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Editorial

It is our great relish to publish SNPRC Journal Volume-III which is the second peer reviewed journal as well. Research and Publication Committee under Sahid Narayan Pokharel Ramapur Campus has brought it at your hand in which the research articles resemble multi-disciplinary approaches ranging from Language and Literature, Economics, Management, Social Science, Health and Physical Education and so on. This journal is expected to be a thriving publication for researchers, educationists, professors, entrepreneurs and research doing students. The substantive objective of this journal is to bring out valuable ideas, thoughts, opinions, research findings and expertise of the researchers and professors through publishing authentic and scientifically developed articles of international caliber.

Since the campus has allocated a sum of regular responsibilities to Research and Publication Committee, it has widened its research activities to mini researches by faculties and research papers by graduate and post graduate students. Publication of SNPRC Journal volume-III is a regular part. These all research activities aim to upgrade the overall research work of the campus.

It is purely an academic work. Therefore comments, admonishments and constructive feedback to be kept on the articles and journals will always be considered as supporting path for us to avoid lapses in future.

We would like to express sincere thanks to Mr. Balkrishna Gaire, the chairperson and his entire team members of campus management committee for allocation of required budget and managerial support. We are really grateful to Mr. Yadulal Pantha , the campus chief for his perpetual encouragement and empowerment to our team in accomplishing different research tasks. We put forward the words of gratification to the peer reviewers (Professors and Associate Professors TU), authors, advisors, researchers, scholars and readers who gave it their best without whom this journal would never come at this form.

Thanks

Editorial Board

Contents

English as Medium of Instruction in Community School of Sainamaina: Teachers Perception

Dinesh Panthee *

Abstract : *English as Medium of Instruction (EMI) has been a burning issue of the pedagogical field among the concerned stakeholders including teachers. The objective of this study was to find out the perception of the community schools' teachers in shifting the medium of instruction to English in the multilingual classroom contexts. It also aimed to explore the opportunities and challenges of shifting the medium of instruction Nepali to English in community schools. It is a qualitative design with a phenomenological study. The participants of the study were two teachers of a community school of Sainamaina who are teaching other than English subjects in English as the medium of instruction. A semi-structured interview technique was used to gather information from the participants. The main finding of the study was that the use of English as a medium of instruction in community schools of Sainamaina is beneficial. It is also found that teachers of community schools were positive in implementing EMI in conducting their daily teaching and learning activities even though there are certain challenges like linguistic difficulties, inadequate language abilities of teachers, cultural diversity, less effective pedagogy, limited resources, etc.*

Keywords: Medium of Instruction, Community School, Language, Globalization, Institutional School

Introduction

English is a global language. It bridges communication among people who have different native languages. Most of the schools and universities teach courses in English, many international businesses conduct meetings in English and, around the world, tourists and travelers use English as a common language. Since the mid-20th century, the English language has gained a foothold as the world Linguafranca. It has become the language of international interconnectedness. Burchfield (1985, as quoted in Phillipson, 2007, p.5) concedes, "Ignorance of English is equated with linguistic deprivation." It means that a person without sound knowledge of the English language cannot fit in world communication. It is used significantly by a large number of the

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population throughout the world as a language of communication even if it is not the language with the largest number of mother-tongue speakers.

A medium of instruction (MI) is a language used in teaching. It may or may not be the official language of the country. MI has always been a key issue among educational institutions across the world, especially in those nations where there is the direct or indirect influence of cultural, linguistic, political, or economic colonization. English as Medium of Instruction refers to the use of the English language to teach academic subjects in countries where the first language (L1) of the majority of the population is not English. The adoption of English as the medium of instruction (EMI) has been extensively preferred in higher education across the world. English has become the language of hope and progress. A large number of international education institutions expressed a significant interest in adopting English as a medium of instruction. Recently, almost all the courses in schools and universities are being taught in English. Crystal (2004) has stated that the adoption of English as the medium of instruction (EMI) has been sweeping across the higher education landscape worldwide. English has been introduced not only as English but as Englishes.

The people of Nepal speak different languages as they belong to different ethnic groups and they follow different religions. According to the census 2011 AD, there are 123 linguistic groups in Nepal. This language situation shows that Nepal is a multilingual country. There are four language families: Tibeto-Burman, Indio-Aryan, Austro-Asiatic/ Munda, Dravidian (Kansakar, 1996, p.1). But Rai (2016) says there are five families (Kusunda no family yet), fourteen scripts. CBS (2011) records 82.10% (21,753,009) people belong to Indo-European language family. Likewise, Sino-Tibetan is spoken by 17.30% (4,584,523), Austro-Asiatic is spoken by 0.19% (49,858), Dravidian is spoken by only 0.13% (33,615), 0.09% people speak other languages (including English) as their mother tongue and 0.18% languages are categorized as language family unstated Among them, Nepali stands as the official language of the country. In Nepal, there are more languages with few speakers and few languages with more speakers. The Nepali language is an official language, which is spoken by 44.64% population of the country as their mother tongue and others as a Lingua Franca. The most numerous mother tongues spoken by indigenous people are Maithili (11.67%), Bhojpuri (5.98%), Tharu (5.77%), Tamang (5.11%) Newari (3.20%) reported in the CBS (2011). Besides these languages, Doteli, Urdu, Gurung, Rai, Sherpa, Achhami, Bantawa, Limbu, Baitadali languages are widely used as means of communication. English is used as a means of communication only with foreigners and a means of instruction in the classroom. The CBS (2011) shows English is spoken by 0.01% of the total population of the country.

There are two types of schools in Nepal; Institutional and community. In institutional schools, the medium of instruction is only English; however, in community schools, Nepali is used as a medium of instruction. Poudel (2018) states that the institutional schools have won the hearts of guardians and students which inspired public models to realize that it was due to the medium of instruction. So recently, Community schools have started shifting their medium of instruction to English. They have been adopting EMI as a new linguistic market in education in recent years. This trend is due to globalization and the socio-economic power of the English language, viewing English as a linguistic capital (Bourdieu, 1993) for better "socioeconomic mobility" (Khubchandani, 1978, as cited in Bhattacharya, 2013, p.165) in the globalized socio-economic market. When the Constitution of Nepal (1990) followed the economic liberation policies (Phyak, 2016), private English medium schools mushroomed in Nepal. National Curriculum Framework (NCF, 2007) stated, "The medium of school-level education can be in Nepali or English language or both of them" (p.34). Since then, community schools have been free to choose either English or Nepali language as the medium of instruction in their schools. As a result, a large number of community schools have adopted EMI in Nepal since 2010 (Sah & Li, 2018). So community schools are shifting from Nepali to EMI to compete with institutional schools and to justify the view that community schools are not different from institutional schools in terms of quality. It is a common perception among Nepalese people that children will have better prospects if they have English medium schooling (Aryal, 2013).

English medium of instruction has become a global phenomenon. Almost every country of the world has adopted EMI in their classrooms from primary to university level. The same is the situation in Nepal at the secondary level. EMI has been adopted in the classroom; the syllabus has been designed keeping because of EMI. The studies have been planned while EMI selecting as a tool in the classroom. The research from the perspective of EMI in the Nepalese context is very important. From this new calculation can be emerged in this field of research.

The shift from Nepali as a medium of instruction (NMI) to EMI has been a controversial issue in Nepal. The Constitution of Nepal (2015) clearly states that "Every Nepali community living in Nepal shall have the right to acquire education in its mother tongue, and the right to open and run schools and educational institutions as provided for by law" (Article 31, Clause 5). The constitution has recognized mother tongue-based multilingual education (MTB-MLE) at the school level. However, EMI has been adopted by institutional schools and this trend has been growing even in community schools. EMI has become a demanding phenomenon in community schools at present in Nepal and this issue is challenging the MTB-MLE policy of the government. But there are some questions related to the implication in real classrooms; what are the different forms of EMI currently being used? What kind of English is being used in EMI? Are there content areas where the transition to EMI is easier for teachers and/or for learners? Are there particular language problems associated with particular content areas? And are the teachers competent to deliver the particular subject matter in a second language?

In this study, I tried to examine how EMI is followed in community schools of Sainamaina, how the teacher perceives EMI, what challenges they face, and what identity they construct through it. As explored in data analysis, teachers have strong ideologies favoring EMI as, they think, it helps students to expand their knowledge and skill in English providing quality education ensuring a good job and opportunity in the future. Likewise, they believe that EMI facilitates students to create access to higher education and economic development in the global market. Conversely, the teachers have dealt with challenges such as the student's difficulty in understanding new vocabulary, speaking in English with other friends, getting meaning from the textbooks, etc. It happens because of switching a school from the Nepali medium to the English medium without an adequate plan and preparation. We can say that EMI within the framework of Nepali instruction did not seem to aid either content learning or English acquisition. The content teachers heavily relied on code-mixing and translation, using this approach ineffectively, as they were not trained enough to conduct their job well. So EMI without 'real' English education gave the poor and working-class children the illusion of access. Teachers have constructed their identity as they feel proud of being the teachers of a well-managed and recognized school with quality education. The objective of this research is to study the perception of the community schools' teachers in shifting the medium of instruction to English in the multilingual classroom contexts. To fulfill this objective, I tried to answer the questions; how do the teachers perceive and practice EMI in community schools? This study was limited to find out the perception of teachers towards shifting EMI in community schools in Nepal. It tried to find opportunities and challenges of English medium in a community school. It was limited to a model school of Sainamaina municipality. The information was collected through two teachers of the selected school based on interview guidelines.

Literature Review

English as a Medium of Instruction in Global Linguistic Context

There is a fast-moving worldwide shift from English being taught as a foreign language (EFL) to English being the medium of instruction (EMI) for academic subjects such as science, mathematics, geography, and medicine.

Bhattacharya, (2013) claimed that Indian Schools that present themselves as 'English-medium' but are not in practice, this study finds, set in place greater obstacles for poorer children due to the use of English textbooks. Not only does this mean that the students must rely heavily on translations by teachers, but it also limits their ability to get help from others around them (since their access to English outside of classrooms is extremely limited). While this hinders students' development of critical thinking skills within the classroom, it has still larger implications for educational equity. Poor children in India, who represent the biggest market for such schools, thus acquire poor English skills.

Lei, & Hu, (2014) interpreted as globalization has fueled an ever-accelerating spread of English as an instructional language into institutions of higher learning around the world. As part of its ambitious development agenda, China has been actively promoting EMI in its top-tier universities in the past decade. Although by the end of the 20th century English had been firmly established as a core curricular subject from junior secondary school to higher education in China, there was growing dissatisfaction with the quality of instruction found in the traditional English classroom.

Dearden, (2014) states that EMI is increasingly being used in universities, secondary schools, and even primary schools. This phenomenon has very important implications for the education of young people and policy decisions in Nonanglophone countries. He found EMI is continuing to gallop ahead. Some parents see EMI as a way of enabling their children to join a social elite and partake of the benefits that can bring. Pressure on schools and universities in an international marketplace is great and some teachers see EMI as a challenge for them and a key to success for their students. Lim Falk (2008 as cited Paulsrud, 2016)) has identified three main beliefs about instruction through the medium of English in Sweden:

- There is a common assumption that the more students are exposed to English, then the more developed their English skills will be.
- Internationalization and globalization are considered to be both the reason for and the goal of immersion schools.
- Municipal and independent schools believe that if they offer specialized schools, such as immersion schools, they will be better able to compete for students.

Ebad, (2014) demonstrated English as a Medium of Instruction in higher education institutions across the Kingdom of Saudi Arabia is a debatable subject. The Ministry of Higher Education mandates English as the Medium Instruction (EMI) in all the higher education institutions across the kingdom. Since Arabic is the mother tongue of the natives and the only spoken language in the entire region, it is the only medium of instruction in all the schools up to the secondary level. English is formally introduced as the language of instruction at the undergraduate level. This sudden shift in language produces a barrier that creates chaos and repulsive issues with the medium of instruction. All the universities have their separate English Language Centre (ELC) as well as Preparatory Year Program (PYP) where they intensively train and prepare students for the English language. Emphasis is laid upon improving students reading, writing, speaking, and listening skills.

Erliana, (2018) showed the insignificant effect of EMI within ELT as the result of the use of English as a foreign language (EFL) in Indonesia. Despite the low-frequency use, the teachers have a positive response toward their own English and are aware of the importance of conducting teaching and learning processes using English. She further mentioned the use of English as a foreign language in Indonesia, still one contributing factor toward the teaching of EFL using EMI and the presence of bilingual teaching. The EMI is not implemented purely. Instead, it tends to be a bilingual class.

Goh, Loy, Wahab & Harun, (2020) stated that the current globalization phenomenon has motivated Malaysia to maintain English as one of the languages for teaching and learning in schools, but as a second or foreign language. The motivation for this decision was to ensure the readiness of Malaysian pupils to be proficient in the English language and hence, their future academic journey. With that in mind, in 2010, the Ministry of Education of Malaysia decided that the use of English as an instructional language, together with the Malay language and other mother tongues, should begin at the preschool level to better prepare young children before they attend the primary schools.

Sela, & Luke, (2020) demonstrated that Globalization spreads fast around the world put the English language has become a must-have skill. Almost all people use English in the teaching-learning process, communication, transferring soft skills and hard skills, showing social status in communities, business transactions, and political purposes, even on some medicine instruction, food ingredients, mechanic usage instruction, and many more. The language is used for various purposes, as for online and offline communication. During this coronavirus pandemic, English as a Medium of Instruction is implemented mostly in online educational institutions. English as a Medium of Instruction is also applied to any subject in universities in non- English speaking countries. Adopting English as a Medium of Instruction (EMI) is essential for sustaining communication in the present era although the implementation of EMI is not always run smoothly due to some drawbacks that could not be avoided by the lecturer, learners and educators need to build awareness to its usage as well as make adjustment in conducting it fully in the classroom. One best thing to do is to incorporate the implementation of EMI with the use of technology in the teaching and learning process. By utilizing technology it would easily be customized with the understanding speed of learners.

Sociolinguistic Context and EMI Policies in Nepal

Nepal geographically is a small country, but it is linguistically diverse. Talking about the linguistic diversity of Nepal, Turin (2007, p. 27) writes:

> In Nepal, linguistic and cultural identities are closely interwoven, and many of the country's indigenous people define themselves in large part according to the language they speak. Language is often used as a symbolic badge of membership in a particular community and is a prominent emblem of pride in one's social or ethnic identity.

He states that Nepal is a multi-ethnic country where each ethnic group has language and culture. They take language as a means of reflecting their cultural and ethnic identity.

English as the medium of instruction (EMI) is a burning concept in Nepal and this is a policy of the Ministry of Education according to which school and university courses are taught in English. EMI is the teaching of a subject using the medium of the English language, but where there are no explicit language learning aims and where English is not the national language. Dearden (2014, p. 4) explains, "EMI as the use of the English language to teach academic subjects in countries where the first language of the majority of the population is not English." So we can say that EMI is the process of teaching non-English courses in English basically in nonnative speaking countries.

Language policy has social and political significance creating a national identity, delimiting or promoting linguistic human rights, directing the education of linguistic minorities, and promoting language revitalization, as well as legitimizing linguistic practices and cultures of particular groups while imperializing others. Regarding the Medium of Instruction, the National Curriculum Framework for School Education in Nepal (MOE, 2007) states:

The medium of school-level education can be in Nepali or English language or both of them. However, in the first stage of basic education (Grades 1–3), the medium of education will generally be in the mother tongue. In the case of non- Nepali citizens, there will be a special provision to choose any other language as a subject instead of Nepali. The medium of the teaching of any language subject will be in the same language i.e. Nepali will be taught in Nepali (not in the children's mother tongue).

The development of English education in Nepal can be discussed in three phases: during the Rana regime, during the Panchayat system, and after the restoration of multiparty democracy (Awasthi, 2004, 2011; Giri, 2011; Phyak, 2011 ;). The Rana period was the period of opposition to education as only a few elites, especially the Rana families, received an education. The Panchayat period followed the "one-nation-one-language ideology" (Phyak & Ojha, 2019, p.344) in the education system of Nepal. The Democratic period (1990-2007) was the period of multilingualism in education allowing mother tongues in schools? Political interest in each shift seems to be the sole cause of the revision of the education system in Nepal.

The EMI policy to appeal to parents to stop children from going to private schools is a perilous and extremely reductionist view about education that lacks both academic and pedagogical justifications. The medium of instruction policy is one of the most important aspects of education as it is directly related to the academic and cognitive development of children; the language and culture of society; and the education system as a whole. Thus, the creation and implementation of any language policy should be rigorous, comprehensive, and grounded on educational theories and best practices that embrace local existential reality while showing critical awareness of global issues.

Study consideration on English as the Medium of Instruction

Karki (2018) in his study found that one of the main reasons behind the shift in the medium of instruction to English in the Khumbu region is the desire for enhanced socio-economic benefits. The English language is believed to support businesses and add value to the social status of people. English is thus perceived to provide better opportunities for students. Meanwhile, institutionally, EMI has been working as a tool to attract students to schools that were in decline. The study also uncovered some positive impacts after the implementation of EMI, such as regaining parents' trust in community schools, an increase in the number of students, and student's ability to use English to assist their parents' businesses. He observed some negative impacts of EMI which included the decline in students' academic achievement, lack of exposure to local languages and less exposure to the national language, and limited classroom interaction and expression because of students' inability to use the foreign language effectively.

Ojha, (2018) stated that introducing EMI is not, then, a solution to overcoming the long-standing problem of degradation of quality education in community schools. Nor is following the EMI trend blindly in consonance with the policies developed by the Government of Nepal to promote education for all through mother tongue-based multilingual education. He further suggested that the community schools should focus on teaching effectively in their students' mother tongue rather than teaching in English and the medium should not be changed solely as a survival technique to compete with private schools.

Sah and Li, (2018) carried out a critical qualitative case study of an EMI-based, under-resourced public school in Nepal through Bourdieu's lens of linguistic capital. The study revealed parents, students, and teachers regarded EMI as a privileged form of linguistic capital for developing advanced English skills, enhancing educational achievements and access to higher education, and increasing the chance of upward social and economic mobility. In contrast to these positive perceptions of EMI with overtly superficial promises, switching to EMI, without enough teacher preparation and infrastructure support in the school, had contributed to several unplanned negative outcomes, including a contested process of developing English proficiency.

Ghimire, (2019) in his critical qualitative case study found that the students have deeply rooted beliefs in learning through English because it secures their future by assisting them to get a job in the country or abroad. The study also revealed that the students have difficulties in speaking English and learning new vocabulary even though they are learning through English, but their teachers facilitate them with the Nepali equivalents. It is also found that the students feel proud of being the students of EMI schools because there is a superior credit of their school in the district and they are also supposed to be better-qualified students in their locality.

Saud (2020) concluded that English medium education has become a new linguistic market in public school education in Nepal. The community and the stakeholders have taken English education as a new form of cultural and linguistic capital for better opportunities and high standard habits in society. As a result, English medium education has become a discourse of linguistic capital in the community schools of Nepal.

The global spread of EMI education has also inclined the Nepalese school system. Following the economic liberation policies in the 1990 Constitution of Nepal (Phyak, 2016), institutional English medium schools, commonly known as boarding schools in Nepal, have mushroomed. Since these institutional schools have always significantly outperformed the community schools in the Secondary education exam (SEE) examinations (national standardized exams), their high achievement has led the Nepalese people to consider English medium instruction as synonymous with a high-quality education. Following this educational trend, the Ministry of Education (MoE) enacted the Education Act (Government of Nepal, 2010), which legitimated the medium of instruction to be Nepali, English, or both in public schools. Thus, more public schools are opting into EMI despite the lack of prerequisites for EMI, such as educational infrastructure, linguistically qualified teachers, teacher education programs, and professional development (in-service) courses. Since 2010, a larger number of public schools have adopted EMI in Nepal, and most of them are low socioeconomic status (SES) schools with limited resources.

Methodology

I used a phenomenological research design, which "describes the meaning for several individuals of their lived experiences of a concept or phenomenon." (Creswell, 2007, p, 57) with the focus on participants' perception of the event or situation (Williams 2007, p.67) I will select a model community school at Sainamaina municipality Rupandehi district. It is located in a mixed community along with the emigrants coming from hilly and rural areas. The school has been starting English medium since 2017 from grade one and grade nine. Now all classes are running English medium. It has both NMI and EMI, charging a small number of tuition fees from the English medium students in the name of aid from the community. But the teachers are the same for both English and Nepali mediums.

The participants of the study consisted of two teachers who are teaching other than English subjects in English as the medium of instruction. Among them, one was the headteacher who himself teaches science in English medium. Another was the teacher who was teaching social studies in English medium but now he is teaching economics in English medium. (Social study is no more an English medium because of government policy). The participants were given alphabetical names as P1 and P2 for ethical consideration. They had been informed before, after, and during the research process about the objectives. They affirmed to be volunteers in the study and they selected purposely. I used a semi-structured interview technique to gather information from the participants' points of view.

I carried out this research in a two-step procedure: information collection and information analysis. In information collection, the participants were asked to express their perceptions and views regarding the issues using English as the medium of instruction other than English. They were requested to share the challenges and opportunities while teaching in real classroom situations. The interview was audio-recorded taking their permission. After collecting relevant information, interviews were transcribed, coded, analyzed good English knowledge, and interpreted using a thematic approach. As a part of the discussion; I drew some themes of the study according to the information collected from two teachers. Based on this discussion; I concluded my research with some recommendations.

Result and Discussion

The central aim of this study was to examine the perceptions of teachers of a community school using English as the medium of instruction regarding the needs, practices, and challenges they faced in implementing EMI. To find out the teachers' perception towards using English as a medium of instruction in a community school of Sainamaina, the data were collected from two teachers of the school. It was Nepali Medium School. The attitudes, views, and perceptions of teachers are analyzed from various angles and perspectives. The data was collected using unstructured interviews with teachers. The data was collected in Nepali and translated into English. Both the respondents were from the same school which was recently declared as a model school by the ministry of education. The findings of the study have been discussed under three major thematic areas: motivation for shifting into EMI, the influence of EMI, and opportunities and challenges in the implementation of EMI.

The Motivation for Shifting into EMI

English as a medium of instruction in non-English speaking countries increased dramatically. Many community schools in Nepal, which used to teach in Nepali medium, have switched to English medium instruction (EMI) from the elementary grades. The same situation is found in community schools of Sainamaina. The stockholders of community schools justify the decision by saying that there is a growing demand and pressure from parents and students for this change. Participant P1 argued that *there was great pressure to introduce English as the medium of instruction in our school.* Khatri (2019) states that along with the global importance of English, the concept of English as a medium of instruction (EMI) has become a growing global phenomenon in present-day academia. In this regard, first participant P1 stated that most *parents are interested in EMI. Due to world globalization and the importance of English; parents are keen to send their children to English medium and force the school to shift EMI and the school is compelled to shift it.* The most important motivational factors for shifting into EMI is the desire to gain access to the English language, and the economic benefits that are said to accrue to having proficiency in it are the major reason behind parents' willingness to move their children to private schools using EMI (Phyak, 2015). Participant P2 stated that "*It was our compulsion to shift English as a medium instruction from Nepali to compete with institutional schools.*" There is a growing interest amongst parents to educate their children in English medium schools and, for this reason, those who can afford it send their children to private schools which invariably use English as the medium of instruction.P2 said that *parents who are from poor family background forced us to implement EMI policy in our school*. To ensure their continued existence, many community schools felt compelled to consider moving from Nepali to English as the medium of instruction. In Nepal, there is a vast gap in terms of exam results between communities-based schools and private English medium schools; as people determine it from the annual SEE result in Nepal. A corresponding shift of medium of instruction to English in some government schools aims to motivate parents to choose to send their children to these schools. As Phyak (2016, p. 210) confirms, "public schools are shifting to EMI to compete with private schools". The official documents of the Ministry of Education accept this reality. For example, MoE (2014a), in its National Early Grade Reading Programme document mentions that "the main reason why community schools are shifting to English is to stave off the threat from private schools and to try and keep their enrolments from declining and responding to parental demand for English" (p. 8). The school authority and teachers take this shift in the medium of instruction as the need of the hour. Both participants have positive attitudes toward EMI in their schools. Because it is the global and internationally recognized language and it is the current need of this century. It is the language of higher social status and personality markers. Parents are demanding education in the English medium because it is beneficial for the students in higher studies, etc. They say to give the quality of education; they started English as a medium of instruction. The desire to gain access to the English language, and the economic benefits that are said to accrue to having proficiency in it, is the major reason behind parents' willingness to move their children to private schools using EMI.

The Influence of EMI

EMI indicates the subject of teaching by utilizing English as a medium of instruction. According to Macaro (2013), EMI is not a new phenomenon and besides this, no one can say that it is neutral and undesirable. Besides the global importance of English, the notion of English as a medium of instruction (EMI) has become a growing global phenomenon in present-day academia. EMI is the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English Dearden (2014, p.1). In this regards my respondent P1 states that "*English is an international language, it is important to teach the students in English medium so that they have good proficiency in it. This will help them get better opportunities, not only inside the country but abroad as well"*. The global spread of EMI education has also influenced the Nepalese school system. Following the economic liberation policies in the 1990 Constitution of Nepal (Phyak, 2016), institutional English medium schools in Nepal have mushroomed. These institutional schools have always significantly outperformed the community schools in the Secondary Education Examination (SEE), the final examination in the secondary school system of Nepal. Their high achievement has led the Nepalese people to consider English medium instruction as synonymous with a high-quality education. In this regard, participant, P2 who is also the headteacher of that school stated that *most of the students wanted to go abroad for their further studies so they need EMI*. Those students who want to go abroad for further study need to sit for English language tests like IELTS, TOEFL, SAT, and GRE. This is when they realize the importance of the English language and feel inferior to their competitors. Students with higher academic scores also cannot meet the entry requirement in language tests and get deprived of international academic opportunities. It is not the knowledge that stops them from such opportunities but the language (Kandel, 2015). Following this educational trend, the Ministry of Education (MoE) enacted the Education Act (Government of Nepal, 2010), which legitimated the medium of instruction to be Nepali, English, or both in community schools. The achievement gap between students from private and public schools has produced an ideological impression in parents that English-medium schooling provides quality education. In this case participant, P1 argued that Ghimire (2019) claimed that the community school is now shifted into EMI because of the institutional schools, which were established rapidly in the country when the Government followed the neoliberal policy in education. The institutional schools were expensive but they became famous at the parents' glance; and they created pressure on the community school to shift their medium of instruction from Nepali to English, for managing quality education at a nominal fee.

EMI for Better Opportunities

People think the purpose of English in Nepal is to give students a foreign language competence for communication with foreigners and to understand the world. Both participants agreed that parents forced community schools to introduce EMI to develop foreign language skills, enabling students to work in a foreign language environment and become bilingual and multilingual, enhancing their education to respond to globalization, and preparing students for higher studies. As an international language to interact with each other across international boundaries, English is established as a lingua franca. Participant P1 said *'Knowing English brings not only national opportunities to the doorstep but also opens new avenues on the international front*'. A person with a good knowledge of English is more likely to get selected in an interview for a job. English. In the same way, P2 stated 'parents think that if *their children are not educated in English medium schools their future is miserable because English is associated with success in future life.* EMI programs will improve students' English proficiency, and therefore result in a workforce that is more fluent in English. EMI is seen to give students a double benefit: knowledge of their subject, plus English language and make them more attractive in the global job market. Participant P2 believed EMI makes our students able to communicate with the students from other countries using English. Similarly, EMI builds the competence and confidence to use English for various purposes" In the same way the schools who were shifted medium of instruction benefited by increasing the number of students and quality of education. P1 who is the principal of the school said '*previously there were a few students in our school but when we shifted EMI there increased the number of students we need to open the admission for limited seats because of infrastructure.* Ojha (2019) mentioned the schools which did use EMI attracted the attention of parents and there was a significant increase in the number of students enrolled in these schools. P2 said that students who are from private schools were also admitted to our school. This success in increasing enrollment, in turn, encouraged other schools to start EMI programs and to use English as theirs or selling point, as the private schools, to arrest the decline in their enrollments (Caddell, 2006). EMI is helpful for teachers also P2 stated that EMI helps teachers to enhance competence in English language usage and use and it is the real exhibition of the competence of the teachers.'

Challenges in the Implementation of EMI

Although the trend to move to EMI is growing in community schools in urban areas and also expanding to rural villages, educationists and psychologists express serious concern over the use of a foreign language as the medium of instruction in the early grades. They assert that when children are taught in a language that is not used in their home and community, their learning is impaired (Khan, 2014). Children focus on memorizing facts without understanding and their creativity is not fostered to the fullest, resulting in a generation that is poorly educated (Baral, 2015). There are several problems with EMI implementation in Community schools: The first problem shared by both participants was language problems. The teachers find it difficult to make their students use technical terms in the course. The students faced difficulties understanding the EMI course content when they did not know the necessary technical terms or academic vocabulary. In this regard, P2 said that *it was very hard to find corresponding words and sentences in English while teaching social, economic, science, math, etc. so that I have to use Nepali to* *explain the content'*. Taking an EMI course is sometimes difficult because some teachers' English level is not enough to give an EMI class. That's why they give some classes in Nepali yet they ask questions in English. In the same line, P1 said that *it was difficult to find the exact meaning of particular words so that we have to explain it in Nepali but students need to write in English so we give notes in English*. Teachers cannot speak English very well. So, it creates simplicity in content because of using simple words instead of academic and technical ones. This simplicity may hinder understanding the real meaning of the content. Another challenge of EMI shared by both participants was culture problems. Due to the cultural diversity and cultural differences in the English and Nepali community teachers felt they were equivalent in different words and themes. There is an obstacle for teachers when they attempt to transmit content knowledge related to culture. Participant P2 stated that there was a problem for explaining cultural, indigenous, and religious content in English. Besides this linguistic diversity is another problem to implement EMI in the community school. P1 said "*It is challenging for the Nepalese English teachers to use EMI effectively in the Nepalese classes because there is very weak exposure to English among the students. Students in the class are from diverse linguistic and cultural backgrounds"*. First language hindrance is another challenge of implementation of EMI in Nepal. P1 stated that to implement EMI in their classroom teaching due to the interference of students' mother tongues since students are from different ethnic and linguistic communities. It is also stated that students' mother tongue interference is the main cause to create difficulty in the smooth and effective use of EMI in the Nepalese EFL classrooms.

From the analysis of both teachers' responses, it can be interpreted that community schools' teachers have been facing various challenges in using English as a medium of instruction like language problem, difficulty to understand technical terms or academic vocabulary, culture problems, students' weak exposure to English language, mother tongue interference in the classroom, poor competence of students in English, lack of support and encouragement from the parents and society and no motivating environment for the teachers and schools are not resourceful and well facilitated (Khatri 2019).

Findings and Conclusion

English as a medium of instruction (EMI) at Nepalese community school for teaching academic courses has created positive attitudes on the teachers and students. The school teachers agreed that instruction in English can promote learners to be more successful in terms of both their academic and social dimensions of life. This study examined the perception of teachers towards using English as a medium of instruction in community schools. It explored the various opportunities, problems, and challenges faced by the teachers while adopting EMI in the community schools. It is found that the use of English as a medium of instruction in community schools of Sainamaina is beneficial. It is also found that teachers of public schools were found aware of the basic concept of the notion of English as a medium of instruction. They were found positive in implementing EMI in conducting their daily teaching and learning activities. But it is very difficult to implicate

EMI policy in the community school. The study found linguistic difficulties, inadequate language abilities of teachers, cultural diversity, less effective pedagogy, limited resources, etc.

The government should provide all training, courses, and infrastructure for the community school for instruction in the English medium. The schools which are willing to shift their medium of instruction must provide EMI training to their teachers so that it equips them with skills to teach subjects like English, mathematics, social studies, and science through EMI. Furthermore, policymakers and governing bodies should monitor the preparation and progress of the schools before and after the implementation of EMI so that once a program begins it can be implemented smoothly.

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Bachelor Level Students' Proficiency on Free Writing: A Case of Rupandehi

Prakash Mani Khanal *

Abstract :*This study entitled" Bachelor Level Students' Proficiency on Free Writing: A case of Rupandehi" aims at finding out students' proficiency on free writing and suggesting some pedagogical implications. I collected data from three Bachelor level students applying case study design to generate data through test item and interview. Regarding the fact, this research article begins with background of the study, statement of the problem, objectives of the study, significance of the study and delimitation of the study. And proceeds along with literature review, methodology of the study, result and discussion and ends with findings and pedagogical implications. The study concludes that free writing proficiency of Bachelor level students is below satisfactory level. The dominant weakness observed is regarding organization of ideas with cohesion, coherence and topic sentence in paragraphing. Likewise, demerits found are related to range of vocabulary and grammar and also very poor weight of complex sentences along with idioms, phrasal verbs, and proverbs. However, introducing the title, concluding and content entailed are found satisfactory.*

Keywords: Writing proficiency, EL teachers, pedagogical implications, competence and performance, exposure in English

1. Introduction

1.1 Background of the Study

Language is a means of human communication. It is a system of conventional spoken or written symbols by means of which human express as members of society and participants in socio-cultural activities. The functions of Language chiefly incorporate expression of feelings and emotions, exchanging ideas, imparting knowledge, getting things done, socialization, asking for information, imaginative expression and expression of identity.

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Skill means to accomplish something in efficient manner. Language skill refers to the ability to use language accurately, fluently, correctly, and with high degree of capacity being pragmatic with sensible judgment of practical situation.

The skills of language learning (listening, speaking, reading and writing) are a set of four capabilities that are equally important for learning a language which allow an individual to comprehend and produce language for proper and effective communication. Listening and reading are kept under the category of receptive skills where as speaking and writing are productive ones. In the context of a language acquisition, these skills are often acquired in the order of listening, speaking, reading and writing.

Listening is the first and obligatory language skill to acquire the mother tongue (MT) that is related to comprehend or understand. Similarly, speaking is the second and compulsory language skill to acquire the native language that, as a productive language skill is related to verbal capacity with generating and using new forms of words and utterances. It requires vocal tract to correctly produce language through sounds, stress, rhythm, juncture and intonation. In the same way reading, the secondary/receptive language skill is related to comprehend the written equivalent of spoken language. It is the process of understanding the content of subject matter. It needs both physical and mental activity.

Like other language skills, writing skill refers to the capacity of a language user to produce something with the written symbols that represent the spoken language. Writing is a productive skill that involves manipulating, structuring and communicating. Among all language skills it is distinctive in the sense that it has greatly been emphasized in the field of information technology including email, internet, SMS, computer work, especially, in the meantime face to face communication has narrowed down. Writing is a record of thoughts and ideas, expression and reliable means of communication in which a complex process is followed. : Pre-writing, drafting, revising, and editing. This process is known as recursive process. Things like planning, goal setting, monitoring and evaluating. What is being written and what has already been written are common aspects to be associated with the recursive process.

1.2 Writing Skill and Proficiency

Writing is often defined as the visual representation of speech in which a language user puts down the graphic symbols on paper that represent language. It is above all skills since its quality is permanent.

The students who learn English language cannot achieve perfection without proficiency in writing skill. Proficiency is defined as one's ability of using language competently. As the goal of written language is to convey information accurately, effectively and appropriately; writing proficiency is quite crucial for students from the angle of examination and practical working life in future to come. It can help one spread knowledge and experience among others. Harmer (2008) p 255 says: “Writing is a thinking process in its own. It is a cooperative work that writing works well with both process and genre based approaches. Writing helps the students to language development, learning style and most importantly, writing is a skill. Human beings communicate with one another; transmit their accumulated culture from one generation to another generation through an activity. It equally provides us with possibilities to discover and articulate ideas in many ways.”

As writing is a permanent medium of expression, it represents our knowledge and expressions like a transparent mirror. It is a powerful medium of transmitting thoughts, feelings and ideas from past to present and from present to past. Therefore it needs caution for using it which is observed in writing proficiency. As it is output of listening, speaking and reading, writing helps students solidify their grasp of vocabulary, sentence structure, cohesion and coherence.

1.3 Statement of the Problem

As global economy spreads in the world, there will be no choice for most people in the world to learn and use English. Thus, it has become very important for students in Nepal to learn and use English with powerful effort. As a part of communication in English the range of writing skill is widening. Writing skill itself is a complex one, developing its ability in learners is not an easy job. In context of Nepal, English has been learnt as a foreign language. Learners feel difficulty in English language class. Even if they are able to understand teachers lesson, they can’t effectively express in written words. Obviously, problems are there in all skills, the hardship is remarkable in writing.

Various factors seem to be responsible behind learner’s performance in writing: their family background, psychology, type of schools on the basis of medium of learning from which they did school education, mother tongue-interference in learning, teachers` methods, techniques and materials used in the classroom and so on. Specially in community-based public campuses, most students are from those’ schools which are located in rural areas where English language is not brought into practice in wide range. They consider English as a subject of study to pass in exam but not as a language to learn to have effective communication. They limit study hours for English. They do not enjoy getting much exposure in English language. Reading books, listening songs, watching videos, writing text in English language as additional and leisure time activities are not under learners’ preference. As a matter of fact, they have not built up strong background English enough to be able to meet the target kept for Bachelor level students in English language. In the community based campuses only English is learnt in English language and rest of the subjects are learnt at least not in English medium. Thus they have got so little exposure in English.

It has a direct impact on their writing performance both in examination and practical working life especially in writing essays, official letters, memorandum, official notice , applications, emails, proposal writing, report writing, writing business letters etc.

1.4 Research Questions

The questions that evoked the researcher to carry out this research are the following:

a. What is the free writing proficiency of Bachelor level students in case of essay writing?

b. What are the pedagogical implications on the basis of findings?

1.5: Objectives of the Study

- To find out the free writing proficiency of Bachelor level students in case of essay writing
- To list out some pedagogical implications on the basis of the findings.

1.6 Significance of the Study

This study will be significant for those who get involved directly or indirectly in the field of English language teaching (ELT) and especially beneficial for those who are related to campus teaching. This study is relevant to the faculties under the department of English, linguists, course designers, researchers, textbook writers and examiners since this study will give a clear portrait of free writing proficiency that Bachelor level students have.

1.7 Delimitations of the Study

The study had the following limitations:

- The study was confined to three public campuses; one each from the campuses of urban area, semi urban area and rural area of Rupandehi district.
- The study was limited to three students from three campuses
- The research focused only on free writing proficiency in essay writing,
- Essay writing proficiency through a test was measured and after the result was made ready, respondents' interview was taken to observe multiple realities behind their performance. Thus, primary data was collected through test item and interview.

2. Literature Review

A new research is in need of the knowledge of previous background that can assist and provide direction to reach the point of finding out new things or ideas. Kumar (2006 p30) "It provides theoretical background of our study. It reviews the means by which we establish the links between what we are processing to examine what has already been examined. "There are some researches carried out on language proficiency and writing proficiency by various researchers associated with English language. During this research work I reviewed some books, thesis, articles, and journals and so on.

2.1 Review of Theoretical Literature

Writing proficiency is the ability in the target language. It reflects students` actual ability to use the language in the practical situations. It shows an individual`s language ability needed for performing a job or carrying out a study. Usually in the entrance to University course or to an international job, writing proficiency in English is highly valued. IELTS, TOEFL, CPE etc. are the examples through which proficiency in English language is measured.

Writing is a process of encoding of message in graphic form and the main purpose of teaching writing to learners is for language processing which is the learners' act of thinking in the target language that helps them to understand its construction better.(Sharma , 2010)

Writing is considered perfect visual representation of speech. Writing proficiency doesn't only incorporate a learner's ability to put ideas from mind to paper but also make ideas clean. Writing proficiency empowers person to transmit thoughts, feelings and ideas. One of the major principles regarding the writing proficiency is that learners are able to respond to both: the content of the text and its construction.

(Harmer, 2008) mentions various activities to develop writing proficiency of learners: to respond to a teacher in instant writing, to write the effect of music listening to it and to give the description of picture in written form, to develop story in collaborative writing , messaging by writing to each other, to write in different genres etc.

Leki (2012) Points out the importance of product oriented, author oriented and reader oriented model to reflect learners` writing proficiency. Salih(2013) indicates the importance of peer response to target language writing since it provides opportunities to share ideas, provide feedback, negotiate meaning and collaborate to provide the final drafts showing the need of more training on the other aspects of essay writing ((p48). English language proficiency is the learners' command over English language to use it to accomplish purposes of communication.

2.2 Review of Empirical Literature

The review of empirical literature is an internal part of research work that makes a remarkable contribution to almost all operational steps. In the beginning it helps to establish the theoretical roots of the study, clarity of the ideas and develop the methodology. Then later, it helps to enhance and consolidate the knowledge basis and serves to integrate his or her finding with the existing body of knowledge.

Sijali (2016) carried out research on English language proficiency level of Higher Secondary Level students in Nepal. The objective of this research was to investigative the proficiency in English language of Higher Secondary Level students in Nepal regarding their gender, nature of institution, medium of instruction and stream. He found that the English language proficiency level of ELT Students of higher secondary level education in Nepal was very poor. And he also found that methods and techniques adopted by the teachers wear dominantly responsible factor behind poor proficiency of students.

Khatiwada (2015) carried out research on writing proficiency of higher secondary level students. His objective was to find out the proficiency of students in free writing. His research tool was free situational composition writing. He found errors in sentence linkage or organizing ideas , using some unnecessary structure of vocabulary items and incomplete sentences.

Similarly Mandal (2014) conducted research on "An Analysis of Errors to be Committed by Students in the Use of Idioms." He found that students had used idioms without having known meaning or reference of them. Likewise Pokharel (2016) carried out Research on" Bachelor Level Students' Proficiency in Free Writing". She found that free writing proficiency of the students was not satisfactory and organizations of knowledge, subject matter, presentation and illustrations were very poor.

A Number of researches on students` writing proficiency in English have been conducted and most of them are focused on school level students not on campus level ones. They have laid emphasis on how the writing proficiency is but their emphasis is not on the responsible factors behind the performance and pedagogical implications based on classroom learning behaviors.

3. Methodology of the Study

Many studies have been conducted on students writing proficiency or on free writing using qualitative approaches or mixed method approaches. Among the various approaches available for doing present research, I chose the case study.

Press Academia defines the case study is a research strategy and an empirical enquiry that investigates phenomenon within real life context. It is based on in-depth investigation of a single individual, group or event to explore the causes of underlying principles.

As a small number of students make it impossible to generalize findings but also make it possible to a researcher more attention to individual students' performance, so that students' proficiency could be observed closely. Although I cannot argue that whatever students writing proficiency was, it was due to free writing, it is still worthwhile to research what the factors are to influence the students' free writing in English.

I conducted the study in three phases. In phase 1, I selected three public campuses of Rupandehi district purposively as per urban based, semi-urban based and rural based. Then I visited the selected campuses and established rapport with the concerned authority. After clarifying the purpose and getting approval I visited the students. Then I selected one student studying at bachelor level from each campus. Purposively, I discussed with students about the topic of essay writing as I requested them to participate in a test of essay writing. Apart from this primary tool, I had applied one more primary tool: interview. In phase 2, I administered a writing test to evaluate writing proficiency of the students. The test consisted of only question of writing a narrative essay on 'The Most Unforgettable Events of Life' with 10 full marks to reproduce an essay of 220 words in 30 minutes in which they were asked to attempt it without being given any cues.

Based upon Hedge (2000, p148) I marked the responses in the following way:

i. Content organization (with special reference to clarity, coherence and development of the essay) 3 marks
ii. Range of grammar and vocabulary applied 1.5 marks
iii. Sentence structure (higher marks being allotted for complex structures) 1.5 marks
iv. Accuracy of grammar, words, spelling and punctuation 2 marks
v. Introduction and conclusion 2 marks

Total 10 marks

Phase 3 was an interview that aimed it receiving or collecting their responses regarding the responsible factors they thought and experienced behind their performance. I took the interview only after the test result was obtained. I interviewed them for multiple realities. For this purpose I used a five item parameters/ guideline to access the learners' perception that includes:

- Learners` background in English
- Family background
- Psychological or physiological cause
- Exposure in English
- Teaching learning methods, techniques and materials applied by EL teachers.

4. Result and Discussion

This chapter deals with the analysis and interpretation of the data collected from the informants. The main purpose of the study was to find out and analyze writing proficiency in English and list out some pedagogical implications. The result is derived on the basis of collected data and it is discussed to fulfill the objectives.

First of all, I conducted a test item to measure students writing proficiency through narrative essay writing then I took their interview, too in order to get the causing factors behind their performance. On the basis of the test item and the interview I found their performance categorically as follows:

Introduction to the title:

All three respondents had common way in the beginning of the essay. They all introduced to the terms` unforgettable event' satisfactorily.

Topic sentence:

Student 1 (S1) and student 3 (S3) used clear topic sentence and placed in the beginning of each paragraph but student 2 (S2) neither used it clearly nor placed properly. The reason S2 mentioned was that he had no idea about it.

Coherence and cohesion:

In this aspect all students' performance was below satisfactory. In almost all paragraphs of all respondents content organization associated with clarity, flow of ideas, unity and logical relation between/among sentences and reference of topic sentence with every single sentence was not so good. When asked them for the causing factors all three students said that their background in English writing was poor and English exposure they had got so far was never adequate.

Range of grammar and vocabulary applied

S1 and S2 seemed to have little range of grammar and vocabulary as they repeatedly applied the same vocabulary in many places and regarding grammar too, limited prepositions, limited active voice in assertive sentences only were used. However, S3 had relatively above average capacity of having range in grammar and vocabulary.

S1 and S2 explained that during the test they had got little nervous also stated that EL teachers did not usually encourage slow learners in the classroom. Likewise, S3 mentioned that English language teachers motivated all kinds of learners to consult library regularly that helped him to have a wide range of grammar and vocabulary including idioms, slangs, phrasal verbs and proverbs.

Sentence structure

Common feature observed in all respondents` essay writing was maximum use of simple sentence. They hardly used Complex and compound sentences.

As good users of English use complex sentences in written text, along with varieties of linking words and phrases, these students quite often used simple sentences with lots of repetition of similar sentences. They could not give varied test and flavor in the text to readers. They could maintain neither their level of education nor that of readers.

During interview all of them forwarded the same causing factor i.e. lack of enough practice in writing and confidence. They could never build up confidence that they could enhance good writing.

Accuracy of grammar, spelling and punctuation:

Though there was a variation in errors committed by the respondents individually, all of them had errors in subject verb agreement (SVA) , use of articles, use of prepositions, use of verbs in gerund and most importantly , use of tense. Likewise, they committed errors also in spellings.

However, merely ignorable mistakes were made regarding punctuation.

On interview they said that English language teachers applied deductive approach through which the teachers focused on grammar rules but they never tried to make the learners learn through inductive approach. As a result, even if they thought they were good enough in knowledge of English grammar, they had poor performance.

List of grammatical errors committed by the students

Areas	Examples
S VA	He have, I were not, she help, one family members, they has.....
Article	an big gift, a honest person, a MA
Preposition	by foot, in the wall, on bed room, in car
State verb	he was knowing, we were having a car
Tense	on that day I am, previously I invite, SLC result was publish

Conclusion

S1 made a satisfactory exit to the essay writing along with a moral or lesson he had learnt with the unforgettable event on which he wrote and he tried to justify that the particular event was really unforgettable. But S2 and S3 ended the text without strong conclusion. They just narrated the series of events whatever had happened and stopped to write with no further useful lesson or moral for readers. They could not really convince the targeted readers why the particular event about which they had written was unforgettable.

On interview, S2 and S3 said they did not have proper knowledge regarding format of essay writing.

Hameed, PFM (2016) insisting on collaborative learning says, “in fact, being at sea at home leads to the motivation among them which is a serious impediment learning of any type”. He further States focusing on teaching learning methodology “learners are worried in the teaching methodology adopted. However, only positive outcomes of traditional pedagogical approach are in the perceived development of the learner’s grammar and vocabulary. “

My research reveals that there is connection of teaching methods and techniques applied by language teachers as Hameed mentions. However all three respondents point towards serious lacunae in poor background of English at school level exposure the get to learn English.

Greene (2001) mentions” Although task representation may not be directly taught since it can be influenced by a variety of factors, teachers can promote students ` awareness of their own task representation and of the context of writing” . Obviously, teachers can also help the students to analyze the features of each writing contest in order to enhance their awareness. This case study shows apart from teachers motivation, the learners felt they lacked self-confidence and psychological keenness believing in themselves that they could also boost up their writing capacity.

5. Findings and Implications

5.1 Findings

Students did not seem to have knowledge and practice of formats of essay neither they followed the parameters of the essay. I found errors in grammar and spellings. Only a few complex sentences were included in the text that did not incorporate wide range of vocabulary and grammar. All respondents missed the use of idioms and phrasal verbs, proverbs and slangs which add the beauty in a good text. Likewise, students pointed out problems regarding teaching methods, techniques and approaches being applied by EL teachers including encouragement and motivation for students. They clearly indicated that modern approach and pedagogy to teaching writing in English as Foreign Language (EFL) situations is not being followed in the environment under study. Likewise, on being questioned about motivation level, not surprisingly, they reported negative perception. The students also had lacunae regarding English language exposure practicing of English and self confidence. Contents and ideas were not organized nicely maintaining cohesion and coherence. They seemed to have problem in topic sentence as well. In some sentences subject matter was not clearly reflected; ambiguity in words and sentences to some extent was found. In terms of the volume of the essay, I found satisfactory. EL teacher's motivation for learners was not found remarkable, thus, students did not have self confidence and they could not think that they could also boost up their writing proficiency in English.

In overall judgment of students` proficiency in essay writing, I conclude that it was just below average though in length, introduction, conclusion, spellings, punctuation and content, their performance was good. Specially in matters of vocabulary, range of grammar, accuracy in grammar, topic sentence and organization of ideas and use of simple sentences rather than complex sentences, their performance was found below average.

5.2. Pedagogical Implications

As this research is expected to be useful for those who directly or indirectly are involved in English language learning related activities like curriculum designers, policy makers, teachers, students and campus management committee (CMC). This research presents the following implications of the study.

- Students' background in English from elementary level is not found strong. So it is to be strengthened from basic level of formal education system.
- Students lack self confidence in English, EL teachers should apply measures for encouraging them to enhance writing proficiency.
- Students do have very little writing practice, they usually do it during examination; more writing exposure is in need.
- EL teachers use traditional approaches and methods of teaching like deductive approach, they ought to apply inductive approach.
- Learners have very poor exposure (except English curriculum) in English; they mostly get exposure in Nepali and Hindi. Thus, lots of exposure for enriching vocabulary, organizing ideas with cohesion and coherence, using complex sentences, , idioms, phrasal verbs, proverbs and so on.
- Grammar teaching in isolation should be given up; it is to be associated with the text teaching.
- Students should have choices of lots of learning materials like textbooks, reference books, videos, audios, journals, e-magazine, ordinary magazines and additional books in the campus.

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Physical Fitness Status of School Students: A Comparative Study

Prakash Acharya *

ABSTRACT : *The improvement of human performance, sound mind, balanced emotion, good posture and healthier life can be realized through the medium of physical activities and physical education. Physical fitness is the indicator of human health. The study entitled "* Physical fitness status of school Students: A Comparative Study *" was conducted in both districts. The main purpose of the study was to measure the different aspects of physical fitness and compare on each aspect between them. Altogether 200 boy students of 12 classes were selected by purposive and random sampling method. AAHPER Youth physical fitness test battery has used. For the result and discussion, simple statistical formulas were used in this study. While comparing the physical fitness of the students the researcher found that, their physical fitness was no significantly different. But in this research the mean score of Arghakhanchi district students are found higher than the Kapilvastu district students in all items. On the basis of mean score it can be said that Arghakhanchi district students are found better in physical fitness than that of Kapilvastu district students.*

Key words: Physical fitness, AAHPER Youth test, pull ups, sit ups, standing broad jump

Introduction

Physical fitness is the ability to demonstrate vigorous physical action. It includes endurance, power, strength, .speed and agility. A person who is physically fit has the ability to combine these traits into smooth, effective action both at work and in play (Acharya and Acharya, 2068). Physical fitness means having the ability of a person to live a full and balanced existence.

Best and Khan (1999) stated that fitness is the capacity of the individual to live and function effectively, purposefully and zestfully and to meet confidently the problem and crisis which are among lives expectation. A fit person lives a productive and happy life in terms of his own capacities and attributions, vital and energetic. He is reasonably stable and mature and also knows how to relax.

Donald, (1992). Illustrate that being physically fit means having your heart, blood vessels, and lungs and muscles functioning at peak efficiency. Peak or optimal efficiency means the high

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level of health that we need for taking part in daily task and recreation with enthusiasm and pleasure. The physically fit person possesses not only the physically well-being but also such qualities as good human relation, maturity and high ethical slandered. She/he satisfies such basic needs as love, affection, security and self-respect.

Today there has been keen awareness to the need for physical fitness on a national wide basis and it is in the context that method, content and aim of physical education have to be visualized. The rational of a fitness need has been expressed in numerous ways to the public over the past few years. Since physical education strives toward fitness, it should not only help to improve the person's capacity to work but also develop his all round efficiency and personality.

Bucher, (1992). Said that the concept of physical fitness in general athletic terms means the capability of the individual to meet and varied physical and physiological demands made by any sporting activity. People easily used to say that people who live in hilly region are physically stronger and powerful than the people who live in terai region. This statement may not be right because it is the product of surface study of people and vision of naked eyes. In this context researcher tries to found out the physical fitness status of the local mal school students of schools.

Objectives of the Study

The main objective of this study was to compare the physical fitness status of secondary school boy students. The specific objectives were as follows:

- To find out the physical fitness status of students.
- To compare the physical fitness status.

Literature Review

The researcher has made an attempt to review some related literature, they are summarized and presented as follow.

In 1957, the American Association for Health Physical Education and Recreation (AAHPER) established the AAHPER Youth fitness project. The purpose of this project was determining the fitness status of US boy and girls and to encourage improvement in their fitness level. This test battery widely used in the field of physical education and physical fitness area all around the world.

Maharjan, (1985) conducted the research on Motor fitness among the students of Boarding and general school of Kathmandu District. The purpose of study was to measure and compare the motor fitness under the descriptive method of study. His subjects were 200 students all total. He had applied JCR Motor fitness test. According to finding, he proved his hypothesis that students of Boarding school students were superior than the students of general schools in fitness ability.

Jha, (2004). Conducted a study about "Construction of physical fitness test batteries and their relationship with anthropo- metrics characterizes". The purpose of the study was to constrict physical fitness test batteries and develop the norms for the secondary school student of Nepal. Researcher selected the terai, the hill and the Himalayan respondent by random sampling He applied five test items push up, knee bend sit ups, Harvard step test and 50 yard dash to measure fitness. It was concluded that there were significant differences in each region.

Bastola, (2007) studied on "a Comparative study of physical fitness between HPE and non HPE student at Bachelor level of Kathmandu valley". He had used AAHPER fitness test battery. He found insignificant difference between HPE and non HPE students in physical fitness.

The researcher had reviewed the above mentioned research reports, where few researchers were carried out on physical fitness. But there were not found any study directly related the physical fitness comparing between hill (Arhkhakhanchi) and terai (Kapilvastu) school students. So, the researcher felt most essential to study the above topic reaving its findings.

Research Methodology

Best and Khan, (1999) stated that research can be divided into two broad categories quantitative research and qualitative research. Quantitative research consists of research in which the data can be analyzed in terms of numbers.

In this study, quantitative research framwork was utilized in collection and analyzing the data.

The researcher had used the primary data taken from school students. The researcher had applied purposive and random sampling method to collect the data. For the purpose of this study the researcher had selected 5 schools from both districts in purposive way and the 20 student had selected from each school by using random sampling. AAHPER Youth Fitness Test Batteries was used as data collection tool or instruments.

Result and Discussion

Researcher collected the data by using six different test items of AAHPER physical fitness test the significance of the differences; the researcher used t-test method. Researcher had tried to show the differences on physical fitness between Arghakhanchi and Kapilvastu District school students.

Item wise Comparison

Comparison of pull-up performance

It is the capacity of pulling the body upward on the horizontal bar repeatedly with help of arms in hanging position. So, the researcher compares pull-ups test between both districts boy students.

Table No. 1: *Comparison of Pull ups performance*

Group	N.	Mean	Degree of freedom	Calculated t- value	Tabulated t-value at 0.05	Conclusion
Arghakhanchi Students	100	51				
Kapilvastu students	100	47.4	198	0.28	1.96	No significant

Above table shows mean score of both districts students. Arghakhanchi districts students mean score is slightly better than Kapilvastu districts students. The tabulated t- value at 0.05 percentage level is 1.96 of at 198 degree of freedom where as 0.26 is the calculated t value. Therefore, researcher found that there is statistically no significance between these two groups in pull –ups.

Comparison of sit- up performance

The researcher tried to differentiate statistically on sit up to test the abdominal muscle, strength and endurance between two districts students. The researcher found the result follows:

Table No. 2: *Comparison of sit- ups performance*

Group	N.	Mean	Degree of freedom	Calculated t- value	Tabulated t-value at 0.05	Conclusion
Arghakhanchi Students	100	55.3				
Kapilvastu students	100	43.8	198	0.97	1.96	No significant

The above the table no 2 indicates 55.3 mean of Arghakhanchi and 43.8 mean Kapilvastu districts' students. According to the comparison to two means it can be said that Arghakahanchi district student were slightly better than Kapilvastu district but statistically no any significance different between them.

Compression of Standing Broad Jump Performance.

It is the acting of forward jumping for maximum distance to standing position. The objectives of these test items are measure the power of legs. When the researcher tried to differentiate statistically about standing broad jump found following result.

Table No. 3: *Comparison of Standing Broad Jump performance*

Group	No. of student	Mean	Degree of freedom	Calculated t- value	Tabulated t-value at 0.05	Conclusion
Arghakhanchi Students	100	51.5				
Kapilvastu students	100	47.1	198	0.29	1.96	No significant

The above table no. 3 indicates mean, degree of freedom, calculated t – value and tabulated t- value at 0.05 levels of both district students. By applying mean formula, the researcher found 51.5 mean of Arghakahanchi districts students and 47.1 mean of Kapilvastu districts students. According to comparison of two means it can be said that the Arghakhanchi districts students are better than Kapilvastu districts students. When the researcher compared statistically, the researcher did not find significant difference between each group in standing jump.

Comparison of Shuttle Run Performance

When the researcher tried to differentiate statistically about shuttle run between Arghakhanchi and Kapilvastu district students. The researcher found result as follows:

Table No. 4: *Comparison of Shuttle Run Performance*

Group	No. of student	Mean	Degree of freedom	Calculated t- value	Tabulated t-value at 0.05	Conclusion
Arghakhanchi Students	100	52.1				
Kapilvastu students	100	49.6	198	0.17	1.96	No significant

According to the above mentioned table no.4 the researcher found that the mean score in shuttle run performance Arghakahachi and Kapilvastu district students were at same levels 52.2 and 49.6 respectively. When it was compared the mean score of Arghakahachi districts students with the mean of Kapilvastu districts students was found better than the Kapilvastu district students. From this table it can be concluded that there is no significant in agility.

Comparison on 50 Yard Dash Running Performance

50 Yard Dash running it is simply the running to cross the 50 yard (150 feet) distance in maximums effort speed and duration of shortest period. In the process of compression on 50 Yard dash running performance the researcher found the result as follows:

Table No. 5: *Comparison of 50 Yard Dash Running performance*

Group	No. of student	Mean	Degree of freedom	Calculated t- value	Tabulated t-value at 0.05	Conclusion
Arghakhanchi Students	100	54				
Kapilvastu students	100	47.7	198	0.47	1.96	No significant

According to the above mentioned table no. 5 found that the mean score on 50 yard running of Arghakahanch and Kapilvastu district students as 54.0 and 47.7 respectively. When it was compared the mean score of Argakahanchi district students with Kapilvastu districts students Arghakahanchi districts students mean score was found slightly better than Kaplilvastu district students. The speed running ability of Arghakahanchi district students is slightly better than that kapilvastu district students.

Comparison on 600 Yard Run Performance

600 Yard Run is the running to cover the six hundred yard (1800ft) distance in the shortest period of time as soon as possible. Researcher tried to differentiate statistically about six hundred yard run cardio-respiratory endurance of Argahakhanchi and Kapilvastu district students and found the result as follows:

Table No. 6: *Comparison of 600 Yard running performance*

Group	No. of student	Mean	Degree of freedom	Calculated t- value	Tabulated t-value at 0.05	Conclusion
Arghakhanchi Students	100	51.4				
Kapilvastu students	100	48.5	198	0.192	1.96	No significant

According to the above table no. 6 shows the mean of Arghakhanchi district students was 51.4 where as the mean of Kapilvastu district students was 48.5 as shown in the table no 6. Through the mean score of both district students were slightly different in six yard run performance among Arghakhanchi district students were better than the students of Kapilvastu district. It means the cardio- respiratory endurance fitness of Arghakhanchi district students were found better than Kapilvastu district students. Researcher used t- test to see the significance of the six yard running performance. It was found that the calculated t- value is 0.192 but the tabulated t – value 0.005 percent levels is 1.96 for the degree of freedom 198. When these values are compared it is found that calculated t- value is less than tabulated t - value. So, the result shows no significance.

Comparison on Physical Fitness between Arghakhanchi and Kapilvastu district students on the basis of Composite Score

The main objective of this study was to compare the physical fitness status between two district students for the comparison; the researcher calculated the composite mean and standard deviation test.

Table No. 7: *Comparison on Physical Fitness between Arghakhanchi and Kapilvastu district students in the basis of Composite Score*

Group	No. of student	Composite Mean	Degree of freedom	Calculated t- value	Tabulated t-value at 0.05	Conclusion
Arghakhanchi Students	100	319.5				
Kapilvastu students	100	287.5	198	0.73	1.96	No significant

The above table no. 7 indicates that the tabulated t-value at 0.05 percent level is 1.96 of 198 degree of freedom were 0.73 is calculated t-value. The calculated t- value is less than tabulated t- value. So the result shows no significance.

Conclusion

Physical fitness is the important parts of human life. It heals for classifing, measuring, determining and marking the students in particular sports and physical activities. This study mainly concerns in physical fitness test. The researcher while comparing the physical fitness of the students found that their physical fitness had no significant difference. But the composite mean score of Arghakhanchi districts students was found slightly better than Kapilvastu district students in all items. So the researcher concludes that Arghakhanchi district students are found better than the students of Kapilvastu district. It proved that Arghakhanchi district students were more physically fit than Kapilvastu district students.

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Dividend Policy And Share Price Volatility Of Listed Micro Finance Companies In Nepal

Hem Bahadur Thapa *

Abstract : *Purpose: The major purpose of this study is to examine the impact of dividend policy on share price volatility of listed micro finance companies in Nepal with determinant variables of size, earning volatility, debt and growth of assets.*

Design/Methodology/Approach: The study follows quantitative approach and descriptive research design. Multiple regression analysis is used to explore the causal relation between share price volatility and both dividend yield and dividend payout ratio.

Findings: The study reveals a positive relationship of dividend yield, dividend payout, earning volatility, debt, growth of assets with share price volatility which shows higher the dividend yield, dividend payout, earning volatility, debt, growth of assets, higher would be the share price volatility. However, there is negative relationship between size and share price volatility which showing higher the size of the company, lower would be the share price volatility.

Implications: Since both management and investors are concerned about the volatility of stock price, this study provides a light on the pathway for discovering what moves stock price as well as important factors to be considered by investors before making investment decision.

Originality/ Value: To the best of the authors' knowledge, this study is the first to show that corporate dividend policy is a key driver of stock price volatility in the context of Nepal.

Keywords: Share price volatility, Dividends, Micro finance companies, Stock markets

1. Introduction

The stock market has been deemed very important since it acts as a mediator between lenders and borrowers in the modern economy. Listed company issued the share in the stock market that helps to convert the savings into investments; such investments help to boost the business activities. Focusing on price mechanism, an operational stock market values the profitable

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company's shares. Relative share prices in operational stock market may reflect the status of a company listed in the stock market. Dividend policy has become an issue of interest in financial literature. Dividends are commonly defined as the distribution of earnings (past or present) in real assets among the shareholders of the companies in proportion to their ownership (Frankfurter, and Wood 2003). Dividend policy connotes to the payout policy; which managers pursue in deciding the pattern of cash distribution to shareholders over time. Companies generally adopt dividend policies that suit the stage of life cycle they are in. For instance, high-growth with larger cash flows and fewer projects tend to pay more of their earnings out as dividends.

Dividend policy remains a source of controversy despite years of theoretical and empirical research, including one aspect of dividend policy: the linkage between dividend policy and stock price risk (Allen and Rachim, 1996). Paying large dividends reduces risk and thus influence stock price (Gordon, 1963) and is a proxy for the future earnings (Baskin, 1989). A number of theoretical mechanisms have been suggested that cause dividend yield and payout ratios to vary inversely with share price volatility. Some authors have stressed the importance of information content of dividend (Asquith and Mullin, 1983). Miller and Rock (1985) suggested that dividend announcements provide the missing pieces of information about the firm and allows the market to estimate the firm's current earnings. Investors may have greater confidence that reported earnings reflect economic profits when announcements are accompanied by ample dividends. If investors are more certain in their opinions, they may react less to questionable sources of information and their expectation of value may be insulated from irrational influence.

The information signaling hypothesis of dividends has received much attention since Modigliani and Miller (1961) first recognized the idea as a potential explanation for corporate dividend setting behavior. Although MM proves the irrelevance of dividends under perfect capital market assumptions, they observe that in practice stock prices do respond to announcements of dividend changes. MM suggest that markets are characterized by information asymmetry with managers knowing more about their firm's prospects than the market. Consequently, managers may use dividends to signal the true value. Since MM's initial suggestion, there have been a number of attempts to provide a theoretical underpinning to the information signaling hypothesis of dividends. Bhattacharya (1979), Miller and Rock (1985), and John and Williams (1985) adopt Spence's (1974) job signaling framework to provide insight into the use of dividends as a signaling device.

Various attempts have been made to establish the effect and relationship between dividend payment and the market prices of shares. Empirically it has been established that there is a positive relationship between the movement of stock prices and the stock exchange to earnings, trading volume, dividend or general economic conditions (Paramin, 2013). Theorists like Gordon (1963), Walter (1961), Modigliani and Miller (1961) have raised question about the determinants of movement of stock prices which led to the emergence of two distinctive groups namely the dividend relevance and dividend irrelevance groups.

This study examines financial market reactions to a variety of combinations of simultaneous dividend and earnings announcements by Nepalese micro finance companies. These announcements are treated as signals which are emitted by the managers of companies in an uncertain economic environment characterized by informational asymmetry and interpreted as best they can by investors. It investigates that whether Nepalese dividend policy impact on share price volatility of micro finance companies. A key contribution of this research is to examine the consequence of the interaction of dividend and share price volatility.

Empirical evidence suggests that profitability, investment opportunities, and size are the important factors determining dividends (Fama and French (2001)). Though there are these findings on the determinants of dividend policy in developed countries and in India, they are not yet clearly known in Nepal. The debate has been whether corporate dividend policy has any relationship with stock price movement. In this connection, this study aims at establishing a relationship between dividend policy and share price volatility, with particular focus on the Nepalese stock market.

Therefore, this study provides the answer of following research questions:

(i) What would be the relationship of dividend policy on share price volatility of different micro finance companies?

(ii) How does dividend yield impact on share price volatility?

(iii) Does dividend payout affect the share price volatility?

1.1 Objective of the Study

The major objective of this study is to examine the impact of dividend policy on share price of listed micro finance companies of Nepal. This study attempts to analyze the impact of dividend policy on share price volatility with determinant variables of size, earnings volatility, debt and growth of assets. The specific objectives are as follows:

(i) To examine whether dividend yield affect the share price volatility.

(ii) To analyze the impact of dividend payout on share price volatility.

2. Review of Literatures

2.1 Conceptual Review

In the modern and complex environment, globalization and privatization have brought deep competition in every field of activity. It is very difficult for the companies to compete in the markets of stunning nature. To cope with this competitiveness and to add value to the companies; today, the finance managers have to make critical financial decisions. The primary objective of any organization is to maximize the wealth of shareholders. Financial manager's aim is to take a decision in such a way that shareholders receive a high contribution of dividend, which leads to increase in the price of share. Dividend policy plays a vital role for a company in financial markets and it directly affects the stock price of the company. If a company pays handsome return to its shareholders it will attract new investors to invest their money in the company and vice versa.

The dividend policy causes to increase the wealth of shareholders, finance manager makes different financial decisions and dividend policy decision is one of them (Baker &Powell, 1999). Dividend decision has great impact on firm financial decision and stock price. The stock price increases when there is smooth payment of dividend exist. Investors do not prefer to purchase the shares of such type of companies, which cannot make payment regularly and of which the dividend decisions have variability because of the risk of loss associated with these variations. The dividend decisions can donate to the value of firm or not which is a controversial issue. There are mainly two schools of thoughts available in the field of finance that presented two different opinions about the dividend policy. One school of thought followed the opinion of Miller and Modigliani (1961) and considered dividend policy irrelevant while the second school of thought followed the point of view of Gordon (1963) and considered dividend policy relevant. Since the half century passed, the question still remains i.e. whether dividend policy is relevant or not. The impact of dividend on share price is a vital issue. If there is impact of dividend, the company should aware for dividend payment. For this reason, this study has been undertaken to analyze the relationship between dividend policy and share price volatility and to identify the degree of influence of dividend yield and dividend payout on share price volatility.

2.2 Theoretical Review

2.2.1 Dividend irrelevance theory

Miller and Modigliani (1961) proposed that dividend policy is irrelevant to the shareholder and that stockholder wealth is unchanged when all aspects of investment policy are fixed and any increase in the current payout is financed by fairly priced stock sales. According to them therefore, the dividend policy does not have any impact on shareholder's wealth and they further noted that all dividend policies are equivalent. This implies that firms will continue paying dividend to their shareholders. They further noted that the shareholder's wealth is affected by the income generated by the investment decisions a firm makes, and not by how it distributes that income. According to Modigliani and Miller, to an investor all dividend policies are effectively the same. This is due to the fact that investors can create homemade dividends by adjusting their portfolios in a way that matches their preferences. That stockholder's wealth is unchanged when all aspects of investment policy are fixed and any increase in the current payout is financed by fairly priced stock sales.

It is therefore clear that from the foregoing that according to Modigliani and Miller the issue of dividend policy is irrelevant.

Bird-in-hand theory

The proponents of this theory argue that cash dividend policy has no effect on the firm's capital cost. Consequently, cash dividend policy will not affect the returns on capital required. Theorists such as Lintner (1962) and Gordon (1963) argue that returns on capital required rise when the cash dividends ratio decreases because investors are less sure of their resulting capital gains than the return earnings and rising stock prices from obtaining these cash dividends. According to these theorists the investors are able to evaluate the dollar, which they received from cash dividends more than the dollar they receive from capital gains. The argument is that the dollar from cash dividends today is less risky than the future dollar from capital gains. Investors are able to evaluate share prices through a predictable future cash flow per share and then discount it at a rate reflecting the risks. Therefore, company's share price which has a low cash dividend and high return earnings for future capital gains will be less than the share price which has high cash dividends. This implies that the share price will drop when retained earnings increase for future capital gains.

Agency cost and the free cash flow theory

Agency cost is the cost of the conflict of interest that exists between shareholders and management (Ross et al., 2008). This arises when management acts in his own interest rather than on behalf of the shareholders who own the firm. This could be direct or indirect. This is contrary to the assumptions of Miller and Modigliani (1961), who assumed that managers are perfect agents for shareholders and no conflict of interest exists between them. This is somewhat questionable, as the owners of the firm are different from the management. Agency theory assumes that the relationship between shareholders and management is an agency one (Jensen and Meckling, 1976. There is always a conflict of interest between shareholders and management. While the former tries to maximize their wealth, the latter try to maximize their compensation. To minimize the conflict between them, management tends to take steps to assure shareholders. The theory postulates that monitoring of the firm and its management is helpful mainly to the shareholders in reducing agency conflicts and in assuring the market that the managers are not in a position to abuse their position. Some shareholders may be monitoring managers, but the problem of collective action results in too little monitoring taking place.

2.2.2 Dividend relevance theory

Gordon (1962)

Actually investors are not indifferent between current dividends and retention of earnings with the prospect of future dividends, capital gains and both. The share price is reduced if the discount rate increases with the length of time in future in case dividend payment is lowered down. Gordon concluded that dividend policy of a firm affects its value. The conclusion of the study is that investors prefer the present dividend more than future capital gain. This argument insisted that an increase in dividend payout ratio leads to increase in the stock price for the reason that investors consider the dividend yield (D1/P0) is less risky than the expected capital gain.

Walter (1963)

Professor Walter supports the relevancy of dividend policy that has to maximize the wealth position of stockholders. The model shows clearly the importance of the relationship between the firm's internal rate of return (r) and its cost of capital (K) in determining the dividend policy that will maximize the wealth of shareholders. The Walter model is based on number of assumptions as given below by Francis (1972).

a. In Corporations finance, all investment through retained earnings can be considered as debt or new equity, which is not issued.
b. Both the internal rate of return (r) and the cost of capital (k) are constant.
c. Corporations distribute all earnings as dividends or reinvest all earnings internally and immediately.
d. The corporate earnings at the beginning and the dividends are assumed to remain constant for any given values.
e. Corporations are assumed to have a very long or infinite life.

2.3 Empirical Review

Dividend Policy and Share Price Volatility

In early corporate finance, dividend policy referred to a corporation's choice of whether to pay its shareholders a cash dividend or to retain its earnings. It addressed the frequency of such payments (whether annually, semi-annually or quarterly) and how much the company should, if it decides to do so, pay. The volatility of ordinary stock is a measure used to define risk and represents the rate of change in the price of a security over a given time: the greater the volatility, the greater the chance of a gain or loss in the short run. The link between the dividend policy of corporations and the volatility of their stock prices has been explored at different times by different researchers (Allen and Rachim, 1996; Baskin, 1989). Also, a number of dividend theories exist that attempt to explain the influence of corporate dividend policies on stock prices. These theories include the clientele effect, the information or signaling effect, the bird-in-hand theory and the rate of return effect.

Dividend yield and Share Price Volatility

The dividend relevance group believes that under conditions of uncertainty, investors are not indifferent as to how the earnings stream is split between dividends and retained earnings. Williams (1938 cited in Sinha, 2015) was one of the earliest protagonists of the view that dividends were all that mattered. According to Sinha (2015) the sole reason for an investor to purchase shares for a common stock is because he/she wants to receive future income. Included in the shareholder's income are dividends, capital gains or losses upon shares. Therefore, if dividends are forth coming then the value of equity investment is calculated on the basis of the discounted value of those future dividends and capital gains.

Dividend payout and Share Price Volatility

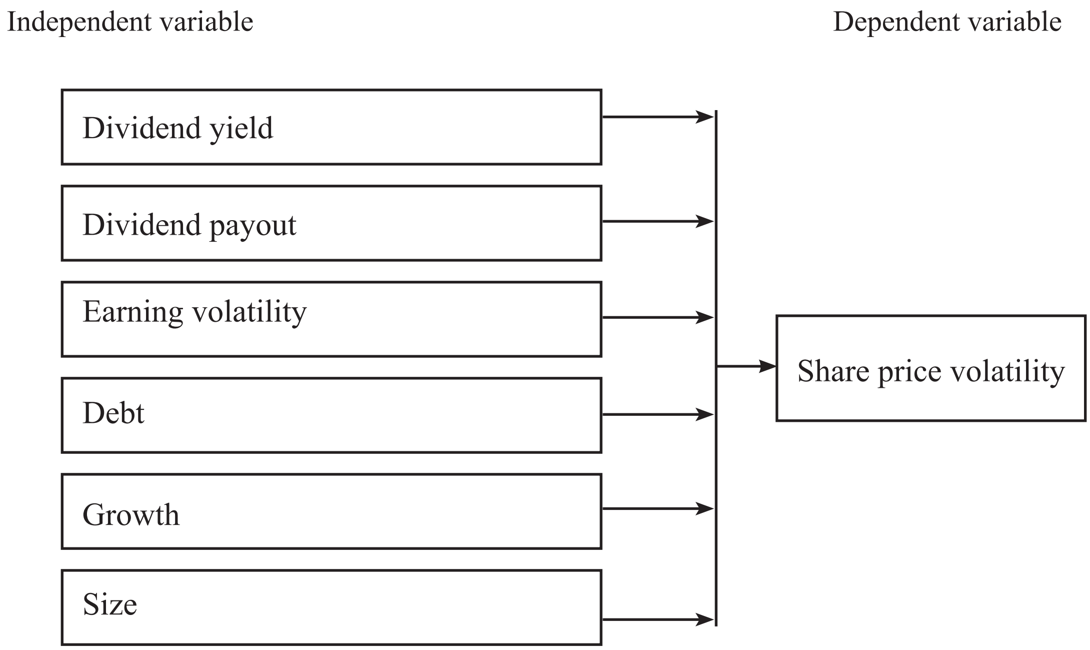
Dividend pay-out has been researched and has been subject of debate in the financial literature. Many theoretical models have been developed to describe the factors that managers should consider when making dividend policy decisions. The dividend payout means the procedures followed by the managers in deciding the size and pattern of cash distribution to shareholders over time. Miller and Modigliani (1961) argue that dividend decision does not affect the firm value and hence, irrelevant.

In Nepalese stock market Pradhan (2003) using pool cross section data of 29 companies from 1994 to 1999 with the total of 93 observations attempted to determine relative importance of dividends and retained earnings in determining market price of the share. The study pointed out that dividend payment is more important as compared to retained earnings in Nepal. Actually, the study used regression model either linear or log. The study findings indicated that share value is affected by dividends payments. The study the model using data taken from financial statement of limited companies vol. III published by Nepal Stock Exchange using secondary data.

In the context of Nepal, few but significant contributions have been made with dividend payout but as this dynamic world dividend practice and its influencing factors are changing day per day. The earlier studies on dividends need to be updated because of the rapid changes taking place in financial market of Nepal. Therefore, this study has been expected to find a pathway in dividend policy to affect share price volatility providing useful information for all financial scholars, economists, planners and managers at both micro and macro level.

2.4 Theoretical Framework

Figure 1: Theoretical framework



3. Research Methods

3.1 Research Design

This study uses descriptive as well as analytical research design. Descriptive research design determines and reports the way things are (Mugenda & Mugenda, 2003). This approach is appropriate for this study because it involves fact finding and enquiries from the effect of the dividend policy on the stock price volatility at the NEPSE. This study is an empirical study, carried out with the objectives to measure the effect of dividends announcement to the stock prices in the context of Nepalese micro finance Companies. The relationship between ordinary stock price volatility and dividend policy is analyzed utilizing multiple least square regressions. The regression model developed basically relates price volatility with the two main measures of dividend policy – dividend yield and dividend payout ratio.

3.2 Population and Sample

There are 63 listed micro finance companies in Nepal Stock Exchange up to the Poush 2074. These all companies are population of this study. So, this study concentrates only 12 companies that shares are traded and dividends are paid during the study period of 2070/071 to 2074/075. The study has used purposive sampling to select those companies which have traded in the NEPSE since 2070 for consistency of the data. According to the records at the NEPSE there are 12 companies which have been trading since 2070 paying regular cash dividend.

Sampling method

In Nepal, Corporate firms are categorized under various sectors such as Commercial Banks, Development banks, Micro Finance Companies and Insurance Companies. There are many micro finance companies that shares are traded actively in stock market and have paid dividends for years. These companies are taken as population but it is not reasonable to study all of them since all these companies have no practice of dividend culture. Therefore, only those companies are taken as sample in this study that have paid regular dividend. The study period is from 2070/071 to 2074/075 B.S holding 12 micro finance companies listed in NEPSE.

3.3 Nature and Sources of Data:

This study is basically based on secondary data provided by Nepal Stock Exchange Ltd. in its website entitled www.nepalstock.com.The data from "Annual Reports to Shareholders" by concerned companies, from various newspapers and magazines are also collected as per research need. The data is collected from SEBON i. e. Security Boards of Nepal. In this empirical study, various historical data are used from 12 Nepalese micro finance companies. Annual reports and other publications were used as required besides the available sources in financial, economic and other related sectors.

3.4 Data Analysis Tools and Techniques

To examine the impact of dividend policy on share price different statistical analysis methods is used. Different statistical and econometric models have been used to analyze the secondary data using EXCEL, SPSS etc. or any type of data files. Secondary data is analyzed through multiple regression models.

First, the dependent variable, price – volatility – is regressed against the two main independent variables, dividend yield and payout ratio. This provides a crude test of the relationship between share price volatility and dividend policy with the regression equation:

$$\text{P-Vol} = a_1 + a_2\text{D-yield}_j + a_3\text{Payout}_j + e_j$$

The dependent variable is regressed against the two independent variables and the control variables with the following regression equation:

$$\text{P-Vol} = a_1 + a_2\text{D-yield}_j + a_3\text{Payout}_j + a_4\text{Size}_j + a_5\text{Earnings}_j + a_6\text{Debt}_j + e_j$$

Where,

j = Micro finance company

P-Vol = Share price volatility

D-yield = Dividend yield

Payout = Dividend payout ratio

Size = Size of micro finance

Earnings = Earnings volatility

Deb = Long term debt of micro finance

Growth = Growth of asset

ej = Disturbance or error term

4. Analysis and Results

4.1 Descriptive Statistics

The descriptive statistics used in this study consists of mean, standard deviation, minimum and maximum value associated with variables under consideration. Table 4.1 summarizes the descriptive statistics of dependent and independent variables used in this study during the period 2070 through 2075 associated with 12 samples micro finance companies of Nepal.

Table4.1. Descriptive statistics

Variables	N	Mean	Std. Deviation	Minimum	Maximum
Price volatility	60	0.866	0.043	0.810	0.960
Dividend yield	60	0.015	0.007	0.002	0.030
Dividend payout	60	0.137	0.091	0.018	0.296
Size	60	5.799	0.436	5.025	6.302
Earnings volatility	60	0.032	0.023	0.001	0.094
Debt	60	0.425	0.238	0.087	0.871
Growth	60	0.262	0.123	0.022	0.371

Table 4.1 shows that the share price volatility ranges from minimum value of 0.81 times to maximum value of 0.96 times with an average of 0.87 times. Similarly, dividend yield ratio varies from minimum value of 0.2 percent to maximum value of 3 percent with an average value of 1.5 percent. Dividend payout ratio of firm ranges from minimum value of 1.8 percent to maximum value of 29.6 percent with an average value of 13.7 percent. The size varies from Rs. 5.025 million to Rs. 6.302 million with an average of Rs.5.799 million. Likewise, earnings volatility during the study period is found to have minimum value of 0.1 percent and maximum value of 9.4 percent with an average 3.2 percent. Debt has an average of 42.5 percent with minimum value of 8.7 percent and maximum value of 87.1 percent. The average growth of assets is noticed to be 26.2 percent having minimum value of 2.2 percent and maximum value of 37.1 percent.

4.2 Correlation Results

The correlation is a statistical tool, which measures the degree of relationship between the variables. The measure of correlation is said to be correlation coefficient. The interpretations of correlation coefficient limits in between -1 and +1 (-1 < Corr (x,y) < 1) i.e. from perfect negative correlation into positive correlation. The concept of association, represented by the correlation coefficient (r) is fundamental to regression analysis by describing the relationship between two variables. Two variables are said to be correlated if changes in one variable are associated with changes in other variable. In this way, as one variable changes, we know how the other variable is changing. Even correlation is not considered as a full yardstick to interpret the results; however, the correlations among variables have been presented in table 4.2.

Table4.2. Computation of Pearson's correlations coefficients for dependent and independent variables

Variables	Price volatility	Dividend yield	Dividend payout	Size	Earnings volatility	Debt	Growth
Price volatility	1						
Dividend yield	0.253	1					
Dividend payout	0.302	0.170	1				
Size	-0.316	-0.002	0.544	1			
Earnings volatility	-0.395	0.303	0.298	0.625	1		
Debt	0.102	0.115	0.618	0.592	0.504	1	
Growth	0.365	-0.169	0.261	0.492	-0.114	0.262	1

Table 4.2 reveals that correlation amongst the variables utilized for the study. From the table, it can be seen that the correlation between price volatility and dividend yield is 0.253 showing that higher the dividend yield, higher would be the share price volatility. As expected, this is in line with that of Allen and Rachim (1996), which was positive (0.006). Similarly, dividend payout ratio is positively related to share price volatility which depicts that higher the dividend payout, higher would be the share price volatility. There is positive relation between debt and share price volatility which shows that higher the debt, higher would be the share price volatility.

The result shows positive relation between growth of assets and share price volatility showing that higher the growth of assets, higher would be the share price volatility. However, the variable size is negatively related to share price volatility which indicates that higher the size of the bank, lower would be the share price volatility. Moreover, earnings volatility is negatively related to share price volatility which indicates that higher the earnings volatility, lower would be the share price volatility. There is negative relation between size and dividend yield that means larger firms which have high growth will have more investment opportunities as compared to smaller firm so they pay fewer dividends to the stockholders. Likewise, the relation between growth and dividend yield and earning volatility is also negative. According to the correlation table, it is observed that there is a significantly high correlation between size and earnings volatility.

4.3 Regression Results

The result of regression analysis has been presented in Table 4.3. More specifically, the regression of two independent variables dividend yield and dividend payout on share price volatility is shown in Table 4.3.

Table 4.3 Regression result:

$$\text{P-Vol} = a_1 + a_2\text{D-yield}_j + a_3\text{Payout}_j + e_j$$

Variables	Coefficient	t-stat	p-values
Intercept	0.83	23.829	0.000
Dividend yield	1.236	0.658	0.527
Dividend payout	0.125	0.847	0.419

Table 4.3 shows the results obtained from equation (1). The regression results of share price volatility with dividend yield and dividend payout show a positive relationship between dividend yield and share price volatility, similarly dividend payout and share price volatility. Next, the control variables are added to see if there would be any change in the coefficient of dividend yield and dividend payout. This is given by the regression equation (2). As shown in Table 4.4, it is observed that the coefficient of dividend yield and dividend payout is same, and all other variables were exactly as expected. This explains the fact that dividend policy is the determining factor of price volatility, there is close examination of the t-statistic of the dividend yield and dividend payout is 1.325 and 2.555 respectively, similarly p - value is 0.036 shows that this is significant.

Table 4.4 Regression result:

$$\text{P-Vol} = a_1 + a_2\text{D-yield}_j + a_3\text{Payout}_j + a_4\text{Size}_j + a_5\text{Earnings}_j + a_6\text{Debt}_j + e_j$$

Variables	Coefficient	t-stat	p-values	Tolerance	VIF
Dividend yield	1.405	1.325	0.242	0.787	1.271
Dividend payout	0.266	2.555	0.051	0.506	1.976
Size	-0.118	-3.597	0.016*	0.222	4.506
Earnings volatility	0.242	0.451	0.671	0.289	3.46
Debt	0.028	0.678	0.528	0.472	2.119
Growth	0.286	3.5	0.017*	0.449	2.228

Model	R - Square	Durbin-Watson	F - Value	F - Prob.
Regression	0.876	1.475	5.866	0.036

The signs denotes the result is significant at 5 percent level of significance.*

Table 4.4 indicates that the debt has significant positive impact on share price volatility which reveals that higher the debt ratio, higher would be the share price volatility. This finding supports the finding of Irmala et al. (2011) and Uwuigbe et al. (2012). However, the beta coefficient is negative for size. The result shows that higher the size, lower would be the share price volatility. This result supports the finding of Nazir et al. (2011) and Habib, Kiani and Khan (2012). The result shows that dividend payout ratio has significant positive impact on share price volatility which shows that higher the dividend payout, higher would be the share price volatility. This finding supports the finding of Zakaria et al. (2012). Moreover, dividend yield ratio has significant positive impact on share price volatility which reveals that higher the dividend yield, higher would be the share price volatility. This finding supports with the findings of Hussainey et al, (2011) and Allen and Rachim (1996). Likewise, the result found that there is positive relation between growth of assets and share price volatility which shows that higher the growth of assets, higher would be the share price volatility. Such finding supports the finding of Suleman et al. (2013), but contradictory with the finding of Profilet and Bacon (2013). The beta coefficient for growth of assets and size are significant at 5 percent level of significance. The fitted model is highly significant.

5. Discussion and Conclusion

5.1 Discussion

In this project, dividend yield and dividend payout ratios are considered as proxies of dividend policy, and investigated their effects with the help of control variables on share price volatility through a sample of listed micro finance companies which were publicly traded during the period 2070-2075. Dividend policy intrinsically affected stock price volatility in the United States (Baskin, 1989). A later research by Profilet and Bacon (2013) in the United States also came to the same finding that dividend related negatively to the stock price volatility. However, contradictory studies are also presented in some other countries where evidence of positive, but not significant, relationship between stock price volatility and dividend is found after controlling for earning volatility, payout ratio, debt, firm size and growth in assets (Rashid and Rahman, 2008).From the results presented on this study, the dividend yield, dividend payouts are found to be positively related to share price volatility even after controlling for size, earning volatility, and debt ratio as well as for growth which is consistent with the study of Gautam (2017). The growth of assets is significantly positive with share price volatility relating increase of growth, increase of share price volatility. The relation between size and share price volatility is significant negatively related with share price volatility of micro finance companies in Nepal. Large firms normally have a better access to the capital market to raise funds hence dependency on retained earnings as source of income will reduce. Research by Profilet and Bacon (2013) depicted the finding that firms' size is negatively related to stock price volatility. Debt, on the other hand, showed a significant positive relationship with price volatility, suggesting that the more leveraged a firm is the more volatile the stock price would be (Hussainey et al., 2011).

5.2 Conclusion

The study shows that growth of assets and size (market capitalization) are statistically significant at 5% significance level in the model. The objective of this study is to examine the relationship between dividend policy (dividend yield and dividend payout) and the volatility of stock price. This is done for a period of 5 years (2070 through 2075). It is based on a sample of listed micro finance companies in Nepal. It also examines the relationship between stock price volatility and other variables, such as size, growth, earnings volatility and debt. The overall findings suggest that the higher the payout ratio, the more volatile a stock price will be. This study also suggests that payout ratio and dividend yield is the main determinant of the volatility of stock price. Among the control variables, it is found that growth has the highest correlation with price volatility. The size has significant negative relationship with price volatility, suggesting that larger the firm, less volatile the stock price. On the other hand, the study shows that there is a significant positive relationship between growth and price volatility, indicating that the increasing growth of company leads more volatile the stock price will be.

The findings of this study are highly suggestive to managers to employ dividend policy to influence their stock's risk. Many questions, though, remain unanswered; we need additional tests to distinguish among the various possible theoretical causes of the empirical relationship. One suggestion is to examine the duration effect in its differential sensitivity to variation in interest rates. Another is to explore whether the empirical relationship reported here can be found in data from other countries.

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Energy Situation in Nepal

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Abstract : *The present paper is focused to identify the situation of primary energy supply mix, examine situation of final energy consumption mix, identify Status of Renewable Energy and examine major challenges and problems in energy sector of Nepal. The study reveals that 82% of the population use solid fuels such as coal, dung and wood as cooking energy. In the primary energy supply mix, contribution of biomass is maximum, i.e., 80.6% which also includes forest product. Use of oil products constitute 11.6%, coal is 4.1%, and hydroelectricity is 2.6% whereas contribution of natural gas is zero. Largest sector which uses energy is residential sector, i.e. 83.4%, transport sector, that is, 7.4%, industrial sector that uses 5.8%, commercial and public services uses 1.9% of total energy, agriculture and forestry sector 1.3%. Nepal has 300 days of sunshine annually and uses solar energy equal to 0.10 MW. 95 % of the biomass is predominantly and traditionally used for household's purpose. Major hydro (NEA) which is connected with Grid is 559.50 MW. Total small and isolated hydropower (NEA) is 4.5 MW. Thus total generation of hydroelectricity is 564 MW. IPP passed hydropower is 560MW, thus total installed capacity is 1123.92 MW. Capacity of hydroelectric project under construction is 1017.10 and planned and proposed capacity constitutes 2,920.2 MW, which Nepalese citizens can hope to be available in Nepal very soon in future. Major problems identified are lack of mobilization of credit, limited capacity for power evacuation, damages aquatic life, erratic rainfall: high flood, low discharge of rivers.*

Keywords: *Energy, renewable, fossil, hydropower, coal.*

1. Socioeconomic Development of Nepal

Nepal is a small, landlocked, and developing economy situated between 26º and 30º north latitude, and between 80^0 and 88^0 east longitude. It covers an area of about 147 square kilometers (km^2) and stretches about 145–241 kilometers (km) north to south, and 850 km east to west. The altitude ranges from less than 100 meters above sea level to 8,848 meters at the highest point on earth—Mt. Everest, where the climate varies from subtropical to arctic. The population, 28.5 million in

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2015, grew by an average of 1.2% per year from 2010–2015; about 50% of the total population is in the low-lying Terai region in the south, about 43% in the mid-hill region running east to west in the central part of the country, and the remaining 7% in the high-altitude Himalayan region. Nepal shares borders with the People's Republic of China (PRC) to the north and with India to the south, east, and west. Despite recent conflict and a complex political transition, the country was making reasonably good economic and social progress until the catastrophic earthquake of 7.8 magnitude on 25 April 2015. Annual gross domestic product (GDP) growth averaged over 5.5% from 2010 to 2015. Gross national income per capita tripled from $210 in 1990 to $730 in 2015. Agriculture, the mainstay of the economy, accounts for almost one-third of GDP. Industry is a distant second, at around 15%, followed by services (wholesale and retail trade, and the transport, storage, and communication sectors). Exports—mostly industrial products, garments, and food such as tea and spices—go mainly to Bangladesh, Germany, India, and the United States. Imports consist for the most part of petroleum and industrial products, gold, silver, and food, and are typically sourced from the PRC, India, Indonesia, and the United Arab Emirates. Carbon dioxide (CO_2) emissions per capita have recently increased, largely because of greater use of fossil fuels, particularly in the energy sector.

1.1 Energy Supply and Consumption

Nepal has no known deposits of oil, gas, or coal except for some lignite deposits. Biomass, oil products, coal, hydro, and electricity are its main sources of primary energy. Among these, biomass, in the form of firewood, agricultural waste, and animal dung, has consistently dominated supply because of the lack of other alternative energy sources and the poor state of the economy, particularly in the rural areas. The largest share of energy consumption goes to the residential sector. The share of industry and transport is now small, but these sectors are growing fast. From 1990 to 2014, total final energy consumption rose from 106 kilotons of oil equivalent (ktoe) to 665 ktoe for the industry sector, and from 111 ktoe to 858 ktoe for the transport sector. The country's energy imports—mainly oil products, coal, and electricity—have been growing fast, from 312 ktoe in 1990 (5.4% of the supply of primary energy that year) to 2,069 ktoe in 2014 (17.7%). On the other hand, the increase in the production of indigenous primary energy has been moderate, from 5,501 ktoe in 1990 to 9,740 ktoe in 2014. Nepal's economic and social development is being hampered by its inadequate energy supply. Although its most significant energy resource is water, less than one percent of the potential 83,000 megawatts of hydropower is currently harnessed.

Firewood is the predominant energy carrier, counting for more than 70 percent of consumption. However, its use is inefficient and poses a threat to the country's forests. At the same time, the indoor pollution caused by open hearths in homes presents a hazard to health. Mains electricity is generally only available in urban areas and some 30 percent of the population do not have access to it (CBS 2011).

The hydropower resources must be exploited in an environmentally sound manner. The energy generated should benefit small and micro businesses while improving the standard of living and the health of local people. It should contribute to the protection of forested areas and, by being fed into the national grid, should bring new revenue to the region.

In the last decade dissemination of renewable energy in rural areas has been effectively promoted with assistance of the Development Partners. Decentralized electricity generation and biogas installations thereby improve rural living condition and contribute to a more sustainable use of biomass. Rising energy costs and prevailing energy scarcity increase attention to the efficient use of energy. Reasonable potentials for energy efficiency measures have been identified in industry and households as well as public infrastructure. The energy sector is viewed as Nepal's key sector with regard to future inclusive economic growth and the realisation development goals as formulated in government policy documents. Besides quantitative targets for electricity generation, transmission and distribution the Government reiterates its commitment to sector reforms and the promotion of private sector participation. Further priority is given to extend rural electrification and a commitment towards a more efficient use of energy.

2. Statement of problem

Compared with other countries, Nepal has high energy consumption in relation to its gross domestic product (GDP). It does not yet have a strategy for sustainable, efficient energy use for the electricity sector or its main primary energy source, biomass. The power supply is particularly critical during the dry season, during which it is cut off for several hours a day, which has a negative impact on business and private households, the situation before announcing load-shed free country. Private households, the public sector as well as commerce and industry sector are largely unaware of the economic and ecological advantages of efficient energy use. There are no standards for energy-saving domestic appliances, lighting or products and processes in industrial use. Despite continuous endeavours by the Government and support by the Development Partners the energy supply in Nepal is still insufficient, and a significant obstacle for the social and economic development of the country.

Nepal has been suffering from a serious energy crisis for decades. It has severely affected its economic, social and political developments (Shrestha, 2009). These factors concern delayed and overpriced hydropower projects, outdated and insufficient energy infrastructure, transmission and distribution losses, energy theft, and deficient energy management, lack of energy conservation, and low efficiency of equipment, unsustainable energy pricing strategies and unsatisfying energy market regulations. Other essential factors worsening the energy crisis can be attributed to specific geographical and geopolitical problems, the strong dependence on energy imports, and inadequate exploitation of the vast amounts of renewable energy resources. The recent policies and investment initiatives of the Nepalese government to support green and sustainable energy are discussed (WECS, 2002).

Biomass is by far the most utilized primary energy source and the electrification rate of the population is only about 70%, with approx. 63% in rural areas (CBS2011). Nepal's average annual per capita electricity consumption is about 161 kWh (CBS2013)– one of the lowest consumption in South Asia. Despite its vast hydropower potential, Nepal suffers from a severe and long-lasting electricity supply crisis. The framework conditions and incentives for private investments in power plants are not adequate and a non-cost-covering tariff system discourages efficient electricity use.

Deferred investment in electricity infrastructure has caused scheduled power cuts of up to 16 hours per day during dry season. As this situation is expected to worsen in future, commercial and industrial entities increasingly operate costly diesel generators. The import of petroleum products has exceeded total exports and thereby contributes significantly to Nepal's trade balance deficit.

3. Objectives

Objectives of present research are:

i. To identify situation of primary energy supply mix in Nepal.
ii. To examine situation of Final Energy Consumption mix in Nepal.
iii. To identify Status of Renewable Energy.
iv. To examine major challenges and problems in energy sector of Nepal.

4. Limitations

The present research is based on the exploration of secondary data on energy situation in Nepal. No attempt was made to take primary data to get the views and attitude of public on energy situation in Nepal.

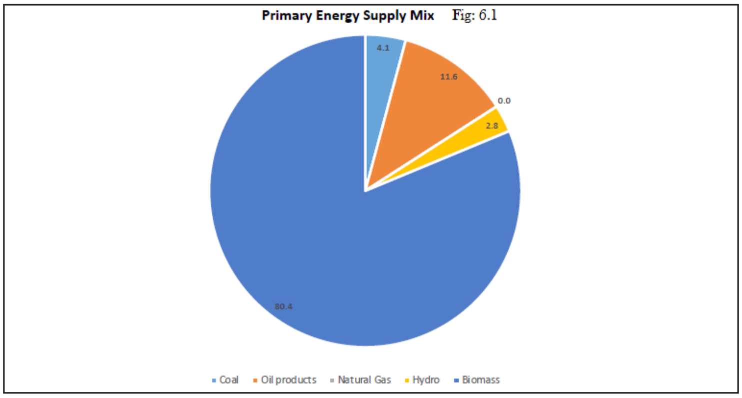
5. Methodology

Owing to the continuously evolving energy situation in Nepal, and the recent progress in renewable energy technologies, this study aims to provide an up to date perspective on the current energy situation in Nepal. In particular, the current energy production and consumption profiles are reviewed, and the main factors contributing to a widening gap between the energy supply and demand are identified (MoF, 2008). To identify the energy situation of Nepal secondary data is utilized. The main secondary sources CBS, Ministry of finance (GoN), economic survey, NEA report, WECS report, articles and research papers of intellectuals and researchers contributed the present research paper. The descriptive and analytical research design is followed to get the result and interpretation.

6. Results and discussion

The major energy resource base in Nepal consists of biomass, hydroelectricity, petroleum products, natural gas, and coal. The country does not have its own reserves of gas or oil. Country has huge potential of hydropower, but less than two percent of the potential 83,000 MW of hydropower is currently harnessed. 42,000MW is feasible with no environmental hazards. First hydropower was built in 1911. Current generation is around 1300 MW. 78% of people have access to grid connected energy. However, 82% of the population use solid fuels such as coal, dung and wood as cooking energy. Peak load is 1,160 MW as on July 2019. Per capita energy consumption

245 kWh and expected to be 1500 kWh in next 5 years. Economic Growth is expected to reach 6.5 per cent in FY 2018/19. In year (2019) Nepal spent almost 20 billion importing electricity from India, on top of the Rs 90 billion in petroleum. Nepal's economic and social development is being hampered by its inadequate energy supply. Nepalese endured a crippling power shortage for a decade (2006-2016). In 2014 winter, Nepalese were enduring 14 hours of power outrage every day. However, NEA has officially announced elimination of Load shedding in Nepal from May,



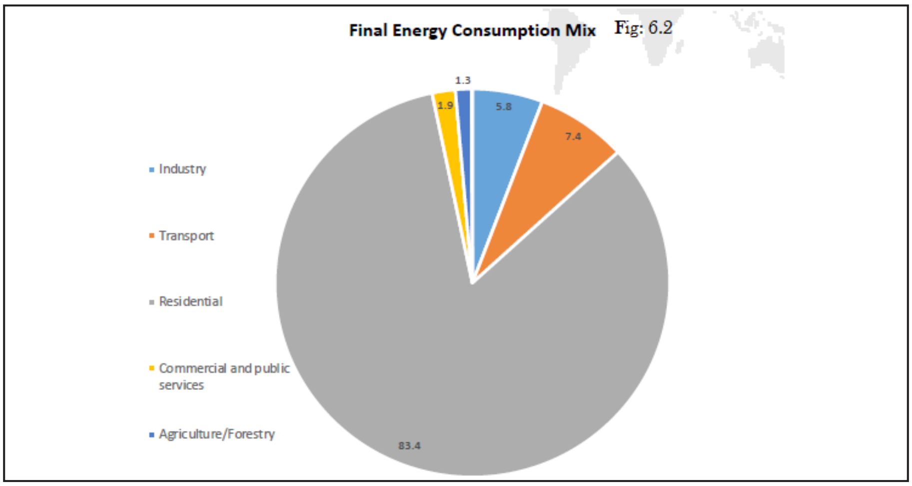
2018.

6.1 Primary Energy Supply

The situation of primary energy supply mix is depicted in the figure-6.1:

Source: Nepal Energy Sector Assessment, Strategy and Road Map, ADB, 2017

According to Nepal Energy Sector Assessment, Strategy and Road Map, ADB, 2017, in the primary energy supply mix, contribution of biomass is maximum, i.e., 80.6% which also includes forest product. Oil products constitute 11.6%, coal is 4.1%, and hydroelectricity is 2.6% whereas



contribution of natural gas is zero.

6.2 Final Energy Consumption Mix

The situation of Final Energy Consumption mix is depicted in the figure-6.2:

Source: Nepal Energy Sector Assessment,Strategy and Road Map, ADB, 2017

Largest sector which uses energy is residential sector, i.e. 83.4%. Second largest user of energy final energy consumption is transport sector, that is, 7.4%. Third largest sector is industrial sector that uses 5.8%. Commercial and public services uses 1.9% of total energy. Lowest user is agriculture and forestry sector, that is, 1.3%.

6.3 Status of Renewable Energy

6.3.1 *Solar*

Nepal has 300 days of sunshine annually. 0.10 MW solar energy is joined in the Main Grid of NEA. Nepal has largest market of solar heaters for house hold consumption. DoED has approved survey licenses for 21 locations with combined capacity of 317.14 MW.

6.3.2 *Biogas*

Biomass comprises wood, agricultural residues and dung. 95 % of the biomass is predominantly and traditionally used for household's purpose. The estimated wood consumption is about 17 million tons per year. 40 % of the firewood comes from the sustainable supply.

6.3.3 *Fossil Fuel*

Petroleum is the second largest energy fuel in Nepal after firewood. It is 8% of primary energy consumption in Nepal. All the fossil fuels are imported from India and no any production in Nepal. Coal stands for 2 % of the total energy consumption. Mainly coal is used by industries for heating & boiling process.

S. No.	Particular	Capacity (MW
1.	Major Hydro(NEA)-Grid Connected	559.50
2.	Total Small Hydro(NEA)-Isolated	4.50
	Total Hydro (NEA) (A)	564.0
3.	Total Hydro(IPP)(B)	560.0
	Total Hydro Installed Capacity (A+B)	1,123.92
4.	Under Construction Hydropower	1,017.10
5.	Planned and Proposed	2,920.20

Note: Except for 92MW Kulekhani Reservoir Project all other are ROR.

6.3.4 *Hydropower*

The situation of hydropower development is depicted in the table 6.1.

Table: 6.1- Hydropower Situation in Nepal

Major hydro (NEA) which is connected with Grid is 559.50 MW. Total small and isolated hydropower (NEA) is 4.5 MW. Thus total generation of hydroelectricity is 564 MW. IPP passed hydropower is 560MW, thus total installed capacity is 1123.92 MW. Capacity of hydroelectric project under construction is 1017.10 and planned and proposed capacity constitutes 2,920.2 MW, which Nepalese citizens can hope to be available in Nepal very soon in future.

6.4 Major challenges and problems

- Lack of mobilization of credit and high dependence on subsidy is hampering the expected promotion of RETs
- Lack of reliable hydrology data
- Verification, monitoring and quality assurance, and testing against standards incur large financial costs and delays that needs to be streamlined
- Limited capacity for power evacuation i.e. substations and transmission lines
- Have not been able to attract much FDIs due to political instability, Country Risk and
- Hedging risk.

6.4.1 *Environmental Challenges*

Big hydropower projects like Kaligandaki (144MW) have severe problems of landslides and sedimentation. Damages aquatic life: impoundment, degradation of the flora and fauna, and water logging change in ecosystem and deforestation.

6.4.2 *Social Challenges*

- High demand from public
- Deed transfer issues
- Rehabilitation: In some hydropower projects, some population has been displaced, so comprehensive resettlement and rehabilitation plans must be developed and implemented in consultation with the people affected.
- Cultural Issues: adjustment issues, coping w

6.4.3 *Climate Change Vulnerability*

- Shifting of seasonal calendar (monsoon)
- Flash flood: Sedimentation problems
- Erratic rainfall: high flood, low discharge
- Snowfed River: Run-off the River Projects
- Glacier Lake Outburst Flood

Fig: 6.3

Bhotekoshi Hydropower Dam on June 2016
Source: Urja News

7. Conclusion

Nepal is blessed with vast natural energy resources however their fruitful utilization for the well being of its growing population is lagging behind due to the economic, geographical and techno political conditions. The potential could not be achieved due to political instability, inability to attract FDIs and delay in project execution over the last decade. However now with political stability (majority government), adequate experience and FDIs , Reservoir projects being developed and cross border transmission line completed (Dhalkebar-Muzzafarpur line) already connected Nepal can utilize its huge potential in hydropower to propel its economic growth towards a Developing Country (from LDCS) and be a regional player in fulfilling the energy demand in South Asia.

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Exposure of English in English classes of Community Schools: A Case of Rupandehi

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Abstract: *The community schools are mostly guided by traditional approaches of teaching and learning in Nepal where there is found less exposure of English language. The investment of community has become almost unfruitful to achieve the target of making the school students more competent in English. They are supposed to have balanced development in all four skills of language by applying modern teaching techniques and aids with more exposure of language. But in practice, it has been of less advantageous. To find out the loopholes in creating better performance of students in English in community schools has not been properly addressed yet in any research work. This research had intended to explore students' perception and practices of English language in community schools of Rupandehi district. Three students from different classes from each ten different community schools of Rupandehi were visited with questionnaires while collecting data physically and in some case virtually. Interpretive as the design to carry out the research was used and constructivism as a theoretical framework was used to analyze the evidences generated from the field. The community schools' teachers were found less motivating, less using the materials to provide enough language exposure and English course was just to pass the exam only. The research findings contribute in the field of pedagogies to provide more exposure of English language to the students in learning process particularly in community schools. Thus, the research findings are helpful to concerned teachers to improve their practices.*

Key words: constructivism, exposure, expectations, instructional, pedagogy

Introduction

The contact that the learner has with the language that they are trying to learn, either generally or with specific language points, referring to contact outside or inside the classroom is language exposure. One of the most important tasks of the English teacher is to give learners enough exposure with the examples of language in different contexts and from different speakers.

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As a competent speaker of the language, the teacher themselves can provide useful examples of language, and can also use natural input from cassettes, television, video, web sites, magazines and books.

Background of the Study

The number of students from poor economic status is found more in community schools. Providing more English language exposure to the students from socio-economically disadvantaged groups with a varied family background is seen inevitable. It increases reducing the risk of dropping out from the schools. This was a narrowly conceived notion of English language exposure in the educational sphere focused on enhancing performance of the students, promoting positive behaviors and developing sense of belongingness of students. However, the concept and practice of English language Exposure in the class has been changing over time. There are several types of student engagement in their classroom learning context such as academic, cognitive, intellectual, institutional, emotional, behavioral, social, and psychological. Thus, more use of English language in the class engages the learners for the overall development: psycho-social, emotional, cognitive and behavioral.

In community schools of Nepal, English language pedagogies have been guided with traditional teacher centered approaches. English has been taught from elementary level to graduate level courses as a foreign language or second language. In private schools, the English has been used as medium of instruction of most of the subjects. Therefore, there is a big craze of parents toward English. English has been taught as a single subject in community schools. Thus, non-engagement of students in meaningful learning activities is one of the major reasons of why there are not better performances in English particularly in community schools.

The better learning environment is very important for meaningful learning. A teacher must be able to recognize how students learn best at the group, pair and individual level catering the needs and demands of every single student. A teacher's ultimate goal is to transmit new information and ideas to students, not just making them memorize facts, but also enabling them to learn to think. These pedagogical approaches of learning English classrooms are being difficult because of the participation of children from multicultural, multilingual and multi-ethnic backgrounds. Students come from different contexts and they have their own world, so same approach does not make justice to them. In other words, there needs to be variety in teaching learning activities to make them understand addressing their individual needs and expectations.

The learners have to invest considerable efforts in to the task of learning. Specially for listening, concentrating, trying to remember, rehearsing mentally, thinking, and practicing. The students need to channel the energy towards learning. A learner is engaged for making effort on learning to make it meaningful for which the teachers have key roles. However, in community school classrooms, efforts on making students busy and engaged from diverse backgrounds are unwelcoming. In this context, no studies have been conducted in regard to exploring the real phenomena of English language exposure in Nepal. Thus, this study attempts to explore English language practices in particular community schools of Rupandehi.

Statement of the Problem

Instructional pedagogies in the schools of Nepal are in the line of traditional forms with less exposure and engagement of students in classroom learning. Since they largely based on rote memorization with the notion of one size fits for all. The language teaching and learning activities are more guided with teacher centered activities. These pedagogical practices are conducted in structured and reutilized classroom context less considering the interest, abilities, needs and expectations of students.

The instructional activities are less culture friendly and contextual. These pedagogical practices are one of the key factors contributing to low quality education particularly in community schools of Nepal. In one hand, the performances of students in English language of private schools are better in comparison to community schools. Most of the teachers are reported to have been trained and participated in different refresher training particularly in community schools of Nepal. But still now teachers are using the traditional method with less or no English language exposure and make the students to inculcate the things that have been shared in the class room.

In particular, majority of teachers in community schools still follow grammar translation method. English language classes, at these school levels, include frequent and considerable use of mother tongue. The students are hardly exposed to English language. Teaching instruction consists of grammatical translation and rote memorization of the text. This gives children no opportunity or encouragement to use the target language. Teachers' pedagogical practices are the key to determine the learning achievement of the students but their skills and knowledge on pedagogies are limited because of which, in current situation, our educational outcomes are unsatisfactory. The students of community schools are observed to have the feeling of English language (English subject) as major difficult subject. Still a big number of students get minimum GPA in BEE and SEE.

In this context, how are the teachers providing English language exposure in community schools? How have the school teachers experienced the teaching learning activities? Why do the learners hesitate in learning activities? What are the contributing factors that the teachers are unable to transmit their training knowledge? These are the key problematic issues which are pertinent to explore through this study.

Research Questions

The questions that stir up out this research are the following:

1. How much have the students of community schools acknowledged English language exposure in the classroom?
2. Is there proper English Environment in English language class?

3. To what extent the strategies of English language exposure are contributing to their meaningful learning?
4. What challenges have the students been facing in receiving more exposure in English language classrooms?

Significance of the Study

Some knew knowledge is generated in terms of English language in community schools of Nepal. This study adds some bricks in the knowledge store of academe of the globe and is helpful to facilitate social transformation. In addition, as the nature of this study, it has enabled to enhance my critical self-awareness in terms of my teaching learning activities.

This study brings the pedagogical issues of community schools of Nepal particularly in the classrooms of English language to develop better strategies to combine pedagogical programs in schools of Nepal. Furthermore, the specific findings of this study are more relevant and appropriate for educational policy makers and planners to develop better strategies of classroom pedagogies. On the major issue of educational development in Nepal, this study opens up the area of comprehensive studies.

Organization of the study

The study is organized to deal with introducing research agenda including background, statement of the problem, research question, objective of study, and significance of the study and the review of related literatures available. Research approach is qualitative and interpretive. It is based on three research questions in which textual data has been analyzed and interpreted. The textual data has been obtained from the field. As the final insight of the research, it includes finding and implication.

Delimitations of the Study

The study has the following limitations:

- It was confined to 10 community schools only, three from the schools of urban areas, three from the semi urban areas and four from the rural area of Rupandehi district.
- The study was limited to three students from each school.
- The research focused only on free teachers' exposure of English language in the class through a test was measured. Respondents' interview was taken to observe multiple realities behind their performance.
- Thus primary data was collected through test item.

Literature Review

The key theme English language exposure (in the language class) associated with the research agenda has been conceptualized. Further, some relevant and latest empirical studies have been reviewed.

Almost all the courses in schools and universities are being taught in English. Crystal (2004) has stated that the adoption of English as the medium of instruction which has been sweeping across the higher education landscape worldwide that needs much exposure to acquire it. The aim of classroom activities is to engage learners to enable them to achieve the expected outcomes of lessons. Parsons and Tylor (2011) categorize and discuss three forms of language exposure with more exposure in learning namely behavioral, emotional, and cognitive categories. According to them, language learning is high, in case of students' participation in academic, social and extracurricular activities. They further note that emotional engagement is considered to exist when students have positive attitudes and reactions towards school, teachers, learning and peers. They indicate that the cognitive engagement is to make students to invest personally into learning in a focused, strategic, and self-regulating way. The ideas of Parsons and Tylor (2011) shed light that the learning concentrates on students' meaningful participation in school activities of learning including in extracurricular activities. The maximization of students' involvement in learning through interaction with teachers' English language exposure and peers promote learning level of the students.

Teachers' more exposure and student's involvement in pedagogical practices is a psychological process in which students need to have "attention, interest, investment, and effort students expend in the work of learning" (Marks, 2000, p. 155). The use of teaching aids with students' active participation concern on their motivational involvement in learning activities. This is used to depict students' willingness to participate in routine school activities such as attending classes, submitting required work, and following teachers' directions in class.

(Harmer, 2008) mentions various activities to develop writing proficiency of learners to respond to a teacher instant writing, to write the effect of music listening to it and to give the description of picture in written form, to develop story in collaborative writing , messaging by writing to each other, to write in different genres etc.

Leki (2012) Points out the importance of product oriented and reader oriented model to reflect learners writing proficiency. Salih(2013) indicates the importance of peer response to target language writing since it provides opportunities to share ideas, provide feedback, negotiate meaning and collaborate to provide the final drafts showing the need of More training on the other aspects of essay writing ((p48) English language proficiency is the learners' command over English language to use it to accomplish purposes of communication.

The studies were based on quantitative approaches which could not focus in subjective world of school stakeholders on ENGLISH LANGUAGE exposure. Further, the studies were not conducted in English language classrooms. In addition, there are no studies conducted on language exposure in community schools of Nepal. In this context, our research focuses on exploring the engaged teaching learning practices and its challenges or problems through qualitative approach.

Theoretical Framework

The constructivism and Vygotsky's learning theory have been used to visualize the English language exposure and students' activities along with motivation in this study.

Constructivism

"Constructivists of different persuasion (hold a) commitment to the idea that the development of understanding requires active engagement on the part of the learner." (Jenkins, 2000, p. 601, as cited in Jones & Brader-Araje, 2002, p.2). One of the common beliefs of constructivism is to develop understanding of students engaging them actively in meaning making of their environment. Further, the learners themselves construct knowledge through meaning making from the learners' experiences (Taber, 2011). Constructivists believe that the learners individually make sense or construct meanings when they learn something from the environment (Taber, 2011).

According to constructivism, the students learn through interaction with the teachers and peers in their own learning context. It assumes that the learning occurs based on prior knowledge and experiences of students (Taber, 2011). The teachers have key roles of constructing desirable learning conditions and create favorable classroom outcomes such as stimulation of student interest (Gredler, 2009). A teacher enhances interest and motivation of students. Interest and motivation result in student engagement. Constructivists say that engagement results in students' employing cognitive processes that help them construct meaning (Gredler, 2009).

Students' engagement in dialogue plays the vital role of acquiring knowledge. Understanding occurs through exchanging ideas "that occur through social interaction, through questioning and explaining, challenging and offering timely support and feedback" (Applefield, Huber &Moallem, 2005, p.8). Students have to participate in the activities and generate their own answers and understanding. The teacher provides learning assistance to the students playing the role of facilitator. Students control their own learning. The process of understanding takes a different route for each student. The student construct the meaning differently. For example, if a group of students is asked individually about the lecture given by a teacher, their understanding may be different. Teachers can assist students in acquiring meaning but there is no guarantee that they acquire the same meaning as teachers.

Constructivism emphasizes on empowering the learners. The role of the teachers is to engage the learners for discovering knowledge. The teachers provide opportunities of reflecting through the real world application of the knowledge (Gredler, 2009). Constructivists believe on the development of problem solving critical thinking and contextualized teaching learning activities. It recognizes the construction of new understanding as a combination of prior learning, new information, and readiness to learn.

Methodology

The interpretive approach of research is used to analyze realities in English language classrooms. In order to do so, I selected ten community schools of Rupandehi districts to explore the classroom realities of English language exposure in the class. Finally, the chapter concentrates on discussing the quality standards to be maintained in this research.

Research Design: Interpretive

The research has been conducted under the philosophical basis of interpretive design. To carry out as per the research design I get in touch with the participants' activities, interacting with, observing and participating to understand the classroom realities from the participants' perspectives in practical pedagogical ways.

Epistemologically, we believe the people are discursive, in that they have the capacity for language and the linguistic formulation of their ideas, and possess sufficient knowledge about discourse in order to articulate their meanings. The participants have ability to tell others what they mean by some behavior, idea or remark and to offer their own explanation of it or motive for it. Thus, the distance with participants and collaborate has been lessened.

Research Methods

I assume that unexpected twists and turns may occur in interpretive research when we deal with participants in their natural setting. Thus this research proposal is imaginative, flexible, and ad hoc. Besides, we propose the following methods or procedures of research.

Research Site

I conducted research in 10 different schools in Rupandehi district.

Data Collection Methods and Tools

I adopted multiple techniques of data collection methods. I conducted informal interviews or conversation to explore the hidden meaning that our participants have constructed in their context. I conducted in-depth interviews through virtual method with the students studying in the selected community schools. Further, I conducted two Focus Group Discussions (FGDs) through Zoom comprising of three students from each secondary school. Knowledge is most often accessed either through informal conversations or more formal interviews, since we acquire knowledge through informal observations, I tried to observe the language classrooms to get insight of engaged learning in community school classroom contexts which became impossible due to effect of COVID-19. The FGD included the open-ended questions of major themes of our research questions.

Data collection Procedure

I was engaged in the field to collect the data through interviews and informal conversations/ interactions maintaining field notes for nearby areas and I used Zoom meetings and interactions in case of the students from farther areas. Moreover, I maintained the digital photos of observations and zoom meetings and interactions.. Moreover, I have analyzed the data simultaneously with data collection.

Step-1 I selected community schools of Rupandehi district (three community schools from urban based, semi-urban based and rural based).

Step-2 Then, I visited of the selected schools, establishing report with the concerned authority.

Step-3 I selected the students (one from class 8, one from class 9 and one from class 10 from each school)

Step-4 I made the purpose clarified and got approval to visit the students.

Step-5 I discussed with students about the English classes and exposure they get there.

Step-6 I administered a questionnaire to collect the real information regarding the English classroom and exposure.

Step-7 In some areas, I connected the selected students in Zoom and Messenger by the help of respective school's teacher

Data Analysis and Interpretation

In data analysis and interpretation, I have adopted a sequential process of description, analysis, and interpretation. First of all I described the things in their contexts and showed different viewpoints. Then for analysis, I included ordering of the data as per patterns and relationships. I adopted a detailed process of coding and categorizing. Finally, I did theoretical interpretation and generalised the findings from theoretical perspectives.

Responses

1- **Students in the community schools from rural areas**

a- Teachers focus only on grammars.

b- Teachers are irregular.

c- Grammar translation method (maximum use of Nepali in English period).

d- No library system.

2- **Students in the community schools from semi-urban areas**

a- Focus on writing activity only.

b- Teachers are regular.

c- Teachers give focus on course completion only.

d- Very few readable English books in school.

3- **Students in the community schools from city areas**
a- More exposure ie. use of audio visual methods by the teachers.
b- Teachers are regular.
c- Teachers give focus on reading and writing in balanced way.
d- More books in library.

Students' Competency Level

1- **Students competence level in the community schools from rural areas**
a- Writing skill is average.
b- Reading and listening skill is poor.

2- **Students in the community schools from semi-urban areas**
a- Writing skill is good.
b- Reading and listening skill is average.

3- **Students in the community schools from city areas**
a. Writing skill is average.
b. Reading and listening skill is average.

Findings and Implications

Findings

Students are found unable to convey in English though they have been getting the English course since their beginning years. Not only of the rural even the students from the community schools from urban areas seem to have little knowledge and practice of English. They are found poor in grammar and spellings. They could not understand complex sentences and are found very narrow range of vocabulary and grammar. No students have ideas of idioms and phrasal verbs, proverbs and slangs.

Students pointed out problems regarding English language teachers teaching methods techniques and approaches including encouragement and motivation them. Students indicated that modern approach and pedagogy to teaching writing in English as Foreign language situations is not being followed in the environment on the study. Likewise, on being questioned about motivation level, reported negative perception. They complained regarding English language exposure practicing of English and self confidence & motivation for learners was not found remarkable. This problem is seen everywhere but comparatively more in the community schools of rural than in the semi urban and urban areas.

Pedagogical Implementation

It is expected to be functional for the people involved in English language teachers, curriculum designers, policy makers and students. It has the following implications of the study.

- The students most get more exposure in English so that it will enrich vocabulary and develop comprehensive knowledge.
- Students' English background should be strengthening from elementary level.
- Students lack self confidence in English so that English language teachers should apply measures of encouraging them to enhance writing proficiency.
- Students need more writing exposure.
- Teachers should replace traditional approaches with inductive approach.
- Students should be motivated with audio video materials in the English language class.
- Grammar should be taught associating with the text.
- Students should have choices of loss of learning materials like textbooks, reference books, videos, audios, journals, e library, magazines and additional books in the schools.
- Teacher's intention should be making students capable not only finishing teaching course.
- Teachers and students should use less Nepali and more English language in English class.

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Globalization, Citizenship and Subjectivity in my Family: An Analysis of the Changes in the Last Five Generations

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Abstract: *Globalization, citizenship and subjectivity are interlinking subjects which are more important in contemporary time. The concept of globalization and citizenship are generally affected by the subjectivity of a person. Globalization could be an around the globe handle which implies creating interconnectedness of the people and different pieces of the world, a plan which provides for complex states of the collaboration, interrelationship and interdependency. The idea that citizenship exists in uneasy relationship with globalization is intuitively plausible. Citizenship derives from the presence of a network of individuals and a country, installed in a geologically limited country state perceived by different countries and with limits and laws. Globalization, then again, is a marvel. It has political, financial, socio-cultural, and innovative measurements, and alludes to coordination and between connectedness across public limits along these measurements. Different written works state that globalization and citizenship have straightforwardly influenced the subjectivity of a person about patriotism. This paper focuses on globalization, citizenship and subjectivity in my family. The present work is an analysis of continuity and changes in the last five generations. The study has been done by reflecting on self and oral history. This study deals with the various differences within my five generations. Citizenship was not major thing for first and even second generation but after third generation it has been a more powerful thing for being a member of state. There has been a huge distinction among having and not having citizenship in my age. Our nation gives endowments, guarantees, rights and serves to justice to its residents so individuals can't envision living without country and state.*

Keywords : Globalization, Citizenship, Subjectivity, Field, Habitus, Capital

1. Introduction

Today globalization is used by everyone smoothly. It is difficult to get a paper or tune in a radio or TV report these days without experiencing the term globalization (Ghimire, 2018). The idea that citizenship exists in uneasy relationship with globalization is instinctively reasonable. Citizenship derives from the presence of a network of individuals, a country, installed in a

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topographically limited country state perceived by different countries and with limits and laws. Globalization, then again, is a marvel. It has political, financial, socio-cultural, and innovative measurements, and alludes to incorporation and between connectedness across public limits along these measurements. Globalization is a marvel of expanded progressions of products, administrations, individuals, and thoughts through customary just as new channels. This expansion has made the relationship of resident and the country state more intricate.

Globalization and citizenship are significant subjects in the contemporary time. These two thoughts have generally affected the subjectivity of an individual. It is said that 100 years prior the way one idea, the way one did anything and what the person in question did isn't equivalent to it is today. Because of globalization, the perspective of an individual has changed; the idea of who I am and what I am have additionally been changed (Ghimire, 2018).

2. Research question :

The aim of this study is to explore the relationship between global process and family, citizenship in family and how people perceive, evaluate and appreciate the changes. More specifically, the following are the questions to be analyzed in this study:

2.1 How globalization has affected my family and their field?

2.2 How globalization is changing the issues of citizenship and subjectivity in my family?

3. Methodology :

To find out the answers of these research questions, I use both primary and secondary data. For primary data, I use interview tool as data source to study and oral history, literatures are for purpose of secondary data, which may cover how globalization changes in fields, habitus and capital, specially related to citizenship in my five generations.

4. Literature review

Globalization:

The term globalization is a progressing cycle that includes interconnected changes in the financial, social, cultural and political circles of society. As a cycle, it includes the consistently expanding combination of these perspectives between countries, areas, networks, and even apparently segregated spots. Regarding the economy, globalization alludes to the development of free enterprises to remembering all spots far and wide as one universally incorporated financial framework. Socially, it alludes to the worldwide spread and mix of thoughts, values, standards, practices, and lifestyles. Strategically, it alludes to the advancement of types of administration that work at the worldwide scale, whose approaches and rules helpful countries are required to stand. These three center- part of globalization are powered by innovative turn of events, the worldwide incorporation of correspondence, advancements, and the worldwide circulation of media (Cole, 2019).

In sociological terms, globalization can be further described as "the greater inter-connectedness among the world's people", comprising an accelerating and uneven process "whereby goods, information, people, money, communication," and cultural forms "move across national boundaries" (Eitzen & Zinn, 2009). Similarly, globalization is best thought of as a multidimensional set of objective and subjective processes (Steger, 2013). Kellner (2002) argues that the globalization is free flow of capital goods and services, cultural and technological transformations and boundlessness. He says that these are both extremists and we should be out of it. Kellner (2002) develops a new form of techno-capitalism marked by a synthesis of capital and technology. For Gellner (1983), due to technological and economic globalization, the world has been transformed in to a global village.

Globalization is a worldwide process which refers to the growing interconnectedness of the people and different parts of the world, a process which gives complex forms of the interaction, interrelationship and interdependency. It is a multidimensional process in which social life within and without the societies is increasingly affected by the international influences based on everything from political, religious, geographical, psychological and trade ties to shared music, mass media, food, clothing style etc. Globalization describes an ongoing process by which regional economics, societies and cultures have become integrated through a global network of communication and execution. The term is sometimes used to refer specially to economic globalization. National economy is integrated into the international economy through technological, socio-cultural, political, capital flow, migration and biological factors. Modern world system is not composed through only economies; it is the product of political, cultural, technological and psychological components. Anthony Giddens, a leading British sociologist and social theorist, writes from a broadly liberal perspective and defines globalization as follows:

'The world has become in important respects a single social system as a result of growing ties of interdependence which now affects virtually everyone. The social, political and economic connections which cross-cut boarders between countries decisively condition the fate of those living within each of them. The general terms for the increasing interdependence of the world is globalization' (Giddens, 1987).

The quantitative and qualitative effects of this process are seen in many aspects of human life. Within these perspectives, globalization becomes a process of reshaping human life through globalizing certain values which include economic patterns related to free trade, production, consumption and distribution; cultural patterns related to entity, language, and lifestyle; and political patterns related to democratic process and human rights.

The core of globalization, theoretically conceived, comprises two interwoven processes: (i) the near culmination of a centuries-long process of the spread of capitalist production around the world and its displacement of all pre-capitalist relations; and (ii) the transition in recent decades from the linkage of nations via commodity exchange and capital flows in an integrated international market, in which different modes of production were "articulated" within broader social formations, to the globalization of the process of production itself. Globalization denotes a transition from the linkage of national societies predicated on a world economy to an emergent transnational or global society predicated on a global economy. The essence of globalization is global capitalism, which has superseded the nation-state stage of capitalism; the term "globalization" in a more recent study, the nation-state fetishism persists: globalization is the "universalization of the nation-state" through a deepening of the modernization process.

Theoretically, globalization is the developed version of world system theory which was propounded by I. Wallenstein in the period of 1970s. Political analyst T. Friedman defines globalization in terms of paradigm shift. He compares the contemporary world to the world of the cold war prior to the fall of communism (1989). Baofu (2002), defines globalization in every complex form on the basis of cultural, institutional, organizational, structural, systematic, cosmological and bio-psychological levels. According to him, new economic process, mostly at the institutional and organizational level; new technologies and other sociological forces mostly at the systematic and institutional level and new players mostly at the structural levels are the driving engines of globalization.

Citizenship :

Citizenship is a status bestowed on those who are full members of a community. All who possess the status are equal with respect to the rights and duties with which the status is endowed (Marshall, 1983). Citizenship is a political concept and it is also called multidimensional concept that means membership in a specific nation-state and the formal rights and obligations that this membership entails. Citizenship can also be understood as a status and an identity. Civil citizenship came first and consolidated the rule of law and equality before the law. Its rights are those "necessary to individual freedom, liberty of the person, freedom of thought, speech and faith, the right to own property and to conclude valid contracts and the right to justice." Individual civil rights also undid statutes and customs that constricted the "right to work"; working people could now, in principle, move about legally in pursuit of employment.

Aristotle asserts that a citizen is anyone who can take part in the governmental process. He finds that most people in the polis are capable of being citizens. According to Aristotle, the end goal of human life is happiness, which is found in the application of reason. This life of good quality is not possible except within the confines of a city. Man needs the leisure and the social interaction that citizens in a polis enjoy in order to enjoy this happiness. As a result, non-citizens are unable to attain true happiness or rationality and are thus less complete, less human than citizens. Now, everyone born in this world is supposed to be a formal citizen of some state, compulsorily. Citizenship rights expanded in Britain between 18th century to 20th century. According to Marshall (1950), citizenship expanded in the 18th century as the civil rights which includes individual freedom, liberty of person, freedom of speech, right to own property and right to justice. Similarly, citizenship was linked with the political rights in the 19th century which included the rights to participate in the exercise of political power, right to vote, the corresponding institutions and parliament. Similarly, it was connected to social rights (e.g. economic welfare, free education, health) in the 20^{th} century.

The concept of citizenship dates back to the Roman Republic. Then, as a result of the emergence of the modern state during the Renaissance, citizenship grew from a local into a statewide institution. In the 20^{th} century, the expansion of citizenship occurred through the elaboration of rights accorded to citizens, including not only political rights, but civil and social rights. The expansion of social rights has been associated with the growth of the welfare state and was the basis for incorporating new groups into the state. Citizenship is a political concept. It defines the political relationships between the nation and the people. Held (1993) mentions that “equality among citizens, liberty, respect for the rule of law and justice” as the main ideals of ancient Greek democracies that inspired the modern political thinking in the west. Aristotle (1941) states in his book entitled *Politics* that an ideal citizens in a democracy “should know how to govern life of a freeman and how to obey like a freeman”, and that “he is a citizen in the highest sense who shares in the honors of the state”. The emergence of modern nationalism and territorial nation-states in Europe since the French Revolution in 1789, more and more people residing within the territories of nation-states were to be included in the formal citizenship regime in the western countries through internal struggles, revolutions or negotiations (Marshall 1950, Tilly 1998).

According to Turner (2002), globalization has extensively affected the concept of citizenship. They criticize the concept of Marshall (1950). They argue that the concept of Marshall (1950) has become outdated and some concepts are to be added to the study of citizenship. First, they ask for social citizenship rights as human rights. Citizenship rights should be protected globally. Second, the notion of citizenship obligation is associated with the idea of virtue. There should be some change in the virtue of citizenship in which it should not be limited to the single culture but it should go in a multicultural way. Third, notion of citizenship should not be limited inside a nation-state but should be studied in a globalized manner.

For Aihwa (1999), flexible citizenship is arguably based on that globalization has made economic concerns the major contributing factor in people in ‘choosing’ their citizenship as opposed to citizenship based on an allegiance to country’s government. Therefore, people arguably will choose their citizenship based on economic reasons rather than political rights or participation within what nation state they reside. Aihwa coins the term “flexible citizenship” to refer to the cultural logics of capitalist accumulation, travel, and displacements that induce subjects to respond fluidly and opportunistically to changing political-economic conditions worldwide. Now-a-days, subjects of multiple citizenship, dual citizenship, multiple nationality or dual nationality, are a person›s citizenship status which has become a famous dialogue in every communities. So, my fifth generation belong to this type of citizenship.

5. **Subjectivity :**

Subjectivity refers to how someone's judgment is formed by personal opinions and feelings rather than outside influences. Subjectivity is partially responsible for why one is interested in some kind of understanding and some are not. According to Foucault (1982), from 16th century, state has been shaping the subjectivity of individual people through power. It has been increasing the notion of citizenship in people by showing the greed of rights. More importantly, while government started insuring rights and responsibilities to only its citizens then people were obliged also to simply accept the obligations and responsibilities set by the state. Now citizenship has become membership of a supra-national state and it has become citizenship global issue (Turner 2002). The thought, perception, desire and behavior of individual are completely socially constructed. Foucault (1982) says that power constructs the selfhood while Mead (1934) says that the self is first and foremost a reflexive process of social interaction. The significance of power in shaping the self is central with Foucault (1982). For Foucault, the self is that the direct consequence of power and may only be apprehended in terms of historically specific systems of discourse. So-called regimes of power don't simply control a bounded, rational subject, but rather they carry the self into existence by imposing disciplinary practices on the body (Foucault 1982). From Foucault perspective, the self is coerced into existence, to not become an agent but as a mechanism of control where system of discourse works from the within by creating a self-regulating subject. Various intellectuals have stated selfhood as a socially constructed issue. The principle of social construction is common to both new and traditional sociological approaches to the self and guides most up-to-date empirical analyses. The social resources are employed within the construction process, and therefore the importance of non-human objects in self-construction is growing (Callero,2003). According to Bourdieu and Wacquant (1992) the habitus is the product of the socio-cultural, economic field. The field is historically constituted. For Bourdieu, fields denote arenas of production, circulation, and appropriation and exchange of products, services, knowledge, or status, and therefore the competitive positions hold by actors in their struggle to accumulate, exchange, and monopolize different sorts of power resources (capitals). For Bourdieu, a field is a setting in which agents and their social positions are located. The position of every particular agent within the field may be a results of interaction between the precise rules of the sector, agent's habitus and agent's capital (social, economic and cultural). Fields interact with one another, and are hierarchical; most are subordinate to the larger field of power and sophistication relations. The habitus, being the merchandise of the incorporation of objective necessity, necessarily becomes virtue, produces strategies which are objectively adjusted to the target situation. When habitus "encounters a social world of which it's the merchandise, it's sort of a 'fish in water', it doesn't feel the load of the water, takes the world about itself for granted" (Bourdieu and Wacquant 1992, Prasain 2010). According to Gellner (1983), this extraordinary transition has holistically transformed society's basic social relations to its overall political structure and supported the goodness of industrialization. Like most modernist scholars, Gellner pays specific attention to humans who go after knowledge; and, as knowledge peaks, he believes that it'll be standardized as "high culture" and persistently becomes the most essential requirement of industrialism. Groups entering "advanced modern" countries could assimilate, accept minority status while trying to limit minority disabilities, or emphasize its ethnicity in ways not previously seen in such nations. Traditional interethnic relations were then aided by a segmented division of labor in order that the "stranger" has a longtime function that enhances instead of competes. According to Hobsbawm (1990), state formation after WWII had little self determination of the prior conflict but rather "reflected three forces: decolonization, revolution, and … the intervention of outside powers." *In The Subject and Power*, Michel Foucault (1982) summarizes his perception on the human subject and manner during which it's determined by the facility structure. Foucault rejects the humanist notion of a free and rational subject for a view of it's as determined by a system of power relations. As the base of Foucault's view, power is not yielded through oppression but rather through the manufacturing of "individuals". Foucault notes the double meaning of "subject" both a self-aware topic of something and something which is controlled,subject. Benedict Anderson in *Imagined community* has discussed the cultural roots of nationalism. He notes that spread of nationalism grew with print capitalism, the combination of capitalism and technology. The spread came with the business; more so with cheap, mass production of vernacular literature and newspapers.

6. Interlink between globalization, citizenship and subjectivity

As a result, this process has brought profound impacts on the varied aspects of human life in many societies, particularly of these involved. Not only it changes many sorts of lifestyles, but also involves the bridging of temporal, spatial, and cultural distances in new ways, which these processes tend to be driven by the revolutions in transport technologies, communications, the internationalization of capital notions of the planet system, and post industrialism. In spite of these changes related to globalization, an outsized number of peoples and students don't trust this process. Some, who could also be described as conservatives, are skeptical about the role of globalization in human life, and consider it as a phenomenon which can bring destructive effects on all citizenry. Radicalists, on the opposite hand, argue that the method isn't without great benefits to all or any peoples; its effects may reach all spots of the world. Still others view this process as the other historical human experience which can have its positive and negative effects (Yaapar,2001). Regardless of these stands, it's wrong to look at the method from an economic perspective only because it's increasingly involving political, cultural and technological fields and is remarkably being reinforced by the large development of communications and knowledge technologies. The importance of those developments doesn't only dwell in the rapid communications or flow of data among peoples, but also in its role in changing the character of the lives of all social classes, ‘the rich and therefore the poor.’ Therefore, its importance manifests within the incontrovertible fact that its effects aren’t limited to the ‘macro’ social systems like economic or financial systems, but exceed that to affect other social sub-systems like family structures and individual private patterns (Giddens 2000).

Globalization is a meta-field in every subject. This affects directly in the subjectivity of an individual. The influence of technological apparatuses can be seen in the establishment of “media communities” that add a new dimension to the physical and symbolic environment of our everyday life (Altheide 2000). The process of globalization is a highly contested topic within sociology and there are important debates about its origin, scale, and trajectory (Cuillen, 2001 cited by Callero, 2003). The effects of globalization on the self are seen primarily through the disruption, elaboration, and colonization of local cultures.

7. Analysis of the Changes in the last Fifth Generation

In this study, family history and reflexivity have been employed. I have talked to my grandfather and he is the source of information about my great-grandfather. I did not talk about the thing which I remember as a young. Here, my focus is to analyze the impact of globalization on this generation of family and how the issues of citizenship, right and subjectivity are changed over time. While conducting interview with my parents, I found there are vast differences between these five generations. For example, fundamental right in constitution, child right, food, clothing, education, culture, and modern technology use etc are very changed over the time, not by individual themselves, but by change in the world system even more clearly by the growth of modernization and globalization. We talk about jungle age but we don’t go back, we talk about the moon we try to go there, why? Interesting, but we humans are changing because of the world factors affecting us and the world is inside our room, so we call the world global village.

Traditionally, in Nepal, the basic unit of society was not individual but the joint family. Nepalese society has undergone and continues to undergo great changes in every walk of life. By enacting a number of laws, an attempt is made to change social, working and living conditions of people. The impact of globalization on my family can be viewed in two different ways. Some argue that in the era of economic restructuring, the institution of family is emerging as a much stronger institution than ever before; others argue that family is becoming progressively weak due to globalization and individualism is growing up.

When there was Rana regime, the right of people was very few. More clearly, people had not any right to do anything as told by my grandfather. Moreover my grandfather said:

There was no any identity or citizenship provision, people just live in the society for a long time, they were called citizen but actually the citizens were never addressed as people, people were called ‘Raitee’ by the ruler (interview, 05/10/2020).

He told again;

At that time, the Rana family held absolute control of the government in Nepal. After the end of the Rana oligarchy in 2007 BS first free elections were held in 2015 BS and a new constitution was introduced. In 2017 BS all political parties were banned and the democratic constitution was suspended. In 2019 BS, a new constitution was drafted which set up a partyless Panchayati government and partyless council known as the Rashtriya Panchayat with the king as the autocratic executive head of the elite government. The multiparty democracy of 2047 BS provided an opportunity for articulating the pains of historical injustice and long-standing legitimate grievances of indigenous peoples, women, Madhesis, Dalits and other marginalized communities in Nepal. Promulgation of new constitution of Nepal in 2047 BS states equality to all citizens of Nepal. Nepal was declared as a multi-ethnic, multi-cultural and multi-lingual, democratic, independent, indivisible sovereign state. In comparison to the constitution of Panchayat era, the constitution of 2047 BS looked more progressive.

Politically, there is a big change among this generation, my great-grandfather and my grand father faced the Rana regime but my father did not. My father observed many changes after 2007B.S, and I am also little knower about Bahudal system (2046 B.S) and political change in the name of ‘People’s War’ after 2052 B.S. However, my son as a young boy has to face many challenges and can observe, and can take more benefits in the days to come after another political change.

If I compare my father’s time and my great grandfather’s time, here I can see drastic changes. My father’s subjectivity and grandfather and great grandfather’s subjectivity were different. There I can analyze this time has huge encouragement of globalization. Technology, business, and education migration, increasing mobility of younger generation in search of new employment and educational opportunities allegedly weakened the family relations. The family bonding and ties started loosening due to physical distance as it rendered impracticable for members of family to come together as often as earlier. Television and children’s books often portray grandparents as aged, fussy, domesticated, and sedentary, probably with infirmities, although this is beginning to change. There are courses for grandparents, including components on sharing feelings and ideas with peers, listening to the views of younger people, learning about lifespan development, improving family communication skills, and focusing self-evaluation.

This affected the earlier idealized notion of ‘family’ as the caring and nurturing unit for children, the sick and elderly. Another striking impact is a gradual change in my family structure from joint family to nuclear family pattern. The small or nuclear families almost all have replaced the joint family. One can hardly find any joint family.

My mother was married when she was 7 and my father was 18 years old. During her childhood days, boys got informal education from pathshala or gurukul system but there was no permission for girls to receive education. At that time, I learned some words like Ka, Kha from my brother and husband. He usually read religious books such as Ved, Chandi etc, at home but we were not allowed to listen to all that. The literate people could not be easily found but some priests could read Sanskrit. At that time, parents did not know exactly how old their child was, many women died at a young age. (Interview date 5/10/2020)

The traditional authority structure, i.e., head of the family, i.e., the father started losing his authority to the bread winner of the family. Even within family one can witness the changing marital roles and distributions of power. Total subordination of women to men and strict disciplinarian role of father towards children are also changing. Younger generation, particularly those with higher education and jobs, no longer believe in total surrender of their individual interests to family interest. The individualism is increasing even within the family structure.

The pattern of change that took place in my family during that period is also worth observing. Neither children nor parents are interested in having traditional breakfast items. Most of the children are interested in having junk foods like pizzas, burgers, chips, wafers and snacks. At one point of time, eating outside was considered as a taboo which now became a regular practice. Having dinner while watching Television; chatting on Facebook and Viber has become a very common practice for later generation. Earlier we used to sit around and had a talk with every members of family. Hence, family relation is undergoing dramatic change in my family due to globalization and its subjectivity.

The increasing costs of education, health services and new job opportunities opened up for the women outside the house once again brought the role of family into question. I am third child of my parents. I got opportunity of higher education in one of the popular universities of the world although I studied in rural school during my school. The ever increasing higher education and job opportunities opened up because globalization has largely influenced my family. Going to Japan, China, America and Australia either for higher studies or for employment is becoming normal for today's youth. It is also not uncommon for a boy or a girl who go abroad to marry a foreigner and settle down there.

I have free choice for the education, marriage, child and profession. But the fact is I'm the citizen of third world country. My priority is always making myself ready to fit in global market in the first world country. I want to get identity of my grandparents and my choices are different. They didn't have any boundaries and competition but I see myself I have freedom with limitations and competitions. Single living, single parents and living together without any formal marriage are also found in the society. By the time parents reach their homes, children are either fast asleep or already leave for their schools. Behavioral problems are cropping-up among the children due to lack of interaction and proper guidance by parents. But this was not the issue during my grandparent's time.

8. **Conclusion :**

Globalization is showing the traits of a complete social fact which needs to be comprehended wholly, i.e. from outside as an object, but an object with subjective perception like conscious or unconscious, as humans would experience the fact as being native. The growing use of the word 'globalization' as a 'reification of concepts phenomenon' works to prevent observers from asking relevant questions instead of helping them to understand social reality. Older generations were limited within their territory and agriculture was the only way to survive. But the new generations have reached far, they enjoy the world as a village. The citizenship has become important aspect to live. Furthermore, the coming generation is going towards cosmopolitan or the dual citizenship. This has been shaping the subjectivity in a different way, and social field is creating the habitus which is shaped by the structure.

As seen throughout this analysis, today, later generations are more globalized than the previous generations, and their subjectivity is changing day by day with the expansion of globalization. Citizenship and its priority is seen, today world has become more materialist and individualistic. In other words, nomadic life of old has got the advanced form, that time, life was moving for settlement in the jungles and villages. Today life is moving towards different countries. The notion of subjectivity has changed drastically. The notion, idea, feelings, desires of the present generation compared to the past generation has changed dramatically. The subjectivity of the grandfather has also been changed. The impact of globalization can be seen more among the young generation. The notion of state and nationality is meaning only for older generation and the young generation doesn't have any interest on this subject. They are only concerned in the future which is not possible without the development of the country. Societal relationship, bonding, attachments are weakening, thus resulting in the triumph of globalization**.**

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Menstrual Problem among Female Students in SNPRC

Dharma Panthi *

Abstract : *Background: Menstruation is a normal physiological process occurring every month throughout the reproductive age of the females. However, significant variation in menstrual pattern is observed among adolescents and Youth. The objective of this study was to determine menstrual pattern among adolescent and Youth girls Students of SNP Ramapur campus in Sainamaona-6 Rupandehi.*

Methods: A cross sectional study was conducted to estimate the prevalence of menstrual problems among SNP Ramapur Campus students in the age group of 19-24 years. 200 adolescent and youth girls of randomly selected SNP Ramapur Campus In Sainamaina -6 in Rupandehi were studied by a pretested semi structured questionnaire.

Results: Mean age of menarche is 12.93 Out of 200 students 150(75%) have normal menstrual cycles.12.5% have scanty menstruation, 17.5% have menorrhagia. Majority of girls (85%) has one or other menstrual problems. 25% of girls suffer from dysmenorrhea. Among 200 participants 37.5% reported that menstrual problems affects their daily life activities. 15% could not attend the class and 5% attend the class without taking medication but not participating in any outdoor activities.

Conclusions: Menstrual problems are present in majority of girls in the study group which has some effect on the academic performance and other extracurricular activities in SNP Ramapur Campus.

Keywords: *Adolescent girls, menstrual disorders, Dysmenorrhoea, Premenstrual symptoms*

INTRODUCTION

Adolescence is a transitional period from childhood to adulthood characterized by rapid physical, mental, and sexual development. Menstruation is a natural phenomenon which is an important indicator of women's health, reflecting their endocrine function. However data on experiences of menstruation and it's impact on health status, quality of life, and social integration among women in developing countries is scanty. Dysmenorrhoea, for example is a common

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problem, yet it remain poorly understood and is not taken into consideration when assessing adolescent and Youth health problems. Dysmenorrhoea is defined as difficult menstrual flow or painful menstruation. About 85%of young girls complain of this. This is one of the leading cause of loss campus days. Premenstrual syndrome is characterized by mood changes, anxiety and somatic symptoms like backache, breast tenderness. They appear about one week before the onset of menstrual periods and disappear after the appearance of menstrual periods.These symptoms are reported to be most common reasons for adolescents and youth visiting a gynaecologist. Epidemiological surveys estimated that almost 80% women of reproductive age experience some symptoms attributed to menstruation. High prevalence of Dysmenorrhoea among adolescents and youth (85%) especially in the first years of their reproductive life influences their daily activities and can lead to high rates of Campus absenteeism and is thus a major health problem. Moreover a high prevalence of irregularity of periods if undetected early can lead to polycystic ovarian diseases which are one of the causes of sterility in later life. Attitudes to menstruation are also poorly understood. Girls frequently report anxiety, fear, anger, confusion, shame, disgust, even depression during their first menstrual experiences. In addition perpetuation of cultural menstrual taboos, messages, such as menstruation as a shameful and dirty situation or as something intimidating, may have direct or indirect negative inferences on the beliefs of girls at menarche and therefore on their future menstrual experiences.

OBJECTIVES

To study the prevalence of menstrual problems among adolescent and youth girls students in SNP Ramapur campus.

METHODS

A campus based cross sectional study to assess the prevalence of menstrual problems. Study population is all level of SNP Ramapur Campus girls students of randomly selected. Study period is from 10thNovember 2020 to 20th December 2020. A total of 200 students were studied by a pretested semi structured questionnaire. Those who were willing to take part in the study were included. Prior consent is obtained from the campus authorities and students participating in the study. Confidentiality of the participants were ensured. SPSS version 16 was used for data analysis. Quantitative variables were expressed in frequency and percentages.

RESULTS

A total of 200 girls were analyzed. The girls involved in the study were aged between 10-15. Mean age at menarche is 12.93 Among the 200 students, 36% attained menarche at the age of 13 years and 25% at the age of 14 years. Out of the 200 students, 165 have normal menstrual cycles (82.5%), 17.5% have menorrhagia.

Majority of girls (70%) has one or other menstrual problems. Dysmenorrhoa is the most prevalent symptom. 33% of girls suffer from dysmenorrhoea. Among the 200 participants

31.6% reported that menstrual problems affects their daily life activities. 14.7% used to miss the class during menstrual periods. 12.8% attend the class without taking medications but not participating in any outdoor activities. The study also showed that there is no association between age of menarche and menstrual irregularities. Out of the 200 students, 125(62.5%) have normal menstrual cycles.

Majority (70%) have normal period of duration of menstruation, 12.5% have scanty menorrhoea, 17.5% have menorrhagia as in Table 3.Table 4 shows that majority of girls (85%) has one or other menstrual problems. dysmenorrhoea is the most prevalent symptom. 25% of girls suffer from dysmenorrhoea.Among the 200 participants 37.5% reported that menstrual problems affects their daily life activities. 15% couldn't attend the class and 5% attend the class without taking medications but not participating in any outdoor activities.

Hence there is no association between age at menarche and menstrual regularity.

Table 1: Distribution according to age of menarche.

Age	Frequency	Percentage
10	8	4
11	15	7.5
12	40	20
13	72	36
14	50	25
15	15	7.5
Total	200	100

Table 2: Interval between consecutive menstrual cycles.

Interval (Days)	Frequency	Percentage
< 21	25	12.5
21-40	170	85
>40	5	2.5
Total	200	100

Table 3: Distribution of students according to duration of menstruation.

Duration of menstruation (days)	frequency	Percentage
<3	25	12.5
3-7	140	70
>7	35	17.5
Total	200	100

Table 4: Problems during menstruation as reported by students.

Problems	frequency	Percentage
Nill	30	15
Dysmenorrhoea	50	25
Breast tenderness, swelling of feet	20	10
Pre-menstrual symptoms	25	12.5
Head ache/ joint pain or constipation	35	17.5
Weakness/ breathlessness/ giddiness	40	20
Total	200	100

Table 5: Distribution of abnormal vaginal discharge among girls.

Type of discharge	Frequency	Percentage (%)
No discharge	170	85
Foul smelling discharge	12	6
Yellowish discharge	4	2
Greenish discharge	2	1
Frothy discharge	2	1
Blood stained discharge	10	5
Total	200	100

Table 6: Interference with daily activity during menstrual periods.

Interference with daily activities	Frequency	Percentage (%)
No interference	125	62.5
In bed all day	15	7.5
Unable to attend class	30	15
Attend class after taking medications but doesn't participate in other outdoor activities	20	10
Attend class without taking medications but doesn't participate in other outdoor activities	10	5
Total	200	100

Table 7: Association between age at menarche and menstrual regularity.

Age	Menstrual regularity		Total
	Regular	Irregular	
<12	10	13	23
≥12	92	85	177
Total	102	98	200

DISCUSSION

This study covered a group of 200 girls students of SNP campus Sainamaina-6 Rupandehi. Regarding the age of menarche mean age of menarche is 12.93 this is comparable with studies conducted by Vivek et al in Sangly district of Maharashtra among college going students where mean age of menarche is 13.73.5 A study conducted by Singh in Lucknow slum area found that mean age of menarche is 13.3 (±1.2).6 Another study conducted in urban area of Mumbai by Joshi. B. N et al found that mean age of menarche is 10.8.7 It is known that the onset of menarche has some difference in rural and urban area because of life style changes. Another study conducted by Nair et al in Corporation area of Thiruvananthapuram reported 21.1% of menstrual disorders.Another study conducted by Balasubrahmanian et al among poor unmarried girls in rural Tamil Nadu reported that 84% of girls have normal menstruation.A study conducted in Malaysia menstrual irregularities reported in 37.2%.10 Regarding the menstrual problems, majority (84.8%) of girls have one or more symptoms associated with menstruation, most prevalent symptom is dysmenorrhoea (33%). Various studies conducted in different areas showed almost similar findings. A study conducted by Rupavani et al among school going girls in Pondichery reported 76.5% of girls reported one or more problems while it is 42.5% in college going girls in Sangly district of Maharashtra.5,11 13.6% of the girls complaint of premenstrual symptoms. A study conducted by Priya et al reported 62.2% premenstrual symptoms in their study. In this study excessive bleeding or menorrhagia is found in 35% of girls. Similar study conducted by Priya showed 11%.12 Discharge from vagina is next common symptom. 49% of girls had one or the other type of discharge per vagina. Various studies conducted shows comparable results. Bhattacharya et al found 35% of girls with vaginal discharge in their study.In this study14.7% of girls could not attend class every month due to menstrual symptoms. A study conducted by Unniraman et al reported 15.5% of students were absent from schools during menstruation.This sickness absenteeism should affect their academic performance also.

CONCLUSION

Menstrual symptoms among 200 adolescent and Youth girls students of SNP Ramapur campus are found to be dysmenorrhoea, premenstrual symptoms, menorrhagia, irregular periods and oligomenorrhoea. 15% of the girls could not attend the classes regularly which may affect their academic performance. These problems are not addressed properly through the existing health programmes.

SUGGERTION

- Existing adolescent and youth health programs should be implemented in an effective way to address these problems.
- Awareness programs should be conducted by health professionals and health teacher through school health programs.
- Teachers should be trained for the effective implementation of health programs of adolescent and youth health.

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Food Habit of Secondary School Students of Sainamaina Municipality

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Abstract : *The term food habit refers to why and how people eat, which foods they eat, and with whom they eat, as well as the ways people obtain, store, use, and discard food. Individual, social, cultural, religious, economic, environmental, and political factors all influence people's food habits. This article is based on my study entitled "Food Habit of Secondary School Students of Sainamaina Municipality". This study aimed to access the existing food habits of the secondary school students and to identify the knowledge and attitude of food habits of the students of Sainamaina Municipality province no 5. It was a quantitative research design in which the researcher used questionnaires as the tools of data collection. The findings of the study reveal that students have knowledge about their food habits, balanced diet, and good behavior however, food choices they make are not necessarily healthy.*

Keywords: Food habits, Balanced diet, Junk food, Street Food, Tiffin, Macro Nutrients, Micro Nutrients

Introduction

Health is almost important for human beings. According to WHO, (1948) "Health is a state of physical, mental and social wellbeing and not merely absence of disease or infirmity." The definition clarifies that a healthy person must be physically fit, mentally alert, and socially adaptable. Food is the first and the most important basic need for people. People cannot survive without food. Food that contains a sufficient amount of calories is called nutritious food. Nutrients are needed for energy-yielding, physical development, and repairing, treating disease, and protection of the body. According to chemical composition, foodstuffs can be classified into 6 groups which are- carbohydrates, fats, protein, minerals, vitamins, water, etc. Carbohydrates supply energy to our bodies. The right quantity of food which provides daily requirements and carbohydrates, fats, proteins, vitamins, and minerals in an individual is called a balanced diet. A balanced diet makes the body healthy and strong. If there is a balance between the need and its supply in a person, it is said to be a balanced food. A balanced diet provides the necessary

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calories to supply the required energy. Protein and minerals help for the building and repair of body cells. Vitamins and minerals supply protective materials. Food habit is the habit of people how they take, handle, prepare and eat food. Food habits have deep psychological roots and are associated with love, affection, warmth, self, image, and social prestige. The diet of the people is different due to climate, religion, customs, and beliefs (Park, 2007). Upadhyaya, Sakia & Patel (2018) argue that eating behavior is an important aspect of life as it can affect long term health outcomes because unhealthy eating habits such as consuming nutrient-deficient food, skipping meals, and a lack of timely diet are understood to cause various health problems and nutritional deficiencies. They further mention that a balanced diet and the consumption of quality food can contribute to sustaining the physical well-being and mental stability of the individual. Secondary level students are at risk for making poor dietary choices and careless about their food habits that can cause significant health problems. Despite the strong emphasis on meeting nutritional requirements every day to achieve optimal health, many secondary-level students tend to care less about or neglect their nutritional requirements. Many factors come into play as they transition to secondary-level students. Eating a balanced diet and meeting nutritional requirements remains important in achieving one's health. It is very beneficial for secondary students to formulize good eating habits that lead them to obtain health and optimal function (Abraham, Noriega, & Shin, 2018). It is significantly important to investigate secondary students' eating habits and knowledge of a balanced diet, good food behavior, and nutritional requirements for health. Two research questions addressed RQ1 what are the food habits of secondary school students of Sainamaina municipality? And RQ2 what shorts of knowledge and attitude do they have to their food habits? To answer these questions the researcher formulated the main objective of the study as to find out the food habit of secondary school students in Sainamaina Municipality. And the specific objectives of the study were to identify the knowledge and attitude of food habits and to access the existing food habits of the secondary school students. The study was limited to secondary school students of different schools of Sainamaina municipality of Rupandehi. The study only focused on their food habits (breakfast, lunch, tiffin, and dinner). The students were only from grade nine.

Methodology

Research Design

This study was a descriptive type of study design. It was applied to assess the food habits of secondary level school students in Sainamaina Municipality

The population of the Study

The population of the study was the secondary school students of Sainamaina Municipality. There are 18 community schools in Sainamaina Municipality from 10 schools, 200 students were selected for the study.

Source of Data

This study was based mainly on a primary source of information.

Sample Size and Sampling Procedure

The researcher selected 10 secondary schools of Sainamaina Municipality by using the purposive sampling method. From each school, 20 students (10 girls and 10 boys) were selected by using a simple random sampling method.

Data Collection Tools

A questionnaire is used as tool for data collection. The questions were closed and open-ended which included knowledge and attitude, existing food habits.

Data Collection Procedure

The researcher selected 10 secondary schools of Sainamaina Municipality by using a purposive sampling method and the selection of students was based on a simple random sampling method. Then the researcher requested the students to fill the questionnaires. The researcher collected the information from the respondents.

Method of Data Analysis and Interpretation

The raw data were analyzed by presenting in various tables and figures as per needs. The information was arranged in numbers and converted into percentages while presenting in a table and diagram.

Result and Discussion

After collecting the data, they were tabulated and kept in sequential order to the need of the study the analysis and interpretation were made with the help of tables, pie-chart, and figures to make the presentation clear.

Knowledge about Balance Diet of Respondents

The food that supplies all the necessary substances needed for the body known as a balanced diet. The study found that most of the respondent's i.e. 72 percent have knowledge of a balanced diet whereas 28 percent of the respondents don't have knowledge about a balanced diet.

Knowledge about Nutritious Food of Respondents

Nutritious food is food that contains many of the substances which help the body to grow. The study found that most of the respondents have knowledge about nutritious food i.e. 97.5 percent of respondents have knowledge about nutritious food. Whereas only 2.5 percent of respondents don't have knowledge about nutritious food.

Knowledge about Body Building Food of Respondents

Body-building foods are those foods that help the body to grow. The study found that most of the respondents 97.5 percent have knowledge about body-building foods. They gave accurate answers on this i.e. they said milk, meat, poultry fish, eggs are body-building food. But 2.5 percent of respondents don't have knowledge about body-building food.

Knowledge about Energy Giving Food of Respondents

Energy-giving foods are those foods that provide energy for our bodies. The following table shows that the knowledge about the energy-giving food of respondents.

Table 1. *Knowledge about Energy Giving Food*

Condition	Number	Percentage
Cereals, fruits, milk	125	62.5
Unknown	75	37.5
Total	200	100.0

The above table1 shows that majority of the respondents have knowledge about energy-giving food. 62.5 percent of them said that cereals fruits, milk are energy-giving food. Whereas 37.5 percent of the respondents don't have knowledge about energy-giving food.

Knowledge about Protective Food of Respondents

Protective foods are those kinds of foods that help our body protect from different diseases. It was found that the majority of the respondents don't have knowledge about protective food. Only 49 percent of the respondents have knowledge about protective food. They said vegetables, fruits, milk are protective food, and 51 percent of the respondents don't have the knowledge of the protective food.

Knowledge about Macro Nutrients of Respondents

Macro Nutrients are those nutrients that form the main bulk of the food. Proteins, fats, and carbohydrates are macronutrients. The following table shows that the knowledge about macronutrients of respondents.

Table 2. *Knowledge about Macro Nutrients of Respondents*

Condition	Number	Percentage
Proteins, fats, and carbohydrates	130	65.0
Unknown	70	35.0
Total	200	100.0

Above table 2 shows that 65 percent of the respondents have knowledge about protein, fats, and carbohydrates which are macronutrients whereas 35 percent of the respondents don't have knowledge about macronutrients.

Knowledge about Micro Nutrients of Respondents

Micronutrients are those nutrients that are required in small amounts which may vary from a fraction of a milligram to several grams. The following table shows that the knowledge about the micronutrients of respondents.

Table 3. *Knowledge about Micro Nutrients of Respondents*

Condition	Number	Percentage
Vitamins and minerals	90	45.0
Unknown	110	55.0
Total	200	100.0

Above table 3 shows that most of the respondents don't have knowledge about micronutrients. Only 45 percent of the respondents have knowledge about micronutrients they said vitamins and minerals are micronutrients but the majority 55 percent of the respondents don't have the knowledge about micronutrients.

Knowledge about Junk Food of Respondents

The study found that most of the respondents don't have knowledge about junk food only 18 percent of respondents have knowledge about junk food. They said noodles, chips, crisp are the example of junk food. Mostly noodles are used as junk food. But 82 percent of the respondents don't have knowledge about junk food.

Washing Hands before Eating

Hands washing before taking any food items is very important to avoid germs and other foreign bodies stuck in hands. In this context, most people use only water while washing their hands but due to the development of awareness people are using soap while washing hands, they can use soil, ash, etc. while washing hands. The following table shows that the use of materials while washing hands of the respondents.

Table 4. *Use of Materials While Washing Hands of Respondents*

Materials	Number	Percentage
Soap and water	191	95.5
Water only	7	3.5
Ash and water	2	1
Total	200	100.0

Above table 4 shows that most of the respondents use soap while washing their hands. 95.5 percent of the respondents use soap and water while washing their hands before eating foods. In the same way, 3.5 percent of respondents wash hands only with water. 1 percent of respondents use ash on the water while washing hands before eating.

Frequency of Eating per day of Respondents

The frequency of eating also determines the food habits of the people. In this context, most people eat food twice due to improper knowledge of food habits. The following table shows that the frequency of eating per day of respondents.

Table 5. *Frequency of Eating per day of Respondents*

Frequency	Number	Percentage
Two times	100	50.0
Three times	100	50.0
Total	200	100.0

Above table 5 shows that 50 percent of the respondents eat food two times a day and 50 percent of the respondents eat food three times a day. And no one found eat one time per day.

Breakfast Habits of Respondents

Breakfast plays an important role to maintain the good health status of the people. People must eat varieties of meal for breakfast. The following table shows that the breakfast habits of respondents.

Table 6. *Breakfast Habits of Respondents*

Meal	Number	Percentage
Tea, bread	103	51.5
Only tea	75	37.5
Daal, rice, curry	16	8.0
Tea & Biscuits	6	3.0
Total	200	100.0

The table-13 shows that most of the respondents take tea and bread i.e 51.5 percent of the respondents take tea and bread as breakfast. 37.5 percent of respondents drink only tea as breakfast, 8 percent of respondents eat daal, rice, curry and 3 percent of the respondents take others food like tea and biscuits.

Lunch Habits of Respondents

Lunch is a meal eaten in the middle of the day. The following table shows that the lunch habits of respondents.

Table 7. *Lunch Habits of Respondents*

Food	Number	Percentage
Daal, rice, curry	156	78.0
Rice and curry	36	18.0
Bread and daal	8	4.0
Total	200	100.0

The above table-14 shows that most of the respondents eat daal, rice, curry as lunch i.e 78 percent of the respondent eat daal, rice curry and 18 percent of respondents eat only rice and curry whereas 4 percent of the respondents eat bread and daal as lunch.

Tiffin Habits of Respondents

Tiffin is a special snack that is eaten for the fulfillment of short hunger. The study found that 75 percent of the respondents eat tiffin daily in school and 25 percent of the respondents don't eat tiffin in school.

Bringing Tiffin of Respondents

The respondents bring tiffin from different places. The following table shows from where they bring tiffin.

Table 8. *Bringing Tiffin of Respondents*

Condition	Number	Percentage
Shops	83	55.3
Home	36	24.0
Canteen	31	20.7
Total	150	100.0

The above table-15 shows that the majority of the students buy tiffin from the shop i.e. 55.3 percent of the respondents buy tiffin from shops. Whereas 24 percent of respondents bringing the tiffin from home and 20.7 percent of the respondents eat tiffin from the canteen.

Dinner Habits of Respondents

Dinner is the main meal of the day, eaten in the evening. The following table shows that the dinner habits of respondents.

Table 9. *Dinner Habits of Respondents*

Food	Number	Percentage
Daal, rice, curry	130	65
Daal, roti (Chapati)	65	32.5
Other (roti, curry, milk)	5	2.5
Total	200	100.

Table 9 shows that most of the respondents eat daal, rice, curry as dinner. i.e 65 percent of the respondents eat daal, rice, and curry for dinner. 32.5 percent of respondents eat daal, and roti as dinner and 2.5 percent of respondents eat other food like milk, roti, and curry, etc.

Cleanliness and Healthiness of Canteen

The study found all schools have their own canteen Cleanliness of the canteen shows the cleanness of food available there. The study found that the majority of the respondents 67.5

percent think that their canteen is neat and clean. Whereas 32.5 percent of the respondents think that their canteen is not clean. So the majority of them have a positive attitude towards their canteen.

Table 10. *The healthiness of Food of Canteen*

Condition	Number	Percentage
Healthier	27	67.5
Unhealthier	13	32.5
Total	40	100.0

The above table10 shows that the majority of the respondents think that their canteen provides healthier food for them but 32.5 percent of the respondents think that their canteen doesn't have healthier food. They think that their canteen is not clean and it provides unfiltered water.

Knowledge about Street Food of Respondents

The food that is available on the side of the road called street food. This type of food is not so healthier and hygienic but the study found that majority of the respondents 63.5 like street food and 36.5 percent of respondents don't like street food. They like different food like *fulki, chaumin, chatarmatar* etc.

Like of different Street Food and Reasons

Most people like street food because of its easy access and cheap price. The following table shows the different street food of respondents.

Table 11. *Like of Different Street Food*

Food		Number	Percentage
Fulki		49	38.5
Chaumin		40	31.5
Chatarmatar		38	30.0
Total		127	100.0

Above table-18 shows that 38.5 percent of the respondents eat fulki, 31.5 percent of the respondents eat chaumin and 30 percent of the respondents eat chatarmatar.

So the majority of respondents eating fulki because it is tasty and adolescents like it more because of its variety in taste.

Most people like street food because they are cheap, easily available, and readymade. The reason for street food is described in the following pie chart.

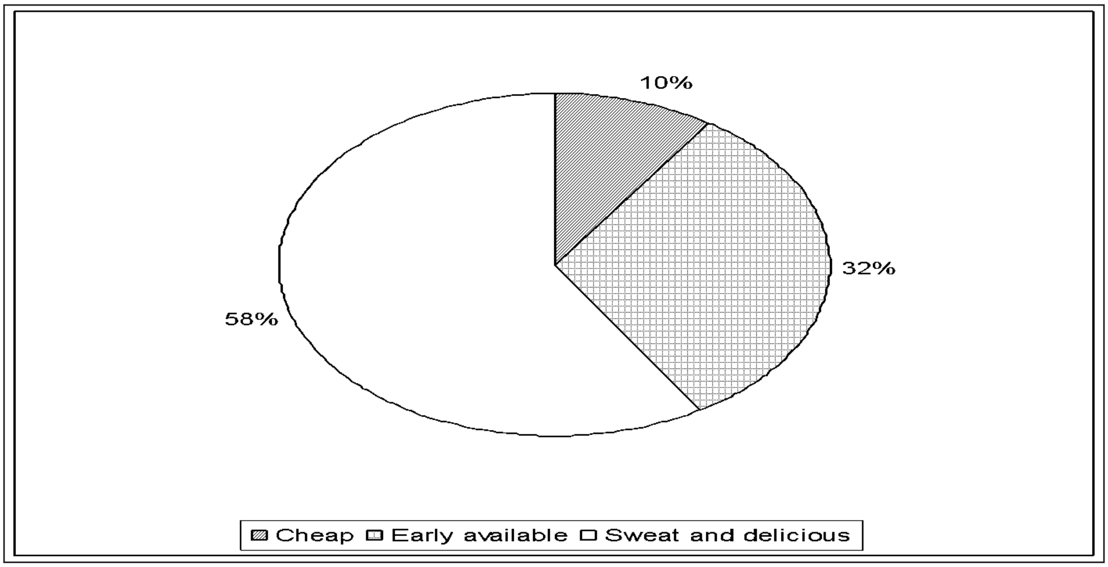

Figure - 1: Reason for Liking Street Food

Above figure 1 shows that most of the respondents eat street food because they are sweet and delicious, 59 percent of the respondents think that street foods are delicious, 31.5 percent of the respondents eat the street food because they can get easily and 9.5 percent of the respondents think that street foods are cheap. So there are different reasons behind eating street food among them the reason of sweet and delicious is most common.

Effect of Eating Street Food

Most people feel uneasy after eating street food. The following table shows that the effect of eating street food on the respondents.

Table 12. *Effect and Care of Eating Street Food*

Condition	Number	Percentage
Affected	86	67.7
Not- affected	41	32.3
Total	127	100.0

The above table12 shows that most of the respondents felt some health problems after eating street food. 67.7 percent of the respondents felt so, whereas 32.3 percent of the respondents don't feel uneasy after having street food. They felt stomach pain, diarrhea, vomiting after having the street food.

People must care about different things while eating street food. The following figure shows the respondents' care for eating street food.

Figure 2. Care of Eating Street Food

The above figure2 shows that most respondents care about sanitation while eating street food i.e 49.6 percent of respondents care about sanitation while eating street food. Then 48 percent of respondents care about their health and 2.4 percent of respondents care about taste while eating street food.

The healthiness of Street Food

Many people think that street foods are not healthier. Street food may cause different diseases like diarrhea, vomiting, dysentery, etc. The following table shows the healthiness of street food.

Table 13. *The healthiness of Street Food*

Condition	Number	Percentage
Healthier	12	6.0
No-healthier	188	94.0
Total	200	100.0

Above table 13 shows that the majority of the respondents think that street foods are not healthier. They are unhygienic. They create health problems i.e. 94 percent of respondents think that street food is unhealthier.

Information about Food Behavior

Food behavior plays a vital role in a persons' health. The following figure shows information about the food behavior of the respondents.

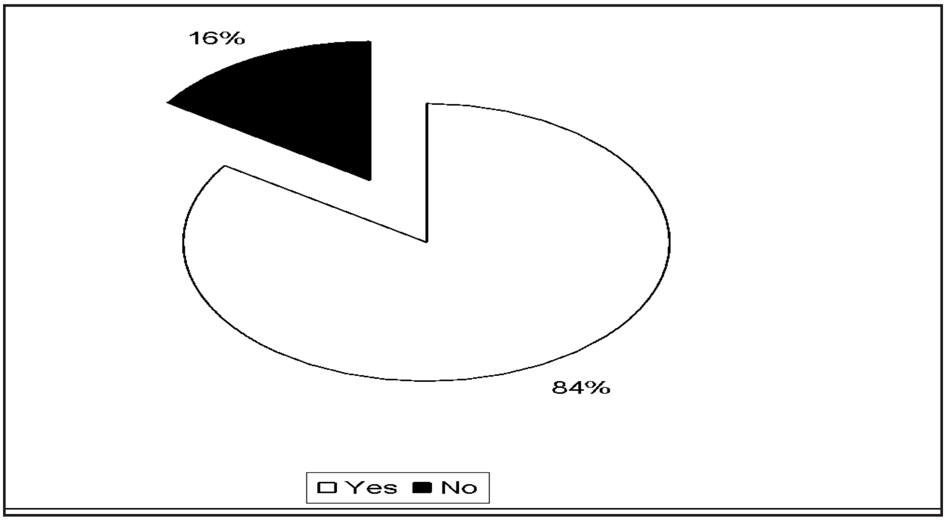

Figure 3. *Information about Food Behavior*

The above figure-3 shows that the majority of the students think that their food behavior is good. They care about their health while eating food. Any type of food 84.5 percent of the respondents thinks that their food behavior is good. Whereas 15.5 percent of the respondents think that their food behavior is not good. They said that they don't care on food while eating or their food habit is unsystematic some lack the knowledge of healthy eating.

Consuming of Meat and Fish and Frequency

Meat and fish are essential to our healthy body. It is necessary to eat meat and fish from time to time. But it should be fresh, clean, and properly cooked. We should eat meat, fish, and eggs from time to time. The majority 92.5 percent of respondents eat meat and fish where as 7.5 percent of the respondents don't eat meat and fish. Eating meat and fish also determine the food habit of any individuals. The frequency of eating meat and fish also shows the existing food habit of the people. The following table shows the frequency of eating meat and fish of the respondents.

Table 14. *Frequency of Eating Meat and Fish*

Frequency	Number	Percentage
4 times a month	88	47.6
2 times a month	76	41
1 time a month	21	11.4
Total	185	100.0

Above table 14 shows that 47.6 percent of the respondents eat meat and fish 4 times a month whereas 41 percent of the respondents eat meat and fish 2 times a month and 11.4 percent of the respondents eat meat per month.

Knowledge about Iodized Salt of Respondents

Iodized salt is most important for our body. It protects from different diseases like goiter. The following table shows that the knowledge about iodized salt of respondents.

Table 15. *Knowledge about Iodized Salt of Respondents*

Condition	Number	Percentage
Iodized	196	98.0
Iodized and opened	4	2.0
Total	200	100.0

Above table-23 shows that the maximum of the respondents use iodized salt 98 percent of the respondents use iodized salt. But 2 percent of the respondents use both iodized and non-iodized salt. This proves that most of the respondents are careful about iodized salt and its importance.

Findings and Conclusion

Food is life for all living beings because no living beings can live without food. Healthy food makes us healthy and promotes our health. Secondary level students need a balanced diet and nutritious food because they are in the period of rapid physical and mental change. Dhakal, (2015) states that good food behavior helps them to keep fit. Unhealthy or imbalanced food may lead to different health problems. In order to maintain good health, they must care about their eating habits. It is necessary to have balanced and nutritious food at right time with good quality and quantity (Sherchan, 2008).

This study found that the majority of the students have knowledge about a balanced diet, nutritious food, bodybuilding food, energy-giving food and macronutrients Majority of the respondents lack knowledge about protective food and micronutrients.

The majority of the respondents don't eat junk food. Majority of the respondent's wash hand before eating with soap and water. Some of them use ash and water and some use water only while washing their hands. 50 percent of the respondents eat two times per day whereas 50 percent of them eat three times per day. The majority of the respondents take tea and bread as breakfast whereas78 percent of the respondents eat daal, rice, curry as lunch. 65 percent eat daal, rice, curry at dinner whereas 32 percent eat daal and roti as dinner. 75 percent of students eat tiffin daily at school. All schools have their own canteen. Majority of the respondents, 63.5 percent like street food. They like fast food like fulki, chawmin and chatarmatar. They like street food because it is cheap, easily available, and sweet and delicious. 67 percent of the respondents feel uneasy after eating street food even though they eat. Some of them suffer from dysentery, diarrhea, vomiting. Most of them are careful while eating street food. They not only care about the taste they also care about health and sanitation. 94 percent of the respondents think that street foods are not healthier, they are unhygienic but they don't leave to eat those foods.

Majority of the respondents, 85 percent think that their food habit is good. They care about their health while eating. 93 percent of respondents are non-vegetarian. They eat meat, fish, egg, and chicken. 47 percent of them eat meat 4 times a month. 41 percent of them eat meat twice a month. 11 percent of them eat meat once a month. Most of them buy non-veg items from the market. 80 percent of the respondents are careful about cereals, fats, fruits, eggs, etc. They eat those things regularly. 27 percent of them eat daily. 24 percent of them eat once a week, 22 percent of them eat thrice a week. The majority of respondents, 98 percent are concerned about iodized salt. They use iodized salt regularly.

This study found that the majority of the respondents are careful about their food habits. They all are careful about their health while eating food. They eat meat, chicken, cereals, fat, fruits, eggs, regularly. Most of them know about a balanced diet and nutritious food.

Recommendations

The present study may be beneficial for teacher's health workers, parents, and nutritionists to have knowledge about food habits and nutritional status of secondary school students. Since this study was limited to the secondary school students of Sainamaina Municipality. The following recommendations are given to maintain the good food habits and proper nutritional status of secondary school students in the study area. Health and awareness programs should be conducted to develop good food habits of secondary school students to make their good food behavior. All the students should encourage bringing tiffin from their home. Because it can be more hygienic and also less expensive. School should manage proper canteen so that students don't go outside from the school boundary. There should be a proper facility for drinking water at school and all the students should wash their hands before and after eating. Students should be discouraged from taking junk food along with its disadvantages. Health and nutrition education should be given to school students as well as family members so that desired changes can be brought about in the people's way of life, with a view to improving their health and nutrition better use of available resources. Schools should provide health promotion programs with the help of trained health workers for the betterment of good food habits and good health. Students should discourage from taking street food along with its disadvantages. The awareness should be revived by teachers, parents, and students to discourage using street food. The training program should be conducted for the canteen owner for making the canteen neat and clean and making the food hygienic. The parents and teachers should care for their children's food habits and they must advise them to take appropriate food calories and balanced diet and also advise them not to adopt bad food habit. Students must get knowledge about different communicable or non-communicable diseases like cholera, dysentery, diarrhea, gastric, etc. caused by bad food behavior. The knowledge and idea should be exchanged among parents, community members, and school staff to improve the students' good food behaviors.

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रिमालको मसान नाटकमा नारी बिद्रोह

यदुलाल पन्थ*
हुमकान्त बस्याल**

सारसङ्क्षेप : *प्रथम सामाजिक यथार्थवादी नाटककार गोपालप्रसाद रिमाल थोरै रचनाबाट बढी चर्चा पाउने नाटककार हुन् । कवि तथा नाटककारका रूपमा नेपाली साहित्यकाशमा उदाएका रिमालले आफ्ना नाटकमा नेपाली समाजको जीवन्त चित्र उतार्न सफल देखिन्छन् । नारी चरित्रप्रधान उनका 'मसान' र 'यो प्रेम' शीर्षकका दुबै नाटकले वासनात्मक प्रेमका विरुद्धमा नारी पात्रलाई उभ्याएका छन् । बि.सं. २००३ मा प्रकाशित उनको 'मसान' नाटक नर्वेका प्रसिद्ध नाटककार हेनरिक इब्सनको 'डल्स हाउस' (कठपुतलीको घर) बाट प्रभावित भई लेखेको ठानिन्छ । यसमा पुरुषको अन्यायले निचोरिएका ,अत्याचारले घाइते भएका, शोषणले सुकेका र वासनाले डसिएका नारीहरूको निरिह अवस्था र चरित्रको चित्रण गसिरएको छ । मातृत्व हत्या, वहुविवाह, वेश्यागमन, नारीलाई यौनेच्छा तृप्त गर्ने वा मनोरञ्जनको साधन ठान्ने, घरहरूलाई यातना शिविरहरूमा परिणत गर्ने अनि महिलालाई जिउदै दागबत्ती दिने पुरुषका बिरुद्धमा कडा आवाज उठाएर विद्रोह गर्न लगाउने रिमाल आफ्नो नाट्यकृति 'मसान' मार्फत समाज रूपान्तरण तथा समतामूलक समाज सिर्जनाको अभियानमा लागेको देखिन्छ ।*

प्रमुख शब्दकुञ्जिका : समस्यामूलक, डलहाउस, मातृत्वभोक, बन्ध्या, धर्मपुत्र ।

परिचय

'मलाई हक चाहिएको छ, मलाई न्याय चाहिन्छ, निगाह हैन, दया हैन ।'

'म यो मसानमा एकछिन पनि टिक्न सक्दिन, यो घरमा खाली स्वास्नी मान्छेको जिंउदै दागबत्ती हुँदो रहेछ। आफूलाई भने जे गरेपनि अधिकार , अर्कालाई विराउनै नहुने कर्तब्य ? यो कहाँ को न्याय हो ?'

नेपाली साहित्यका लोकप्रिय सामाजिक यथार्थवादी धाराका प्रवर्तक नाटककार तथा क्रान्तिकारी कवि गोपालप्रसाद रिमालका 'मसान' नाटकका यी हरफहरू उनलाई परिचित गराउने अंशहरू हुन् । इब्सेनको समस्यावादी नाटक 'डल हाउस' बाट प्रभावित रिमालले नाटकमा पनि सोही प्रकृतिका यथार्थवादी नाटकहरू लेखेर नयाँ प्रयोग गरे । नाटककार रिमाल 'यो प्रेम' र 'मसान' दुईवटा चर्चित नाटकका साथ नेपाली नाट्य साहित्यमा यथार्थवादको प्रयोग गर्दै मानसिक अन्तर्द्वन्दको सूक्ष्म चित्रण, विश्लेषण, नारी समस्या, नारी बिद्रोह जस्ता नयाँ कुराको प्रयोग गर्न सफल भए ।

सानैदेखि परिश्रमी तथा पढाइमा धेरै रुचि भएका गोपालप्रसाद रिमालको जन्म वि.सं. १९७५ जेठ १८ गते

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काठमाडौंको लगनटोलमा भएको थियो । तिनको औपचारिक शिक्षा आई.ए. सम्म सीमित रह्यो। प्रवेशिका परीक्षामा वोर्ड प्रथम भएका र कलेजमा पनि जेहेन्दार विद्यार्थीको रूपमा चिनिएका रिमाल निर्भिक स्वाभिमानी विद्रोही र चञ्चले स्वभावका थिए। उनी कति विद्रोही र स्वतन्त्र स्वभावका थिए भन्ने कुरा उनी कुनै पनि जागिरमा स्थायी रूपले वा लामो अवधिसम्म नरहेको बाट स्पस्ट हुन्छ । जागिरबाट असन्तुष्ट भएपछि उनी १९९७ सालमा सो पेसा छोडी बर्दियाबाट बेपत्ता भएर भारतको पण्डिचरी पुगेका थिए। पछि उनी फर्केर साहित्यिक तथा सामाजिक गतिविधिमा केन्द्रित रहे। गौरीशङ्कर नाट्य समुदायको संस्थापक रिमालले जीवनमा धेरै समस्यासित जुझ्नु पऱ्यो। निरङ्कुश जहानियाँ राणा शासनमा जनताले पाएका यातना र भोगेका दुःखहरूबाट उनी बढी नै संवेदनशील थिए। देशभित्रका राजनैतिक तथा सामाजिक अवस्थाप्रति चिन्तित रिमाल वि.सं. १९९७ सालमा शुक्रराज शास्त्री, गंगालाल श्रेष्ठ, दशरथचन्द र धर्मभक्त माथेमालाई फाँसी दिइएको घटनाबाट विक्षुब्ध र अशान्त भएका थिए। उनका असन्तुष्टि विद्रोहको स्वरमा रचनाहरूमार्फत् प्रकट भए जहाँ राणाहरूको कडा स्वरमा विरोध गर्दै नेपालीको उज्ज्वल भविष्यको लागि प्रजातन्त्रको स्थापनाको कुरा उठेका छन्। आफ्ना रचनाहरूमा जातपात तथा छुवाछुतको खुल्ला विरोध गरेका कारण २००३मा र नेपाल प्रज्ञा पञ्चायत गठन गरी राणा विरोधी आन्दोलनमा सहभागी भएका कारण २००७ सालमा गरी दुई पटक उनी जेल परे।

उनको विवाह १९९० मा नुवाकोट, थानसिङको भण्डारी परिवारकी मोहनकुमारीसित भयो। क्षयरोग लागेर १९९७ मा उनको निधन भएपछि फागुन २००१ मा आफूभन्दा १६ वर्ष कान्छी आफ्नै साली निर्मलाकुमारी (हरिकुमारी) सित दोस्रो घरजम गरे। २००७ को राजनीतिक परिवर्तनबाट असन्तुष्ट रिमाल एक प्रकारलेमानसिक रोगीजस्ता देखिए। उनकी पत्नी हरिकुमारी भने रिमाललाई बहुलाहा होइन, विद्रोही मात्र मान्छिन्। 'जसरी रिमाल बहुलायो भनिन थालियो, त्यसरी बहुलाहा भएको हामीले चाल पाएनौँ,' हरिकुमारी भन्छिन्, 'खुकुरी भिरेर जथाभावी जाइलाग्ने गरेको कहिल्यै थाहा पाइएन।'

हरिकुमारीका अनुसार दोस्रोपटक राँची लैजाँदा राजा महेन्द्रले पाँच हजार रुपियाँ नगद दिएका थिए। उनको साथमा हरिप्रसाद रिमाल र तत्कालीन मन्त्री खड्गबहादुर सिंह गएका थिए। राँचीबाट फर्केपछि उनी झनै एकोहोरिए। इसारा मात्र गर्ने, एकदमै कम बोल्ने। उपचार पछिका करिब सात वर्ष निष्क्रिय भएर घरमै बसे। रिमालले फागुन २०२९ को 'नौलो' नेपाली पत्रिकाको अन्तर्वार्तामा भनेका छन्, 'मलाई एकेडेमी (प्रज्ञा-प्रतिष्ठान)मा स्थान नपाएकामा दुःख लागेको छ।'

एक वर्षे मानसिक उपचारका क्रममा उनको खुट्टाको गेडी खुस्काइएको थियो। चञ्चल मनको नियन्त्रणका लागि वेदनालाई खास कुनै एक केन्द्रमा ध्यानस्थ गरिएको समालोचक केशवप्रसाद उपाध्यायको रिमाल : व्यक्ति र कृतिमा उल्लेख छ। 'मोहनशमशेरले दहीमा मन्दविष मिसाएर २१ दिने अनशन खुलाएपछि नै उहाँको मानसिक अवस्था खलबलिएको हाम्री फुपू नेपू पाण्डे सुनाउनुहुन्थ्यो,' रिमालका जेठा छोरा मोहन भन्छन्, 'हामी त्यसलाई हो पनि भन्न सक्दैनौँ, होइन पनि भन्न सक्दैनौँ।'

बिहान पशुपति मन्दिर र साँझ शोभा भगवतीमा क्रान्तिकारी साथी-भाइ भेट्दा र छुट्दा अभिवादनको नयाँ शैली 'जय नेपाल' को प्रयोग गर्ने पहिलो व्यक्ति गोपालप्रसाद रिमाल नै हुन्। उनको निधन वि.सं. २०३० कार्तिक ८ गते ५५ वर्षे उमेरमा हृदयघातबाट काठमाडौँमा भएको थियो।

पुरस्कार, मान–सम्मान, पदक

रिमालले २०२० मा 'आमाको सपना' कविता सङ्ग्रहका लागि मदन पुरस्कार पाए पनि आफू लिन गएनन् । २०३० मा १० हजार राशिको त्रिभुवन पुरस्कार भने लिए । पछि सरकारले उनको तस्विर अंकित हुलाक टिकट प्रकाशन गरी राष्ट्रिय सम्मान प्रदान गरेको छ । त्यसैगरी २ भदौ ०६८ मा नेपाली सेनाले मरणोपरान्त मानार्थ महासेनानीको सम्मान दिँदै दुई लाख रुपियाँ नगदसहित 'रातो र चन्द्र सूर्य' गीतलाई औपचारिक रूपमा सेनागान घोषित गरेको छ ।

साहित्यिक यात्रा

रिमाल आफ्नो युगका एक जाज्वल्यामान प्रतिभाशाली साहित्यकार थिए । उनी सानै उमेरदेखि कविता तथा नाटक लेख्ने गर्थे । बि.सं.१९९२ सालमा भएको एस.एल.सी. परीक्षामा वोर्ड प्रथम भएको कुराबाट हामी रिमालमा प्रतिभा बेजोड थियो भन्न सक्छौं । रिमालले त्यतिखेर लेखेको कविता तथा नाटकको स्तरबाट आजको कविता तथा नाटक अघि बढ्न नसक्नु दुःख लाग्दो कुरा हो । रिमाललाई नेपाली साहित्यिक जगतले गद्य कविताको पिताको रूपमा तथा प्रथम यथार्थवादी नाटककारका रूपमा स्वीकारेको छ ।

उनका कविता तथा नाटकहरू गद्य शैलीका भए पनि मिठासपूर्ण र लयात्मक छन् । विद्रोह र क्रान्तिकारी चेतले भरिएका रचनाहरू प्रेरणादायी र मार्गदर्शक छन् । उनी आफूले पाठक तथा दर्शकलाई दिन चाहेको कुरा सरल प्रतीकको माध्यमबाट अगाडि राख्ने काम गरेका छन् । उनी अरूहरूको जसरी आफ्ना पात्रको माध्यमबाट अस्वाभाविक बौद्धिकता प्रस्तुत गरी क्लीष्टता प्रदर्शन गर्न चाहेनन् , बरु सरल प्रस्तुतिका कारण उनका रचनाहरू लोकप्रिय र मर्मस्पर्शी बन्न पुगे ।

आधुनिक नेपाली यर्थाथवादी नाटकका जन्मदाता पनि रिमाल नै हुन् । उनले पश्चिमी नारीवादी शैलीलाई नेपाली नाटकमा सफलतापूर्वक प्रयोग गरेका छन् । उनका दुई पूर्णाङ्की नाटक मसान (२००३) र यो प्रेम ! (२०१५) तथा एकांकी माया (२०१०) प्रकाशित छन् । उनको पहिलो नाटक मसान लेखनको पृष्ठभूमिका क्रममा बालकृष्ण समले उनको लेखन प्रसङ्गलाई विशेष ढङ्गले जोडेका छन् । एक दिन रिमालले समलाई ललकारेछन्, 'तपाईं सधै' हामीभन्दा माथि हुनुहुन्छ, सेक्सपियरपनामा तपाईंलाई जित्ने केही उपाय छ ?' समले जर्ज बनार्ड शाले हेनरिक इब्सेनलाई सेक्सपियरभन्दा माथि पुऱ्याएको दृष्टान्त दिँदै रिमाललाई डल्स हाउस पढ्न दिए । यसैबाट प्रभावित भई रिमालले केही दिनमै मसान तयार पारे । उनको मसान नाटक समकालीन साहित्यमा अत्यन्त चर्चित रह्यो ।

रिमाल र उनको मसान नाटक

रिमालको मसान नाटक २००३ सालमा नेपाली भाषानुवाद परिषद्बाट प्रकाशित भएको हो । अघिल्लो आधा र पछिल्लो आधा गरी दुई भागमा बाँडी दुबैमा पाँच पाँच दृश्यको संयोजन गरी नाटक प्रस्तुत गर्नु उनको नाटकीय विशेषता हो । नारीलाई भोग्याको दृष्टिले हेर्ने समाजप्रति औँला ठड्याउदै उनले आफ्ना नाटकमा नारीको हक, हित र अधिकारको पक्षमा वकालत गरेका छन् । मसान नाटकमा पनि यही नारी समस्यालाई प्रस्ट्याउने चेष्टा रिमालले गरेका छन । मसानको बनावट र यसको कथावस्तुमा परेको प्रभावलाई लिएर प्रकाशन हुनासाथ धेरै आलोचकहरूले मसानलाई हेनरिक इबसेनको 'कठपुतलीको घर' नाटकको नक्कल भनेर आलोचना गरे । रिमालको मसान र हेनरिक इबसेनको कठपुतलीको घर नाटकको अध्ययन गर्दा सामान्य प्रभाव परेको देखिए पनि उनको मौलिकता जतातते मौलाएको भेटिन्छ । उनको क्रान्तिकारिता र मौलिकताको सन्दर्भमा समालोचक केशवप्रसाद उपाध्यायले व्यक्त गर्नुभएको विचार यहाँ उधृत गर्नु प्रासंगिक ठहर्छ ः

'मसान' कुनै विदेशी नाटकको अनुकरण त होइन त्यसको रूप र आशयबाट प्रेरित र प्रभावित भएर रचिएको नेपाली जनजीवनकै नाटकीय रूप हो । यो रिमालमा रहेको नाटकीय प्रतिभाको सहज प्रकाशन हो । कविताको माध्यमले क्रान्ति र जागरणको स्वर फिजाई राजनीतिक परिवर्तन ल्याउन प्रयत्नशील कवि रिमालले स्वस्थ समाजको निर्माण गर्नका लागि सामाजिक क्रान्ति ल्याउने हेतुले नाटकीय माध्यम स्वीकार गर्नु भएको हो ।'

माथिको अभिव्यक्तिबाट हामीलाई के कुराको पुष्टि हुन्छ भने रिमालको मसान नाटक मौलिकताले भरिपूर्ण छ र उनको क्रान्तिकारी पक्षमा पनि कसैले शङ्का उठाउने ठाउँ छैन । नेपाली जनजीवनमा नारीलाई कसरी हेर्ने गरिन्छ, सो कुरा नढाँटी कन जनसमक्ष ल्याउन रिमालले गरेको साहस प्रशंसनीय छ । नेपाली नारीहरू हीनताबोधले पिल्सिएका, अशिक्षित हुनाले आफ्नै वर्गलाई दुःख र सास्ती दिएको हेर्न चाहेका र पुरुषको बर्बरतापूर्ण अत्याचारलाई भाग्यको खेल भनी स्वीकार गरेका सन्दर्भ मसानमा उठाएका छन् ।

आफ्नो अधिकार कति हो र आफूले निभाउनु पर्ने कर्तव्यको सीमा कति हुन्छ ? सो कुराको अज्ञानताको कारण नेपाली नारी नेपाली समाजमा अति चुसिएका, थिचिएका र मिचिएका थिए । यस कुराको उद्घाटन रिमालले आफ्ना नाट्य कृतिहरू मायाँ (एकाङ्की), मसान र यो प्रेम नाटकबाट गरेका छन् । यस कार्यको फलस्वरूप रिमालले नेपाली नारीहरूबाट निकै सहानुभूति र सद्भाव कमाएका छन् भन्नु अतिशयोक्ति नहोला ।

मसान नाटकको बारेमा २/४कुरा लेख्न खोज्दा त्यसको कथानकको छोटो परिचय दिनु अर्घेल्याइ नहोला । कृष्ण, युवती, दुलही, बागमती, भोटु आदि पात्रहरूको माध्यमबाट रिमालले मसानको कथावस्तु अघि बढाएका छन् । कृष्ण नेपाली सामन्तयुगीन सहरीया समाजको प्रतिनिधि पात्र हो । उसले आफ्नो जीवनमा तिन वटा भयानक गल्ती गरेको छ - (क) युवतीलाई कृत्रिम औषधिको प्रयोग गरेर बन्ध्या बनाउनु (ख) दोस्रो विवाह गर्नु र (ग) युवतीलाई दिएको धोकाको प्रायश्चित गर्ने बहानामा छोरो जन्माई सकेकी दुलहीलाई वास्तै नगरी चिन्ताको आगोमा जलाएरे अप्रत्यक्ष रूपमा हत्या गर्नु । उसले अघिल्ला दुई गल्तिहरूलाई स्वीकारेको छ तर पछिल्लोलाई कतै पनि स्वीकारेको देखिँदैन ।

कृष्ण एकातिर हेलेनलाई खुब प्रेमको अभिनय गर्छ भने अर्कातिर उसलाई आमा बन्न पाउने प्राकृतिक अधिकारलाई स्वार्थबस खोसी नारीलाई पुरुषको मुठ्ठीको खेलौना जस्तै बनाउँछ । मातृत्वभोकले पिल्सिएकी युवती आँफू बन्ध्या भएको स्वीकार गर्दै सन्तानोत्पादनका लागि लोग्नेलाई आफूमाथि सौता हाल्न कर गर्छे । कृष्णले दुलहीलाई छोरा पाउनको लागि मात्रै भए पनि विवाह गर्न वाध्य हुन्छ । देवीजस्ती पत्नीलाई धोका दिएको अपराधबोधले कृष्णको घाँटी निमोठ्न थाल्छ । ऊ दुलहीलाई यथोचित प्रेम गर्न सक्तैन । आखिर छोरो पाइसकेकी दुलही कृष्णको व्यवहार देखी क्षुब्ध भई जीवनदेखि नै वाक्क हुन्छे । लोग्नेले बहिनीप्रति गरेको अत्याचारबाट युवतीलाई चुप रहन दिँदैन । ऊ लोग्नेलाई दुलहीप्रति सद्व्यबहार गर्न आग्रह गर्छे । पाप धुरीबाट कराउँछ भनेझैँ आफूले गरेको अत्याचारको खुलासा गरेर युवतीबाट सहानुभूति पाउने लालसा कृष्णले राख्दछ तर आफूमाथि लोग्नेले गरेको अत्याचारको पोल खुलेपछि युवती लोग्नेप्रति बिद्रोही बन्छे । ऊ आन्दोलित भएर घर छाड्न बहिनीसँग बिदा हुन जान्छे । तर दुलही युवतीले कुरै राख्न नपाई यस संसारबाट बिदा हुन्छे । आफ्ना अगाडि लोग्नेको अत्याचारले बहिनी (सौता) को दुःखान्त अन्त्यले आफूमाथि सौता हालेर मातृत्वको भोक निभाउन खोज्ने नारी पनि पुरुष जातिको बर्बरतापूर्ण अत्याचारबाट मुक्ति पाउन आइमाईलाई जिउँदै जलाइने मसानरूपी त्यो घर त्याग्छे । कृष्णले अनेक प्रलोभन देखाई लोलोपोतो गरेर सम्झाए पनि ऊ त्यस मसानमा एकछिन् पनि बस्न सक्तिन । आफ्नो सबैभन्दा भलो चिताउने स्वास्नीसमेत आफूबाट चिडिएर हिँडेपछि

कृष्णलाई धन, मान, र जाली मायाँले सत्यतालाई छोप्न सकिँदो रहेनछ, न त स्वाभिमानी व्यक्तिलाई प्रेमको जाली अभिनयले भुलाउन सकिँदो रहेछ भन्ने कुरा ज्ञात हुन्छ। प्रेम, स्नेह र कर्तव्यका कुराले युवतीको मन फर्काउन असफल भएपछि आफूले गरेको अपराधको प्रायश्चित गर्नलाई' म तिम्रो छोरो भएर जन्मू' भन्ने भाव व्यक्त गर्दछ। यसरी रिमालले सत्यको विजय देखाएर नाटकलाई अन्त्य गरेका छन्।

रिमालको मसान नाटकका नारीपात्रको समस्या

(क) रिमाल महिला समस्यालाई लिएर नाटक तथा एकाङ्की लेख्ने अग्रिम पङ्क्तिका नाटककार भएकाले उनी नेपाली महिला जगतबाट श्रद्धा र सम्मान पाउन सफल देखिन्छन्। आधा आकाश ओघट्ने महिला जगत जतिबेला सामाजिकरूपमा थिचिएका, मिचिएका र पिल्सिएका थिए त्यसको यथार्थ उद्घाटन रिमालले मसान नाटकमा गरेका छन्। उनले मसानकी नायिका युवतीलाई महिलाहरूको हक, हित र अधिकारको शङ्खघोष गर्ने अग्रिम पङ्तिकी महिलाका रूपमा उभ्याएका छन्।

(ख) रिमालले मसान नाटकको पात्र पात्राहरूमा अन्तरद्वन्द्वको सृजना गराएर नाटकलाई मनोवैज्ञानिक रूप दिने जमर्को गरेका छन्। यसमा प्रयुक्त पात्रहरू आआफ्नै अर्न्तद्वन्द्वले पिल्सिएका छन्। रिमालले कृष्णलाई उसको बर्षौंदेखि को योजनाबद्ध अपराधलाई युवती सामु प्रस्तुत गर्न लगाएर सत्य कुरालाई छिपाउन नसकिने मानवीय वास्तविकतालाई उदाङ्ग पारेका छन्।

(ग) रिमालका नारी पात्रहरू आँटिला र जोशिला छन्। उनीहरू पुरुषको बर्बरतापूर्ण अत्याचारलाई आँखा चिम्लेर सहेर बस्न सक्दैनन। न त उनीहरूको विरोधमा आवाज उठाउँदा केही व्यवधान पर्यो भने आत्महत्या नै गर्दछन्। उनका नारी पात्रहरू अरूको त के कुरा महाकवि लक्ष्मीप्रसाद देवकोटाका नारी पात्रहरूभन्दा पनि माथिल्लो कोटिका छन्। देवकोटाका मुना, कुञ्जिनी, सुलोचना आदि पात्रहरू जस्तो पुरुषको सर्वशक्तिलाई स्वीकार गर्दैनन् रिमालका नारी पात्रहरू। उनीहरू सकेसम्म पुरुषको बर्बरतापूर्ण अत्याचारको भण्डाफोर गर्छन्। आफ्नो अधिकार खोज्छन् र सङ्घर्ष गर्दा केही व्यवधान पऱ्यो भने आत्महत्या नगरी व्यवधानका बिरूद्धमा बिद्रोह गर्छन्, जाइलाग्छन। अन्त्यमा केही नलागे त्यो न्यायको कदर नहुने बस्ती त्यागेर अन्तै लम्कन्छन्। जुन कुरा रिमालले मसानको युवतीमार्फत जनसमक्ष प्रकट गरेका छन्।

(घ) रिमालका मसानका नारी पात्रहरूमा वर्गीय प्रेमको भावना विकसित हुँदै गएको भेटिन्छ। माया एकाङ्कीमा मायाको खेदो खन्ने जुन अशिक्षित नारीहरू थिए मसान नाटकमा ठीक त्यसको विपरीत नारी पात्रहरू खडा गरेका छन् रिमालले। यसको पुष्टि कृष्णले सुत्केरी अवस्थामा समेत दुलहीको वास्ता नगर्दा युवती, सासु र बागमतीले क्रमशः सम्झाएको, हप्काएको र अनुनय विनय गरी अलिकति माया गर्न आग्रह गरेको भावनाबाट बुझिन्छ। रिमालका नारी पात्रहरू आफ्नो हक, हित, सम्मान र अधिकारको संरक्षणमा र त्यसको प्राप्तिमा कटिबद्ध छन्। उनीहरू पुरुषले नारीमाथि गरेको अत्याचारको एक एक गरेर बिद्रोह गर्छन् ,हिसाब खोज्दछन्। कतिपय कुरामा रिमालले उनीहरूलाई विजयी तुल्याएर नेपाली नारीहरू पनि पुरुषभन्दा कम साहसिक छैनन् भन्ने देखाएका छन्। यो उनको भविष्यप्रति आशन्वित गराउने र नारीहरूलाई हीनताको भावनाबाट मुक्त गराउने एउटा नाटकीय कला हो।

नारी विद्रोहको स्वरूप

मसान नाटकमा वर्गीय पात्र खडा गरिएको छ। यसमा एकातिर सम्पन्न शोषक वर्ग छ भने अर्कोतिर नोकर चाकर वा विपन्न वर्ग छ। सम्पन्न वर्गको प्रतिनिधित्व कृष्णको परिवारले गरेको छ भने विपन्न वर्गको बाग्मती जस्तापात्रहरूले गरेका छन्। त्यस्तै गरेर यस नाटकमा लैङ्गिक वर्गका पात्रको समेत प्रतिनिधित्व गराइएको छ जसअन्तर्गत पुरुष पात्रको प्रतिनिधित्व कृष्ण, बाग्मतीको पति र कृष्णको ज्वाइले गरेका छन् भने नारी पात्रहरूको प्रतिनिधित्व युवती/हेलेन, दुलही, बाग्मती र कृष्णकी बहिनीले गरेका छन।

(क) युवती

युवती नाटककी नायिका, कृष्णकी प्रेमिका र प्रथम पत्नी हो। उसले सन्तानसुख चाहेकी छ। मातृत्व भोकले ऊ व्याकूल देखिन्छे। यसको अभाव पूरा गर्न भान्जा भोटुलाई धर्मपुत्रका रूपमा पाले पनि पूर्ण सन्तुष्टि प्राप्त नहुँदा पतिलाई दोस्रो विवाह गर्न दवाव दिन्छे। सौतालाई प्रमुख शत्रुको रूप मानिने हाम्रो समाजमा पतिको अंश परेको सन्तान प्राप्तिका लागि दाँते वह खाएरै पनि सौता भित्र्याउँछे। कुशल गृहिणी, आदर्श बुहारी, आदर्श पत्नी, आदर्श सौता तथा विनयशील सभ्य, सुसस्कृत नारीका रूपमा उपस्थित युवतीले जव आँफूमाथि घोर अन्याय भएको, आफ्नै पतिले सन्तान नहुने औषधी खुवाएर मातृत्व शक्ति हरण गरेको वा आँफूलाई बन्ध्या बनाएको कुरा थाहा पाउँछे तव ऊ रणचण्डी बनेर उभिन्छे। हिजो कोमल हृदयकी पत्नी जसले कृष्णलाई मुटुभित्र सजाएर राखेकी थिई आज त्यही कृष्णलाई राक्षस, अमानबीय, विवेकहीन, क्रुर, मानवका रूपमाका देख्दछे। उसले स्वास्नी मानिसलाई जिउँदै दागबत्ती दिने घरमा आँफू नबस्ने र सदाका लागि गृहत्याग गर्ने निर्णय गर्दछे। कृष्णले लाख प्रयत्नका साथ अनुनय विनय गरी क्षमा माग्दा पनि ऊ टसको मस हुन्न। बरु आफ्नो बिद्रोही रूप देखाएरै छाड्छे। फलस्वरूप कृष्णले आफ्नो अपराधलाई स्वीकार गर्दै अर्को जन्ममा उसैको छोरो भएर जन्मने कामना गर्दछ। नाटककार रिमालले युवती पात्रका माध्यमद्वारा पुरुषको अन्याय अत्याचारको पर्खाल तोड्दै गृहत्याग गर्न लगाएर नारीको बिद्रोही स्वरूप देखाएका छन्।

दुलही

दुलही मसानकी सहनायिका हो। ऊ नायक कृष्णकी दोस्री पत्नी हो। चौधपन्ध्र वर्षको कलिलो उमेरकी किशोरी दुलही पत्नीका रूपमा कृष्णको घरमा भित्रिदा धैरै सपनाहरू सजाएकी थिई। जेठी पत्नी रोगी भएकाले सन्तान दिन नसक्ने भनी ढाँटेर उसलाई भित्र्याइएको थियो। तर बिडम्बना गृह प्रवेशकै दिन देखि नै उसले पतिको माया प्राप्त गर्न सकिन। उसलाई भित्र्याउनुको मुख्य र एकमात्र प्रयोजन सन्तान जन्माउनु थियो। मानौ ऊ वस्तु उत्पादनका लागि खरिद गरेर ल्याइएको मेशिन हो। ऊ कृष्णबाट उपेक्षित हुँदै गई। भित्रभित्रै उपेक्षाको आगोबाट जल्दै जान थाली। छोरो जन्माए पछि सुःख प्राप्त हुनुपर्नेमा ऊ झन दुःखी र पिडित हुँदै गई। एकातिर सुत्केरी अवस्थाको जीउ अर्कोतिर पतिको अवहेलना, त्यसमा सौता (युवती)द्वारा छोरो खोसिनु जस्ता घटनाहरूले उसमा बिद्रोहको आगो जल्न लाग्यो। कृष्णकी आमा, युवती र नोकर्नी बागमतीले उसमाथि दया देखाउनु पर्ने धारणा राख्छन्। तर उसले दया र निगाह होइन हक र न्याय चाहिएको अभिव्यक्ति दिएकी छ। ऊ निरिह बनेर धन सम्पत्तिको सुख भोग गर्दै पुरुषको भोग्या बनेर बस्न चाहेकी छैन। आफ्नो अस्तित्व खोजीका लागि बिद्रोह गरेकी छ, नारी अस्मिता र अधिकारको शङ्खघोष गरेकी छ। यहाँ नाटककारले नारीलाई परम्परागत कुसंस्कारको बिरुद्धमा नारी विद्रोहको आगो सल्काएका छन्।

बागमती

बागमती मसान नाटककी सहायक नारी पात्र हो। ऊ पनि पतिको प्रताडनाबाट पीडित देखिन्छे। धन सम्पत्ति राम्रै भएर पनि अर्काको घरमा नोकर्नी बनेर जीबिकोपार्जन गर्न बाध्य हुनुको प्रमुख कारण उसको लोग्ने नै हो। आफू र उसको छोरो हुँदाहुँदै अर्की श्रीमती भित्र्याएपछि उसको अन्याय सहन नसकी घर त्याग गरेकी छ। दुलहीलाई गरेको देखावटी मायाप्रति बिरोध गर्दै यस्तो देखावटी माया त कसैले पनि नगरोस् भन्ने बिद्रोहात्मक अभिव्यक्ति दिएर घरै छोडेर हिडेकी छ। नाटककार रिमालले बाग्मती स्त्री पात्रका माध्यमबाट पनि गृह नै त्याग गराएर बिद्रोहात्मक अभिव्यक्ति दिएका छन्।

मसान नाटकमा सूच्य पात्रका रूपमा उभ्याइएकी कृष्णकी बहिनी पनि चरित्रहीन पतिको यातनाबाट पीडित छ। जाँड रक्सी खाने कैयौं दिनसम्म परस्त्रीसँग रमाउने र घरमा आएर श्रीमतीलाई कुटपिट गर्ने गैरजिम्मेवार, अनैतिक, पतित, परस्त्री लम्पट श्रीमानको व्यवहार देखाइ नाटककार रिमालले सुसुप्तरूपमा अन्तर्बिद्रोहको अवस्था सिर्जना गराएका छन्।

उपसंहार

गोपाप्रसाद रिमालाई हामीले देख्न र भेटघाट गर्न सकेनौं। यसबाट हामी उनको जीवनको बारेमा धेरै कुराहरूबाट अनभिज्ञ नै हुनुपर्‍यो। उनका कृतिका आधारमा मात्र उनको मूल्याङ्कन गर्दा सही नहुन पनि सक्छ। रिमाल नेपाल र नेपालीप्रति सदैव भलो चिताउने, अन्याय अत्याचार र थिचोमिचोलाई नसहने एक निर्भिक क्रान्तिकारी सुधारक हुन्। उनी दरिला समाजसेवी पनि हुन्। ठूलाबडा भनाउँदादेखि नडराई जायज कुरामा अडिग रहनु पर्छ भन्ने उनको मूल धारणा थियो। मसान नाटकमा यिनै कुराहरूको सङ्केत रिमालले दिएका छन्। रिमाललाई आदर र सम्मान गर्ने हो भने उनको कृतिहरूको व्यापक चर्चा परिचर्चा गरिनु पर्छ र उनको जन्म जयन्ती मनाउनु आवश्यक देखिन्छ। अन्यथा रिमालको देनको कदरमा कमी भएको ठानिने छ र उनको योगदानको सही मूल्याङ्कन नभएको ठहरिने छ। रिमालको साहित्य सार्वदेशिक, सार्वकालिक र कटु सत्यतामा आधारित भएकोले यसको व्यापक खोजी र प्रचार प्रसार हुनु आजको प्रमुख आवश्यकता हो। उनले समाजको मूलधारबाट ओझेल पारिएका र पुरुषका मनोरञ्जनका साधन बनाइएका नारीलाई प्राथमिकतामा राखेर नाटकको रचना गरेका छन्। आफ्ना सबै नाट्यकृति तथा कतिपय कविताहरूमा समेत नारी समस्यालाई नै केन्द्रमा राखेर उनले समाधानको आग्रह गरेका छन्।

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