious that literacy is not distributed evenly in Nepal. It varies across towns, villages, and the geo zones of the country. In spite of various efforts made for women education, significant improvement in female education, especially in rural areas, is still deserved. In 1961, the female literacy rate in rural area was 1.14 % while in 1981, the increase was only 2.70 %. Though this was slow in rural areas, the literacy growth in urban area increased from 7.72 % to 28.00 % in 1980. Like other developing countries, Nepalese women also contribute more than 70% to the household economy and they constitute more than 50% of the total population. But their contribution goes almost unrecognized. National Planning Commission, since its Sixth Plan, has been according high priority to women and girls' education with an emphasis on the enhancement of women's living conditions. It is an established fact that Nepalese women's lives are being heavily dominated by immediate survival needs and domestic workloads. Girls start working right from the age of five years for longer hours than boys do and the work burden of girl's increase to 7.3 hours a day by the age they reach 10 years. This justifies why the literacy gap between male and female is persisting over the years, despite all these efforts. Considering the need for escalating the status of women, freeing them from exploitation suppression and recognizing their contributions to the society, United Nations declared 1975 A.D as the International Women Day. Various conferences and seminars for the upliftment of women were held but with very little effect in the life of the rural women.

Those conferences and seminars were organized in star hotels and participated by urban elite women. "On the occasional of International Women's Day, a general meeting was conducted at Hotel Yak & Yeti by UN women's organization in Kantipur (Thursday, March 10, , 2005).

The Himalaya Times (Thursday, March 10, 2005) made similar expression," The women's day has come and gone. But it did not mean anything to the illiterate and suppressed women .What is it that keeps women at bay? The answer is complex combination of psyche, tradition and flawed concepts harbored by member of both sexes in equal measure" The paper further wrote " Impact in large Part of the country, women themselves have acted as an insurmountable hurdle to their own causes," Literacy has become one of the major priorities areas of Government of Nepal's planning over the recent years. This is reflected in the major objectives of Non-Formal Education as spelt out in the Tenth Plan as to utilize education as a powerful vehicle for poverty reduction and social development by capacitating human resources. The focus, therefore, has been on improving living standards of illiterate people, especially of rural women, through functional literacy programs. Percentage of the women literacy indicates the extent of the degree of the national development. Women participation in politics, economic activities, socio-cultural activities indicates the degree of their empowerment and advancement of the society. Formation of the women cooperatives, consumers committees, their protest against alcohol and polygamy are the indicators of women empowerment. Politically the Women of Nepal have been enjoying the voting rights, from the first national election (1959). But due to lack of education, it was found that they could not exercised their rights properly. So long as the rural women remain illiterate and unaware of their rights, they will always be exploited and national development will remain quite below the expected level. The constitution of 1990 (2047) has provide and equal rights to women in all spheres of life, but they are behind men mainly due to lack of education and awareness.

The priority given to women education by Government of Nepal has however not matched with the budget allocation which is only 2% of the total budget for literacy program. This is considerably low and is a mismatch between the intended plan and its implementation. Given the magnitude of target population, present allocation needs considerably to be increased.

In spite of small amount of budget, Non-Formal Education Centre (NFEC) NFEC has made concerted efforts by designing and implementing age and gender specific literacy programmes at different geographical regions. Adult Education, Women Education, Alternative Schooling and Skill Trainings are some of the examples of such programmes. Women Education Programme (WEP) has been seen as instrumental for reducing gender gap. There should be more programs to address women's problem rather than strategic interest to insure their rights. (The Kathmandu Post, March 9, 2005, Page 2). The Government of Nepal has initiated gender and area specific programme since 1980s to reduce the persisting gender disparity. The women education programme (WEP) was initiated in 1988 as an expanded programme of Primary Education Project (PEP) to ensure the educational opportunities, especially for the young women. The major goal of this program is to provide basic functional literacy to women, to encourage them for schooling their girl children, to involve them in addressing health related issues, and to help them to sustain economically through income generating skills and to capacitate them to successfully contribute to the community. In order to empower and make the women independent, various studies have suggested the integrated package with life skills and knowledge such as legal rights, health (HIV/AIDS), gender related issues. In this regard, NFEC has revised the curriculum, textbooks and training materials with a shift in existing practices by involving researchers, academicians, and development practitioners working in Non-Formal Education in Nepal. The revision also demanded inclusion of different emerging issues in the textbooks and supplementary readers so that learners are aware and updated with current realities. Every year, 60,000 women from indigenous and under served communities of 18 to 23 districts are expected to be benefited from this program.

Women education program has been effective for making women critically aware and functionally literate. This program has been proved to be a means for confidence building and self empowerment. Recently widows have broken the chain of suppression from age old tradition of wearing non colorful clothes by wearing red clothes and tika on forehead. This is surely an indication of women empowerment.

Nowadays, the girls are interested in love letters. Due to that they have started to read and write. Moreover, Brahma Kumaris institution spread the spiritual education in Nepal very much. Not only women but also young girls are joining Brahma Kumaris institution. In some how, illiterate women became literate because they have to read and write the *Murli* (Godly version).

Literacy and non formal education in Nepal

In Nepal as mentioned earlier, although preliminary steps were already taken in 1948 along with the basic education literacy and non - formal education program was started in 1954. The

literacy rate then was 4%. The 1991 census has shown that literacy rate among 15-24 years population has reached 49% (male literacy rate is 26% female literacy is 17%). But the literacy rate among 15 years above is 33%, male 49% and female 17.4%. But literacy rates in younger groups are found higher because of big expansion of primary education during past two and half decades. In 1991, the urban literacy rate was 66.9% and the rural literacy rate was 36%.

The literacy rate on eastern region was 44.3%, central region 38.6%, western region 44% mid west region 31.8% and far western region 32.3%.

Curriculum and literacy materials in Nepal

The government has developed basic literacy primer called “Naya Goreto” in 1984. The “Naya Goreto” part I and II are taught to all types of learners living in Mountain, Hills and Terai. The people whose mother tongue is not Nepali language are facing great difficulties to follow the materials. The single primary text book is not helping the learners so much. The literacy program is only a book based one. There was no literacy curriculum before 1997. This is the one of reasons why different learning materials are not developed by the government. Some government agencies, NGOs and INGOs developed some materials to promote special program as family planning, forest conservation and citizenship education. Some NGOs have developed materials for neo-literate without any graded levels and classification of content areas. So the situation looked very confusing on materials of the program. Finally, His Majesty’s Government of Nepal approved a National NFE curriculum in 1997. The curriculum is based on ATLP (appeal training materials for literacy personnel). There are seven major areas of functional content such as Environment, Family life, Income generation/ Agriculture, Civic consciousness, Women development, Culture and customs and health and Nutrition. They have been graded as: (i) Basic levels (ii) Middle level, and (iii) Self learning level.

2.1 Research procedure

For this study, the instrument is designed based on the objectives of the study. A close-ended questionnaire is framed with statements pertaining to the objectives. After forming clarity of the statements in the questionnaire, this copy was circulated to 2 individuals to check for with respect to meaning, understanding of the words and sentences put in the questionnaire. The comments and corrections suggested were incorporated to provide content validity to the questionnaire. After finalizing the questionnaire, it was given to 40 households.

The questionnaire comprised of Infant (0-5 years), Illiterate (those who cannot read and write), Literate (those who can read and write), S.L.C (School Leaving Certificate) and above SLC.

2.2 Sources of Data

The primary data was collected from 40 households. And the secondary data about female and literacy was collected from various literatures and websites.

Data collection

The instrument used for data collection was questionnaire method. It is the heart of the primary data collection technique. The unstructured questionnaire is useful in carrying out the research. It was designed in such a way to cover the objective of study.

Before administering the questionnaire, the respondents were briefed about the study and the purpose of the study. The researcher promised to use the data so collected, only for academic purpose and confidentiality was to be maintained.

Sampling Technique

Sampling indicates the selection of a part of a group or an aggregate with a view to obtaining information about the whole. The universe of the study conducted at Baigundhura-7, Jhapa, Nepal. The technique used was Simple Random Sampling without replacement. It is based on the concept of probability.

Tools for analysis

The tool used to analyze and interpret the data is percentage analysis.

Percentage refers to a special kind of ratio. Percentages are used in making comparison between two or more series of data to describe the relationships. Percentages can also be used to compare the relative terms, the distribution of two or more series of data.

$$\% = \frac{\text{Number of respondents}}{\text{Total number of respondents}} \times 100$$

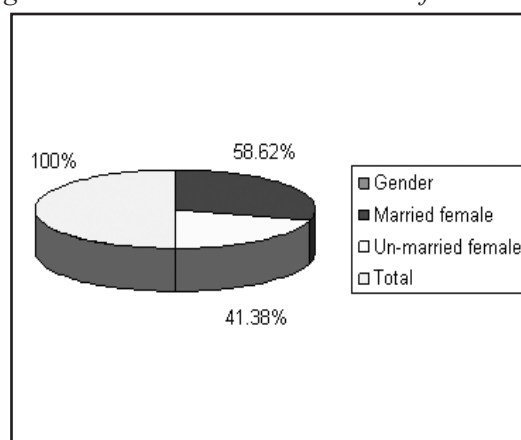
3.1 Analysis and Interpretation

Table 1: Showing the Gender profile of the respondents

Gender	No.of respondents	Percentage
Married female	68	58.62
Un-married female	48	41.38
Total	116	100

The above table shows that the distribution of Married female and Un-married female is 58.62% and 41.38% respectively.

Fig. 1. Gender wise Pie distribution of the sample



3.2 Technique of Data Collection

The data used in the study has been collected from field survey conducted on June 2011. The present study is mainly on primary data for selected forty households. The survey is conducted through the formal method of interview in structured questionnaire, interviewed and observation. Following techniques have been used for data collection.

3.2.1 Structured Questionnaire

According to the objectives detailed structured questionnaire was used for asking to the owner of house by employing direct interview method. Therefore, main source of data in this study is primary in nature.

3.2.2 Interview

Formal, informal and semi-structured or non structured interviews have taken to the selected households.

3.3 Rationale for the Selection of the Study Area

The present study has been carried out in Baigundhura -7, VDC of Jhapa District in Mechi Zone. This lies in the part of Eastern development region. The region for selecting Baigundhura -7, VDC as the study area is that the researcher as a native villager's inhabitant of the study area. Therefore, by selecting this area, it is believed that more accurate information could be collected during the study at area. Thus all these facts were guiding factors to select this VDC as the study area.

3.4 Brief introduction of the study area

This study is confined to the Baigundhura -7, VDC of Jhapa District in Mechi Zone. This lies in the part of Eastern development region (out of the five development region). Jhapa district is surrounded by Morang in west, West Bengal (India) in east, Ilam in north and Bihar (India) in south. Baigundhura Village Development committee lies in the rural area of Jhapa district of Mechi zone.

Most of the people in the study area speak Nepali language but the ethnic groups like Rajbansi, Satar, Tajpuriya their own language. Since land is fertile, agriculture stands as a main occupation of most of the people. Only a few people are engaged in other sector like service, business, labour and so on. The major agriculture production of this VDC is paddy, maize, wheat, oil seeds and vegetables.

Since the VDC has the facility of enough schools the educational status this area is quite satisfactory. While analyzing the occupation status study area, agriculture dominates the entire economy of this area. More than 80% of the people are dependent on agriculture.

3.5 Caste and Ethnicity

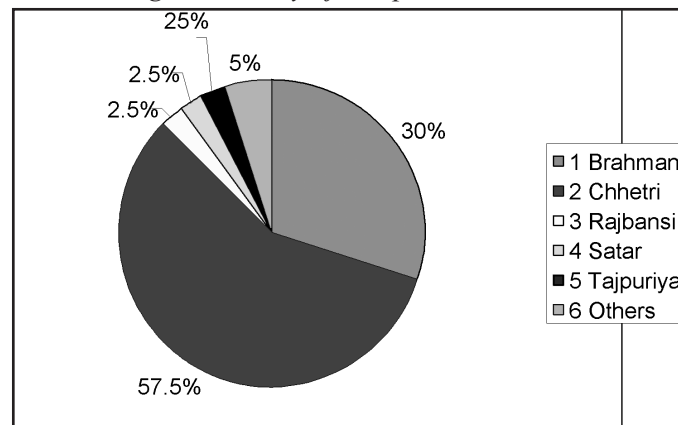
There are different castes and ethnic groups in Baigundhura VDC in Jhapa district. The data on caste and ethnicity of the sampled 40 households is given in table 2.

Table: 2; Ethnicity of sampled households:

S.N.	Ethnicity	Number of households	Percentage
1	Brahman	12	30
2	Chhetri	23	57.5
3	Rajbansi	1	2.5
4	Satar	1	2.5
5	Tajpuriya	1	2.5
6	Others	2	5.0
Total		40	100

Table no. 2: shows that the majority of the households under study are Chhetri (57.50%) followed by Brahman (30.00%), Rajbansi (2.50%), Satar (2.50%), Tajpuriya (2.50%), and remaining Others (5.00%) belong to other casts.

Fig.2. Ethnicity of Sample households.



Source : Table no.2

3.6 Educational Status

Education has played the vital roles in the development of people. Especially most of the family members of the householders are educated. They have admitted to their children to school. The literate female of the selected households are found to be about 89.66% (Table 3 excluding infant, illiterate people, whereas illiterate is 6.03% and infant is 4.31% in sampled female members.)

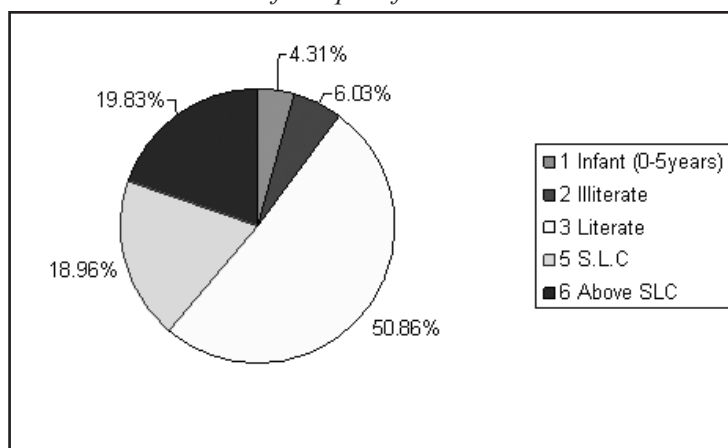
Table no. 3; Educational status of sampled female members

S.N.	Literacy level	No of persons	Percentage
1	Infant (0-5years)	5	4.31
2	Illiterate	7	6.03
3	Literate	59	50.86
5	School leaving certificate (SLC)	22	18.96
6	Above SLC	23	19.83
Total		116	100

Source: Field Survey, 2011

The data presented in table no.3 reveals that majority of female members belong to literate (50.86%) group, followed by higher level of education people (19.83%) category and S.L.C (18.96%) studied. Only 6.03% are in Illiterate. This result shows that only the old female people are illiterate. So, educational status of this study area is satisfactory.

Fig. 3. Educational status of sampled female members in Pie distribution



Conclusions

From the empirical study it is concluded that the female literacy level of Baigundhura -7, Jhapa, Nepal is more. The majority of female members belong to literate (50.86%) group, followed by higher level of education people (19.83%) category and S.L.C (18.96%) studied. Only 6.03% are in Illiterate. This result shows that only the old female people are illiterate. So, educational status of this study area is satisfactory.

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Fish in Moby Dick and The old Man and The Sea: A Comparison

Bipin Kumar Dahal

Abstract

The fish in Moby Dick and The old Man and the Sea has been treated in terms of the either supernatural and the natural respectively. This has given rise to differences in the exploration of selfhood. From the Darwinian concept of 'survival of fittest' in the struggle for existence, we can see the roles of the protagonists, Santiago in The Old Man and the Sea and Ahab in Moby Dick as the actor and the acted upon respectively. This study explores selfhood both as reality and illusion – from the point of view of Derridian binary opposition.

Key Words: *treatment, supernaturally, naturally, difference, exploitation and selfhood*

Introduction and tool to the text

This study aims to explore how the central image - that of the fish has been treated in the novels *Moby Dick* and *The Old Man and the Sea*. The starting point of the study is the hypothesis that 'the fish' in both novels is used to explore the concept of selfhood. Both are sea novels that deal with the question of selfhood in American literature. These novels were written in the fifties of the 19th and the 20th century respectively; that is there is a gap of 100 years between them. Both novels deal with fish, sailor, sea voyage and fight between fish and sailor with the fish playing a key role in both novels. In *Moby Dick* (1851), fish has dominance over the sailor whereas in *The Old Man and the Sea* (1951), the sailor has dominance over the fish. In the first novel the fish kills the sailor, Ahab, the protagonist, whereas in the second novel the sailor, Santiago, the protagonist kills the fish. Therefore, this aims to show basically two opposite types of selfhood. In this context, the study aims to show different conceptions of selfhood through the treatment of fish in these novels.

Melville's *Moby Dick* and Hemingway's *The Old Man and the Sea* have elicited many criticisms since their publication. The novels mainly comprise seas, sailors, fish, crews and criticism of individual identity.

Michael T. Gilmore, in the introduction of book *Twentieth Century Interpretations of Moby Dick*, says about *Moby Dick*:

Moby Dick is a book about man's attention to understand and interpret his world, but it is a characteristically American book despite the universality of its theme. It addresses the problem of knowing a context that is metaphysical rather than social or moral. (5)

These lines are about the theme of the book: not social or moral but metaphysical. It is about man's attempt to understand and interpret his world. It becomes metaphysical because the world is a mystery, impossible for man to grasp. The novel gathers together the variant strands and images of the myth and relates them to one another, to the central underlying myth, and to the history that has been shaped by the myth over the two centuries of American history. The myth of the hunter, as we have seen it develop in America, has centered on the theme of initiation into a new life, a new world, a new stage of manhood, the frontier experience. That is why; it is a characteristically American book.

Again he writes:

By ending *Moby Dick* with the word "orphan", Melville reemphasizes the impossibility of finding a conclusive solution to the riddle of the universe. Ishmael himself says that of the universe. Ishmael himself says that all men are figurative orphans who seek in vain for the secret of their paternity and who voyage eternally in pursuit of the final harbor, whence we unmoor no more. (6)

These lines are about the riddle of the universe. The riddle of the universe is akin to the protagonist's exploration of selfhood, which is manifest in Ahab's crazy pursuit of Moby Dick.

David Lodge, in *Essay in Criticism*, talks about a meaningless and vacant universe of Hemingway, an equivalent of Eliot's wasteland:

The Hemingway universe is a metaphysically vacant wasteland of much modern literature but a special emphasis on meaningless suffering ... suffering and death are essentially arbitrary part of the order or rather the disorder – of things. Hence the emphasis on Hemingway's work is not upon seeking explanation or solution for the problem of existence, but upon the questions of how to live with them. (44-45)

Hemingway's heroes are interested in hunting fishing, boxing and bullfighting and fighting in the battlefield. He is a man full of zeal, vigor and enthusiasm. Alienated almost throughout his life, the hero feels free to live the life of his choice. That is why he finds space and time to fill up his alienation. Arts and sports are the right things for an exciting life. Besides, he can enjoy doing anything he likes. Pains/wounds, disease, and complications inspire him to lead a life of adventure. Despite difficulties, he overcomes them with his strength. Even though he is alone, he never feels alienated. Man of hope, courage, and enthusiasm; he believes in the nobility of spirit, which never deserts him.

The international success of *The Old Man and the Sea* brought Hemingway the world's most prestigious literary award, the Nobel Prize, in 1954. Because of poor health, he could not attend the ceremony. Instead, he sent a statement about the loneliness of the writer and how he "should always try for something that has never been done or that others have tried and failed" (Baker 528). With luck success might follow, but only if the writer was willing –like Santiago in *The*

Old Man and the Sea – to be “driven far out past where he can go out to no one who can help him” (Baker 528). Then he concluded his brief statement. “A Writer”, he observed, “should write what he has to say and not speak it” (Baker 528-29).

Considering these critical views a study of the treatment of the fish will be worthwhile.

In simple terms, this study aims to prove that different treatments of fish have brought different types of selfhood in both novels. Assumedly, these two novels have given two types of selfhood: an illusive and a real one. At the same time, different types of selfhood are the results of different treatments of fish-basically, natural treatment of fish and supernatural treatment of fish.

The theoretical tool of this thesis is the Darwinian concept of ‘survival of the fittest’. Generally speaking, it means that the fittest can survive in this world because there is a struggle for existence. The fittest are those who are the strongest. The weakest can not survive: they are always afraid of their existence because they are always in danger. It is true that the strongest have the upper hand in this world. They establish themselves in this world. Charles Darwin in his famous book, *The Origin of Species* says:

Nothing is easier than to admit in words the truth of the universal struggle for life, or more difficult –at least I have found it so- than constantly to bear this conclusion in mind. Yet, unless it be thoroughly engrained in the mind, the whole economy of nature, with every fact on distribution, rarity, abundance, extinction and variation, will be dimly seen or quite misunderstood. (49)

In *Moby Dick*, there is a struggle for survival especially, in the case of Ahab, the sailor and *Moby Dick*, the white whale. At the end of the struggle, *Moby Dick* kills Ahab, the sailor and *Moby Dick* exists. Similarly, in *The Old Man and the Sea*, there is a struggle for survival. The old man can kill the fish and he exists. Treatment of fish comprises the point of view, from where we seek to prove the hypothesis. Darwinian concept of struggle for survival has been taken as a tool to test the hypothesis.

Charles Darwin was a British biologist. His contribution was remarkable in the field of evolution of species. In the *Origin of Species* (1859), he moots the concept of ‘Struggle for existence’. Only those fit for the environment or the world are fit for living, the rest that are unfit will be unfit for living. Charles Darwin, in his *Origin of Species* says: “All that we can do is to keep steadily in mind that each organic being is striving to increase in a geometrical ratio; that each generation of at intervals, has to struggle for life and to suffer great destruction” (pp 55-57).

This line focuses on line struggle. The fittest can exist and increase themselves. Each organic being is striving to increase in a geometrical ratio, through geometrical increase means increasing in a multiple way like 2, 4, 16, 256, as opposite to arithmetic increase like 1, 2, 3, 4, 5, But life does not go smoothly. Life has to struggle. Struggle is compulsory. So, life is struggle. Struggle brings about destruction. So, there is destruction in life because of forms of struggle. So, there is destruction.

Fish as the Acted Upon: Natural Treatment

In the very beginning of *The Old Man and the Sea*, Hemingway gives the key importance to the fish relating it to the protagonist, main character of the novel, who is Santiago. Hemingway says about him, “He was an old man who fished alone in a skiff in the Gulf Stream and he had gone eighty four days now without taking a fish” (5).

Fish is his goal but he is not capable of catching any. So, it has been a case of great challenge for him as a good old fisherman and people around feel depressed about his situation. This line tells about Santiago’s struggle.

Towards the end of the novel, Santiago brings his prey but without any flesh just the skeleton as his prize. Shark eats up the flesh of the fish. So he has just the skeleton as his prize of the struggle. There seems to be the philosophical tone in every life of this world because any life does not carry anything with him/her. Santiago’s prey’s skeleton is big. After all, it is the skeleton, not the flesh of the fish or rather the fish as the old man’s prize from his life. So, his struggle tends to be of a philosophical tone because any life does not carry anything with him/her at the time of the last sleep. About Santiago’s prize, Hemingway’s describes the ending of the novel and says: “He was eighteen feet from nose to tail, the fisherman who was measuring him called” (123).

But it is the description of his prize, the physical description. The prize is because of struggle. Struggle has made Santiago the actor and the fish the acted upon. From the inter-species struggle, a study of selfhood of the protagonist, Santiago can be made. The contexts of *The Old Man and the Sea* and *Moby Dick* are almost same. In other words, they seem to be sea novels on this basis. So, we can compare and contrast the selfhood of the protagonists of both the novels.

Similarly, Hemingway puts still more powerful expression which will show the climax of the struggle: “But man is not made for defeat”, he said, “A man can be destroyed but not defeated, I am sorry that I killed the fish though, he thought” (103).

In these lines, a struggle between the sailor and the fisherman has reached at its climax and paradoxically the sailor starts to feel sorry after killing the fish. These are the central ideas of the novel which show the inevitability and inescapability of struggle. At least, livings being struggle with the environment. The struggle of the sailor determines his selfhood. What is his selfhood? Are the selfhood of Santiago and that of Ahab similar?

Fish as the Actor: Supernatural Treatment

It is to make clear that Ahab is killed by Moby Dick and he is the acted upon and then fish as the actor. Let us explore fish as the actor in *Moby Dick*. In the very beginning of the novel, Melville gives key importance to the selfhood of the protagonist, Ahab. It goes: ‘CALL ME ISHMAEL’ (3).

It has a mythical importance. In the Bible, Ishmael was the son of Abraham by Hagar, his Egyptian bondservant. Ishmael was cast out in favor of his brother Isaac, and in the process disinherited. The name was commonly used to signify an outcast.

Moby Dick has been shown as more powerful than the protagonist Ahab because there are damages in the head and the loss of his leg. There are also some references in this regard in the novel:

Captain Ahab, said Starbuck, who, with stub and flask, had thus far been eyeing his superior with increasing surprise, but at last seemed struck with a thought which somewhat explained all the wonder. 'Captain Ahab, have heard of Moby Dick - but it was not Moby Dick, that took off thy leg?' (135)

Ahab is too full of revenge. He puts his life at risk to take revenge Moby Dick, the fish. All the sailors help him and Starbuck is one of them. Ahab's chase is also a kind of struggle for existence and the struggle determines the nature of selfhood. Our study also aims to explore selfhood.

In Moby Dick each sailor is being killed by the fish one after another. In this context, Starbuck questions Ahab's mad chase Moby Dick. In this way, there is a strong struggle between the fish and the sailors. The strong struggle between them is the struggle for existence also. It will determine the survival of the fittest. Ahab goes on struggling, in spite of other sailors' warning. But, quite contrary to his expectation, Ahab himself is doomed to death. He has proved to be the acted upon before Moby Dick, the actor. The fatal scene has been described vividly:

The harpoon was darted; the stricken whale flew forward; with igniting velocity the line ran through the grove; - ran clear it; but the flying turn caught him round the neck, and voicelessly as Turkish mutes bowstring their victim, he was shot out of the boat, ere the crew he was gone. (468)

Thus, Ahab has proved to be the one acted upon because he has been defeated and killed by Moby Dick. He is not the actor. Moby Dick is the actor because of the struggle for existence. Moby is fit in the struggle and is the actor making Ahab, the protagonist the acted upon. Through the struggle, selfhood will be explored. As in *The Old Man and the Sea*, we propose selfhood as an 'illusion'. 'Illusion' is a primary term. 'Reality' will be another type of selfhood according to Derrida's binary selfhood. So, if it is not an 'illusion', what is it? We can go through a chain of signifiers. So, 'illusion' can be a signifier of selfhood. So, treatment of fish in *The Old Man and the Sea* has been naturally as the acted upon, which has explored selfhood of the protagonist as reality.

Selfhood as Opposite Signifiers

To understand the meaning of selfhood through struggle the study of these two novels, we take binary opposition of several of Derrida's skeptical procedures have been especially influential in deconstructive literary criticism. One is to subvert the innumerable binary opposition such as speech/writing, nature /culture truth/error, male/female,-which are essential structural elements

in logo-centric language. Derrida shows that such oppositions constitute a tacit hierarchy, in which the first term functions as privileged and superior and the second term as derivative and inferior. Derrida's procedure is to invert the hierarchy, by showing that the secondary term can be made out to be derivative from, or a special case of, the primary term; but instead of stopping at this reversal, he goes on to destabilize both hierarchies, leaving them in a condition of undecidability. In his essay, 'That Dangerous Supplement' Derrida says:

We would be obliged to decide that a ruse and an appearance are necessary if in fact we were to abide by these concepts (sacrifice, expenditure, renunciation, symbol, appearance, truth etc.) which determine what we here call economy in terms of truth and appearance, starting from the opposition presence/absence. (164)

So, from the above study we may propose selfhood as a reality. Reality is the primary term. Then, 'illusion' will be another term of selfhood according to the binary opposition. So, if it is not a reality, what is it? We can go through a chain of signifiers. So, 'reality' can be a signifier of selfhood. As there is no final conclusion, Derridian signifiers as reality and illusion have been thematic conclusions. It means that reality and illusion alone are not the final thematic conclusions. Similarly, other signifiers can also be thematic conclusions. That's why this study looks at the concept Derridian binary opposition to arrive at thematic conclusions.

Concluding Remarks

Thus, the nature of Santiago and Ahab's appear similar to some extent. But, the struggle has revealed the contrast. Ahab's selfhood and Santiago's selfhood are quite opposite to each other. It is at this point that the concept of binary opposition or a chain of signifiers to the signified has been applied to propose two types of opposite selfhood – reality and illusion. Ahab's selfhood is an illusion but Santiago's selfhood is a reality also included in the study is analysis and explanation of expressions from both texts. The actor is related to a reality of selfhood whereas the acted upon shows the illusion of selfhood.

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Curriculum Analysis of M.Ed. Chemistry Education

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ABSTRACT

As we know that curriculum of any level play vital role to achieve the education goal. Curriculum of M.Ed. chemistry also devised to cater the need of nation. Curriculum should be revised time to time to make it contextual and to avoid demerits of curriculum. Curriculum of M.Ed. Chemistry also has some pros and cons.

On the basis of analysis, the study recommended that provision of general objectives, specific objectives, teaching hour and contents in existing curriculum is regarded as the strong points of this analysis. Curriculum is failed to some extent in horizontal and vertical organization of the course. And this curriculum has not mentioned the general objectives in M.Ed. first year, which is also another weak point of this curriculum. This study has given some suggestion regarding these failure aspects of curriculum. General objectives and specific objectives are written separately.

Key words: Curriculum, Methodology, Delivery, Sequence, Validity, Relevancy, Integration, Scope, Formative Evaluation

INTRODUCTION

Calculation of positive and negative aspects of curriculum is termed as curriculum analysis. Curriculum analysis can be done formally and informally. Informal curriculum analysis is a continuous process where no rigid method is used. But the formal curriculum analysis was started in Nepal after the formal education era. With the flow of time curriculum analysis is done to update the curriculum and to make it best suited in present time. Curriculum of any level play vital role in achieving objectives of that level. Progressive or retrogressive path of a nation is determined by its curriculum. Effective and innovative curriculum not only provides guideline to the teacher and student but also provide way to the nation to drive in appropriate path. Therefore, through the curriculum analysis some recommendations and suggestions will be provided which may be fruitful to devise appropriate curriculum. Good curriculum means innovative, contextual, progressive, integrated, flexible, dynamic, and naturalistic as well as it should be able cater the present need of students and society.

The major components of curriculum such as objectives, contents methods and evaluation must be interrelated to each other, without one the constructed curriculum becomes lame. So we

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should take care about the curriculum dimensions like continuity, sequence, scope, integration, etc while devising curriculum of any level. These curriculum dimensions are taken in mind while analyzing existing curriculum of M.Ed. chemistry program. M.Ed. level chemistry curriculum has not analyzed formally. Here aimed to analyze chemistry (organic, inorganic, physical as well as their practical portions) of M.Ed. program.

ANALYSIS OF SPECIFIC OBJECTIVES

Specific objectives are mentioned separately as per specific teaching unit is a good aspect of this curriculum. Specific objectives are more general and not stated in behavioral terms, most of the objectives are of cognitive domain and less emphasis is given on attitude and skill domain. Most of objectives are of knowledge level with action verbs explain, describe etc. which are difficult to measure. The action verbs like “deduce”, “solve”, “determine”, “draw”, “differentiate” etc. are of higher level as application, synthesis, analysis and evaluation and also these are measurable and attainable too. In some units there is no specific objective for given content as well as in some units there is specific objective but not mentioned content. The whole course is not covered by the objectives as In electrochemistry of physical chemistry objectives are not mentioned for the contents metal –metal ion electrode, amalgam electrode, metal insoluble salts electrode, etc and it is also repeated in thermodynamics (topic 3.8. 2 to 3.8.10). In some cases objectives are unnecessarily repeated .i.e. in photochemistry, the objective; “state and explain laws of photochemical equivalence” comes under the objective; ” state and explain the laws of photochemistry” and same case is appeared in conductance measurement too. The objectives of Principles of chemical kinetics are not specific. Explanation of BET equation without derivation is meaningless in master’s level. In practical portion objectives cover all three domains of knowledge. In organic chemistry the given specific objectives do not cover the whole content and cannot indicate the depth of contents. The specific objective in coordination compounds: solve problems in coordination compounds is vague. The specific objective in periodic table; compare the properties of said metals in a group can not indicate particular metals

ANALYSIS OF CONTENTS

Physical chemistry: Most of contents are superficial or not so relevant to M.Ed. level students. Somehow contents are integrated, only some of the contents are tried to continue and sequenced spirally but Chapters Photochemistry, phase rule and Surface chemistry are new in M.Ed. level lacking sequence with B.Ed. level. Failures of Arrhenius Theory in the case of strong electrolyte are kept in M.Ed. without sequencing its basic concepts with B.Ed. level. In unit one: conductance and ionic equilibrium “degree ionization of weak electrolytes” and “conductometric titration involving neutralization and precipitation reaction” are kept separately but these come under as sub topics of the topic; “application of conductometric measurement”. In chapter Thermo-dynamics; heat capacities, second law of thermodynamics, isothermal and adiabatic process are unnecessarily overlapping contents in B.Ed. and M.Ed. level. Same overlapping problem is in Atomic Structure such as wave mechanical concept of atom, de Broglie’s equation and Heisenberg’s Uncertainty principle. Chapter Phase Rule has relatively less contents according to allocated lecture hour. Link between contents of theory and Practical is less maintained.

Inorganic chemistry: Link between contents of theory and Practical is less maintained. Contents are somehow horizontally organized and integrated but vertical organization, sequence and continuity are not properly maintained. Relatively there are more contents in chapter Periodic Table.

Organic chemistry: Contents in unit one i.e. structure of organic molecule are over lapped in M.Ed. and B.Ed. level. Contents are less as compare to the given lecture hour. Vertical and horizontal organization is maintained well.

Structure of M.Ed. chemistry curriculum

According to the curriculum prescribed by T.U. the structure of chemistry education course is as follows.

S.N.	Area	Weightage	Full marks
1	core courses	30%	300
2	Specialization courses	55%	550
3	elective course	5%	50
4	Practicum	5%	50
	Thesis	5%	50

Detail structure of : M.Ed. first year chemistry course

S.N.	Code no.	Course title	Nature	Full marks
1	512	Foundations of education	Theory	100
2	513	Educational psychology	Theory	50
3	514	Curriculum planning and practice	Theory	50
4	516	Organic chemistry	Theory	100
5	517	Practical organic chemistry	Practical	50
6	518	Inorganic chemistry	Theory	100
7	519	Practical inorganic chemistry	Practical	50
				Total: 500

Detail structure of M.Ed. second year chemistry course

S.N.	Code no.	Course title	Nature	Full marks
1	Chem.ed.522	Physical chemistry	Theory	100
2	“ 523	“	Practical	50
3	“ 527	Environmental chemistry (elective)	Theory + practical	40 +10
4	“ 591	Fundamentals of chemistry education	Theory + practical	80+20
5	Sc. Ed. 598	Thesis writing	Practical	50
6	“ 599	Practicum	Practical	50
7				Total =500

RELEVANCY OF CURRICULUM

Market demand, student's needs and interest have been neglected by the curriculum, burning issues, new knowledge, new inventions, new conceptions are not included. Some of misconceptions in chemistry cannot be discarded. Course is more theoretical, examination oriented, narrowly conceived, unpsychologically planned and ineffectively executed. Contents are superficial according to level of students. Course is not child centered, community centered, dynamic, creative, logical, psychological, productive, and useful in daily life as well as it is not research oriented, that is why M.Ed. chemistry products are dominated by M.Sc. products. Hence this curriculum is not so relevant.

Scope and integration

Scope: Breadth of this curriculum is somehow satisfactory but depth hasn't been maintained. Subject's matters are superficial or presented as in +2 level courses. In practical portion breadth is not maintained for all units.

Integration: In these curriculums different subjects matters have been tried to integrate but is not enough. Physical chemistry practical course there are no practical from atomic structure, thermodynamics, phase rule and photochemistry.

Sequence: The course is not sequenced properly in horizontal and vertical order; sequence is not arranged properly from +2 levels (sc. Ed.) to M.Ed. chemistry. The curriculum has not arranged from simple to complex; known to unknown, concrete to abstract. Some contents are overlapping and some are totally new in M.Ed. level some topics are tried to sequence spirally but not properly.

Sequence in horizontal order

Physical chemistry: Chapters are arranged randomly such as atomic structure is kept at last it is better to keep at first. Chemical kinematics is kept after surface chemistry and photochemistry, it will be better to keep the chemical kinetics before these chapters.

Organic chemistry: Horizontal sequence is good for this course as structure of organic molecules and mechanism of chemical reaction are kept at first.

Inorganic chemistry: Unit 3: coordination compounds are given before Unit 4: Periodic table but it is better to mention coordination compounds after periodic table. Chapter spectroscopy is totally new for M.Ed. level i.e. lacking sequence. Other all units are sequenced properly. Chapter spectroscopy is totally new for M.Ed. level i.e. lacking sequence.

Sequence in vertical order

Physical chemistry: In unit one: failures of Arrhenius theory has been kept in M. Ed. without mentioning its basic concepts in bachelor level. Phase rule, photochemistry, surface chemistry are introduced in masters level without sequencing it from lower level. In thermodynamics

and atomic structure: Some basic concepts are repeated from lower level. It is better to remove overlapping parts and to extend the reasonably. Electrochemistry and chemical kinematics are relatively better sequenced. In practical course vertical sequence is not kept properly.

Organic chemistry: Almost all units are repeated from bachelor level and the content is even more superficial than B.Ed. level (as in carbohydrates). The repeated basic concepts from each units should be removed and new advanced concepts should be introduced to suit M.Ed. level. The vertical sequence in practical is maintained from B.Ed. to M.Ed. level.

Inorganic chemistry: Unit 3: coordination compounds are given before Unit 4: Periodic table but it is better to mention coordination compounds after periodic table. Chapter spectroscopy is totally new for M.Ed. level i.e. lacking sequence. Other all units are sequenced properly. Chapter spectroscopy is totally new for M.Ed. level i.e. lacking sequence

Continuity

In some cases continuity has been maintained but in some there is lack of continuity.

Physical chemistry: Arrhenius theory, electrochemistry, thermodynamics, chemical kinetics, have continuity from bachelor level. Phase rule, photochemistry, surface chemistry; these are new chapters in M.Ed. level so these don't have continuity. Continuity for practical course is not maintained from B.Ed. to M.Ed.

Organic chemistry: All units have continuity from B.Ed. level both in theory and in practical portions of the course.

Inorganic chemistry: Continuity is not given for spectroscopy, only mentioned in M.Ed. level but not in B.Ed and +2 levels. There is no continuity for coordination compounds and Organo metallic compounds.

Weightage: Time period allocated to teach each unit of this course is mentioned but in some cases it is not properly done. Theory leads hundred marks and practical leads fifty marks for a subject or total weightage for a subject is 150 marks, teaching hours allocated for each subjects is 150 hours theory and 150 hrs practical. Contents weightage in organic chemistry is not enough to cater the need of master's level students. Contents of Organic chemistry are less than the contents of Physical and Inorganic chemistry according to their weightage. Same time period is allocated for Phase Rule and Periodic Table is not proper.

Organization

Horizontal organization: Horizontal organization is quite good. Chemical bonding, periodic table, atomic structure, chemistry and industry, fertilizers, inorganic polymers, organometallic compounds, reaction mechanism etc horizontally organized. All units do not have practical hence horizontal organization is affected in practical portion.

Vertical organization

Physical chemistry: Electrochemistry and chemical kinetics are relatively good in vertical organization. Thermodynamics and atomic structure are vertically organized but some portions are overlapping. The practical portion has not been organized vertically.

Organic chemistry: All units are vertically organized but most of them are overlapping with B.Ed. level. The practical portion has good vertical organization. Contents weightage in organic chemistry is not enough to cater the need of master's level students.

Inorganic chemistry: In the curriculum of M.Ed. and Bachelors level Atomic structure is given in Unit one and trying to cover most of contents. There is good sequenced in chemical bonding except overlapping of hybridization. Chapter spectroscopy is included in Masters Level but not given basic concepts in lower level, it shows lack of sequenced. Same contents are repeated in Chemistry and Industry of Master level and Manmade Materials in Bachelor's level.

RELIABILITY AND VALIDITY

Improperly arranged and not sequenced course, superficial subject matter, less relevancy and appropriateness, decrease the reliability and validity of this curriculum.

Instructional techniques

Instructional techniques are mentioned at the end of syllabus, they are not mentioned for specific teaching units. The given techniques are not executed due to various problems. Mainly lecture method is used with poor demonstration. Lecture method is being dominant method in chemistry teaching. In practical class or in laboratory mainly experimental method is used individually or in groups is a positive aspect.

Evaluation

Evaluation in theoretical portion: Only formative evaluation is mentioned and executed at the end of year as the annual examination. Formative evaluation and continuous assessment system is mentioned in this curriculum. Marks allocated for each type of questions is in appropriate proportions in this curriculum.

Evaluation in practical portion: Inclusion of internal evaluation including regularity, regular practical work and record book with allocating marks in appropriate proportion is good with summative evaluation.

Recommended and referenced books: Recommended books are not sufficient in subject matter. Many referenced books are given. Recommended book for practical of physical chemistry is practical physical chemistry which is not found in Nepalese market. Recommended and referenced materials should be assessable in local market.

Strong point of M.Ed. chemistry curriculum

Inclusion of three sector of chemistry; Physical, Organic and Inorganic chemistry is a good aspect of this curriculum. Mentioning general objectives in physical chemistry is strong point of this curriculum. Sequence between the specific objectives and contents which make study scientific. General objectives and specific objectives are written separately, it is a good aspect. Appropriate weightage for practical portion. Appropriate instructional techniques are mentioned in each subject. In practical portion marks is allocated for attendance, regularity and practical records. Wide ranges of contents are included.

Weak points

The review of present curriculum shows that it suffers from the following defects:

It is subject centered and topical: it's academic in nature and deals with the theoretical generalizations. It is therefore, bookish and stereotyped and lays emphasis on the acquisition of knowledge rather than its application to daily life. It is not conformity with the aims and objectives of teaching chemistry. Its examination ridden. That's why teachers and students select important portion from whole syllabus from examination point of view. The depth of the subject is sacrificed at the expense of vastness of range of topics. It is better to study a few topics rather than to complete so many in a haphazard way. It is not flexible but on the other hand, it is static and rigid. It is cut off from the real life outside and is not in accordance with the needs of the pupils and the needs of society. It does not include recent and significant knowledge in the subject areas. It is devoid of scientific activities like science clubs, project works etc which helps to gain firsthand experience and to think scientifically. There is no good correlation between contents and objectives in some chapters. Link between theoretical and practical course is almost neglected. The depth of curriculum is not designed to compete with curriculum of M.Sc. The depth of Organic Chemistry is comparatively less than Inorganic and physical chemistry. Contents weightage in organic chemistry is not enough to cater the need of master's level students. Mentioning only summative evaluation technique, it failed to evaluate all round development of students.

RECOMMENDATIONS AND SUGGESTIONS

Because of the above mentioned defects, the present curriculum needs an early reorientation on the lines suggested below.

- The content chosen should be in conformity to aims and objectives of teaching chemistry.
- It should be related to the interests of students, everyday life and the needs of community.
- Mastery of subject matter should not be made an end in itself. Teaching pupils the technique of how to think than what to think is more important.
- It should be such as can be adequately dealt with under stipulated conditions, such as available time, staff and equipments etc.
- It should be flexible and should suit the varying needs of the students and community.

- The learning activities should be organized so that students through reasonable efforts may gain the satisfaction of accomplishment.
- Provision should be made for science societies, visits to places for scientific interests and project works.
- Competitive contents should be included that should be Parallel to M.Sc. contents.
- Given Instructional techniques and materials should be implemented to fulfill the objectives of curriculum
- Curriculum should include not only summative evaluation, it should include formative, continuous and internal assessment.

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Stylistic Variation, a Modernist Experiment in the Holocaust Fiction

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Abstract

The Nazi military application ruthlessly extermination of the Jews initiates modernity in the twentieth century art and culture. Holocaust exhibits, more than photographic representations of killings of the Jews in the concentration camps, transformations of human sufferings into numerous arts. The Nazis themselves, including the German military band and supporters of Hitler, turned out to be non-human entities without human sensibilities. Holocaust aesthetics advents a newer cultural life across the

world. The tragic experience at the Auschwitz concentration camp gives audiences an impression of the Nazi atrocity and the Jewish humiliation. The entire process of mass murder was modernist, a departure from the existing establishment of people's beliefs in the enlightenment.

Key words: holocaust, modernist, atrocity, concentration, suffering, transformation

Introduction

In the Holocaust, the Nazi military application of sophisticated technologies to ruthlessly exterminate the Jews initiates modernity in the twentieth century art and culture. A mid-twentieth-century Holocaust exhibits, more than photographic representations of killings of the Jews in the concentration camps, transformations of human sufferings into numerous fictional as well as non-fictional works. Historically, the Holocaust is considered to be an organized destruction of the Jewish world and Jewish ideas by the Nazi German perpetrators during the Second World War (1939-45). Besides historical accounts of the mid-century European genocide, there are film and fiction that recapture the Nazi perpetrators' atrocities and the Jewish victims' tragedies of the mid-century European genocide. This paper investigates the stylistic variations in Tadeusz Borowski's "This Way to the Gas, Ladies and Gentlemen" (29-49) in the light of the Nazi's modernist experiment of advanced technology in the European Holocaust. In this short fiction, Borowski's rhetorical devices of repetitions and analogies connote the Nazi's endless atrocities and the Jewish sufferings at the Polish Auschwitz.

Borowski's narrative locates in the nexus between fictional and non-fictional account of the Nazi's ruthless action of the Jewish race. In *Hitler and the Holocaust*, Robert S. Wistrich recounts the Nazi genocide in terms of the most spectacular industrial killing as the Holocaust's marked connections with modernity. The Nazi German state operated an entire military-industrial complex for an organized industrial destruction of the Jews, using modern technologies before

registering the Jews in a bureaucratic system. The highly modernized methods included the process of death machinery, techniques of extermination of the Jews, and Nazi military operations in the concentration camps (219-20). Drawing a complete picture of Europe's legacy of violence, Wistrich connects modernity to the Nazi Holocaust industry:

The Holocaust was driven by a millenarian, apocalyptic ideology of annihilation that overthrew all the enlightened and pragmatic assumptions of liberal modernity. This does not in itself make it totally different from all other genocides, but it does highlight the Holocaust as an extreme case. The centrality of anti-Semitism and of the Jews to this cataclysmic event was no accident, and this essential fact helps to explain why it resonates so strongly. (240)

In the twentieth-century, the Holocaust becomes an apocalyptic event in terms of its remarkable connections with the rationality of the enlightenment tradition. On the one hand, this historical event in the modern time redirected the entire world toward disorder, uncertainty, and indeterminacy; on the other hand, the post-Holocaust world rapidly progressed in a technologically modern and bureaucratized society. In the Holocaust, the Nazis did not merely exterminate six million European and Russian Jews but also tortured, humiliated, and offended their victims before killing them mercilessly.

Analogies and Repetitions

Much has been written about the Nazi German atrocity in general and Borowski's stripped language in particular, but no substantial scholarship has been published so far that investigates the stylistic variations in the writer's literary practice. From the first person narrative technique, the writer demonstrates a characteristic feature in his diction and syntax to amplify his personal experience of the Holocaust in the Auschwitz camp.

Among various forms of narrative, whether visual or non-visual, fictional or historical, Borowski's revelation of the Nazi atrocity recaptures the restless lives and brutal killings of the Jews in the concentration camp. This paper explores a maneuver of the Nazi atrocity, which is impregnated with anti-Semitism, in the choice of words, arrangement of sentences, and organization of the Jewish suffering that exhibits an impression of a perfect blend of history and fiction. Readers receive the Holocaust in fictional discourse while revisiting the historical event through language. Using a special form of language, including words and structures, he magnifies the factual events with poetic intensity. Borowski's use of literary devices of analogies and repetitions magnifies the historical event as a part of his artistic treatment of actual occurrences during the Nazi regime in Germany. The everyday life and the Nazi business in Auschwitz give microscopic views of the demeaning treatment of the Jews:

Trucks, loaded with people, start up with a deafening roar and drive off amidst the wailing and screaming of the women separated from their children, and the stupefied silence of the men left behind. They are the ones who had been ordered to step to the right - the healthy and the young who will go to the

camp. In the end, they too will not escape death, but first they must work.
(Borowski 38)

The opening line of this excerpt replicates the Nazi's dehumanizing tendencies portrayed through the metaphor of "trucks, loaded with people in Borowski's narrative." Moreover, Borowski juxtaposes machine and human, bringing "trucks" and "people" together. In everyday business, trucks are usually loaded with inanimate objects, such as bricks, stones, or construction materials, but in Borowski's fiction, trucks are loaded with human beings, giving the Jews positions of non-living things. Furthermore, the word "load" connotes the Nazi's dehumanizing tendency because people usually sit inside vehicles, but in the fictional world of "This Way for the Gas, Ladies and Gentlemen," people have been treated as materials to be loaded in and loaded off the trucks. In a linear order of "trucks," "loaded," and "people," Borowski, in efforts to depict sordid reality of the Nazi perpetrators' ill treatment of the Jews, recreates an image of the Auschwitz camp. In the use of automobile, "truck," along the line of a transitive verb "load," the narrator amplifies how modern technology was exploited in the atrocity of the Nazi regime.

In the same syntactic structure, trucks and people are analogized to "drive" and "roar" respectively. The process of driving of machine coincides with the roaring of humans in the concentration camp, which stands for the Nazi treatment of the Jews as inanimate objects or lowly creatures other than men. With the graphic representation of sound and movement, the writer recaptures incidents that took place in the concentration camp, showing interrelations between machine and human, and human and animal. Not only do exterminations of the Jews in the gas chamber invoke machines, but also does the Nazi action upon those innocent victims reflect their machine-like conducts. Killing the Jews ruthlessly after days of tortures resonates that the Nazis totally lack love and compassion.

In a similar way, continuous verb forms, such as wailing and screaming, resound human angst in progression that is created by the Nazis. Besides verbal rhetoric, visual images of movements of trucks in the concentration camp illustrate historical event in subsequent snapshots. People's travels, along with gradual movements of machines, toward the concentration camp, connote a simultaneous progression of humans and machines to the final destination, i.e. the gas chamber. Borowski's narrative connects the healthy and young people to works they accomplish before they are executed. At this point, readers supposedly respond these tragic events as the writer's maneuver of a documentary history of the mid-century world.

Both the Nazi perpetrators and the Jewish victims without become more like machines than human beings themselves. In "This Way for the Gas, Ladies and Gentlemen," Borowski uses the same motif of the automobile, such as train, locomotive, car, etc. to suggest interactions of machines with humans. The operation of machines in the concentration camp is analogous with mechanical movements of the Jews prisoners and machine like existence of the Nazis: the former without emotion, and the latter without compassion. He portrays how machines were operated to transport the Jews to the concentration camp:

‘The transport is coming,’ somebody says. We spring to our feet, all eyes turn in one direction. Around the bend, one after another, the cattle cars begin rolling in. The train backs into the station, a conductor leans out, waves his hand, blows a whistle. The locomotive whistles back with shrieking noise, puffs, the train rolls slowly alongside the ramp. In the tiny barred windows appear pale, wilted, exhausted hair, unshaven men. They gaze at the station in silence. And then, suddenly, there is stir inside the cars and a pounding against the wooden cries. (36)

The writer, choosing appropriate words to refer to the mobilization of machines and creating visual images of movements of humans and machines, magnifies the Nazi atrocities in the camp. The tension between machine and human, embodiments of the mechanical transport and the organic human feet, resonates in arrangements of words referring to automobile, such as the transport, the locomotive, the train, and the cars. The meaning of the Nazi atrocity comes from a blend of commotion of organic humans and movement mechanical trucks in the concentration camp.

Borowski’s fictionalized history documents the Nazi genocide, merciless massacre of six million Russian and European Jews during World War II. Reconstructing the post-Auschwitz experience resonates massive exterminations with the same setting, imagined characters, and magnified events. At the same time, Borowski’s fiction substantiates the documentary history of the Nazi atrocity and the Jews suffering. Whereas settings and events are real, characters and contexts artistically constructed. Like other holocaust literature, Borowski’s narrative reveals the Nazi atrocities and the Jewish tragedies, considerably as transformed experiences.

Borowski’s narrative unfolds sufferings of the Jews in the concentration camp in the tension of sound and silence. In the camp, the Jew prisoners lament for rescue before they are brutally terminated by the Nazi perpetrators. The silence of the dead Jews follows sounds of dying prisoners in the camp. Similarly, the sound of the Nazi perpetrators contravene People usually load in and unload off trucks with merchandise, but they never ever stack humans into vehicles like them. Borowski, using a series of metaphors, suggest how humans have become animals or material objects simultaneously when they are loaded in and unloaded off trucks.

According to Alvin H. Rosenfeld, Borowski’s narrative representation of the Holocaust is rooted in historical and ethical realities fiction on a moral world in a historical context. Rosenfeld examines a magnified portrayal of the Holocaust focused on life and death, tortures by the perpetrators and sufferings of the victims in the realist tradition. In the fictional tradition of the Holocaust, Borowski departs from Delbo and Qascar’s fictional representation of mythic sufferings and abstract versions of human agonies (71). Rosenfeld further notes:

... that they still continue either to imply a moral world or, acknowledging the displacement or destruction of moral categories, to suggest an order of experience that was otherworldly. The Holocaust rather, existed somewhere between these two poles, its locus an extreme disjunction between familiar and remote or uncanny situations. (71)

Rosenfeld amplifies the tragic experience of the Holocaust as a double death: the death of the Jews themselves, and that of Jewish ideas. He relates Borowski's artistic presentation of the Nazi atrocity in the light of inhumanistic treatment of one race by another. The white German race contravenes the non-white Jewish race at an extreme level.

Similar visual analogies of the Holocaust experience can be seen in Rosenfeld's comparison of humans with non-humans. Rosenfeld considers these analogies in the Holocaust imagination effective rhetorical devices: the field of human heads turning like rotting cabbages in *Blood from the Sky*; the dead children, carried away from the boxcars "like chickens," several held in each hand, in *This Way to the Gas, Ladies and Gentlemen*; the slaughter of the butterflies in *The Last of the Just*; the crumbling of the crematoria and their fading from memory in *The Long Voyage* (80). In the Nazis' dehumanizing acts reflect in their treatments of Jews as birds and animals. They further relegate the Jewish race to non-human entities, such as cabbages.

Parallel Structures

After analogies and parallel structures, Borowski exploits a rhetorical device of repetition to present his experience with the Nazi atrocities. The rhetoric of repetition includes repeated words, parallel sentence structures, and logical progressions in thoughts. The following excerpt from Borowski's fiction exhibits a similar kind of rhetorical practice:

Below us, naked, sweat-drenched men crowd the narrow barracks aisles or lie packed in eights and tens in the lower bunks. Their nude, withered bodies stink of sweat and excrement; their cheeks are hollow. Directly beneath me, in the bottom bunk, lies a rabbi. He has covered his head with a piece of rag torn off a blanket and reads from a Hebrew prayer book (there is no shortage of this type of literature at the camp), wailing loudly, monotonously. (32)

In this passage, synonyms, "naked" and "nude," demonstrate the Nazis' recurring attacks on the Jews in the concentration camp. These synonymous heighten the intensity of the Nazi cruelties upon human beings. They connote repetition of the Nazi brutality upon the Jews. The synonyms reinforce the Nazi's barbaric acts in the concentration camp. The tension between the nakedness of body and the covered head embodies the Jews and the Nazis, love and hatred, and compassion and coldness, respectively.

Borowski's narrative also amplifies a gradual movement from general to specific. The narrative shifts from sufferings of mass to tragedy of an individual victim. To cite Borowski: "below us, naked, sweat-drenched men crowd the narrow barracks aisles or lie packed in eights and tens in the lower bunks" and, "directly beneath me, in the bottom bunk, lies a rabbi"(32). In these lines, readers notice the repetition of nakedness and nude in the first and second parts, respectively. With the last sentence, the writer shows repetition of the same brutal act in opposite: the covered head at the end coincides with the nakedness in the first half of this excerpt.

The aesthetic manifestations of the Holocaust in Europe make differences in men's perceptions of relationships between people of the two different races: supposedly superior Nazis versus

inferior Jews. Myrna Goldenberg takes Auschwitz without victims for a metaphor of the Jewish tragedy:

From the point of view of Holocaust-related art, the issue of debris itself is significant, and combining such debris into an environment/installation represents, in essence, an attempt to recreate in paradoxical ways the vision of terrible places like Auschwitz and the absence of victims. As a mixed form of sculpture, painting, film, and graphic elements, installations are a means of setting the Holocaust in both a metaphorical and a semi-historical context. (231)

Creative artists, including writers have transformed the Nazi atrocities into fictional works. Fiction genius and individual talents have been able to transform human sufferings into art forms, unpleasant experiences into aesthetically pleasing artifacts.

Lawrence Langer overviews the tragic experience into powerful artifact in stripped language. In *Preempting the Holocaust*, Langer examines the Nazi atrocity and the Jewish suffering in terms of mythology and universal history in binary structures:

... it seems to me that nothing could be crueler or more callous than the attempt to dredge up from this landscape of universal destruction a mythology of comparative endurance that awards favor to one group of individuals over another. The pain of loss and the relief of survival remain entwined in the memory of those lucky enough to have outlived the atrocities. (58)

Langer remarks a clear distinction between the Nazi perpetrators and the Jewish victims in a binary opposition: the pain of loss and the relief of survival. He exploits the mythical dimension of the Nazi violence to universalize the Jewish suffering in the Holocaust. Langer considers the Jewish suffering a universal human tragedy that characterizes a sordid human nature, i.e. the powerful race dominating the weaker one.

In "The Audacity of Expressing the Inexpressible: The Relation Between Moral and Aesthetic Considerations in Holocaust Literature," Zsuzanna Ozsvath and Martha Satz underscore an ethical dimension of the Holocaust aesthetics. Ozsvath and Satz, in efforts to unfold a deeper structure of the Holocaust, examine ethical and philosophical considerations of the mid-twentieth century European genocide:

In this case, critics can legitimately be morally and aesthetically outraged. And we as critics cannot be timorous, either intellectually or morally, in asserting the relevance of ethical considerations in evaluating Holocaust literature. Nor can we shy away from condemning those works which diminish and demean that historical event which they lithely incorporate into their aesthetic framework. (210)

Ozsvath and Satz, considering an art form an unparalleled and powerful tool to project the Holocaust experience, urge writers and critics to critically assess the Nazi atrocity. On the one

hand, the Holocaust gives historians and writers materials for their fictional and non-fictional works; on the other hand, some ethical and philosophical postulations give critical frame to assess the mid-twentieth-century Nazi atrocities. Artistic representations and emotional impulses blend in the Holocaust, and thus, generating newer ideas and philosophical postulations of human suffering caused by the Nazi atrocity.

In “Food Talk: Gendered Responses to Hunger in the Concentration Camps,” Myrna Goldenberg reaffirms the narrator’s indifference in recounting the mid-century- twentieth genocide (cited in Gelissen Rena’s *Promise* 167). The Nazi perpetrators, while working with the prisoners and corpses in the concentration camps, totally lose human empathy and compassion. Similarly, the Jewish prisoners in dismay of death and uncertainty become non-human beings. Both the Nazi perpetrators and the Jewish victims without human sensibilities become non-human entities.

Artists and critics have contributed to the aesthetic transformation of the Jews’ experience of the Holocaust during World War II. Men and women, and old and young equally suffer the Nazi atrocities in the concentration camps. The Nazi perpetrators execute the young and healthy Jews only after they exploit their physical labor in the service of the German regime. The Nazis would also use their bodies for medical research and experiment purposes.

In the concentration camps, women suffer severely than others because of their biological conditions as well as affection for their children. Ronit Lentin supports this argument in “Re-occupying the Territories of Silence: Israeli Daughters of Shoah Survivors Between Language and Silence,” saying that they were doubly targeted for being the Jews and the female. In Lentin’s observation, they suffer on account of their “biological destiny” or “racially inferior” Jewish generation and sexual objects (48). The tragedy of the Jewish female is more pathetic than those of the male in the death camps.

The narrator presents a moving illustration of the female prisoners bound to the gas chambers in the concentration camps. The passage below gives photographic details of a girl’s suffering prior to her execution in the gas chamber in the concentration camp:

I look at her without saying a word. Here, standing before me, is a girl, a girl with enchanting blonde hair, with beautiful breasts, wearing a little cotton blouse, a girl with a wise, mature look in her eyes. Here she stands gazing straight into my face, waiting. And over there is the gas chamber: communal death, disgusting and ugly. And over in the other direction is the concentration camp: the shaved head, the heavy Soviet trousers in sweltering heat, the sickening, stale odour of dirty, damp female bodies, the animal hunger, the inhuman labor, and later the same gas chamber, only an even more hideous, more terrible death ... (44)

The girl’s pain and despair in the concentration camp amplifies the Nazi atrocity in the Holocaust. In Borowski’s fiction, the triangular configuration of the narrator, the girl, and the gas chamber pose a photographic reflection of human suffering in the Nazi death camp. At

times, the juxtaposition of the girl and the gas chamber counterbalances binary structure of human and non-human. Next, juxtaposition in the excerpt is the placement of the narrator and the girl on the one side and the gas chamber and concentration camp on the other side, the former representing life, and the latter death. Lastly, the writer juxtaposes the narrator and the girl as embodiments of the survivor and the victim. The narrator observes the girl in connection with the gas chamber. The girl along the line of juxtapositions of human and non-human, the narrative produces music with repetitions of the word “girl” in the first half of the excerpt.

Likewise, the parallel sentence structures in the second part of the passage produce music with rhythm and repetition. At one point, one can read, “And over there is the gas chamber: communal death, disgusting and ugly,” and in the second, one can find the same structure, “And over in the other direction is the concentration camp: the shaved head, the heavy Soviet trousers in sweltering heat” The writer juxtaposes “the gas chamber” with “the concentration camp,” and “communal death” with “the shaved head.” The gas chamber is the center of the communal death of the Jews, and the shaved head is the manifestation of inhuman suffering before the death and representation of live people in the concentration camp. In the association of death and the gas chamber, the concentration camp and the shaved head, the writer makes efforts to present a flamboyant picture of the Nazi atrocity culminating in the death in the concentration camp.

The writer places connotations of death in parallel sentence structures, giving an impression of parallel relationships between the Nazi atrocities and the Jewish suffering. The shaved head, the gas chamber, and the concentration camp are elements of the communal death. Within the circular structure of the concentration camp lies a gas chamber, and inside the gas chamber are human bodies; the narrator portrays human suffering and the barbaric attack by the Nazis in photographic representation. The narrator continues depicting the Nazi tortures upon the female:

Several other men are carrying a small girl with only one leg. They hold her by the arms and the one leg. Tears are running down her face and she whispers faintly: ‘Sir, it hurts, it hurts ...’ They throw her on the truck on top of the corpses. She will burn alive along with them. (46)

In this episode, the German soldiers are found to have badly tortured a little girl, holding her by her arms and one leg. The narrator gives physical details of the girl to describe how she was tortured by the perpetrators in the concentration camp: tears falling from her eyes as they hold the girl by the arms, and throw her into the truck.

Conclusion

In their cruel intention of dehumanizing the Jews, the Nazis themselves, including the German military band and supporters of Hitler, turned out to be non-human entities without human sensibilities. Various forms of narratives - visual and non-visual, fictional and historical - mark a new beginning in cultural life of people around the world. The writer’s artistic revelation of several episodes in the Auschwitz concentration camp gives readers an impression of the Nazi

atrocities and the Jewish humiliation which leaves such a lasting impression in the minds of audiences that they feel that those events are presented to them live. The entire process of mass murder was modernist, and the event in the mid- twentieth century world caused a departure from the existing establishment of people's beliefs in the enlightenment.

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Conflict of Interests: Challenges to Implement them in Nepal

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Abstract

Conflict of interest is a very widespread moral problem in the world reflecting the structure of any civilized society. The abuse of administrative power can damage public and private sector. It can also destroy future opportunities for sustaining long term socio economic development of a country. It should, therefore, be given special attention, both from legal view point and from the point of view of moral to control this typed conflict. The writer throws light upon the definition and meaning including the reason of conflict of interest and the situation in which it can arise. The paper focuses on its negative effects on society. The paper also attempts to give suggestions to political leaders and administrators to lessen it by acting so many reformative actions as to enact new suitable laws against it, to inspire the media for promoting public awareness and manage to give moral education in schools from the beginnings. Last but not least, the situation motivates to suggest the political leaders that they should be eliminated “red tapism” to control Conflict Of Interest.

Introduction

Among the many manifestations of corruption, the activities of a public official or judiciary done with a clear intention for private or personal benefit is called conflict of interest (COI). The abuse of political and administrative power for some self-interest by government official is also known as conflict of power. It damages the rights of citizens and the practices of ethical society. It also impairs the socio-economic development of society and, indeed, of the country.

Conflict of interest has a deep-rooted growth in underdeveloped countries like Nepal, where it is affecting the economic status of the country. In addition to socio-economic turmoil, it is unleashing. The tendency of living a luxurious life coupled with the endemic moneyed society people in power and position are ready to get caught in conflict of interest in exchange for societal prestige. Responsible government officials ought to eschew personal interest and consider the good of the general public. The loss that a government incurs when government officials receive gifts, donations or invitation to dinner-all qualify as conflict of interest.

When conflict of interest is not put under control it gives birth to corruption. The misappropriation of property by announcing wrong decisions, the release of criminals due to influence of political leaders, the loss of revenue collection by crossing the jurisdiction limit, the exclusion of meritorious individual because of the conflicting interest of favoritism, nepotism and cronyism,

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the acquisition of property by abusing power, the passage of complimentary jurisdiction in receipt for kickback, etc proliferate conflict of interest, and this development can potentially have a debilitating impact on the society and the country.

The proliferation of the conflict of interest can be exemplified thus:

1. A doctor advises his/her patient to undergo certain tests or treatment in his/her own clinic.
2. A doctor recommends medicines, manufactured by pharmaceutical companies that pay for his/her holidays, trips or medical equipment.
3. A manager receives from his/her employer stock options whose value may be influenced by professional conduct.
4. A bank helps to promote an offering of shares by a company of doubtful solvency because the share issue will enable the bank to reduce its credit risk in the company.
5. A judge must decide a case that affects a company belonging to her brother.
6. A former minister is hired by a company that operates in an industry for which the famous minister was responsible while in government (Antonio Argandena)

Because of the conflict of interest has penetrated deep into the fabric of national life and because of the unstable political condition in Nepal, its eradication or reduction is far from being realized. Some of noted scandals one: Watergate Scandal of America, 'Hawala' Scandal of India, and the Khalida Jia's Corruption Scandal of Bangladesh, these are representative samples of conflict-of-interest-induced corruption scandals. Thus the need to use various curbing instruments is felt more as is the need for controlling it.

Definition of Conflict of Interest

A responsible public official or attorney who influences public-oriented issues to his personal or corporate benefit, uses fraud or deceit while performing duty, participates in conspiracies of interest, engages in bribery, resorts to threat for private influence, and is privy to acts of give and take of cash than he/she is said to be engaged in pro-corruption activities. (<http://www.u4>).

Chris McDonald defined conflict of interest thus:

“We can define a conflict of interest as a situation in which a person has a private or personal interest sufficient to appear to influence the objective exercise of his or her official duties as , say, a public official, an employee, or a professional.” (Mc Donald).

The Macmillan English Dictionary for Advance Learner's defines conflict of interest from two standpoints: the inability of the responsible official to take unbiased decision because of vested interest, and the benefit accorded to one party at the cost of the other (Macmillan).

Kalz and Kahn alluded to conflict of interest as the delegation of rights by public official in his/her own favor. (Kalz & Khan).

Underdeveloped countries and their economies are greatly affected by the scourge of corruption. And, the problem of conflict of interest is slowly taking the form of slow poison and destabilizing the nation. This ultimately takes the form of a full-blown corruption. Every strata of the nation: social, economic, political, cultural, and administration remain an incubating site of corruption because of the conflict of interest. When public officials do not consider the rights of the general people or they preclude their self-interest over the protection of general people, they distance themselves away from public domain.

According to Asian Development Bank/Organization for Economic corporation and Development ADB/OECD concerning conflict of interest – Most countries and jurisdictions agree that a conflict of interest occurs when public interest is compromised by the private interests of public officials (ADB/OECD p. 15).

The organisation for OECD has stated its definition that a conflict of interest arises “when a public official has private capacity interests which could improperly influence the performance of his or her official duties and responsibilities.” (ADB/OECD p.23).

In a conflict of interest, a responsible official could inflict loss on common man, incur loss to government revenue, give verdict without adhering to official code of conduct, exploit staff, and pass a precedent benefiting smugglers and other like-minded agencies, individuals.

A conflict of interest (COI) occurs when an individual or organization is involved in multiple interests, one of which could possibly corrupt the motivation for an act in the other. Generally conflict of interest can be defined as any situation in which an individual or corporation (either private or governmental) is in a position to exploit a professional or official capacity in some way for their personal or corporate benefit (Wikipedia).

The term conflict of interest refers to situations where a conflict arises between public duty and private interest which could influence the performance of official duties and responsibilities. Such conflict generally involves opposing principals or incompatible wishes or needs.

Conflict of interest can involve pecuniary interests (i.e. financial interests or other material benefits or costs) or non-pecuniary interest. They can involve the interests of the public official, member of the official's immediate family or relatives (where these interest are known), business partner or associates or friends. Enmity as well as friendship can give rise to an actual or perceived conflict of interests.

Where conflict of interests can arise?:

Sometimes, by virtue of their public status, position, functions and duties, public officials have the power to make decisions or act in ways that can further their own private interests (e.g.

to gain financial or other benefit for themselves, their immediate family relatives, business associate or friends). This may cause a real conflict between the public official's private interests and the public interest.

It is not always easy to identify a conflict of interests. If a person has potential to have, a personal or otherwise private interest in a matter, it is unlikely to be in the person's interests to recognize or identify the existence of such a conflict if this would preclude them from further involvement in the matter.

A conflict of interest exists when public officials expect to receive or derive other benefits based on how they perform their designated duties in connection of particular actions or decisions. For example, if a customs officer seizes smuggled goods as part of official duty and receives a reward from the government, this reward is not an outcome of corruption, nor does it involve corrupt practice. However, if the customs officer does not seize a certain smuggled goods because it is not the type that will generate rewards but only attempts to seize smuggled goods with rewards, then this customs officer has committed corruption through conflict of interest.

Conflict of interest has been identified as an indicator, a precursor and a result of corruption if left unchecked. There is no universal definition for COI, most countries and jurisdictions concur that a conflict of interest occurs when public interest or assets are compromised by private sectors.

According to Col Dmetri vlassis, chief, Crime Conventions section and division of the United Nations Office on Drug and Crime (UNODC), describes COI as a complex and sometimes elusive concept and provides an overview of how the United Nations Conventions against Corruption (UNCAC) aims to increase transparency and standardize provisions regarding codes of conduct for public sector officials, legal procurement practices and management of public finances.

According to Richard Messick, Senior Governance specialist and co-director of the law and justice Thematic Group with the public sector, Governance, Poverty Reduction, and Economic Management Division of the World Bank describes the challenges implicit in regarding COI and implementing disclosure systems, and outline parameters for effectively introducing measures to improve public sector accountability.

"Most of the time corruption appears where a prior private interest improperly influenced the performance of the public official... Thus conflict of interest prevention has to be part of a broader policy to prevent and combat corruption (EU. 2005).

Problem

Conflict of interest is a small form of corruption in society. General people have knowledge about corruption but many of them have not idea about conflict of interest. As it is a small form of corruption people have not taken it seriously but when it is changed into big form of

corruption it results negative for the society. There are different types of corruption. According to Heidenheimer(1978) Somporn Saengchai (1985) there are three types of corruption.

1. **White color corruption:** - The general public sees this types of corruption in society and allows it to happen because it has no serious effect on society. According to Sutherland (American Sociologist), The white color criminal is defined as a person with high socio economic status who violates the laws designated to regulate his occupation activities.
2. **Grey color corruption :** - The general public is still unclear about its processes and impact of this type of corruption . Academics think it is a serious issue but the general people seems to be reluctant to think so.
3. **Black color corruption :** - Society seems this to be grave misconduct that must be punished according to law. This conflict of interest comes under grey area of corruption. It relates to ethical and social values in the society. Some people do not understand that conflict of interest as misconduct but elite groups of society can not bear violations of ethical and moral behavior. The conflict arises when the various roles of the adopted by the same person are thinly separated from official duties .

Among various causes of conflict of interest, political instability is the main. Nepotism , cronyism, and favoritism also come under conflict of interest. It is a popular belief that corruption is widespread and power resources are used for personal gain . But the public emphasizes not only corruption phenomenon but also “soafter areas”, such as nepotism, cronyism , favoritism, ignorance and using government property for personal benefit. According to public opinion polls on issues of bribes , speed money, and extortion in Eastern Europe, offering the gifts to public officials is a widespread phenomenon (Barbara).

There are many causes that may effect society concerning conflict of interest. Among them these are some which may give problem to society if they are not checked and balanced.

Social Reason

The growth in the exhibitionist culture in our society and the tendency to overspend in social activities has seen an increase in cases of conflict of interest. Little realizing their responsibility towards the people and country, the public servants are hell bent on making pecuniary gains. This monetary gain in turn is spent in arrogant show off to prove one's status in society. Regrettably, the society values people having money so there is lust in people in public corporations to show inclination towards corruption. Not surprisingly though, conflict of interest is finding a breeding place in society and becoming ubiquitous in all spheres of social life.

Even family members of civil servants can exert pressure to make money by any means citing the success stories of people in the society who have amassed good fortune from public corporations and other government organs. The constant application of familial pressure to resort to easy money making can drive a duteous public employee to fall into the trap of conflict of interest. The official works now for his own success. A revenue official, for example, can bend rule that has dual interpretation in his favour and work hand in glove with a businessman, and later split the profit made from revenue deposit.

People who are prospering off due to conflict of interest are seldom spoken against in the society. Instead, they are given preferential treatment by the society. This gives fillip to corruption. In order to curb this tendency there is a need in the society for mass awareness. Civic employees could take decisions that are contrary to public benefit, and in such situation the role of conscious citizens becomes decisive in reversing wrong precedence.

Civic society has an important role in this line. Civil society denotes a savant group that comprises of intellectuals, experienced and responsible individuals who have retired or resigned from professional positions and who are well-versed with their rights and obligations. In other words, civil society refers to that informed group like non-governmental organizations, labor unions, student unions, faith unions, women unions, professorial unions and other informal sectors working with community groups and raises the issues of human rights, health, education, corruption control. Civic society has a great role as whistle-blower. They alert public servants against the abuse and exploitation of their power and position respectively. The establishment of Transparency International in 1993 has united governments across the world to fight against corruption. Realizing the inevitability of civil society in eradicating corruption, Transparency International is working in close collaboration with various civil societies across the world.

Political Reason

The current political instability in Nepal has prompted a growth in the conflict of interest. Political leaders are indirectly abetting corruption in the country. The close proximity of the agents of corruption with political leaders has usurped the rule of law. Corruption and abduction have become common phenomena in Nepal. The case of the abduction of the daughter of Dr. Upendra Devkota, and that of Dr. Bhaktaman Shrestha's are two glaring examples of how law is tossed around in Nepal. No sooner have the police arrested the corrupt than political leaders put pressure on them to release their party cadres. In highly corrupt countries corrupt politicians and civil servants have an interest in maintaining an inefficient public administration because they can then selectively offer protection from the inconvenience of this inefficiency. (Sigma paper)

Countries having corrupt rulers are plagued by conflict of interest top down. It is endemic. In multiparty system, those candidates who secure high votes are victorious. Therefore, in the absence of literate franchise in multi-party system, candidates resort to winning elections by appealing to voters' need for provision and not through speeches and intelligence. For this, there is necessity for sufficient money.

To win election in our democracy as well as in South Asia Three G's – Gun, Goonda and Gold are required. Similarly, three M's viz. money, muscle and manipulation are also indispensable. The money that was spent during election has to be covered after the election so a person who can dole out cash will get nominated to positions of power like chairman or general manager. The elected lawmaker/minister also posts his confidante in areas where there is possibility of high income generation. In this way, conflict of interest has established a powerful link between all tiers of the political bodies and governmental hierarchy.

The nomination to constitutional positions is decided on political piecemeal - vagbanda - and not on the aptitude of individuals, so able persons are not elected or nominated to responsible government and/or organizations. The elected individual cannot use power for the rights of the common people as he is directed by the influential leaders of political parties to adhere to the interest of the party. This generally leads to conflict of interest.

The news of the involvement of political leaders in various scams has become a subject of harsh public discussion. The case of Hammed Ansari is very relevant. When he was the ambassador of Nepal to the United Arab Emirates he misappropriated a sum of Rs 20 lakh drawn by the UAE government as compensation in favor of one Mr. Ramesh Subedi, who died in an accident. Ansari served in UAE on a political quota. He transferred the compensation money into his personal account for over a year with an ill intent. This was ascertained by Mr. Ansari himself. This categorically proves that Mr. Ansari was allured by personal benefit. Amazingly, while the case got massive media coverage, the victim's family finally came out of the dark to know about the absurdity of this contemptuously profane event. This proves that high ranking officials are easily predisposed to conflict of interest.

Conflict of interest is a small form of corruption. Political leaders' intervention in administrative activities also gives rise to conflict of interest. The transfers of bureaucrats from remote areas of the country to centers of amenities, and to places of high economic transaction because of political mileage violates the existing rule of law, and matter of this kind often reaches the Supreme Court of Nepal for judgment and vindication of a verdict. The outcome of the court ruling is promptly and prominently covered by major media like newspapers, television and major internet portals.

Economic Reason

One of the prime reasons for the growth of conflict of interest is because of low salary of public officials. Because of the growing inflation coupled with meager earnings, public servants are spurred to make economic gains and also lay their hands on areas of quick money making using dishonest means. As well as that public servants are also initiated into this malpractice as they are coaxed by the proliferation in exhibitionist and expensive lifestyle which distract them from their obligation. Commercialization of education and privatization of health have made it difficult for these snobs to meet expenses of good education and medical treatment of their people. Low income compels them to take loan to upset rising cost of services. They sacrifice their dignity and get trapped in the conflict of interest. Put simply, they are ready to become corrupt. The money and gifts they get through unfair means is cherished and considered a secret earning. Officials stationed in Export Import Division help businessmen by recommending loan procedure or aid in export beyond the limit quoted, and, in return, the officials get money and other small benefit, or even opportunity of foreign travel. These activities fall under conflict of interest.

A public official is also involved in conflict of interest when he doesn't take cash because he is easily recognizable. He would rather take nondescript membership of an organization, or participate in parties thrown by individuals who have taken help from him.

Conflicts of interest are of various types. Ken Kerraghan and John Langerford have mentioned seven types of interest in their book, “Responsible Public Servant.” (Pairote) They are as follows:

1. **Employment after Pension:** A public official who is to retire from a public position can act against existing norms to provide benefit to private company which he expects would employ him. This constitutes conflict of interest.
2. **Accepting Cash or Gift:** Any responsible government servant who in the process of doing activities for any individual or organisation may abuse his positional power to provide benefit to them and gets some remuneration or things as gift can be put under conflict of interest. When a bank official does the transaction work for a certain business at a reduced interest rate or incurs loss to the bank and gains to the client in return for money or cartoon of soaps or a tin of cooking oil then the bank official has been influenced by conflict of interest.
3. **Self-involvement in Business:** In this type of conflict of interest an official tries to give benefit to a company he is associated with by abusing his authority. He could be the director or the member but he is motivated by the drive to give prominence to his company.
4. **Using the Official Property for Self-use:** When a responsible official uses assets of the office or corporation like the computer, internet and the like for personal gain, then it is incorporated as a conflict of interest.
5. **Employment to Other Institutes:** When a gazetted officer or any official crosses the limit of his executive power and bends the law to accrue profit to his self by doing the work for a certain interest party or his employees then he is employing his position to others. A branch manager of Nepal Bank Limited, Rani who adjusts transaction of a party of the bank but extracts profit to himself is guilty of conflict of interest.
6. **Influencing Others:** If an individual influences decisions by mentioning his individual credibility, his direct access to people in position like general manager or secretary, or pledges to give promotion to an individual, usually by employing arrogance, and by doing so attempts to draw benefit forcefully is participatory to conflict of interest.
7. **Giving Confidential Information to Others:** The exchange of the secrecy of an office for private gains will amount to conflict of interest. A senior official in the Revenue Department of the Finance Ministry is sunk in a conflict of interest when he informs alcohol dealers in advance of the increase in the revenue tax. What this effectively does is cause loss to revenue collection and affects the very mechanisms of levying tax. The behavior of aiding and abetting a partner is crime tantamount to conflict of interest.

Administrative Reason

An Officer’s lack of responsibility towards his job, the tendency to pass responsibility to others, the lack of transparency in government activities, etc falls under administrative axioms of conflict of interest. Public officials participate in the conflict of interest when they make rules

and regulations by applying existing law and when making institutional decisions. They put themselves in the contentious position of conflict of interest during the formulation of plan as private want precede communal benefit. The lack of co-ordination among governmental departments raises the specter of conflict of interest as it leads to the rise in cost of development plan. The lack of in the system of keeping the statement of assets and liabilities of top ranking civil servants' has resulted in the proliferation of the culture of making quick benefit. Also, the motivation to making private gain and inclination to make profit grows thereby.

Weak government monitoring and evaluation mechanism are to blame for employees' lack of job responsibility. Employees are answerable to none, thus, creating a fertile ground for sprouting of conflict of interest. Other loopholes include the weak or no implementation of rules and regulations; inadequacy of skilled and capable personnel for carrying out investigations; unclear and controversial jurisdictions; and lack of alternative channel for the dissemination of services.

Some laws and/or rules in the Nepalese administration have made control of conflict of interest fraud with difficulties. There have not been adequate concrete policies made to answer the incompatibilities and shortcomings in administration. Thus, a need for suitable policy and a solution to the following points is necessary:

Clear policy

- There is a need for the formulation of clear national policy and law to counter conflict of interest. The fines for less offensive acts of punishments should be increased and public officials caught or entangled in conflict of interest should also be put behind bars.
- The scope and authority of the Commission for the Abuse of Authority must be made more expansive.
- Appointments to public institutions should be made on the principles of merit and not on political affiliation or orientation.
- Responsible government officials should be given information on conflict of interest and the code of conduct of good administration.
- Government watch-dog organs like the Commission for the Abuse of Authority (CIAA) and Public Account Committee should get overriding power to deal with those who don't comply with their verdicts.
- There should be arrangement for the diffusion of conflict that concerns issues of general benefit in areas of system of rule and social concerns

Reasons for the Growth in Conflict of Interest

Political instability in the country, lack of political determination, discipline and cooperation in bureaucracy, increase in impunity and government's inability to control these impediments have made conflict of interest an insurmountable problem eating the very vitals of the Nepali

system of life. The manhandling of the Chief District Officers at their workplaces by the sitting minister is a blatant example of the inroad conflict of interest have made into bureaucracy. The government has taken no action on the erring minister (Kantipur 10th Nov. 2009). The verdict on the suit filed against the minister at the Supreme Court has not been cleared for over sixteen months now (Kantipur 10th March, 2011). The very difficulty of distinguishing a good employee from a bad employee and the decline in the support by the civil society and general public are other reasons why conflict of interest cases haven't abated till today.

How to Solve Conflict of Interest

In order to solve the conflict of interest, all public organs should have concrete policy. The areas and places that are prone to conflict of interest should be identified and suitable ways to lure off officials from it should be considered. Officials in various departments should prepare a code of conduct on the basis of the nature of work and follow it strictly. There should be a provision for Citizenship Charter in public corporations, and a mechanism to educate general public about it. This provision will go a long way in terminating the entanglement public servants get into because of conflict of interest.

The means to keep the statement of property – a suitable disclosure system - of top officials and confidential files pertaining to their work and other related activities must be managed. There must also be stress on the provision of law that addresses conflict of interest. Responsible officials who steer away from the cases of conflict of interest should be given reward and gifts as incentives. Contrarily, those who are influenced to act unlawfully should be accorded punishment. The top officials in public corporations should be barred from recruiting into the corporation people in the family or people in their recognition. The need to transmit information related to conflict of interest to the public for awareness and consciousness-enhancement would entail that public officials should be sent for conflict of interest related orientations. This will arrest conflict of interest to a great extent. The ethics of training programs must be to develop deep knowledge about the specific tools that can contribute to corruption control. Ethics training programs which are focused closely on the concept of conflicting interests of government officials can thus provide a key to address the key ethics of corruption i.e. duty, fairness, legitimacy, and the public interest. (Whitton)

In addition to the above-mentioned measures, competent vigilance officer who can handle cases of conflict of interest in an open way should be appointed, and he should investigate the property of the responsible officials and that of his family members. The rights and duties of a vigilance officer with regard to employee property evaluation and income appraisal should be jurisdictioned. In line with the jurisdiction, the vigilance officer can monitor employees' disclosure statements in the first place and monitor the working employees' income thereafter. This mechanism can draw the officials in public corporations away from malpractices by instilling fear in them and, at the same time, inciting them to work responsibly as befitting their position.

Also, the role of community education program against corruption has its own significance. In this method, students of schools and colleges as well as civil society should be filled with

positive matters, ethics, honesty, and anti-corruption initiatives. It is necessary to educate people about corruption and its impact in the society. Students are the future pillars of the nation. Commission for the Investigation of Abuse of Authority (CIAA) has introduced this program against corruption. Showing the importance of media in corruption control, Vaidya writes, media and public pressure, collective citizen action and the consolidation of the democratic institutions could contribute much for anti-corruption drive. To eliminate corruption punitive action alone is not sufficient; it must be sustained with long term solution.

Other Ways of Solving Conflict of Interest

The boycott of the corrupt in the society and the arrangement of punishment should be put in place to coerce people in public corporations to keep distance from activities that breed conflict of interest. Any individuals found guilty of corruption and evidence of his involvement should be given severe punishment. Our society has a culture of overlooking petty crimes committed by an individual and he/she later goes on to mastermind big crimes and even succeed at them. The individual did corruption because of conflict of interest. That's why, every crime big and small and every criminal big and small should be pronounced guilty and accorded punishment in line with the magnitude of crime done. People intoxicated with conflict of interest should be sent to prison and the system of release on bail from prison should be stopped. This will put fear and, correspondingly, discourage the corrupt from falling susceptible to conflict of interest. Any responsible public employee found soliciting favour to other person in the public domain should be directed to immediate punitive action.

This type of conflict can be controlled by the arrangement of investigation in places rife of corruption. The election expenditure of political parties should be kept transparent so that public employees don't come under the pressure to serve political leaders. The constitution of civil society, the performance of consciousness-raising campaign against conflict of interest to the public, protestation against conflict of interest from school level and upwards through educational consciousness can reduce the cases of conflict of interest and help play an important role in the development of the country.

Nepal should aim to make suitable law to combat corruption spawned by conflict of interest. Hong Kong in China has successfully dealt with the losses it incurred to conflict of interest by implementing corrective mechanism. Some representative examples of actions taken are enumerated below:

- i. A directorate officer responsible for managing government property awarded government contracts of US\$20 million to a property management company owned by his close relatives. He failed to declare the relationship and awarded contracts to the company, knowing that it did not fully meet the tender prequalification requirements. He was sentenced to 30-month imprisonment.
- ii. A senior police officer was convicted of accepting free sexual services from vice operators. Although he was not performing any official duties at the time, he was deemed to have failed his duty as a senior police officer when taking no action

against the vice operators. Moreover, the court opined that the police officer would not have been offered the services if he were not in a position of power. He was sentenced to 2 years imprisonment.

- iii. A legislature councilor acted as a paid consultant to a statutory body but failed to declare his interests in the consultancy service when speaking in the council on matters concerning the statutory body's interests. He was sentenced to 18 months imprisonment.
- iv. The chairman of a liquor licensing board persuaded applicants to hire his friend as a representing lawyer by improperly providing confidential documents to his friend and failing to disclose the relationship. He was sentenced to one year imprisonment.

(Hui Samuel,P161).

By observing these examples of misconduct it is clear that in the presence of effective Act against Conflict Of Interest, it can be controlled.

Finally, the government of Nepal must take civil society into confidence and spread information to the public through various media. Also, the jurisdiction of bodies like the Commission for the Investigation and Abuse of Authority and National Vigilance Center should be made wide enough to lessen the problems borne out of conflict of interest.

Challenges to control conflict of interest

Conflict of interest as a concept is not very well understood by Nepalese people. It is compared with their understanding of the concept of corruption. In many cases conflict of interest occurs in Nepal in the absence of clear laws and policies. The strong influence of business people in the cabinet, government agencies, Parliament, and other public sectors in the making of public policies is evitable. The ownership of big companies are controlled directly or indirectly by top leveled public officials which has relations with government. There is lack of public awareness among public service employees and general public. There is a lack of political will consensus, and alignment among the political leaders, various government agencies, institutions of district levels and other relevant organizations on conflict of interest's principles. But these are not impossible factor to control conflict of interest. By doing so many reforms as like Hong-kong, China, Indonesia and Russia had done, We can lessen the conflict of interest to some extent.

In order to address the challenges describes above on the issue of conflict of interest, more research, realistic expectations, clear rules, guideline and awareness are necessary from government side. These are mentioned below.

1. Conduct a Study of Conflict of interest

It is necessary to study the cause of conflict of interest and for it government have to manage some fund. It may help to identify which rules and regulations should be enforced with clear

disciplinary actions and panel sanctions including ethical guidelines to administrators or others.

2. Self realistic expectations and gradually implement

When introducing new law in parliament the government should take a realistic approach for managing conflict of interest in the public service region.

3. Launch a public awareness campaign

The government should disseminate the conflict of interest principles to educate the general public and public officials about the conflict of interest as well as to help them distinguish between severe forms of corruption.

4. Encourage Watchdog Groups including Civil Society

The Government should offer protection to all their citizens of society, including non profit organizations. It monitor the implementation of public procurement; as whistle blowers.

Efforts of controlling Conflict of interest in Nepalese society

So many efforts have been made to control conflict of interest in Nepal. The conflict of interest is a form of corruption. In the corruption control history of Nepal, in 1952 Anti corruption law came in touch with people. So many amendments and improvements have been made in that very law. In, 2002 the Anti corruption law had been enacted with many provisions and scope. The officers involved in Anti corruption department had given more power to control various kind of corruption in the society by enacting following Acts. 1. Anti corruption Act, 2002 . 2. Special court Act, 2002. 3. Impeachment Act.2002. 4. Second Amendment to the Commission for the Investigation of Abuse of Authority Act, 1991.

The new Anti corruption Act has several merits like responsibilities in regard to , disappropriate property , access of Commission For Investigation of Abuse of Authority (CIAA) to the bank accounts and empowerment of CIAA by various means such as the power to with hold the accounts and property of the accused for up to 6 months on the permission of the court ,raid and premises , impound the passport of the accused , suspend the accused from his position and procedures relating the control of corruption take several preventive actions , recommend for department actions etc. The CIAA is a supreme constitutional body for corruption control. It focuses on detection of corrupts acts and punishment of the corrupt on the one hand and notices social, cultural awareness of the evil of corruption and encourages and institutional reform to create Anti corruption environment on the other (Upadhyaya).

The prevention of corrupt Act, 1961 had made an arrangement of department of special police who was responsible to investigate the corruption case. The provision of investigation, prosecution and judgment of a case by the same authority was contradictory to the theory of natural law, this defect was removed in the constitution of kingdom of Nepal, 1990 by making arrangement of commission for the investigation of Abuse of Authority (Article 97). Under

corrupt Act, 2002 National Vigilance Centre has established which is responsible for control corruption and to promote people's awareness against corruption. By detaining the person, it is deemed necessary to continue investigation by keeping him in detention for a long period of time since 24 hours detention is not enough for completing the process, it can be done only through the permission of a court of a law by producing him in a court (section 15).

The second amendment of the Action 2002 has made an arrangement of preventive and promotional activities also for the purpose of preventing corruption and improper action (Section 35 b). The interim constitution of Nepal, 2007 has also followed the same provision of the former constitution by giving continuity. The prevention of corruption Act, 2002 has made an arrangement of National Vigilance Centre so as to effectively control corruption- oriented Act and to promote people's awareness against corruption (section 37).

Codification of the Judicial council Act, 1991 has made an arrangement to prevent the misconduct of the judges of the district and Appellate courts. It helps to control the conflict of interest related among judges of the courts. The enacted Army Act, 2006 has made an arrangement of investigation and prosecution of corruption of an Army man by a committee chaired by Deputy Attorney General and associated by the chief of law section of the ministry of police. Supreme court hears the appeal against the judgment of the Army special court (Section 62 & 119). The laws of Nepal has made an arrangement that offender of bribery shall not be entitled to appoint an attorney during trial of his case (No. 68 of the chapter). A bribe taker might be imprisoned up to 12 years. (No. 15, 16 and 17 of the chapter). A person convicted of the offence of corruption is disqualified for entry in Governmental service (section 61.2). The case of corruption filed at the court cannot be withdrawn or compromised (section F). In this way, enacting so many laws Government is trying her best to control conflict of interest which is a form of corruption. It is true that control of conflict is never ending process, the codification of Anti corruption law also a non stopping process. Conflict of Interest has treated separately than other crime in Nepal. The state has the obligating to peruse a policy of taking severe action against and punishing anyone who earns illicit wealth through corruption while holding a public office of profit.

The reforms for Anti corruption have been promoted through workshops and seminars both at National and international level to learning corruption problems. Civil society of Nepal is helping to control corruption by participating among people. This has been helped people to be conscious about corruption.

To control corruption the role of mass media groups is also important. They are taking to lead in improving governance, both the political and administrative. By managing program like 'BAHAS' civil society invite people from all walk of life , including politicians, administrator of that reason , government official and businessman and the public at large. By mentioning these programs manager are making efforts to raise matter concerning Anti corruption.

Conflict of interest must be fought with all possible means and method. These methods are known as total, solution methods with education , reform and legal action. In other words they are also leveled as three pronged approaches envisioning promotional, preventive, and

punitive activities. In many places like Hong-kong, Singapore, Australia and Malesia, the Anti corruption drive has been successful because they have applied this three pronged approach.

Conclusion

In conclusion, conflict of interest is a form of corruption since it is always to use official authority for personal gain. It is a serious problem which is affecting the whole government system. It is related to white color crime which is affecting the economic development of the country. Viewing this type of corruption's impact in country, the government has taken interest to control this by enactment of several laws made by legislature as 1. Anti corruption act, 2002. 2. Special court Act, 2002. 3. Impeachment Act 2002. and 4. Second Amendment of the CIAA Act 1991.

This type of corruption has never ending process. Preventing Conflict Of Interest is a complex and challenging task. To control it is difficult but not impossible. Central and District Governmental inspection tour has its own importance to prevent conflict of interest. For controlling conflict of interest, Civil society watchdog groups have a long history in Nepal, raising public awareness, Transparency and Accountability has its own role to control conflict of interest. A Robust declaration of staff's assets (i.e. land, house, bank balance & shares of companies) is an important tool for controlling conflict of interest.

Transparency International ranked Nepal 146 among 178 countries around the world in its corruption perception Index (TI 2010). So it is necessary to establish new laws because there are new forms and approaches to delivering and managing public goods and services and creating new Grey area.

CIAA'S role is very effective in reducing conflict of interest in our society. Yet, Progress in actually reducing corruption and in controlling conflict of interest has been very slow. There is no doubt that CIAA has auctioned against four former Ministers & three powerful Inspectors General of Police. In spite of these praiseworthy activities there is still so many unseen sides where politicians and officials retain opportunities for "rent seeking" and liberalization produces a "get rich quick" culture in Nepal, which makes bribery more acceptable.

These control mechanisms in regard to exercising power may be helpful to prevent control of interest. The Government major policy as decisions and dismissal of personal must be collectively discussed through Democratic Centralism. By inspection tour organized timely may help to control these. The leaders of higher level of Government should hold face to face meetings with leaders from lower level of Government to assess the performance of duties through conversation systems. To get inquiry from the staff is also a method of controlling conflict of interest. Reporting on work from staff is also helpful. By using transparency of government affair method, Government should be open to the public. The public should be right to get information on issues of concern or vital interest.

Including these methods, Democratic country like Nepal also need to consider how better regulate the funding of political parties and spending on election Campaigns to check their involvement in conflict of interest directly or indirectly.

In short, effective political leadership, a strong legal framework and independent press are necessary to detect, prevent, and manage conflict of interest. In addition, a professional and adequately paid civil service, clear rules on the duties of politicians and officials, and accountability at both National and local levels are important. Universal code of conduct, asset and interest disclosure regimens, and public education and awareness campaigns to ensure that both the causes of conflict of interest and its effects are adequately addressed.

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Use of Internet by Teachers and Master Level Students of Padma Kanya Campus.

*Erene Shrestha**

Introduction

In recent years, Internet technology has become an integral part of education. As the use of the Internet in education continues to grow rapidly, it has far reaching implications on schools and colleges. The internet, with its communicative features and immense amount of resources, has led to an array of educational strategies in support of knowledge creation and learning facilities. The learning experience now afforded to learners in the Internet era can never be matched by that within the confines of the four walls and should be organized in a manner to promote exploration, empowerment, engagement, experience and ease of use. With such huge potential especially in the enhancement of learning outcomes, Internet usage in the field of education will continuously grow. In tandem with such expansion, most schools and all higher institutions are providing Internet access to their student primarily because of the profound impact it has in the teaching and learning proceed.

According to the Theory of plan Behaviour and the Theory of Acceptance Model, Teachers' use of technology can be predicted by their motive intentions to use it. This will be influenced by their beliefs about the usefulness and ease of such technology. Perceived usefulness and perceived ease of use are the primary motivational factors for accepting and using the technology. As far as the use of the internet is concerned, if teachers think that the internet use is important to enhance teaching and learning they will perceive the internet use as having a positive impact on their work, making them more professional, more creative, better informed, and generally better educators.

History of Computer Technology

A comprehensive computer has come long way since the very first models. The earliest computers were the size of entire buildings. Innovation has continued to make computers faster and smaller. In 1911 IBM was founded as the computing, tabulating, recording company changing their name to International Business Machines in 1924. In 1938 Konrad Zuse invented the first binary and freely programmable computer called the Z1 computer. In 1942 John Atanasoff and Cliffar Berry invented the ABC computer. The World's first universal algorithmic programming language named Plankalkul is designed by Konrad Zuse between 1943-1945. In 1975 MITS release the Altair 8800 invented by Ed Roberts named Personal

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Computer: April, 4, 1975 Bill Gates and Paul Allen started Microsoft. April 1, 1976 Apple was started by Steve Jobs and Steve Woznak. In 1982 adobe was started by Warnock and Charles Gexhkc. In 1995 the Windows 95 operating system was released. In 2000 the Windows 2000 operating system was released. In October 23, 2001 Apple released the IPod. In June 29, 2007 Apple released the I phone. In April3, 2010 Apple released the I pad. In October 14, 2011 Apple released the I phone 4s. In 2012 LTE mobile broadband networks becomes widely available.

Internet

The Internet is about the public worldwide computer network system. The internet is a global system of interconnected computer networks that use the Standard Internet Protocol suite to serve billions of users worldwide. It is a network of networks that consists of millions of private, public, academic, business and government networks of local to global scope that are linked by a broad array of electronic, wireless and optical networking technologies. The Internet carries an extensive range of information, resources and services such as the inter-linked hypertext documents of the worldwide web (WWW) and the infrastructure to support email.

The origins of the Internet reach back to research of the 1960s, commissioned by the United States Government in collaboration with private commercial interest to build robust, fault-tolerant and distributed computer networks. The funding of a new U.S. backbone by the National Science Foundation in the 1980s as well as private funding for other commercial backbones, led to worldwide participation in the development of new networking technologies and the merger of many networks. The commercialization of what was by the 1990s an international network resulted in it popularization and incorporation into virtually every aspect of modern human life. As of 2011, more than 2.1 billion people nearly a third of Earth's population –use the services of the internet.

Master Degree in Padma Kanya Campus and Use of Computer and Internet

In Padmakanya campus eight subjects English, Nepali, home science (Food and Nutrition and Gender and Child Development) Rural Development, Sociology, Population studies, economics (humanities faculties) and MBS (commerce faculty) are running in morning masters class, post graduate diploma (one year) women studies class is also running in the morning. All the masters' classes are of two years courses and all the class have thesis writing of 100 marks at the end of the session. Women Studies (P.GD) course is of one year and this course also have 50 Marks thesis writing at the end of the year or after finishing final assemention.

Number of students at Master's Level.		I	II
1	Food & Nutrition	58	65
2	Child Development	218	219
3	Economics	39	30

Number of students at Master's Level.		I	II
4	Nepali	68	58
5	English	74	75
6	Rural development	131	173
7	Sociology	226	309
8	Population	24	29
9	M.B.S	27	40
10	Women Studies	31	

Source: - 2068/11/16 Educational (Saichhik Sakha) Administrative Department P.K. Campus

The research is conducted among the teachers who are teaching master's level and post-graduate level. At least two teachers are interviewed who are taking most of the classes in the subject. In women studies six teachers are interviewed. because it is a special course which has special students with experienced background in NGOS, GOS etc with women's life's hardships in practical, which started from Home Science Department and its name has changed into Home Science and Women Studies which is central department of T.U in P.K. A large number of student's used to come to join this course in the first decade i.e. 1996 to 2006. To control the flow of student's, entrance test was strictly and fairly conducted. The quote of the student's is 30 for the class, but -when the flow was light, about-40 students and sometimes 35 to 36 students were admitted. Regularity of the students is 30. At present there are 31 students admitted.

At present there are 2 multi media for power point 4 overhead projectors for using in master class and women studies class. Almost all the professor is using these overhead projector and multimedia when necessary. But they are not sufficient and the demand is that all the Master classes need one multimedia each for using day to day classes for quality education. The administration has felt this is genuine demand and committed to fulfill at the near future. The e-library has been started, but not well settled. Still the teachers and students have been using computers desktops, laptops of their own as well as in library and where ever they have accessible for promoting their education level. Not all the teachers and students are using, but most of them have been using for their own purpose, for academic purpose. The demand for educational and academic purpose is increasing day by day. So the study is done among the teachers form every Master Degree department and 6 students (randomly) from every Masters Degree Department are selected and interviewed (questionnaire filed up).

Ways of Acquiring Internet Skills of Teachers (Numbers 20)

Ways of Acquiring the Internet Skills	Frequency	Percentage
Coaching by Experts & Children	9	45%
Own Self	11	55%
Attending Formal Classes	8	40%
Cybercafé	6	30%

Source: Findings from the research in P.K. Campus 2068

The respondents have been taking help mostly from their children daughters and son and young people who are having knowledge of computer and internet. Some of them have felt they are “computer literate”. Some professors need not take help mostly they are of younger age.

Preference of Teachers on Internet Functionalities (Number 20)

Functionalities	Frequency	Percentage
getting information in general	20	100%
E-mail for studies	18	90%
Getting information for studies	16	80%
Getting information for research purposes	3	7.5%
E-mail to friends & family etc	12	60%
Downloading free software	10	50%
Accessing online newspaper	8	40%
Online business	1	5%
Social networking	2	10%
Skype	2	10%
Chatting	4	20%
YouTube	2	10%

Source: Findings from the research in P.K. Campus 2068

Numbers of teachers interviewed are 20. Almost all the teachers who use computers use computer for types. Among them 10 teachers use computer for Internet, Google, Hotmail e.t.c. Almost 8 use for face book and 50% (10) use for websites. 50% of the interviewed teachers use internet, websites, Google search, Gmail, Hotmail, and Yahoo for teaching learning academic purposes. The teachers are keen to learning latest things what is going on in the world about their current topic of teaching. Women Studies teachers are eager to know about the latest news of the SAARC countries as well as.

Ways of Acquiring Internet Skills of Master Level Students (Numbers 40)

Ways of Acquiring the Internet Skills	Frequency	Percentage
Coaching by Experts, Friends	22	55%
Own Self	18	45%
Attending Formal Classes	10	25%
Cybercafé	30	75%

Source: Findings from the research in P.K. Campus

As most of the students have started using computer from their school time, they are confident how to use computer, internet and most of the programmer. But still they need help from others like experts, friends, brothers in time to time and they have habit of going to cybercafé for learning, using and entertainment.

Preference of Master Level Students (Numbers 40) on Internet Functionalities

Functionalities	Frequency	Percentage
Getting information in general	40	100%
E-mail for studies	16	37.5%
Getting information for studies	15	30%
Getting information for research purposes	12	52.5%
E-mail to friends & family etc	21	62.5%
Downloading free software	25	27.5%
Accessing online newspaper	11	5%
Skype	2	5%
Social networking	2	65%
Skype	26	10%
Chatting	4	10%
YouTube	1	2.5%
Twitter	1	2.5%

Source: Findings from the research in P.K. Campus 2068

A large number of students have been using internet for reading and studies purposes. Those who are in the thesis writing stage, they use internet for research purposes in most of the time. Some of them answered that from internet they are socially networking too. They are using latest techniques like YouTube, twitter etc.

Actually the research is conducted how much the respondents (professors) are using for teaching or academic purposes except their personal use as e-mail, chatting face book etc. most of them are using for academic purpose like preparing research materials, searching research related articles latest teaching learning materials to present in the upcoming classes. Expansion in knowledge of necessary subject has been helped by computer, internet.

By interest, global linkage and new knowledge have been acquired tremendously. Information of the world and necessary literature are in the room knowledge according to present context Documents of all academic activities.net working and contact with persons in foreginland is easily done. Online search programmers of international area, have been easy to take post in discussion in related topic to escape the activities researches done by one to let know the world to give our information and take part in discussion in international level and to be participate in the international level. Easy & test start communication to update knowledge. Time saving to come into context with old (gold) friends with the help of face book. Academic refine and excellence, gain more knowledge, update information work, name and money can be earned.

The question was asked how much they use computer and interest, how much knowledge they have about it same of them are we little some of them answered medium same of them said computer literate same of them answered basic knowledge There are more numbers of profession who said little 'aliali' one who said little also are using hotmail, yahoo, Gmail, Skye, Google, etc

The question asked from when they have related using computer interest etc. The range is from 1997 to 3yrs ago 2009. Most of them started using computer. Typing and general use almost 3 to 5 years before they started using interest only few have started is computer typing and interest at the same time.

Empowerment of Teachers by using Internet (Number: 20)

Empowerment	Frequency	Percentage
Full Empowered	9	45%
Medium	1	5%
To Some extent	4	20%
Others	6	30%

A highest percentage of professors felt "Empowered" by knowing to use internet and lots of computer programmes. In others' one female professor answered that by using computer and internet programme, she has a name, work and money.

Empowerment of Students by using Internet (Number: 40)

Empowerment	Frequency	Percentage
Full Empowered	26	45%
To Some extent	13	32%
Others	1	2.5%

Among students too, a large percentage of students felt full empowerment. In others one students answered time pass, maybe she has no idea of empowerment. According to changing time, it has helped improving to speak in public, to discuss well and give own opinion with other hesitating.

Conclusion

This study revealed that the respondents are using the number of hours in computer, internet from 3 hrs to 40 hrs. The amount of time spent is low. Many reasons are attributed to time spent but most likely one given is that it is because of load shedding etc they complain of not being able to sit in computers. There are teachers who are not using computer specially those of older age and Nepali teaching teachers use computer for their own use rather than teaching learning purposes.

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Growth of Urban Centers along the Siddhartha Highway

Gopi Krishna Pandey (Ph.d)*

Abstract

The opening of new roads appear to be the first stage in the development of intensified marketing activities. New road have been constructed which made many areas accessible and the development of market town took place along them. The growth and evolution of urban centers is related to the development of transport system. Thus, construction of Siddhartha highway has brought about significant changes in the location of urban centers. It also create of nodal centers to facilitate the movement of goods services and people. The expansion of commercial activities will take place as a result of road provision. The paper attempts to explore growth of 29 urban centers along the Siddhartha highway in terms of location and emergence, year of establishment, historical development and their characteristics in general and specific focus on growth of selected two urban centers have been also analysed on the basis of population, household and functional units from the period of 1950 to 2000 A.D. Field data were collected from two different methods; one was observation method and the other an interview method and key informant survey in 29 urban center along the highway. The inventory sheet was also used to record only the functional units by visiting all 29 urban centers. Out of 29 Urban centers two urban centers Tansen and Butwal record each and every functional units on the structure inventroy sheet. The interview was taken with shopkeepers in these two selected urban centers to obtain informatin the origin and growth urban centers. The 184 kilometer long Siddhartha highway was completed in 1972 A.D. This highway links with hill and tarai. There are 29 urban centers along the Siddhartha highway in different sizes. Of the 29 urban centers along the Siddhartha highway some of the urban centers were originated and developed before the construction of highway and large number of urvan centers were originated and developed after the completion of highway. Only four urban centers were emerged before 1950. Most of the urban centers were emerged during the period 1970-1980. The growth pattern were also shown of the selected urban centers Tansen and Butwal on the basis of flow of traders in different period. Higher number of traders are noted to come during (1990-2000) in Tansen and after (2000) in Butwal and both towns account for 27% and 25% respectively.

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I. Introduction

The growth and evolution of urban centers are related to the development of transport system. Development of transportation network creates new areas of nodality within its highway region. The development of urban centers along the highway means the creation of nodal centers to facilitate the movement of goods, services and people. The rural settlement along the highway is also transformed into an urban unit as they eventually possess some kind of nodality. In transforming urban from a very simple rural patches of small settlement with some business establishment to a sophisticated urban dominated settlement there occurs many changes in its form, extent and occupational structure. The expansion of commercial activities will take place as a result of road provision. In most cases, new road would bypass the original settings of traditional old market settlement by replacing the traditional routes by new road.

The 184 Kilometers long Siddharatha Highway was completed in 1972 AD. This highway links Hill with Tarai. There are numbers of urban centers growing along the Highway. There are 29 urban centers along the Siddharatha Highway in different sizes. Most of urban centers along the Highway are providing services. Although all urban centers are not of equal importance, some are playing important roles in the process of rural development.

Of the 29 urban centers along the Siddharatha Highway, some of the urban centers were originated and developed before the construction of the Siddharatha Highway, and large number of urban centers were originated and developed after the completion of Siddharatha Highway. Anghakhola, Phedi Khola, Khadekhola, Bayatari, Padsari are relatively recently built urban centers. These urban centers are emerging after the completion of Highway. Butwal, Tansen, Waling and Putalibazar, are also traditional market towns along the Highway. These urban centers are already there. Butwal is an important urban center for extensive hinterland areas of Gulmi, Kapilbastu, Palpa and Nawalparasi districts. This paper attempts to analyze the growth of 29 urban centers along the Siddharatha Highway in terms of location and emergence, year of establishment, historical development and their characteristics. Similarly, developments of selected two urban centers have also been analyzed on the basis of population, household and functional units from the period of 1950 to 2000 AD.

II. Study area, methods and materials

Siddharatha Highway connects two distinct physiographic regions like Tarai and Hill. It connects Hill and Tarai in the Western Development Region. The Highway is 184 kilometers long which was completed in 1972. It connects two zones Gandaki and Lumbini and four districts like Kaski, Syangja, Palpa and Rupandehi. The Highway is a milestone for the social and economic development of the western hilly region. It helps to provide opportunities of development to the remote areas that had previously no linkage to the mainstream of development. There are many

potential development places along the highway and hence the movement of people towards the highway areas would take place.

The influence of highway seems vividly with its surrounding areas such as development of commercial agriculture and its related activities, agro-based industrial development etc. Out of 29 urban centers two urban centers like Tansen and Butwal were purposively considered. Tansen and Butwal have played the important role in economic, social and cultural development of many surrounding villages. Tansen is along the Siddhartha Highway in Palpa district. It is known as historically important town and also a tertiary gateway town. Therefore, this urban center is selected in the study.

Butwal is a medium sized urban center. It is a secondary gateway town and is also fast growing urban center along Siddhartha Highway. Its present location is the meeting place of two distinct physiographic regions: the southern Tarai plain and the Northern Chure hills. It still play as an intermediary role for the flow of goods and services between the two physiographic regions. On the other hand, it contains large number and variety of functions. It has a great periphery area. It is also located at transport nodal point. Both Tansen and Butwal towns have distinct character. All these important components are the determinant factors for the selection of these two urban centers.

Information and data required for this study were collected from different sources. This study is based on primary and secondary data. The primary source of data is the main basis of this study. The detail information for this study has been acquired from the extensive field survey. For detailed field survey two urban areas Tansen and Butwal have been selected. Field data were collected from two different methods; one was observation method: and the other an interview method.

Observation method was used for the collection of primary data in Tansen and Butwal. One of the main concerns of this study was to describe the growth of urban center along Siddhartha highway. In order to fulfill this objective, it is necessary to enumerate all types of functional unit or establishment located in the urban centers. The inventory sheet was used to enumerate (record) all functional establishment units located in the municipalities. Hence, a record of each and every functional establishment of these two urban centers was made on the structured inventory sheet. The inventory sheet was also used to record only the functional units by visiting all 29 urban centers. Out of 29 urban centers, two urban centers were selected for detailed survey.

The shopkeeper's survey was carried out in these two selected urban centers: Tansen and Butwal. In the shopkeeper survey, information on the year of their establishment of shops and

owner's place of residence of the shops has been collected by interviewing the shopkeepers. Fifteen percent of the total retailing and wholesaling trading unit (shop owner) of each of the selected urban centers has been selected for interview. Stratified random sampling method was used.

A total of 73 shop owners of the 476 retailing and 4 shop owners out of 26 wholesaling units were interviewed in Tansen. Similarly, a total of 221 shop owners out of 1286 retailing shops and 28 shop owners out of 190 wholesaling shops were interviewed in Butwal. Questionnaires were used to take interview with traders at their places of trading units. Beside some of the foot-loose sellers that happened to occur in Tansen and Butwal were chosen for informal discussion. Apart from the above data collection procedures, discussions and interviews were also taken with the concerned key authorities of the various institutions and organizations. The municipality executive officer, Rural urban partnership programmer (Rupp) officer, former Mayor, and present Deputy Mayor, business men, industrialists, administrators, and community leader were interviewed for valuable information on growth pattern of urban centers in general. Similarly, the growth of urban centers along the Siddharatha Highway has also been analyzed on the basis of household, population and functional units available in 2005 AD at the time of field survey. Besides, detailed analysis of data regarding the growth and development has been conducted in two selected urban centers Tansen and Butwal. The developments of selected urban centers have also been analyzed on the basis of population, household and functional units from the period of 1950 to 2000 AD. This analysis is descriptive. The present study tries to explain growth of urban centers along Siddharatha Highway.

III. Location and Emergence of Urban Centers along Siddharatha Highway

Spatial pattern of urban centers could be studied within the conceptual framework of locational arrangement. Conceptually, the spacing of urban centers is governed by population size. Large urban settlements are widely spaced and small urban settlements are closely spaced. Location and spacing of urban centers are two important aspects to be considered in the analysis of locational arrangement of urban centers. The distribution of urban centers along Siddharatha Highway is based on population size. All the 29 urban centers are distributed in the total length of 184 km. The average nearest neighbour distance of the urban centers along the Highway is 3.4 km. The distribution pattern of urban centers along the highway is uniformly located linear pattern. A total twenty nine urban centers emerged along the Siddharatha Highway in different periods. Butwal, Tansen, Waling and Putalibazar are growing as traditionally important market centers (Map 1.1). The growth of Pokhara and Siddharathanagar are not included in this study.

Map 1.1

URBAN CENTRE ALONG THE SIDHARTHA HIGHWAY

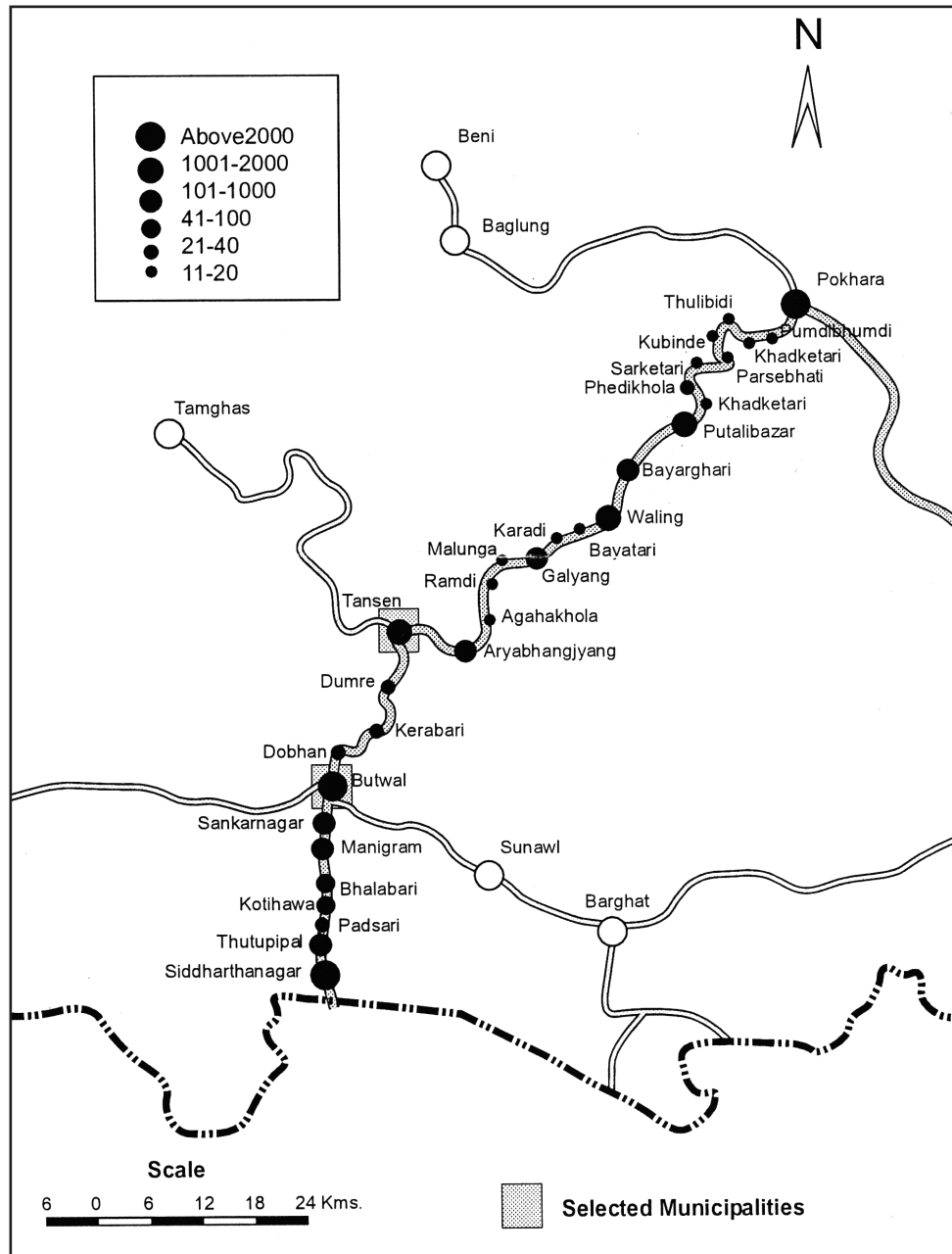


Table: 1.1; The year of Establishment of Urban Centers along Siddharatha Highway

Year of Establishment	Number	Name of urban centers
Before 1950	4	Butwal, Tansen, Waling, Putalibazar
1950-1960	4	Karadi, Bayatari, Bayarghari, Radmi
1960-1970	5	Manigram, Galyang, Shankarnagar, Arybhangyng, Anghakhola
1970-1980	10	Thutepipal, Kubendehi, Thulibidi, Padsari Kotihawa, Valbari, Phedilkhola, Sarketari, Khadekhola, Pumdivumdi
1980-1990	6	Jhumsa, Kerabari, Khadketari, Malunga, Paresevati, Dumre
Total	29	

Source: Field Survey, 2005.

Table 1.1 gives the emergence of urban centers along Siddharatha Highway in different periods. Only four urban centers were emerged before 1950. These are Butwal, Tansen, Waling and Putlibazar. The urban centers like Karadi, Bayatari, Bayarghari and Ramdi were emerged between 1950-1960. Similarly, five urban centers like Manigram, Galyang, Shankarnagar, Arebhanjyang and Anghakhola were emerged during the period between 1960-1970. Larger number of urban centers were emerged between in 1970-1980 period. The number of urban center is 10. Similarly six urban centers were emerged during the period 1980-1990. These are Dumre, Jhumsa, Malunga, Paresevati, Kerabari and Khadketari (Table 1.1).

The development and characteristics of all 29 urban centers history along the Siddhartha Highway is dealt here. Thutepipal is one of the most important urban centers along the Siddharatha Highway. According to the local inhabitants, Thutepipal had existed as a market place before 1975 with about 15 shops. It appeared to have developed as small bazaar as a center of serving local inhabitants. It is also now developing as residential area for migrated people from Bhairahawa and retired persons of the surrounding villages. It has motor able road connection with Bhairahawa in the south and Padsari in the north. Electricity and drinking water are available in this center.

Similarly, Padsari is the market place which had existed before 1978 with about 7 shops. Padsari has developed the functions of catering shop to provide services for the highway passengers as well as to local inhabitants.

Kotihawa and Valbari are other major market centers located on the Siddharatha Highway. Kothiwa and Valbari had existed before 1975 and had contained 6 to 8 shops. Kotihawa is developed as market center with rice mill, beaten rice mill, furniture mill and catering shops. While Valbari has also developed as a small market place and small catering center providing services to the highway passenger and local inhabitants.

Manigram and Shankarnagar are also major urban centers in the highway. Manigram is to the 8 kilometers south of Butwal. It was initially a small bazaar. When the malaria was eradicated, it developed as residential place for migrated people from Butwal and Bhairahawa. It is connected to Devdaha in the east and Farsatkar in the west by graveled road. Presently, the business is found to be increasing. Now, it acts as a collection center for locally produced items like vegetable and milk. There are schools, colleges and other governmental institutes.

Similarly, Shankarnagar is also an old market center. It lies in the boarder area of the Butwal municipality. According to the local inhabitants, Shankarnagar as a market place had existed in 1969^s with 10 shops. Since 1981 onward, the market place began to act as a center for secondary school, health post, and drinking water facility. The number of functional unit reached 132 in 2001.

Jhumsa is located along Siddhartha highway. According to local people, Jhumsa as a market place existed before the construction of Siddhartha Highway. Initially it was developed as a small bazaar to provide the functional services. This place is providing the catering services to the bus passenger and for surrounding people. Now, it acts as a collection of locally produced items like, ginger, goat and chicken, ghee and milk, cauliflower, beans and tomato. This urban center has different types of educational and health facilities. It is 6 kilometers away from the Butwal urban centers.

Kerabari is located along Siddhartha Highway. According to local people, Kerabari appeared as market place after the construction of Siddhartha Highway. There after some people from surrounding rural areas migrated here. Now it provides catering services to highway passengers. Electricity and drinking water are available in this center.

Arebhanjyang is newly emerged market center after the construction of highway. Rapid development of this urban center took place particularly since 1985. According to the local inhabitants, Arebhanjyang as a market place had existed after 1969 A.D. It is initially developed as a small bazaar functioning of catering service center for lodging, tea, fooding for the bus passenger. In present time, it has been providing function such as wholesale and retail for the local people as well as surrounding villages. It has a provision of infrastructure facilities such as drinking water, postal service, electricity, telephone, and Nirdhanuthan Banking services are also there. Now it acts as a collection center of locally produced agricultural goods specially fruits for the local inhabitants. It has altogether 106 functional units. It provides general convenience goods, mixed goods, catering services, cloths, utensils and food grains for local inhabitants as well as to the people of surrounding villages. In addition, some professional services, retail industries service and personal service are also there for rural people.

Anghakhola urban center emerged after the completion of highway. According to the local inhabitants and key person, the earliest dwellers of Anghakhola were the Magar who had migrated from the surrounding rural areas. Before 1970 A.D it had only 3 shops. In 2005 it has altogether 16 functional units and 200 inhabitants. It has provided many infrastructural facilities like, telephone, drinking water, transport and other facilities.

Ramdi is an important religious and historical market center. It existed a little away from the present highway. After the completion of highway it has expanded along the highway. It is also known as religious place. It has 6 functional units. There are Shiva Mandir and Siddhababa temple etc. It provides shelter for the squatter people and pilgrims. It is situated a break of bulk point between Palpa and Syangja districts. Now, it has provided major services for lodging and fooding for highway passenger as well as for pilgrims. Besides this, it has also been offering Kirana services to the surrounding villages. Now it acts as a center for collection of locally produced goods. It has milk collection center.

According to the local inhabitants, Malunga had existed before the construction of Siddhartha Highway. After the completion of Siddhartha Highway it has brought a significant change in its

shape and size. It appeared initially as a bazaar to provide general Kirana and catering services. Only after 1989, it began to grow rapidly providing a number of facilities such as health post, telephone service, and drinking water facilities. The number of shop outlets reached 14 in 2005. At present, health services seem to be major problems.

Galyang is other important urban center along Siddharatha Highway. It has emerged as an important market center to provide catering and Kirana services to the surrounding villages. Mostly, market area is rapidly developed after the completion of Siddharatha Highway. According to the local inhabitants, Galyang existed as a market place with 12 shops after 1965. The settlement pattern is linear along both sides of the road. According to the local inhabitants, the flow of business entrepreneurs clearly indicates that there appeared a gradual rise in the magnitude of flow of traders to the urban center from 1985. At present, solid waste management and traffic control are the major problems in the market.

Karadi urban center is also located along Siddharatha Highway. According to the local inhabitants, the earliest settlement of the Karadi appeared only in 1950. But Karadi as a market place had existed after the 1985. This center has been providing catering services for the Highway passenger as well as for surrounding village people. Now, it acts as a collection center of locally produced items like vegetable, milk, goat and ghee. The telephone and electricity services are available there.

Bayatari urban center is other important urban center along Siddharatha Highway. According to the local inhabitant, the earliest settlement of the Bayatari had appeared in 1960. During the period of the highway construction in mid 1962 this place was only temporary residential areas of workers employed in the highway construction. It developed with few restaurants and tea shops. With the progress of the road construction, there has been migration of people from the surrounding villages. Now Bayatari is developed as a small catering center for bus passengers as well as for local and surrounding people. The telephone and electricity services are also available there.

Waling is one of the important market settlements of Siddharatha Highway. According to the local inhabitants, the earliest settlement appeared before the 1940. In 1950, this place had only 50 houses. Waling as a market place existed after 1965 and it had 20 shopping outlets. At present is developed as a bazaar along the highway for the long distance commuters. The opening of Siddharatha Highway had contributed to the expansion of Waling urban centers. With the progress of the road construction, there has been a large scale migration of people in this market from the surrounding districts as well as from Kathmandu. It is located on fertile land. In 1994, it has become an incorporated town. After the deceleration of incorporated town, it has provision of infrastructural as well as urban facilities. Located the plain area the urban center has suitable and adequate physical space for further development. The settlement pattern is linear along both sides of the road. At present, people are facing drinking water and solid waste management problems.

Bayarghari urban center is one of the important market centers along Siddhartha Highway. According to the local inhabitants, it had few settlements in 1955. But, this as a market place existed after 1970 and it had 14 shops and too developing as a small bazaar. Migration to Bayarghari was mainly from surroundings villages. In present time, this urban center is providing functions such as retailing and wholesaling, for the local people and also for their surrounding

people. It has provision of infrastructural facilities like drinking water, postal service, electricity, communication, health post and agricultural service center. Rapid development of urban center took place particularly since 1986. Now, it acts as collection center of locally produced agricultural goods. In present time it has a major problem of solid waste management.

Putalibazar as a market place existed before 1940. The older section of Putalibazar is on the right bank of Badakhola River. This is also known as Putalibazar bazaar. The completion of Siddharatha Highway led to the shift of commercial activities to Syangja site.

Situated along Siddharatha Highway, Khadaketari is a small urban center with 80 population. This market center was existed in 1981 with 10 shops outlets. It developed as a small bazaar providing general kirana product and catering services to local people as well as for highway passengers. Public drinking water facility was provided in 1989; it has provision of other service facilities like health post, primary school, telephone services and electricity. Located on the hilly area, the market place is not suitable for further development.

Phedikhol was initially a small settlement before 1977 but it developed as a market place after 1977 with 11 shops. It provides catering services to the local people and highway passengers. The infrastructure facilities like drinking water, communication, post office, high school, health post and private health clinic are available there. Rapid development of this market center took place particularly after 1995. Now, it acts as a collection center of locally produced item like, ginger, live goat and chicken, ghee and milk etc. Now, it has altogether 500 population and 40 functional units.

Similarly, Sarketari is an important urban center along Siddharatha Highway. It existed as small settlement. It has developed as a market place only after 1980. It has a facility of public drinking water in 1984 and then gradually other service facilities began to appear; for instance, telephone service in 1986, electricity, and other facilities.

Parsebhati is another small urban center along this Highway. It is a newly evolved market center. Before the construction of the Highway there was very few catering services. The center came into existence in 1981 and grew very slowly. People migrated from the surrounding villages with some sorts of business activity. Now it has 12 functional units and total population is about 96.

Kubendehei is one of the small urban centers along Siddharatha Highway. The center had developed after 1975. According to the local inhabitants, this urban center developed as catering center for highway passengers. It had 11 functional units during the field survey in 2005.

Thulibidi urban center located along this highway was developed in 1975. Before the construction of the highway there were very few functional units with catering service. The settlement came into existence in 1975. It initially appeared as a small bazaar offering the marketing activities and catering services for its local inhabitants and for surrounding villages. The infrastructure such as electricity, drinking water, telephone, and public transport service are available there. It is connected with surrounding areas by foot trails and graveled road.

Khadekhola urban center has developed in 1972 as a market place after the completion in 1975. People migrated from the surrounding villages with some sorts of business activity. The electricity, drinking water, telephone, and public transport service are available there.

Similarly, Pumdibhumdi is a small urban center. This urban center primarily developed as an important catering centre for highway passenger and for local people. Now it has 14 functional units.

The selected two urban centers Tansen and Butwal, developed along Siddharatha Highway, are the most important centers. Tansen, the historical town of Nepal, bears many glories of the past. The word “Tansen” is derived for the word “Tansing” which means the name of singer at the Royal place of Emperor Akabar of India. Though there are different versions regarding the source of the name ‘Tansen’ it is commonly believed that name has been coined from the Magar language. The Magars are the typical hill dwellers of Nepal who ruled Palpa before the Sen Dynasty and constitute about 60% of the total population of the present day in Palpa district. Some people believe that the town was formerly called ‘Tansing’, which is derived from the Magar language meaning very dense or northern settlement. The present name of the town is written as ‘Tansing’ in old books, historical documents and maps of Nepal.

During the Rana period (1946-1951 A.D.) Tansen had become an important administrative center in West Nepal. The Rana Prime minister has used to send some powerful Rana personal as governors (chief administrators). Among the Rana governors Badri Nurshing Rana, Bir Shumshar, Khadka Shumsher, Pratap Shumsher and Rudra Shumsher are worth mentioning. Commander in chief Khadka Shumsher who were exiled to Palpa as governor in 1981 B.S built the old administrative buildings which was rebuilt by General Pratap Shumsher in 1972 B.S and public square called ‘Sitalpati’ which is situated in the heart of the town.

Commandar-in-chief Rudra Shumsher was the last Rana ruler who governed Palpa for about eighteen years (1934-1952 A.D.). From the Rana period (1846-1951 A.D.) till 1960, Tansen emerged as a politico administrative and regional center of the west and became the most important Nepalese town in the hilly region after the Kathmandu Valley. During the Rana period, Palpa was more important because of its historic and strategic location and administrative significance among the hill districts.

In the past, Tansen has played a significant role for collecting ghee, dry ginger, (sutho) and medicinal herbs etc. It provides a variety of goods and services to the inhabitants in the hinterland areas on the other hand. Historically, ginger, ghee and other agricultural products were also supplied and carried by the porters to Butwal and India through a trail route. The historical evidence shows that there was a renowned coin mint center (Taskar) at the period of Sen Dynasty, which is occupied by brass and metal industries at present.

The population of the town has increased by less then 0.5 percent between 1991 and 2001, the lowest urban growth rate among the municipal towns in the country. Different factors have been responsible for the slow rate of population growth in Tansen. It might be due to the out migration, declining trade and lack of other employment opportunities. The pattern of evolution of urban center in the recent past is related to the development of transport system. The opening of Siddharatha Highway (completed in 1972) appears to be the first stage in the development of intensified marketing activities in Tansen. The most obvious consequences of road construction have been the replacement of traditional means of transport such as animal and pottering by highway saving of cost time and the change of mobility.

After the completion of Siddharatha Highway, Tansen once again established its position as a commercial center of Gulmi, Arghakanchi, Pyuthan, Syangja and Baglung district. The town as a commercial center flourished for about a decade and a half. After the construction of road linking the district headquarters of Gulmi, Arghakanchi and Pyuthan, Tansen was greatly hampered as commercial center and has now turned into a local trade center. The people have begun to perform their trade activities directly from Butwal and India. Likewise, after the opening of Aryabhanjyang-Rampur road, Tansen has lost its one major hinterland area of eastern Palpa. The people of these places came to Tansen mostly for official works, education services and health check up.

Next important selected urban center is Butwal. There are various 'sayings' about the origin of the name of the town. According to one version, the word 'Butwal' was derived from the word 'Buddha wala'. The word comes from Pali language which means area located along the route of Buddha's travel. It is said that Buddha visited this area from Kapilbastu. As a result this area was named as Butwal. The other versions state that this place is the gathering place of people (Batuline or Batauli in Nepali word). Batauli is referred to older section of this town. It is said that during the course of time this original name was transformed into Butwal.

During the period of Sen Dynasty, this area was reined by the kings of Sen Dynasty. Their headquarters was Tansen. But during winter, Sen Kings used to stay this place called Phulbari. They had built this town for winter season.

During the time of Pratap Shumshere, Muslims were brought from Tanda area in India and Mohalla settlement was established in Butwal. Majority of the population consist of Muslims and Marawaris. Primary occupation of Tanda Mohalla people was cloth printing. Marawaris were involved in trade and commerce. The principal trade items were cloth, Ghee, Jait, Herbs, Kerosene etc. Butwal market area in those days was limited to the old settlement on the west bank of Tinahu River. The older section of Butwal on the right bank of Tinahu Khola has been superseded by Khasyauli. But at present it is located along the road side on the left bank of the river.

Similarly, the location of Butwal at the cross point between the hill and the Tarai attracted migrants from different places. Initially, Butwal was developed as long distance trading post for the Tarai and the hill region (Regmi 1988). It is a secondary gateway town. Siddharathanagar (Bhairahawa) is another municipal town in the south of the Butwal, which is a counterpart town of Butwal Lying on the cross road of Siddharatha and East West Highway, Butwal links the Siddharathanagar with major hill urban centers such as Tansen, Galyang, Waling, Syangja, Putalibazar and Pokhara.

IV. Demographic Structure

Population size is used to measure the relative importance and size of the urban centers. It is a common practice to consider population size of the settlement localities as a demand force for the functional magnitude and types of the market centers. Normally, centers of greater commercial and social importance are related to larger population size and vice versa. Table 1.1 shows the distribution of market centers by their population size.

There is a wide variation in the population size in urban centers, and various categories can be seen accordingly. Butwal, Tansen, Walling, Putalibazar, Bayarghari and Galyang are the six largest urban centers with population of 75384, 29667, 20431 and 20 414 respectively.

The large numbers of urban centers belong to less than 200 population. Number of such centers is 11 and it shears 38 percent. They are Malunga, Karadi and Kerabari. These are small size urban centers (Table 1.1). About 20% urban centers have more than 2000 populations.

Table: 1.1; Population Size of Urban centers along Siddharatha Highway

S.N.	Population Size	Distribution		Urban Centers
		Number	Percent	
1.	Less than 200	11	38.0	Malunga, Karadi, Bayatari, Khadketari, Sarketari, Parsebhati, Kubendi, Thulibidi, Khadekhola, Pumdihbumdi, Kerabai
2.	200-500	5	17.4	Anghakhola, Ramdi, Jumsha, Dumre, Phedikhola
3.	500-1000	4	13.8	Padsari, Kothihawa, Valbari, Arabhyangayang
4.	1000-2000	3	10.3	Manigram, Shankarnagar, Thutepipal
5.	More than 2000	6	20.5	Butwal, Tansen, Walling, Putalibazar, Bayaraghari, Galyang
	Total	29	100	

Source: Field survey, 2005.

The average household size of market centers along Siddharatha Highway is 5.2. There is a wide variation in the household size of market centers. Table 1.2 gives the number of urban centers by household size. There are more numbers of urban centers with less than 50 household sizes. Number of such urban centers is 15. They are Jhumas, Kerabari, Dumre, Ramdi and Malunga etc (Table 1.1). There are 9 urban centers with more than 150 household sizes. These are Thutepipal, Manigram, Shankarnagar and Butwal etc. (Table 1.1).

Table: 1.2; Number of Urban Centers by Size of Household

S.No.	Centers with number of household	Distribution		Name of Urban centers
		Number	Percent	
1.	Less than 50	15	51.7	Jhumsa, Kerabari, Dumre, Anghakhola, Ramdai, Malunga, Karadi, Bayatari, Khadketari, Sarketari, Parsebhati, Kubendi, Thulibidi, Khadekhola, Pumdibhumdi
2.	50-100	1	3.5	Phedikhola
3.	100-150	4	13.8	Padsari, Kothihawa, Valbari, Arabhyanjayang
4.	More than 150	9	31.0	Thutepipal, Manigram, Shankarnagar, Butwal, Tansen, Galyang, Walling, Putalibazar, Bayarghari
	Total	29	100	

Source: Field Survey, 2005.

VI. Growth of Population in Tansen and Butwal

The growth of population of Tansen and Butwal is discussed here. The available information indicates that the growth rate of population of Tansen is slower than Butwal. Butwal is faster developing town among the urban centers in Nepal. Table 1.3 shows the growth of population in Tansen and Butwal.

The earliest available census for the Tansen was taken in 1952. The growth of population of Tansen is very low among other municipalities in the country.

Table: 1.3; Population Growth of Tansen

Time/ Period	Population	Absolute increase	Percentile increase
1951	2700	-	-
1961	5,136	2436	90.22
1971	6,434	1,298	25.27
1981	13,125	6,691	103.99
1991	13,599	474	3.61
2001	20,431	6,832	50.23

Source: Department of Statistics (1958), Central Bureau of Statistics (1967, 1975, 1984, 1993 and (2001) and municipality office of Tansen.

Table 1.3 shows the population growth of Tansen town in different periods. In 1951 it had 2700 population. The population increased to 20,431 in 2001.

Table: 1.4; Population Growth of Butwal Town

Time/ period	Population	Absolute increase	Percentile
1951	3,140	-	-
1961	6,336	3196	101.78
1971	12,815	6479	102.25
1981	22,583	9768	76.22
1991	44,272	21689	96.04
2001	75,384	31,112	70.27

Source: Department of Statistics (1958), Central Bureau of Statistics (1967, 1975, 1984, 1993 and (2001) and municipality office of Butwal.

Table 1.4 shows the growth of population of Butwal in different periods. In 1951 the population of Butwal was 3,140. In 1961 the population reached 6,336 and same time the percentile increase of population accounts for 101.78. The population increase to 75,384 in 2001.

VI. Growth of Shopping Units in Tansen and Butwal

In this section functional unit refer only the shops. The sample survey is carried on to study the growth of functional units (shops) in two selected towns. This indicates the growth of shopping units.

Table: 1.5; Growth of shops Tansen and Butwal

Urban Centers	Opening of Shops by Traders							
	Before 1950	1950-1960	1960-1970	1970-1980	1980-1990	1990-2000	After 2000	Total
Tansen	6	8	11	11	14	16	11	77
%	7.8	10.3	14.3	14.3	18.2	20.8	14.3	100
Butwal	12	16	24	31	37	45	56	221
%	5.4	7.2	10.9	14.1	16.7	20.4	25.3	100

Source: Field Survey, 2005.

Table 1.5 indicates that the growth of shops in Tansen and Butwal in different periods. Out of 77 sample shops, 6 shops had existed before 1950 in Tansen and larger number of shops (16) were established during the period of 1990-2000. Out of 221 sample shops, 12 shops had existed before 1950 in Butwal and larger number of shops (56) were established during the period after 2000.

VII. Flow of Trader in Tansen and Butwal

The development trend of the selected two urban centers along the Siddharatha Highway is analyzed in terms of flow of business entrepreneurs into them. Both towns are traditionally and historically important. Therefore, the movement of traders for established trade or other economic activities in market place is an indication of their development. In Nepal market places have always been the centers of attraction to small entrepreneurs. Based on the information provided by the sample shopkeepers, it is found that there is gradual rise in magnitude of flow of traders in these market centers for different purposes.

Table: 1.6; Flow of Traders in Tansen and Butwal

S.No.	Source Places	Number of Sample traders			
		Tansen		Butwal	
		No.	%	No.	%
1.	Local	50	64.9	82	37.1
2.	Neighbouring VDCs	21	27.3	96	43.4
3.	Large urban centers	6	7.8	43	19.5
Total		77	100	221	100

Source: Field Survey, 2005.

The analysis of the origin places of shopkeepers presents a number of spatial flows. These flows have been categorized into three major sources such as local, Neighbouring VDCs and large urban centers. The local traders are major contributors for the development of the selected market centers as they account for 64.9 percent of traders in Tansen. But in Butwal it accounts only for 37.1 percent. The neighboring VDCs refer to the places located within the districts. From neighboring VDCs the flow of traders accounts for 27.3 percent in Tansen and 43.4 percent in Butwal (Table 1.6). The movements of traders are also noted to have come from large urban center like Bhairahawa, Kathmandu, Birgung, Pokhara and Indian town (Nautanawa, Gorakhpur). Such traders account for 7.8 percent in Tansen and 19.5 percent in Butwal. These are the most important sources of traders for the development of selected urban centers.

VIII. Flow of Traders in Different Period in Tansen and Butwal

The present study shows that the traders have come to Tansen and Butwal for business in different periods. Based on the information provided by the sample shopkeepers, the analysis of flow of shopkeepers indicates that there has been gradually increasing the magnitude of flow of traders since 1950 in Tansen and Butwal.

Table: 1.7; Flow of Traders in Different Periods

Urban Center	Year							
	Before 1950	1950-1960	1960-1970	1970-1980	1980-1990	1990-2000	After 2000	Total
Tansen	5.4%	8.1%	13.5%	10.8%	16.2%	27.1%	18.9%	100%
Butwal	5.8%	7.9%	10.1%	12.6%	16.9%	20.8%	25.9%	100%

Source: Field Survey 2005

Table 1.7 shows the flow of non local traders in selected towns in different periods. It is noted that number of traders from outside the towns is gradually increasing. Higher number of traders are noted to have come during (1990-2000) in Tansen and after (2000) in Butwal and both towns account for 27.1 percents and 25.9 percent respectively (Table 1.7).

IX. Conclusion

On the basis of the above discussion it may be concluded that the construction of Siddharatha Highway has brought about significant changes in the location of urban centers. The growth and evolution of urban centers is related to the development of transport system. There are twenty nine urban centers along the Siddharatha highway. All these twenty nine urban centers are not of equal importance. Some play important roles in the hinterland while others develop services as local shopping center only. Of the twenty nine urban centers along the Siddharatha highway some urban centers were originated and developed before the construction of Siddharatha highway and some of the urban centers were originated and developed after the completion of Siddharatha highway. Butwal, Tansen, Waling and Putlibazar are traditionally important urban centers. Most of the urban centers were emerged between 1970- 1980. Among the twenty nine urban centers Ramdi, Jhumsa, Aryabhanjyang are also old urban centers. Tansen and Butwal urban centers have existed there before the construction of Siddharatha Highway. Tansen was

incorporated as municipality in 1961 A.D with a total population 20,431 in 2001 and 1365 functional units in 2005. Butwal was incorporated as municipality in 1972 A.D and had a total population of 75,384 and 3,419 functional units. Functional magnitude is the most important criteria to measure the relative importance of urban centers. Butwal municipality with 3,419 functional units is the largest urban centers along Siddharatha Highway, Kubendi, Bayatari and Thulibidi are small urban centers with less function. Urban centers with larger numbers of functional units tend to have greater range of functions. There are four broad categories of urban functions. They are commercial functions, service functions, industrial functions and institutional functions. In Tansen and Butwal towns, commercial functions appear to be the most important functions. It accounts for 62.0 percent in Tansen and 53 percent in Butwal. The wholesale functions account for 2 percent only in Tansen. The wholesale function covers 5.6 percent in Butwal. The establishment of shops in different period shows the growth of urban centers. The development trend of the two selected urban centers along Siddharatha highway is shown on the basis of flow of business entrepreneurs (shopkeepers) into them. The origin place of shopkeepers presents a number of spatial flows. The flows of shopkeepers have been categorized into three major sources like local, neighboring villages and traditional or large centers. The most shopkeepers are local in Tansen. It accounts for 65 percent. In case of Butwal, about 37 percent of shopkeepers are local. The second source areas are neighboring VDCs of the same district. From neighboring VDCs, the flow of shopkeepers in Tansen and Butwal accounts for 27 and 43 percent respectively.

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Curriculum of Sociology in Management and Business Administration: An Overview

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Abstract

The paper critically overviews the strengths and weaknesses of the curriculum of Sociology in Management and Business Administration that was/has been developed by the Faculty of Management, Tribhuvan University (TU) for the 5th semester of Bachelor of Business Administration (BBA). Each discipline (including pure sociology and sociology of management and business administration) has distinct thematic perspective, concept and subject matter. Therefore, we must consider these issues seriously while designing and developing the course. Offering the same course contents for different disciplines may create great puzzle to the readers. The same course of sociology offered to different disciplines may produce sociologists rather than sociological understanding or perspective in discipline like sociological perspective of business administration. Therefore, we should design and offer the content and subject matter in curriculum by considering the actual readers of the course rather than the expertise and knowledge of the curriculum makers. This is one of the most challenging issues in the faculty of management and other faculties and institutes of Tribhuvan University and others universities.

Introduction:

The paper critically overviews the curriculum of Sociology in Management and Business Administration that introduced by the Faculty of Management, Tribhuvan University (TU) for the 5th semester of Bachelor of Business Administration (BBA). My concern in this paper is with an understanding the strengths and weaknesses of the curriculum on the one hand, and, on the other, to provide some suggestions for its further improvement. This paper is based on my own experiences as a student and a tutor of the same discipline at different levels and the faculties in Tribhuvan University over the last few years and my involvement in curriculum development of master program of TU.

Each discipline has its own distinct thematic perspective, concept and subject matter. Sociology and sociology of management and business administration are distinct two disciplines having fundamentally distinct thematic perspectives, concepts and subject matters. Sociology, as a pure science, deals with basic sociological concepts, theories and methods which use to understand human society and group behaviour. On the contrary, sociology of management and business administration emphasizes on sociological explanation to the formal organization and management related issues. In other words, it seeks sociological issues within formal

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organizations and management. Thus, the curricula also are designed and offered differently. If we make the same course/content to different disciplines, it becomes the 'useless' and 'meaningless'. In this regard, Chhetri writes, "by making the same course contents or subject matters except for one or two contents/courses to different disciplines mean producing the same disciplinary students like sociologists that more like anthropologists or economists or political scientists, management and vis-à-vis rather than providing distinct disciplinary understanding to the distinct subject matter.

Over the last one and half decades, various universities of Nepal like Tribhuvan University, Pokhara University, Kathmandu University have been designing and offering sociology as an elective course in management, forestry, engineering, medicine etc. It clearly points out the importance of sociological understanding to other disciplines. In other words, it is essential to know social dynamic or complexity of a society while working in formal organization as well as technical fields. But, in reality, there are no fundamental differences on subject matter except one or two contents between these distinct faculties and institutes. It really strikes me that whether we are producing the same disciplinary students like sociologists or providing distinct disciplinary understanding to the distinct subject matter. On this ground, I will try to overview the curricula and contents designed and offered to the students of BBA at TU.

Institutional Development of Sociology and Anthropology in Tribhuvan University

In Nepal, the history of institutional development of teaching of sociology /anthropology is nearly three decades old. It began with the establishment of the Department of Sociology/ Anthropology at Kirtipur Campus in 1981 through formal teaching of Master Level of sociology/ anthropology. The teaching of sociology/anthropology was not limited to the Master Level only. In the year 1986, TU started sociology and anthropology program to the Bachelor Level (BA). Then, this subject has been started teaching at several campuses at the undergraduate level. The course have not limited to the Master and Bachelor Levels at TU and also taught at the Higher Secondary Schools and other institutions and faculty of TU. The course has been designed and offered for 10+2 level since 1999. At present, sociology and anthropology department has been one of the largest departments in term of enrollment of students and still gaining more popularity among the Nepali students (Subedi 2010).

TU has started Ph. D. program in sociology and anthropology under the management of the Dean's Office of the Faculty of Humanities and Social Sciences. The senior professors and Ph.D holding faculty members of the department have been involved as supervisors and examiners of the Ph. D. candidates.

In addition to the Faculty of Humanities and Social Sciences, the professional and technical institutes like Institute of Medical Science, Institute of Forestry, Institute of Agriculture and Animal Sciences, Institute of Environment Science etc., have been designing and teaching the subject 'sociology' as a compulsory or elective subject to their students in different levels. Likewise, the course have also been designed and offered in the faculty of management, particularly in Bachelor in Business Administration and Bachelor of Information Management since 2004.

Essentials of Curriculum of Sociology in BBA

The Faculty of Management has introduced different themes and perspectives like computer education, psychology, sociology and other management and business administration related subjects in BBA program. There may be several reasons for introducing these diverse courses for management students.

Acharya (2010) in his article "Towards the Sociology of Management and Business Administration" has pointed out some reasons for offering of the course in the Management Faculty.

1. To match the courses of management between Universities of Nepal and abroad where sociology is already introduced in their curriculum,
2. Competition between universities in making the curriculum more comprehensive and demand driven, and
3. As a behavioral science, knowledge of society is essential for the students of management and business administration which is only fulfilled by the discipline of sociology (2010:65).

In addition to these reasons, the university may be perceived that organization is a wider social network of human beings, rather than merely a physical structure. Moreover, working in organization means working with society i.e., people rather than cold, formal and rational organization ((Etzoini 1964). That compels to managers or management staffs to know various socio-cultural components like culture, social norms and values, belief and perception, gender, caste, ethnicity, race and nepotism, cooperation, conflict, *afnomanchhe* (one's own man) etc. that have directly and indirectly affected the effectiveness and efficiency of an organizations in modern society.

In the 21st century, occupational structure or labor market has been gradually shifting from manual work to non-manual or service oriented work (Bernard et al. 2004). Service oriented post-industrial societies are marked by the game between people i.e., service providers and service receivers/clients/customers (Bell cited in Darr 2004) and dealing with people is more complex than things due to the variation and complexity of society.

The university may have offered the course of sociology in the Faculty of Management to address the above issue. The course has both proximate output and ultimate impacts by providing some sociological knowledge and perspectives to the students of management which may apply to understand the management and business administrative related issues (Acharya 2010:65). Moreover, sociological knowledge helps the managers to run the organization effectively and efficiently due to wider knowledge of society and clients or customers.

Overview of BBA Curriculum: Past and Present

The history of teaching of sociology in the Faculty of Management is not long compared to other faculties and institutes of TU. The curriculum of sociology was first introduced in 2004.

There were 10 units. The first unit was about the introduction of sociology including nature and scope of sociology and relationship between sociology and other sciences (anthropology, political science, economic and management and organization studies). Second unit was about the role of sociology in management of human society. The third unit provided the basic concepts of sociology. The fourth unit was about micro-macro social institutions and fifth unit included social processes. The sixth unit dealt with social stratification and seventh unit on social change. Similarly, eighth unit included two major macro theoretical perspectives of sociology such as functionalism and conflict. The ninth unit was about research methods in sociology and last unit was on sociology of management (see detail in Annex 1). In broadly speaking, the course had tried to provide knowledge to the BBA students about four arenas; basic concepts of sociology, macro sociological theoretical perspectives, research methods and sociological issues in management and business administration.

Within the short span of time, the faculty has revised the course in 2010. The faculty changed the course slightly within the framework of previous course. As compared to the previous course, the length of contents is definitely changed in the 2nd revision. Some issues which have had in the previous curriculum are removed and some new issues are included. As previous curriculum, there are still ten units namely i) introduction to sociology, ii) basic concepts in sociology, iii) social institutions, iv) social processes, v) social stratification, vi) social disorder, deviance and social control, vii) social change, viii) theoretical perspectives in sociology, ix) research methods in sociology and x) sociological perspectives on management and business administration. Out of these units, the unit of social disorder, deviance and social control is newly introduced content in the revised course of 2010. The detail of the course is presented in annex 2. The read strength of the course is – implication section which is included under each unit of the curriculum.

The Challenges of Curriculum

In Nepal, the questions about ‘the quality of education’ and ‘the education system’ have been often publicly raised by different agencies like mass media, public forum, and academic discourses. The contents of curriculum, qualities of teachers and students, teaching methods, appointment of bureaucrats, enrollment of students, examination system etc., are some underlying factors which are closely interwoven with the quality of education and educational systems. In this paper, my concern is to examine the contents that have been included in ‘Sociology of Management and Business Administration’.

In the university system, curriculum develops and offers through several layers. Firstly, the concerned department takes first initiation for making courses. It gives the responsibility of curriculum development to qualified teachers of university and some time experts outside university. After making the detailed course, the expert committee offers the course to the subject committee. Thereafter, the concerned subject committee approves the courses and then offers it to the university for implementation. It clearly indicates that the content of curriculum is based on the knowledge and expertise of teachers who involved in curriculum development processes. That means knowledge and expertise of teachers are critical and crucial task of

curriculum development that further directly affects students, faculties and university as a whole.

As a tutor of sociology/anthropology at BA and BBA that help me to compare the course of BBA program with BA. There are no distinct differences in curricula offered to these two distinct disciplines. The students of BA, study basic concepts of sociology (marriage, kinship, family, economy, stratification, inequality, caste, class etc.), theories (functionalism, conflict and post modernism) and methods that is also offered to the students of BBA. The contents such as sociology of management and business administration and implication section are only the demarcation line that separate BBA from BA sociology/Anthropology. In this context, I raise a question to the faculty of management, and Tribhuvan University - are all the concepts and perspectives equally significant for diverse disciplines or faculties? If yes, why does the university split disciplines within the same faculty, or between faculties or institutes? If no, why does the university design and offer same course/contents to distinct faculties and institutions? This is really amusing question for us.

For the students of management, some sociological concepts such as norms, values, gender, class, inequality and so on may be useful for better understanding the dynamics of modern society or organizational society. On the contrary, the various concepts such as marriage, kinship, family, enculturation, assimilation etc., may be meaningful and relevant for the students of pure sociology but not for the students of management and business administration. Therefore, the concepts which are good and relevant for the students of pure sociology is not necessary relevant and meaningful to the students of management that should be considered before offering the courses.

There are two types of challenges/errors in the course of sociology offered to BBA. Firstly, the technical errors on course designing like uneven course content and teaching hours (insufficient lecture hours set up for unit 1, 3, 9 and 10), confusion on heading and sub-heading (like heading: sociology of management and business administration and sub-heading relation in business), no match between course context and prescribed texts or reference texts. The above mentioned problems are common in other curricula of the Department of Sociology/Anthropology as a whole. These problems have been creating confusion for teachers, students and examiners due to the ambiguity of the issues. But technical error is taken for granted.

The second challenge/error of the course as I mentioned earlier that, the same contents in the curriculum of BBA and BA may create confusion among the readers i.e., the course designed and offered to the student of “pure sociology” or “sociology of management and business administration”. If it focuses on the first part – pure sociology- then it is meaningless for the students of management and business administration and for second category – sociology of management and business administration - it should be developed by focusing on the management and business administration related issues or problems than emphasizing on pure sociological concepts. Otherwise, we produce sociologists rather than provide sociological disciplinary understanding to the management and business administration.

To provide sociological disciplinary understanding to the management and business administration, in my view, it is essential to remove some concepts and perspectives and introduced new contents which should be relevant for the students of management and business administration. The priority should be given to thematic issues like sociological perspective on formal organization, work place, several kinds of social relation in organization, gender/racial/caste/ethnic issues in organization, cultural issues on business, market and demand analysis, relation between clients and service providers in modern organization and organizational theories. Similarly, sociological perspectives like functionalist, Marxist, interaction, gender and so on may be effective perspectives to examine and understand formal organization, market, work place, leisure, sport, television program etc. for the students of management and business administration rather than kinship, marriage, political, religion etc. These perspectives give some insight to understand the social and cultural realities of society under which the formal organization have developed.

As mentioned earlier that the curriculum of BBA program is conventional in the sense that it emphasizes on the basic theoretical concepts of sociology. Therefore, the course may be less effective especially for the students studying formal organization, entrepreneur system, market and demand and their scientific management system in complex and modern societies. Moreover, modern society is taken as an organizational society which depends largely on bureaucratic form of organizations. Therefore, the university should pay attention to different kinds of relationship in bureaucratic form of organizations in the complex societies. In my opinion, the university especially the Faculty of Management should pay attention to the issue of social relationship that exists in formal organization and business while designing the curriculum in the future. Otherwise, the course ‘Sociology of Management and Business Administration’ would be a dumping site or ritualistic phenomena for the students of management.

The most interesting, surprising and challenging issue embedded with the process of developing and approving the curriculum by the faculty of management. As I mentioned above that under the TU system, the courses are initially developed by faculty members and finally approved by the Subject Committee of the same discipline. For instance, the courses of sociology and anthropology of different levels at TU are developed by the faculty and finally approved by the Subject Committee of Sociology/Anthropology and the same process is followed by other department too. Head of the each Department chairs the Subject Committee. But the Faculty of Management has not consulted with the Subject Committee of Sociology and Anthropology throughout the process of curriculum development (Personal communication with Prof. Dr. Ram Bahadur Chhetri, Former Chair and present members of Subject Committee of Sociology and Anthropology). His statement clears that the Faculty of Management itself selected someone for preparing the course and finally approved by the subject committee of the Faculty of Management itself. Furthermore, the faculty of Management has adopted the multi-disciplinary approach in their curriculum, on the one hand, and, on the other, do not consult to other subject committee in the process of curriculum development. It reminded me an event about appointing and placing a women officer having a specialization in Home Science to the Home Ministry (told by Prof. Kailashnath Pyakuryal at an informal gathering organized by the Department). And I raise a question to the Faculty of Management. What are the differences

between placing a home science specialized officer to the Home Ministry and approving the course of sociology of management and business administration by the subject committee of the Faculty of management? In really, there are no differences in essence. Both of them are intellectually dull. Therefore the course designed for the management students (future managers or organizational officer/administrator) do not enhance their capacity for better sociological disciplinary understanding to the management and business administration.

Each unit is categorized into two parts; concept/theoretical section and application section. The application section emphasizes on the uses of sociological concepts in management and business study. For example, use of sociological concepts like gender, caste, class, culture, norms, kinship, marriage etc., in management and business administration related issues/problem. Being the strongest part of the course, it is also problematic for teachers and students to link or apply entire sociological concepts in management and business administration related issues/problem in the context of Nepal. For instance, family is still playing a dominant role for caring family members as well as socializing them, and *lami* (informal marriage bureau) system and kinship have vital role for marriage arrangement. That means functions of informal institutions or organization have not replaced formal systems or organizations like the role of caring of family members by baby/elderly care centers or role of *lami* by formal marriage bureau. In this context, how do we (sociologists) link our core concepts like marriage and kinship with management and business administration related issues in Nepal? Before designing and offering the course, therefore, it is essential to understand some issues like to whom the course are offered, and the included concepts in the content may be relevant in the present context.

Similarly, there is a lack of adequate reading materials i.e., references and text books in the curriculum. Two books, for example, written by Indian writers are prescribed as text books in the curriculum. They give some basic concepts about sociology to the students but they are not sufficient and effective for the students of management and business administration. They are irrelevant to provide ideas, concepts and perspectives to understand formal organizations or institutions in the modern and complex business world. Therefore, it is essential to prescribe the references or texts which are helpful to understand the modern organizations. Moreover, there was no scientific citation of references and text book in the first curriculum but the second revision avoids such mistake while referring the reference and text book for the students.

Traditional teaching method is popular in our teaching system. In this method, teachers are taken as givers and students are receivers. The method does not enhance and increase the capacity of students. The curriculum designed for BBA also seems to be in the favor of traditional teaching method in which teachers used white-board and marker for teaching. The emphasis of implication or linkage with the sociological concepts in management and business administration seem to be more practical and student oriented than other curriculum of sociology. The project work for the students was offered in the last section of previous curriculum and still given continuity in the revised curriculum. However, the project work is not seem to be compulsory for the students due to three reasons namely i) heavy load in the previous section ii) not included as compulsory unit for the student, iii) no internal and external evaluation system of the project work under the university system. Therefore, the section is also limited curriculum and not compulsory for academic utility.

Conclusion

Each discipline has distinct thematic perspective, concept and subject matter (Chhetri 2010). Thus, sociology and management (here pure sociology and sociology of management and business administration) are two distinct disciplines having fundamentally distinct thematic perspectives, concepts and subject matters. Therefore, we must consider these issues seriously while designing and developing the course. Offering the same course contents for different disciplines like Humanities and Social Sciences, Management, Institutes of Engineering, Medical Science, Agriculture and Animal Sciences, Forestry etc. may create great perplexity among users. The same course of sociology offered to different disciplines may produce sociologists rather than sociological disciplinary understanding to other distinct discipline including the Faculty of Management. Therefore, we should design and offer the content and subject matter in curriculum by considering about who are the actual users than the expertise and knowledge of curriculum makers. This is one of the most challenging issues in Nepali education system including courses on sociology in Tribhuvan University.

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Annex 1: Courses Offered in 2004

Unit 1: Introduction to Sociology

- Sociology as a scientific discipline
- Nature and scope of sociology
- Relationship of sociology with anthropology, political science and management and business studies

Unit 2: Role of Sociology in the Management of Human Society

- Use/application of sociology in management of human society in terms of diagnostic and curative dimension
- Understanding and managing cultural diversity
- Readjustment and re-socialization within work organization

Unit 3: Basic Concepts in Sociology

- Society, community, culture, sub-culture, social structure, social system, social group and organization, norms and values, ethnocentrism, gender, status and role

Unit 4: Social institution

- Marriage, family, kinship, education and religion
- Economic and political system (with focus on Nepali context)

Unit 5: Social Processes

- Socialization, acculturation, assimilation, cooperation, competition, conflict, adaptation, integration, modernization and urbanization (with focus on Nepali context)

Unit 6: Social Stratification

- Dimensions of social stratification, caste, class, ethnicity, poverty and gender (with focus on Nepali context)

Unit 7: Social Change

- Factors of social change
- Processes of social change: Innovation, diffusion, cross cultural exchanges, resistance to change, social movements, and role of media in social change (with focus on Nepali context)

Unit 8: Theoretical Perspectives in Sociology

- Functionalism (Durkheim and Merton)
- Conflict (Marx and Weber)
- Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal (PRA) (only concept)
- Interview
- Scaling
- Data processing
- Data analysis

- Data interpretation
- Report writing

Unit 9: Research Methods in Sociology

- Relationship between theory and research
- Research design
- Observation
- Case study

Unit 10: Sociological Perspective of Management

- Organization theory
- Organizational structure
- Interpersonal and functional relationship within organization
- Cultural diversity within organization
- Group dynamic
- Interpersonal dynamics and organizational problem
- Conflict management and negotiation
- Dynamics of social capital

Unit 11 Practicum

- Practicum will focus on the application of basic/conceptual knowledge of sociology in management related issues. Students will participate in a short-term fieldwork, write up the reports and make a presentation as part of their internal assessment.

Basic books:

Rao, CN Shankar, *Sociology*

Abraham, M. Francis. *Modern Sociological Theory*

Baker, TL, *Doing Social Research*

Regmi, RKR, *Essentials of Sociology*

References

Inkeles, Alex, *What is Sociology*

Haralambos, M., *Sociology: Themes and Perspectives*

Abraham, F and Morgan, JH, *Sociological Thought*

Goode and Hatt, *Methods in Social Research*

Annex 2 : Courses Offered in 2010

Unit 1: Introduction to Sociology

- Meaning, nature, subject matter and scope of sociology
- Relationships of sociology with political science, anthropology and management and business administration

Unit 2: Basic Concepts in Sociology

- Meaning and definition of society, community, culture, group, norms, values, status, role, ethnicity, gender, class and caste
- Implication of sociological concepts in management and business administration related issues/problem

Unit 3: Social institution

- Meaning and definition, and basic features of family, kinship, economy, polity, education and religion
- Linkage of social institutions with management and business administration related issues/problem

Unit 4: Social Processes

- Meaning and definition of socialization, adaptation, cooperation, competition, conflict, globalization.
- Implication of social processes in management and business administration related issues/problem

Unit 5 Social Stratification

- Meaning and definition of social differences, inequalities and stratification
- Caste, class, ethnicity and gender dimensions of social stratification in Nepal
- Social stratification vis-à-vis management and business administration

Unit 6: Social Disorder, Deviance and Social Control

- Meaning and definition of social problem (disorder and deviance) and social control
- Linkage with management and business administration

Unit 7: Social Change

- Meaning and definition of social and cultural change
- Factors of social and cultural change
- Connection of management and business administration to social and cultural change

Unit 8: Theoretical Perspectives in Sociology

- The sociological imagination and sociological perspectives
- Functionalism: basic assumption
- Conflict Theory: basic assumption
- Postmodernism: basic concept
- Implications of sociological theories in management/business administration

Unit 9: Research Methods in Sociology

- Nature and trend of sociological research
- Choosing a research problems to a topic
- Formulating hypothesis or assumptions
- Designing a research or writing a research proposal
- Collecting/acquiring data through fieldwork
- Processing, analyzing and interpreting data/findings
- Writing up the report and presenting/disseminating the finding

Unit 10: The Sociology of Management and Business Administration

- Sociology of organizations
- Networks and organizations
- Analysis of organization
- Organizational/bureaucratic goal and societal expectations
- Mangers and corporations vis-à-vis politics and power
- Work and leisure
- Indigenous management and management of indigenous knowledge
- Dynamics of social capital
- Interdependence of social and technical skills
- Market and political culture
- Management of non-government development organizations
- Social movement politics and organization
- Relations in Business

Unit 11 Practicum

- Choosing a topic for research
- Preparing research plan/proposal and developing research tools
- Conducting fieldwork/research
- Writing report and presentation

References:

- Abraham M. Francis 1982. Modern sociological Theory: An introduction. Delhi: Oxford University Press. Pp 72-113, 209-249.
- Chaturvedi A and A Chaturvedi 1995. The rational of a Sociology of Organizations: Introduction in The Sociology of Formal Organization. Delhi: Oxford University Press. Pp 1-40.
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- Haralambos M. Sociology: Themes and Perspectives. . Delhi: Oxford University Press. Pp 2-8.
- Lewis D. 1999. The Management of Non-governmental Development Organization. London: Routledge. Pp 83-106.
- Shankar Rao C. N. 2000. Sociology: Primary Principles. New Delhi: A Chand and company Ltd.
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Understanding the Whole of Poetry through the Integration of Rasa and Performance

*Jiblal Sapkota**

Abstract

This article discusses the integrated and circular relation between poetry, rasa and performance. In doing so, it tries to define rasa, its types and different materials or organs of literary rasa. Each literary rasa is illustrated with its specific sthayibhavas or permanent emotions, vyabhicaribhavas or subsidiary or transitory emotions, bhivas or determinants which make sthayibhavas get expressed, and the anubhavas or consequents, the outward expression caused by 'bhivas' with appropriate examples of Nepali poems.

Key Terms: Performance, rasa, sthayibhavas or permanent emotions, vyabhicaribhavas or subsidiary or transitory emotions, samacaribhavas or saharicaribhavas, alambana bhivas or primary determinants, uddipana bhivas or excitant determinants, and anubhavas or consequents.

Introduction

Performance Studies, traditionally referred to academized study of drama and dance. Like other discipline, it was scriptocentric and of having hegemony of textualism strictly guided by European Enlightenment project. According to Dwight Conquergood the enlightenment epistemology has made “epistemic violence” (2008, p. 370). This epistemic violence blinded researchers to make analytical study on what Michel De Certeau called “the elocutionary experience of fugitive communication” (1984, p. 333).

Like the present scenario of the global crisscrossed world, Performance Studies struggles to open space between analysis and action, and blurs the binary opposition between theory and practice. Richard Schechner, the proponent of Performance Studies as the broad spectrum approach, argues that:

There is no fixed canon of works, ideas, practices or anything else that defines or limits the field. ... Performance studies are fundamentally relational, dynamic, and processual. ... [P]erformance studies enthusiastically borrow from other disciplines. There is nothing that inherently “really belongs to” or “really does not belong to” performance studies. (2002, p. x)

Supporting Schechner’s argument, Barbara Kirshenblatt-Gimblett views “the field of performance studies takes performance as an organizing concept for the study of a wide range of behavior. A post-discipline of inclusion, performance studies sets no limit on what

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can be studied in terms of medium and culture” (2008, p. 43). Thus, Performance Studies is inclusionary, noncanonical, democratic, counter elitist approach of learning and analyzing human behavior.

Poetry, which began with the evolution of human civilization, as being the recitative meditative art, is truly grasped through performative art. The sound patterns, pauses, rhyme, foot, meter do have significant implication in creating rhythm and evoking aesthetic pleasure and taste in the audience. Highlighting the importance of rhythm, John Lennard writes “Rhythm is basic. Hearing our hearts beat, feeling our lungs breathe, walking, dancing, sex, and sport, all create and require a sense of rhythm” (1997, p. 1). The rhythm, the aesthetic pleasure and taste that is evoked through poetic beauty is called ‘rasa’ in literature. The different rasas in poetry can be articulated and evoked the same aesthetic feelings in the audience only through performative skill of reciting poetry as per the sound patterns, pauses, rhymes, rhythm, foot and metrical patterns. Just putting eyes on the black and white of the scripture or text, the multi-layer meanings and the taste of relishing poetry can not be fully grasped. Therefore, rasa, poetry and performance are integrated and they form a circular relation for understanding the whole of poetry. After discussing the integrated and circular relation between rasa, poetry and performance, this paper tries to define rasa, its types, different materials or organs of rasa with some examples from Nepali poetry.

Rasa: its meaning and types

The term ‘rasa’ has physical and salvational or devotional cum literary connotations. Physically, rasa denotes juice, serum that is produced by squeezing herbs and weeds and that can be tasted as sour, sweet, bitter, salty etc. and ‘ayurvedic rasa’ i.e. the medicinal syrup that is exuded slowly and steadily from herbs. Ayurvedic rasa is not for taste but for its attributes or healing power. It is also the serum that is in different glands of living beings which help for physical growth. ‘Salvational or devotional rasa’ is for spiritual pleasure. Spiritual pleasure is associated with God. ‘Literary rasa’ refers to the aesthetic pleasure and taste that is evoked through poetic beauty. Mohanraj Sharma and Khagendra Luitel opine that the rasa from matter, ayurvedic rasa and salvational or devotional rasa are found to have been discussed from vedic era whereas literary rasa is found to have been used in customary worldly era. All the nine literary rasas are used in *Balmiki Ramayana* (2005, pp. 40-41).

Literary Rasa

Literary rasa or sentiment is a peculiar kind of aesthetic experience that is evoked in the minds and hearts of audience/readers through the performance of literary creation and human behavior. Sharma and Luitel argue that the scriptural or academic use of rasa seems to have been made in Bharata’s *Natyasastra* (2005, p. 41). From a slightly different perspective, E.W. Marasinghe writes:

the first scientific treatment of rasa is found in the *Natyasastra* though Bharata is certainly not the first to enunciate theory of rasa. During Bharata’s time, it was already being discussed by adherents of different schools of rhetoric but

it was his exposition that almost all the later theorists accepted as the most authoritative. (1989, p. 717)

The rasa is not a sudden revelation. It results from a gradual process of sensory and mental perception by which a responsive spectator becomes transported from the plane of worldly feelings and emotions to the higher realm of pure aesthetic joy. Sharma and Luitel argue that rasa theory is the first theory in the eastern literary studies (2005, p. 41). After its evolution, accomplishment, rasa has become central subject matter of poetics and has been developed as an influential powerful school of thought. Almost all rasa theorists after Bharata have assumed that rasa is the heart and is equal to the extreme rapture or ecstasy.

The materials or organs of literary rasa

According to Bharata's *Natyasastra*, there are four factors '*sthayibhavas*', '*bhivas*', '*anubhavas*' and '*Vyabhi-caribhavas*' that cause to produce rasa. These factors are called the materials or organs of rasa. Bharata's rasa formula focuses on the fact that rasa gets produced from the combination of sathayibhavas, bhivas, anubhavas and vyabhicaribhavas.

The emotions that remain permanently from the beginning to the end without being disturbed by appositional or favourable impulses are called permanent emotions or sthayibhavas. Pundit Somnath Sharma Sigdel says that "rati" in "sringar", "has" in "hasya", "soka" in "karuna", "krodh" in "raudra", "utsah" in "vira", "bhaya" in "vayanak", "jugupsa" in "bibhatsa", "vismaya" in "adbhuta" and "sama" in "santa" are permanent emotions (2002, p. 149).

The mental or physical states, feelings and subsidiary emotions which are transitory or evanescent are collectively called '*vyabhicaribhavas*'. The rasa theorists agree that there are thirty-three vyabhicaribhavas. Marasinghe writes "[e]ndowed with verbal, physical and mental powers, says Bharata, Vyabhicaribhavas lead rasa forward just as the sun carries forward the day and night. Since they co-exist with a kindled motions, they are also called '*samacaribhavas*' or '*sahacaribhavas*' " (1989, p. 719).

The external causes or stimuli which make "sthayibhavas" get expressed are called "bhivas" or determinants. These bhivas or determinants are of two types: '*alambana*' or primary bhivas and '*uddipana*' or excitant bhivas. The persons or objects or events on which the permanent emotions hang are known as alambana or primary bhivas. The gestures, postures, words, costume, time, place, circumstances etc. which stimulate the permanent emotions are called uddipana or excitant bhivas.

The outward expressions caused by the emotions, feelings by 'bhivas' or determinants are called '*anubhavas*' or consequents. Marsinghe says:

... all physical actions, facial expression, emotional utterances and words used in expressing 'bhivas' are 'anubhavas' ... sidelong glances, the knitting of the eyebrows, the dilating and contraction of the eyes, restless eyes, the throbbing of the cheeks, sighing, smiles, yawning, biting of the nails, wailing and the

like-all of which are facial and verbal expressions- are some of the typical ‘anubhavas’ ... (1989, p. 721)

The different ‘bhavas’ like changing man’s bodily or mental condition arising from the ‘sattva’ or inner nature called ‘Sattvika bhavas’ are also regarded as ‘anubhavas’ or consequents.

The union of ‘vyabharibhavas’, ‘bhavas’ or determinants, ‘anubhavas’ or consequents makes the ‘sthayibhavas’ or permanent emotions attain the state of rasa. Each rasa has its own type of sthayibhavas, vyabharibhavas, bhavas and anubhavas. Susan L. Schwartz argues “... rasas are described as consisting of precise performative postures, characteristic qualities of movement, facial expression, and mudras or hand gestures” (2008, p. 15). Thus, rasa is offered as a lens through which not only diction, rhythm and metrical patterns but also performance may usefully and creatively be viewed and internalized. This assimilated internalization makes the audience/reader feel the same aesthetic feelings of the poet cum text.

After presenting the theoretical concept about the integration of rasa, poetry and performance, I am trying to illustrate each rasa with its specific sthayibhavas, vyabharibhavas, bhavas and anubhavas with appropriate examples from Nepali poetry.

Illustration of rasas with their specific materials or organs

In “sringar” (love) rasa “rati” is the permanent emotion which is co-existed with different transitory or evanescent subsidiary emotions, physical states and feelings such as “moha” (distraction), “harsa” (Joy), “unmad” (insanity), “mad” (intoxication), “garva” (arrogance), “avega” (agitation) “chhapalata” (inconsistency) etc. The hero and heroine are alambana or primary bhavas whereas lonely place, garden, spring season, moonlit night, gentle breeze, fragrance of flowers, cooing of the cuckoo, endearing words of the lovers and beloved, dress, ornaments, suggestive looks, music etc. are uddipana or excitant bhavas. Sidelong glancing, blinking eyes, being close, kissing etc. are anubhavas or consequents. For example, Medininath Subedi, in his poem “Dashrasaharu” (1999, pp. 83-84) writes:

Thatta-matra hunda tyesai shayanama nindra liyakee thi
 Pyarale duibar chumban lida chutkarle jhaskiy
 Bhagyo sharm liyar deep chhinmai phukdai gaya bandhan
 Hansyo bais musukka sarthak vayo dampatyako jeewan. (37-40)

“Utsah” (valor) is permanent emotion in “vira” (heroism) rasa in which “smriti” (recollection), “garva” (arrogance), “tarka” (deliberation), “avega” (agitation) etc. are vyabharibhavas. The victor, defeatist, enemy, opponent etc. are alambana bhavas whereas power, strength, saurya, vanity are uddipana bhavas. Alertness, search for co-operation, speech with pride etc. are anubhavas. For example, Ramchandra Bhattarai, in his poem “Shrimati” (2005, p. 56) composes:

Jadaichu Shrimati ! mero virya tyo pet bhitra chha
Deshko Kuhiro phalne surya tyo garva bhitra chha
Baireele petama hanla pithyoo thapi bachaunu
Ranachandi bani aafno asmita tyo bachaunu
...
Rudainan veerka chhori hansi-hansi vida gara
Ma mare pani mero tyo petama pratibimba chha (1-4, 9-10)

“Karuna” (Pathos) is the third rasa in which “soka” (sorrow) is the permanent emotion which is co-existed by saharibhavas like “moha” (distraction), “glani” (weakness), “smriti” (recollection) “unmad” (insanity) etc. Destructive person or object, paingiving events are alambana bhavas whereas remembrance of destructive, paingiving agents/agency, jealousy, pangs, restlessness etc. are uddipana bhavas. Crying, weeping, lamenting, fainting, trembling, shivering etc. are anubhavas. For example, Bhimnidhi Tiwari in his poem “Kamyu Luglug Tyo” (1960, pp. 11-12) presents the painful predicament of a poverty stricken beggar in the biting winter season:

Topee sirph chha nam matra shirma jammai tuppi niskane
Bhoto jeerna dhuja dhuja chha usako chhatee pithyoo dekhine
Dhotee kebal char angul dharo nanga chha sarbangama
Kamyu lugluga tyo gareeb bichara tyasma daya garchh ko? (9-12)

In “raudra” (fury) rasa, “krodha” (anger) is the permanent emotion which is co-existed with different transitory or evanescent subsidiary emotions, physical states and feelings such as “ugrata” (acrimony), “avega” (agitation), “mada” (indignation), “asuya” (envy), “smriti” (recollection) etc. The enemy, opponent, contestant etc. are alambana bhavas whereas attack by the enemy, deception, harsh, rebuke etc. are uddipana bhavas. Biting lips, jawing the palate, picking the weapons up, challenge etc. are anubhavas. Gopal Prasad Rimal, in his poem entitled “Ek Din Ek Choti Aachha” (1984, p. 52) expresses his extreme anger for radical revolution:

Kharani hunch varvaraudo huree chalna thaldachha
Kayar pani veer hunchhan vega chalchh joshko
Hahakar machchh yaha pap khulna thaldachha
Ek yugma ek din ek choti aachha. (8-11)

“Hasa” (mirth) is the permanent emotion in “hasya” (humour) rasa in which “arahittha” (dissimulation), “nidra” (sleeping), “alasya” (indolence) etc. are saharibhavas. Characters, scenes having mutilated and laughable appearance, activities, speech, etc. are alambana bhavas whereas mutilated, deviated shape, size, form, colour, attitude, structure, textures etc. are uddipana bhavas. Eye contractions, blinking, smiling, little laughter, teasing, kidding, etc.

are anubhavas. For example, Laxmi Prasad Devkota, in his poem entitled “Nayan Jamana” (2008, pp. 63-64) exposes the vileness of our so-called, democratic leaders humorously:

Nawaphee, rawaphee, kawaphee chha neta
 Bilasee, gilasee, subasee vijeta
 Prajatantra dwang ritto karayo
 Jawana Anautho nayan aaj aayo. (61-64)

“Adbhuta” (wonder) is the sixth rasa in which “vismaya” (marvel) is the sthayibhavas which is co-existed by saharibhavas like “avega” (agitation), “dainya” (depression), “jadata” (stupor), “chopalata” (inconsistency), “autsukya” (impatient) etc. Eccentric, extraordinary person, object, place, event are primary determinants whereas wonder, exclamation, surprise, grotesque activities/scenes are excitant determinants. Widened eyes, staring, sweating, trembling with fear etc. are consequents. Medininath Subedi, in his poem “Dashrasaharu” (1999, pp. 83-84) writes:

Ke hola tyo suteko rukhamuni ajade pasrane bhalu ho ki
 Thooto ho wa rukhaiko adhipati vanako rakshasee jat ho ki
 Herda chaldain kehi aliali sunanue shabd kyai gungunai
 Bato dekhinn arko kasari par pugau bhranti ho wa malai. (33-36)

In “bibhatsa” (horror) rasa, “jugupsa” (disgust) is the permanent emotion which is transitorily accompanied by vyabhirbhavas like “avega” (agitation), “moha” (distraction), “glani” (weakness), “byadhi” (shame), “chinta” (anxiety) etc. The primary determinants which cause the permanent emotion gets expressed are hateful/offensive animal or person, stool, blood-shed, stale meat, corpse etc. whereas excitant determinants are stinging offensive objects, scenes etc. Closing and contracting nose, eyes, turning head away, spiting etc. are anubhavas or consequents. For example, Jagadish Shamsheer Rana, in his poem entitled “Prahara Prahara Uchhar Pachhar” (1990, p. 95) expresses:

Dhakna thaleko chha kshitizko ek kuna
 Kanle hain aakha kholer suna vayangkar garjana...
 Aaj lauhpurushko Bishalkayama saharsa chot chhan
 Narsinghle chithareka hajarau nangchhuriko dag. (10-13)

“Bhaya” (fear) is the permanent emotion in “bhayanak” (terror) rasa which is temporarily co-existed by different transitory saharibhavas like “trasa” (fright), “dainya” (depression), “avega” (agitation), “chinta” (anxiety), “shanka” (apprehension) etc. The primary determinants are seeing terrible wild beast, ghost, apparition, treacherous events etc. whereas excitant determinants are fear, terror, loneliness, thick forest, cruel activities etc. Pale face, trembling, changing the voice, erecting hair, sweating, wailing, crying etc. are consequents caused

by tshayibhavas and saharibhavas. For example, Medininath Subedi, in his poem entitled “Dashrasahanu” (1999, pp. 83-84) writes:

Ragepate atishay thoolo laun nee bagh aayo
Jhamtyo gae thar-thar bhaya hos mero harayo
kame goda dhukdhuk mutu thaun nai chhadn lagyo
Bhagau hamee ghar tir bhanee shahilo futta bhagyo. (21-24)

In “santa” (serenity) rasa, “sama” (tranquility) is the permanent emotion which is transitorily co-existed by different vyabharibhavas like “harsa” (joy), “daya” (kindness) “mati” (assurance), “smriti” (recollection), “dhriti” (contentment) etc. Thinking of eternal world, calmness, wisdom, peace etc. are primary determinants, and a company with wise people, pilgrimage, reflection over scriptures, moral education, human values etc. are excitant determinants. Renunciation of worldly life, not hankering after headlong thirst for materialistic prosperity, romance for peaceful thinking and way of life etc. are anubhavas of ‘santa’ rasa. For example, Jiblal Sapkota in his poem entitled “Sirjana-Tirsana” (2010, p. 19) presents peaceful way of thinking and way of life of a poet by writing poems sitting on the lap of nature:

Jharna khola sitpar bahee chhalaka sath khelee
Aaun dheuta Amarpuraka swargaka dwar kholee
Mero dhartee Amarpurako dibya yeuta tika ho
Dhoko pokhne rasik kaviko sirjana-vatika ho. (9-12)

Rasa makes human life refreshed, creative and imaginative. Schwartz argues “The concept of rasa has provided the paradigm, the purpose and the performative premise through out a process of evolution that has characterized both the performing arts and commentaries on them” (2008, pp. 18-19). Poetry, rasa and performance are complementary to one another. Sushil K. De has observed that the “blissful condition reproduced ... by the idealized creation of poetry is given as almost equivalent to philosophical ananda ... It affords on escape from the natural world by replacing it with an imaginative world ...” (1963, p. 69).

Conclusion

Poetry, an imaginative, emotive, expressive, intense and suggestive genre of literature, is composed for performance by the human voice. Poetry usually represents a speaking voice and the poetic voices of all kinds confront the unspeakable and push the limits of language and experience. When it is recited as per the organs of rasa, it spellbinds the reciter as well as audience. Rasa and performance are ingredients of poetry. Thus, rasa becomes a state of consciousness akin to the bliss of the enlightened, liberated soul. The recitation of poetry creating gesture, posture, tone, rhyme, rhythm and mudras as per the permanent emotions, saharibhavas, primary and excitant determinants and reciprocal consequents make spectator grasp aesthetic of poetry. Only through the integration of rasa and performance, the wholeness of poetry can be understood. In absence of one, there is fragmented understanding which traps the audience of poetry into the demonic network of misinterpretation and misrepresentation.

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Aspects in Dhimal

*Karnakhar Khatiwada**

Abstract

This paper discusses the aspects of the Dhimal language. Dhimal is one of the Tibeto-Burman languages spoken in the far eastern terai region of Nepal. Dhimal verbs can be inflected to show different situation internal time within the three tenses: past, present and future. Different aspects of Dhimal language have been discussed in this paper.

1. Background

Dhimal is a Tibeto-Burman language spoken by the Dhimal people residing in the far eastern terai region of Nepal. The main settlement of Dhimal is in Jhapa and Morang districts. Some Dhimals are also found in the west Bengal of India (Cooper, 1999). According to the census report of Nepal (2001) the total number of Dhimal is 17308. King (2008) reports the number to exceed 20000. Dhimal language has two mutually intelligible dialects separated by the Kankai river in Jhapa district (King, 1994). Pronominalization is one of the characteristics of Dhimal though it is a simple pronominalized language (Khatiwada, 2003, King, 2008). This paper deals with the aspects of the western dialect of the Dhimal language.

2. Aspects in Dhimal

Dhimal verb forms are inflected to show different situation internal time within the three tenses, past, present and future. Tense and aspect can be differentiated as “Tense relates the time of the situation referred to some other time, usually to the moment of speaking” (Comrie, 1976:2) and Comrie (ibid.) further says “Aspect is not concerned with relating the time of the situation to any other time point, but rather with the internal temporal constituency of the one situation.”

Dhimal aspects can be broadly classified into two types: i. Perfective ii. Imperfective.

The perfective aspect does not have any aspectual suffix, and indicates the completion of an action in the past without any further temporal sub-division. So, this aspect equals to the simple past tense. Imperfective aspect includes all other aspects that describe the action of the verb in process.

Dhimal verbs have the following morphologically marked aspects.

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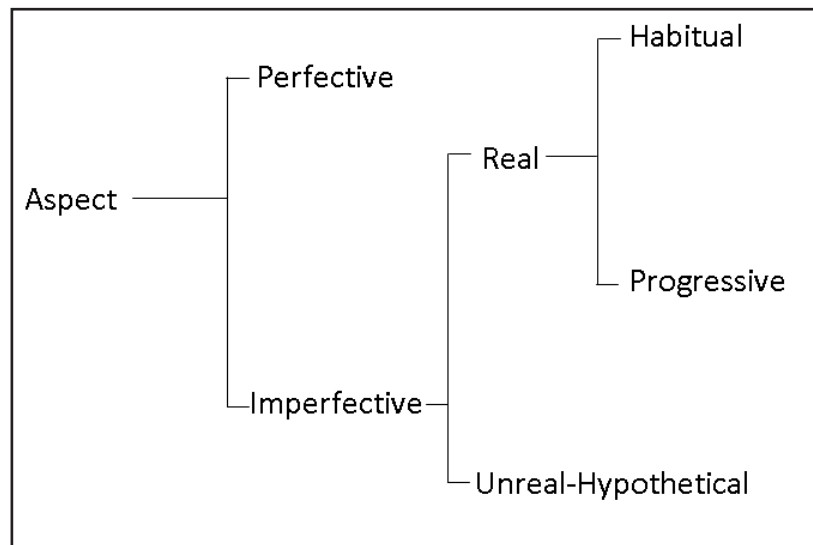


Figure: 1 the morphological aspects in Dhimai

The different aspects shown in the figure are discussed below:

2.1 Perfective

Perfective aspect indicates the action completed before the moment of speaking (Crystal, 1991). The past tense forms are similar to the perfective aspect. So, the past tense morpheme *-hi* is glossed as PERFV to show the perfective aspect while talking about the aspect, e.g.,

- | | | | |
|-----|-------------------------------|------------|-----------------------|
| (1) | ka | wa-seheŋ | kai-gha (ka-hi-ka) |
| | 1S | 3S-DAT | call-PERFV.1S |
| | 'I called him.' | | |
| (2) | kidhiŋ | wa-seheŋ | kai-nhiŋ (kai-hi-niŋ) |
| | 1DU | 3S-DAT | call-PERFV.DU |
| | 'We ² called him.' | | |
| (3) | kelai | obalai-heŋ | kai-nha-hi |
| | 1PL | 3PL-DAT | call-1PL-PERFV |
| | 'We called them.' | | |
| (4) | na | wa-seheŋ | kai-nha (kai-hi-na) |
| | 2S | 3S-DAT | call-PERFV.2 |
| | 'You called him.' | | |

- | | | | |
|-----|--------------------------------|--------------------|--|
| (5) | nidhiŋ
2DU | wa-seheŋ
3S-DAT | kai-nhiŋ (kai-hi-niŋ)
call-PERFV.DU |
| | 'You ² called him.' | | |
| | | | |
| (6) | nelai
2PL | wa-seheŋ
3S-DAT | kai-su-nha (hi-na)
call-2PL-PERFV.2 |
| | 'You called him.' | | |
| | | | |
| (7) | wa
3S | ka-seheŋ
1S-DAT | kai-hi
call-PERFV |
| | 'He called me' | | |

2.2 Imperfective

Comrie (1976:16) distinguishes perfective and imperfective aspect as “perfectivity indicates the view of a situation as a single whole, without distinction of the various separate phases that make-up the situation, while imperfectives pay essential attention to the internal structure of the situation.”

In Dhimal, all the possible aspects except the perfective one can be grouped under the Imperfectives.

2.2.1 Habitual

Comrie (1976:28) defines the habitual aspect as “The feature that is common to all habituals, whether or not they are also iterative, is that they describe a situation which is characteristic of an extended period of time, so extended in fact that the situation referred to is viewed not as an incidental property of the moment but, as a characteristic feature of a whole period” (....).

Habituality in Dhimal, is expressed in two temporal references. Present habitual aspect equals with the simple present tense. Past habitual aspect is indicated by the suffix *-gha-* attached to the verb root and follows the past tense marking morpheme with pronominal endings.

2.2.1.1 Habitual present

The habitual aspect in the present is marked by the suffix *-khe* which does not refer the time point exactly but can be extended to refer to the situation either before the moment of speaking or subsequent to the speaking moment. Sometimes, the imperfectivity of an action in the present is also indicated by this aspect, e.g.,

- | | | | | |
|-----|------------------------|--------|-------|------------|
| (8) | ka-ŋ-ko | aba | jimin | col-khe |
| | 1S-EMPH-GEN | father | land | buy-PRES.3 |
| | 'My father buys land.' | | | |

The sentence (8) may indicate the habit of buying land in the present as well as the imperfective situation of buying land in the present.

2.2.1.2 Habitual past

Habituality in the past is indicated by the suffix *-gha* followed by the tense and person/ number suffixes. The past habitual aspect is divided into two functions: a. remote habitual and b. recent habitual.

The past habitual marker *-gha* following the past tense morpheme *-hi* indicates the habituality in the remote past.

- (9) ka gora am-gha-gha
 1s wine drink-PH-PST.1s
 'I used to drink wine (in the remote past i.e. I
 do not remember well now).'

On the other hand, the past habitual stem following the present tense suffix *-khe* represents the habit in the recent past situation.

- (10) ka gora am-gha-kha
 1s wine drink-PH-PRES.1s
 'I used to drink wine (recently).'

- (11) (a) nelai dhəni hi-gha-su-khe-na
 2PL rich be-PH-2PL-PRES-2
 'You used to be rich (recently).'

- (b) nelai dhəni hi-gha-su-nha (hi-na)
 2PL rich be-PH-2PL-PST.2
 'You used to be rich (in the remote past).'

Habitual past form is sometimes used to indicate the continuous action in the past, e.g.,

- (12) wa um ca-gha-hi
 3s rice eat-PH-PST
 'He was eating rice.'

The sentence (12) may indicate the continuous action in the past.

2.2.2 Progressive

The progressive aspect in Dhimial is expressed by the suffix *-doŋ* attached to the verb root. Progressive aspect can be sub-divided as present progressive and past progressive. They are discussed below.

2.2.2.1 Present progressive

The structure of the present progressive aspect is :

V + dong + (number marker) + tense marker + (personal suffixe), e.g.,

- (13) wajalai gha-doŋ-khe
 boy.PL play-PROG-PRES
 'The boys are playing.'

- (14) na um ca-doŋ-khe-na
 2s rice eat-PROG-PRES-2s
 'You are eating rice.'

The progressive morpheme *-doŋ* followed by the present tense marker *-khe* makes the present progressive aspect (see 13, 14), which shows the action that is going on continuously in the moment of speaking.

2.2.2.2 Past progressive

Past progressive aspect is indicated by the suffix *-doŋ* followed by the past habitual suffix and past tense marker *-hi* respectively, e.g.,

- (15) wajalai gha-doŋ-gha-hi
 boy.PL play-PROG-PH-PST
 'The boys were playing.'

- (16) kelai gha-doŋ-gha-nha-hi
 1PL play-PROG-PH-1PL-PST
 'We were playing.'

The progressive aspect in the past is formed by the sequence of two aspectual suffixes. The progressive marker and the past habitual marker appear in sequence (see: 15, 16).

2.2.2.3 Unreal aspect

The unreal aspect is marked by the suffix *-dha* which is attached to the verb root. This phenomenon has been termed as hypothetical in this work. So the gloss HYPT, i.e., hypothetical is given for the sake of uniformity here. In this aspect the suffix *-dha* is always followed by the

future tense marking morpheme *-aŋ*. Since, the unreal aspect is restricted to the future tense.

The structure of the unreal aspect is: verb + (number marker) + *dha* + *aŋ* + (personal suffix), e.g.,

- (17) na lo-nu ka taka *pi-dha-ŋ-ka*
 2s come-COND 1s money give-HYPT-FUT-1s
 'If you had come I would have given you money.'

The unreal clause in the unreal aspect is always preceded by an 'if clause'. The unreal aspect gives the hypothetical situation.

The examples for the unreal aspect of the verb *ca-* 'eat' are as follow:

- (18) a. ka *ca-dha-ŋ-ka*
 1s eat-HYPT-FUT-1s
 'I would have eaten.'
- b. kidhiŋ *ca-dha-niŋ (ca-dha-aŋ-niŋ)*
 1DU eat-HYPT-FUT-DU
 'We² would have eaten.'
- c. kelai *ca-dha-ŋ*
 1PL eat-HYPT-FUT
 'We would have eaten.'
- (19) a. na *ca-dha-na (ca-dha-aŋ-na)*
 2s eat-HYPT-FUT-2
 'You would have eaten.'
- b. nelai *ca-su-dha-na (ca-su-dha-aŋ-na)*
 2PL eat-2P-HYPT-FUT-2
 'You would have eaten.'
- (20) a. wa/obalai *ca-dha-wa (ca-dha-aŋ-wa)*
 3s/3DU/3PL eat-HYPT-3
 'S/he/they would have eaten.'

2.2.4 Periphrastic perfect aspect

The perfect aspect in Dhimal is expressed periphrastically. The nominalized main verb followed by the auxiliary *hi*-, which is inflected for tense and person/number agreement forms the perfect aspect. The perfect aspect can be divided as present perfect and past aspect.

2.2.4.1 Present perfect

The present perfect aspect is expressed by the sequence of two verb forms. The main verb is nominalized with the suffix *-ka* and the auxiliary *hi* is inflected for the tense and person/number agreement. In the present perfect, the auxiliary *hi* is inflected as the perfective aspect, e.g.,

- (21) a. ka um ca-ka hi-gha
1s rice eat-NOML be-PREFV.1s
'I have eaten rice.'
- (22) na wa-seheŋ nal-ka hi-nha
1s 3s-DAT recognize-NOML be-PERF.2
'You have recognized him.'
- (23) wa kam pa-ka hi
3s work do-NOML be.PST
'He has done work.'

2.2.4.2 Past perfect

The perfect in the past i.e. plu-perfect is expressed by nominalizing the main verb and inflecting the auxiliary verb *hi*. In this case the past habitual morpheme *-gha* follows the auxiliary and precedes the tense and person / number suffixes, e.g.,

- (24) a. ka gora am-ka hi-gha-gha
1s wine drink-NOML be-PH-PST.1s
'I had drunk wine'
- b. na um ca-ka hi-gha-nha
2s rice eat-NOML be-PH-PST.2
'You had eaten rice.'
- c. wa ita lo-ka hi-gha-nha
3s here come-NOML be-PH-PST.3
'He had come here.'

3. Conclusion

Dhimai verbs show the different morphological aspect marking system like progressive, habitual and hypothetical, and some other periphrastic aspects viz., present perfect and past perfect. The aspectual system of Dhimai does not seem much complicated in terms of internal division of time. But the study of aspectual system of Dhimai may have a typological contribution in the area of Tibeto-Burman aspectual system.

Abbreviations

1	First person
2	Second person
3	Third person singular
ABL	Ablative
CAUS	Causative
DAT	Dative
DU	dual
EMPH	Emphatic
FUT	Future
GEN	Genitive
HON	Honorific
HORT	Hortative
HYPT	Hypothetical
INF	infinitive
INST	Instrumental
LOC	Locative
NEG	Negative
NOML	Nominalizer
OPT	Optative
PERFV	Perfective
PH	Past habitual
PL	Plural
PRES	Present
PROB	Probabilitative
PROG	Progressive
PST	Past
SG	Singular

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Prospect of Credit Transfer System in Nepal

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Abstract

Credit transfer system is an academic mobility during students' Program of study in post-secondary education. Mobility allows students to earn credits towards a diploma/degree at more than one institution. This broader vision of credit transfer system demands a positive policy, decision at a national level and commitment on the part of all those concerned. There is need to recognize the importance of credit transfer system for the development of higher education in Nepal.

Introduction

A **credit** is defined as the **award** given to a learner in recognition to the learning outcomes at a specified level. Credits are **obtained only after the completion of the work required and appropriate assessment** of the learning.

A credit **accumulation system** goes beyond a credit transfer system, a student's entire study program is expressed in credits. **Credit transfer** is the term used by colleges and universities for the procedure of granting credits to a student for educational experiences or courses undertaken at another institution.

When a student transfers, he/she is usually **provided with their academic transcript(s)** which **lists the course taken, grade and other attributes** from each institution they attended when applying for enrollment. Transfer credit is **not official** until an academic officer of the college or university provides a **written verification** that the award has been accepted and applied on the academic transcript meeting the degree requirement.

The Credit transfer system has started around mid 19th century. With the increase in the mobility of students from one place to another for several reasons such as job, placement, migration, business, religion, etc., compelled to invent a flexible education system. The system was thus developed to prevent loss of time, money, and repetition of academic course work for the students. The Learning programs and common acceptance of their legitimacy was then introduced as well as Innovation of Commercialization in education (business motive) developed.

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According to the National Center for Education Statistics (NCES), in 2005 nearly 60% of college graduates in the United States completed undergraduate degrees and they had attended two or more institutions prior to their graduation. Roughly 2.5 million students transfer every year.

Meaning

A College transfer is the movement of students from one higher education institution to another and the process by which academic credits are accepted or not accepted by a receiving institution. It is widely used by colleges and universities. It is also known as Credit transfer, Transfer credit, or advanced standing in various regions around the globe.

The procedure of granting credit to a student for educational attainment or courses taken at another institution is transferring of a credit.

Definition of Credit Transfer

It is a process whereby qualifications and learning experiences are given appropriate recognition. This enables students to progress in their studies without having to repeat material or levels of study, to transfer from one course to another, and to gain further educational experience and qualifications without undue loss of time, thereby contributing to the maximization of accumulated educational credit.

Credit transfer system is possible when Credit accumulation is conducted by the acting academic institution. It is the process by which learners accumulate credits towards an award of a particular awarding institution. Credit accumulation practices aim to extend flexibility in provision and extent of student choice.

A credit transfer system is a formal mechanism for awarding credits in respect of learning achievement. Credit transfer system involves the processes of credit accumulation and/or transfer.

Process of Credit Transfer System

When students transfer from one institution to another, they usually provide their academic transcript(s) which list the courses taken, grade and other attributes from each institution they attended when applying for enrollment (at the new institution). Each transcript and the listed courses are tentatively evaluated to see if any of the courses taken satisfy the requirements of the receiving institution. Transfer credit is not official until an academic officer of the concerned college or university provides a written verification mentioning “the award has been accepted”.

Mode of Credit Transfer

Historically, credit transfer has mainly been administered on an ad hoc basis by higher education institutions, but it has now become an important area of national and transnational education policy, particularly in relation to mobility between countries and educational sectors.

Consequently, agreements between groups of universities have been put in place, such as Australian Group of Eight Universities, European universities such as Erasmus Mundus Program.

Broader schemes (national and transnational)

- **AmCTS** = American Credit Transfer System
- **CATS** = Credit Accumulation and Transfer Scheme
- **UMAP**= University Mobility in Asia and the Pacific
- **UCTS** = UMAP Credit Transfer Scheme
- **ECTS** = European Credit Transfer and Accumulation System
- **AsCTS** = Asian Credit Transfer System
- Scottish Credit and Qualifications Framework
 - » eg. All academic credits of University of Twente (Netherlands) are based on the ECTS from year 2004-2005.
 - » Regional Masters in Biodiversity and Environmental Management (BEM) under NOMA (Norad's Program for Master Studies (NOMA) Program, Four semesters course, First semester in Nepal (30 ECTS), Second semester in Bergen (30 ECTS), Third and Fourth semesters in respective countries for Thesis work (60 ECTS)

Requirements

The fundamental requirements for the credit transfer is the eligibility criteria for admission, Course Weightage, Credit hour, Course Duration, Curriculum structure, examination system, grading system or passing grade within a University.

Responsibility of Universities for transferring credits

- Staff at home and host universities need to negotiate and oversee student programs
- Credit point scale will be used as a conversion scale to record the student workload at home and host institutions
- **Home University Responsibilities** (Student currently enrolled)
 - » Negotiation of the study program in the host university
 - » Record the approved study program
 - » Arrange the level of financial support
 - » Convert credit points to home university equivalents

- **Host University Responsibilities** (Student willing to enroll)
 - » Negotiation of the study program with the university
 - » Authorize the approved study program
 - » Enter the host university credits/grades, and convert them to credit points
 - » Ensure that the registrar (or delegate) provides official certification of the Transcript

Common transfer Credit Issues

Credit transfer is not guaranteed when a student transfers from one institution to another. Credit Transfer may be denied due to mismatch of course content and description of courses from one school/university to other. Often, some prior course credit completed at one institution is not counted towards the degree requirement, extending the student's time to graduation.

A University may have several programs for bachelor level covering 2 yrs, or 3 yrs, or 4yrs or 5 yrs. The Issues arises here to adjust different programs.

The academic year is divided in the following pattern on the completion of Master's level.

- $10+2+3+2=17$ years (General)
- $10+2+4+2=18$ years (Engineering/ Forestry, Food Technology, Management, etc.)
- $10+2+5+1/2=18/19$ years (Medicine)

Credit Transfer in Nepal

Many colleges in Nepal are affiliated with United States and European Universities and others such as King's College (American International University), Silver Mount (Princeton University), KFA (Open University), LBEF (Sikkim-Manipal), Lincoln University of Malaysia, University of West of England, U.K., which is conducted by The British College in Kathamandu, NOVA program. Credit transfer of outgoing students from Nepal is an accepted practice, while incoming students have difficulty in transferring their credits due to the lack of credit transfer system in Nepal.

Following are the Issues arising for Credit transfer:

- Lack of knowledge about grading system, credit, credit transfer
- Difficult to manage courses, course cycle, class schedule and the cost
- Offered courses, syllabus, and the examination system are not similar to other universities
- Calendar system is not regular (Disturbance in time of admission and examination)
- Examination systems (annual vs semester)

Recommendation

The very first requirement for the credit transfer is to modify or adjust the admission criteria, Course Weightage i.e. Credit hour, Course Duration, Curriculum structure, examination system, grading system or passing grade within Tribhuvan University.

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Gender Differences in Science Achievement at Public and Private Schools of Syangja Districts.

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Abstract

This study investigated sex differences in science achievement at final stage of high school level. The study was centered on three government school, and two private schools including total 317 students from Syangja district. The result in general indicates that boys scored higher marks in final examinations in comparison to girls. The results are discussed in the light of social, psychological, educational and biological factors.

Key words:- Achievement, Gender differences, public school, private school, Average marks, School age children

Introduction

Science is systematized body of knowledge. It is the dynamic and endless series of empirical knowledge and its ultimate goal is the formulation of concepts and theories. It is a way of investigation and way of thinking pursuit of an understanding of nature. It is thought that it was developed from the ancient time since the evolution of human beings. The evolutionary history of science shows that modern days science is developed from the systematized knowledge of our ancestors by crossing different ages and by forming different societies, - schools etc. Present era is known as the era of science and technology. So science is the important subject in the school curriculum throughout the world. Science education is essential to assist students individual life and to make their life easier. Science and technology has played a significant role to bring changes in various aspects of development and modernization. Its effect can be observed in transportation, communication, industrialization, agriculture, information technology and health sector etc.

With many ups and downs in science education, the National education commission was formed in 1992 (2049B.S) and its report recommended the adjusting science subject at all levels of schools to expand scientific awareness in the society. In 1999 (2055 BS), High Level National Commission was formed which established national goals emphasizing science and technology. It recommended developing scientific attitude and critical consciousness in personal hygiene, to conserve and develop natural resources and environment and prepare internationally efficient citizens in the field of science and technology.

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Science subject is divided into theoretical as well as practical parts at secondary level. The theoretical portion of science is assigned 75 marks and 25 for practical works since 2002 (2058 BS). Compulsory Science subject was implemented from 2004 from grade one. This program began from 2004 and implemented in successive way to higher courses following one after another, year. In 2007, National curriculum structure committee was formed which recommended to remove the science subject and combined with social studies, health and physical education at grade 4 and 5. However, it was made compulsory from grade 6 to 10. According to the proposal of school sector reform programme (SSRP) the school level structure is formed class one to eight as basic and class 9 to 12 is considered as secondary level in school structure curriculum.

On the basis of responsibilities and management i.e. public and private schools. Public schools are financed and managed by the government of Nepal without any profit motives but private schools are financed by private sectors with clear profit motives. Both types of schools are using same curricula for school level designed by curriculum Development center (CDC) and implemented by the government of Nepal.

Gender Differences

Girls around the world are not worse at learning science than the boys, even though boys are more confident in their abilities, and girls from countries where gender equity is more prevalent are more likely to perform better on Science assessment tests, according to new analysis of international research. Some research results related with gender differences show that girls will perform as the boys if they are given the right educational tools and if they have visible female role models excelling in science (Psychological Association, 2010). The comparative study of science achievement in different areas of Nepal also concluded that science achievement in private school is higher than the achievement of government or public school (Dhakal, 2005). Such type of the better achievement may also be due to some factors affecting science teaching and learning activities (CERID, 1989). Some of such factors are: well facilitated gardens and labs, well management of schools equipments and staffs, regularity of teachers and students, disciplines of students, obedience of students and compulsion for the students, etc.

The environmental influences such as improved non biased text books or support programme encourage females to enroll science and math courses (Callas, 2012). Such influences have accelerated since the 1960s, due in part to feminist pressure for unbiased treatment of women (Callas, 2012). Numerous investigations have yielded significant sex differences in science achievement in favor of boys (Hassen and Kalifa, 1999). On the basis of data derived from the third international mathematics and science study which involved eight grades from twenty countries, Vogel 1996 (cited in Hassen and Kalifa, 1999) reported that girls did not significantly outperform as boys in any countries where as boys in fourteen countries did significantly better than girls in Science. Study of Parker and Offer, (2007) resulted that science achievement of boys and girls has been approximately equal in Western Australia. This may be due to increasing involvement of girls in science. Any discussion of the relationship between gender and academic achievement should consider the gender, cultural, racial and socioeconomic

differences of females and males. Thornburg, (1982) asserted that diversity is the hallmark characteristics of young adolescents.

There are only limited research found in science achievement but large number of researches are conducted on mathematical achievement on the basis of gender differentiation. The two different studies also assessed students' level of confidence in their math abilities and how importantly they felt it was to do well in math in order to have a successful career. Despite the overall similarities in math skills, boys felt significantly more confident in their abilities than girls did and were more motivated to do well, Therefore, this study will also help to identify the root of some issues related with gender differences on science achievement in this study area.

Study Area and Method

The research site of this study was in Syangja district, and based on schools of Waling municipality. Five schools of the municipality were selected, three government managed public schools and two private managed schools. The three public schools were: Shree Purnamrit Bhawani Higher Secondary School, waling-2 Shree Ranabir Janahit Higher Secondary School, Wailing -8 and Rastria Higher Secondary School Waling -5; and schools from private sectors were Pinase Higher Secondary School, 1 KM (including students from Pinase too) and Nepal Adarsha Higher Secondary School waling -2, respectively. All these schools are in the same area.

Secondary data were collected from the District Education Office, Syangja, The data collected were tabulated and analyzed by using Microsoft Excel 2007. The mean marks and necessary bar diagrams are drawn by using same programme for the science achievement test, the marks obtained by the students are taken from SLC result because SLC is the final stage and uniform for all and is valid test of the nation. Moreover, both type of schools are using same curricula school level study designed by curriculum Development Center (CDC) and implemented by the government of Nepal.

Result and Discussion

Among 317 students included in this study (159 boys and 158 girls), 94 were from private schools and 223 from public schools. This shows that the number of students at private school is lesser than the number of students at public school. The total average marks achieved from private school was 76.45% and the total average mark obtained by public school was only 58. 11% . The school wise detail achievement is given in table No 1 and 2 . Practical mark achieved by the students was perfect 100% (25 out of 25) at private school but at public school students achieved lesser (average 24, out of 25) . In theory part students were able to achieve 51.50 (86.66%) and 41.99(55.98%)(out of 75 full marks) from private and public school respectively.

Table 1: Gender wise Science achievement at private school of municipality

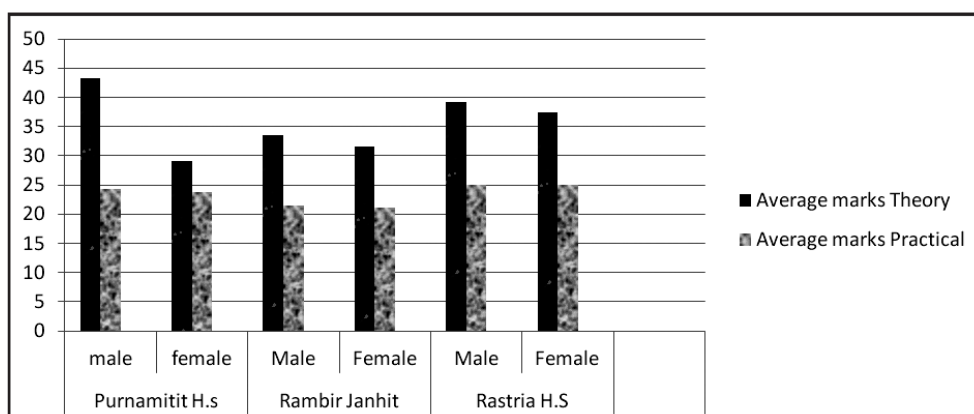
Name of school	Gender	Number	Total marks		Total	Average marks	
			Theory	Practical		Theory	Practical
Pinase H.S.S	Male	25	1314	625	1939	52.56	25
	Female	10	508	250	758	50.8	25
Nepal Adrasha H.S.S	Male	37	1937	925	2862	52.35	25
	Female	22	1107	550	1657	50.31	25

Table 2: Gender wise Science achievement at public school of waling Municipality

Name of schools	gender	number	Total marks		Total Marks	Average marks	
			Theory	Practical		Theory	Practical
Purnamrit H.S.S	Male	18	779	438	1217	43.27	24.33
	Female	23	669	548	1217	29.08	23.82
Ranabir	Male	43	1443	920	2363	33.58	21.39
Janhit H.S.S	Female	65	2029	1368	3397	31.55	21.04
Rastria H.S.S	Male	36	1413	900	2313	39.25	25
	Female	38	1425	950	2375	37.5	25

Gender Difference

The overall data shows that the number of students in public schools was higher than the private school. The number of females in public school (56.50%) was found higher than the number of females in private schools (34.04%). The average or mean mark achieved by male was higher than females both in private and public schools. (fig.1,2 and 3). But there occurred only slight difference in science achievement between boys and girls at private schools and the difference was greater at public school.

**Fig. 1.** Gender wise science achievement at public school

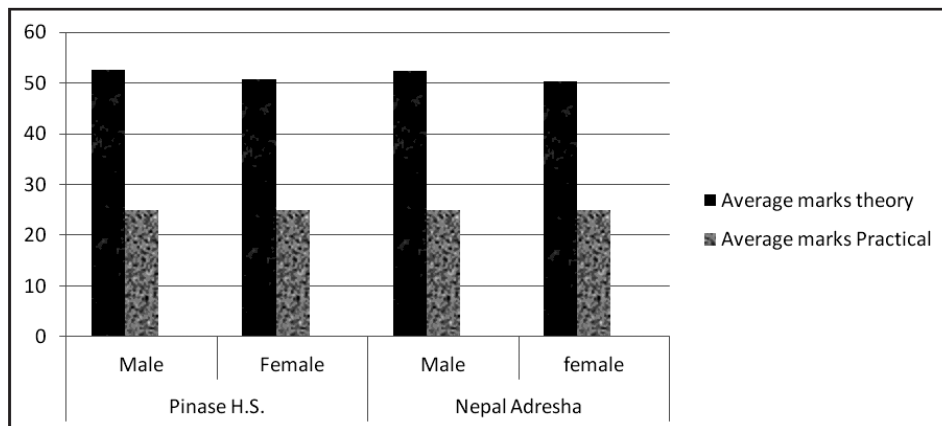


Fig. 2 Gender wise Science achievement at private school.

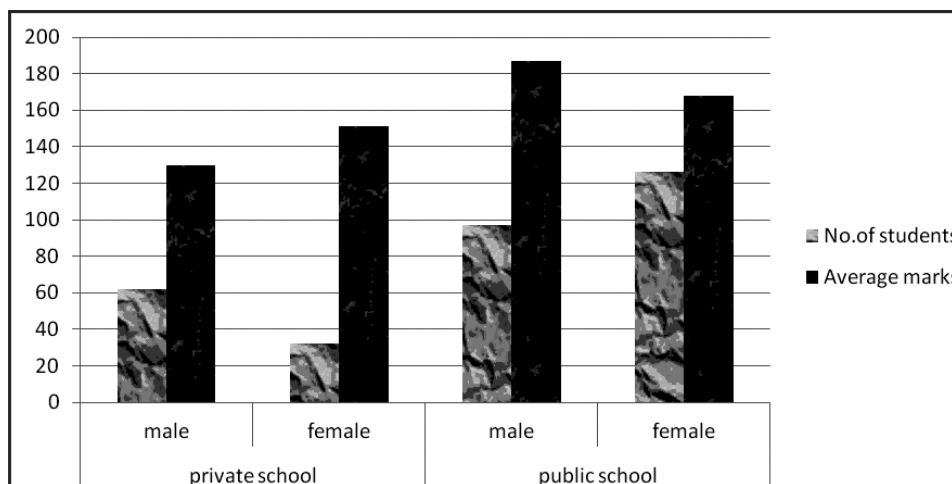


Fig. 3 Gender differences at private versus public school

Cognitive Gender Differences

It has long been accepted that females are more verbal than males (Halpern, 2000), what that means is that vary young girls can say more words clearly than can vary young boys and more girls are ready to read at time of school entrance than are boys. Males, on the other hand, are better at spatial relations (Halpern, 2000). This skill was thought to be the reason males generally performed better on science tests but research indicated that, in fact, verbal skill rather than spatial skills were better corrected with math science proficiency (Fridman, 1995)

Other gender differences also affect how males and female react to the classroom environment.

- Females have more acute hearing than do males and are more sensitive to loud sounds, as well.

- Males have more acute vision than do females although they are more likely to be color blind.
- Females are better able to read faces and body language.
- Males learn best in kinesthetic activities, and females may be content in observation.
- Females are less likely to suffer from learning disabilities.
- Males have greater need for activity, are more impulsive, and develop fine motor skills at a slower rate than do females.
- Females are better at perceptual speed, which is essential in proof reading.
- Males are better able to remember visual cues; females are better able to remember placement of objects and words.
- Men deal with stress through “Fight-or flight,” women through “tend and befriend”.

These statements are global nature apply to the average students, not to any particular student. The differences between the average performance of females and males are not as great as the differences among either group (Halpern, 2000) but generally apply to students.

Conclusion

The science achievement in private school students is higher than public school. Male showed significantly higher level of motivation, confidence and interest in science than females. But females are more enthusiastic than males. If opportunities are provided equally, they can achieve more than man in several aspects of science. Countries policy, law and rules are of equally important for the encouragement of achievement of women. Some gender difference characters are limited factors for the learning of science subject.

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लघुकथाको सैद्धान्तिक स्वरूप

अग्नि विलास पराजुली*

विषय सार

साहित्यका कविता, आख्यान, नाटक र निबन्ध गरी चार विधा मानिएका छन् । उक्त विधाहरूमध्ये 'लघुकथा' आख्यानान्तरगत विधा अन्तर्गत पर्दछ । आख्यानका उपविधा मोटामोटी रूपमा हेर्दा उपन्यास, कथा र लघुकथा गरी तीन ओटा देखिन्छन् भने सूक्ष्म रूपमा हेर्दा उपन्यास, सूत्र उपन्यास, कथा, लघुकथा र सूत्रकथा गरी पाँच प्रकारका देखिन्छन् । लघुकथालाई सोझै उपविधाका रूपमा हेर्दा आख्यानका उपन्यास र कथा जस्तै लघुकथा पनि एक उपविधाको रूपमा देखिन्छ, भने यसलाई प्रविधाका रूपमा लिँदा आख्यानका दुई उपविधा उपन्यास र कथामध्ये यो कथाको प्रविधाका रूपमा देखिन्छ । यसको सम्बन्ध आख्यानका उपविधाहरूमध्ये कथासँग निकट भए पनि कथा र लघुकथा दुवैको आ-आफ्नै स्वरूप-संरचना छ । कथासँग जोडेर हेर्दा यसको इतिहास आदिम मानव-जीवनसँग जोडिन पुगे पनि आजभोलि भनिने लघुतम आकारको लघुकथाको जन्म र विकास भने कविता, नाटक आदि विधाभन्दा पछि भएको हो । आज आख्यानको एउटा स्वतन्त्र विधा (उपविधा) का रूपमा यो स्थापित छ । प्रस्तुत लेखमा लघुकथाको अर्थ, परिभाषा, संरचना घटक आदिका बारेमा स्पष्ट पार्ने कोसिस गरिन्छ ।

लघुकथा : शब्दार्थ र प्रयोग सन्दर्भ

'लघुकथा' लघु र कथा शब्द मिलेर बनेको समस्त शब्द हो । लघुको अर्थ छोटो वा सानो भन्ने हुन्छ र कथाको अर्थ आख्यानयुक्त रचना भन्ने हुन्छ । यी दुवै शब्दको योगबाट निर्मित 'लघुकथा' शब्दको सामान्य अर्थ आकृतिका दृष्टिले छोटो वा सानो आख्यान वा कथानकयुक्त रचना भन्ने हुन्छ । यस अर्थ अनुसार पद्यमा लेखिएका खण्डकाव्या रचनालाई पनि लघुकथा भन्नु पर्ने हुन्छ तर परम्परामा त्यस्ता पद्य रचनालाई लघुकथा नभनिने हुँदा लघुकथाको प्रयोगगत वा रूढगत अर्थ खोज्न आवश्यक पर्दछ । रूढार्थमा 'लघुकथा' शब्दले गद्यमा लेखिएको र परम्परित रूपमा कथामात्र भनिने लघु आकारको आख्यानको उपविधाभन्दा भिन्न लघुतम आकारको आख्यानकै एक उपविधा भन्ने अर्थ दिन्छ । यो अर्थ लघु+कथा = लघुकथाको व्यावहारिक/प्रायोगिक अर्थ हो ।

लघुकथा : अन्य नामहरू

संस्कृतका आख्यानभित्र खोजि पस्दा लघुकथाका आकारका कथाहरू भेटिए पनि यो एक स्वतन्त्र विधा (आख्यानका दृष्टिले उपविधा भए पनि विधा भनिने गरिएको) का रूपमा भने पश्चिममा जन्मेको हो । पश्चिममा कथालाई क्तयचथ र कजयचत कतयचथ गरी दुई प्रकारमा छुट्याइएको पाइन्छ (गौतम, २०५७ : १३) । शब्दार्थ हेर्दा क्तयचथ ले कथा र कजयचत कतयचथ ले लघुकथा भन्ने अर्थ बुझाए तापनि कजयचत कतयचथ ले त्यहाँ (यहाँ समेत) लघुकथालाई नजनाएर नेपालीमा जसलाई कथा भनिन्छ, त्यसलाई जनाउँछ । नेपालीमा लघुकथा भनिने विधालाई अङ्ग्रेजीमा Short-short story, shortest

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story र Mini story भनिएको पाइन्छ (पोखरेल, २०६५ : ७) । खास गरी नेपाल र भारतमा लघुकथा भनिने कथा त्यहाँको Mini story को रूपान्तर भएको पनि बताइएको देखिन्छ (थापा, २०५६ : ८५) । उल्लिखित नामका अतिरिक्त यसलाई अङ्ग्रेजीमा Sudden fiction, flash fiction, micro fiction, smoke-long fiction इत्यादि, चीनमा Little short story, pocket-size story आदि र फ्रान्समा nouvelles भनिने गरिएको बताइन्छ (कसजु, २०६५ : ३४) । नेपालीमा लघुकथा नै भनिन्छ, तापनि कसै कसैले यसलाई 'फ्ल्यास' भन्न रुचाएका र 'फ्ल्यास' भन्नुभन्दा अभिव्यक्ति शैलीलाई हेरेर 'भल्याँस्स कथा' भन्न उपयुक्त हुने तर्क राखेको पाइन्छ (कसजु, २०६५ : ३४-३५) । यसलाई 'फुच्चेकथा' र 'सूत्रकथा' भनेको समेत भेटिन्छ (पोखरेल, २०६५ : १०) । यसरी विभिन्न देशमा दिइएका नामका आधारमा लघुकथाले विश्व साहित्यमा आफ्नो स्वरूप र स्थान कायम गरेको अड्कल काट्न सकिन्छ किन्तु नाममा एकरूपता कायम गर्न सकेको देखिँदैन । नेपालीमा समेत अन्य शब्दको खोजी गरिएको कुरा अध्ययनबाट थाहा हुन्छ । विद्वान्हरूले अन्य नामको खोजी गरे तापनि हालसम्मलाई लघुकथा भन्नु नै उपयुक्त हुने र धेरैले यही नाम सुन्ने, भन्ने र बुझ्ने गरेको पाइन्छ ।

लघुकथा : स्वरूप र परिभाषा

आख्यानमात्रक विधाका सापेक्षमा हेर्दा लघुकथा कथा उपविधाको प्रविधा हो भने निरपेक्ष रूपमा हेर्दा गद्यभाषामा लेखिने मौलिक स्वरूप भएको एक स्वतन्त्र विधा हो । अङ्ग्रेजी कथाका लागि प्रयोग गरिने Short story को नेपाली रूपान्तर लघुकथा हुने हुँदा नेपालीमा कसैले कथाको चर्चा गर्दा लघुकथा शीर्षक राखेर (रिमाल, २०३२ : १०४) भ्रममा पारेको पनि देखिन्छ । यथार्थमा कथा र लघुकथा अन्य विधाका तुलनामा निकट भए पनि एकै होइनन् । यी आ-आफ्नो स्वरूप र संरचना भएका छुट्टा छुट्टै विधा हुन् । निबन्ध आदि विधा पनि गद्यमा नै लेखिन्छन् तर तिनीहरूभन्दा लघुकथा आयाम, संरचना, प्रस्तुति आदिका आधारमा बेग्लिन्छ । यसमा पात्र, स्थान, काल, परिस्थिति जस्ता पक्षका बारेमा फूलबुट्टा भरेर व्याख्या गर्ने ठाउँ हुँदैन । भन्नु पर्ने कुरा अत्यन्त थोरै समयमा भनि सक्नु पर्ने हुँदा उठान र बैठानको दुरी धेरै नजिक हुन्छ । यसमा कथामा जस्तै कथानक हुन्छ, तर छोटो, पात्रहरू हुन्छन् तर सीमित, परिवेश हुन्छ तर सीमित र उद्देश्य हुन्छ तर एकोन्मुख । निबन्ध जस्तै गद्यमा लेखिन्छ तर आख्यानमात्रकता सहित, उपन्यासमा भैं आख्यान हुन्छ तर लघु र नाटकमा जस्तै संवाद रहन्छ तर सङ्क्षिप्त । आकार लघुतम, प्रभाव चोटिलो, शैली रसिलो र भाषिक अभिव्यक्ति आलङ्कारिक भइकन पनि सबै तहका पाठकका लागि उत्तिकै रूपमा बोधगम्य हुनु यसका खास खास विशेषता हुन् । यो स्वरूप संरचना र प्रभाव प्रस्तुतिका दृष्टिले कविताको लघुतम विधा मुक्तकसँग तुलनीय छ । यसलाई फुटकर कविता र गीत-गजलसँग पनि तुलना गर्न सकिन्छ । यसको स्वरूप पहिचान गर्नका लागि विद्वान्हरूद्वारा व्यक्त परिभाषाहरूले पनि थप मद्दत पुर्याउने हुँदा यहाँ केही परिभाषा प्रस्तुत गरिन्छ ।

आधुनिक कथातत्त्वले पूर्ण भएका ससाना कथा, छोटो कथा ।

(त्रिपाठी, २०४० : ११५९)

'मुक्तक' काव्यको एउटा स्वतन्त्र प्रविधा भए जस्तै 'लघुकथा' आख्यान विधाको स्वतन्त्र प्रविधा हो ।

(सुवेदी, २०५३ : १)

आकारगत लघुता मात्र लघुकथाको तात्त्विक पहिचान होइन, मुख्य कुरो त यसमा क्षणभरमै विचार वा भावको प्रभावकारी विस्फोटन हुन सक्ने भित्री अणु सामर्थ्य हुनु पर्दछ ।

(श्रेष्ठ, २०५६ : १३)

लघुकथा कुशल फोटोग्राफरले खिचेको विशाल र सुन्दर दृश्यको सानो फोटो हो ।

(श्रेष्ठ, २०५६ : ११०)

लघुकथा सबै आवश्यक अङ्गहरूले पूर्ण एक मौलिक र स्वतन्त्र विधा हो ।

(गिरी, २०५६ : ७१)

लघुकथा साहित्यका अन्य रचनासरह एक सक्षम, स्वतन्त्र गद्यरचना हो । ... यसमा अन्य रचनासरह नै देशकाल-परिस्थितिको सजीव चित्रणका साथै बहुआयामिक मानव जीवनका कुनै एक पक्षको सहज, सरल र स्वाभाविक अनि प्रभावी रूपले प्रस्तुत भएको छ ।

लघुकथाको स्वरूप भनेको ऊवाट्ट हेर्दा देखिने एउटा आकार वा आकृति हो, जसमा आख्यानको तीव्र र तीव्रतम अभिव्यक्ति हुन्छ । ... वस्तुगतता नै लघुकथाको आन्तरिक स्वरूप भएको हुँदा यो जतिसुकै छोटो भए पनि स्वयंमा पूर्ण हुन्छ ।

(गौतम, २०५७ : १४)

लघुकथा कथ्यको झिल्लालाई भाषाको खेलले र शैली एवं संरचनाको विशिष्टताले सजिएको एक सुन्दर विधा हो जो संरचनाको दृष्टिले उपन्यासभन्दा टाढा र कथाको नजिक देखिन्छ ।

(अस्क, २०६५ : २४)

राम्रो कविताले भैं राम्रो लघुकथाले मन मुग्ध मात्रै पाउँदैन, झल्याँस्स पारेर टुङ्ग्याउने यसको प्रस्तुतिले गर्दा मनमा गहिरो संवेगात्मक अनुभूति छाड्छ । ... थोरै शब्दमा खाँजिएको वर्णनमा पाठकको ध्यान तान्नु र कथा नसकिँदासम्म पाठकलाई अल्झाइराख्न सक्नु यसका विशेषता हुन् ।

(कसजु, २०६५ : ३३-३४)

जीवन र जगत्मा घटेका/घट्न सक्ने स्थूल वा सूक्ष्म घटनाहरूलाई समेटेर अत्यन्त सङ्क्षिप्त संरचनात्मक आयाममा तीव्र आख्यानमात्रक शैलीको प्रयोग गरी ज्यादै सटीक र प्रहारात्मक, व्यङ्ग्यात्मक र प्रतीकात्मक शैलीमा लेखिएको आख्यान विधाको आफैमा पूर्ण नवीनतम्/कान्छो उपविधा लघुकथा हो ।

(पोखरेल, २०६५ : १०)

कम्तीमा दुईवटा यथार्थ वा कल्पित स्वतन्त्र घटना अथवा स्थितिको कालक्रमिक प्रतिनिधित्व भएको लघुतम आख्यानलाई लघुकथा भनिन्छ ।

(शर्मा, २०६६ : १८२)

यसरी विभिन्न विद्वान्हरूले लघुकथालाई आआफ्नै प्रकारले परिभाषित गरे पनि र कुनै एउटा परिभाषाले यसको स्वरूपको पहिचान गराउन नसके पनि सबै परिभाषाका समष्टिमा यसको संरचना र कथ्य दुवै पक्षका सम्बन्धमा जानकारी प्राप्त गर्न सकिन्छ । लघुकथा छोटो आकारको भए पनि आधुनिक कथातत्त्वले युक्त हुने हुँदा यो आख्यानका एक उपविधा मानिन्छ । विद्वान्हरूले यसलाई मौलिक र स्वतन्त्र विधा भने पनि यसलाई विधाको संज्ञा दिनुभन्दा आख्यानको उपविधा भन्नु उपयुक्त हुने देखिन्छ । व्यङ्ग्यात्मक र प्रतीकात्मक भाषा शैलीका कारण रोचक र घोचक लाग्ने लघुकथा शैली शिल्पका दृष्टिले मात्र नभई

कथ्य वा विषय वस्तुका दृष्टिले पनि उत्तिकै रोचक र समसामयिक हुन्छ। लघुकथाको सैद्धान्तिक अध्ययन, लघुकथाहरूको पठन र विद्वान्हरूद्वारा उल्लिखित परिभाषाहरूलाई समेत दृष्टिगत गर्दा लघुकथाको स्वरूप सम्बन्धी निम्न लिखित निष्कर्ष प्राप्त हुन्छ :

- लघुकथा आधुनिक कथातत्त्वले पूर्ण भएको छोटो कथा हो ।
- यो मौलिक र स्वतन्त्र विधा हो ।
- यो आख्यान विधाको स्वतन्त्र उपविधा वा प्रविधा हो ।
- यो जीवनजगतको कुनै एक पक्षसँग सम्बन्धित हुन्छ ।
- यो सुगठित संरचना, खँदिलो वर्णन, तीव्र अभिव्यक्ति र लघु आयाम भएको रचना हो ।
- यो व्यङ्ग्यात्मक र प्रतीकात्मक शैलीयुक्त हुन्छ ।
- यो स्वयम्मा पूर्ण, स्वायत्त र स्वतन्त्र गद्यरचना हो ।
- यसमा कम्तीमा दुईवटा स्वतन्त्र घटना आएका हुन्छन् ।

उपर्युक्त बुँदाहरूलाई समेत दृष्टिगत गरी लघुकथालाई यसरी परिभाषित गर्न सकिन्छ :

छोटो भईकन पनि स्वयम्मा पूर्ण, जीवन जगतका कुनै एक पक्ष वा घटनासँग सम्बन्धित, सुगठित संरचना, खँदिलो वर्णन, तीव्र अभिव्यक्ति र लघुतम आकृति भएको अनि व्यङ्ग्यात्मक र प्रतीकात्मक शैलीका माध्यमले पाठकको मनलाई आह्लादित तुल्याउने आख्यानको उपविधा वा कथाको प्रविधाका रूपमा रहेको आधुनिक कथातत्त्वयुक्त स्वतन्त्र विधा वा गद्य रचना नै लघुकथा हो ।

लघुकथा : संरचक घटक

संरचक घटक भन्नाले साहित्यका सन्दर्भमा विधाले आफ्नो स्वरूप प्राप्त गर्नका लागि चाहिने उपकरण भन्ने बुझिन्छ। यसलाई तत्त्व, सामग्री आदि पनि भनिन्छ। कथाका नजिकको विधा भएका कारण लघुकथा संरचक घटकका दृष्टिले कथासँग धेरै नजिक रहेको पाइन्छ। तापनि तिनको प्रयोग/उपयोगको मात्रा, आकार, सुसङ्गठन आदिमा देखिने भिन्नताका दृष्टिले फरक पनि देखिन्छ। लघुकथा के कति संरचक घटकले बनेको हुन्छ भन्ने सम्बन्धमा विद्वान्हरूबिच मतैक्य पाइँदैन र घटकको नामकरणमा पनि एकरूपता देखिँदैन।

संरचक घटकलाई कहीं तत्त्व भनेको पाइन्छ र तत्त्व अन्तर्गत वस्तु, कथानक, पात्र, परिवेश, द्वन्द्व, कौतूहल र विचारलाई लिएको देखिन्छ (सुवेदी, २०५३ : १-२) भने कहीं यसलाई उपकरण भनिएको छ र स्थूल एवम् सूक्ष्म गरी दुई प्रकारमा विभाजन गरिएको छ अनि स्थूल अन्तर्गत कथानक, पात्र र परिवेशलाई राखिएको छ भने सूक्ष्म अन्तर्गत भाषा, शैली, उद्देश्य र दृष्टिबिन्दुलाई राखिएको छ (शर्मा, २०५६ : २६)। कतै कथाका तत्त्वहरू नै लघुकथाका पनि तत्त्व मानिने र लघुकथामा आउँदा तिनै तत्त्वहरू छोटो आकारमा देखिने भए तापनि मूलतः तत्त्व अन्तर्गत कथाको चयन, शिल्पको परिपाक र रचनाकारको दृष्टिकोण पर्ने कुरा उल्लेख गरिएको भेटिन्छ (थापा, २०५६ : ८६-८७)। कहीं फेरि विशेषता समेत समेटेर संरचक घटकको सङ्ख्या दस पुऱ्याइएको पाइन्छ (गौतम, २०५७ : १७)।

यसरी विद्वान्हरूले लघुकथाका घटक कम्तीमा तिनदेखि बढीमा दश ओटासम्म रहने बताएका छन्। विश्वका लघुकथालाई एकै ठाउँमा राखेर अध्ययन गरेका खण्डमा केही रूपमा स्वरूप, संरचना, कथ्य र

शैलीमा समानता भेटाउन सकिएला तर ठिक ठिक रूपमा उस्तै वा दुरुस्तै चाहिँ अवश्य देखिने छैनन्; त्यसैले तिनका परिभाषा, संरचक घटक आदि पनि केही साझा वा समान हुन्छन् भने केही फरक वा भिन्न हुन्छन्। यसको निचोड के हो भने कुनै पनि विधाको स्वरूप, परिभाषा, तत्त्व आदि समयानुसार मात्र परिवर्तन वा भिन्न हुने नभई उही कालखण्डमा पनि त्यस विधाको विकसित अविकसित अवस्था, ठाउँ, भाषा आदिका आधारमा भिन्न हुने अवस्था रहन्छ। यसैले समकालीन स्वरूपलाई हेरेर मोटामोटी रूपमा यसका संरचक घटकलाई निम्नलिखित अनुसार देखाउन सकिन्छ :

(क)	आख्यान	(ख)	पात्र
(ग)	परिवेश	(घ)	संवाद
(ङ)	भाषाशैली	(च)	उद्देश्य

(क) आख्यान

आख्यान भनेको घटनाहरूको बुनोट गरिएको कथानक हो। आख्यान उपन्यास र कथाका लागि पनि आवश्यक पर्दछ तर फरक यति छ कि उपन्यास र कथाको आख्यान लघुकथाको भन्दा स्थूल हुन्छ। यो लघुतम आकारको हुने र मुक्तकसँग तुलनीय विधा भएकाले मुक्तकमा जस्तै आख्यानात्मकता नरहनु पर्ने हो तर यो मुक्तकसँग खास गरी प्रस्तुतिको ढाँचाले गर्दा तुलनीय भएको हो; आकार र कथानकका दृष्टिले मुक्तकसँगको यसको सम्बन्ध दोस्रो हो। त्यसैले लघुकथाको आख्यान मुक्तकको फिल्लोभन्दा ठुलो र कथा र उपन्यासको लफ्को/मुसलोभन्दा छोटो हुन्छ, सानो ज्वाला जस्तै। 'कविताको लघुतम रूपमा आख्यान शून्य हुन्छ र जति जति अनुभूतिले विस्तृतिरको यात्रा गर्दै जान्छ, उति उति आख्यानको हाँगो समाउँदै जानु पर्ने हुन्छ र आख्यान त्यति कसिलो नभई लचिलो नै देखिन्छ; तर आख्यानमा जति जति रूपतिरको यात्रा हुन्छ उति उति आख्यान अत्यन्त कसिलो, पुष्ट र सूक्ष्म भएर रहेको हुन्छ। त्यस कारण लघुकथाको आख्यानिक संरचना पोटिलो हुन्छ' (गौतम, २०५७ : १५)। 'लघुकथाले आख्यान बन्न दुई ओटा स्वतन्त्र घटनाहरूलाई धारण गर्ने गर्दछ' (शर्मा, २०५६ : २६) र ती घटनाहरू अत्यन्त कसिलो रूपमा आउनु पर्दछ। यसमा कथानक हिँडेर पुग्दैन, दगुर्नु पर्दछ। यसको गति नदीको जस्तो नभई खहरेको जस्तो हुनु पर्दछ। यसले एक पाइलो बारि टेक्दछ भने अर्को पाइलो फट्केर पारि टेक्दछ। बिचमा टेकिहाले पनि हलुका टेक्दछ, कारण पारिको फट्के टेकाइ सुरक्षित होस् भन्नका लागि मात्र। दायाँबायाँ नहेरी सोझै अगाडि बढ्ने कारणले गर्दा यसको ढाँचा रैखिक हुन्छ भन्ने कुरा स्वतः बुझिन्छ।

(ख) पात्र

घटना जसले घटाएको छ वा जसमा घटित हुन्छ, त्यसलाई पात्र भनिन्छ। पात्रलाई चरित्र पनि भन्ने चलन छ। पात्रले कथानकलाई गति दिने काम गरेको हुन्छ। लघुकथामा पात्रहरूको उपस्थिति अत्यन्त थोरै हुन्छ अर्थात् थोरै पात्रको प्रयोग गरी लेखिएको कथा राम्रो मानिन्छ। हुन त फेरि पात्रको सङ्ख्या थोरै भएर मात्र राम्रो हुँदैन, वस्तुको बुनोट कसिलो र स्वाभाविक हुनु पर्दछ। लघुकथामा मानवीय र मानवेतर पात्र आएका हुन्छन्। मानवेतर पात्रको उपयोग गरिए तापनि तिनलाई मानवीकरण गरिएको हुन्छ र तिनले कुनै असल वा खराब मानव चरित्रकै उद्घाटन गरेका हुन्छन्। यसमा सामाख्याता नै भोक्ता बनेर आउन पनि सक्दछ र समाख्याता र भोक्ता अलग अलग रूपमा पनि आउन सक्दछन् (सुवेदी, २०५३ : २)। नाटकमा अभिनय गर्नलाई वा भाव ग्रहण गर्नलाई कोष्ठभित्र दिइएका हाउभाउले सजिलो पारि दिए जस्तै लघुकथामा समाख्याताले घटनाको कारण वा रहस्यको साँचो खोलिदिएर कथाको मुख्य भाव बुरुन सहयोग पुर्याउँदछ। रहस्य खोल्ने काम भोक्तामध्येकै पात्रबाट पनि हुन सक्दछ। मुख्यतः लघुकथामा कथामा भन्दा पनि पात्रहरू थोरै र जिउँदो जस्तो हुन आवश्यक छ।

(ग) परिवेश

वर्णित घटनाको ठाउँ र समयलाई परिवेश भनिन्छ। घटना समेतलाई जोडेर भन्दा देश, काल र परिस्थितिको समन्वित रूप नै परिवेश हो। परिवेशलाई चलन चल्तीमा वातावरण पनि भन्ने गरिन्छ। लघुकथाको परिवेश सीमित हुन्छ। यसमा स्थानको कुनै सीमा छैन तापनि हाम्रै दैनन्दिन जीवनसँग सम्बन्धित स्थानहरू आएका हुन्छन्। समय खास गरी विगत र आगतभन्दा पनि वर्तमान नै आएको हुन्छ। लघुकथाको उद्देश्य नै वर्तमान समाजका यथार्थतालाई उतारेर देखाउनु रहने हुनाले विगतका घटना सन्दर्भ जोडिए पनि तिनले वर्तमानलाई देखाउनका लागि नै सहयोग पुऱ्याइ रहेका हुन्छन्। यसको परिवेश कथादि विधामा जस्तै बाह्य र आन्तरिक दुवै प्रकारको हुन सक्दछ। आख्यान र पात्रका साथै परिवेशले पनि लघुकथालाई लघुतम विधाका रूपमा चिनाएको हुन्छ।

(घ) संवाद

पात्रहरूका बिचको कथोपकथनलाई संवाद भनिन्छ। स्वाभाविक र रोचक शैलीको संवादले पाठकलाई आनन्दित तुल्याउँछ। यसको संवादमा तीव्रता हुन्छ। वाक्यहरू छोटो छोटो हुन्छन्। नाटक र कथामा जस्तो एक वा अनेकौं अनुच्छेदमा एकै जनाले कुरा गरिरहन पाउँदैन। एकालाप शैलीमा लेखिएको र चरित्र प्रधान कथामा भने संवाद केही (एकालाप) लामो हुन सक्दछ। संवादमा द्वन्द्व पनि हुन्छ र द्वन्द्वयुक्त संवादले कथालाई रोचक बनाउने काम गरेको हुन्छ। संवाद गुरु प्रसाद मैनालीका कथामा जस्तै सरल, स्वाभाविक र चित्ताकर्षक हुन आवश्यक छ। यसमा अनावश्यक रूपले गन्थन, प्रशंसा, निन्दा, व्याख्या, वर्णन आदि गर्ने ठाउँ रहँदैन। कथाको लक्ष्य वा रहस्य भोक्तापात्रको संवादका माध्यमले पनि प्रस्तुत गर्न सकिन्छ र समाख्याता आफैले पनि प्रस्ट पार्न सक्दछ। संवाद खासगरी पात्र र परिवेश अनुसारको हुन आवश्यक छ।

(ङ) भाषाशैली

घटना वर्णनका लागि पात्रले अपनाउने शब्द, वाक्य आदिको माध्यमलाई भाषा र तिनको प्रस्तुतिको ढाँचालाई शैली भनिन्छ। यी दुवैको नजिकको सम्बन्ध भएको हुनाले समस्त शब्दका रूपमा भाषाशैली भन्ने चलन छ। लघुकथामा जस्तो घटना, पात्र र परिवेश छ, त्यस्तै भाषा हुनु पर्दछ। व्यावहारिक र सरल हुनु पर्दछ। शैलीलाई हेर्ने आधार धेरै छन् र हेराइका भिन्नताले शैली धेरै प्रकारका देखिन्छन्। मोटामोटी रूपमा भन्दा लघुकथाको शैली व्यङ्ग्यात्मक, रैखिक, प्रतीकात्मक र सघन वर्णनयुक्त हुन आवश्यक छ। सरलताभित्र व्यङ्ग्यात्मकता हुनु र व्यङ्ग्यात्मक भइकन पनि सुबोध्य हुनु लघुकथाको भाषाशैलीगत विशेषता हो। यसको शैली सकेसम्म मुक्तकको अन्तिम पङ्क्तिले श्रोता/पाठकलाई झट्का दिए जस्तै गरी अन्तिम वाक्य वा अन्त्यतिरका दुई तिन वाक्यले रहस्योद्घाटन गरी ए ! भन्ने पार्ने किसिमको हुनु पर्दछ। एउटा लोकमा विचरण गरि रहेको श्रोता वा पाठकलाई अन्तिम वाक्यले अर्को लोकमा अवतरण गराउन सक्नु पर्दछ। शीर्षक सकेसम्म अभिधेय नहोस् भन्ने अपेक्षा गरिन्छ। अभिधामूलक शीर्षक भयो भने कथाको घटना रोचक, रहस्यात्मक र कौतुहलपूर्ण हुँदैन साथै मुक्तकीय गुण जो रहस्योद्घाटन गरी अन्तमा झड्का दिनुपर्ने हो, त्यो हुन सक्दैन। कथा प्रथम वा तृतीय जुनसुकै दृष्टिबिन्दुमा लेखिए पनि यसले तोकिएका ठाउँमा झटारो हान्न सक्नु पर्दछ। लघुकथा द्वितीय पुरुष दृष्टिबिन्दुमा कमै लेखिन्छ।

(च) उद्देश्य

कुनै पनि काम गर्नाको प्रयोजनलाई नै उद्देश्य भनिन्छ। लघुकथाको उद्देश्य लेखकलाई सन्तुष्टि, पाठकलाई मनोरञ्जन र समाजलाई सुधार गर्नु रहेको बताइन्छ तापनि कविता, निबन्धादि विधाभन्दा लघुकथा

समाजका विसङ्गति र विकृतिमा केन्द्रित भएर लेख्ने गरेको देखिएकाले आजभोलि यसको खास उद्देश्य मानसिक वा सांस्कारिक परिष्कार गरी समाज सुधार गर्नु रहेको बुझिन्छ ।

यी मुख्य घटक बाहेक दृष्टिबिन्दु, व्यङ्ग्य, शीर्षक आदिलाई छुट्टाछुट्टै राखेर चर्चा गर्न सकिन्छ तापनि तिनलाई पात्र र भाषाशैलीभित्र राख्न सकिने भएकाले छुट्टै घटक मान्न आवश्यक देखिँदैन ।

लघुकथा : विशेषता

लघुकथा रोचक र घोचक दुवै विशेषतायुक्त रचना हो । रोचक र घोचक शैली र विषयसँग सम्बन्धित कुरा हुन् । यसको तात्पर्य के हो भने लघुकथा सबै दृष्टिले प्रभावकारी हुन्छ, आह्लादक हुन्छ । यसका विशेषता यति नै हुन्छन् भनी किटान गरेर बताउन सकिन्न । यसमा सङ्क्षिप्तता, सरसता, सरलता आदि पाँच 'स' को आवश्यकता पर्ने बताइएको पाइन्छ (रेग्मी, २०५६ : ५७) । विद्वान्हरूले यसका विशेषता चार पाँच ओटादेखि चौधपन्ध्र ओटासम्म औल्याएका छन् तापनि यसका मुख्य मुख्य विशेषतालाई बुँदागत रूपमा यसरी देखाउन सकिन्छ :

(क)	सङ्क्षिप्तता	(ख)	कौतूहल	(ग)	शैलीगत विशिष्टता
(घ)	सरलता र सरसता	(घ)	मनोरञ्जनात्मकता	(च)	सन्देशमूलकता

(क) सङ्क्षिप्तता

सङ्क्षिप्त भईकन पनि पूर्ण हुनु लघुकथाको एउटा विशेषता हो । यसको स्वरूप संरचना मात्र सङ्क्षिप्त नभई वस्तु पनि सङ्क्षिप्त नै हुन्छ । सापेक्षमा हेर्दा उपन्यासभन्दा कथा र कथाभन्दा लघुकथा अझ छोटो हुन्छ तर पनि कति छोटो हुन्छ भनेर ठिक ठिक रूपमा मापन गर्न सकिँदैन । सङ्क्षिप्तताका सम्बन्धमा चर्चा गर्दा शब्द सङ्ख्याका दृष्टिले १५-२० देखि २५०० शब्दभन्दा कम हुनु पर्ने बताइएको पाइन्छ भने पठन समयका दृष्टिले न्यूनतम एक मिनेटदेखि अधिकतम दस मिनेटसम्ममा पढि सकिने हुनु पर्ने भनी लेखिएको देखिन्छ (पोखेल, २०६५ : १६-१७) । फैलावटका दृष्टिले एक पृष्ठमा सीमित हुनु पर्ने धारणा राखिएको पाइन्छ र वाक्यात्मक हिसाबले एकदेखि ४०-५० वाक्यीय संरचना भएको हुनु पर्ने मत पाइन्छ (गौतम, २०५७ : १६) । जेहोस् लघुकथा लोकल बसको एउटा स्टेसनबाट अर्को स्टेसनमा पुग्दा नपुग्दै, साथीको कुरा सुन्दा सुन्दै, कहीं जानका लागि हतार भएका बेलामा पनि कपडा लगाउँदा लगाउँदै र अझ निद्राले लट्ठ पारेर सुत्न हतारिएका समयमा पनि पढि सकिने हुनु पर्दछ । पन्ना पल्टाउन लगाएर पाठकलाई झन्झटमा पार्न हुँदैन । यो आन्तरिक र बाह्य दुवै संरचनाका दृष्टिले सङ्क्षिप्त हुन आवश्यक छ ।

(ख) कौतूहल

पहिलो पङ्क्ति पढ्दा दोस्रो, दोस्रो पङ्क्ति पढ्दा तेस्रो इत्यादि प्रकारले पाठकलाई अघिल्ला अघिल्ला पङ्क्ति पढ्दै जाने उत्कट आकाङ्क्षा जगाएर परिणामसम्म पुग्न हतारिने बनाउनु लघुकथाको एउटा विशेषता हो । जुन कथा पढ्दा पाठकलाई घटनाको परिणतिसम्म पुग्नका लागि कौतूहल जाग्दैन भने त्यो कथा सफल मानिँदैन । शीर्षक र पहिलो वाक्य पढेपछि अन्तिम वाक्य नटुङ्गिदासम्म देशकाललाई बिसार्एर पाठकलाई पङ्क्ति पङ्क्तिमा दगुराउने लघुकथाको विशेषताको नाम नै कौतूहल हो ।

(ङ) शैलीगत विशिष्टता

शैलीगत विशिष्टताले गर्दा नै लघुकथा लोकप्रिय भएको हो । प्रतीकात्मक शीर्षक, बिम्बात्मक भाषा, व्यङ्ग्यात्मक शैली, सुगठित बुनोट, मुक्तकीय झट्का अर्थात् झल्याँस्स व्युँझाउने समाप्तिको समष्टिलाई

नै लघुकथाको शैलीगत विशेषता भनेर बुझ्नु पर्दछ। एकासि विषयमा प्रवेश गर्नु र अचानक नयाँ मोड उपस्थित गराएर कथा टुङ्ग्याउनु यसको शैलीगत एउटा विशेषता हो। मानवैतर पात्रलाई मानवीकरण गरी प्रतीकात्मक रूपमा समाजका हरेक क्षेत्रमा देखिने खराबीप्रति व्यङ्ग्यवाण प्रहार गर्नु यसको शैलीगत विशिष्टता हो।

(घ) सरलता र सरसता

सरलताको सम्बन्ध कथा निर्माणसँग नभई पठन बोधसँग छ। लघुकथामा भन्नु पर्ने कुरा छोटकरीमा भनिने र व्यञ्जनाका रूपमा भनिए पनि बोधगम्य हुने किसिमले भनिने हुँदा यसलाई सरल र सरस रचना भनिन्छ। पाठकलाई आख्यानका भूमरीमा पारी डुबाइ रहने काम लघुकथाले कहिल्यै पनि नगर्ने हुँदा पाठक लघुकथाको गहिराइबाट सजिलै बाहिर निस्कन सक्दछ। यसैले आजभोलि लघुकथाको लोकप्रियता बढ्दै गइरहेको छ। कलात्मक बुनोट र बोधगम्यताले लघुकथा रसिलो बनेको हो।

(ङ) मनोरञ्जनात्मकता

साहित्यको एउटा उद्देश्य मनोरञ्जन प्रदान गर्नु पनि हो। लघुकथा साहित्यकै एक विधा भएका कारण स्वतः यसको उद्देश्य पनि मनोरञ्जन प्रदान गर्नु हो। हाम्रासामु धेरै विसङ्गति छन्; अभाव छन्। हामी चाहेर पनि त्यससँग लड्न सकि रहेका छैनौं। हामीले सन्तोष मान्ने ठाउँभन्दा असन्तोष लिने ठाउँ धेरै छन्। घलुकथाले प्रायः यिनै र यस्तै कुरालाई विषय बनाएको हुन्छ र तिनीहरूप्रति व्यङ्ग्य प्रहार गर्दछ। असन्तोष र अभावसँग आफू लड्न नसकि रहेको अवस्थामा लघुकथाले तिनीहरूप्रति झटारो हानेको पाउँदा पाठक आफैले प्रतिशोध लिइरहेको जस्तो अनुभव गर्दछ। यसरी आफ्नो शत्रु वा विपक्षीलाई छेडेर भन्न पाउँदा (भनेको पढ्दा) पाठकले सन्तुष्टि प्राप्त गर्दछ। यति मात्र होइन, कथनको विचित्रताले गर्दा जसरी कथाको समाप्ति रोचक ढङ्गले गराइएको हुन्छ, यस आधारमा पनि पाठकले पूर्ण सन्तुष्टि प्राप्त गर्दछ। कुनै कथा पढेर पाठक एकलै हाँस्छ, रिसाउँछ, रुन्छ। यो शारीरिक र मानसिक प्रतिक्रिया उसले प्राप्त गरेको मनोरञ्जन वा आनन्दको परिणति हो।

(च) सन्देशमूलकता

लघुकथाले आर्थिक, राजनीतिक, शैक्षिक, सामाजिक आदि क्षेत्रमा देखिने गरेका खराब पक्ष एवम् असल पक्षका बारेमा कलात्मक रूपले प्रस्ट पाउँ खराब पक्षमा नलाग्न सचेत गराउँछ साथै असल आचरणको अनुकरण गर्नका लागि प्रेरणा दिन्छ। कुनै न कुनै एउटा सन्देश नभएको कथा नै हुँदैन तर कथा सन्देश दिनका लागि भनेर पुराणको शैलीमा लेखिएको हुँदैन। सन्देशका कारणले लघुकथा चुट्किलासँग बेग्लिन्छ। भाषा, संरचना, आकार, वस्तु उस्तैउस्तै भए तापनि चुट्किलाको मुख्य ध्येय मनोरञ्जन दिनु हुन्छ भने लघुकथाको ध्येय सन्देश दिनु पनि हुन्छ। यसको सन्देश उपन्यास आदि विधाको जस्तै बहुमुखी नभई एकोन्मुखी हुन्छ।

निष्कर्ष

लघुकथा सृजनात्मक विधा अन्तर्गत आख्यानभित्र पर्ने लघुआकारको एक प्रभावकारी उपविधा हो। ठाउँ र समय अनुसार यसका अलग अलग नाम भए पनि अङ्ग्रेजीमा 'सर्ट-सर्ट-स्टोरी' र 'सर्टेस्ट स्टोरी' वा 'मिनी स्टोरी' भनिएको र नेपाली, हिन्दी आदि आधुनिक आर्य भाषामा 'लघुकथा' भनिएको पाइन्छ। यो वस्तुका दृष्टिले मात्र लघुतम नभई पात्र, परिवेश आदि दृष्टिले पनि लघुतम आकारको हुनु आवश्यक

ठानिन्छ। छोटो आकार, सुगठित कथानक, सङ्क्षिप्तता, समसामयिकता, कुतूहलता, एकोन्मुखता भाषागत सरलता, प्रतीकात्मकता, आकस्मिक अन्त्य, व्यङ्ग्यात्मकता आदि यसका स्वरूपगत र प्रवृत्तिगत विशेषता हुन्। आख्यान, पात्र, परिवेश, उद्देश्य आदि कथाकै संरचकघटक लघुकथाका पनि घटक हुन् तथापि यसको स्वरूप, संरचना र प्रस्तुति मौलिक किसिमको हुन्छ। साहित्यका अन्य विधा उपविधासँग केही रूपमा समान देखिए पनि यो स्वतन्त्र र भिन्न स्वरूपमा छुट्टै विधागत अस्तित्वका साथ देखा परेको छ। कथन ढाँचागत रोचकता, विषय वस्तुगत समसामयिकता र आकारगत सङ्क्षिप्तताका कारणले गर्दा आजभोलि लघुकथाको उपयोगिता र महत्त्व अझ बढेको छ।

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नेपालको सन्दर्भमा खाद्य सुरक्षा : एक विवेचना

इन्दिरा श्रेष्ठ (मास्के)*

विषय सार

खाद्य अधिकार मानिसको जन्मसिद्ध र नैसर्गिक अधिकार हो । जन्मिएपछि मानिसको पहिलो आवश्यकता खाना भएकोले मानव अधिकारको पहिलो अधिकार पनि खाद्य अधिकार नै हो । प्रत्येक मानिसको आफ्नो आवश्यकता अनुसार खाद्यान्न माथिको पहुँच सुनिश्चित गर्नु, आफ्नो स्वास्थ्य रुचि र संस्कृति अनुरूप यथेष्ट मात्रामा पाउने व्यवस्था सुनिश्चित गर्नु नै खाद्य अधिकार हो । खान पाउने अधिकार नै बाच्न पाउने अधिकार (Right to life is right to food) पनि भएकोले यस खाद्य अधिकारलाई भोकमरी र यसबाट सृजित समस्याहरुबाट मुक्ति पाउने बाटोका रूपमा लिइन्छ । नेपाल अथाह प्राकृतिक स्रोत, कृषिका निम्ति उर्वर जमिन र वातावरणीय विविधतायुक्त देश भएकाले यहाँ खाद्यान्न उत्पादनको राम्रो आधार छ तर खाद्य सुरक्षाका दृष्टिले यो देश सङ्कटपूर्ण स्थितिमा छ । यहाँ भोकमरीको समस्या दिनानुदिन बढि रहेको छ । प्रस्तुत लेखमा कृषिप्रधान देश नेपालको खाद्य सुरक्षा स्थितिबारे विश्लेषण गरिएको छ ।

खाद्य सुरक्षा र यसको विकास क्रम

साधारणतया खाद्य सुरक्षा भन्नाले स्वस्थ खानेकुरा माथिको सहज पहुँच हो, अर्थात् प्रत्येक परिवारले आफ्ना सबै सदस्यहरुका लागि चाहिने खाद्यान्न पूर्ति गर्न सक्ने क्षमता नै खाद्य सुरक्षा हो । व्यक्तिको पूर्णतया क्रियाशील, उत्पादक र स्वस्थ जीवनको लागि आवश्यक पोषणयुक्त पर्याप्त खाना पाउने अवस्था नै हो, खाद्य सुरक्षा । खाद्य सुरक्षालाई बुझ्न अन्तरराष्ट्रिय स्तरमै विभिन्न प्रयासहरु भएका देखिन्छन् । खास गरी संयुक्त राष्ट्र संघको स्थापना कालदेखि यसले बढी चर्चा पाएको देखिन्छ । १९४८ को विश्व मानव अधिकारको घोषणा अनुसार खाद्य सुरक्षा प्रत्येक नागरिकको आधारभूत अधिकार र हक मानिएको छ ।

उक्त घोषणाको धारा २५ मा प्रत्येक व्यक्ति र उसको परिवारलाई सम्मानित जीवनस्तरमा बाँच्नको लागि स्वास्थ्य लगायत खाना, कपडा, बास (गाँस, बास, कपास) र औषधी उपचारको सुविधा पर्याप्त रूपमा पाउनु पर्ने भएबाट खाद्य अधिकारको आवाज जताततै उठ्न थाल्यो । खाद्य सुरक्षाको अवधारणा भने १९७० को दशकदेखि सुरु भएको देखिन्छ । १९७४ मा विश्व खाद्य सम्मेलन भयो जसमा खाद्य अधिकार सम्बन्धी नीतिगत कार्यक्रमले अग्रस्थान पायो र १९९६ मा आयोजित विश्व खाद्य शिखर सम्मेलनले खाद्य सुरक्षालाई भोक र कुपोषणबाट मुक्ति पाउने मौलिक अधिकारको रूपमा निम्न प्रकारले परिभाषित गरेको पाइन्छ ।

“खाद्य सुरक्षा तब मात्र पुरा हुन्छ जब सबै व्यक्तिको क्रियाशील र स्वस्थ जीवनका लागि पोषणको आवश्यकता र रुचि अनुसारको पर्याप्त, सुरक्षित र पौष्टिक खानामा सधैंभरि भौतिक र आर्थिक पहुँच हुन्छ” (WFS 1996)

* सहप्राध्यापक अर्थशास्त्र, रत्न राज्यलक्ष्मी क्याम्पस, त्रिवि

संयुक्त राष्ट्रसंघ खाद्य तथा कृषि संगठन (UNFAO) द्वारा आयोजित उक्त सम्मेलनले गरेको परिभाषा अनुसार खाद्य सुरक्षाका लागि चार प्रमुख पक्षहरूलाई समेट्नु पर्ने हुन्छ ।

(क) खाद्यवस्तुको उपलब्धता

सबै स्थानका मनिसलाई आवश्यक पर्ने खाद्य सामग्री पर्याप्त मात्रामा उपलब्ध हुनु नै खाद्य सुरक्षाको पूर्वसर्त हो । खाद्य सामग्रीको उपलब्धताले खाद्य पदार्थहरू स्वीकार्य मापदण्ड अनुसारको गुणस्तरमा र पर्याप्त परिमाणमा हरेक स्थान र क्षेत्रमा सजिलै उपलब्ध हुने स्थितिलाई जनाउँछ । त्यसैले खाद्य उपलब्धता बढ्दो कृषि उत्पादकत्व र उत्पादन, चुस्त वितरण संयन्त्र, सुगम यातायात व्यवस्था र उत्तरदायी कार्यान्वयन गर्ने संस्थागत संरचनासँग सम्बन्धित छ ।

(ख) खाद्यवस्तुमाथि पहुँच

खाद्य सुरक्षाको अर्को पक्ष पहुँचको प्रत्याभूति हो । उत्पादन हुँदैमा खाद्य सुरक्षा हुन्छ भन्न सकिन्न । त्यसैले खाद्यान्नको भौतिक उपलब्धता मात्र भोकमरी अन्त्य गर्ने पर्याप्त आधार होइन । तसर्थ खाद्य वस्तुमाथि पहुँच भन्नाले व्यक्ति वा परिवारले आवश्यक खाद्य उपलब्ध गर्ने क्षमतालाई बुझाउँछ । आफूलाई आवश्यक पर्ने खाद्य आफ्नै बल बुतामा बन्दोबस्त गर्न सक्षम छ भने पहुँच भएको मानिन्छ । खाद्य पहुँचलाई दुई अर्थमा व्याख्या गर्ने गरिन्छ (१) भौतिक पहुँच (२) आर्थिक पहुँच ।

भौतिक पहुँच खाद्य सामग्रीको तत्काल विनिमय अवस्थामा उपस्थित हुने अवस्था हो । यसको सोभो अर्थ आफ्नो रुचि अनुसारको खाद्य सुगम बजारबाट आवश्यक मात्रामा बन्दोबस्त गर्न सक्ने क्षमता हो । साधन भएर पनि आवश्यक खाद्य नपाउने कतिपय अवस्था हुन्छन् जसलाई भौतिक पहुँचले समाधान गरि दिन्छ भने आर्थिक पहुँच व्यक्ति र घर परिवारको क्रयशक्तिसँग सम्बन्धित हुन्छ ।

(ग) खाद्य स्थिरता

आवश्यकता अनुसार नियमित रूपमा खाद्यान्न पाइ रहने वा भरपर्दो खाद्य वितरण व्यवस्थाले खाद्य स्थिरताको अवस्थालाई जनाउँछ । जुनसुकै अवस्था, उमेर, क्षेत्र, वर्ग वा समूहका मानिसहरूले आफूले चाहेको अवस्थामा निरन्तर खाना खान पाउनु पर्दछ र यो नै राज्यको पहिलो दायित्व हो र यो नै खाद्य स्थिरता हो ।

(घ) खाद्य उपयोग

व्यक्तिको शारीरिक र मानसिक तन्दुरुस्तीका लागि आवश्यक पर्ने पोषणयुक्त पौष्टिक खानाको प्रयोग गर्नु नै खाद्यान्नको उचित उपयोग हो । उमेर अनुसारको उचाइ र उचाइ अनुसारको तौल जस्ता शारीरिक सुसंगठन बनाई रहन गुणस्तरीय खानाको ग्रहण गर्न पाउनु नै खाद्य उपभोग हो । खाद्यान्नको उपलब्धता, पहुँच र स्थिरताका साथै स्वस्थ वातावरणमा खानाको स्वस्थ प्रयोग गर्नु नै हाम्रो जीवनको लागि अपरिहार्य तत्त्व हो ।

नेपालमा खाद्य सुरक्षा

नेपाल खाद्य असुरक्षित मुलुकमध्ये एक मानिन्छ । यहाँ भोकमरी, कुपोषण र खाद्य संकट विकराल छ । विश्वका भोकमरी ग्रस्त देशको सूचीमा नेपालको स्थान ५६ औं छ । कृषि तथा सहकारी मन्त्रालयका

अनुसार हाम्रो देशको कुल जनसंख्याको १३ प्रतिशत जनता अभै पनि १ देखि ३ महिनासम्म खान नपुग्ने अवस्थाबाट गुज्रि रहेको छन्। त्यसै गरी २६ प्रतिशत जनसंख्या ४ देखि ६ महिनासम्म खान पुग्ने अवस्थामा छन् भने ४० प्रतिशत जनसंख्या न्यूनतम क्यालोरी उपभोग गर्ने क्षमता नभएको अवस्थामा छन् जसमा ४५ प्रतिशत हिमाली क्षेत्र, ४२ प्रतिशत पहाडी क्षेत्र र ३७ प्रतिशत तराई रहेका छन् (NPC 2007/08-2009/10)। तसर्थ पूर्वी पहाडी क्षेत्र र तराईभन्दा उच्च हिमाली क्षेत्र र पश्चिमी पहाडी क्षेत्र खाद्यान्न अभावबाट बढी प्रभावित छन्।

नेपालमा अभूतपूर्व प्राकृतिक सम्पदा, जैविक विविधता, अपार जलस्रोत, उर्वरा भूमि छ र खाद्य उत्पादनमा सिमान्त बचत हुन्छ। तैपनि यहाँ खाद्यान्न संकट देखा पर्ने गरेको छ र कुपोषणको मात्रा पनि कम छैन। आर्थिक वर्ष २०३८/३९ सम्म खाद्य पर्दाथको आपूर्तिमा आत्मनिर्भर रहेको नेपाल २०३९/४० देखि खाद्य पर्दाथको आपूर्तिमा परनिर्भरता रहन थालेको देखिन्छ भन्ने अहिले हामी खाद्य पर्दाथको आयातकर्ता मुलुकको श्रेणीमा रहेका छौं। जिल्लाको आधारमा हाम्रो ७५ जिल्लामध्ये ४ महिना मात्र खान पुग्ने ३ जिल्ला, ६ महिना भन्दा कम खान पुग्ने ७ जिल्ला र १० महिना मात्र खान पुग्ने १७ जिल्ला, थोरै नपुग्ने १३ जिल्ला, खान पुग्ने ९ जिल्ला र खाद्यान्न बचत हुने २० जिल्ला रहेका देखिन्छन् (श्रेष्ठ, २०६४)। अभै पनि करिब १५ जिल्लामा सडक नपुगेको अवस्था भएकोले बढी भएको खाद्यान्न अपुग जिल्लामा लैजान यातायातको कठिनाई रहेकोले खाद्य असुरक्षा विकट जिल्लामा विकराल देखिन्छ। परिणाम स्वरूप करिब २ करोड ७० लाख जनसंख्यामा ७० लाख जनसंख्या प्रत्येक दिन भोकै सुत्छन् (WFP, 2009) भने ५ वर्षमुनिका करिब ४० प्रतिशत बच्चा कुपोषणग्रसित छन् (MDG, 2010)।

कृषि : खाद्य आपूर्तिको प्रमुख स्रोत

हाम्रो देश हिमाल, पहाड र तराईको भूधरातलीय क्षेत्रहरुमा बाँडिएको छ। सरकारी तथ्याङ्क अनुसार हिमाल ३५.२१ प्रतिशत, पहाड ४१.८८ प्रतिशत, तराई २३.११ प्रतिशत र कुल भूभाग १७ प्रतिशत रहेको नेपाल एक कृषिप्रधान देश हो (FNCCI, 2008)। करिब २६,६२०,८०९ (NLSS, 2066/67)। कुल जनसंख्या रहेको नेपालको पाँच भागको ४ भाग अर्थात् ८४ प्रतिशत जनसंख्या अभै पनि ग्रामीण इलाकामा बस्छन् (NPC, 2010)। जनसंख्याको ठुलो अंश करिब ७६ प्रतिशत (NLSS, 2066/67) जनता खाद्यान्न आपूर्ति आय र रोजगारको लागि कृषिमा नै आश्रित भएकोले नेपालको अधिकांश परिवार कृषक परिवार छन् र कृषि नै खाद्य आपूर्तिको प्रमुख स्रोत पनि भएको छ। तर कृषि साक्षरताको हिसाबले ५२ प्रतिशत परिवार मात्र साक्षर देखिन्छन् (NLSS, 2066/67)। यहाँ ५ प्रतिशत कृषकको आफ्नो जग्गा नभएकोले अरूको जग्गा कमाउन बाध्य हुन्छन् भने ९५ प्रतिशतसँग आफ्नै स्वामित्वको जग्गा भए पनि खेतीयोग्य जमिनमध्ये ७५ प्रतिशत जमिनमा मात्र खेती गरिने त्यसमा पनि थोरैमा मात्र व्यावसायिक उत्पादन गरेको पाइन्छ भने बाँकमीा अभै पनि मध्ययुगीन परम्परागत निर्वाहमुखी कृषि प्रणाली कायम रहेकोले खाद्यान्न आपूर्तिको मूल स्रोत मानिएको कृषिको अवस्था नाजुक देखिन्छ (NLSS, 2066/67)।

नेपालको परिवारको औसत आकार ४.९ रहेको छ (NLSS, 2066/67) अर्थात् एक परिवारमा ४ वा ५ जना व्यक्ति हुने र खाद्यान्न उत्पादनमा सक्रिय भूमिका खेल्न सक्ने भए पनि विभिन्न कारणवश जस्तो १० वर्षे जनयुद्धको कारणले विस्थापित वा विदेसिनु परेकोले, ६७ प्रतिशत दलित भूमिहीन हुनु परेकोले, २ लाखभन्दा बढी कमैया भएकोले, कृषिमा ९० प्रतिशत भूमिका हुने महिलाको जमिनमा १० प्रतिशत मात्र पहुँच भएको लगायत अन्य विविध कारणले कृषि उत्पादन घट्दो अवस्थामा र खाद्य असुरक्षा बढ्दो अवस्थामा देखिन्छ।

खाद्य असुरक्षाको कारण

खाद्य असुरक्षा विश्वमा नै बढ्दै गएको छ । यहाँ सातमध्ये एक जना हरेक दिन भोकै हुने र ४ जना बच्चा जन्मदा १ जना कुपोषित एवं कम तौलको हुने र भोकमरीको मारमा सबभन्दा बढी महिलामा पर्ने देखिएको छ (धिताल, २०६८) । नेपाल पनि धेरै विकासशील देशमध्येको एक भएकाले भोकमरीको चपेटाबाट यो पनि अछुत रहन सकेको छैन । यहाँ करिब २५% जनसंख्या गरिबीको रेखामुनि रहेको (CBS, 2068) र प्रतिव्यक्ति आम्दानी करिब ६४५ डलर रहेकोले नेपालमा खाद्य असुरक्षाको मूल कारण गरिबी नै रहेको देखिन्छ (Economic Survey, 2010/11) । विषम भौगोलिक क्षेत्र, समाजिक विभेद, निम्न कृषि उत्पादकत्व, असन्तुलित उत्पादन स्रोत र साधन अर्थात् जमिनको असमान वितरण, बिउ बिजनको कमी, सिँचाईको अभाव, अनावृष्टि र अतिवृष्टिको प्रकोप, युवा रोजगार पलायन जस्ता जटिल समस्याले मुलुकमा खाद्यन्नको अभाव हुने गरेको छ । यसको अलावा विश्व तापक्रममा वृद्धि र जलवायु परिवर्तनका कारण खाद्य वस्तुको उत्पादन तथा उपलब्धतामा कमी आउने स्थिति बढ्दो देखिएको छ भने बढ्दो जनसंख्याका कारणले खाद्यान्नको माग पनि बढ्दो छ । विश्व बैंकका अनुसार खाद्य मूल्यमा सन् २०११ मा देखिएको क्रमिक वृद्धिले थप ७ करोड मानिस चरम गरिबीतर्फ धकेलिदै छन् । नेपालमा अज्ञानता र विकासे मलको अनुचित प्रयोगले जमिनको उर्वरा शक्तिमै कमी आउन थालेको छ भने भू-उपयोग नीति कार्यान्वयन नहुनु, प्लाटिङ गरी उर्वरा जमिन घर बनाउन उपयोग हुनुले थप खाद्य समस्या जताततै देखिएको छ । यी बाहेक खाद्य वितरणमा विभेद, उच्च ढुवानी खर्च, पौष्टिक तत्त्वको स्रोत र उचित प्रयोगबारे चेतनाको कमीलाई पनि खाद्य असुरक्षाको प्रमुख कारण मान्न सकिन्छ ।

खाद्य सुरक्षाका निम्ति गरिएका प्रयासहरू

खाद्य सम्प्रभुतालाई नेपाली जनताको मौलिक हकको रूप मा समावेश गर्नु सरकारको प्रमुख दायित्व हो । यसका लागि मुख्यतया दुई उपाय-घरेलु खाद्य उत्पादनमा वृद्धि गर्ने वा खाद्यान्न आयात गर्ने रहेको छ । वास्तवमा घरेलु उत्पादनको सामान्य परिस्थितिमा गाँहस्थ उत्पादनको बदलामा खाद्य सामाग्री आयात गर्दा मूल्यमा असर परी देशलाई आर्थिक खतरा हुन्छ । यस कुरालाई आत्मसात् गर्दै वि.स. २००८ सालदेखि खाद्य सुरक्षाका लागि अखिल नेपाल किसान महासंघ लगायतका विभिन्न संघ संस्थाले आवाज उठाउँदै आएकोले सरकारले पनि नेपालको अन्तरिम संविधान २०६३ मा खाद्य सम्प्रभुतालाई मानव अधिकारको रूपमा समावेश गरी योजना बद्ध तरिकाले यसको विकास गर्नेतर्फ प्रयास थालेको देखिन्छ । वर्तमान त्रि-वर्षीय योजना (२०६६/६७-२०६९/७०) ले पनि खाद्य उत्पादन योजनाको अन्तसम्ममा निम्न तरिकाले वृद्धि गर्ने लक्ष्य लिएको देखिन्छ ।

तालिका : १ आ.व. २०६६/६७ देखि २०६९/७० सम्मको खाद्यान्न उत्पादनको लक्ष्य (हजार मेट्रिक टन)

सि.नं.	विवरण	आ.व. २०६६/६७ को स्थिति	त्रि-वर्षीय योजनाको लक्ष्य
१.	खाद्यान्न बाली	७७६२	९५६१
२.	दलहन	२६२	२७७
३.	आलु	२५१७	२७५५
४.	फलफुल	७०६	७७५
५.	तरकारी	३००४	३६०१
६.	दुध	१४९६	१७७४
७.	मासु	२४८	२८७
८.	फल (गोटा करोड)	६४	९३
९.	माछा	५०	५६

स्रोत : रा.यो.आ. (२०६७/६८-२०६९/७०)

उपरोक्त तालिका अनुसार आ.व मा २०६६/६७ मा खाद्यान्न बाली, दलहन, आलु, तरकारी, दुध, मासु, फुल र माछामा जुन उत्पादन भएको देखाइएको छ त्यो देशको बढ्दो जनसङ्ख्याका लागि पर्याप्त नभएकोले आ.व. २०६९/७० सम्म खाद्यान्न आपूर्तिमाथि देखाइए बमोजिम बढाउने लक्ष्य त्रि-वर्षीय योजनाले लिएको छ। साथै प्रतिव्यक्ति खाद्य उत्पादनमा पनि वृद्धि गर्ने उद्देश्यले निम्न बमोजिमको लक्ष्य वर्तमान त्रि-वर्षीय योजनाले लिएको देखिन्छ।

तालिका : २ प्रतिव्यक्ति खाद्य उत्पादन आ.व. २०६६/६७-२०६९/७० सम्मको लक्ष्य

सि.नं.	विवरण	आ.व. २०६६/६७ को स्थिती	त्रि -वर्षीय योजनाको लक्ष्य
१.	प्रति व्यक्ति खाद्य उत्पादन	२७२ के.जी	३२० के.जी
२.	दालबाली	९ के.जी	१० के.जी
३.	फलफुल	२५ के.जी	२६ के.जी
४.	तरकारी	१०५ के.जी	१२० के.जी
५.	आलु	९० के.जी	९२ के.जी
६.	माछा	१.८ के.जी	२.०१ के.जी
७.	दुध	५२ के.जी	५४ के.जी
८.	मासु	९ के.जी	१० के.जी
९.	अन्डा	२३	३१

स्रोत : रा.यो.आ. (२०६६/६७-२०६९/७०)

माथि तालिका १ र तालिका २ मा उल्लेख गरिए बमोजिमको लक्ष्य हासिल गर्ने मुख्य लक्ष्य त्रि-वर्षीय योजनाको रहेको छ। साथै यो लक्ष्यलाई प्राप्तिका निम्ति कच्चा पदार्थ, कृषि र पशुजन्य उद्योगको स्थापना, भण्डारण, वैदेशिक विनिमय संचिति, खाद्य अनुसन्धानका लागि आधुनिक औजार, WTO को गुणस्तर कायम गर्ने, आधुनिक प्रविधिको व्यवस्था गर्ने जस्ता नीतिहरु पनि यस योजनामा समावेश गर्दै “खाद्य र पोषण सुरक्षाका सबै पक्षहरुलाई समन्वयात्मक रूपमा सबल पार्दै प्रत्येक नागरिकको खाद्य सम्प्रभुता अधिकार सुनिश्चित गर्ने दीर्घकालीन लक्ष्य वर्तमान त्रि-वर्षीय योजनाले अंगीकार गरेको छ। यसको अलावा विभिन्न दाता र गैरसरकारी क्षेत्रले पनि खाद्यान्न आपूर्ति सहयोगमा चासो राखेको देखिन्छ। यथार्थमा योजनामा समावेश गराउनुको साथै यसलाई पुरा गर्नु सरकारको प्रमुख कर्तव्य हो जसले साँच्चिकै खाद्य सुरक्षाको प्रत्याभूति दिन सक्दछ।

खाद्य सुरक्षाका निम्ति अपनाउनु पर्ने उपायहरु

नेपालमा प्रत्येक परिवारले आफ्नो खाद्य समस्या समाधानका लागि एकभन्दा बढी उपाय अपनाएको देखिन्छ। वर्तमान समयमा पनि करिब ६८ प्रतिशत परिवारले खाद्य सामग्री सापटी लिएर वा खाद्यवस्तु किन्न पैसा सापटी लिएर र ५७ प्रतिशत परिवारले उधारोमा खाद्यवस्तु किनेर र ५१ प्रतिशत परिवारले कमसल खाना खाएर ४२ प्रतिशत परिवारले सदाभन्दा थोरै खाना खाएर जीविकोपार्जन गरेको देखिएको छ (NLSS, 2010/11)। वास्तवमा आफ्ना नागरिकलाई दुई छाकको बन्दोबस्त गर्नु सरकारको दायित्व हो। तर, वर्तमान राजनैतिक आस्थिरता, असुरक्षा जस्ता विविध कारणले खाद्य सुरक्षा कायम गर्नु नै एक जटिल चुनौती र समस्या भएकोले यसको निराकरणको लागि सरकारले यथाशीघ्र निम्न उपायहरु अवलम्बन गर्नु पर्ने देखिन्छ।

- नेपालका सन्दर्भमा खाद्य उपलब्धताको स्थितिलाई सुधार्न सर्व प्रथम कृषि पसशालाई हेय दृष्टिले हेर्ने दृष्टिकोणमा परिवर्तन ल्याउनु पर्दछ ।
- परम्परागत निर्वाहमुखी कृषि प्रणालीमा सुधार ल्याई औद्योगिकीकरण र व्यवसायीकरण गर्न सक्नु पर्दछ ।
- कृषकलाई आवश्यक सिँचाई, बिउ, मल, औषधी तथा कृषि औजारमा पहुँच र कृषि बिमाको व्यवस्था गर्नु पर्दछ ।
- कृषि क्षेत्रको विकासका लागि आवश्यक पूर्वाधारको विकास तथा प्रविधिक शिक्षामा जोडका साथै विषादी प्रयोगको ज्ञान दिनु पर्दछ ।
- एक गाउँ एक खेतीको दीर्घकालीन व्यवस्थाका लागि जोड दिनु पर्दछ ।
- किसानलाई मध्यस्थकर्ता र दलालको शोषणबाट जोगाउनु पर्दछ ।
- किसानको समस्यालाई स्थानीय निकाय, सरकार र राजनैतिक दलहरुबाट सम्बोधन हुनु पर्दछ र खाद्य सुरक्षा सम्बन्धी नीति अवलम्बन गर्नु पर्दछ ।
- सरकारको तर्फबाट कृषिमा लगानी वृद्धि गरिनु पर्दछ र सामूहिक कृषि प्रणालीमा जोड दिई खेतीयोग्य जमिनलाई बाँझो राख्न नदिने नीति लिनु पर्दछ ।
- खेतीयोग्य जमिन प्लटिड गर्ने परिपाटीको अन्त गर्ने, जैविक खेतीको विकास गर्ने, खाद्यान्न अभाव हुने क्षेत्रहरुमा खाद्यान्न आपूर्ति र वितरणको व्यवस्था गर्ने, उचित मूल्य निर्धारण गर्ने लगायत WTO मा सरकारले सक्रिय भूमिका खेल्नु पर्दछ ।
- र अन्त्यमा युवाशक्तिलाई पलायन हुनुबाट जोगाउनु पर्दछ ।

निष्कर्ष

संसारको पहिलो समस्याको रूपमा रहेको भोकमरीबाट नेपाल पनि प्रभावित हुन थालेको छ । खाद्यान्न उत्पादनमा ह्रास, वितरणमा कमजोरी, निष्प्रयोजन भूमि तथा खाद्य सचेतनामा न्यूनताले खाद्य असुरक्षा बढ्दो छ । तर, विश्वका कुनै पनि मुलुकभन्दा हाम्रो देश नेपाल जैविक विविधताले धनी छ, जनशक्तिका दृष्टिले पनि समृद्ध छ, अपार जलस्रोत छ र उर्वरा भूमि छ । तसर्थ हाम्रो जस्तो मुलुकमा कृषि नै एउटा त्यस्तो व्यवसाय हो जसको व्यवसायीकरणबाट मुलुक आत्मनिर्भर मात्र होइन निकासीकर्ता बन्न सक्ने समेत संभावना छ । दातृ राष्ट्रहरुले खाद्य सुरक्षाका लागि सस्तो खाद्यान्न विभिन्न विकट जिल्लामा पुर्‍याउने व्यवस्था गरी क्षणिक खाद्य सुरक्षा प्रदान गरे पनि यसले स्वदेशी कृषि उत्पादनमा नकारात्मक प्रभाव पारी दिगो खाद्य सुरक्षामा असर पारेको हुन्छ । त्यसैले प्रत्येक वर्ष १६ अक्टोबरलाई विश्व खाद्य दिवसको रूपमा मात्र नमनाई यहाँको जमिनलाई खनजोत गरी कृषिमा आत्मनिर्भर हुनु नै आजको नेपालको माग हो र यही नै खाद्य सुरक्षाको राम्रो आधार पनि हो ।

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भेरी क्षेत्रीय नेपाली भाषिकाका प्रमुख विशेषता

जीवेन्द्र देव गिरी (पिएच्. डी.)*

१. विषय सार

खसानी नामले विगत तिन दशकभन्दा बढी समयदेखि भेरी क्षेत्रीय नेपाली भाषिकाको चर्चा परिचर्चा हुँदै आएको छ। भेरी नदीको सेरोफेरोमा यो भाषिका लामो समयदेखि बोलिँदै आएको छ। नेपाली भाषाको प्राचीन थलो मानिने जुम्लाको सिँजा क्षेत्र यहाँबाट खासै दुरीमा छैन। भेरी क्षेत्रको आफ्नो विशिष्ट भौगोलिक सामाजिक परिवेशमा यस भाषिकाको मौलिक स्वरूपको विकास भएको छ। भाषिका भएको नाताले नेपालीका अन्य भाषिकाहरूसँग यसका कैयन् विशेषताहरू उल्लेख्य रूपमा मिल्दजुल्दा पनि रहेका छन्। प्रस्तुत लेखमा भेरी क्षेत्रीय नेपाली भाषिकालाई नेपाली भाषाका अन्य भाषिकासँग उच्चार्य वर्ण, रूप, शब्दका साथै व्याकरणात्मक कोटिका आधारमा तुलना गरिएको छ।

२. वर्ण विवरण

भेरी क्षेत्रीय नेपाली भाषिकाको वर्ण व्यवस्थाबाट के थाह भएको छ भने यस भाषिकाको व्यञ्जनमा /ल्ह/ तथा स्वरमा छ वटा दीर्घ स्वरहरू स्तरीय नेपालीका भन्दा बढी देखिएका छन्। यसरी नै अक्षरान्त र द्विस्वरका बिचको /ङ्/ को उच्चारण /र्/ हुनुमा पनि यसको निजत्व देखा परेको छ। नमुनाका लागि यी प्रवृत्तिका एक एक वटा उदाहरण यहाँ प्रस्तुत छन्— ल्हिनु 'लिस्नु', घोरो 'घोडो'। यी बाहेक अन्य वर्णहरू स्तरीय नेपालीसँग मिल्दजुल्दा छन्।

यस भाषिकामा स्वर वर्ण, व्यञ्जन वर्ण र खण्डेतर वर्णहरू निम्नानुसार रहेका छन् :

२.१ व्यञ्जन तालिका

उच्चारण विधि ↓	उच्चारण स्थान		ओष्ठ्य	दन्त्य	वर्त्य		तालव्य	कण्ठ्य	स्वरयन्त्रमुखी
	घोषत्व	प्राणत्व			धारीय	फलकीय			
स्पर्श	अघोष	अप्रा	प्	त्	ट्			क्	
		मप्रा	फ्	थ्	ठ्			ख्	
	घोष	अप्रा	ब्	द्	ड्			ग्	
		मप्रा	भ्	ध्	ढ्			घ्	
स्पर्श सङ्घर्षी	अघोष	अप्रा				च्			
		मप्रा				छ्			
	घोष	अप्रा				ज्			
		मप्रा				झ्			
नासिक्य	घोष	अप्रा	म्			न्		ङ्	
सङ्घर्षी	अघोष	अप्रा				स्			ह्
	घोष	मप्रा							
प्रकम्पित	घोष	अप्रा				र्			
पार्श्वक	घोष	अप्रा				ल्			
		मप्रा				ल्ह्			
अर्धस्वर (अन्तस्थ)	घोष	अप्रा	व्				य्		

* नेपाली केन्द्रीय विभाग, त्रिवि, कीर्तिपुर।

२.२ स्वर तालिका

२.२.१ ह्रस्व स्वर

जिब्राको उचाइ ↓	मुखको स्थिति →	अग्र अगोलित	पश्च	
			अगोलित	गोलित
उच्च		इ		उ
मध्य		ए	अ	ओ
निम्न			आ	

२.२.२ दीर्घ स्वर

जिब्राको उचाइ ↓	मुखको स्थिति →	अग्र अगोलित	पश्च	
			अगोलित	गोलित
उच्च		इः		उः
मध्य		एः	अः	ओः
निम्न			आः	

२.३ खण्डेतर वर्ण

/ ː / अनुनासिकता

३. रूप व्यवस्था

रूप तात्त्विक अध्ययनका दृष्टिले पनि भेरी क्षेत्रीय नेपाली भाषिकाका अरू भाषिकासँग मिल्ने अनेक विशेषता छन् तर पनि यसका आफ्ना उपसर्ग र प्रत्ययले यसको निजी पहिचान दिन सक्तछन् । तलका उपसर्ग र प्रत्ययसँग प्रयुक्त केही शब्दहरूले मात्र पनि यसको निजी पहिचान जनाउँछन् :

गलुँर 'दाम्लो'	हिँराउ 'हिँड्दो'	कलौटो 'काले'
निबोला 'अबोला'	उबिकथा 'उत्पातको घटना'	
जानेस 'जाने इच्छा'	गर्नेइ 'गर्ने इच्छा'	गन्याउ 'गरेको'
गरिकिन/गरिन 'गरेर'	गन्यै 'गरेकी'	गन्या: 'गरेका'
रत्योट/रत्योर 'राताम्मे'	रक्त्योल/रक्त्यौल 'रक्ताम्मे'	रामौ 'रामको'

रूपध्वनि तात्त्विक प्रक्रियाका पनि यसमा चाखलाग्दा उदाहरण फेला परेका छन् । त्यस्ता विभिन्न प्रवृत्तिमध्ये क्रियापदसँग अर्को पदकोटिको शब्द मिलेर क्रियाकरण हुने प्रवृत्ति उदाहरण स्वरूप यहाँ प्रस्तुत छ । जस्तै :

इ + छ = इच्यो 'यहाँ छ'	इ + छन् = इच्यान् 'यहाँ छन्'
उ + छ = उच्यो 'उहाँ छ'	उ + छन् = उच्यान् 'उहाँ छन्'
ति + छ = तिच्यो 'त्यहाँ छ'	ति + छन् = तिच्यान् 'त्यहाँ छन्'

४. शब्दवर्ग

भेरी क्षेत्रीय नेपाली भाषिकाका मुक्त वर्ग र बद्ध वर्गका शब्दहरू पनि मौलिक स्वरूपमा देखा परेका छन् । तिनले यसको पृथक् अस्तित्वलाई प्रमाणित गर्छन् । तीमध्ये केही शब्द मात्र नमुनाका लागि यहाँ प्रस्तुत छन् :

मुक्त वर्ग

ज्या 'आमा'	पगल्या 'जँड्याहा	नेठ्नु 'सक्नु'
आजु 'दिदी'	जार्जो 'खराब'	खग्नु 'भकभकाउनु'
पिमा 'प्रेम'	नाम्रो 'राम्रो'	लिब्नु 'निभ्नु'

बद्ध वर्ग

अच्च्यै 'ऐयु'	तमि 'तिमी'	अन्निस 'उन्नाइस'
फुर 'निर'	ताँ 'तँ'	सहत्तर 'सत्तरी'
म्वाल्या 'धेरै'	ह्याँ 'यहाँ'	ह्वाँ 'उहाँ'
अग्याट 'अगाडि'	भनि फाल् 'भनि टोपल्'	बलै 'बेकारमा'

५. व्याकरणिक कोटि

लिङ्ग, वचन, पुरुष, कारक, काल, पक्ष, भाव र वाच्य जस्ता व्याकरणिक कोटिका सन्दर्भमा पनि भेरी क्षेत्रीय नेपाली भाषिकाका आफ्ना विशेषता देखा परेका छन् ।

मानक नेपालीमा मानवीय नामको मात्र पद सङ्गितले लिङ्गभेद हुन्छ । मानवेतर नामको हुँदैन, तर भेरी क्षेत्रीय नेपाली भाषिकामा चाहिँ मानवेतर नामको पनि पद सङ्गितका आधारमा लिङ्गभेद हुन्छ । जस्तै :

पुलिङ्ग

- तेरो खाप्चो बाटुलो छ । 'तेरो मुख गोलो छ ।'

स्त्रीलिङ्ग

- तेरि नाक्चि ठारि छे । 'तेरो नाक ठाडो छ ।'

सर्वनामका बहु वचनमा 'हरू' गाँसिँदा सन्धि हुने गरेको पाइन्छ :

उनेरु 'उनीहरू'	तमेरु 'तिमीहरू'	हामेरु 'हामीहरू'
तिनेरु 'तिनीहरू'	यिनेरु 'यिनीहरू'	कुनेरु 'कोहरू'

कारकसँग प्रयोग हुने नामयोगी (पम्परागत व्याकरणका विभक्ति चिह्न) मा पनि भेरी क्षेत्रीय नेपाली भाषिकाका आफ्ना विशेषता रहेका छन् । तलका उदाहरण यस सन्दर्भमा उल्लेख छन् :

मड्न् 'मलाई'	तड्न् 'तँलाई'	रामन् 'रामलाई'
घरन् 'घरमा'	घरदेइ 'घरदेखि'	मेरा पथ 'मेरा लागि'
घरौ 'घरको'	घरा: 'घरका'	घरै 'घरकी'

भूत काल र अभूत कालका विभिन्न पक्ष बोधक क्रियापदहरू स्तरीय नेपालीका भन्दा भिन्न रूपका तथ्याँ देखिन्छन् । भूत र अभूत दुवै कालका सिद्ध पक्ष र असिद्ध पक्षका केही क्रियापद उदाहरण स्वरूप यहाँ प्रस्तुत छन् :

गयाउ छ 'गएको छ'	गयै छे 'गएकी छे'	गया छन् 'गएका छन्'
गयौन 'गरेनौ'	गरिनै 'गरिनस्'	गयोन 'गरेन'
गयाँ 'गरें'	गया 'गरे'	गरोइन् 'गरोइनन्'
गएन् 'गएनन्'	जानन् 'नजालान्'	जाओइनिन् 'नजालिन्'

पक्ष बोधक प्रत्ययमा व्यञ्जनान्त अघोष धातुमा त, ता, ति, तै, तो, व्यञ्जनान्त सघोष धातुमा द, दा, दि, दै, दो अनि स्वरान्त धातुमा न, ना, नि, नै, नो प्रत्ययहरूको प्रयोग पनि सिम्टालीको निजी विशेषता हो । यसका केही उदाहरण यहाँ प्रस्तुत छन् :

बस्तछ 'बस्तछ'	बस्तै छ 'बस्तै छ'	बस्तो छ 'बस्तो छ'
जान्छ 'जान्छ'	जानै छ 'जाँदै छ'	जानो छ 'जाँदो छ'
गर्दछ 'गर्दछ'	गर्दै छ 'गर्दै छ'	गर्दो छ 'गर्दो छ'

पुलिङ्गी र स्त्रीलिङ्गी बहु वचनका क्रियापदमा भिन्नता पाइनु पनि यस भाषिकाको विशेषता हो । जस्तै :

- जानुका र चैती गइन्/जान्छिन् । 'जानुका र चैती गए/जान्छन् ।'
- गोच्या र बुद्या गया/जान्छन् । ' गोच्या र बुद्या गए/जान्छन् ।'

यिनका अतिरिक्त क्रिया पदावलीमा पक्ष बोधक क्रियापदसँग 'ह' र 'हु' धातुबाट निर्मित शब्दको मेल र धातु रूप पनि विशिष्ट प्रकारको छ । जस्तै :

जानो : 'जाँदो हो'	जानोइ 'जाँदो होस्'
जान्यो : 'जाँदी हो'	जान्योइ 'जाँदी होस्'
जान्यौ 'जाने हो'	जान्युँ 'जाने हुँ'
जानाउँ 'जाँदो हुँ'	जानाउ 'जाँदा हो'

६. नेपालीका अन्य भाषिकाहरूसँग मिल्ने प्रवृत्तिहरू

नेपालीका अन्य भाषिकाहरूसँग मिल्ने प्रवृत्तिहरू पनि भेरी क्षेत्रीय नेपाली भाषिकाको स्वरूप निर्धारणका सन्दर्भमा उल्लेखनीय छन् । पोखरेल (२०४६ : ४८-७३) ले नेपालीका विभिन्न भाषिकाका शब्दहरूको सूची

प्रस्तुत गरेका छन् । त्यससँग भेरी क्षेत्रीय नेपाली भाषिकाका शब्दहरूलाई मिलाएर हेर्दा ती भाषिकासँग भेरी क्षेत्रीय नेपाली भाषिकाका निम्नानुसारका शब्दहरू रूप र अर्थमा पूर्णतः समान देखिन्छन् :

माझाली भाषिकासँग मिल्ने शब्दहरू

भयाँ 'भएँ'	गन्याँ 'गरें'	भयुँ 'भयौँ'	गन्योन 'गरेन'
हुनिन् 'होलिन्'	बेलि 'हिजो'	को 'को'	ज्या 'जे'
क्या 'के'	बेलि 'हिजो'	मस्तै 'धेरै'	बयाल 'बतास'
छै 'छस्'	छकाल 'बिहान'	ठुलो 'ठुलो'	पनि 'पनि'
बेल 'सूर्य'	मान्ठ 'मान्छे'	छौ 'छौ'	छौ 'छौ'
छ 'छ'	ति 'ती'	हामि 'हामी'	हौला 'हौला'
छै 'छस्'	होला 'होला'	नाइँ 'छैन'	हो 'हो'
हौ 'हौ'	हुँ 'हुँ'	बाहा 'बेलुका'	

ओरपच्छिमा भाषिकासँग मिल्ने शब्दहरू

पनि 'पनि'	क्या 'के'	तम्रो 'तिम्रो'	मरिग्याँ 'मरि हालें'
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मझपच्छिमा भाषिकासँग मिल्ने शब्दहरू

जानो 'जाँदो'	जानु 'जानु'	छ 'छ'	छन् 'छन्'	भन्नु 'भन्नु'
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परपच्छिमा भाषिकासँग मिल्ने शब्दहरू

बेलो 'लहरो'	ससुरो 'ससुरो'	उ 'ऊ'	ज्यु 'सासू'
सिकान 'सिँगान'	छ 'छ'	भट्ट 'भटमास'	आँसि 'हाँसिया'
छन् 'छन्'	भोकरो 'घोक्रो'	को 'को'	जो 'जो'
हौ 'हौ'	हौ 'हौ'	छौ 'छौ'	थि 'थिइ'

पुर्वेली नेपालीको गोर्खाली भेदसँग मिल्ने शब्दहरू

हामेरु 'हामीहरू'	गन्युँ 'गन्यौँ'	गन्युँन 'गरेनौँ'	
गन्यौन 'गरेनौ'	गदौँन 'गदैनौ'	गदौँन 'गदैनौँ'	छुइँन 'छैन'

पुर्वेली नेपालीको पर्वती भेदसँग मिल्ने शब्दहरू

आँसि 'हाँसिया'	अर्नि 'खाजा'	हउस् 'हवस्'
ह्याँ 'यहाँ'	हवाँ 'उहाँ'	सुपो 'नाइलो'

उपर्युक्त विश्लेषणबाट के देखिन्छ भने भेरी क्षेत्रीय नेपाली भाषिकाले भया 'भएँ', क्या 'के' आदिको प्रयोगमा माझाली र पच्छिमा भाषिकाहरूसँग साभेदारी गर्छ भने गदौँन 'गदैनौ', गन्यौन 'गरेनौ' आदिमा

पूर्वेलीको गोर्खाली भेदसँग अर्नि 'खाजा', सुपो 'नाङ्लो' आदिमा पर्वती भेदसँग साभेदारी गर्दछ। यसका साथै विभिन्न भाषिकाहरूसँग मिल्ने अन्य शब्दहरू पनि रहेको कुरा माथिका शब्दसूचीमा देख्न सकिन्छ। सामान्य तथ्याङ्कका आधारमा नै निस्किएको यस निष्कर्षबाट ती भाषिकाहरूसँग भेरी क्षेत्रीय नेपालीका मिल्ने तत्त्वहरू पनि रहेको प्रमाणित हुन्छ।

स्तरीय नेपालीका विशेषताहरूलाई पनि भेरी क्षेत्रीय नेपाली भाषिकाले उल्लेख्य रूपमा अङ्गीकार गरेको पाइन्छ। त्यसमा विद्यमान ३० वटा व्यञ्जनमध्ये २९ वटा, १२ स्वरहरूमध्ये ६ वटा र खण्डेतर वर्ण १ स्तरीय नेपालीमा विद्यमान छन्। भेरी क्षेत्रीय नेपाली भाषिका शब्द निर्माण प्रक्रियाले स्तरीय नेपालीसँग नै समानता राख्छ र उपसर्ग र प्रत्ययहरूमध्ये अधिकांश स्तरीय नेपालीसँग मिल्दोजुल्दा छन्। यसरी नै पदकोटिका रूपहरू पनि ठुलै सङ्ख्यामा स्तरीय नेपालीसँग मिल्दछन् भने प्रकायमा पनि समानता नै रहेको छ। पुलिङ्ग र स्त्रीलिङ्ग, एक वचन र बहु वचन, सरल कारक र तिर्यक् कारकका भेद दुबै भाषिक भेदमा विद्यमान छन् भने आर्थी कारकको व्यवस्था पनि उस्तै छ। भूत काल र अभूत काल, विभिन्न पक्षहरू, भावहरू र वाच्यहरू तथा वाक्य तहका संरचनामा पनि दुबैमा समानता छ। यति हुँदाहुँदै पनि भेरी क्षेत्रीय नेपाली भाषिकाका आफ्ना मौलिक विशेषताहरूले स्तरीय नेपालीसँग भिन्नता राख्ने कुरा माथि नै वर्णन गरि सकिएको छ।

वास्तवमा भेरी क्षेत्रीय नेपाली भाषिकाले हासु 'सासू' मा र चडो 'चरो' मा निकटवर्ती केन्द्रीय नेपाली र पच्छिमा नेपाली भाषिकाहरूसँग साभेदारी नगरी स्तरीय र पूर्वेली नेपालीका 'सासु' र 'चरो' लाई अँगालेको छ भने स्तरीय र पूर्वेली नेपालीका 'के' र 'भए' लाई नअँगाली माथि उल्लेख भए भैं केन्द्रीय र पच्छिमा नेपालीका क्या 'के' र भया 'भए' लाई अँगालेको छ।

७. भाषिक सम्मिलनको अवस्था

दक्षिणको हिन्दी अवधीबाट कद्दु 'फर्सी', मर्चा 'खुर्साना' आदि जस्ता शब्दहरू पनि यस भाषिकामा भित्रिएका छन् भने मगर भाषी वक्ताहरूले आफ्नो भाषा छाडेर पूर्णतः नेपाली भाषालाई अँगाल्दाका प्रभावहरू पनि छन्। अर्कातिर मगरहरूको प्रभाव ध्वनिका तहमा पनि देखिन्छ। भेरी क्षेत्रीय नेपाली भाषिकामा 'अ' को उच्चारण 'आ' हुनुमा र विभिन्न शब्दहरूबाट ध्वनिलोप भई एउटै शब्द बन्नुमा मगर वक्ताहरूको प्रभाव रहेको अनुमान गर्न सकिन्छ :

'अ' को 'आ' उच्चारण

मा 'म'	ताँ 'तँ'	आँज 'अभ्र'	आनि 'अनि'
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रूपध्वनि प्रक्रिया

आन्छ 'आउँछ'	पान्छ 'पाउँछ'	गर्दान् 'गर्दा हुन्'
पर्देनाउ 'पद्देन हौ'	हेर्देनाउँ 'हेर्दिन हुँ'	लिब्देनान् 'निब्देन हुन्'

भेरी क्षेत्रीय नेपाली भाषिकामा जुन सम्मिलनको स्थिति विद्यमान छ त्यो भाषाका अध्येताहरूको रुचि आकर्षित गर्ने किसिमको छ। प्रस्तुत अध्ययनले त्यसतर्फ सामान्य चासो लिए पनि त्यसैमा केन्द्रित नभएकाले भविष्यका अध्ययनका निम्ति यो एउटा महत्वपूर्ण विषय रहन गएको छ।

८. निष्कर्ष

प्रस्तुत अध्ययनले भेरी क्षेत्रीय नेपाली भाषिकाको आफ्नो बेलै पहिचान रहेको कुरा प्रस्ट्याएको छ । नेपालीको भाषिका हुनाका नाताले र अरू भाषिकाहरूसँगको निकटताले गर्दा परस्पर मिल्ने केही विशेषताहरू पाइए पनि आफ्नो विशिष्ट भौगोलिक-सामाजिक परिवेशमा यसको भाषिक स्वरूप निर्माण भएको छ । त्यसकै पहिचान र विश्लेषणको काम प्रस्तुत अध्ययनमा गरिएको छ । नेपालीका भाषिकाहरूको अध्ययन-शृङ्खलामा यो एक थप प्रयास हो । यसबाट भेरी क्षेत्रीय नेपालीको भाषिक स्वरूपको निर्धारणमा योगदान हुन गएको छ भने नेपालीका भाषिकाहरूको अध्ययनमा केही पाइला अघि बढाइएको छ ।

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तराईका सिमसारमा जलको प्रकृति र जलीय जैविक विविधताको ह्रास

पुष्पलाल पोखरेल

विषय सार

सिमसारहरु ज्यादै उत्पादनशील जीवपरिवृत्तीय प्रणाली अन्तर्गत पर्दछन् जहाँ असंख्य प्रजातिका प्राणी तथा वनस्पति पाइन्छन् । नेपालका सिमसारहरु प्राकृतिक र मानवीय क्रियाकलापबाट लोप हुँदै, साँगुरिदै, बिग्रदै र प्रदूषित हुँदै आएका देखिन्छन् । सिमसार रहेको माथिल्लो तटीय क्षेत्रको प्राकृतिक वनस्पतिको अत्यधिक शोषण र सिमसार भूमिको अतिक्रमणले यहाँको सिमसार प्रदेशको वातावरण प्रभावित हुन पुगेको छ । तराईका सिमसारहरु उत्तरतर्फका चुरेका डाँडापाखा वरिपरि रहेको वन विनाश, अत्यधिक चरिचरन, मिचाहा वनस्पतिको विस्तार (जलकुम्भी+कर्मी), सिमसार क्षेत्रको जलको अत्यधिक उपयोग, सिमसारको पानी सुकाएर माछा मार्ने प्रवृत्तिका साथै सिमसार क्षेत्रलाई निजी रूपमा जग्गा दर्ता गर्न छुट दिने फितलो सरकारी नीतिका कारण प्रभावित हुँदै आएका छन् । धेरै ठाउँमा पानीका मूल सुकेका छन् । हाल अस्तित्वमा रहेका सिमसारहरुमा वरिपरिका कृषि भूमिबाट कृषि रसायनहरु बगेर जानाले, घर तथा सहरी फोहोर मैला सिमसारको किनारा र वरिपरि फ्याँकनाले प्रदूषित भएका छन् । यसबाट सम्पूर्ण जलजीव र वनस्पति प्रभावित भएका छन् भने कतिपय लोप भैसकेका छन् । यसबाट तराईको जलवायुमा नै परिवर्तनका संकेत देखिन थालेको आभास हुन्छ । तसर्थ राज्य र सम्बन्धित क्षेत्रका विज्ञहरु संरक्षित क्षेत्र बाहिर रहेका सिमसारको संरक्षणमा लाग्नु पर्ने देखिन्छ । प्रस्तुत लेखमा यसबारे विवेचना गरिएको छ ।

सिमसार : परिचय

नेपाली जनमानसमा सिमसार भन्नाले दलदल क्षेत्र, सिमखेत, पानीका मुहान र छिपछिपे पानीले ढाकेको क्षेत्रलाई बुझाउँछ । रामसार महासन्धिको (Ramsar convention) परिभाषा अनुसार सिमसार भन्नाले: त्यस्तो घोल, दलदल वा पानीको क्षेत्र हो जहाँ प्राकृतिक रूपले वा कृत्रिम तरिकाले, स्थायी वा अस्थायी रूपमा, जमेको वा बगेको, स्वच्छ या नुनिलो पानीले ढाकिएको जमिन बुझिन्छ, साथै लघु ज्वारभाटाले ढाक्ने समुद्रको छ मिटरसम्मको गहिरो भागलाई पनि जनाउँछ । नेपालको राष्ट्रिय सिमसार नीति २०४९ अनुसार सिमसार भन्नाले पानी जमेको वा बगेको, स्थायी वा अस्थायी, प्राकृतिक वा कृत्रिम रूपमा बनेको दलदल क्षेत्र हो । त्यसमा धाप लगायत नदीको बाढीग्रस्त क्षेत्र (Riverine flood plain), ताल, पोखरी, जलाशय, धानखेत समेत पर्दछन् । सिमसार शब्दको “सिम” ले पानी नसुक्ने जमिन र “सार” भन्नाले पानी बुझाउँछ । जसको न्वारन विष्णुहरि भण्डारीले सन् १९९४ सालमा गर्नु भएको थियो ।

जैविक विविधताका दृष्टिले समृद्ध सिमसार परिभाषाका दृष्टिले पनि सम्पन्न छ । विश्वमा सिमसारका ५० भन्दा बढी परिभाषाहरु छन् । विभिन्न आदिवासी समुदायका सिमसारसँग सम्बन्धित अलग अलग मूल्य, मान्यता र पहिचान छन् तर सारतत्त्व एउटै छ, त्यो जल र जलीय जैविक विविधता । पूर्वी नेपालका

आदिवासी समुदाय सिमसारलाई होली, दह, जलथल, भास, प्राकृतिक पोखरी, पानी नसुक्ने सिमखेत, कचन (ईश्वरद्वारा निर्मित खाडी) भन्दछन् । पानी जमेको सोतो परेको ठाउँलाई होली भन्दछन् । धिमाल जातिले यसलाई दोला भन्दछन् । जलथल र भासमा जोत्ने कार्य गर्न सकिदैन । गिलो घोल धेरै गहिराइ सम्म (३-४ फुट) हुन्छ । यस्ता दलदल क्षेत्रमा गुँद, पटेर, दल्की बोभो र अन्य जलीय वनस्पति सप्रेका हुन्छन् भने माछा, सिपी, घुँगी, गँगटा, पानीहाँस, भुँडीफोर गरुड (हाँडीफोर) लगायत अन्य जलचर प्रशस्त मात्रामा पाइन्छन् । यस्ता ठाउँलाई आदिवासी समुदायले सिमसार भन्ने गरेका छन् जहाँबाट उनीहरूको भोजन, पौष्टिक तत्त्व, ओखतीमुलो आदिको प्राप्ति भई जीविका चलि रहेको हुन्छ ।

नेपालका सिमसारको स्थिति

२०१२ सालमा तत्कालीन श्री ५ को सरकारले तराई र भित्री मधेसमा भोडा फाँडी पुनर्वास कार्यक्रम संचालन गरेको भए तापनि औलोको प्रकोपले बसोवास विस्तार त्यति प्रभावकारी हुन सकेको थिएन । २०१५ सालतिर जब नेपाल औलो उन्मूलन संघ (Nepal Malaria Eradication Organization) को स्थापना भई औलो नियन्त्रण कार्यक्रमद्वारा डी.डी.टी. (Dichlorodiphenyl-trichloroethane – शत्रुजीव नाशक विषादी) छर्ने र निःशुल्क औषधी वितरण गर्ने कार्यको प्रारम्भ भएपछि केही केही पहाडी क्षेत्रमा बसोवास गर्ने मानिस निःशुल्क जग्गा प्राप्त हुने लोभमा तराई भरेका थिए । हिमाली र पहाडी प्रदेशबाट अस्थायी रूपमा तराईमा भर्ने र स्थायी रूपमा बसाई सरेको कार्य २०२१ सम्म ज्यादै मन्दगतिमा थियो किनकि औलो साम्य भैसकेको थिएन । उक्त समयमा पहाडबाट भरेका निम्न तथा मध्यम वर्गीय परिवार र आदिवासी मात्र तराईमा कृषि कार्य गरी स्थायी बसावास गर्दथे । धनी, पुँजीपति र टाठाबाठाले जग्गा दर्ता गराई अर्धिया ठेक्कामा किसानहरूलाई दिई पुनः पहाडी क्षेत्रमै फर्कन्थे । हिउँदमा (पौष, माघ) मात्र अर्धिया ठेक्का उठाउन तराई भर्दथे । २०२१ सालदेखि औलो प्रभावकारी ढङ्गले नियन्त्रण हुन गयो । यसपछि तराईमा हिमाली तथा पहाडी प्रदेश आसाम, मेघालय सिलाडबाट मानिस बसोवासको लागि आउने क्रममा वृद्धि हुन गयो । त्यही समयदेखि तराईका सिमसार र त्यहाँको जैविक विविधतामाथि क्रमिक अतिक्रमणको प्रारम्भ भएको देखिन्छ । २०२१ सालसम्म मधेसमा भन्दा पहाडमा जनसंख्या बढी थियो । २०२१-२०२८ को बिचमा औलो पूर्णतः नियन्त्रणमा आयो । यही समयदेखि सिमसार क्षेत्रमाथि अतिक्रमण गर्ने कार्य बढ्न गएको थियो । २०२०-२०२५ सालतिर अस्तित्वमा रहेका सिमसारहरूमध्ये अहिले ३०% मात्र बाँकी रहेका छन् । यिनीहरू पनि तीव्र गतिमा साँगुरिइ रहेका छन् । तराई प्रदेशमा रहेका त्यस्ता कम गहिरा सिमसार (Shallow Wetlands) जलीय जीव तथा वनस्पतिका लागि ज्यादै अनुकूल थिए । पानीमुनि बढ्ने अधिकांश बोट बिरुवा (Submerged Plants) प्रशस्त थिए जुन १.५ मिटर सम्मको गहिराइमा फस्टाउँछन् । त्यस्तै गरी पानीमाथि हुने अधिकांश बिरुवा (Emergent plants) पनि गहिरा सिमसारमा हुँदैनन् । यिनीहरूका लागि १ मिटरभन्दा बढी पानीको गहिराइ हुनु हुँदैन । एवं प्रकारले जलीय पन्छीहरूले पनि १ मिटर भन्दा गहिरो सिमसारबाट आहारा प्राप्त गर्न सक्दैनन् । तराई प्रदेशमा ताल (Lakes) प्राकृतिक पोखरी (Natural Pond), दलदल (Marshes) धापिला धानखेत (Swampy rice field) र पानी नसुक्ने (वर्षको ९ महिनासम्म) स्थान धेरै हुनाले सिमसारमा आश्रित पन्छीहरू प्रशस्तै थिए । तर हाल आएर वातावरणको ह्राससँगै सिमसार क्षेत्रको संख्या घट्दै गएको छ । सिमसारको जैविक विविधता संरक्षण गर्ने गुणात्मक पक्ष समेत खस्कि रहेको पाइएको छ ।

सिमसारहरू प्राणी तथा वनस्पतिका दृष्टिले अत्यन्तै समृद्ध हुन्छन् । नेपालमा पाइने ११८ जीव परिवर्तनीय प्रणाली (Ecosystems= सजिव निर्जीवको अदृश्य सम्बन्ध) मध्ये सिमसारीय जीवपरिवर्तनीय

प्रणाली (Wetland ecosystem) को स्थान उच्च छ। अधिकांश भारपात समूहका (Herbaceous) बिरुवाहरु जसको काण्ड कोमल हुनाको साथै आयु १ वर्षसम्म वा मौसमी हुन्छ त्यस्ता बिरुवाहरु सिमसारमा प्रशस्त हुन्छन्। यी बाहेक छिपछिपे वा घुँडाघुँडा पानीमा र सोभन्दा गहिराइमा हुने वनस्पति, पानीमा तैरने वनस्पति, पानीमाथि हुने वनस्पतिले ढाकेका निर्दिष्ट स्थानहरु (Niches) सिमसारमा हुन्छन्। विभिन्न प्रकारका प्रकारका मेरुदण्डविहीन (Invertebrates) प्राणीहरु जस्तै कछुवा, ठोठरी, गंगटा, चिप्ले किरा आदि सिमसारमा पाइने प्रमुख जलीय जीवहरु हुन्। यसका साथै ठुलो सख्यामा विविध जलपन्छी पाइनु सिमसारका सामान्य विशेषता हुन्। कोसी टप्पु नेपालको धेरै प्रजातिका जलपन्छी पाइने क्षेत्र हो। किनभने त्यहाँ चराको वासस्थान (Roosting), गुँड लगाउने ठाउँ (Nesting) चारो (Feeding) र बच्चा हुर्काउने ठाउँ (Breeding sites) को अनुकूल अवस्था छ। जहाँ साइबेरिया क्षेत्रबाट घुम्न आउने चरा (Migratory birds) शीतकालको समयमा पाइन्छन्। माथि बताइएका सिमसारीय जैविक विविधताहरुको प्राकृतिक अवस्था र जीवन चक्र विगतको जस्तो नरहेको केही प्रजाति लोप भएका, बाँकी रहेका प्रजातिको पनि गुणस्तर र स्वभाव परिवर्तन भएको, मानव अतिक्रमणले गर्दा सिमसारहरु लोप भएका, खुम्चिएका र प्रदूषित बनेका छन्। प्रदूषित सिमसारबाट यसमा आश्रित प्राणीहरुले खाद्य सामग्री प्राप्त गर्न सक्दैनन्। केही स्थानहरुमा सिमसार लोप भएर त्यहाँबाट महत्वपूर्ण पन्छी समेत लोप भएका (Disappearing) छन्।

नेपालका तिनवटै भौगोलिक प्रदेशमा सिमसार पाइन्छ। हिमाली प्रदेशका सिमसारहरु तराई र एसियाको जलभण्डार (Water Tower of Asia) हुन्। किनभने हिन्दकुश, काराकोरम र नेपाल हिमालय क्षेत्रलाई एसियाको जल भण्डारको रूपमा चित्रण गरिएको छ। यही क्षेत्रबाट उत्पत्ति भएर बगेका खोलानाला र नदीको पानीमा १ अर्ब ३० करोड जनसंख्या निर्भर छन् (अमात्य र अरू, २००८)। हिमाली प्रदेशका सिमसारहरु अल्पपोषी (Oligotrophic) हुन्। अल्पपोषी सिमसारीय परिस्थितिमा (Oligotrophic Wetland Ecosystem) थोरै मात्र सिमसारीय प्राणी र वनस्पति हुर्केका हुन्छन्। किनभने त्यहाँको परिवेशमा जैविक तत्त्वहरु (Organic material) कम मात्रामा रहेका हुन्छन्। नेपालका ४००० मिटर माथि रहेका तालहरु अल्पपोषी समूहमा पर्दछन्। त्यहाँका सिमसारहरु प्राकृतिक प्रक्रियाद्वारा हुने क्रमिक विकास या परिवर्तन (Natural Processes of Succession) बाट प्रभावित भएका छन्। मुख्यतया हिमाली प्रदेशका सिमसारहरु जैविक पदार्थको सञ्चय, अग्लो क्षेत्रबाट बगेर आउने थेंग्यान (Sediments) बाट मन्दगतिमा प्रभावित भएका पाइन्छन्। त्यहाँका सिमसारलाई विषम जलवायु र अफ्ठेरो धरातलीय बनौटले (Extreme Climatic Condition and topography) संरक्षण प्रदान गरेको छ। नेपालका मध्यपहाडी प्रदेशमा रहेका ताल र अन्य जलीय क्षेत्र (Water bodies) मध्यपोषी सिमसार (Mesotrophic Wetlands) अन्तर्गत पर्दछन्। त्यहाँका सिमसारमा मध्यम खालको पोषक तत्त्व रहेका हुन्छन्। महाभारत शृङ्खला अन्तर्गतका जलाधार प्रणाली (Catchment system) मा अवस्थित सिमसारमा हुने प्राकृतिक परिवर्तन, अल्पपोषीको अनुपातमा अलिक बढी हुन्छ। यस क्षेत्रका ती सिमसारहरु जसको नजिकै वा वरिपरि नगर र बजारको विकास भएको छ त्यहाँ मानव अतिक्रमण र प्राकृतिक दुबै प्रक्रियाद्वारा प्रभावित छन्।

तराई प्रदेशमा रहेका गोरुजुरे ताल (Oxbow lake) प्राकृतिक पोखरी (Natural ponds) जलथल या दलदल (Marshes) उच्चपोषी सिमसार (Eutrophic Wetlands) अन्तर्गत पर्दछन्। तराईका यी होचा सिमसारहरु नदीले आफ्नो पुरानो मार्ग छोडी नयाँ मार्ग अवलम्बन गर्दा निर्माण भएका हुन्। जहाँ प्राङ्गारिक पदार्थ, जमिनको सतहमा भएको नाइट्रेट र फोस्फेट जस्ता रासायनिक तत्त्वहरु पानीमा मिसिन गई लवणको मात्रा बढेको हुन्छ। त्यस्ता सिमसारमा उच्च पोषण (high amount of nutrient) का कारण अक्सिजनको

कमी हुन्छ तथा जलीय वनस्पतिको मात्रा अत्यधिक हुन्छ । यिनीहरूको जलाधार क्षेत्र सानो हुन्छ तर मनसुनको समयमा जब भयानक बाढी आउँछ उक्त समयमा यिनीहरू जलमग्न भएर ठुलो क्षेत्र ढाके जस्तो देखिन्छन् ।

तराई प्रदेशका सिमसारहरू प्राकृतिक तथा मानव निर्मित (Natural Processes and Anthropogenic factors) दुवै कारणबाट प्रताडित छन् । तुलनात्मक दृष्टिले हेर्दा मानवीय क्रियाकलापबाट अत्यधिक प्रताडित छन् । जसले गर्दा सिमसारको भू-वातावरणीय विशिष्ट गुण (Ecological characteristics) मा नै परिवर्तन भैरहेको छ । भापाको डाकिनी खरखरे सिमसारको उत्तरी क्षेत्रमा भूमिगत जल सतह खस्केको छ । त्यहाँ कछुवा र ठोटी दुर्लभ (Rare) अवस्थामा छन् ।

सबै सिमसारहरू प्राकृतिक प्रक्रियाद्वारा क्रमिक रूपमा परिवर्तन हुँदै जान्छन् । जस्तै वरिपरिको जलाधार क्षेत्रबाट स्थानीय प्राङ्गारिक पदार्थ (Autochthonous organic mater) सतही जल तथा वर्षाको पानीले जलाशयमा ल्याएर थुपार्छ । तिनीहरू जलाशयको पिँधमा तहतह परेर बस्दछन् । सिमसारहरू रूपान्तरित हुँदा किनारा र पिँधबाट हुन्छन् । किनाराका भाडीको स्थानमा रुख उम्रन्छन् भने पिँध क्रमशः सतहमाथि उचालिन्छ । माथिल्लो तराई (Upper Terai) अर्थात् चुरे शृङ्खलाको दक्षिणमा रहेका सिमसारहरू मनसुनको समयमा आएको बाढीले बगाएर ल्याउने थेंग्रान (Debris) बाट अत्यधिक प्रभावित भैरहेका छन् । विगत दुई दशक अगाडि (१९९०) देखि चुरे शृङ्खलामा वन विनाशको क्रम हरेक वर्ष बढि रहेको छ । जसले गर्दा भू-क्षय र पहिरोको प्रकोप पनि हरेक वर्ष बढि रहेको छ । भू-क्षय र पहिरोबाट प्राप्त पदार्थ ढुङ्गा, माटो, बालुवा, नदी तथा खोलाले बाढीको रूपमा बगाएर ल्याउँदा माथिल्लो तराईका सिमसारहरू तीव्र गतिमा पुरिँदै र साँगुरिँदै लोप भइ रहेका छन् । उक्त प्राकृतिक प्रकोपको मुख्य कारण भने मानिस नै हो । सन् १९७१ (२०२८) अगाडि तराईका सिमसारहरू प्राकृतिक प्रक्रियाद्वारा मन्दगतिले प्रभावित थिए । यसको अनुभव छोटो समयमा जो कोहीले पनि अनुभव गर्न सक्दैनथ्यो । किनभने उक्त समयमा चुरे शृङ्खला घना वन जङ्गलको आवरणले सुशोभित थियो । त्यहाँबाट वर्षाको समयमा खोलाले बगाएर ल्याउने थेंग्रानको मात्रा ज्यादै कम थियो ।

तराईका सिमसारहरू प्राकृतिक दृष्टिले कम जोखिममा छन् भने मानवीय क्रियाकलापबाट बढी खतराको घेराभित्र रहेका देखिन्छन् । प्राकृतिक प्रक्रियाबाट सिमसारको क्रमिक रूपान्तरण हुन धेरै वर्ष लाग्दछ तर मानवीय क्रियाकलापबाट एक दुई वर्षमै सिमसारको अस्तित्व मेटिएका उदाहरण तराई क्षेत्रमा छन् । यस्ता दृष्टान्त तराईका नगरपालिका, ग्रामीण व्यापारिक केन्द्र, महेन्द्र राजमार्गको छेउछाउ र यातायातको सञ्जाल भएका ग्रामीण बस्तीहरूमा समेत देखिन्छ । सबभन्दा बढी प्रभावित, राजमार्ग आसपासमा भएका नगरपालिका र ग्रामीण व्यापारिक केन्द्रका सिमसारहरू छन् । भू-माफियाहरूले त्यस्ता ऐलानी सिमसारहरूलाई सरकारी कर्मचारीहरूको मिलेमतोमा कौडीको मूल्यमा दर्ता गरी हत्याउने, त्यसपछि डोजरको सहायताले ढुङ्गा, बालुवा गिटीले पुर्ने र बस्तीको विकास गरी ठुलो धनराशि कुम्ल्याउने गरेका छन् । यसबाट सहरी मरुभूमीकरणको विकास हुन गई स्थानीय वातावरण तथा जैविक विविधताको ह्रास भएको छ । तराईका सिमसार मानव निर्मित, प्राकृतिक र त्यस जलाधार क्षेत्रमा (Catchment Area) भएको स्थानीय भू-उपयोगको अभ्यास (Local Landuse Practices) बाट प्रभावित भएको पाइन्छ । यस्ता दृष्टान्तहरू भापा र मोरङका विभिन्न सिमसारीय वातावरण (Wetland Ecosystem) वरिपरि देख्न सकिन्छ । सिमसार खुम्चिने र लोप हुने कार्यले तराई क्षेत्रमा विगत ३० वर्ष अगाडिको जलवायुको अवस्थालाई तुलना गर्दा गर्मीको प्रकोप बढेको विज्ञहरू बताउँछन् किनभने सिमसारले CO₂ ग्याँसको अवशोषण गर्दछ ।

सन् १९६० को दशकसम्म तराईका सिमसारहरु प्राकृतिक दृष्टिले सम्पन्न अवस्थामा थिए । तिनीहरु प्रदूषित थिएनन् । आदिवासी समुदाय सिमसारमा नै नुहाउने, पौडी खेल्ने, लुगा धुने, सिमसारका आसपासमा कुवा बनाएर पिउने पानीको आपूर्ति गर्दथे । अधिकांश सिमसार परिवेशमा पानीको मूल (बुलबुले पानी तथा उम्रेको पानी) पाइन्थ्यो । सिमसारमा माछा मार्ने, गुँद, पटेर सङ्कलन गर्ने, सिपी, घुँगी, गँगटा, कछुवा जम्मा गर्ने, पशु चराउन कार्य हुने गर्दथ्यो । जसबाट धेरै स्थानीय मानिसको गुजारा (Livelihood) चलि रहेको थियो । उहिलेका तिनै सिमसारमा अहिले त्यस्ता कार्य रोकिएका छन् । सिमसार वरिपरि कृषि कार्यमा प्रयोग गरिने कृषि रसायनले (Chemical fertilizer and pesticide) सिमसार प्रदूषित बनेका छन् । खेतबारीमा प्रयोग गरेका कृषि रसायन सिँचाइ र वर्षाको पानीको माध्यमबाट सिमसारमा प्रवेश गर्दछन् । यसको असर जलीय प्राणी तथा वनस्पति (Wetland fauna and flora) माथि पर्न गएको छ । जसले गर्दा केही केही, केही स्थानीय जातका (Native species) जलीय प्राणीहरुको लोप भैसकेको छ । सिमसारमा पाइने माछा, भ्यागुता, गँगटा, सिपी, घुँगीको सङ्ख्या प्रत्येक वर्ष घटिरहेको छ । कृषि रसायनको प्रभावले छटपटाइरहेका जलीय जीव भुँडीफोर गरुड (Lesser Adjutant) आदिले सिकार गर्नाले यिनीहरुको सङ्ख्या घटिरहेको छ । सिमसारमा आश्रित सम्पूर्ण पन्छीहरु प्रभावित भैरहेका छन् । पानीमा मिसिएका रसायनहरु अदृश्य हुन्छन् यसबारे जो कोहीलाई पत्तै हुँदैन । प्रयोगशालामा परीक्षण गरेपछि मात्र थाहा हुन आउँछ ।

सिमसारको संरक्षणका चुनौतीहरु

वर्तमान समयमा सिमसार प्रदूषणको मुख्य चुनौती प्लास्टिक तथा पोलिथिन (Plastic and Polythene) बनेको छ । सिमसारहरु वरिपरिको स्थानभन्दा होचो ठाउँमा रहेका हुनाले मानव बस्तीमा प्रयोग भै फ्याँकिएका नसङ्ने प्लास्टिक र पोलिथिनका भोलाहरु अन्य नकुहिने घरायसी सामान (ब्याग, पोलिस्टर कपडा, जुता चप्पल) सिमसार क्षेत्रमा खात लागेको पाइन्छ । अन्य धातुजन्य कुडा कर्कट समेत सिमसारमा फ्याँकने गरिएको छ । सिमसारीय पर्यटन कार्यक्रम संचालन भएका सिमसार वरिपरि बियर र मदिराका बोतलले खुट्टा टेक्ने ठाउँ हुँदैन । तयारी खाद्य सामग्री र पेय पदार्थका बट्टा र खोल यत्रतत्र पाइन्छन् । पानीभित्रै असंख्य बोतलका टुक्रा भेटिन्छन् । यसले गर्दा सिमसारमा पाइने प्राणी र वनस्पतिको वृद्धि र विकासमा समेत नकारात्मक प्रभाव परेको छ । सिमसारमा पाइने प्राणीहरुको सङ्ख्या घटेको छ । सिमसारीय उत्पादनहरु सङ्कलन गरेर पौष्टिक तत्वको आपूर्तिले जीविका गर्ने आदिवासी समुदायका गरिब परिवारहरु प्रभावित बनेका छन् । सिमसारीय उत्पादन सङ्कलन गर्न सिमसारमा प्रवेश गर्दा त्यहाँ जम्मा भएका सिसा र धातुजन्य पदार्थले हातखुट्टा काटेर स्वास्थ्यमा समेत प्रभाव पारेको पाइन्छ ।

घरेलु तथा सहरि फोहोर (Domestic and Urban Garbage) सिमसारमा फ्याँकिनाले मानव बस्ती आसपासका सिमसार प्रदूषणका सिकार हुन पुगेका छन् । त्यस्ता सिमसारको पानी खाने खुल्ला पशु चरन अन्तर्गतका (Open Grazing System) पशुहरु प्रभावित हुन थालेका छन् । पशुहरुमा नाम्ले रोगको प्रकोप बढेको कारण जलीय प्रदूषण नै भएको कुरा पशु चिकित्सकहरुको ठम्याइ छ । विगतको तुलनामा पशु लागत खर्च बढेको तर मुनाफा घटेको कुरा सिमसार क्षेत्रका पशु पालक बताउँछन् । सिमसारीय प्रदूषणबाट यसको वरिपरि बसोबास गर्ने बासिन्दाले उचित लाभ लिन सकि रहेका छैनन् । प्रदूषित पानी आमोद प्रमोद, मनोरञ्जन र कृषिको लागि समेत उपयोगी हुँदैन ।

निष्कर्ष (Conclusion)

पानी र जमिन सिमसारका प्रमुख विशेषता हुन् । यी दुई तत्वविना सिमसारको कल्पना नै गर्न सकिन्न जहाँ हजारौं नभचर, जलचर, उभयचर, कीट पतङ्ग, बोट बिरुवा तथा सुगन्धित फुलहरुले सुशोभित

हुन्छ । यस्तो सुशोभित सिमसारीय वातावरण विगत केही वर्षदेखि लोप हुँदै साँगुरिदै, प्रदूषित हुँदै आएको छ । सिमसारीय जलमा पानीको शुद्धीकरण क्षमता हुन्छ । भित्रिभित्रै पानीको सञ्चालन र शुद्धीकरणको प्रक्रिया निरन्तर चलि रहेको हुन्छ । मानव बस्ती भएर बग्ने सतहको पानी सिमसारमा मिसिएपछि त्यहाँबाट बगाएर ल्याएका जैविक, रासायनिक पौष्टिक तत्वहरु र अन्य प्रदूषित पदार्थहरु (Pollutant matter) सिमसारमा मिसिन्छन् । यसलाई सिमसारले सोसेर लिन्छ, यसबाट पानी शुद्धीकरण हुनाका साथै माछा, सिपी, घुँगी लगायत अन्य जलचरहरुलाई प्रशस्त आहाराको आपूर्ति हुन्छ । तर, सिमसारमा अवस्थित पानीको गहिराइ आयतन र पानीले ढाकेको क्षेत्र अनुसार फाहोर मैला धान्न सक्ने क्षमता भने फरक फरक हुन्छ । त्यो क्षमताभन्दा बढी फोहोर मैला सिमसारमा जम्मा भएमा सिमसार प्रदूषित र दुर्गन्धित हुन्छ । घना बस्तीबाट बगेर आउने ठुलो परिमाणका घरेलु फोहोर मैलालाई सिमसारले शुद्धीकरण गर्न सक्दैन । यसबाट चलचर र सिमसारमा आश्रित जीवहरु समेत प्रभावित हुन्छन् । तराई प्रदेशमा नगरीय क्षेत्र र अन्य मानव बस्तीको छेउछाउका सिमसारहरु प्रदूषित भैरहेका छन् । ग्रामीण बस्तीभन्दा नगर बस्तीको तल्लो तटीय क्षेत्रका सिमसारहरु बढी प्रदूषित भएको पाइन्छन् ।

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पाठ्यक्रम विकास केन्द्रको गतिविधि

१. पृष्ठभूमि

पाठ्यक्रम भनेको कुनै पनि विश्व विद्यालय वा शैक्षिक जगत्को स्पन्दन हो । जुनसुकै राष्ट्रको विकासका लागि आवश्यक पर्ने जनशक्ति उत्पादन गर्ने मार्गचित्र हो । राष्ट्रिय आवश्यकता परिपूर्ति गर्न सक्ने शिक्षानीति, त्यस अनुरूपको पाठ्यक्रम र पाठ्यक्रमले निर्देश गरे बमोजिमको पाठ्य पुस्तक तयार गरी शैक्षणिक कार्यकलाप सञ्चालन गर्न सकेमात्र राष्ट्रको शैक्षिक योजना पूर्ण हुन्छ । त्यस कारण समयसापेक्ष, गतिशील र वैज्ञानिक पाठ्यक्रम आजको आवश्यकता हो । यस्तो पाठ्यक्रमले मात्र विश्व विद्यालयको जग बलियो बनाउनुका साथै गति समेत प्रदान गर्दछ । यिनै उद्देश्य परिपूर्तिका लागि यस केन्द्रले बेला बेलामा गोष्ठी सञ्चालन, विषय विशेषज्ञहरूसँग छलफल र उनीहरूको सुझावलाई समावेश गर्दै यो केन्द्र पाठ्यक्रमलाई अद्यावधिक, वैज्ञानिक र युगानुकूल बनाउने कार्यमा लागि रहेको छ । वर्तमान परिप्रेक्ष्यमा विश्वका हरेक विश्व विद्यालयमा युगानुकूल शिक्षा पद्धति लागु भइ रहेको र त्यसबाट उत्पादित शैक्षिक जनशक्तिसँग उच्च प्रतिस्पर्धा गर्नु पर्ने चुनौती हाम्रो सामु रहेको छ । यस अवस्थालाई मध्यनजर राख्दै त्रिभुवन विश्व विद्यालय पाठ्यक्रम विकास केन्द्र, पनि तदनुकूल पाठ्यक्रम निर्माणमा क्रियाशील रहँदै आएको छ । प्रस्तुत सन्दर्भमा यस केन्द्रबाट प्रकाशित हुने 'पाठ्यक्रम विकास पत्रिका' को भूमिका पनि महत्वपूर्ण रहेको छ । स्तरीय र अनुसन्धानात्मक लेख रचनाहरू प्रकाशित गरी पठनपाठन र पाठ्यक्रम निर्माणसँग सम्बद्ध पक्षलाई यसले सहयोग पुऱ्याउँदै आएको छ । पाठ्यक्रम विकास केन्द्रका दायित्व र कार्यक्षेत्रभित्र अन्य विषयहरू पनि पर्दछन् । स्वदेश तथा विदेशका विभिन्न विश्व विद्यालयबाट अध्ययन गरेर प्रमाण पत्र हासिल गर्नेहरूका लागि शैक्षिक उपाधि, समकक्षता निर्धारण, श्रेणी निर्धारण, सेवा प्रयोजनका लागि शैक्षिक प्रमाण पत्र छानबिन जस्ता कार्यहरू यसै केन्द्रले सम्पादन गर्दछ । आफ्नो कार्यक्षेत्रभित्र रहेर त्रिभुवन विश्व विद्यालय पाठ्यक्रम विकास केन्द्रले गरेका गतिविधिहरू यस प्रकार रहेका छन् :

२. पाठ्यक्रम परिमार्जन तथा निर्माण

मानविकी तथा सामाजिक शास्त्र सङ्घाय अन्तर्गत स्नातकोत्तर तह र दर्शनाचार्य एम.फिल. तहका विभिन्न विषयका पाठ्यक्रमहरू परिमार्जन तथा निर्माण भएका छन् । जस अनुसार भाषा विज्ञान स्नातकोत्तर तह प्रथम वर्ष, मानव शास्त्र/समाज शास्त्र स्नातकोत्तर तह द्वितीय वर्ष तथा नेपाली दर्शनाचार्य (एम.फिल) विषयका पाठ्यक्रमहरू परिमार्जन भएका छन् भने समाज शास्त्र/(एम.फिल) तथा मानव शास्त्र (एम.फिल) विषयका पाठ्यक्रमहरू नयाँ निर्माण गरिएका छन् ।

३. गोष्ठी/सेमिनार सञ्चालन

पाठ्यक्रम विकास केन्द्रद्वारा पठनपाठन कार्य अद्यावधिक गर्न तथा परिमार्जित पाठ्यक्रम बारे जानकारी गराउने उद्देश्यले त्रि.वि.अन्तर्गतका आङ्गिक तथा सम्बन्धन प्राप्त क्याम्पसहरूमा शिक्षकहरूलाई विविध विषय र तहगत तालिम तथा अभिमुखीकरण कार्यशाला गोष्ठी विभिन्न समय र स्थानमा आयोजना गरियो । सो निम्नानुसार छ :

(क) ३ बर्से स्नातक तहको तेस्रो वर्षको ऐच्छिक अङ्ग्रेजी तथा अनिवार्य अङ्ग्रेजी विषयको कार्यशाला गोष्ठी २०६८ साल आषाढ १ गतेदेखि ७ गतेसम्म पोखरामा र २०६८ आषाढ १५ गतेदेखि २१ गतेसम्म काठमाडौंमा सम्पन्न भयो ।

(ख) ३ बर्से स्नातक र स्नातकोत्तर तहको मनोविज्ञान विषयको अभिमुखीकरण कार्यशाला गोष्ठी क्रमशः २०६९।४।२१ गतेदेखि २४ गतेसम्म र २०६९।५।१० गतेदेखि १५ गतेसम्म नेपाल तथा एसियाली अनुसन्धान केन्द्र (सिनास) कीर्तिपुरमा सम्पन्न भयो ।

(ग) नयाँ तथा परिवर्तित पाठ्यक्रम अनुरूप स्नातकोत्तर तहको अङ्ग्रेजी विषयको अभिमुखीकरण कार्यशाला गोष्ठी २०६९।४।२६ गते देखि ३२ गतेसम्म पोखरामा सम्पन्न भयो ।

४. पाठ्यक्रम तथा पाठ्य पुस्तकहरूको प्रकाशन

(क) कानून सङ्घाय अन्तर्गत ३ बर्से एल.एल.एम.को पाठ्यक्रम प्रकाशोन्मुख रहेको

(ख) उपाधि मान्यता तथा समकक्षता निर्धारण भएका उपाधिहरूको तेस्रो अङ्क प्रकाशोन्मुख रहेको

(ग) मदन गोपाल श्रेष्ठद्वारा लिखित जनसंख्या विश्लेषण नामक जनसंख्या अध्ययन सम्बन्धी पुस्तक पा.वि.के. र साभा प्रकाशनको संयुक्ततामा प्रकाशित

५. भावी कार्यक्रम

(क) शिक्षाशास्त्र सङ्घाय र मानविकी तथा सामाजिक शास्त्र सङ्घायको ३ बर्से स्नातक तहको अनिवार्य नेपाली विषयलाई समायोजन गरी आउँदो शैक्षिक सत्रदेखि सञ्चालन हुने भएकाले मुलुकभरि क्षेत्रीय स्तरमा ८।९ स्थानमा अभिमुखीकरण कार्यशाला गोष्ठी सञ्चालन गर्ने कार्यक्रम रहेको

(ख) मानविकी तथा सामाजिक शास्त्र सङ्घाय अन्तर्गत ललित कला विषयको पठनपाठन स्नातक तहमा हाल ३ बर्से रुपमा सञ्चालन हुँदै आएकोमा उक्त विषयलाई चार वर्षे स्नातकका रूपमा संचालन गर्ने उद्देश्यले पाठ्यक्रम निर्माण कार्य प्रक्रियामा रहेको

(ग) आउँदा दिनहरूमा विभिन्न सङ्घाय र अध्ययन संस्थानहरूको आवश्यकता अनुसार अभिमुखीकरण कार्यशाला गोष्ठी सञ्चालन गरिने ।

६. स्तर निर्धारण

यो शाखा पाठ्यक्रम विकास केन्द्र अन्तर्गतको महत्वपूर्ण शाखा हो । यसले स्वदेश तथा विदेशका विभिन्न विश्व विद्यालयबाट प्रमाणपत्र हासिल गरेका व्यक्तिहरूको शैक्षिक योग्यताको समान स्तर निर्धारण गर्दछ । यस क्रममा २०६७ चैत्रदेखि २०६९ भाद्रसम्मको विवरण तल तालिकामा देखाइएको छ :

S.N.	Countries Name	Bachelor	Master	Ph.D.	Total
1	Australia	8	7	2	17
2	Bangladesh	7	9	1	17
3	Belarus	1	-	-	1
4	Belgium	-	-	1	1
5	Canada	1	-	-	1
6	China	15	12	1	28

7	Cyprus	6	2	-	8
8	Denmark	-	1	1	2
9	Finland	2	4	-	6
10	Germany	6	9	2	17
11	India	106	88	5	199
12	Ireland	-	1	-	1
13	Israel	-	3	1	4
14	Italy	-	-	1	1
15	Japan	1	6	11	18
16	Korea	4	13	10	27
17	Kyrgyz	-	1	5	6
18	Malayasia	1	1	-	2
19	Nepal	13	4	-	17
20	Netherland	1	7	2	10
21	Newzealand	-	1	2	3
22	Norway	-	1	1	2
23	Pakistan	1	-	-	1
24	Philippines	5	5	2	12
25	Switzerland	2	-	-	2
26	Sweden	-	5	-	5
27	Taiwan	-	2	1	3
28	Thailand	3	4	-	7
29	UK (United Kingdom)	16	20	1	37
30	United States of Americal	23	18	5	46
31	USSR	1	1	1	3
Total					504

यस प्रकार माथि उल्लिखित तालिकामा देखाइए अनुसार मिति २०६७ चैत्र देखि २०६९ भाद्रसम्म विभिन्न देश तथा विविध तह र विषयमा समान स्तर निर्धारण गरिएको संख्या ५०४ रहेको छ ।

७. सेवा प्रयोजनका लागि शैक्षिक प्रमाणपत्र छानबिन

पाठ्यक्रम विकास केन्द्रले स्वदेश तथा विदेशका विभिन्न विश्व विद्यालयबाट प्रमाणपत्र प्राप्त गरी त्रिभुवन विश्व विद्यालय अन्तर्गत सेवामा रहेका शिक्षक/कर्मचारीहरुको सेवा प्रयोजनका लागि शैक्षिक प्रमाण पत्र छानबिन गर्दछ । यस क्रममा २०६७ चैत्रदेखि २०६९ भाद्रसम्म उक्त प्रयोजनका लागि दर्ता भई कार्य सम्पन्न गरिएको संख्या ६३१ रहेको छ ।

८. श्रेणी निर्धारण

२०६७ चैत्रदेखि २०६९ भाद्रसम्म यस पा.वि.के. स्तर निर्धारण शाखामा दर्ता भई कार्य सम्पन्न भएको संख्या १०८ रहेको छ ।