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CONDITIONS OF FINANCIAL SUPPORT IN EDUCATIONAL INSTITUTIONS: A CASE STUDY OF ANANDABAN VDC

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ABSTRACT

This paper presents the conditions of Financial Support in Educational Institutions: A Case Study of Anandaban V D. C. during the fiscal year 2068/69 to 2070/71." The main objective of the study is to analyze the conditions of financial support to the educational institutions supported by VDC. It is a descriptive type of research based on primary and secondary data, collected with the help of an interview schedule. All the public schools and campuses within Anandaban VDC are selected for this study.

The greater amount (62.5%) of the grants provided by VDC to educational institution is spent on physical infrastructure development. It seems that only 12.5 per cent schools get regular grants. Partial support has been got by many (62.5%) schools when looking at the availability of grants. Fifty percents of schools spent the grants on the certain topic. Maximum schools respond that there is no legal provision to provide grants for schools. The greater numbers of schools have demanded of getting grants to prepare local curriculum, conduct extracurricular activities, launch educational trainings, manage library and establish free ship fund in institution. On the basis of research finding there is lack of financial support and the provided support is not sufficient for educational institutions in VDC level.

Key words: Grants, Financial supports, Infrastructure Development, Institutional Development, Social Skill Development, Total capital Expenditure.

INTRODUCTION

Education is one of the most important basic needs of human beings. It opens the door for all round development for them. It develops their potentialities. It develops the understanding of the individuals about their surroundings. It makes them able to be adjusted in life and solve the problems of their practical life. It helps for their individual and social development. An individual in the modern world must be educated properly to enable him solve the problem of life. (J.B.R., 2012) Education system is collective form of different elements or subsystems. It includes all the

structural and operational aspects of education such as input, process, output and feedback.

The economic condition of country plays important role to make education system success or failure. Education programs cannot be continued if there is lack of financial supports or capital. Physical facilities and materials also depend on economic system of the school. 'Financing in education should be made adequate by allocating at least 15 percent of the nation's budget for education, checking the waste of finance in unbalanced and ill organized projects, using foreign aid carefully and properly. Using foreign aid for building up the physical facilities in all the educational institutions of country. (Aryal, 1970)

Broadly, schools are categorized into four types: community-aided (schools, which are fully supported by the government for teachers' salary and other expenses), community-managed (schools, which are fully supported by the government for teachers salary and other funds but their management responsibility lies with the community), community-unaided (schools, which are either getting partial support or no support from the government) and the institutional schools (supported by founders, parents and trustees)(MOE, 2069).

National Education Commission (NEC) 2049 BS recommended for allocation of 15per cent national budget in education and encouraging public participation in education and Higher Level National commission 2055 BC recommended budget for education should be 17 per cent of national budget. (J.B.R., 2012).

Education development depends upon investment. If there is not sufficient financial support, there can't be qualitative development of education. The Nepal government has allocated less than 20 percent of budget which is insufficient for the development of education. In government schools there are not sufficient physical facilities and lack of human resources. In such circumstances, in which area the local support has been used more. Poor parents cannot afford to invest money in education. Free education only covers the finical cost of education. So government should provide financial support in educational institutions.

OBJECTIVES

The main objective of the study is to analyze the conditions of financial support to the educational institutions supported by VDC. More specifically the study intends to accomplish the following objectives:

- a) To identify the major areas and condition of financial supports in educational institutions provided by VDC.*
- b) To suggest conclusions and recommendations for proper grants distributions by VDC level.*

METHODOLOGY

The study is delimited in public school education program of Anandaban VDC which is focused on the major areas and condition of financial supports in educational institutions provided by Anandaban VDC. Interview schedule and open ended questionnaire is used for data collection. All, eight public schools and two public campuses within Anandaban VDC are the main sources of data. This research study covers the past three fiscal years (2068/69 to 2070/71) educational funding of Anandaban VDC.

This study is non-experimental and descriptive in nature. All, six public schools and two public campuses, government aided educational institutions of the Anandaban VDC are selected by census survey method. The study is based on both primary and secondary sources of information.

DISCUSSION

Village Development Committee, Municipality and District Development Committee are the local bodies. These local bodies launch their activities through their own Act, regulations and systems with available resources within their territories. Village Development Committee is one of the important local bodies, for effective development of local areas, among other local bodies. VDC is formed to develop each and every field of its territories and use the available resources.

There is a legal provision that VDC should allocate 10 per cent budget of its total capital budget in education for the benefit of all the castes and races, children, poor class people, and women. Here, it is studied about whether the allocated budget on various sectors of Anandaban VDC is spent or not.

Table -1 Disbursement of budget for target sectors programs

Fiscal Year (B.S)	Total Expenditure (Rs)	Total capital Expenditure (Rs)	Infrastructure development	Institutional development	Social Skill development	Total
2068/69	27977040/07	22179845	920000	-	350000	1270000 (5.7%)
2069/70	21141850	14280100	400000	540000	490100	1430100 (10.01%)
2070/71	25904500	16983500	450000	700000	550000	1700000 (10%)
Total	75023390.07	53443445	1770000	1240000	1390100	4400100 (8.2%)
Percent			3.31%	2.32%	2.60%	

Source: Field survey- 2070

The above table clarifies that out of total budget of VDC the last three fiscal year 2070/71, 2069/70 and 2068/69 respectively 10 per cent 10.01 per cent and 5.72 per cent budget is allocated and disbursed for the development of local level infrastructure, institutional development and social ability development. This amount is lower than the minimum condition of distribution of budget in VDC.

In Anandaban VDC Rs.17,70,000 amounts were allocated during last 3 years for infrastructure development. This amount is only 3.31per cent of total capital expenditure. The amount was used for physical infrastructure constructions, maintenance. This amount is so little for the infrastructure construction of schools. Similarly Rs. 12, 40,000 amounts were allocated during last three years for institutional development. The amount is 2.32 per cent of total capital expenditure. That much amount is used for school management grant and launch of health post. Apparently there is no sign of development due to little budget. Likewise, Anandaban VDC allocated Rs. 13, 90,100 amounts for the development of social ability of educational institutions during last three fiscal years. This amount is only 2.60 per cent which was mostly used in salary for child education. The result of this

is that there is no such significant allotment of budget in teachers training, skill development, teaching learning reform etc.

The above data shows that VDC provides little amount of budget for infrastructure development, institutional development and social ability development. There is somehow positive sign of budget in the field of physical infrastructure construction but not enough. The budget that was given to social ability development is only spent in salary for teachers not for training, workshop, refresher training and so on which cannot bring balance in educational sectors development.

PRESENT CONDITIONS OF GRANTS SUPPORT SYSTEM IN VDC

Among local bodies, VDC gets three types grants: current grants, capital grants, other grants. Current grant is distributed for the salary of employees, their skill development and social mobilization; capital grant can be allocated in educational sector. How the capital grants are provided to educational institution studied and analyzed herewith.

Table – 2 Grants distribution by Anandaban VDC

S.N.	Grant Provided	Response	Percent
1.	As regular	1	12.5
2.	Sometimes	3	35.5
3.	Only demand	4	50.0
	Total	8	100.0

Source: Field survey- 2070

According to the principals of the schools, Anandaban VDC provides grant regularly 12.5 per cent, sometimes 35.5 per cent and 50 per cent on the basis of demand. This justifies that there is no regular grants for schools. 25 per cent of educational institutions haven't demanded or applied for grants in Anandaban VDC. VDC should distribute grants through certain need based sectors and importance. According to educational institutions' response Anandaban VDC has distributed grants by giving importance on the following aspects.

Table - 3 Basis of grant distribution

S.N.	Bases for grants	Response	Percent
1.	Infrastructure development	5	62.5
2.	Development of materials	1	12.5
3.	Teacher/ staff salary	1	12.5
4.	Science and technology development	1	12.5
	Total	8	100.0

Source: Field survey- 2070

The above data shows the distribution of grants support. Sixty two percent of grants are distributed on physical infrastructure development. Little amount of budget is distributed on other areas which implies that there is little chance of educational progress. VDC's grant is focused on physical infrastructure development.

The following table presents the response of educational institutions whether the grants provided by Anandaban VDC to educational institutions for related programs were enough or not.

Table - 4 Availability and use of grants for certain programs

S.N.	Institutional response	Institutional response no.	Percent
1.	Was grant enough	0	0.00
2.	Partial support only	5	62.5
3.	Not enough	3	35.5
	Total	8	100.0
1.	Complete use	4	50
2.	Partial use	3	35.5
3.	No use	1	12.5
	Total	8	100.0

Source: Field survey- 2070

The above table clearly shows that 62.5 per cent is found for partial support of VDC's grant, and 35.5per cent response is found for not enough support. While observing above data it seems that 50per cent institutions use the grant fully on the allocated topic, 35.5per cent institutions use partially on the topic and 12.5per cent institutions use out of topic. And

also there must be compulsory policy of using the grants on allocated topic.

Major sectors of Educational grants by Anandaban VDC are Physical infrastructure development, Classroom building and maintenance, Development of instructional materials, Development of science and technology and Salary for teachers. Former chairman and members of VDC, principals, teachers and other intellectual circle suggested that insist to increase and add the topic of grant for educational institutions which are to develop local curriculum and its implement, to conduct extra-curricular activities, to establish fund for free ship/ educational prize and to launch technical education.

MAJOR FINDINGS

- Anandaban VDC has spent 5.72 per cent , 10.01 per cent and 10 per cent budget out of total capital expenditure in 2068/69, 2069/70 and 2070/71 respectively in the last three fiscal year on target people program.
- Anandaban VDC has spent 3.31per cent 2.32 per cent, and 2.60 per cent budget out of total capital expenditure in infrastructure development, institutional development and social skill development in the last 3 fiscal year.
- Anandaban VDC provides 12.5 per cent grants regularly, 35.5 per cent grants partially and 50per cent grants on the basis of demand.
- Out of total distributed grants of VDC 62.5per cent grant is spent in infrastructure development of schools and 37.5per cent grant is spent in material development, salary and science and technology development.
- The grants provided to educational institutions by VDC is seemed to spend fully on the allocated topic by 50per cent institutions, 35.5per cent institutions use partially on the topic and 12.5per cent institutions use out of topic.

CONCLUTION

- Nearly 10per cent of assigned budget amount is spent for the targeted group by the VDC.

- Grant from VDC to educational institution is mainly focused on infrastructure development rather than social ability development and institutional development.
- There is no regular grant for educational institute that only fulfils partial need of the institutions.
- There is no such mutual cooperation between VDC and educational institutions which results failure in the expected goal.
- The given grants aren't used completely in the allocated topics.
- Educational institutes demand grants without plan and proposal that causes less effectiveness in implementation.
- VDC supervises the bigger programs but does not pay attention in smaller.
- The effectiveness in teaching learning cannot go ahead effectively due to less regular grant and economic crisis.
- The grant amount is only focused in physical infrastructure which causes misbalance in the educational progress of the institutions.

SUGGESTIONS

- The ten percent amount provided by VDC in educational sector is too low; therefore there must be legal provision of spending at least twenty percent amount of total capital expenditure.
- Certain criteria must be made for the distribution of grants for educational institution by VDC and the institution that fulfills the basic criteria should get regular grant.
- The traditional system of distributing grants without work plan should be ended.
- There should be balance distribution of VDC grants for educational institution rather than only on physical infrastructure development.
- It would be better if VDC provide grant on local curriculum development, extracurricular activities, technical education, library management, trainings and workshops for teachers, free ship fund and special educational prizes.
- Grants should be increased on the basis of educational achievement.
- For the effectiveness of grants, it would be better to categorize physical and educational aspects and spend the budget accordingly..

- There will be positive effect and progress in education if there is management of regular grants of local curriculum, extracurricular and co-curricular activities, instructional materials and trainings.

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AN ANALYSIS OF NEPALESE FOREIGN TRADE

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ABSTRACT

This study is carried out to examine the recent situation of foreign trade in Nepal. Theory of comparative benefits suggests that Nepal is experiencing the widening trade deficit i.e. heavy increase in imports and decline in exports. There are many factors that affect the trade deficit such as low investment, poor technological settings, obstacles in movements, uncertainty in the energy supply, government's slow decision making process etc. These factors have not been helpful for export promotion. Nepalese foreign trade is heavily depended on India both in import and export. Due to low export value and high import value Nepal's economy is alarming with the uncontrolled trade deficit ultimately may result in the adverse balance of payment.

Key words: foreign trade, export, import, trade deficit, GDP.

BACKGROUND

Nepal is a small country of South Asia. The country is located between China and India. Since the country adopted liberal economic policies from the beginning of 1990s, the government of Nepal has promoted private investment and encouraged foreign direct investment with several institutional and economic reforms. Nepal entered into the WTO in 2004 as a first among the least developed countries, WTO offers substantial potential for its integration with South Asian and other regional as well as global economies.

Economies are not self sufficient to fulfill their needs producing all the required goods and services themselves. Due to invention of the transportation and communication technology, goods and services easily transfer from one place to another place and people of one country can enjoy the product produced from the distance country in affordable prices. The concept of international trade means transactions of goods and services among the residents of different nations of the world. The field has grown wider as international trade activities also include financial flows

and the movements of factors of production, such as labour, capital and entrepreneurship along with the transactions of goods and services. International trade can be defined as the economic activities through exchanging of goods and services among residents of different countries.

There are several features of Nepalese foreign trade. First, the commodity pattern of imports and exports indicate that Nepal's foreign trade confirms to comparative advantage theory of international trade. The country's comparative advantage lies in labor intensive manufacturing and agricultural products (Ministry of Industry, Commerce and Supplies, 2004). This type of trade illustrates traditional theory of trade also known as 'inter industry trade.' Second, Nepal's foreign trade is India dependent. About two-thirds of Nepal's trade is with India. Third, there is continuous deficit in Nepalese foreign trade. The volume of trade deficit is continuously increasing. Fourth, Nepal's share in total world trade has been declining. Fifth, Nepal remains dependent on a relatively small basket of exports and a few destination markets (Silwal, 2008).

Foreign trade is considered as an essential factor for accelerating the path of economic development. Most countries are involved into foreign trade to create employment, raise propensity to save, increase foreign exchange earnings, and raise the productivity of investment moving from less productive use to high productive use (Hussain: 1996). Because of the benefits of openness, it is settled as the integral part of every country. For developing countries, trade is the primary vehicle for realizing the benefits of globalization. Import brings additional competition and variety of domestic markets benefiting the consumers. Benefiting business, foreign trade gives firms access to improved capital inputs such as machine, tools, boosting productivity as well. Foreign trade encourages the redistribution of labor and capital to relatively more productive sectors. In particular, it has contributed to the ongoing shift of some manufacturing and service activities from industrial to developing countries providing new opportunities for growth (WDR, 2011).

Foreign trade helps consumption of those goods and services which are either unprofitable to produce domestically or not feasible due to various reasons. Likewise, the need of capital, capital goods and technology are also met by means of trade. A favorable balance of trade is expected to generate foreign currencies necessary for the imports of capital as well as

consumption of goods and services. Moreover, it is one of the means of bridging the saving gaps in an economy. The balance of trade, being a key component of the current account, can have far-reaching impact on economic growth, development and balance of payments. The government of Nepal has realized the export sector as an engine of growth when this sector was blooming in 1990s (Silwal, 2008).

STATEMENT OF THE PROBLEM

Nepalese foreign trade performance has so far been poor. Several factors seem to be responsible, and of these, its landlockedness is one of the major causes for Nepal's weak production base, which is eventually linked with the growth of exports and imports of technology and raw material. Not only the open border with India but also the limited transit facilities in one or other way have constrained its trade with overseas countries.

Since transit through china is virtually impractical, India is only economically viable for all commercial flows. Indeed, no country in the world (excluding Bhutan) is so hopeless dependent on the availability of transit facilities from a single country as Nepal. Historically, it is evidenced from almost all trade and transit treaties between these two countries that the transit facilities had in the past always been provided by India in exchange for Nepal's acceptance in giving incentives to Indian goods in Nepalese territories. For this reason, Nepal's trade, especially import trade, in the past virtually had confined to India. Trade with only one partner leaving the options on the basis of comparative advantage virtually obstructs the flow of benefits which is expected to accrue from free trade. Naturally, in such a situation, neither foreign trade nor the economy can be expected to have speedy growth (Poudyal, 1998).

OBJECTIVE

The main objective of the present paper is to analyze the existing scenario of the foreign trade over the years in Nepal.

RESEARCH METHODOLOGY

It is an overall framework of planned study for the collection and analysis of data. This is an economic research, which is descriptive and analytical in

design. This research is mainly based on secondary data. The period taken for the study is from fiscal year 2002/03 to 2011/12. The presentation of growth, trend and direction of Nepalese foreign trade is the main concern of the study. Growth, trend and direction are presented by using simple mathematical tools like average and percentage. The available data have been reclassified, regrouped and analyzed in order to make them useful in examining the objective of the study.

RESULTS AND DISCUSSION

Trade refers to the exchange of goods and services. So, foreign trade is the exchange of goods and services from one country to another. There are mainly two components of foreign trade. They are export and import. Export refers to the situation where a country supplies its goods to other countries. On the contrary, import refers to the situation where a country demands goods from other countries. So, whatever the goods and services exchanged by a country with the rest of the world in a fiscal year is called foreign trade of that country. Foreign trade creates specialization in the production and provides benefits of specialization. All countries cannot produce all goods efficiently. So they engage in foreign trade. It plays important role in the economic development of a country because it creates better utilization of resources through the principle of maximization of production and consumption.

Nepal's landlocked and fragmented topography substantially hampers domestic and foreign trade. Nepal suffers from long transport distances; dependence on transit routes for imports and exports; substandard transit logistics and trade facilities and infrastructure; cumbersome goods clearance procedures and lingering clearing time at the country's major gateways; and weak governance capacity. Nepal's major trade routes depend on access to India's transportation system, where 90 per cent of Nepal's foreign trade transits through. The nearest seaport, Kolkata, India, is 1,056 kilometers (km) away. Nepalese tradable goods thus face one of the highest transportation costs in the region, hindering the country's ability to make its export goods competitive and to expand foreign trade. With the country's obligations to comply with World Trade Organization (WTO) accession commitments, Nepal needs to improve its transit logistics and trade facilities to provide an enabling environment for integrating itself into the regional and global markets (Ghimire, 2010).

Growth and Trend of Nepalese Foreign Trade

India and Tibet were the only trade partners of Nepal in the past. Trade relation of Nepal with other overseas countries was developed only from 1956 A.D along with the implementation of first development plan. During FY 1956/57, total volume of Nepalese foreign trade with rest of the world was equivalent to Rs. 265.4 million comprises export and import equivalent to Rs. 95.5 million and 169.9 million respectively. During 1970s Nepal planned to diversify its foreign trade. Thereafter share of Nepal's import from India declined and reached upto 25 percent in 1990. But due to share of imports from India increased after 1990s due to depreciation of Nepalese currency.

The growth trend of foreign trade of Nepal has been increasing year after year with the huge amount of trade deficit. The following table 1 exhibits the growth and trend of Nepal's foreign trade.

Table 1

Growth and Trend of Nepalese Foreign Trade (in Rs. Billion)

Fiscal Year	Export	Import	Volume of Trade	Trade Balance
2002/03	4993.06	12435.21	17428.27	-7442.15
2003/04	5391.07	13627.71	19018.78	-8236.64
2004/05	5870.57	14947.36	20817.93	-9076.79
2005/06	6023.41	17378.03	23401.44	-11354.62
2006/07	5938.31	19469.46	25407.77	-13531.15
2007/08	5926.65	22193.77	28120.42	-16267.12
2008/09	6769.75	28446.96	35216.71	-21677.21
2009/10	6082.40	37433.52	43515.92	-31351.12
2010/11	6433.85	39617.55	46051.40	-33183.70
2011/12	7426.10	46166.77	53592.87	-38740.67

Source: *Economic Survey FY 2012/ 2013*

The table above shows that the total volume of trade, i.e. the value of both export and import is growing continuously over last ten years. However there is fluctuation in export after fiscal year 2005/06 and before fiscal year

2009/10. The volume of trade in fiscal year 2002/03 was Rs. 4993.06 billion (30.58 percent of total trade volume) and increased to Rs. 28120.42 billion in the fiscal year 2007/08 (21.08 percent of total trade volume). Furthermore it is also clear from the table that with the increase in the volume of trade, trade deficit is also increasing. The total volume of trade deficit was Rs. 7442.15 billion in the fiscal year 2002/03 (-38.85 percent) and increased to Rs. 16267.12 billion (-57.85 percent) in the fiscal year 2007/08. Similarly, the volume of trade deficit increases to Rs. 38740.67 billion in the fiscal year 2011/12.

In fiscal year 2002/03, import was Rs. 12435.21 billion which increased and doubled within five years period, tripled in 2009/10, and four fold increased within 10 years. Export in fiscal year 2002/03 was Rs. 4993.06 billion which was doubled after ten years in 2011/12. This reveals that the slow increasing rate of export and rapid increasing rate of export. After fiscal year 2005/06 there was fluctuation in export. Trade deficit in fiscal year 2002/03 was Rs. 7442.01 billion which increased and doubled within five years, and five fold in ten years. It can be observed that the direction of foreign trade is in multiple growth of trade deficit. For a long time Nepal adopted export promotion and import substitution policy to reduce the trade imbalance but due to its very poor economic base, under developed infrastructure and land-lockedness disturbances industrial development.

Direction of Nepalese Foreign Trade

Through direction of foreign trader one can know the sources of imports and destinations of exports of a country during a year. Thus, direction of foreign trade shows the situation of number of trading partners of a country. In other words, it explains the level of trade diversification of a country. The following points clarify the direction of Nepalese foreign trade.

1. In the past, India and Tibet were the major trade partners of Nepal. Almost 95 percent of Nepal's total trade was dependent with India and rest with Tibet.
2. US, Germany and India are the top three export destinations of Nepal.

3. More than ten countries supply 90 percent of Nepal's imports. It mainly imports foreign goods from India, China, Singapore, UK, Hong Kong, Saudi Arabia, Thailand, Japan, Malaysia, UAE, and Kuwait.
4. Major trade partner of Nepal are India, China, USA, Germany, Japan, Bangladesh, UK, France, Italy, Spain, Switzerland, Belgium and Hong Kong.

Nepal traded with more than 100 countries. The imported commodities ranged from basic goods to luxurious goods as well as labor intensive goods to capital intensive goods. Being an agricultural country, Nepal imported large amount of agricultural goods from India and China. Such goods included meat, milk, and rice, vegetables from India and onion, fish, butter, garlic, apples from China. From Japan, Nepal imported bulldozers, mechanical shovels and excavators. The import list did not show any input type commodities. In the exported items there is an overwhelming domination of woolen goods (carpets, woolen shawls, scarves, mufflers) and cotton goods (cotton dresses, suits) as well as agricultural products such as lentils, skin and hides of goats, and paintings, drawings and pastels.

So, the direction of foreign trade has been presented in the following table.

Table: 2
Overall Direction of Foreign Trade (in Rs. Billion)

Fiscal Year	2002/03	Ratio	2011/12	Ratio
Export to India	2643.00	52.93%	4961.63	66.80%
Export to Other Countries	2350.06	47.07%	2464.47	33.20%
Total	4993.06	100%	7426.01	100%
Import from India	7092.42	57.03%	29938.96	64.84%
Import from Other Countries	5342.79	42.97%	16227.81	35.16%
Total	12435.21	100%	46166.77	100%
Trade Deficit with India	-4449.42	59.78%	-24977.33	64.47%
Trade Deficit with Other	-2992.73	40.22%	-13763.34	35.53%
Total	-7442.15	100%	-38740.67	100%
Total Trade with India	9735.42	55.86%	34900.59	65.12%
Total Trade with Other	7692.85	44.14%	18692.28	34.88%
Total	17428.27	100%	53592.87	100%

Source: Economic Survey FY 2012/ 2013

The above table shows the direction of export and import of Nepal. During fiscal year 2002/03 the share of India to total export was 52.93 percent which increased to 66.80 percent in fiscal year 2011/12. Likewise the share of other countries to total export was 47.07 percent, which decreased to 33.20 percent at the same time period. On the other hand, the share of India to total volume of import was 57.03 percent in fiscal year 2002/03, which increased to 64.84 percent in fiscal year 2011/12. Likewise the share of other countries to total volume of import was 42.97 percent in fiscal year 2002/03, which decreased to 35.16 percent in fiscal year 2011/12. The increasing share of India in our total foreign trade indicates the decreasing share of other countries in total volume of Nepalese foreign trade in the recent years.

Major items imported from India are Diesel, Transport Vehicles & Spare Parts, Kerosene, Petrol, Medicine, Other Machinery Equipment & Spare Parts, Electrical Equipments, Synthetic Thread, Rice, Readymade Garments and vegetable. Major items exported to India are Textiles, GI Sheet, Threads, Polyester yarn, Juice, Readymade garments, Catechu, Cardamom, GI Pipes, Other wire, Tooth paste, Noodles, Shoes and Sandals, Twines, Soap, vegetables ghee etc.

Nepal is known to have a comparative advantage in products like handmade woolen carpets, Pashmina products, readymade garments (RMG), leather and leather products, handicrafts, and gold and silver jewelry and in the tourism, hydro-electricity, and agro-processing industries. However, sandwiched between two large manufacturing powerhouses, India and China, Nepal faces huge disadvantages relating to economy of scales. Nepal's comparative advantage in the production of goods is very slight, owing to its inadequate infrastructure and the appropriate technology required for their production.

SUMMARY AND CONCLUSION

Eighty-five percent of Nepalese exports consist of food and raw materials. Seventy percent of total imports consist of food, cigarettes, finished products, gasoline, oil and other minor items. In the last few years, though the imports of finished consumption goods have increased, imports of food have decreased. Imports of goods related to industrial development have been increasing. Nepal, like many other developing countries, depends on

the export of primary goods and the import of consumer goods and producer goods. Fluctuations in the rise of primary goods and increases in the imports of consumer and producer goods may have adverse effects upon the Nepalese development effort if corrective measures are not taken. Most of Nepalese trade i.e. more than 90 percent is with India. Trade with China is still relatively small. Trade with overseas countries is very small, although it has been increasing during the last few years. Nepal exports jute and jute goods to overseas countries and imports construction materials, producer and consumer goods from these countries. Imports of capital goods will continue to increase, a part of which must come from hard currency areas. Therefore, to meet hard currency payments, exports to overseas countries must be increased.

Though Nepal is already a member of the WTO, the institutional and legal structures to implement the WTO agreement have not been properly developed. Market and product concentrations of exports have led to volatile export proceeds. Structural difficulties of trade related services and infrastructures have obstructed to materialize potential comparative advantages. The country still relies on a relatively small basket of export and a few destination markets. Similar to other LDCs of South Asia, Nepal has difficulties relating to lack of competitive ability, supply side limitations, high export concentration, and implementation problems that inhibit its ability to seek gains from international trade.

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NARRATING DOMESTIC PSYCHOLOGY IN TO THE LIGHTHOUSE

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INTRODUCTION

Virginia Woolf is one of the great English novelists of the 20th century who had the courage to break free from tradition, and then to give a new direction, a new form and a new spiritual awareness, to the English novel. Virginia Woolf's novels present the balance of stream of consciousness technique. She has successfully created form on the chaos inherent in the novels of subjectivity. David Daiches says, "In *To The Lighthouse* Virginia Woolf takes a group of characters on holiday ... to help her to arrange the characters into symbolic relations with each other and to the landscape" (1160). *To the Lighthouse* published in 1928 is her seminal text that contains the experimentation of narrative technique so as to probe the psychology of the family members. This article deals with the way the domestic psychology is narrated through the multiple perspectives of the characters

Synopsis of the Novel

The novel contains three parts: the window, time passes and the lighthouse. "The Window" opens just before the start of World War I. Mr. Ramsay and Mrs. Ramsay bring their eight children to their summer home in the Hebrides (a group of islands west of Scotland). Across the bay from their house stands a large lighthouse. Six-year-old James Ramsay wants desperately to go to the lighthouse, and Mrs. Ramsay tells him that they will go the next day if the weather permits. James reacts gleefully, but Mr. Ramsay tells him coldly that the weather looks to be foul. James resents his father and believes that he enjoys being cruel to James and his siblings.

During the course of the afternoon, Paul proposes to Minta, Lily begins her painting, Mrs. Ramsay soothes the resentful James, and Mr. Ramsay frets over his shortcomings as a philosopher, periodically turning to Mrs.

Ramsay for comfort. That evening, the Ramsays host a seemingly ill-fated dinner party. Paul and Minta are late returning from their walk on the beach with two of the Ramsays' children. Lily bristles at outspoken comments made by Charles Tansley, who suggests that women can neither paint nor write. Mr. Ramsay reacts rudely when Augustus Carmichael, a poet, asks for a second plate of soup. As the night draws on, however, these missteps right themselves, and the guests come together to make a memorable evening.

The joy, however, like the party itself, cannot last, and as Mrs. Ramsay leaves her guests in the dining room, she reflects that the event has already slipped into the past. Later, she joins her husband in the parlor. The couple sits quietly together, until Mr. Ramsay's characteristic insecurities interrupt their peace. He wants his wife to tell him that she loves him. Mrs. Ramsay is not one to make such pronouncements, but she concedes to his point made earlier in the day that the weather will be too rough for a trip to the lighthouse the next day. Mr. Ramsay thus knows that Mrs. Ramsay loves him. Night falls, and one night quickly becomes another.

Time passes more quickly as the novel enters the "Time Passes" segment. War breaks out across Europe. Mrs. Ramsay dies suddenly one night. Andrew Ramsay, her oldest son, is killed in battle, and his sister Prue dies from an illness related to childbirth. The family no longer vacations at its summerhouse, which falls into a state of disrepair: weeds take over the garden and spiders nest in the house. Ten years pass before the family returns. Mrs. McNab, the housekeeper, employs a few other women to help set the house in order. They rescue the house from oblivion and decay, and everything is in order when Lily Briscoe returns.

In "The Lighthouse" section, time returns to the slow detail of shifting points of view, similar in style to "The Window." Mr. Ramsay declares that he and James and Cam, one of his daughters, will journey to the lighthouse. On the morning of the voyage, delays throw him into a fit of temper. He appeals to Lily for sympathy, but, unlike Mrs. Ramsay, she is unable to provide him with what he needs. The Ramsays set off, and Lily takes her place on the lawn, determined to complete a painting she started but abandoned on her last visit. James and Cam bristle at their father's blustery behavior and are embarrassed by his constant self-pity. Still, as

the boat reaches its destination, the children feel a fondness for him. Even James, whose skill as a sailor Mr. Ramsay praises, experiences a moment of connection with his father, though James so willfully resents him. Across the bay, Lily puts the finishing touch on her painting. She makes a definitive stroke on the canvas and puts her brush down, finally having achieved her vision.

NARRATIVE TECHNIQUE

Narrative is a term that has been derived from the French word “narratif” and refers to spoken and written account of connected sequential events. The requirements of narrative are a narrator, a story and events. When all these elements are put together, it becomes a narrative story. Some tellers are present and quite intrusive while others are enigmatic and distant. There must be a narrator though he seems to be invisible in the story. Michael J. Toolan defines narrative as “ a perceived sequence of non-randomly connected events” (7). Robert Schols and Kellog highlight the importance of story and story teller, “By narrative we mean all those literary works which are distinguished by two characteristics; the presence of a story and story teller” (4). First person and third person narrative are the major narrative techniques.

Stream of consciousness is a special mode of narrative technique that undertakes to reproduce without narrator’s intervention, the full spectrum and continuous flow of a character’s mental process in which sense perception mingle with conscious and half conscious thoughts, memories, expectations and feelings which have random associations. Consciousness is a flow that cannot be bound in the access of time. In this technique, the past merges into the present and gets faded into the future. As far as the concept of time is concerned, there is no fixed line that divides present, past and future rather there is intermingling of time and space.

Narrative Technique in *To The Lighthouse*

The novel lacks an omniscient narrator (except in the second section: Time Passes); instead the plot unfolds through shifting perspectives of each character’s stream of consciousness. Shifts can occur even mid-sentence, and in some sense they resemble the rotating beam of the lighthouse itself. Unlike James Joyce, however, Woolf does not tend to use abrupt fragments

to represent characters' thought processes; her method is more one of lyrical paraphrase. The lack of an omniscient narrator means that, throughout the novel, no clear guide exists for the reader and that only through character development can we formulate our own opinions and views because much is morally ambiguous.

Whereas in Part I the novel is concerned with illustrating the relationship between the character experiencing and the actual experience and surroundings, the second part, 'Time Passes' having no characters to relate to, presents events differently. Instead, Woolf wrote the section from the perspective of a displaced narrator, unrelated to any people, intending that events be seen related to time. For that reason the narrating voice is unfocused and distorted, providing an example of what Woolf called 'life as it is when we have no part in it.'

Virginia Woolf's *To The Lighthouse* (1928) employs stream of consciousness technique, the narrative technique used by Woolf, was a relatively new method of storytelling used by many modernist writers in the first half of the twentieth century. The term stream of consciousness technique was first used by philosopher William James in 1890 in his book *Principles of Psychology*. The metaphor is an apt one in its depiction of the ebb and flow of thought. Consider the way the human mind works when it is not concentrating on anything: The mind wanders from thought to thought, often diverted by outside influences. The first thing to note about this novel is that Woolf uses a specific form of the stream of consciousness technique called an indirect interior monologue. Interior monologue means that the readers are inside the consciousness of one character speaking to herself, thinking or remembering some past experience. The reader knows which character's consciousness is being presented, the consciousness being explored in the indirect method of Woolf is not always obvious. Sometimes one character's consciousness, sometimes the narrative voice, sometimes another character's consciousness, and often these are blended within one sentence without obvious signals being given as to the change of perspective. Timeframes: Before examining an example from "The Window" section of the novel, is important to keep in mind that this entire section comprises one day at the summer house of the Ramsays, a middle-class Victorian couple, and that the year is probably 1909. More specifically, we begin the section during the hours after tea when Mrs. Ramsay and her son James are sitting before the drawing room window

while Lily Briscoe is painting their portrait. Other members of the household are involved with their ordinary occupations: Nancy and Andrew.

Virginia Woolf is known for her use of shifting narrative perspectives and this quality is certainly true of this novel. Presenting the narrative through the perspectives of various characters using stream of conscious narration, Woolf creates a subjective story type, where mental life replaces plot as the central narrative concern.

The novel's structure is dominated by the shifting and free flowing nature of Woolf's stream of consciousness narration. In the first section of the novel, the fluid movement from one narrator to the next is the most distinct aspect of the novel's structure. The separation of the book into distinct parts demonstrates a shift in time.

This use of stream of consciousness narration becomes the primary tool of characterization in the novel. We learn most about a character as we experience the manner of his or her thinking.

Virginia Woolf renounces the narrative persona as a sort of privileged extra character testifying to indisputable mental and physical events and evaluating their significance. She shifts significance to the act of mediation itself as a primary subject to be investigated "To the Lighthouse" develops a system of passing the baton of interior monologue from one character to another by its eavesdropping of the self-sealed consciousness of a group enwrapped in meditation through the round of two life-encapsulating days.

In "To the Lighthouse" the proportion of direct speech to indirect speech is minuscule, and, indeed rudimentary. If we reduce the first section of the novel to its dialogue, the following structure emerges:

'Yes, of course, if it's fine to-morrow,' said Mrs Ramsay. 'But you'll have to be up with the lark'...

'But,' said his father . . . 'it won't be fine.'

'But it may be fine - I expect it will be fine,' said Mrs Ramsay . . .

'It's due west,' said the atheist Tansley . . .

'Nonsense,' said Mrs Ramsay . . .

'There'll be no landing at the Lighthouse to-morrow,' said Charles Tansley .

'Would it bore you to come with me, Mrs Tansley?'

'Let us all go!' she cried . . .

'Let's go,' he said.

'Good-bye, Elsie,' she said. (pp.3-16)

Inconsequent voices demur about the weather: typical English conversation implying an apathetic form of communion, signifying little - so we might assess this dialogue if it were presented to us as I have transcribed it, dissecting it from its root-network in the complex matrix of the narrative voice which recounts the soliloquies of the persons from whom these extracts of conversation are gathered. The dominant mode of *To the Lighthouse* is multiple impersonation of soliloquies. Indeed, the contribution of James in this first section, though fierce and uproarious (he would like to murder his father for saying no to the lighthouse) is wholly soliloquy, suppressed into direct narrative as a child's impulses seethe unvented beneath the pressure of adult omnipotence. It is the narrator's painstaking saying of the unsaid, disclosing the continuum of thoughts which motivate, that infuses the trivial conversation with a quality of tense urgency.

The voices, in the context of the underlying soliloquy which is the book's dominant mode, seem choric, especially when the emotion and significance that these prosaic words carry is taken into account. In Mr Ramsay's 'But', detached from the rest of his remark ('it won't be fine') by the grammatical form of the sentence, lies all the crushing weight of paternal reason that ever went into crushing a boy's hopes ;in his mother's optimistic prevarication ('But it may be fine - I expect it will be fine') is the mediatorial sympathy that filmed the childish eye with a protective

Domestic Psychology in *To The Lighthouse*

To the Lighthouse is a novel in three parts, in three movements. All of it is laid at the Summer home of an English family named Ramsay in the

Hebrides, the first portion occupying an afternoon and evening, the second portion constituting an interlude of ten years during which the house remains unoccupied, the third portion occupying a morning at the end of these ten years. The Ramsays are a middle-aged couple, when the book opens, with eight children, who have with them at their summer place about half a dozen friends. Husband and wife, though very different, are in love with each other. Mrs. Ramsay, who though fifty is beautiful, has charm, intelligence, understanding; also she is a little anxious to have a hand in things, a little anxious to be liked, a little anxious to keep her illusions and have others keep theirs. Her children love her; they do not love their father--she works harder to hold their love. The best minds about her seemingly mistrust her a little; dislike her a little, for her charm is persuasive rather than compelling. She watches those about her without mingling too much; both because she chooses a vantage point--symbolized by the window--and because of her personality she becomes the dominant and focal figure of the group.

Mr. Ramsay is a self-dramatizing domestic tyrant and is less easy to understand, possibly because he is given less attention. In many ways he is a more interesting as well as original character: brilliant no doubt, but introverted, lacking those immediate graces which win for his wife the greater love of their children, lacking warmth, too, and a sense of social compromise--rigid in his truthfulness, a man, a thinker, where his wife is a woman, a psychologist. He lacks sensitiveness, one feels, either that or his sensitiveness is a very deep and hidden one. He loves his wife, they have a fundamental understanding, yet he is not a "help" to her in their relationships with others.

And around them are their children and their friends, the fumbling Lily Briscoe, the one-sided and arrogant yet somehow pathetic Tansley; a true product of early environment: the serene Mr. Carmichael, somehow about the clash of personalities; the unimportant couple who become engaged. They are an assortment of lives, most of them moving in different directions, yet moving, at least intermittently, under the influence of Mrs. Ramsay, who, beneath the stress of their presence, cannot quite find the chance to live her own inner life.

Then ten years pass, Mrs. Ramsay and two of her children die, the house remains uninhabited, and finally some of those who were together ten

years before come to the Summer house again. It is a different house without Mr. Ramsay, and to Lily Briscoe, at least, it must always compare itself with the house of ten years before, and Mrs. Ramsay's existence in it must go on in the spirit. And Mr. Ramsay and two of his children do what ten years before remained undone because of bad weather--they row across the bay to the lighthouse. Reaching it, they achieve a climax, the end of a period.

It is the final portion of the book which is most perplexing. It seems to sound in the minor what the long first portion sounded in the major, to persist as an ironical mood, to re-establish a scene with the sorry changes time has wrought, to reduce a symbolical achievement when it is finally made to the level of negation. The long opening portion seems to be carrying you ahead toward something which will be magnificently expressive, and then this final portion becomes obscure, a matter of arcs, of fractions, of uncoordinated notes. By comparison with the rest this final portion seems pale and weak. Perhaps there is a reason for this, perhaps Mrs. Woolf meant to show that with Mrs. Ramsay's death things fall apart, get beyond correlation. Mr. Ramsay is no longer interesting--can it be because he is no longer counterpoised against his wife? Life seems drifting, as the Ramsays drift over the bay in their boat, and all their physical vigor and all their reaching of the lighthouse at last conveys no significance.

The truth is that this final portion of the book strikes a minor note, not an intentional minor note which might still in the artistic sense be major, but a meaningless minor note which conveys the feeling that one has not quite arrived somewhere, that the story which opens brilliantly and carries on through a magnificent interlude ends with too little force and expressiveness.

At any rate the rest of the book has its excellencies. Like "Mrs. Dalloway" it is underlaid with Mrs. Woolf's ironic feeling toward life, though here character is not pitted against manners, but against other character. Once again Mrs. Woolf makes use of her remarkable method of characterization, a method not based on observation or personal experience, but purely synthetic, purely creational. Clarissa Dalloway is a marvelous synthesis, and it is just for that reason that "Mrs. Dalloway," which has been identified because of its modernity with the "Ulysses" school, differs from it in character fundamentals, for it is as objective as "Ulysses" is

autobiographical and observational. There is nothing "photographic" about Mrs. Woolf's characters, here or in "Mrs. Dalloway." Neither Clarissa nor Mrs. Ramsay has anything autobiographical about her; both are complete creations and both, for all their charm and graces, must suffer a little beneath the searchlight of Mrs. Woolf's independently used mind and sense of irony.

Mrs. Ramsay achieves powerful reality. The other characters are not fully alive because they are not whole enough. Most of them are one-dimensional fragments that have been created with great insight but insufficient vitality. They have minds, moods, emotions--but they get all three through creative intellect. For passion Mrs. Woolf has no gift--her people never invade the field of elementary emotions: they are hardly animal at all.

It is the superb interlude called "Time Passes" that Mrs. Woolf reaches the most impressive height of the book, and there one can find a new note in her work, something beyond the ironic sophistication and civilized human values. In this description of the unused house in the Hebrides, entered for ten years only by old and forlorn women caretakers and the wind and the sea air and the light of the lighthouse lamp, she has told the story of all life passing on, of change and destruction and solitude and waste--the story which more than a little embodies the plot action of the rest of the book, but above all the story which has for man the profoundest human values of all, though for ten years the house itself never received a human guest. The great beauty of these eighteen pages of prose carries in it an emotional and ironical undertone that is superior to anything else that the first-class technician, the expert stylist, the deft student of human life in Mrs. Woolf ever has done.

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USE OF MATERIALS AND STRATEGIES IN TEACHING ENGLISH VOCABULARY

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ABSTRACT

Teaching English to students of government school is terribly challenging task. To face with such challenges in teaching English, language teachers need to adopt innovative teaching materials, methods and strategies. Every English teacher is often in headache with the questions and thoughts of how to teach English vocabulary to their students. So, in this paper, focus on the use of materials and strategies for teaching vocabulary has been analyzed. Further, the paper recommends certain strategies and materials that teachers should apply while teaching the vocabulary to the students.

BACKGROUND

English is second language for Nepali students. Learning of English language depends on the use of appropriate teaching materials, method, technique and strategy of the teacher that he applies in the classroom. In Nepal, English being second language is learnt formally by the students in the class room whereas mother tongue like Nepali language is acquired informally from the linguistic and social environment. Although English subject is taught as compulsory and optional subject in government school from primary level to higher level, exposure of students to English language is poor. In fact, teaching English has become a great challenge and headache for English teachers. Consequently many students fail in English subject that affects result of government school in SLC, PCL. The learners face different difficulties and complexity in learning English. One of the difficulties students face in learning English relates to issues of expanding and building vocabulary. That's why, in recent time, focus for building the vocabulary of learners in English language has become central concern and attention of teachers. "Improve and Build your Vocabulary for developing English language" has become common and frequent advice of teachers to every student. It is definite that English language can't be

developed and students can't get proficiency irrespective of building vocabulary. Despite tremendous efforts of teacher, students can't get improvement. English language teachers are often haunted with the questions and anxiety of how to teach English vocabulary in the classroom effectively and develop English language of every class students. So, without application of innovative and appropriate teaching materials, methods and techniques in the classroom, teaching vocabulary can't be effective.

OBJECTIVE

The main objective of present paper is to analyze the use of materials and strategies for teaching vocabulary in government schools.

METHODOLOGY

Secondary data are the main source of the present paper. No any advanced statistical tools have been applied for analysis of the information except descriptive technique.

DISCUSSION

Discussion of paper is carried out in the following ways:

Meaning of Vocabulary

A vocabulary is defined as a list of words that convey different meaning as different situations and contexts. Teaching vocabulary means getting students acquainted with new words and meaning of words. For speaking, writing, reading and expressing own thoughts, feelings and ideas, vocabulary knowledge and power are essential means. A word has connotative and denotative meaning. lexical, syntactical, morphological, pragmatic and cultural meaning. The students should be acquainted with different meaning that words convey as per situations and context. There are different types of words like function word and content words which play different role in sentence structure.

Process of Building Vocabulary Power

For increasing range of vocabulary in the learners, the teacher should be careful about in developing four skills of the students. The first process is listening skill that is very important process and key in learning words that can enhance the range of vocabulary. There are numerous new words which can be learnt and understood through listening. Active and conscious listening of words can improve and build vocabulary capacity. For it, teacher can use cassette and record player in the classroom.

The second process that teacher should apply in the classroom is speaking process through which new words of English can be learnt by students. It is taken as the appropriate process and method of developing vocabulary. If words are not used frequently in speaking, they will be forgotten and useless. Frequent speaking practice and expression of words strengthen vocabulary power. So, for developing vocabulary, speaking and expression of words should be focused in the classroom. Giving interesting topics in any subject, the students should be encouraged for expressing their views and share experiences. The students should be divided into groups, and made practice in speaking about any topic.

Writing is the important means and method of developing range of vocabulary in learners. If learners are made practice of writing frequently and abundantly, they try to use new words to express their ideas, feelings and thoughts. In fact, practice of writing in classroom can develop vocabulary in students. The more the students attempt for writing, the more they will learn new words and develop vocabulary. To develop vocabulary through writing, the teacher should give interesting subject and topics about which the students try to write.

The more the students read the more vocabulary they get. So, reading various texts and journals is the best way of developing vocabulary. The students can learn many new words by reading different books, article and journal and the teacher should encourage the students for such activities. For this, interesting books, newspapers, journals, can be brought in the classroom. Understanding words and theme can increase range of vocabulary power. The students should be given tasks of reading funny matters.

Giving the Concept of Word Formation

While teaching vocabulary, teachers should give concept and idea about the formation of words and different use of words as different grammatical concept. Irrespective of idea about the process of word formation, the students can't learn new words. Many students are unknown about the process of word formation as a result, learning words becomes difficult for the students. Using inductive method, concept of word formation should be given to the students. There are many processes of word formations like affixation, modification, reduplication, compounding, shortening, back formation, blending, borrowing and acronym.

Teaching Pronunciation for Vocabulary

Teaching pronunciation of words is very important aspect in vocabulary teaching. It is a tough and challenging task. It can be taught through modeling. The teacher should present the words along with the respective pronunciation in terms of phonetic symbols and he reads for the model.

The students pronounce the words imitating the model provided. The teacher corrects the mistakes and give feedback. The students should be involved in practice dividing in group or individually. Through singing songs, reciting poems, loud reading and analyzing long and difficult word, pronunciation of words can be taught.

Dictation

Dictation can be one of the methods to teach spelling of words that develop vocabulary power of students. The teachers should read words and students are given tasks of writing by listening. This process should be continued.

Spelling games

Game of spelling can be conducted among students in the classroom. Every students are called to participate in game. Arranging the words in the alphabetical order, telling spelling of the words, etc can be conducted in the classroom.

Materials and Strategies**Relia**

This technique is effective to teach vocabulary. Real objects can be brought in classroom. By showing real objects, students are called to say .for example objects of banana, apple, book , duster, pen, dictionary, greeting cards etc can be brought in classroom.

Drawing and Picture

Related and referential pictures and drawing can be brought in classroom for teaching vocabulary. Showing pictures and drawing, new words can be taught.

Demonstration, mime and gesture

Some words can be taught through demonstration of the flash and sentence cards . For example concept of words like smoking, drinking, running, dancing, weeping, laughing can be taught through action and gesture. The preposition like towards, upwards, downwards can be through mime. Such technique is interesting and amusing for students. In romantic and funny environment, students can pick up and grab new words.

Using Newspaper

Use of the newspaper in teaching vocabulary is an effective strategy and relevant teaching material. Newspapers are the most recent, accessible and updated resources and materials for teaching vocabulary to the students. In the newspapers, there are many parts like editorial, features articles, gossip column, letters to the editors, advertisements, legal notice , jokes, books review, tender etc which can be used in the classroom. Indeed, teaching vocabulary by using newspaper may be effective and interesting also. Newspapers are supposed to be source of authentic information. Newspapers can be available easily and it is affordable for everyone. If it is used as teaching materials, it becomes motivating and relevant. Newspaper contains the wide range and variety of texts and immense information that give different taste to learners. Thus, using newspaper is an authentic and effective teaching material for teaching vocabulary in classroom.

Using Dictionary

Dictionary is the store house of thousands of words .Dictionary gives the meaning, pronunciation, form, word class, use of word, synonymous and antonymous meaning of words. Dictionary has the broad range of words. If teacher uses dictionary properly in classroom for developing vocabulary of students, it can be exactly effective and boon. Students should be guided how to use dictionary and search a word in dictionary without wasting time. Students should be motivated and inspired to consult dictionary. In market different types of dictionary are found for which teacher should refer and recommend the best one. While teaching, teacher should use dictionary in motivating and interesting way in classroom. It is very important that habit of using and consulting dictionary should be developed in learners. In compulsory English of 11 classes, Link English has been prescribed. Link English gives the idea of using dictionary appropriately. Thus, dictionary is the appropriate tool for teaching vocabulary in classroom.

Word Maps

The word map is an excellent method for scaffolding a student's vocabulary learning. Like the other explicit instructional methods, students should preview reading materials to determine which words are unfamiliar. For each of these new vocabulary words student creates a graphic organizer for the word. At the top or center of the organizer is the vocabulary word. Branching off of the word are three categories: classification (what class or group does the word belong to), qualities (what is the word like) and examples. Using prior knowledge the student fills in each of these three categories. Word maps help readers develop complete understandings of words. This strategy is best used with students in classroom.

Restructuring Reading Materials

This strategy is particularly effective for helping struggling readers improve their vocabularies. Sometimes grade level materials are inaccessible to readers because there are too many unfamiliar words in them. The students can restructure the materials in several different ways to help readers comprehend them more easily. A portion of the difficult words can

be replaced with “easier” synonyms to help the reader understand the overall text. Vocabulary footnotes can be added for particularly challenging words so that the reader can easily “look up” the word while still reading the text. An accompanying vocabulary guide can be provided for the text. Words that are included in the guide should be highlighted or printed in bold text to direct the reader to check the vocabulary guide if the word or its meaning is unfamiliar.

Suggested Solutions

Despite of more challenges and difficulties in teaching English vocabulary to school level students the English teachers should apply the innovative methods and strategies to teach vocabulary in the classroom. The teacher can bring newspapers, dictionary and real objects as the teaching materials. The most important solution lies in the teachers as they are the best agent of teaching. They should decide that which materials are acceptable and which are not acceptable.

CONCLUSION

Vocabulary is the backbone of developing English. Equal development of four skills develop the language. The teacher should take care of developing the language skills equally. Irrespective of applying innovative techniques, the challenges in teaching vocabulary can not be coped . For effective teaching, the teacher should use recent available and affordable materials. Use of innovative technique should be applied be the teachers to teach vocabulary. The newspapers, dictionary and flash cards are definitely authentic and relevant materials which can be brought in the classroom. English teachers have to play great role in utilizing the teaching resources.S

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DEMOCRACY AND DEVELOPMENT OF COOPERATIVE MOVEMENT IN NEPAL

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ABSTRACT

The adoption of cooperative as an important sector among other major three parts by interim constitution-2006 of nation, cooperative was highly prioritized in the distinct topic since three year interim plan. Because of providing autonomy and freedom in different institutions by Cooperative Act-1992 and Rules- 1993, numeral increment in cooperative was extremely seen after the restoration of democracy in 1990. But there were not as much expected achievements in co operative institutions due to the lack of skilled manpower, monitoring and evaluation. Despite the achievement of suggestions from more than dozen of studying taskforce or commissions, all rounding development in country with effective implementation of those suggestions was of no avail. Still there seems failure in cooperative owing to lack of education and effective observation system in citizen, though there were brought different programmes like cooperative farming, subsidized shop etc. With this view, a study has been attempted to evaluate the plan wise development of cooperative movement after the restoration of democracy since 1990. The study has been discussed about cooperative movement after the returning of democracy in Nepal.

INTRODUCTION

The cooperative in Nepal constitutes a very important institute that stimulates social and economic development in Nepal. It is a way of life especially in rural Nepal. The cooperative credit societies were the first institutional sources for supplying credit to the farmers in Nepal. Due to lack of institutional credit facilities, the farmers were the subject of individual moneylenders throughout the country and such domination of the private credit agencies had been increasing the rural indebtedness. In such critical situation the concept of cooperative movement was realized for the rural economic development .There is long tradition of time immemorial in helping each other in Nepalese society, irrespective of ethnicity.

Cooperation among relatives and members of different segments of the communities through a socially accepted informal institution has been in

the practice of Nepalese culture from the time immemorial and this may be a relative term or 'cooperatives' that was classically exercised through the informal sector in the Nepalese societies. Formation of such informal cooperative groups with sizable persons has remained a common component of the Nepalese socio economic structure for generations; however, no attempt has been made to deeply recognize them as cooperatives. Those groups were a kind of self help organizations which were not legally supported. Such groups are still being practiced in a way of informal groups. Some examples of such groups are Guthi, Parma/Parima, Dhikuri, Dharma Bhakari etc. (ICA,2003).

In 1953, the department of cooperative (DOC) was established in order to improve the agricultural productivity and production. In the beginning, the Department faced several problems such as the absence of legislative framework, lack of proper consciousness of the people towards the cooperative system, lack of persons educated in cooperative principles and methods. The prominent obstacle to the department was the extremely inadequate fund for the development of cooperative spirit. The cooperative development was initiated as one of the important components under the first five year plan (1956/57-1960/61) in the Fiscal Year 1956/57. The plan envisaged that the cooperative development could be one of the suitable ways to improve rural poverty. It was introduced with the formation of micro credit organization known as credit cooperative in Chitwan district in Nepal for the first time.

During the plan period 'The Cooperative Act, 1959' and 'Cooperative Rules, 1961' came into effect as the legal framework of cooperative. A number of cooperatives, thereafter, were registered and their focus was virtually for the agricultural development. Training arrangement for the managing committees, members and employees of the cooperatives and the staff of the department of the cooperatives was made so that they might be able to run and guide the cooperatives (ICA, 2003).

OBJECTIVE

The present paper attempts to evaluate the plan wise development of cooperative movement after the restoration of democracy since 1990.

RESEARCH METHODOLOGY

The study follows with secondary sources of data available in National Planning Commission. The analysis of the study has been made with descriptive technique. No any advanced statistical tools has been used in the paper.

DISCUSSION

The discussion of paper is carried out in following ways:

Development of Cooperatives since 8th plan to present

Nepal was connected with limited nations in the world along with the lines of undeveloped countries. Economical management was conducted with unscientific strategies. A brief description is presented here as to how cooperative field has been promoted in the planned development campaign and what were its achievements.

Eighth Five Year Plan (1992-1997)

Cooperative Development has been given a significant place under the heading "Agriculture, Forest and Land Reform" in the plan. Cooperative movement has been emphasized to move forward with the spirit of fundamental principle and assumption very democratically. Under the necessity and people's aspiration in people's activeness and involvement to help in promoting social, economical growth of poor people, to assist the source of national economy increasing in local economical activities etc. were some objectives in this period which could be possible only by promoting and developing cooperative societies based on democratic principle. Lower class people were privileged in the development of their social and economical section by promoting and developing the cooperative societies democratically. It was aimed to serve the national economy by increasing economic activities. United, strengthened and effective cooperative system was to be established in the economic activities of local people. There was the improvement in the training technology to make education, training and management effective; loans were distributed by coordinating to different financial institution to conduct the industry. Cooperative societies were tried to develop as the institutional structure for poverty alleviation (NPC, 1992).

There has been abundant progress in the cooperative development during this period. Along with this, "Cooperative Act- 1992" was formulated and "Cooperative Rules-1993" was put into forth after dissolving Sajha institution principles. National Cooperative Development Board Act-1993 came into existence for well management. Here, some significant achievements can be explained including some progressive steps in this no plan period. The word "Sajha" was transformed into the "cooperative" in all cooperative organizations: National Cooperative Federation, Central Saving and Credit Cooperative Union, Central Consumer Cooperative Organization and Central Milk Product Cooperative Organization were formed as central institution. All types of cooperative institutions came into implementation which were in number as 3711 primary cooperative, 77 district level union, three central unions and one National Cooperative Federation . There were cooperatives in 73 districts, and 1.051 million share holder and 324.7 million share capital were there. Main reason for decreasing the share members was that afore-mentioned statistics were presented out of authenticity. Within this period, National Cooperative Federation got the membership from the International Cooperative Alliance (NCF, 2010). Election of board of directors was completed democratically in the all cooperative societies. Central union of different subject-wise cooperative institutions were established and there was the continuation of cooperative education, training and meeting.

Though there was high increasement in cooperative societies, there were but less qualitative cooperatives and these societies lacked capable members too.

Ninth Five Year Plan (1997-2002)

Cooperative was placed as "Cooperative Development" under the sub-heading of agricultural sector in this period. To contribute in social and economical development, to make benefit to the farmers and consumers in right benefit to be medium for selling crops, making involvement to the small producers and to make capacity development of cooperative societies as well as exploring new possibilities etc. were prime focus points in this plan. As the main prioritized programmes, there were institutional developments to the cooperative societies, institutional basic development, strengthening training programmes and strengthening cooperative development programme etc. in this period .There was the

contribution in the social and economical development. Farmers and consumers were benefitted with the proper price value. Capacity development of cooperative societies as well as search of new possibility was emphasized in this plan period. And there was the institutional development of these societies. Institutional infrastructure development and promoting training programmes were initialized critical cooperative development programmes were launched and national cooperative development board was changed into the long-term responsibility of cooperative policy and policy making. Cooperative was adopted under the agriculture. Different commission and study group or committees were composed to develop and promote the cooperative. And these suggested reporting were recommended to apply. (NPC, 1997).

There were 7064 primary cooperatives, 4 central organizations including National Federation and 121 district unions within this period. Ministry for agriculture was named as 'Ministry for agriculture and cooperative' since 2000 to indicate the significant role play in the national economy. Different commissions, studying groups or committees were composed to develop and promote the cooperative constructing the necessary policies. And they are seen of presenting their report in the concerned departs (NCF, 2010). Despite many good suggestions and recommendation, there were still lacks of effective implementation. And there were no fixed policy to make the increasement of cooperative qualitatively.

Tenth Five Year Plan (2002-2007)

It seemed that tenth plan has placed cooperative sector in the field of agriculture and cooperative. By involving cooperative and private sector, this plan has aimed to promote the business and industry based on agriculture, and to strengthen exporting along with the development of internal market. It was planned that poverty could be reduced by increasing production and productivity in agricultural sector. Internal marketing development and promoting to export the goods etc. were mainly emphasized. And programmes to make organic fertilizers were provided to cooperative. With the easy access to cooperative, poverty was aimed to be eradicated from every sector. Grouping was changed into cooperatives. And more focus was given to be established on the basis of medicinal herbs, in which it was motivated to forest consumer committee. And consumer

cooperative societies were highly motivated to conduct the right price value shops.

Cooperative programmes and campaign were expanded to the whole 75 districts during this period. In this duration, there were altogether 9720 primary cooperative of various objectives, 132 district unions and 6 central organizations including national cooperative federation. And 1045.6 million share capital was mobilized in this period where there were total 1.3 million share members (DOC, 2008). The number of cooperative offices was made limited to the number of 38 from 68 districts to make offices smooth, promoted and economy by the then government in 2004. Since 2003, National Cooperative Bank was begun to conduct after the registration in cooperative department (NCF, 2010). In the interim constitution-2006, it was explained that state would adopt policy to develop the economy of the country through the medium of cooperative, government and private sector. Measurement concerning the cooperative was promulgated from cooperative department to make cooperative managed. By reducing cooperative offices from 68 districts, 38 division cooperative offices were constructed. Though the long-term plans of cooperative development were approved from ministry, they ultimately could not be implemented. Despite the fact that interim constitution regarded cooperative as an important pillar of economy, it was not taken into action. And there was no formal education in this plan. So, these were some drawbacks of this plan.

Three Year Interim Plan (2007-2010)

A separate importance was given to the development sector of 'cooperative' in this period. This plan was for economical advancement, mobilization of minimum saving, conduction of small enterprises and for the development of cooperative concept in citizens in the cooperative system. Likewise, organizational strengthening and capacity building of cooperative sector was mainly focused. By upgrading cooperative department, offices used to be expanded and officials added. There was separate unit composition for supervision. To include cooperative education in higher education, to provide affiliation membership to the children, to encourage youth to establish cooperative, based on educational institution and to conduct self-employment programme for youth by implementing cooperative volunteer plan etc. were some of focusing area in this plan. Programmes like a village, a cooperative and a cooperative, a production were introduced.

There were 20,102 total primary cooperative societies in this period where as the number of district level organization and central level organization was 193 and 9 respectively. But there was only one national cooperative federation and national cooperative bank. 9360.5 million Share capital was supposed to have mobilized and there were 2.1 million people as share members (DOC, 2010). Along with these achievements there has been economic empowerment. Rural people have accessed to the bank through the help of saving and credit cooperative. Social evils have been reduced by the gender development and empowerment through the cooperatives. And there is contribution in the proper distribution of profit and opportunity between social inclusion and community members.

However, there have been many negative outcomes in this plan. This plan lacked many skilled human powers. There was not enough training and information to the concerned people. There was no effective professionalism. Cooperative value, norms and principles were not properly followed. And there was an illegal transaction of non-members in this plan.

Twelfth Three Year Plan (2010-2013)

In this plan cooperative is seen to have located under the title, "Development for Cooperative Sector". This plan was initiated since 17 July 2010. To mobilize the labour, skill, capital and source and people for collective interest in organized form through the cooperative medium, to make the foundation of coordinative development social transformation and economical capability etc. are the very objectives in this plan. Cooperative was emphasized to make an important pillar of economy as for playing the role of supplementary in government and private sector. Again, cooperative was motivated for production, procession and storage of agriculture and non-agricultural product. Cooperatives were powerfully adopted for agricultural and animal insurance, mobilization of capital in market, capital strengthening and for production and investment promotion in agriculture sector. Shops were conducted continually in proper price value. And supervision system was made effective. To the end of this plan, increasing the contribution of cooperative in gross national product and financial sector, making smooth administration in cooperative organization, promoting the poor and backward class, making capacity growth in different organization with the help of education, generating

model programmes in partnership between government and cooperative and making increase to flow loan through cooperative bank etc. are expected as certain achievement (NPC, 2010).

Thirteenth Three Year Plan (2013 – 2016)

As a result of efforts made to expand the cooperative sector, nearly 26,500 primary-level cooperatives, 66 district cooperative associations, 157 thematic district cooperative associations, 17 thematic central associations, one cooperative bank with 29 branches and the central-level National Cooperative Association have been established to serve more than 4 million members, 42 percent of whom are women. Among managers, 22 percent are women. There are currently 2600 women-only cooperatives. It is estimated that the contribution of cooperatives to the GDP has reached 3 percent and that sector provides direct and indirect employment opportunities to more than 50,000 and 700,000 people respectively. Cooperatives are concentrated in urban areas but have propagated to all districts. The Department of Cooperatives has initiated criteria-based monitoring and regulations for cooperative associations and institutions. The Ministry of Cooperatives and Poverty Alleviation has been formed to oversee the development, expansion and promotion of the cooperatives sector. Efforts to develop this sector are multidimensional and dynamic, as provided for in the National Cooperatives Policy (2012).

Problems existing in this sector are the lack of timely amendments to laws and regulations regarding cooperatives, lack of a supportive policy for encouraging cooperative-run businesses in various economic sectors, inadequate information among the general citizenry about the uses and usefulness of cooperatives, the inability to increase the contributions of cooperatives to productive areas, and poor governance. In addition, the Department of Cooperatives needs institutional strengthening and 37 districts lack cooperative offices and thereby services. There is no effective structure for monitoring cooperatives or clear legal provisions governing cooperatives which deal in the savings-and-credit business. As a result, financial transactions carried out by cooperatives are not always systematic and reliable (NPC, 2013).

Review of Cooperatives in Different Era

It seemed that cooperative took different modes in accordance with the circumstances in political change that occurred in the course of time. It has been analyzed to the development process of cooperative in these phases regarding to the democratic system before 1960, Panchyati system after 1960 and after the restoration of democracy in 1990. While adopting the base for the change in cooperative sector and the new plans which are constructed after every changing circumstance, the time framework of these changes appears to be up to 1961, from 1962 to 1991 and 1992 to recent time.

After the restoration of the democracy in 1990, a comprehensive study about the cooperative was carried out by the national cooperative federation advisory committee. The study report laid emphasis on full-fledged autonomous and independent cooperatives and recommended that the national cooperative federation (NCF) should be established and replaced the Sajha center (cooperative center) established in 1961. In line with the past experience and recommendations of the committee, a big change had taken place with the cooperative legislation that came into effect since 1992. The report emphasized that cooperative would be autonomous and independent association to be operated with the policy of minimum government interference (ICA,2003).

After the general election in 1991, new elected government again formed another high level interim committee named National Cooperative Development Board in the place of former 'Sajha Kendra'. This interim board got the mandate to review the existing cooperative laws and rules as well as to advice on new organizational structures of overall cooperative movement. The cooperative act of 1992 and national cooperative development board act in 1993, which declared full autonomy to all cooperative enterprises, freed from government control and allowing right to federate up to national level. When law took its course, there was tremendous growth in Nepal's cooperative movement. Cooperative societies were on the rapid process of opening in every corner of the country. Cooperative members were more concerned to conduct cooperatives with professionalism. And public people have been convinced that there have become the possibilities of change in economic and social sector through the cooperatives. However, there were many problems in this field, like

there was lack of cooperative education, cooperative could not be changed into the business of social members and only the certain persons in the name of members were benefitted. Despite the government's announcement to the cooperative as an important pillar, cooperatives were not led to be successful due to the fragile policies, rules and ineffective supervision system. Still now, people who are associated to cooperative seem to be convinced about cooperative for change. But mass people are not following this spirit with much vigor. So this has been a major problem. In spite of these problems, there are various trainings, study-visiting and high increasement in cooperatives. These Cooperatives have not still been developed qualitatively.

CONCLUSION

It is positive thing for the achievement that has happened in the development of cooperative sector, and which brought change in the economical, social and political sector of citizens between 'first five year plan 1956' and 'present three year plan 2013-2016'. But there was found ambiguous in policy makers and planners who placed cooperative under the sub-title of different original heading during these different periods. However, due to the adoption to cooperative as an important sector among other major three parts by interim constitution-2006 of nation, cooperative was highly prioritized in the distinct topic since three year interim plan. And so, all these aspects should be taken positively.

Because of providing autonomy and freedom in different institutions by Cooperative Act-1992 and Rules- 1993, numeral increment in cooperative was extremely seen. But there were not as much expected achievements in cooperative institutions due to the lack of skilled manpower, monitoring and evaluation. Despite the achievement of suggestions from more than dozen of studying taskforce or commissions, all rounding development in country with effective implementation of those suggestions was of no avail. Still there are failure in cooperative owing to lack of education and effective observation system in citizen, though there was brought different programmes like cooperative farming, subsidized shop etc. Because of a large potentiality of hope in cooperative sector as an important pillar, there should be prepared a distinct framework of implementation in this field. In case of moving forward adopting various suggestions from the past,

cooperative will be successful to orient economy of nation into the important arena.

RECOMMENDATION

It has been half century since cooperative developed formally in Nepal since half decade. And so, there have been many positive changes. However, it seems less progress in our country as compared to the high progression in neighboring and other different countries in the world. The following points have been recommended for the improvement of cooperatives:

- *Cooperative education and professional trainings should be made available and effective.*
- *Effective supervision system should be developed as the stable place of taking and giving service to cooperative members.*
- *Capable and skilled officials' mechanism and impressive and accessible administrative mechanism are necessary.*
- *Cooperatives should be made accessible for all citizens through study, research and formal education.*
- *Recent Act, Policies, Rules of government and structure of cooperative organizations should be changed time and again.*
- *Advices given from different advisory task force in different time should be implemented strongly.*

Cooperative sectors can go ahead with much progress if these above mentioned recommendations are strongly followed with implementation.

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WOMEN AWARENESS ON HIV/AIDS

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ABSTRACT

This paper is based on awareness of HIV/AIDS among pregnant women in Rupandehi Nepal conducted at two hospitals of Butwal Municipality. The main objective of this study was to evaluate and assess the awareness on HIV/AIDS among the pregnant women. The study was mainly based on primary data and descriptive quantitative research design. The information was based on 60 pregnant women who were selected by using random sampling method. More than sixty percent (63.3) of the respondents heard the name of HIV/AIDS from the teachers followed by friends and radio. All of the illiterate respondent's women were heard about the HIV/AIDS but total of them were unable to give the full form of HIV/AIDS and the name of causative agents and more than 70 percent respondents who passed SLC and higher education were also unable to give the full form of HIV/AIDS and name of causative agents.. Highest percent (80%) respondents claimed that unprotected sexual contact is the major route of transmission of HIV/AIDS. More than 40 percent respondent women were unaware about the symptoms of HIV/AIDS. Majority of the respondents were unable to tell the all types of symptoms of HIV/AIDS. Majority of the respondents (71.1) claimed that proper use of condom can easily prevent HIV/AIDS and all of the respondents had not heard about the antiretroviral prophylaxis to prevent foetus from HIV infection. On the basis of overall study, It is strictly recommended that the education concerning sexually transmitted disease specially antiretroviral prophylaxis is needed for the pregnant women in the study.

Key words: Awareness, HIV/AIDS, pregnant women, PIWHA, antiretroviral prophylaxis,

INTRODUCTION

The HIV/AIDS pandemic is one of the most serious health concerns in the world today. It is so because of high case of fatality rate and lack of curative treatment. Epidemiological studies have identified sexual intercourse, intravenous injections, blood transfusions and fetal transmission from infected mothers as the main routes of the transmission of AIDS. It can't be transmitted through food, water or casual contact (MoH, 2002). AIDS was first recognized internationally in 1981. First case

of HIV in Nepal was reported in July 1988. Then the figure has been increasing gradually each year. In 1988, the number of people infected with HIV virus was 4. By December 2003, the number reached 3312 (male 2400 and female 912) and more infected age group 30-39 years (male 840 and female 200). After 1995, the number of infected people sharply increased. By September 2008, the number of people infected with HIV positive reached 12415 (male 8330 and female 4085) (<http://data.unaids.org>, 2008). By the middle of 2008, more than 1,750 cases of AIDS and over 11,000 cases of HIV infection were officially reported, with two times as many men reported to be infected as women. However, given the limitations of Nepal's public health surveillance system, the actual number of infections is thought to be much higher. UNAIDS estimates that 70,000 people were living with HIV at the end of 2007 According to National Centre for AIDS and STD control, by July 25, 2013 the number of people infected with HIV positive reached 22944 among them 14560 were males, 8408 were female and 26 were third gender. Out of total number infected female 7100 were the age of between 20-49 which is considered as the reproductive age. (NCASC, 2013)

UNAIDS' claim that 5000 young people aged 15-25 years become infected with HIV every day. Globally young people make up a significant proportion of each country's population. Today's young people are different from that of the past. Overall, they have greater awareness owing to rapid globalization of the media, exposure to satellite TV and the internet. But because of these factors, today's young people face greater challenges and risks, including economic exploitation, changing lifestyles, global, regional and national conflicts and the spread of sexually transmitted infections and HIV/AIDS (Chen, 2008). In this situation parental transmission is one of the common roots of HIV transmission.

HIV transmission from mother to child during pregnancy, labor and delivery, or breastfeeding is known as parental transmission and is the most common route of HIV infection in children. When HIV is diagnosed before or during pregnancy, perinatal transmission can be reduced to less than 1 percent if appropriate medical treatment is given, the virus becomes undetectable, and breastfeeding is avoided. Since the mid-1990s, HIV testing and preventive interventions have resulted in more than a 90 percent decline in the number of children parentally infected with HIV in

the United States.
<http://www.cdc.gov/hiv/risk/gender/pregnantwomen/facts/>

Most of the thirty-three million people living with HIV are in the developing world, where HIV infection in pregnancy has become the most common medical complication of pregnancy in some countries. According to UNAIDS, approximately 17 million women worldwide between the ages of 15 and 49 years are HIV positive. More than 70 percent of all HIV infections are a result of heterosexual transmission and over 90 percent of infections in children result from mother-to-child transmission. Almost 600 000 children are infected by mother-to-child transmission of HIV annually, and more than 1600 each day. In parts of southern Africa, the prevalence of HIV in pregnant women is over 30 percent, while rates of new infections are rising in south-east Asia and the proportion of infections occurring in women is increasing in many developed countries. Women are particularly susceptible to HIV infection for both biological and socio-cultural reasons. (UNAIDS, 2008)

Pregnancy does not have an adverse effect on the natural history of HIV infection in women in most studies, although AIDS has become a leading cause of maternal mortality in some areas, as the epidemic progresses. Adverse pregnancy outcomes that have been reported in HIV positive women include increased rates of spontaneous early abortion, low birth weight babies, and stillbirths, pre-term labour, pre-term rupture of membranes, other sexually transmitted diseases, bacterial pneumonia, urinary tract infections and other infectious complications. Although whether these are attributable to HIV infection is unknown

http://www.unaids.org/en/media/unaids/contentassets/dataimport/publications/irc-pub01/jc151-hiv-in-pregnancy_en.pdf

Government activities and medical professionals all have faith in popular mass media in generating awareness about the preventive measures of HIV/AIDS. Even if media is an extremely effective measure for spreading awareness, it is something else to change their behaviour patterns. There are many ways to give and explain adequate information about HIV/AIDS in the socially and economically disadvantaged and backward Nepalese people.

Butwal is the zonal headquarter of Lumbini zone and business centre of Western Development Region. According to the population census of 2068, more than 80 thousand people reside here. Because of much migration to the town and its business activities, this must have soared up now. People of different caste, ethnicity and religions live in Butwal (Shakya, 2057). Similarly, Rupandehi district has the high labor migration rate. The prevalence of sexually transmitted disease is high and increasing day by day with the emergence of HIV and AIDS. According to DACC report 2013, 1575 people are still suffering from HIV/AIDS in Rupandehi district. Due to the short distance to India, high circular and seasonal migration pattern, unsafe sexual practice with FSWs during out migration period, lack of knowledge about PMTCT programme and non-availability of STI treatment facilities in rural area, HIV and AIDS is higher in this district. The awareness of STDs, HIV and AIDS became great importance and necessary. Awareness about HIV/AIDS also linked with prevention and control of HIV/AIDS in the study community. Thus, the researcher selects the problem on awareness of HIV/AIDS among the pregnant women in Butwal.

METHODOLOGY

The descriptive survey type of quantitative research design was applied in this study. This study is based on the primary sources of data which were collected from the purposively selected two hospitals of Butwal Municipality. Newly register patients in the antenatal clinic who were the age of 15 to 45 years during the period of April 15th to 30th 2014 A.D were the main population of this study. Registered every 5th and 10th women during their ANC visit were selected randomly. Out of total 455 ANC patients among the two hospitals only 30 patients from each hospital were selected for the sample. So that sixty pregnant women were the ultimate sample population of this study. Interview schedule was the main tool for the study. The interview was conducted with friendly manner with the help of women health professional, if they were willing to participate in structural interview regarding awareness of HIV/AIDS.

RESULTS AND DISCUSSION

Major sources of information about HIV/AIDS

There are many sources of information about the disease such as radio, television, news paper etc. Table 1 shows that the highest percentage (63.3%) of respondents mentioned that they heard the name of HIV/AIDS from teachers. It was followed by 46.7 percent referring to the peer groups as their source of information. The third largest group (43.3%) referred to radio as the source of information. The remaining 31.7, 28.3 and 23.3 percent respondents referred to television, newspaper and family members are the source of information respectively.

The above information suggested that teachers were the best source of information of the respondents. It means school is the main social agents for creating awareness of HIV/AIDS. Thus effectiveness of the school curriculum and teaching learning activities help to raise public awareness for HIV/AIDS. As the second best source is peer groups, it means the women always try to establish friendly relation and good communication with other. A lot of F M radio stations are established after 2048 B S due to the globalization of communication revolution. So, that the radio is also the vital source of information in study area.

Table 1: Major sources of information about HIV/AIDS

Source of Information	Number	Percent
Radio	26	43.3
Television	19	31.7
News paper	17	28.3
Friends	28	46.7
Teacher	38	63.3
Family Member	14	23.3

Source: Field survey, 2014

Note: The percentage exceeds hundred due to multiple responses. N= 60

Table 2: Educational level wise Knowledge on HIV/AIDS and causative agents

Knowledge		Full form of HIV				Full form of AIDS				Causative agents of HIV/AIDS					
Level of education	Illiterate	Correct knowledge		Incorrect knowledge		Correct knowledge		Incorrect knowledge		Correct knowledge		Incorrect knowledge		Total	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%
		0	0	4	100	0	0	4	100	0	0	4	100	4	0
	Under slc	2	12	15	88	2	12	15	88	2	12	15	88	17	28
	Slc	4	18	18	82	2	9	20	91	8	36	14	64	22	37
	higher education	6	35	11	65	6	35	11	65	9	53	18	47	17	28
Total		12	20	48	80	10	17	50	83	19	32	41	68	60	100

Source: Field survey, 2014

The mentioned table 2 shows that the educational level and awareness of HIV/AIDS among the respondents. Out of total illiterate (7%) respondents 100 percent were unable to say the full form of HIV/AIDS and also the name of causative agent of this disease. The respondents, who belonged to under SLC, 88 percent were unable to say the full form of HIV/AIDS and the name of causative agent of HIV/AIDS. Similarly, the respondents, who belonged to the SLC(37%), 82 percent were unable to give the full form of HIV and the percentage of unable to give the full form of AIDS and causative agent were 91 and 64 respectively. Among the higher educated respondents (28%), 65 percent were unable to give the full form of HIV/AIDS and 47 percent were unable to say the causative agent of HIV/AIDS. Overall study of table indicates that maximum number of people were unaware about the causative agent and full form of HIV and AIDS. Even though, those respondents who passed S L C and higher education were also unaware in this matter of HIV/AIDS. On the basis of this information it is concluded that the existing school curriculum of HIV/AIDS and national program of HIV/AIDS, both are not disseminating information properly and effectively to reach actual grassroots level of the Nepalese people.

Table 3: Knowledge on vulnerable social group of HIV/AIDS among the respondents

Vulnerable social group	Number	Percent
Foreign Employer	32	53
Injective Drug user	24	40
Commercial sex Worker	21	35
Multiple sexual partner	25	41
Labor	15	25
Unknown	14	23

Source: Field survey, 2014

Note: The percentage exceeds hundred due to multiple responses N= 60

Poverty, unemployment and low education are the most structural factors making people vulnerable to the risk of HIV infection. The table 3 reveals that maximum (53 %) respondents claimed that foreign employer who went to India, Saudi Arabia, and other neighboring countries were the major vulnerable social groups for HIV infection and 41 percent claimed that multiple sexual partner were the major social group for HIV infection. The percentage of injective drug user, commercial sex worker and labor were 40, 35, and 25 respectively. Among them 23 percent respondents were unknown about the vulnerable social group. The national data also indicates that rate of disease prevalence is higher to the foreign employer. Thus the information provided by the study population is similar to the national record.

Table 4: Knowledge on mode of transmission

Mode of Transmission	Number	Percent
Unprotected sexual contact	48	80
Blood transfusion	26	43.3
Sharing the syringe and needle	28	46.7
Infected mother to her baby	22	36.7
Unknown	9	15

Source: Field survey, 2014

Note: The percentage exceeds hundred due to multiple responses. N= 60

Mostly the HIV/AIDS is transmitted through the sexual routes of transmission. The table 4 indicates that the highest percentage (80%) of the women responded HIV transmits through unprotected sexual contact. Similarly, 46.7 percent respondent women responded that it transmits due to sharing needle and syringe. Further 43.3 percent respondent women claimed that blood transfusion was the main cause of HIV transmission. The percentages of saying the infected mother to her baby were 36.7 and finally 15 percent women respondents were unknown about the mode of transmission of HIV/AIDS. The data indicates that very few percent pregnant women don't have complete knowledge about HIV/AIDS transmission.

Existing literature shows that unprotected sexual contact is the major route of transmission of HIV/AIDS. Sharing the unsterilized needles, infected mother to her baby, and untested blood transmission are also the real mode of transmission of the disease. So, we can conclude that most of the pregnant women of selected population were aware about the mode of transmission of HIV/ AIDS as well as sexually transmitted disease.

Table 5: Knowledge about symptoms of HIV/AIDS

Knowledge	Number	Percent
Fever more than 1 month	23	38.3
Weight loss more than 10 percent	17	28.3
Diarrhea more than one month	17	28.3
Tiredness and weakness	22	36.8
Unknown	29	48.3

Source: Field survey, 2014

Note: The percentage exceeds hundred due to multiple responses. N= 60

People's knowledge towards symptoms of HIV/AIDS leads awareness to prevention and control of this disease. The table5 reveals that 48.3 percent respondent women were totally unknown about the symptoms of HIV/AIDS. The infection of HIV leads to many other opportunistic Infection and create varies signs and symptoms but the respondents

women were unaware of this situation. It may due to the low educational status and low effectiveness of AIDS awareness program.

Table 6: Knowledge about preventive measures of HIV/AIDS

Knowledge	Number	Percent
Conduct awareness program	39	65
Use of condom	43	71.7
Use of Disposable Syringe	26	43.3
not to get baby by the infected mother	17	28.3
Receive only tested blood	11	18.3
Unknown	6	10

Source: Field survey, 2014

Note: The percentage exceeds hundred due to multiple responses. N= 60

Knowledge on ways of prevention of HIV/AIDS helps to be safe from it. If the ways of prevention are known and practiced, the disease can easily be controlled. Table 6 presents different responses for the prevention of the disease. Majority (71.7%) of the respondents responded the proper use of condom can easily prevent HIV/AIDS. The second largest percentage i.e. 65 percent responded that conduction of awareness program and 43 percent claimed that use of disposable syringe is also the preventive measure of HIV/AIDS. The response that not to get baby by the infected mother for the prevention comprises 28.3 and it is remarkable that none of the respondent mother suggested the antiretroviral prophylaxis to prevent mother to child transmission during their pregnancy and delivery period. The lowest percentage (18.3%) of pregnant mother responded to receive tested blood only for the prevention. In the study population only 10 percent respondents are still unknown about the preventive measures. It may due to the impact of urbanization in the study area..

CONCLUSION

The HIV epidemic has been continuously devastating impact on health, nutrition, food security and over all socio economic development of the nation. It is the major challenges for world health to emerge in 21th

century as well as critical public health issue particularly in less developed countries like Nepal. Awareness is the key to the prevention and control of HIV/AIDS. On the basis of above information, we can conclude that medically the study population were conscious for the prevention and control of HIV/AIDS but they were not aware to the matter of social sector. Although, 53 percent respondents claimed that the foreign employer had the major vulnerable group for HIV/AIDS. But they did not point out about the unemployment and brain drain problem of Nepal and none of the respondents were aware about the antiretroviral prophylaxis. It is strictly recommended that the education concerning sexually transmitted disease and antiretroviral prophylaxis is needed for the pregnant women in the study area because it is the key to prevent foetus infection from HIV infected mother. Teachers are the main sources to transmit of information in the society. So that the school level curricula should revised and include current issues of public health in periodically. Foreign employer is the 'second vulnerable social group of HIV infection so that government should create favourable environment for self employment and self reliance to the youth of Nepal.

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DETERMINANTS OF CAPITAL STRUCTURE IN NEPALESE FIRMS

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ABSTRACT

This paper attempts to analyze the determinants of capital structure of Nepalese non-financial firms for the period 2007-2013 applying descriptive and causal comparative research design. Leverage ratio (LEV) is dependent variable and firm-specific variables are considered as explanatory variables. The result of this paper argues that Nepalese firms are highly levered. The results of regression analysis of this study reveals that the leverage ratio is positively related with fixed assets ratio (FAR), non-debt tax shield (NDTS), growth rate (GROWTH) and earning variability (EVAR) and inversely related with liquidity (LQ), profitability ratio (PROR) and size (SIZE). Further, the study states some contradictory result with prior findings on the relationship between NDTS and LEV and also that of SIZE and LEV. Finally, the results of the study support to the pecking order theory as well as trade-off theory in explaining the determinants of capital structure of Nepalese firms.

Key words

Leverage ratio, liquidity ratio, fixed assets ratio, profitability ratio, non debt tax shield, size, growth rate and earning variability.

INTRODUCTION

The capital structure choice has an issue of great interest in the corporate finance literature. The capital structure is the mix of debt and equity capital. It is also defined as the composition of long-term sources of financing of a business firm. No area of corporate finance has been debated, discussed, argued and studied as much as capital structure. One of the most puzzling issues facing by the financial managers in the business firms is the relationship between capital structure and value of the firm. The capital structure decision is mostly concerned with the composition of debt and equity capital to be financed by the business firm, effect of capital structure on stock price and the cost of capital, the optimal proportion of short-term and long term financing, use of internal and external financing in the business firm, different capital structure of different industries and different firms within the same industry etc.

Capital structure varies from one firm to another. Though, two firms are similar in their nature, operation etc. have no a single capital structure and even a single capital structure cannot be suit for the same firm forever. While developing a capital structure for a business firm, the finance manager should aim to maximize value of the firm by exploiting the advantage of favorable financial leverage or maintaining optimal capital structure.

The theory of optimal capital structure has been passionately debated, discussed and argued since the irrelevance and tax shield proposition of Modigliani and Miller (1958, 1963) were published in research articles. Through a theoretical and empirical study, a number of theories have been proposed to explain the variation in leverage ratio across firms. The theory suggests that firms should select the optimal capital structure depending on attributes that determine the various costs and benefits associated with debt and equity financing of the firms. The traditional Trade-off Theory accepts that optimal capital structure involves balancing the corporate tax advantages of debt against the present value of bankruptcy costs (Kim, 1978; Kraus and Litzenberger, 1973), and agency cost (Jensen and Meckling, 1976; Myers, 1977). On the other hand, Pecking Order Theory (Myers, 1984; Myers and Majluf, 1984) states that there is no defined target debt ratio. Firms are suggested to prefer retained earnings as main sources of financing. Next, firms should prefer to raise the funds from the less risky sources of debt and finally, the firms should raise the funds from risky sources of external equity financing. In this way, having such theoretical debates, an important issue is raised to the firms in managing new financing requirement whether to raise from debt or equity.

The majority of empirical studies on this issue are based on data from developed countries, mainly from the US firms. The fact is that the number of studies that examined the capital structure choice of each developing country is limited. However, the empirical evidence points out to one general observation. Using data from a number of developing countries, the study of Singh and Hamid (1992) indicates that firms in developing countries rely on a greater proportion of equity finance than debt finance. Similarly, this observation is supported by Booth et al. (2001). Concerning under developing country like Nepal, the empirical evidence is very limited and unsatisfactory.

Baral (1996) concluded that profitability, operating cash flow and debt service are positively related to capital structure. Shah and Khan (2007) documented that tangibility is positively related with leverage but size, growth and profitability are negatively related with the leverage. Joshi (2008) documented that fixed assets ratio and non-debt tax shield are positively related with leverage where as growth rate, earning variability, liquidity and profitability are inversely associated with the leverage in the Nepalese enterprises. Olayinka (2011) argued that size, profitability and liquidity are positively related with leverage where as growth and profitability are positively related with leverage but tangibility is negatively related with short term leverage. Javed and Imad (2012) identified that total assets, firm size and tangibility are positively related with leverage but growth opportunities have weak relationship with leverage and negative relationship between profitability and leverage. Despite extensive investigation into how firms determine their capital structures, the capital structure conundrum prevails.

The numbers of theoretical and empirical studies have revealed that there are various factors that affect capital structure. These factors can be classified as firm-specific/internal factors and macroeconomic/external factors. The firm-specific factors are firm size, fixed assets, liquidity, earning volatility, growth opportunity, profitability etc. The macroeconomic factors are tax policy, market interest rates, gross domestic product growth rate, inflation rate, capital market condition, foreign exchange rates etc. Basically, this paper documents some of the firm-specific factors affecting capital structure in Nepalese business firms which investigates whether small business firms in under developing economy entertain any unique feature with other developed and developing countries. This paper attempts to analyze capital structure and its determinants in the context of Nepalese realities. This study is directed to solve the following issues:

- What are the determinants of the capital structure in Nepalese listed business firms?
- Is there any consistency between capital structure theory and practice in Nepalese firms?
- What is the optimal capital structure of the Nepalese business firm?
- How much debt is borrowed and how much equity capital is used in the Nepalese firms?

- Do Nepalese business firms have an optimal or target capital structure?

OBJECTIVE OF THE STUDY

The basic objective of this paper is to analyze the firm-specific factors/determinants influencing the optimal capital structure in Nepalese listed firms.

The paper is structured in to five sections. The first section deals with introduction of capital structure including determinants of capital structure, issues and objective of this study. The next section is for literature review. The third section covers with research design and methodology. Further, the fourth section is for analysis and discusses the study results. Finally, section five concludes the study with findings and suggestions for further research.

LITERATURE REVIEW

Previous different empirical studies find mixed evidence and findings on determinants of capital structures. There are two contradictory views about the impact of liquidity on the capital structure of the firm. Pecking Order Theory argues that the manager prefers internal sources of fund rather than external. Therefore, firms would like to create liquid reserve from retained earnings to finance future investment. Firms with sufficient liquid assets do not need to raise capital from debt. Hence, it is expected to have negative relationship between leverage and liquidity. Ozkan (2001) also revealed the same result. On the other hand, a firm with higher liquidity ratio raises capital through debt due to having higher debt servicing capacity. This would imply a positive relationship between leverage and liquidity.

The presence of tangible assets is expected to be more important in external borrowing at lower cost as it is easy to collateralize them. Titman and Wessels (1988), Rajan and Zingales (1995), Fama and French (2002) argues the tangibility of assets is positively related with leverage. Further, Jensen and Meckling (1976) pointed out that the agency cost of debt exists and if a firm has higher tangible assets then that can be used as collateral diminishing the lender's risk of suffering such agency cost of debt. In the

same way, Williamson (1988), Harris and Raviv (1990) suggest leverage should increase with liquidation value. Therefore, leverage should be positively correlated with tangibility. Signaling theory of Myers and Majluf (1984) also suggest the positive relationship between tangibility and leverage.

Several theoretical and empirical studies have been made to predict the relationship between profitability and leverage since Modigliani and Miller (1958) but not consistent result has been found and there exists theoretical controversy on it. Tax based model suggests that profitable firms should borrow more, *ceteris paribus*, as they have greater need to shield income from tax. Agency based models give conflicting predictions on relationship between profitability and leverage. On the one hand, Jensen (1986) and Williamson (1988) defines debt as a discipline device to ensure that managers payout profit rather than build empires. For firms with free cash flow and high profitability high debt can restrain management's discretion.

However, under Pecking Order Theory of capital structure, Myers (1984) and Myers and Majluf (1986) states that firm prefers to finance new investment from internal equity and raise debt capital only if the retained earnings are not sufficient. The availability of internal capital depends upon profitability of the firms, so it could be expected negative relation between profitability and leverage. Titman and Wessels (1988), Razan and Zingales (1995), Wald (1999) and Booth et al. (2001) accepts this negative relation.

Generally, it is accepted that non debt tax shield (NDTS) is negatively related with leverage. De Angelo and Masulis (1980) argued that NDTS are substitute for the tax benefit of debt financing and a firm with larger NDTS is expected to use less debt. Wald (1999) and Chaplinsky and Niehaus (1993) also revealed the negative relationship between NDTS and leverage. But, Bradley et al. (1984) argued opposite result.

Numerous studies argue that size can be powerful explanation for cross sectional differences in debt equity ratio. There are two contradictory views on the theoretical relationship between the size and capital structure of the firms. Warner (1977) suggests that bankruptcy costs are relatively higher for small firms. Jensen (1986) agreed that the size has a positive impact on the supply of debt. Razan and Zingales (1995) accepted

that size is a proxy for the probability of bankruptcy. Thus, it is expected that firms because of diversification, are likely to have higher debt capacity, use debt to maximize the tax benefits. Moreover, Fama (1985) argued that the information content of all size firms is not equal due to monitoring costs being relatively higher for small firms. Thus, larger firms due to lower information asymmetry are likely to have easier access to debt market at lower costs. Also many theoretical studies including Harris and Raviv (1990), Noe (1988) and Narayanan (1988) suggested that leverage increases with the value of company.

On the other hand, Bhat (1980) tested this negative relationship in Indian engineering industry and found the insignificant negative relation between size and leverage. This proposition is empirically supported by the findings of Ferri and Zones (1979); Kim and Sorensen (1986). In addition to this Wald (1999) found that larger firms in Germany have less debt, he found a small number of professional managers control a sizeable percentage of big industrial firms' stocks and can force management to act in the stockholders interest. Based on this fact he argues that such centralized company control is responsible for the negative coefficient on size.

The agency cost theory accepts that firms with high growth opportunities should use less debt in order to mitigate agency problem. Jensen and Meckling (1976) also suggest that leverage increases with lack of growth opportunities. Titman and Wessels (1988) argue that firms with high proportion of non-collaterisable assets (such as growth opportunities) could find it more expensive to obtain credit because of the assets substitution effect. Stulze (1985) shows that if management accepts growth objective, then management's and shareholder's interests tend to coincide for firms with strong investment opportunities. And the consistent result with this theoretical prediction was also found by the study of Rajan and Zingales (1995), Wald (1999), and Booth et al. (2001).

On the other hand Pecking Order Theory (Myers, 1977; Myers and Majluf, 1984) implies the positive relation between leverage and growth rate. The proposition is based on reasoning that faster growing firms are likely to be in need of external fund to finance their positive investment opportunities and they prefer debt relative to external equity. But Antoniou et al. (2006) argue that the strength and role of growth opportunities is likely to vary across the countries. If the lenders are banks, they represent on the board

of the company and work in close contact with the management, are fully aware of the quality of investment opportunities. This minimized information asymmetry, which in turn affects the borrowing ability of the firms and the risk premium demanded by the lenders and vice-versa.

Firms with high earning volatility carry a risk of earning level below the level of their debt charges, which result acquiring funds at high cost to pay charges or face the risk of bankruptcy. Therefore, firms with high volatile earnings prefer to finance their project through equity. This shows an inverse relationship between earning volatility and leverage ratio. Booth et al. (2001), Bradley et al. (1984), Titman and Wessels (1988), De Angelo and Masulis (1980), Pecking Order theory (1976) accept business risk is negatively correlated with leverage. However, Hsia (1981) based on the contingent claim nature of equity, combines option pricing model, capital assets pricing model and Modigliani and Miller theorems to show that as the variance of the value of the firm assets increases, the systematic risk of equity decreases thus business risk is positively related with leverage.

RESEARCH METHODOLOGY

Research design

This paper has applied descriptive and causal comparative research designs to deal with the determinants influencing on capital structure in Nepalese business firms. The descriptive research design is adopted to explain about firm-specific factors and leverage. The causal comparative research design is applied to show the relationship between various variable. The paper has applied correlation analysis to ascertain, understand and analyze the directions and relationship between different determinants and leverage. Finally, Regression model is used to determine and evaluate the leverage of the firms and explanatory power of various independent variables.

Sample selection

In this study, among the listed companies on Nepal Stock Exchange (NEPSE) Ltd. and Public Enterprises (PEs) in the Nepal, 35 listed firms and 8 PEs which have sufficient data are selected as sample. Banks, finance companies and insurance companies are excluded from the sample. This exclusion is due to the fact that the nature and characteristics of such firms differs significantly with non-financial firms and the debt of these

firms like liabilities are not strictly comparable to the debt issued by non-financial firms (Rajan and Zingales, 1995). Hence, such firms do not provide appropriate results for the study of capital structure. Thus, the sample contains only manufacturing, trading, and service firms.

Sources of data and period of study

This study is administered based on secondary sources of data. For the secondary data set, the necessary information is collected from the publications, annual report of the individual firm, corporation coordination council MOF, and SEBON report. The study covers a period of 7 years from 2006/07 to 2012/13. The total number of 305 observations are used from the 43 sample firms. This study has also used descriptive statistics, correlation analysis, and regression analysis along with statistical test of significance such as t-test, F-test, and R^2 .

Dependent variable

Debt to total assets ratio is defined as leverage ratio and is used as dependent variable. In this study, debt to total assets ratio is the proxy variable to measure the position of leverage ratio depends upon its various explanatory variables used as independent variables.

Independent variable

The prior theoretical and empirical studies have shown that there are several factors that affect capital structure. These factors can be internal and external factors. External factors are the macro variables of the economy of the country like tax policy, inflation rate, capital market condition, fiscal policy, monetary policy, gross domestic product growth rate etc. The internal or firm-specific variables like fixed assets, non debt tax shields, investment opportunities, firm size, volatility of earnings, advertising expenditure, the probability of bankruptcy, profitability, growth rate, size of the firm, uniqueness of the product etc. In this study, liquidity, fixed assets ratio, profitability, non debt tax shield, size, growth rate and earning volatility/variability are considered as independent variables.

Liquidity

Liquidity position of business firms is the determinant of capital structure. There are two contradictory views about the impact of liquidity on the capital structure of the firms. Pecking Order Theory argues to use internal sources of fund to create liquid reserve from retained earnings than to use debt capital and is expected to have negative relationship between leverage and liquidity. On the other hand, a firm with higher liquidity ratio has higher debt servicing capacity and capital can be managed through debt which implies a positive relationship between liquidity and leverage. In this study, Liquidity ratio is defined as current assets to current liabilities of the firms.

Fixed assets ratio

Fixed assets ratio is used as the determinant of capital structure. It has been accepted that the structure of assets of firms affects the capital structure. It is agreed that the companies tend to match the maturity of their assets and liabilities. Long-term debt associated with fixed assets and short-term debt with current assets. Further, the presence of tangible assets is expected to be more important in external borrowings at lower cost as it is easy to collateralize. Titman and Wessels (1988), Rajan and Zingales (1995) argued the tangibility of assets is positively related with leverage. Signaling theory of Myers and Majluf (1984) also suggests the positive relationship. In this paper, fixed assets ratio is defined as a ratio of fixed assets to total assets and used as an explanatory variable.

Profitability

Profitability is one of the important determinants of capital structure. Several theoretical and empirical studies argued theoretical controversy on it. Tax based model suggests that profitable firms are positively related with leverage. Agency based models give conflicting predictions on relationship between profitability and leverage. Jensen (1986) and Williamson (1988) argued leverage and profitability are positively related. However, under Pecking Order Theory of capital structure (Myers, 1984; Myers and Majluf, 1984) revealed that firm prefers to finance new investment from internal equity and debt capital is used only if the retained earnings are insufficient. Hence, it is expected negative relation between profitability and leverage. Friend and Lang

(1988), Titman and Wessels (1988), Razan and Zingales (1995), Wald (1999) and Booth et al. (2001) also support to the findings of Myers (1984) and Myers and Majluf (1984). In this study, profitability is used as operating profit ratio (earnings before interest, tax and depreciation divided by total assets).

Non debt tax shield

The tax deduction for depreciation and investment tax credit is called non debt tax shield (NDTS). Generally, it is accepted that NDTS is negatively related with leverage. De Angelo and Masulis (1980) argued that NDTS are substitute for the tax benefit of debt financing and a firm with larger NDTS is expected to use less debt which supported by Wald (1999) and Chaplinsky and Niehaus (1993) but Bradley et al. (1984) found opposite result. In this study, NDTS is computed as the ratio of depreciation to total assets.

Size of the enterprise

The size of the firm is another determinant of capital structure. The prior empirical studies revealed that size has positive impact on leverage of firms (Warner, 1977; Jensen, 1986; Razan and Zingales, 1995; Harris and Raviv, 1990) but Bhat (1980) tested this negative relationship in Indian engineering industry and found the insignificant negative relation between size and leverage which is empirically supported by the findings of Ferri and Zones (1979); Kim and Sorensen (1986). In general, size is expected to be positively associated with leverage. In this study, size is used as the natural logarithm of the total assets of the firms.

Growth rate

In this study, growth rate is used one of the important determinant of capital structure. Theoretical studies suggest growth opportunities are negatively related with leverage (Jensen and Meckling, 1976; Titman & Wessels, 1988; and Stulz, 1985) and this theoretical prediction was also supported by the study of Rajan and Zingales (1995) and Booth et al. (2001). On the other hand, Pecking Order Theory (Myers, 1977; Myers and Majluf, 1984) argued the positive relation between leverage and growth rate. But, Antoniou (2006) argued that the strength and role of growth opportunities is likely to vary across the countries. In this study,

growth rate is defined as the growth rate of total assets of the sample firms and used as explanatory variable.

Earning volatility

Earning volatility/variability is also used as a determinant of capital structure. Firms with high earning volatility carry a risk of earnings level below the level of their debt charges, which result acquiring funds at high cost to pay charges or face the risk of bankruptcy. Therefore, firms with high volatile earnings prefer to finance their project through equity. This shows an inverse relation between earning volatility and leverage ratio (Booth et al., 2001; Bradley et al., 1984; Titman and Wessels, 1988; Pecking Order theory, 1976). However, Hsia (1981) argued positive relationship between earning volatility/variability and leverage of firms. In this study, earning volatility is used as coefficient of variation of operating profit of firms.

The Model

The following multiple regression model has been used to analyze the influence of independent/explanatory variables on a dependent variable/leverage.

$$LEV = \beta_0 + \beta_1 LIQ + \beta_2 FAR + \beta_3 PROR + \beta_4 NDTs + \beta_5 SIZE + \beta_6 GROWTH + \beta_7 EVAR + \mu \dots \quad (3.1)$$

Where,

LEV	= Total leverage,	β_0	= Consonant,
β_1, \dots, β_7	= Beta coefficient,	LIQ	= Liquidity ratio
FAR	= Fixed assets ratio,	PROR	= Profitability ratio,
NDTS	= Non debt tax shield ratio,	SIZE	= Natural logarithm of total assets,
GROWH	= Growth rate,	EVAR	= Earning variability, and
μ	= Error term.		

RESULTS AND DISCUSSION

Descriptive Statistics

In general, descriptive statistics is applied to measure the values and position of firms' different dependent and independent variables for the

study period. In this study, number of observations, measures of central tendency (mean), dispersion (standard deviation), minimum and maximum values of both dependent and explanatory variables are used to analyze and the results are presented in the Table 1.

Table 1

Descriptive Statistics

In this table, selected statistics of the variables in the analysis are presented. LEV is the total leverage, STD indicates short-term debt, LTD refers long-term debt, LIQ represents liquidity ratio, FAR is the fixed assets ratio, PROR indicates profitability ratio, NDTSR refers non debt tax shield ratio, SIZE represents natural logarithm of total assets, GROWTH indicates growth rate, EVAR represents earning variability and N is the number of observations.

S.N.	Variables	N	Mean	Minimum.	Maximum.	Standard Deviation.
1	LEV	305	0.681	0.151	1.799	0.354
4	LIQ	305	1.586	0.064	10.125	0.394
5	FAR	305	0.602	0.095	9.542	0.313
6	PROR	301	0.087	-0.759	0.891	0.147
7	NDTSR	301	0.039	0.000	0.325	0.046
8	SIZE	305	3.125	2.535	5.386	0.251
9	GROWTH	285	0.067	-0.436	1.048	0.213
10	EVAR	297	0.093	0.019	0.438	0.081

Source: MOF, SEBON and Annual reports of sample firms

Table 1 show that the mean of the leverage of the sample firms for the study period is 68.1 percent which indicates that Nepalese firms are highly levered. The causes leading to such circumstances are poor performance of companies, lack of efficient capital market etc. The average liquidity ratio of Nepalese firms is 1.586 which is below the standard. The average fixed asset ratio is 60.2 percent. Further, the table shows average operating profitability of 8.72 percent, non-debt tax shield 3.9 percent, growth rate of 6.7 percent and earning variability of 9.2 percent. Average assets size of the assets in terms of natural logarithm is 3.125. The Table 1 also indicates maximum and minimum total debt ratios are 179.9 percent and 15.1

percent respectively. Finally, the table also shows the highest variation is in liquidity ratio and the least variation in non-debt tax shield.

Correlation Analysis

This section attempts to explain the relationship among the leverage and explanatory variables using Pearson correlation coefficient for the study period to analyze the relationship among the variables. Table 2 presents the values of correlation coefficient between different pairs of firm-specific determinants of capital structure and leverage to analyze the direction and magnitude of relationship among different pairs of firm-specific determinants and leverage.

Table 2

Correlation Coefficient of Leverage with Explanatory Variables

This table shows the correlation coefficient between different pairs of variables used in this study for the analyzing the determinants of the capital structure with 305 observations of 43 sample firms during the period of 2006/07 through 2012/13. LEV is the total leverage, LIQ represents liquidity ratio, FAR indicates the fixed assets ratio, PROR is profitability ratio, NDTs refers non debt tax shield ratio, SIZE represents natural logarithm of total assets, GROWTH indicates growth rate and EVAR represents earning variability. The * indicates the correlation is significant at 10 percent, ** represents significant at five percent and *** indicates significant at 1 percent.

Variables	LEV	LIQ	FAR	PROR	NDTS	SIZE	GROWTH	EVAR
LEV	1.000	-0.329**	0.253**	-0.431*	0.217**	-0.036	0.184	0.316***
LIQ	-	1.000	-0.324**	0.309**	-0.283***	-0.371**	0.135	-0.108
FAR	-	-	1.000	0.292**	0.046	0.321*	0.247**	-0.131***
PROR	-	-	-	1.000	0.235**	-0.01	0.193	-0.436**
NDTS	-	-	-	-	1.000	-0.24	-0.238	0.232**
SIZE	-	-	-	-	-	1.000	0.497*	0.098
GROWTH	-	-	-	-	-	-	1.000	0.073
EVAR	-	-	-	-	-	-	-	1.000

Source: Source: MOF, SEBON and Annual reports of sample firms

Table 2 shows fixed assets, non-debt tax shield, growths and earning variability are positively related with leverage. Fixed assets and NDTs have significant relationship at 5 percent and EVAR has significant relationship at 1 percent but growth has no significant relation with leverage. Liquidity ratio, profitability and size are negatively related with leverage. Liquidity ratio and profitability have significant inverse relationship with leverage at 5 percent and 10 percent level of significance respectively but size is insignificantly related with leverage in Nepalese firms.

Regression Analysis

In this section, regression model is applied to explain the relationship between leverage (LEV) and explanatory variables (*LIQ, FAR, PROR, NDTs, SIZE, GROWTH and EVAR*). The regression results are obtained based on ordinary least square (OLS) regression model using pooled data of sample firms with the help of SPSS software version 13. The Table 3 presents regression results which show the predicting power of explanatory variable in determining the capital structure/leverage.

Table 3

Regression Relationship of Leverage with Explanatory Variables

$$LEV = \beta_0 + \beta_1 LIQ + \beta_2 FAR + \beta_3 PROR + \beta_4 NDTs + \beta_5 SIZE + \beta_6 GROWTH + \beta_7 EVAR + \mu$$

This table shows regression results of leverage on seven explanatory variables with 305 observations of 43 sample firms during the period of 2006/07 through 2012/13. Dependent variable is leverage LEV, and independent variables are liquidity ratio LIQ, fixed assets ratio FAR, profitability ratio PROR, non debt tax shield ratio NDTs, natural logarithm of total assets SIZE, growth rate GROWTH, earning variability EVAR. The figures in the parentheses are t-statistics. The * indicates the t-statistic is significant at 10 percent, ** represents significant at five percent and *** indicates significant at 1 percent. Also reported are the F-statistics and R².

Model	CONST.	LIQ	FAR	PROR	NDTS	SIZE	GROWTH	EVAR	R ²	F
LEV	1.274 (4.749)	-0.476 (-3.147)**	0.325 (2.631)*	-0.961 (-5.438)*	1.018 (2.179)*	-0.093 (-1.534)	0.136 (1.216)	0.626 (1.765)*	0.217	6.214**

Source: Source: MOF, SEBON and Annual reports of sample firms

The Table 3 shows the coefficient of liquidity is negative which is consistent with theoretical prediction and the findings of Ozkan (2001) and Antoniou et al. (2006). The result indicates that liquidity has statistically significant impact on determination of leverage at 5 percent level of significance. Further, this inverse relationship states that liquidity has predicting power of leverage which indicates firms having higher liquidity leads to decreases debt ratio/leverage. Further, the table presents the relationship between leverage and a fixed asset is positive and significant at 5 percent level of significance. This result supports the theoretical prediction of Harris & Raviv (1990), Booth et al. (2001) and Rajan and Zingales (1995). This result supports the hypothesis that firms having higher collateral assets tend to have higher leverage.

Regression results presented in the Table 3 reveals a significant negative impact of profitability on leverage and it is statistically significant at 10 percent level of significance. Hence, profitability has strong predicting power of leverage and has inverse relationship. This result supports to the Pecking Order Theory, that firms prefer internal resources to finance their investment before raising external debt capital (Myers and Majluf 1984, Myers 1977; Titman and Wessels 1988). The table also shows non-debt tax shield is positively related with leverage and is statistically significant at 5 percent level of significance. The regression result supports to the findings of Bradley et al. (1984) that of positive relation between NDTs and leverage but contradicts/doubts as to the findings of De Angelo and Masulis (1980) that having the higher NDTs tends to have lower leverage.

Table 3 shows the relationship between size and leverage the result reveals that the leverage is negatively related with size but statistically is not significant. This result states size has no strong explaining power of leverage in Nepalese firms. Further, the table presents the relationship between leverage and growth rate is positive but statistically is insignificant. This result is consistent with the theoretical prediction of Pecking Order Theory and supports to the findings of Myers (1977), Myers and Majluf (1984) and argued the positive relation between growth rate and leverage. The finding of the study states that growth has no strong predicting power of leverage in Nepalese firms.

Finally, the regression result of the Table 3 shows the relationship between earning variability and leverage. The earnings variability/volatility has positive impact in determination of leverage and it is statistically significant at 1 percent level of significance. This result supports to the findings of Hsia (1981) findings but the result does not support the findings of Myers (1977), De Angelo and Masulis (1980), Booth et al. (2001), Bready et al. (1984), and Titman and Wessels (1988). Thus, the result of regression analysis indicates the firms with higher level of leverage tend to make riskier investments in Nepalese firms. The F-value of overall model is significant at 5 percent level of significance. Hence, the model is statistically significant. The value of R^2 is 0.217 which indicates predicting power of the model is 21.7 percent.

CONCLUSIONS

This study has been attempted to analyze the firm-specific determinants influencing the capital structure in Nepalese firms applying causal comparative research design. This paper reveals Nepalese firms are highly levered. The results of the regression analysis observes fixed assets, non-debt tax shield, growth rate and earning variability are directly related with leverage and fixed assets, non-debt tax shield and earning variability have strong explaining power to analyze and predict the size of leverage in Nepalese firms. This paper shows puzzling finding of strong positive relation of non-debt tax shield with leverage which contradicts with most of the prior empirical findings of negative relation. Further, this paper reveals liquidity, profitability and assets size are inversely related with leverage but only liquidity and profitability have predicting power of leverage. The finding of negative coefficient between leverage and size is also contradicts with most of the prior findings. Finally, the result of this paper supports to the Pecking Order Theory as well as Trade-off Theory in explaining the determinants of capital structure in Nepalese firms.

In this study, only total debt ratio as leverage to analyze the determinants of capital structure of the firms has been applied. Such study needs to be incorporated long-term leverage and short-term leverage to examine the determinants of capital structure. The future researchers can investigate the determinants of capital structure using longer time periods data, and larger sample sizes. This study has used few firm-specific variables to evaluate the leverage of firms. Inclusion

some other variables such as loan ratio, return on assets, size of sales, tax rate, market interest rates, gross domestic product growth rate, inflation rate, capital market condition, foreign exchange rates etc. may be considered to analyze the determinants of capital structure.

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KITE RUNNER: A NOVEL OF FRIENDSHIP, BETRAYAL AND REDEMPTION

Prakash Koirala

Abstract

The Kite Runner, by Khaled Hosseini, is a popular novel which incorporates various themes of the present day world about human relationships, friendship, love, betrayal, redemption, childhood affections, and forgiveness. The main objective of this study is to analyze the qualities or values: friendship, betrayal and redemption that every human being possesses and goes through knowingly or unknowingly. This study is based on qualitative in nature. Secondary resources are used to support this study. This research paper is winding up that friendship is the only medicine that heals all the negativity of human nature and left betrayal far behind and redeemed every human. Good and evil, friendship and betrayal, love and hatred are the binary systems of human life. This binary system rules human being.

Keywords: relationship, friendship, betrayal, redemption, love, forgiveness, atone

INTRODUCTION OF THE WRITER

Khaled Hosseini, a writer and Goodwill Envoy for the United Nations High Commissioner for Refugees, was born in Kabul, Afghanistan, in 1965. The political ups and downs made the life of Afghanis worse; it was dangerous for them to return to Afghanistan due to a bloody coup in 1978 and Soviet invasion of Afghanistan in 1980. So the family sought political asylum in the United States and made their residence in San Jose, California.

The Kite Runner and A Thousand Splendid Suns are the greatest novels by him and international bestsellers. These novels got numerous popular criticism and praise by internationally acclaimed newspapers and literati. For this novel he was awarded different awards.

INTRODUCTION OF THE BOOK

This novel opens in San Francisco, and then flashes back to Afghanistan and Pakistan. This novel is full of flash backs and flash forwards of events that happen in the life of the narrator and main character: Amir. This novel

exposes the difficult relationship of a developing child with parents, friends, near and dear in one hand and on the other it explores ideas about the human capacity for good and evil, and the relationship between sin, forgiveness, and atonement.

The story of the novel, *The Kite Runner*, an autobiographical novel, develops and depicts the maturation of Amir, who seeks and needs to find his way in the world as he realizes that his own belief system is not that of his dominant culture. This novel justifies the relationship between the two sects that is Sunni and Shia of one religion- Muslim mainly through Baba, Amir, Ali and Hassan. It also exemplifies the relation between two cultures and classes of America and Afghanistan. It is the story of both fathers and sons and friends and brothers, and it is a novel about love and hate, right and wrong, psychology and sacrifice and the nature of evil and friendship.

Relation between Amir and Baba

Amir is the main character and Baba is his father. The relation between them is a bit contradictory. To some extent they are two opposite poles of the same family. Amir thinks growing up in Afghanistan as a member of the privileged class yet not feeling like a privileged member of his own family. Amir always wants to get affection of his father because he hasn't got to know the love of his mother. That's why Amir is expecting the mothers love from father. Sometimes they talk to each other about orphanage; study about Islam, about sin and theft but within Amir a fear blows his mind and heart constantly.

[Because the truth of it was, I always felt like Baba hated me a little. And why not? After all, I had killed his beloved wife, his beautiful princess, hadn't I? ...When it became abundantly clear that I hadn't inherited a shred of his athletic talents, he settled for trying to turn me into a passionate spectator. I faked interest for as long as possible.But Baba sensed my lack of genuine interest and resigned himself to the bleak fact that his son was never going to either play or watch soccer. (Hosseini, 2011: 17)

When Amir was fifth grader he felt that the more he talked with father he came in a conclusion that Baba hated him because Baba thought that Amir killed his wife. Amir's mother died while giving birth to him. The

confronting ideas frequently came in Amir's mind. Amir feels as an 'orphan' because his mother is away from him physically and Baba is away from him emotionally. Amir remembers and is somewhat jealous of the physical contact that his father had with Hassan, and Amir recounts examples of Baba not listening to him. Amir states that the complex nature of his relationship with his father is a combination of love and fear, mixed with a little bit of hate.

In this novel Baba has a dream to Amir that he should become a great athletic figure or a soccer player and bold. Both Amir and Baba recognize that Amir's interests, talents, and abilities do not match those of Baba. The incident with the sporting matches shows the difference. When Rahim Khan supports Amir's interests, Baba more fully expresses his main alarms about Amir, which is the helplessness and/or unwillingness for Amir to stand up for himself. Baba utters, "A boy who won't stand up for himself becomes a man who can't stand up to anything." Amir knows this because he is listening behind closed doors.

But Amir was inclined to literature. Baba is furious to the least interest shown by Amir to soccer and other games and tournaments. When they return from watching game Amir looked a bit nervous because of father's facial expression and reactions. It seems that Baba is more concerned with other than he does his own son, and he seems to have a different vision of what Amir should do, should be and how Amir should live, but Baba sees very little of himself in his own status and class son. As he grows up, the narrator is frustrated with his father's lack of attention.

the chill between Baba and me thawed a little. And the reason for that was the kites. Baba and I lived in the same house, but in different spheres of existence. Kites were the one paper thin slice of intersection between those spheres. (Hosseini, 2011: 43)

Amir feels that he and his father belong to the same family but the different spheres of existence. Though they live in the same house the relation is symbolically connected with the thin kites and its intersections. As the paper is one but divided by the stripes of bamboo into two spheres. Kites, according to Amir, are the only things that connect him to his father.

[IT HAPPENED JUST THE WAY I'd imagined. ... He opened his arms. I put the kite down and walked into his thick hairy arms. I buried my face in the warmth of his chest and wept. Baba held me close to him, rocking me back and forth. In his arms, I forgot what I'd done. And that was good. (Hosseini, 2011: 69)

After Amir won the kite fighting tournament father hugged him. Maybe it was the first time father behaved him lovingly. This justifies that father loves him on his success. Being a father is one thing; raising, caring, guiding and encouraging child is the other. Amir always felt that Baba couldn't understand him. Amir couldn't see positive nature of father to him, though so many people praised and respected Baba for his contribution for the society and nation. Amir searched positive nature of his father in matters of his interest but unable to find. Winning the kite fight has not changed Amir or his relationship with Baba. In fact, it has made everything worse.

In one hand the reason behind hatred of Amir to Baba might be Hassan. Amir realizes that Baba behaves Hassan as equal as him. In every occasion Baba takes Hassan with them. On the other hand Amir finds Rahim Khan behaved and understood him better than Baba in most of the cases.

Relation between Amir and Rahim Khan

Amir loves Rahim Khan, a friend and partner of father, more than his father, when he was child. Amir feel that Rahim Khan understands his feelings better than his father. In the novel Amir is attracted to Rahim Khan time and again. Baba's friend, Rahim Khan, provides Amir with that fatherly type assurance. In many aspects, Rahim Khan is more of a father to Amir than Baba is; he at least seems to serve as a role model and father figure to Amir than Baba does. For Amir Rahim Khan is all in all. Throughout the novel Rahim Khan bridges Baba and Amir.

Baba sounded frustrated, almost angry... "There is something missing in that boy." ... "A boy who won't stand up for himself becomes a man who can't stand up to anything." ... "Look, I know there's a fondness between you and him and I'm happy about that. Envious, but happy... He needs

someone who...understands him, because God knows I don't...."If I hadn't seen the doctor pull him out of my wife with my own eyes, I'd never believe he's my son." (Hosseini, 2011: 19)

Amir is not interested to any game or tournament to play as well as to watch; Baba criticizes so hard and becomes angry. When Amir hears the discussion between Baba and Rahim Khan secretly, he finds conflicting versions. Baba is so critical to Amir but Rahim Khan is defending and praising Amir's interests. Baba always wants to see Amir bold like Hassan, not coward. Rahim Khan persuades father by saying "you just need to let him find his way". Baba comments that he is enviously happy by seeing the good relation between Amir and Rahim Khan. Baba's harsh criticism about Amir justifies by these lines: "If I hadn't seen the doctor pull him out of my wife with my own eyes, I'd never believe he's my son."

As always, it was Rahim Khan who rescued me. He held out his hand and favored me with a smile that had nothing feigned about it. "May I have it, Amir jan? I would very much like to read it." ... When they left, I sat on my bed and wished Rahim Khan had been my father. (Hosseini, 2011: 27)

It is Rahim Khan who rescued Amir from the difficult situation with father. In a sense Baba is only father but not guardian. Rahim Khan is a good guardian for him who encourages Amir to act according to his wish. Rahim Khan knows Amir wants to be a good writer and provides a lot of encouragements. Rahim Khan reads the stories by Amir and comments positively and says his writing attracts him so much and suggests continuing his writing. It was Rahim Khan who understands Amir's psychology and studies Amir very closely.

"I have to go to Pakistan. "Rahim Khan is very sick."..."When I was a kid, he was the first grown-up I ever thought of as a friend." "I don't know. He wants to see me." ...*Come. There is a way to be good again*, Rahim Khan had said on the phone just before hanging up. ...*A way to be good again*. (Hosseini, 2011: 167)

When Rahim Khan phoned him from Pakistan for last time not only to say he was sick but to tell the secrecy of his family before he dies. He also wanted Amir to join with his past life and redeemed by rescuing Sohrab, the son of Amir's childhood playmate Hassan. This may help Amir to

satisfy and get rid of his past mistakes done upon Hassan. This shows Rahim Khan's responsibility, loyalty and love to Amir and his family.

Amir jan, ... But your father was a man torn between two halves, Amir jan: you and Hassan. He loved you both, but he could not love Hassan the way he longed to, openly,God will forgive. He will forgive your father, me, and you too. ... But, most important, forgive yourself. "That you were the best friend he ever had," he said... "I wasn't such a good friend, I'm afraid," I said.... Rahim Khan on the phone, telling me there was a way to be good again. (Hosseini, 2011: 262)

This is the part of the last letter send by Rahim Khan to Amir in which he illustrates all the past mistakes done by Amir, Baba and to some extent himself. According to Rahim Khan there is likeness between the narrator and his father, Baba. The hindrance may be their ego. The content of the letter touches Amir's heart. The vivid and serious description gives information to Amir about himself and his father's nature. Rahim Khan ended the letter by referring him friend though there is age gap and he is Baba's friend. This extract justifies that within father and son there can be friendly relation but something is missing there. The important thing in the life is to forgive oneself. For this one has to be good and true to life.

Relation between Baba and Ali

Ali, an orphan boy, was adopted by Amir's grandfather after his parents were brutally killed. Grandfather behaved Ali in well tended manner and asked family members to behave Ali kindly and lovingly. Ali and Baba grew up as playmates. Yet the narrator comments that Baba never refers to Ali as his friend. According to the narrator behind this the reason may be the history of the region, the class difference, their religions, and their culture.. Though they belonged to different culture, class and religion they were raised in the same house possibly in the same manner. Ali got a lot of affection from the family. Their childhood life passed smoothly.

Ali and Baba grew up together as childhood playmates...But in none of his stories did Baba ever refer to Ali as his friend.... Forty years Ali's been with my family. Forty goddamn years. And you think I'm just going to throw him out?"... And Hassan... Hassan's not going anywhere, do you understand?" (Hosseini, 2011: 78)

When Amir talked with his father about getting servants father got furious. Behind there might be other reason but explicitly this proves that Baba loves Ali a lot. Baba says that his father loved Ali like himself. Ali has served the family for forty years. He has become a part of the family. So it is impossible to change.

"I don't care about the money or the watch," Baba said, his arms open, palms up. "I don't understand why you're doing this... what do you mean 'impossible?'"... Haven't I been good to you and Hassan? Baba was pleading now. "At least tell me why. ...Then I saw Baba do something I had never seen him do before:...He cried. (Hosseini, 2011: 92)

After Amir blamed Hassan as a thief, Ali and Hassan were leaving the family. At that time Baba's love poured in front of Ali, Hassan and Amir. Baba requested a lot to Ali to stay by weeping but Ali didn't change his decision and left the family forever. Amir hadn't seen his father in such condition before. Amir realized that it was his great mistake and could not change the situation for this he had to atone in the end of the novel by rescuing Sohrab, son of Hassan.

Relation between Amir and Hassan

The novel becomes moving, touching, serious and rich by illustrating the relation between Amir and Hassan. Their relation is unpredictable. Hassan's nature toward Amir is always constant and positive. As they grow up together, Hassan denies the narrator nothing, even when the narrator has asked potentially immoral requests. This shows that Amir loves Hassan a little and hates more but Hassan loves more. There is no such description, in the novel, that Hassan hates Amir.

Both of them belong to different spheres of social class, culture and religion but their relation is unknowingly friendly, touching and unique. Hassan is completely reliable, defensive, bold, positive and gullible while living together or separated. In one hand, inwardly, Amir is able to treat Hassan with the kindness and self-respect and thinks Hassan as a good friend. On the other hand Hassan's class in life is below Amir's, and socially, Amir is less liable, eager, or able to treat Hassan as anything other than a servant.

Anyway Hosseini depicts their relation smoothly though they are the sons of master and servant. A child cannot distinguish superior or inferior to other because they are innocent and ignorant.

When we were children, Hassan and I used to climb the poplar trees in the driveway of my father's house and annoy our neighbors by reflecting sunlight into their homes with a shard of mirror. ... Hassan never wanted to, but if I asked, *_really_* asked, he wouldn't deny me. Hassan never denied me anything. And he was deadly with his slingshot. (Hosseini, 2011: 3)

When Amir and Hassan were small they enjoyed a lot, played together, climb trees shooting slingshot, reflecting sunlight at neighbors' houses. They might not have thought that they have to part in the future. They are in the peak of happiness; their stubborn and childish activities were full of fun. They enjoyed without caring the world. They had their own world in Afghanistan.

Then he would remind us that there was a brotherhood between people who had fed from the same breast, a kinship that not even time could break. Hassan and I fed from the same breasts. We took our first steps on the same lawn in the same yard. And, under the same roof, we spoke our first words. (Hosseini, 2011: 10)

According to Ali, father of Hassan, they are not only friend but brother because they're fed from the same breast. This illustrates their close relation with each other. How and where they are raised, where they play together, what their first words when they began to speak. This is the earliest and beginning moment of their life which left beautiful and livelier moment in later days. The childhood relation is the closest, innocent, unbiased and equal relation which is above all other relations in the world.

The curious thing was, I never thought of Hassan and me as friends either. ... Because history isn't easy to overcome. Neither is religion. In the end, I was a Pashtun and he was a Hazara, I was Sunni and he was Shi'a, and nothing was ever going to change that. But we were kids who had learned to crawl together, and no history, ethnicity, society, or religion was going to change that either. I spent most of the first twelve years of my life playing with Hassan. (Hosseini, 2011: 22)

Here Amir confesses that he never thought of Hassan and him as friends. They are raised in the same house, to some extent, in the same manner. Why Amir thought so? Was there any feeling of implied relation between them or just a fallacy? Or Amir believed what Ali said to him. Like a mature man Amir sees the contrast between him and Hassan. But that does not hamper loving each other, playing games and flying kites, jumping, climbing and running in the hills, riding cycles and all those things they love. Up to twelve years, there is close attachment between them that no history, ethnicity, society or religion changes their relation. The string of their friendship or relation is impossible to cut.

One summer day, I used one of Ali's kitchen knives to carve our names on it: "Amir and Hassan, the sultans of Kabul. ... I was reading to him, and suddenly I strayed from the written story. I pretended I was reading from the book, flipping pages regularly, but I had abandoned the text altogether, taken over the story, and made up my own. .. "That was the best story you've read me in a long time," he said, still clapping. ...That same night, I wrote my first short story. It took me thirty minutes. (Hosseini, 2011: 24)

While reading stories Amir tricked Hassan and deviated from the written story to his own made up story. When Hassan hears the made up story, though it is not known by Hassan, of Amir and praises that the story is the best story he read him so far. This fosters Amir to write stories in later days.

After Hassan's comment about the story Amir realizes he can write stories and begin to write stories from then. An illiterate boy, Hassan, unknowingly encourage a literate boy, Amir. May be for the first time Amir hugged, gave a friendly shove and said that Hassan was a prince and loved him a lot. Hassan's response to Amir's story enhances his future development. Hassan's line, "people...will read your stories" not only indicates Amir's future profession but also exemplifies Hassan's knowledge, insight, and dedication to Amir. Amir's nature is so much different from Hassan as it can be clarified that Amir is morally ambiguous and Hassan is simple and clear-cut. In a sense it seems that Hassan is eager to see Amir's bright future but Amir wants to suppress and drive away Hassan.

All I saw was the blue kite. All I smelled was victory. Salvation. Redemption. "Bravo! Bravo, Amir agha!"... I was throwing my free arm

around Hassan and we were hopping up and down, both of us laughing, both of us weeping. "You won, Amir agha! You won!" "We won! We won!" was all I could say... I'm going to run that blue kite for you," he said. (Hosseini, 2011: 57)

In Afghanistan, in winter there was kite fighting tournament. In this tournament Amir was helped a lot by Hassan and encouraged each and every moment. When Amir cuts kites Hassan is overjoyed that showed how much Hassan loved Amir. Hassan is a good kite runner and runs after kites that were cut, for Amir. Hassan was there for the sake of Amir. He is ready to perform all kinds of need and help to Amir.

Amir is hesitant of himself during the conflict with Assef and is began to shout, *"But he's not my friend!...He's my servant."* Amir's own expression hurt himself, who then realizes he plays with Hassan only when no one else is around, even though he usually treats Hassan more like a brother than a friend. That Hassan loves Amir more than himself. Just opposite Amir runs away from the troubles in which Hassan comes across, like a coward.

Then I took a couple of the envelopes of cash from the pile of gifts and my watch, and tiptoed out. ...I lifted Hassan's mattress and planted my new watch and a handful of Afghani bills under it...Baba came right out and asked. "Did you steal that money? Did you steal Amir's watch, Hassan?" Hassan's reply was a single word, delivered in a thin, raspy voice: "Yes."...Then I understood: This was Hassan's final sacrifice for me... He knew I had betrayed him and yet he was rescuing me once again, maybe for the last time. I loved him in that moment, loved him more than I'd ever loved anyone. (Hosseini, 2011: 90)

One morning Amir made a conspiracy to dismiss Hassan from house by accusing him as a thief. He put a watch, a best gift of his thirteenth birth day, and some Afghani bills under Hassan's mattress. Amir accused Hassan of theft. When Baba asked Hassan about it, Hassan admitted the deed. At this moment Amir felt great pain, may be the greatest pain in his life. This time too Hassan sacrificed his blame for Amir and Amir knew he rescued once again from the difficulty. In such situation Amir loved Hassan more than he had ever loved. Amir cursed himself. It might be the most humiliated moment in Amir's life.

After Amir decides to go to Pakistan, he spends the day thinking of Hassan, his past, and the mistakes he has made. That night, Amir dreams of Hassan saying, "For you, a thousand times over!"

I tore the sealed envelope. Inside, I found a Polaroid photograph and a folded letter. ...I unfolded the letter. In the name of Allah the most beneficent, the most merciful, Amir agha, with my deepest respects, ... I wish you could see Sohrab. He is a good boy. ...And I dream that someday you will return to Kabul to revisit the land of our childhood. If you do, you will find an old faithful friend waiting for you. May Allah be with you always. Hassan (Hosseini, 2011: 188)

Rahim Khan called Amir to come Pakistan because he wanted to tell every reality of Amir's father, Ali and Hassan and their relations. Rahim Khan handed a letter written by Hassan and photograph to Amir. The letter proves that how much Hassan loved Amir despite Amir's betrayal, accuse and hatred. The letter touches the heart of Amir and feels that the land under his feet cracked. He is full of remorse. Maybe he cannot get chance to atone his past mistakes related to Hassan. Hassan was never tired of loving Amir. After reading the letter Amir realized what love is. Hassan not only won the kite running game but also the heart of the readers and at last Amir. Hassan stood up victorious though he lost everything; Amir won but lost everything.

Relation between Baba and Hassan

The relation between Baba and Hassan is secret till the end of novel. Their relation is kept mysterious; only Baba and Rahim Khan know the reality. Baba shows love and concern to Hassan. He takes Hassan with Amir wherever they go. Baba operated Hassan's lip in the name of birthday gift.

In many cases Baba defended Hassan in front of Amir. In the novel no single event is shown that Baba is angry towards Hassan. Amir betrayed and blamed Hassan but father defended Hassan. Amir wants to change the servant. By listening this Baba becomes furious and explodes by saying that how long he has lived with Ali and concluded that Hassan is not going anywhere because 'this is his home and we are family'.

Then how could he just forgive Hassan? And if Baba could forgive that, then why couldn't he forgive me for not being the son he'd always wanted? Why--"We are leaving, Agha sahib," Ali said. "What?" Baba said, the color draining from his face. (Hosseini, 2011: 92)

Amir accuses Hassan as a thief but father does not believe though Hassan admits the deed. Time and again Baba forgives Ali and Hassan. When Ali and Hassan decide to leave the family Baba insists to stay but to no avail. Even Baba weeps in front of them. Then Baba drops them to the station in his car with the burning pain in his heart. Behind this there is mystery. But your father was a man torn between two halves, Amir jan: you and Hassan. He loved you both, but he could not love Hassan the way he longed to, openly, and as a father. At the end, after Baba's death, Rahim Khan discloses the real relation among them.

Friendship

Friendship is the only medicine that heals all kinds of negative or unexpected personal, social, cultural, religious and above all human relationships. Friendship breaks barriers and boundaries that separate a man from other. Every relationship in *The Kite Runner* is smooth, conflicting, contradictory, touching at one point or another. Hassan's love for Amir is selfless, while Amir's for Hassan is mostly selfish. The two relationships thus exhibit the nature of brotherly love, a love that includes jealousy and insecurity. In the novel most of the characters such as Baba, Ali, General Taheri, Hassan, Rahim Khan, and even Amir demonstrate varying paternal relationship and love.

The friendship/ relationship between Baba and Amir is unexplained, contradictory and with mixed feeling. Amir's friendship with Hassan is confusing. The relation between Baba and Ali is somehow reflected as Amir's and Hassan's life. Though Rahim Khan is not father of Amir, their friendship seems closer and role model. Ali's relation with Hassan is normal. Rahim Khan's relation with Baba is constant.

Anyway, the relationship between or among the characters there lies love and hatred, good and evil, help and revenge, confrontation and reconciliation.

Betrayal and Redemption

Betrayal, can be taken a form of sin, appears in the novel *The Kite Runner*, frequently through the characteristics of different chief characters. Betrayal affects every human relationship and changes the course of life from one way to the other. Rahim Khan's proclamation: "True redemption is... when guilt leads to good", paves Amir the way to move forward and correct the past mistakes and redeem.

According to Rahim Khan's conviction that it is God who willingly pardons those who ask for forgiveness, but for this people must realize by being true to God and themselves. Thus, the only way complete forgiveness can occur is when one forgives oneself.

At the end of novel Amir rescues Sohrab from Assef is not enough to redeem Amir to compensate the betrayal and suppression. Neither feelings of betrayal nor punishment are enough to redeem Amir. Amir's decision to take Sohrab, his nephew, to America and provide education, parental love and prosperity leads Amir toward atonement and redemption.

CONCLUSION

This novel explores the complexities of a child's developing an adult relationship with parents, especially when the parent-child relationship is significantly strained. At the same time, the novel beautifully presents ideas about the human capacity for good and evil, love and hatred, and the relationship between sin, forgiveness, and atonement.

Friendship is the only relation that can tie or bridge all the contradictory, conflicting and irrelevant personal, social, and religious. In the novel the main character, Amir struggles with forming a closer relationship with his father, Baba; with determining the exact nature of his relationship with Hassan, his Shi'a Muslim servant; and eventually with finding a way to atone for pre-adolescent decisions that have lasting consequences. The novel *The Kite Runner* juxtaposes the complex relationship between Amir and Baba, Hassan, Rahim Khan and Sohrab.

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अनुसन्धान विधि

- टेकराज अर्याल
सह-प्राध्यापक

१. विषयप्रवेश

अनुसन्धान विधि भनेको कुनै पनि अनुसन्धान कार्य सञ्चालन गर्दा अपनाइने तरिका हो । यसलाई अनुसन्धानको सबैभन्दा महत्त्वपूर्ण पक्ष मानिन्छ । अनुसन्धान कार्य वा नयाँ ज्ञानको खोजी गर्ने काम हरेक क्षेत्रमा भइरहेको छ । कुनै पनि क्षेत्र वा विषयसँग सम्बन्धित तथ्यहरूको बारेमा क्रमबद्ध एवं व्यवस्थित तरिकाबाट अपनाइने शोधको क्रियालाई अनुसन्धान विधि भनिन्छ (गौतम २०६६:७) अनुसन्धान वा शोध कार्य संचालनमा प्रयोग हुने सम्पूर्ण पद्धतिहरू अनुसन्धान विधि हुन् । अनुसन्धानकर्ताले आफ्नो अनुसन्धान समस्याको अध्ययन गर्दा प्रयोग गरेका सम्पूर्ण तरिकालाई अनुसन्धान विधि भनिन्छ । सैद्धान्तिक वा व्यवहारिक जुनसुकै प्रकारको अनुसन्धान भएपनि समस्याका बारेमा केही नयाँ कुरा पत्ता लगाउने, निष्कर्षमा पुग्न समस्याको विश्लेषण, तथ्याङ्क सङ्कलनदेखि, प्रस्तुति र विश्लेषण कार्यमा अवलम्बन गरिने सबै प्रक्रियाहरूलाई अनुसन्धान विधि भनिन्छ । अनुसन्धान भनेको विषयगत समस्या हो । विषयानुसारका समस्याहरूको समाधानका लागि विभिन्न किसिमका अनुसन्धान विधिहरूको प्रयोग गरिन्छ । प्रत्येक अनुसन्धान विधिका आफ्नै किसिमका विशेषता र सीमाहरू हुन्छन् । एउटा समस्या विशेषको समाधानका लागि एउटै वा धेरै अनुसन्धान विधिको प्रयोग गर्न सकिन्छ । जुनसुकै अनुसन्धान विधिको प्रयोग गरिएपनि त्यसमा अनुसन्धानको समस्याको अवलोकन, अध्ययन, वर्णन वर्गीकरण, व्याख्या, विश्लेषण, अर्थात्पनि जस्ता आधारभूत शोध तत्त्वहरू समावेश हुन्छन् (शर्मा, लुइटेल् : २०५२:११) अनुसन्धानलाई अर्काशब्दमा शोध पनि भनिन्छ ।

“अनुसन्धान” संस्कृत भाषाबाट आएको नामिक शब्द हो । अनुसन्धान शब्दको व्युत्पत्ति “धा” धातुबाट यसरी गरिएको छ अनु+सन्धान (सम्+धा+अनु) अनुसन्धान । अनुको अर्थ पछि- पछि लाग्नु, नजिक जानु, पुनरावृद्धि गर्नु र सन्धानको अर्थ, राम्ररी खोजी गर्नु, पत्ता लगाउनु, अन्वेषण गर्नु भन्ने हुन्छ, (शर्मा लुइटेल् २०५२ :१) यसरी अनुसन्धान भनेको व्यवस्थित एवं तर्कसङ्गत प्रक्रियाको अवलम्बन गरी नयाँ तथ्य पत्ता लगाउनु र पुरानै तथ्यको पुनर्व्याख्या गर्नु पनि हो । कुनै पनि क्षेत्रमा गरिने अनुसन्धानले मानव चेतनाको प्राज्ञिक बौद्धिक समस्याको समाधानका लागि खोजधर्मी कार्य गर्दछ । अनुसन्धान शब्दका निकटवर्ती अन्य तत्सम शब्दहरू ‘शोध, अन्वेषण र गवेषण हुन । अनुसन्धानलाई नेपाली शब्दमा आविष्कार खोजी, सोधखोज, खोज खबर/खोजतलास जाँचबुझ, छानविन, तलासी, अध्ययन, सर्वेक्षण आदिको रूपमा पनि प्रयोग गरिन्छ ।

“विधि” पनि संस्कृत भाषाबाट आएको नामिक शब्द हो । यसको संक्षिप्त अर्थ काम कुरो गर्ने तरिका, प्रणाली, रीति, ढङ्ग, शैली र रचना निर्माण हो । अनुसन्धान विधि भनेको व्यवस्थित रूपमा अनुसन्धान कसरी गर्ने भन्ने विषयमा केन्द्रित विज्ञान हो । अनुसन्धानकर्ताले कसरी तथ्याङ्क सङ्कलन गर्ने, परीक्षण गर्ने आदि कुराहरू यसमा पर्दछन् । त्यसपछि सिद्धान्तका बारेमा जानकारी पाउनु आवश्यक हुन्छ । अनुसन्धानका क्रममा कुन विधि प्रयोग गर्ने भन्ने कुराको निर्धारण गरिएको हुन्छ ।

२. अनुसन्धान विधिका प्रकार

अनुसन्धानका क्रममा विभिन्न किसिमका विधिहरू, अपनाउने गरिन्छ । यसमा के कस्ता सामग्री के कसरी अवलोकन गर्ने, कस्ताकस्ता सामग्रीहरू कसरी सङ्कलन गर्ने र विश्लेषण गर्ने भन्ने कुराहरू पर्दछन् । अनुसन्धानविधिलाई विभिन्न प्रकारले वर्गीकरण गरिएको भए पनि आधारभूत रूपमा दुई भागमा विभाजन गरेको पाइन्छ । ती विधिहरू हुन् (क) परम्परित विधि (ख) वैज्ञानिक विधि

२.१ परम्परित विधि :

सामान्यतः पहिलेदेखि चलिआएको परिपाटीबद्ध पद्धतिलाई परम्परित वा सामान्य शोधविधि भनिन्छ । यसलाई दुई वर्गमा बाँडिएको पाइन्छ । (क) निगमनात्मक विधि (ख) आगमनात्मक विधि

२.१.१ निगमनात्मक विधि

सिद्धान्त वा नियमलाई अगाडि राखेर त्यसैका आधारमा समस्याको अध्ययन गरी निष्कर्ष निकालिने पद्धतिलाई निगमनात्मक विधि भनिन्छ । यस विधिको प्रारम्भ एरिस्टोटलबाट भएको मानिन्छ । यो विधि सामान्यबाट विशिष्टतिर उन्मुख हुन्छ । प्राक्कल्पनाको निर्माण गर्न र सङ्कलित सामग्रीलाई ठीक बेठीक छुट्ट्याउन यस विधिको प्रयोग गरिन्छ । यस विधिमा स्थापित सत्यमा केन्द्रित भई अध्ययन गरिन्छ तर हरेक अंशको विस्तृत व्याख्या चाहिँ गरिदैन ।

२.१.२ आगमनात्मक विधि

आगमनात्मक विधि भनेको विशिष्टतिरबाट सामान्यतर्फ उन्मुख हुने विधि हो । यसमा निगमनात्मक विधिका विपरीत तथ्य संकलन र विश्लेषण गरेर तिनकै आधारमा निष्कर्ष निकालिन्छ । यस विधिको प्रारम्भ बेकनबाट भएको मानिन्छ । यो विधि वस्तुतथ्यमा आधारित हुन्छ र वस्तुतथ्यकै अनुगमनबाट निष्कर्षमा पुगिन्छ । नयाँ सिद्धान्तको प्रतिपादनका लागि यही विधि अँगालिन्छ । तथ्यको विश्लेषण गर्न र प्राक्कल्पनाको परीक्षण गर्न यो विधि उपयोगी मानिन्छ । यसमा स्वतन्त्र ढङ्गले सामग्री सङ्कलन गरिने हुनाले यसले अनुसन्धानकर्तालाई गरेर सिक्ने क्षमता दिन्छ र आत्मविश्वासको अभिवृद्धि गर्छ । यसले सैद्धान्तिकभन्दा व्यवहारिक पक्षको अध्ययनमा जोड दिएको पाइन्छ । यसमा विशेषतः

सामाजिक र शैक्षिक समस्याहरूको अध्ययन गरिन्छ । यसबाट निश्चित र व्यवस्थित ढङ्गले चिन्तन गर्ने र तार्किक रूपले समस्यामा केन्द्रित रहने धारणाको विकास हुन्छ भन्ने ठानिन्छ ।

२.२ वैज्ञानिक विधि

यो विधि परम्परित विधिको विपरीत विधि हो । औपचारिक रूपमा सुव्यवस्थित र गहन तरिकाले गरिने अनुसन्धान विधिलाई वैज्ञानिक विधि भनिन्छ । (शर्मा, लुइटेल् २०५२: १३) यस विधिको प्रयोगबाट प्राप्त भएका निष्कर्ष र ज्ञान सत्य र तथ्यपरक श्रृङ्खलाबद्ध तथा सामान्यीकृत हुन्छन् । यस विधिको प्रारम्भ चार्ल्स डार्विनबाट भएको मानीन्छ । डार्विनले निगमनात्मक र आगमनात्मक दुवै विधिको समिश्रण गर्नुका साथै अन्य विधिको पनि समावेश गरी वैज्ञानिक विधिको निर्माण गरे भनिन्छ । हाल यो विधि बहुप्रचलित र लोकप्रिय छ । साहित्य, भाषा, भाषा शिक्षण, समाजशास्त्र, शिक्षा आदि जुनसुकै विषय क्षेत्रमा अनुसन्धान गर्दा पनि यसैको अनुसरण गरिन्छ ।

यस विधिबाट अनुसन्धान गर्दा सामग्रीको अवलोकन, अध्ययन, वर्गीकरण, विश्लेषण र सत्यापन गरी यथार्थ र उपयोगी निष्कर्ष निकालिन्छ । वैज्ञानिक विधि मूलतः निम्न प्रकारका छन्, ती हुन्

(क) ऐतिहासिक विधि (ख) वर्णनात्मक विधि (ग) प्रयोगात्मक विधि (घ) तुलनात्मक विधि

(ङ) विश्लेषणात्मक विधि (च) अन्तरविषयात्मक विधि

२.२.१ ऐतिहासिक विधि :

विषयको कालक्रमिक अध्ययन गर्ने विधिलाई ऐतिहासिक विधि भनिन्छ । यसले **के थियो** भन्ने कुराको वर्णन गर्दछ । यसको सम्बन्ध समस्याका ऐतिहासिक पक्षको वैज्ञानिक विश्लेषणसँग हुन्छ । ऐतिहासिक विधिको प्रयोग गरी अनुसन्धान गर्दा समस्याको पहिचान र सीमाङ्कन, प्राक्कल्पनको निर्माण, सामग्री सङ्कलन, सत्यापन, अर्थापन, विश्लेषण, प्राक्कल्पनाको परीक्षण र प्रतिवेदन लेखन आदि, तह पार गर्नुपर्छ । यसो गर्दा भूतलाई नयाँ ढङ्गले बुझ्ने र वर्तमान एवं भविष्यप्रति संगति कायम गर्ने काम हुन्छ । यसको उद्देश्य समाधान प्राप्त नभएका सामाजिक समस्याहरूको विश्लेषण, भूतकालीन घटना, तथ्य र प्रवृत्तिका आधारमा गर्नु हो । भूत र वर्तमानलाई बुझ्ने तथा भविष्यसम्बन्धी पूर्वानुमान गर्ने उद्देश्यले अतीतका घटनाहरूको खोजी अभिलेखन विश्लेषण र अर्थापन गर्ने प्रक्रियालाई ऐतिहासिक विधि भनिन्छ । यसमा उत्पत्ति, विकासका क्रमबद्ध चरण र परिणाम पनि केलाइन्छ । कालक्रमिक ज्ञान, अतीतका आधारमा वर्तमानको सुधार र भविष्यप्रति सजगता आदि यस विधिका विशिष्टता हुन् ।

२.२.२ वर्णनात्मक विधि

समसामयिक घटना, परिस्थिति अथवा जनसंख्यालाई आधार बनाएर अनुसन्धान गरिने विधिलाई वर्णनात्मक विधि भनिन्छ । (भट्टराई २०६८:२९) यस विधिले वर्तमानको समस्यालाई नै अनुसन्धानको मूल विषय बनाउँछ । यसको मुख्य उद्देश्य कुनै घटना, परिस्थिति विषय वा भाषाको खोजी गर्दै तिनको विश्लेषण गरी नवीन तथ्य पहिल्याउनु हो । यसमा कुनै विकल्पबाट नियन्त्रित नभई मुख्यतः **के हुँदैछ वा के भइरहेको छ** भन्ने कुरालाई ध्यानमा राखेर त्यसको वर्णन र विश्लेषण गरिन्छ । यो वर्तमान परिस्थिति, प्रवृत्ति, प्रक्रिया आदिसँग सम्बद्ध हुन्छ । यसमा अहिलेको स्थितिलाई प्राथमिकता दिई वर्तमान परिस्थितिको स्पष्ट वर्णन व्याख्या र विश्लेषण गरी भविष्यतर्फ पनि सङ्केत गरिन्छ । समकालीन समस्याका बारेमा अनुसन्धान गर्दा प्रतिनिधि मूलक ढङ्गले विभिन्न क्षेत्रका समकालीन व्यक्ति, विशेषज्ञ, चिन्तक, विचारक, रचनाकार, शिक्षक, विद्यार्थी, पाठक समालोचक आदिका धारणा सङ्कलन गरी निष्कर्ष निकालिन्छ । यसका लागि पुस्तकालयमा मात्र सीमित नरही स्थलगत अध्ययन गर्नु आवश्यक भएकाले यसलाई सर्वेक्षण विधि र मानक निर्धारण विधि पनि भनिन्छ । यो एककालिक अनुसन्धान विधि पनि हो । यस विधिलाई कसै कसैको व्याख्यात्मक विधि पनि भनेका छन् ।

२.२.३ प्रयोगात्मक विधि

सावधानीपूर्वक नियन्त्रित परिस्थितिमा समस्याको अध्ययन र परीक्षण गरी निष्कर्ष निकालिने विधिलाई प्रयोगात्मक विधि भनिन्छ । (शर्मा, लुइटेल २०५२ : १६) यो विधि सबभन्दा बढी वैज्ञानिक विधि हो । यसमा प्रयोग गरेर मात्र अनुसन्धानात्मक प्रश्नको उत्तर पहिल्याइन्छ । यस विधिका प्रवर्तक आर.ए. फिसर हुन् । बेलायती प्रोफेसर फिसरले कृषि अनुसन्धान केन्द्रमा कार्य गर्दा यस विधिको उपयोग गरेका थिए (भट्टराई २०६८ : ४०) अहिले यो विधि समाजशास्त्र साहित्य र भाषिक अनुसन्धानमा पनि उपयोगी विधिका रूपमा प्रचलित छ । प्रयोगात्मक विधि पहिलो भाषा सिकाइ र दोस्रो भाषा सिकाइ, शब्दभण्डार क्षमता, भाषाशिक्षण, भाषाशिक्षणमा शिक्षण सामग्रीको प्रभाव आदि विषयमा अनुसन्धान गर्दा पनि उपयोग गरिन्छ । यसले भविष्यका बारेमा अर्थात् **के हुनेछ** को वर्णन विश्लेषण गर्दछ ।

यो विधि निकै उपयोगी र व्यवहारिक मानिन्छ । यसमा नियन्त्रित परिवेशमा समस्याको स्पष्ट निष्कर्ष निकालिन्छ । यो विधि पूर्णरूपले वैज्ञानिक भएकाले यसमा वस्तुनिष्ठता, सत्यापनक्षमता, निश्चयात्मकता र भविष्यकथनक्षमता जस्ता कुरामा विशेष ध्यान दिइन्छ । अन्य शोधविधिभन्दा निकै जाटिल मानिने यो विधि विज्ञानका क्षेत्रमा बढी प्रचलित हुन्छ ।

२.४ तुलनात्मक विधि

दुई वा दुई भन्दा बढी पक्ष (व्यक्ति, कृति, प्रवृत्ति, धारा, काल, विधा, विषय आदि) विशेषका बीचमा तुलना गरी समानता र भिन्नता केलाएर निष्कर्ष निकालिने विधिलाई तुलनात्मक विधि भनिन्छ । (शर्मा, लुइटेल् २०५२: १८) यो विधि समाजशास्त्रसँग सम्बन्धित विषयमा बढी उपयोगी मानिँदा पनि साहित्य, भाषा र भाषाशिक्षणसँग सम्बन्धित अनुसन्धानमा पनि यसको प्रशस्त उपयोग भएको पाइन्छ । यस विधिको प्रयोग शोधका अन्य विधिसँग पनि गर्न सकिने भएकोले यसको अध्ययनको क्षेत्र ज्यादै फराकिलो हुन्छ ।

यसमा सामग्रीको तुलना गर्दा परस्पर प्रेरणा र प्रभावको निर्णय गर्नु पर्ने हुन्छ । के ले कहाँ र को बाट प्रेरणा प्राप्त गर्‍यो वा कसले को बाट र कसरी प्रभाव ग्रहण गर्‍यो भन्ने कुरा बुझ्नु आवश्यक हुन्छ, यस प्रकारको प्रेरणा र प्रभाव मुख्यतः संरचनागत हुन्छ । तुलनात्मक रूपमा वस्तुगत निष्कर्ष र वास्तविक तथ्य पत्ता लगाउन यस विधिको प्रयोग गरिन्छ ।

२.५ विश्लेषणात्मक विधि

अनुसन्धानका क्रममा सङ्कलित सामग्रीका मुख्य मुख्य घटकहरू छुट्टयाई तिनको कारण, प्रभाव र आपसी सम्बन्धको अध्ययन गर्ने विधिलाई विश्लेषणात्मक विधि भनिन्छ । यसमा सङ्कलित सामग्रीहरूको व्याख्या, वर्गीकरण गरी विश्लेषण र मूल्याङ्कन गरिन्छ र निष्कर्ष निकालिन्छ । अनुसन्धानका प्रायः सबैविधिमा विश्लेषण गरेरै निष्कर्ष निकालिने हुँदा यसलाई विधिका रूपमा लिनुभन्दा अनुसन्धानका क्रममा अँगालिने एउटा महत्वपूर्ण प्रक्रियाका रूपमा लिनु उपयुक्त हुन्छ भनिएको छ । भाषा, साहित्य, लोकसाहित्य आदि विषयमा गरिने अनुसन्धान प्रायः विश्लेषणात्मक नै हुने गर्दछन् ।

२.६ अन्तरविषयात्मक विधि

समान लक्ष्य भएका परस्पर सम्बद्ध विषयहरूको समूहलाई अन्तर विषय भनिन्छ । प्रत्येक विषयलाई स्वतन्त्र एकाइका रूपमा छुट्टाछुट्टै नलिई एउटै लक्ष्य भएका अनेक विषयलाई एउटा समूहमा राखेर समन्वित ज्ञानको विकास गर्ने वा ज्ञानको क्षेत्र फराकिलो बनाउने पद्धतिलाई अन्तरविषयात्मक अनुसन्धान विधि भनिन्छ (शर्मा, दुइटेल् २०५२: १९) यसमा धेरै विषय र धेरै विधिको प्रयोग गरिन्छ । यो विधि साहित्यमा क्षेत्रमा ज्यादै लोकप्रिय रहेको देखिन्छ । हरेक समस्याका बीचमा विभिन्न अन्तरविषय समस्याहरू पनि गाँसिएका हुन्छन् । सामाजिक, आर्थिक, राजनैतिक, दार्शनिक, साहित्यिक, ऐतिहासिक, मनोवैज्ञानिक, आदि कुनै पनि विषयका समस्याको समाधानको बाटो विभिन्न विषयसँग सहसम्बन्ध राखेर मात्र पत्ता लगाउन सकिन्छ । एउटा विषय वा समस्याको

समाधान अन्य विभिन्न विषयको अध्ययन गरी निकालिने हुनाले नै यस पद्धतिलाई अन्तरविषयात्मक विधि भनिएको हो । आजको विश्वमा जे जति विकास भएको छ, त्यो एउटा विषय विशेषको नभएर अन्तरविषयात्मक पद्धतिको देन हो ।

३. सामग्री सङ्कलन विधि

अनुसन्धान कार्यलाई अगाडि बढाउन शोधशीर्षक र अनुसन्धान विधि निर्धारण भइसकेपछि उपयुक्त सामग्रीको आवश्यकता पर्दछ । अनुसन्धानको ढाँचा र सामग्री सङ्कलन विधि बीच तालमेल रहेन भने त्यस्तो सामग्रीमा आधारित भएर निकालिएको निष्कर्ष भरपर्दो हुँदैन । त्यसैले अनुसन्धानमा सामग्री सङ्कलनलाई ज्यादै महत्वपूर्ण स्थान दिएको पाइन्छ । आफ्नो अध्ययनका लागि कुन सामग्री कहाँ पाइन्छ भनी त्यसको स्रोतबारे अनुसन्धातालाई राम्रो जानकारी हुनुपर्छ । सामग्रीलाई तथ्याङ्क पनि भनिन्छ । अनुसन्धानलाई वैधता, प्रामाणिक र विश्वसनीय बनाउन तथ्याङ्क अथवा सामग्रीको विशेष भूमिका हुन्छ । शोधार्थीले यो काम निकै धैर्यपूर्वक गर्नुपर्छ । अनुसन्धानमा सामग्री सङ्कलनका स्रोतहरू दुई प्रकारका हुन्छन्, ती हुन् :-

(क) प्राथमिक स्रोत (ख) द्वितीयक स्रोत

३.१ प्राथमिक स्रोत

अनुसन्धानकर्ता आफैले सम्बन्धित क्षेत्रमा गई पहिलो पटक सङ्कलन गरेको सामग्रीलाई प्राथमिक स्रोतबाट प्राप्त सामग्री भनिन्छ । यसलाई प्रारम्भिक वा मौखिक सामग्री पनि भनिन्छ । प्राथमिक स्रोतबाट प्राप्त सामग्री त्यसभन्दा पहिले अरू कसैले पनि प्रयोग गरेको हुँदैन । शोधार्थी आफै सम्बन्धित क्षेत्रमा गएर अवलोकन, प्रश्नावली अन्तर्वार्ता, सर्वेक्षण आदिका माध्यमबाट सामग्री सङ्कलन गर्दछ ।

३.१.१ अवलोकन विधि :

यस विधिमा अनुसन्धाता आफै सम्बद्ध क्षेत्रमा गई आफूलाई आवश्यक परेको प्राथमिक सामग्रीको सङ्कलन गर्दछ । यसमा अध्ययनसँग सम्बद्ध पक्षको गहिराइमा पुगेर अवलोकन गरिन्छ । यो विधि वैयक्तिक प्रभावरहित हुने, समसामयिक सूचना प्राप्त हुने, सहभागीको प्रत्यक्ष प्रतिक्रिया नचाहिने, प्रतिक्रिया दिन नसक्ने र नचाहनेको पनि अवलोकन हुने सक्ने भएकोले उपयुक्त मानिन्छ । यसका आधारमा मौखिक भाषाको सामर्थ्य, **शब्दभण्डार** **आकलन** **भाषिक अध्ययन**, भाषिक तथा भाषिकागत विविधता आदिको अध्ययन गर्न सकिन्छ ।

३.१.२ अन्तरवार्ता विधि

विशिष्ट उद्देश्य प्राप्तिका लागि अनुसन्धाता र सूचकका बीचमा हुने वार्तालाई अन्तर्वार्ता भनिन्छ । (बन्धु २०६५:५२) अनुसन्धानका क्रममा तथ्य सङ्कलन गर्दा अनुसन्धाताले सूचकसँग प्रश्नहरू सोधी तिनका उत्तरहरू सङ्कलित गर्दछ । अन्तरवार्ता व्यवस्थित र अव्यवस्थित दुई किसिमले लिन सकिन्छ । व्यवस्थित अन्तरवार्तामा प्रश्नहरू पूर्वनिश्चित हुन्छन् भने अव्यवस्थितमा कुराकानीका शैलीमा आफूलाई चाहिने तथ्यबारे पूरक तथा प्रतिपूरक प्रश्नहरू पनि सोध्न सकिन्छ । अन्तर्वार्ताका लागि अचेल टेपरेकर्डरहरूको प्रयोग बढी मात्रामा उपयोगी सिद्ध भएको छ । यसो गर्दा सबै कुरा टेपबद्ध भए नभएको विचार गर्नुपर्छ र टेप गर्ने कुरा सुरुमै सहभागीलाई बताएर सबै टेप भए नभएको जानकारी दिनुपर्छ ।

३.१.३ प्रश्नावली विधि

अनुसन्धानको विषयसँग सम्बद्ध प्रश्नहरू सूचकलाई सोधी उत्तरहरू सङ्कलन गर्ने विधिलाई प्रश्नावली विधि भनिन्छ । प्रश्नावली भराउन शोधार्थी आफै उत्तरदाताकहाँ जान पनि सक्छ र हुलाकबाट पठाई फिर्ता मगाउन पनि सक्छ । प्रश्नावली पहिले सीमित विशेषज्ञहरूको सहयोग लिई बनाउनुपर्दछ र त्यसलाई विशेषज्ञहरूको ठूलो समूहमा पुर्‍याई वैध र विश्वसनीय तुल्याउनु पर्दछ । अपेक्षित उत्तर आउने खालका प्रश्न भए भएनन् भन्ने कुरा पहिल्याउन पूर्व परीक्षण पनि गर्नु पर्दछ ।

प्रश्नावली छोटो र सरल हुनुपर्दछ । प्रश्नहरू सरल-जटिल क्रममा राख्नुपर्दछ । प्राविधिक र अस्पष्ट पदावली राखिनु हुँदैन । उत्तरदाताले दिएको उत्तर कतिको भरपर्दो छ भन्ने थाहापाउनका लागि केही नियन्त्रण प्रश्नहरू समाविष्ट गर्नुपर्छ । व्यक्तिगत रूपमा चोट पुग्ने खालका प्रश्न सोधिनु हुँदैन । प्रश्नावली आकर्षक र स्तरयुक्त कागजमा सफासँग छापिएको हुनुपर्दछ ।

३.१.४ सर्वेक्षण विधि

कुनै पनि तथ्यबारे प्रारम्भिक जानकारी प्राप्त गर्न कुनै बृहत अनुसन्धानका लागि सम्भाव्यताको अध्ययन गर्न र सामाजिक आर्थिक समस्याहरू समाधानका लागि वस्तुस्थिति बुझ्नका निम्ति सर्वेक्षण कार्य गरिन्छ । सर्वेक्षण पनि एक प्रकारको अनुसन्धान नै हो (बन्धु २०६५:४८) सर्वेक्षणको सामान्य अर्थ कुनै विषयवस्तुका सम्बन्धमा गरिएको सामान्य परीक्षण, हेराइ, सोचाइ वा धारणा हो । सर्वेक्षण विधि मूलतः सामाजिक, आर्थिक तथा राजनीतिक क्षेत्रसँग सम्बन्धित विषयमा अनुसन्धान गर्न प्रयोग गरिने विधि भएतापनि भाषा, साहित्य शिक्षा र संस्कृतिका क्षेत्रमा पनि सर्वेक्षण गर्ने कार्य हुन्छ । कुनै भौगोलिक क्षेत्रमा प्रचलित भाषाको स्थिति बुझ्न भाषा सर्वेक्षण गरिन्छ कुनै क्षेत्रका लोकसाहित्यको अध्ययन र सङ्कलन गर्न लोकसाहित्य सर्वेक्षण गरिन्छ । कुनै समुदायको पठन रूचिको सर्वेक्षण गर्न सकिन्छ र कुनै साहित्यिक कृतिको लोकप्रियता पत्ता लगाउन पनि सर्वेक्षण गरिन्छ ।

३.२ द्वितीयक स्रोत

अन्य अनुसन्धानकर्ताको प्रयोग वा अनुसन्धानबाट प्राप्त सामग्रीलाई द्वितीय स्रोतबाट प्राप्त सामग्री वा द्वितीयक (दोयम) सामग्री भनिन्छ । (शर्मा लुइटेल्, २०५२: ३६) यस्तो स्रोतमा अनुसन्धानकर्ताको प्रत्यक्ष संलग्नता हुँदैन । द्वितीयक स्रोतलाई सहायक स्रोत पनि भनिन्छ । केही निश्चित विधिहरूमा बाहेक द्वितीयक स्रोतबाट प्राप्त सामग्रीलाई अत्यन्त महत्त्वपूर्ण र आवश्यक ठानिन्छ । पुस्तक, समाचारपत्र, जर्नल, अध्ययन प्रतिवेदन व्यक्तिगत आलेख, शोधसार र आम सञ्चारबाट प्रसारण तथ्यहरू द्वितीयक स्रोत हुन् ।

शोधका क्रममा उक्त जुनसुकै स्रोतबाट सङ्कलन गरिएका सामग्रीहरू भएपनि तिनको महत्त्वपूर्ण भूमिका रहन्छ । यस्ता सामग्रीको प्रयोग अत्यन्त सतर्कतापूर्वक प्रमाणिक रूपमा गर्नुपर्दछ ।

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