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Editorial

Human life is considered as distinct and superior to other lives as human has extensive tendency for exploration and research. Human curiosity has uncovered numerous mysteries from the diverse fields (universe, material, life, society, nature etc.). As everything have two aspects, exploration and research impact over the world both positively and negatively. The invention of atom bomb and chemical weapons has created vicious circle of fearfulness in one side but in other side, the invention of IT, quick transportation and efficient machineries has made human life very much comfortable. We get rid of fatal diseases and pre-mature death due to rapid development of medical sciences in one side but in other side, unnecessary use of fertilizers, insecticides and antibiotics has given rise to several diseases.

We have brought forth the first volume of Academic Thoughts with the co-ordination of Research Management Cell (RMC) of this campus. This issue has incorporated contributions from various streams (education, management, humanities & social sciences and science & technologies). This work is an attempt with the noble vision of enhancing research interests of the lecturers and the students as well; realizing the fact that only the research based studies could address the up-dated nature of the dynamic knowledge of human life, especially in the field of teaching professionalism.

We would like to express our sincere gratitude to all those scholars who have made contributions by providing their articles to publish this volume. We have really made great effort that all the manuscripts meet the academic standards required by the journal. Moreover, we would like to thank University Grants Commission (UGC) for initiating Higher Education Reform Program (HERP) in this campus and thereby enhancing the research activities in this institution.

The views expressed in the articles are completely the views of the contributors. The editorial board of Academic Thoughts welcomes further views and suggestions for improving the standard of the journal. Conclusively, we hope that the research findings in the published articles will impact positively over human life.

Editorial Board

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Linguistic Difficulties for Teaching/Learning English in Maithili Culture

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Abstract

The article provides insight into understanding the linguistic difficulties for acquiring English in Maithili settings; importance of using local context and culture while teaching/learning English. It is believed, without culture, language would not be alive, i.e. language is influenced and shaped by the culture where it is being used, and it reflects culture. Therefore, culture plays a very important part in language teaching, which is widely acknowledged by English teaching circle.

Keywords: Cultural influence, Linguistic difficulties, Cultural differences, English teaching/learning through Maithili, Minimizing difficulties

1. Introduction

English has fast been a global language and it will be more so in the future as it is no longer the language of only so-called native speakers (e.g. Americans, British, Australians, and so on); the number of native speakers is already outnumbered by non-native speakers of English. It is not only a means of disseminating new knowledge in any field throughout the world but also a means for intercultural communication. Moreover, English has already become an inevitable part of the education in Nepal though there are many challenges to make its teaching more effective. Despite the fact that indigenous languages are on the verge of extinction, there is a craze of learning English among students, and parents also aspire to educate their children in English medium schools. The number of schools switching to English medium is increasing every year. On the other hand, English is both subject and medium of instruction from pre-primary level in private and government schools. However, there are many challenges to teach English to students who come from various Linguistic and cultural backgrounds. It is clear that language and culture are interactive influences: the two cannot exist without each other. They combine to form a living organism. If we compare the society to a swimming pool, language is a swimming skill and culture is the water. A language is a part of a culture and a culture is a part of a language, Brown (1994: 165). Similarly, Jiang's study(2000) claims that language is flesh, and culture is blood; communication is like transportation where language is the vehicle and culture is traffic light. Some questions pertinent to the facts: how our socio-cultural background can shape teaching and learning of English? How can we teach English while addressing linguistic and cultural diversity of Nepal? How do learners' prior linguistic and cultural knowledge help in learning English? These all appeal the applied linguists to play the intercultural approach in English classes in our contexts. One of the major challenges is how teaching of English can

be made appropriate in the multilingual and multicultural context of Nepal: whether or not students get chance to utilize their own cultural and linguistic knowledge in schools while learning English.

The concept of language teaching now is that of concentration in what the learners learn or want to learn rather than what is to be taught. As the classrooms get more learner-centered, it can be assumed that the attitude and the initiatives from the learners' side will be more prominent. Since a person is shaped by his/her own culture and local setting, we can assume that the importance of cultural context in language teaching will grow as learning becomes more learner-centered. It is in conjunction with this shift of emphasis away from teaching and towards learning, that there has appeared a growing awareness of the role played by culture in the classroom, (Sowden, 2007, p.304). This intricate mutual relationship between language and culture may be the key to unlock the language teaching methodologies of the future. I always accept "Local context becomes inseparable from the use/teaching of a language". Kachru and Nelson (1996) opine that there is no need of teaching target culture especially in the contexts where different institutionalised varieties of English are in practice. It is plainly focused that 'local culture' in TEFL should be taught. In an article Phyak advises the teachers to use both target and native cultures with priority to local culture. These all indicate if we want to have natural mastery over English language, then I believe we must find a way to make the language practical to its learners by acculturating it with the community. What needs to be done is to bring about association between the language being learnt and the experience of the learners. This will provide platform for practicality of the language being learnt.

2. Status of Maithili

Maithili is a New Indo-Aryan (NIA) language spoken by about 30 million people mainly residing in the south-eastern part of Nepal, Terai region and in the northern part of Indian State of Bihar. As its name implies, Maithili is the language of residents of Mithila, the prehistoric ancient kingdom, which was ruled by King Janak and was the birthplace of Janaki or Sita (Lord Ram's concubine). The modern Maithili is politically split into adjacent parts of two different nations- Nepal and India and yet it exists as an inalienable cultural entity mainly owing to the proximity and regular interaction between the Maithili speaking community of the two nations. Mithila is now a region located in north Bihar (India) and the south-eastern part Nepal, Terai where its speakers have been residing since the ancient times. This language has also been alternatively called *Mithilaa Bhaakhaa*, *Tirhutiyaa*, *Dehaati*, *Thethi*, *Avahata* or *Apabhramsa* (Yadava, 2001).

Maithili is the mother tongue of 11.67% of the total population of Nepal and has been the second widely spoken language used by 3,092,530 (CBS, 2011: HMG / Nepal), residing in south-eastern plains known as the Terai i.e. of about more than 9 districts namely Morang, Sunsari, Saptari, Siraha, Udaypur, Dhanusha, Muhatari, Sarlahi, and Rautahat. It also functions as *lingua franca* in communicating with non-Maithili speakers such as Hindi, Urdu and Nepali speakers in the region. Maithili is rich in both oral and written tradition and has unique cultures. Its cultural practices have been creating the boundary of the Mithila society.

In Nepalese education policy, however, Maithili has recently been introduced as a subject from primary to higher levels of education.

3. Culture and language reflect each other

The association of local context, language and culture can be done in three levels: using local context and culture while learning English, using the context and culture of the target language, and integrating the two cultures to create multicultural or global comprehension. Using local context and culture will enable the learners to grasp the deeper meaning of English because they can associate the cultural and contextual meaning that they are familiar with. It is clear that the classroom observation shows that students in pair and group works are more interactive when they had to discuss on their local cultures than when they have to discuss on different stories or texts which they are not familiar with. Contextualization will further enable the learner to be proficient in the language at a faster pace. The learner will understand how a different language is not very different from one's own. This methodology needs to be applied on the learners at least at the beginning/elementary. The learners must be given ample opportunities to interact in the target language contextually. This is only possible if the content that is being used is related to local context or culture. If target language culture is given as a topic of interaction, the learners may have nothing to contribute and will be less willing to proceed further.

The users of the target language are varied. There is no single context or culture that defines a language like English. Therefore, it will be difficult to identify the target culture when we talk of English. This also indicates that even within the same language there is influence of local context and culture. This will make the learner understand that the language is not entirely free from the culture and context of a community. For example, we can take metro English that the Londoners use. It is very different from the traditional Standard or BBC English that we learn in Nepal or the other parts of the world. When we are able to identify issues of global importance and contribute to it in a local way, then we will be adherent to the post-modernist maxim of "think globally, act locally".

4. Intercultural communication

English language can foster intercultural communication among the children from diverse cultural as well as linguistic backgrounds. therefore the teachers of English should capitalize multicultural experiences that children bring into the classroom while teaching English. Some scholars put a significant point that teaching of English should be contextual and we need to educate children about the nature of English in relation to society. This clearly indicates that to address the expectations and experiences of children from diverse cultural backgrounds, teachers' role as a passive-technician is not enough rather they have to be a transformative intellectual. They should understand that classroom is socially constructed and historically situated and they should create such an environment where students from various backgrounds can get opportunities to utilise their prior knowledge. In general, English teachers are not simply in-charges of classroom but also agents for social change. They can also contribute to foster democracy and critical thinking skill by creative inclusive

learning environment where students can exercise their values, assumptions and identities shaped by local, national and global socio-cultural settings and expectations. Breaking rules of traditional teaching, the teachers have to arouse curiosity of students to resolve various puzzles themselves rather than showing their fault while they make mistakes. Emphasizing the importance of thinking process, the students should be given enough time to think while teaching English. Now we need to rethink the way we are teaching English in Nepal. Some crucial questions that may help us to further our debates are: How often do we give students chance to think critically? Are we aware of their socio-cultural backgrounds? Have we tried doing something new or beating the same old drum?

Professor Abhi Subedi in one of his speeches, critically assessed the consequences of detaching teaching English from cross-cultural context in Nepal. Analyzing the socio-political and historical discourses, he strongly condemned that our practices of teaching English have not been able to address socio-cultural realities. He argued that 'methods [of teaching] ... failed to suture the diverse experiences of English teachers in this country' and is critical about teachers' resistance towards change. He showed his concern about the fact that teaching and learning of English has been confined within the classroom. This clearly indicates that there is a huge gap between socio-cultural reality and teaching of English in Nepal. He appealed that we can design syllabuses and can develop practical methods of teaching by considering our own multilingual and multicultural realities. He also mentioned that now there is no point in following British or American Standard English to teach English in Nepal. In the same way, focusing on the importance of English, Professor Jai Raj Awasthi presented that three language policies (mother tongue, Nepali and English) can be a pragmatic policy for placing English in multilingual and multicultural context of Nepal.

5. Review of literature

Thongsongsee (1998) investigated linguistic and cultural difficulties encountered by Asian student graduates from American universities that revealed that factors such as a good understanding of western cultural norms, the ability to adapt oneself to a different style of learning, and personal problems played a crucial role in the overall achievement of the students. Crowe's study (1992) illustrated that Asian students experienced language problems in writing English. The major findings indicated that Asian students had the most difficulty integrating sources from research and developing transition, unity, and cohesion. It can be concluded from the studies that Asian students encounter the linguistic problems such as writing composition, listening comprehension and plagiarism. These problems are an obstacle to achieve academic learning. However, the state of the English language problems and solutions are based on a number of variables including the following aspects: Linguistic problems, Socio-cultural on second language learning, Barriers to intercultural communication, Learning strategies, and Differences in educational systems and backgrounds.

6. Method of study

The researcher has applied basically the secondary sources for gathering information. However he has developed this work also based on his personal experiences that he has had during English language teaching involved for more than a decade, especially in the context of Maithili culture in the campus level.

7. Linguistic difficulties

To be competent in English, learners need to acquire linguistic knowledge including grammar or syntax, morphology, phonology, and semantics. This knowledge is frequently called competence and its realization is described as performance. There are, of course, many rules to make up a native speaker's competence. Linguists have relied on native speakers natural intuitions of grammatical accuracy and their sure sense of what is proper language use to establish a norm against which the performance of non-native speakers is measured. Whereas individuals have a need to succeed in English communication in real life situations such as in academic, revitalization or work, language efficiency can be considered as one of the next important tools. However, Mitchell & Myles (1998) indicate that one phenomenon of second language learners is "incomplete success and fossilization", Two main theses for the explanation of these phenomena are psycholinguistic and sociolinguistic. The explanations from the first group of theorists are about how the brain processes language to acquire, use, and understand language. It is possible to generate a grammatical and meaningful sentence out of vocabulary and grammatical structures, as well as the processes that make it possible to understand utterances, words, text, etc. In the sociolinguistic view it is the study of the influence of society, including cultural, expectations, and context, on the way language is used. It also studies how language differs between groups separated by certain social variables, e.g., ethnicity, religion, status, gender, level of education, etc., and how creation and adherence to these rules is used to categorize individuals in social class or socio-economic classes. As the usage of a language varies from place to place such as dialect, language usage varies among social classes, and it is these sociolects that sociolinguistics studies. The obstacles of the second language learners are the lack of social opportunity and motivation to utilize the target language. They use the language through the eyes of the English cultures rather than the cultures of their own. Several studies were conducted on the English language problem as English Second Language (ESL) and English Foreign Language (EFL) of non native students.

8. Sources of linguistic difficulties for Maithili speakers

i. Difference between English and Maithili

As it is very clear that the two languages (English and Maithili) are distinct from each other greatly in their surface representation in phonetics, grammar, and semantics, the Maithili speakers find a lot of problems regarding English learning. The vast different areas are their vocabulary systems and cultural practices. This causes them inherent problems for the learners and the massive exposure of local cultural experiences in English is an urgent need to address such difficulties.

ii. Learning English through Nepali, rather than Maithili

What we observe is that the students in Nepal are trying their best to learn any other language e.g. English through the concept of Nepali and the Maithili speakers are following it, too which sustains a lengthy process on the one hand and on the other hand they remain very far away from their own culture implementation. Neither learners nor teachers can adopt the tasks directly either from the target or from the local language which causes difficulties on the part of both: learners and teachers as well.

iii. Cultural complexity and shock

Culture shock is a term used to describe the anxiety and feelings (of surprise, disorientation, confusion, etc.) felt when people have to operate within an entirely different cultural or social environment, such as a foreign country. It can also describe culture shock as the physical discomfort when one moves a residence to a different place. Culture shock results from the anxiety and disorientation a learner experiences upon entering the culture of the target language. Studies show that culture shock usually occurs about six months after entering a new culture when the second language learner begins able to compare the values and pattern of the new country with those of his/her native country. Each language is heavily complicated in its culture and Maithili is clearly so. However, the teachers try to be convergent, i.e. being towards the target one while their speakers are learning it. For instance, Nepali speakers are easily letting the English culture enjoy in their own contexts which is maximally impossible in the context of Maithili, due to less attachment of its native speakers with the western culture and more being with the Indian one. Similarly the concept of the Maithili people is so rigid that they feel really a kind of cultural shock if any English cultural tasks happen to be adopted, even while they are learning English. The affective variable that relates to second language learning is culture shock.

iv. Less exposure in daily communication

Since the political scenario of Nepal is narrowing day by day, the global concept of decentralization is being solely a dream of non-Kathmanuites in the newly biased statue of this kingdom. This forbids the Terai residents having authentic English exposure in their daily discourses as no foreigners and well educated people have any chance to integrate with this area culture and are also forced to spend their life in Kathmandu. There are some states in India where people are no longer making any attempt to learn Hindi as they are doing for acquiring English which creates better contexts to establish a direct cross cultural communication.

v. Political unrest throughout Terai

Politics is a demand of everyone and everywhere but its wrong practices are fostering a great impact in a social and national development. In Nepal we all know that it is and how it is getting practiced. Since over a decade and especially last year, Terai has been in such a political unrest scenario that all the sectors have been paralised. Teaching and non-teaching staffs have become political pillars and totally abandoned exercising their teaching

experiences to share with their students on the one hand and on the other the government has also stopped thinking of implementing any educational program for Terai residents. Language policy in Nepal especially about Maithili is totally unfair which causes a diverse impact over acquiring English for Maithili speakers. Swami Mukundanand in his speech told, "A baby in its mother stomach is waiting to get born politically".

vi. Attitudes towards quality education

Majority of educated people in Maithili culture have rooted with a wrong vision towards quality education as they count the high level degree holders in their community. There are ample English medium schools but the practice of English is found no longer in their commitment as they do all in the SLC exams for satisfying the guardians. Quality remains a slogan of every educational institution but they never cash it, hence adversely creates Linguistic problems for coming generations. Quality education and Linguistic problems are interrelated. It is only through Quality education that the learners of this culture can enjoy language learning activities mentally and socially.

vi. Designing tasks of English curriculum

Since intercultural approach has been introduced and working effectively, it is a great time to consider all the cultures equally while designing English curriculum in Nepal. One of the limitations of running school level English curriculum is that it has completely ignored the inclusive provision of Maithili cultures due to which the Maithili speakers find it less interesting and hence less contributing for them. Maithili culture is very rich and its speakers always wish to attach with it in all activities; English learning is no longer an exceptional case. Learning an outland language through local culture is a demand of modern intercultural approach. There are no Maithili cultural tasks in English curriculum.

vii. Medium of teaching

English is taught through English to some extent in boarding schools and completely Nepali in public ones irrespective of different cultures and local languages. But current studies claim that English should be taught and learnt through English with the focus on the local language and its culture learning strategies. Intercultural approach is totally being ignored in the process of acquiring English, which focuses on applying local cultural tasks along with the use of the local language instead of switching to Nepali. In Terai culture, teaching English does not allow an association between the local culture and the target one.

viii. Imperfect teachers

Nepalese context gives the least focus on the teaching professionalism, without realizing its empirical values for the dynamic changes in the future, which has caused this field to have been somehow existing with very low/mild manpower on the one hand and on the other the government pays little consideration towards boosting it through different empowering activities, such as: training program, implementing long term educational system, making TSC effective and others. The studies show that the nation has been suffering from the crisis

of perfect (in my view, appropriate) teachers almost in all levels, but massively in lower one. Regarding Maithili community, the teachers lack devotion towards their responsibility in their schools but fully they (from this culture) are reported as true professional in the Himalayan and Pahadi regions of Nepal. As they get their posting transferred from highland to lowland, their knowledge of teaching field also sets from high to low level and soon makes them be themselves from teacher to no-any-political leader. A good language teacher must possess dynamic features and be more laborious comparatively which we find the Maithili culture does not have and therefore causes linguistic difficulties for English acquisition here.

ix. Problems in teaching materials

Source materials for teaching English as an EFL or ESL are to be produced by considering different factors, such as student level, local culture, affordability, nature of the curriculum and so forth. The learners need appropriate materials only they get motivated towards learning any other language. But in our educational system, the source materials that address the desires of the learners are not available and even some basic are available they are not used properly.

x. Prejudice of Nation towards Maithili Culture

The prejudice was studied Alptekin (2002) and others. The prejudice is one element in a series of factors that can increase enculturation stress. Prejudice can be either positive or negative. It is generally referred to the unfairness, bias, or intolerance of attitudes or opinions towards another person simply because they belong to a specific religion, race, nationality, or another group. Prejudice involves the preconceptions of individuals based on unfounded opinions, attitudes, or beliefs. Jandt's (2001) definition of prejudice further elaborates the damaging effect of prejudice as "persons within the group are not viewed in terms of their individual merit but according to the superficial characteristics that make them part of the group". The prejudice classifies in two types, the familiar and unfamiliar, deals with when people choose to associate only with others like themselves. Human beings tend to avoid the unknown and gravitate towards what is known and familiar.

xi. Learning Strategies

Learning strategies are methods taken by students to enhance and achieve their own learning. Strategies are especially important for language learning because they are tools for developing language competence and achieving language learning. Appropriate strategies result in encouraging English proficiency and greater self-confidence. The main idea of learning strategies is to engage between action and skills for understanding, storing, and remembering new information. What makes a strategy positive and helpful for a given learner? A strategy is useful if the following conditions are present: (a) the strategy relates well to the L2 task, (b) the strategy fits the particular student's learning style preferences to one degree or another, and (c) the student employs the strategy effectively and links it with other relevant strategies. Strategies that fulfill the conditions such as making learning easier, faster, more enjoyable, more self-directed, more effective, more cultural related locally and

more transferable to new situations" are required of language learners. Several research studies in both first and second language contexts indicate that effective learners use appropriate learning strategies when they deal with academic tasks, whereas less effective learners apply strategies infrequently or inappropriately. All these indicate that teaching methodology should be based on how the particular learners are learning the language rather than how they should be learnt. What we still find here is that the language teachers are applying the traditional methods only which solely focuses on teacher-centered rather than student-centered; teaching rather than learning. Learning strategies are totally ignored and therefore causes linguistic difficulties on the part of learners.

9. Perspectives on minimizing linguistic difficulties for Maithili speakers

The challenging job of any English teacher in any culture is to minimize the linguistic difficulties and help the learners gain the naturality of that language. Since language is more than just the code: it also involves social practices of interpreting culture and making meanings. There is a fundamental relationship between language and culture and each culture assumes a distinct way of looking at a language. While designing an English curriculum for Maithili learners, it must be born in the mind of the designers about the peculiarities of this culture. If language is a social practice of meaning-making and interpretation, then it is not enough for language learners just to know grammar and vocabulary. They also need to know how that language is used to create and represent meanings and how to communicate with others. This requires the development of awareness of the nature of language and the nature of the culture together and its impact on the world. The understanding of language that is part of our stance also affects what happens in the classroom and the ways in which learners begin to understand the relationship between their own languages and the languages of their learning. If the language pedagogies focus on the interpretation and creation of meaning, language is learned as a system of personal engagement with a new world, where learners necessarily engage with diversity at a personal level. Understanding the nature of the relationship between language and culture is central to the process of learning another language. In actual language use, it is not the case that it is only the forms of language that convey meaning. It is language in its cultural context that creates meaning: creating and interpreting meaning is done within a cultural framework. In language learning classrooms, learners need to engage with the ways in which context affects what is communicated and how.

Both the learner's culture and the culture in which meaning is created or communicated have an influence on the ways in which possible meanings are understood. This phenomenon also demands the practice of intercultural concepts in the classroom activities as this context is not a single culture as both the target language and culture and the learner's own language and culture are simultaneously present and can be simultaneously engaged. The curriculum designers must consider how language and social practice are to be balanced in the curriculum and should create the gaps by understanding how one's own culture shapes perceptions of oneself, of the world, and of our relationship with others. The way in which we understand culture, just as the way we understand language, affects the way we teach

culture in language learning. All human beings are shaped by their cultures and that communicating across cultures involves accepting both one's own culturally conditioned nature and that of others and the ways in which these are at play in communication. Learning another language can be like placing a mirror up to one's own culture and one's own assumptions about how communication happens, what particular messages mean and what assumptions one makes in one's daily life. The learning theories that the teachers hold implicitly or explicitly influence their teaching, learning and assessment practices. Theories of learning have changed from behaviourism to cognitive and sociocultural theories. Language, culture and learning together form the basis for the languages curriculum.

Socio-cultural theories are to be better applied while interacting with English in any other culture. Whereas cognitive theories highlight thinking as it occurs *in the mind of the individual*, socio-cultural theories consider the relationship between thinking and the social, cultural, historical and institutional context in which it occurs. One of the studies shows that learning and development are culturally embedded and socially supported or mediated processes. Second language acquisition and learning theories need to account for language learning by learners from diverse life-worlds, learning with diverse needs, interests, motivations and desires in diverse contexts. Intercultural language teaching and learning focuses on the relationship between language, culture and learning.

10. Conclusion

Culture and language are the two sides of the same coin. Any language itself gets affected/shaped greatly by the culture in which it is being used. So, while learning and teaching English language in the Maithili culture, the language is to be practiced or introduced with the harmony of this culture as far as practicable, as it helps the learners foster/process the language in the way their culture has shaped them for acquiring any new phenomenon. That is to say, if English is introduced through the Maithili culture to the Maithili speakers, the task of processing it would look very natural, and, hence, learning takes a better pace. In a nutshell, let the learners acquire English around the local cultural activities.

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विश्वेश्वरप्रसाद कोइरालाको समन्वयवादी राजनीतिक जीवन-दर्शन र 'सुम्निमा' उपन्यासमा राजनीतिक समन्वय

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सार

राजनीति र साहित्य मूल कार्यक्षेत्र बनाएका विश्वेश्वरप्रसाद कोइराला समन्वय र सङ्घर्षको राजनीतिक जीवन-दर्शनका व्यक्तित्व देखिन्छन् । नेपालमा सवैधानिक प्रजातन्त्र स्थापना गर्ने कार्यमा कोइराला सामन्तवादी शक्ति प्रजातन्त्रवादी शक्तिसित निकट रहेका अवस्थामा त्यससित समन्वय गर्न अग्रसर छन् भने सामन्तवादी शक्ति प्रजातन्त्रवादी शक्तिसित टाढिएका अवस्थामा त्यससित सङ्घर्ष गर्न सक्रिय देखिन्छन् । उनको मूल राजनीतिक जीवन-दर्शन सामन्तवादी शक्तिसित समन्वय गरी सत्ता प्राप्त गर्नु नै रहेको छ । 'सुम्निमा' उपन्यासमा नेपाली समाजको विकासका निम्ति युद्धको विरोध र शान्ति स्थापना गर्नु पर्छ भन्ने समन्वयात्मक राजनीतिक विचार अन्तर्निहित छ र यो विचार यस उपन्यासको मुख्य प्राप्ति हो ।

मुख्य शब्द-वाक्यांस: समन्वयवादी जीवन-दर्शन, समन्वय कोइरालाको मूल जीवन - दर्शन, समन्वय र सङ्घर्ष नेपालमा प्रजातन्त्र प्राप्तिका आधार, मानवमा प्रकृतिस्तरको सोच-व्यवहार आवश्यक

१.१ विषय प्रवेश

विश्वेश्वरप्रसाद कोइराला नेपाली जनताको प्रजातान्त्रिक हक-अधिकार प्राप्तिको राजनीतिमा लागेका एक असल मानिस हुन् । राजनीति र साहित्य माध्यमले उनले नेपाली समाजको विकास गरेको पाइन्छ । व्यक्तिको सामाजिक चिन्तनको असर समाजमा पर्दछ । उनको सामाजिक चिन्तनले नेपाली समाजलाई निकै नै प्रभावित गरेको छ । उनले समन्वय र संघर्षका माध्यमले नेपाली समाजलाई प्रभावित गरेको पाइन्छ । कोइरालाले तत्कालीन परिवेशमा नेपाली समाजको राजनीतिक मार्ग दिशा समन्वय हो भन्ने ठहर गरेका छन् । उनका उपन्यास साहित्यमा पनि समन्वयको राजनीतिक मार्ग दर्शन पाइन्छ ।

१.२ राजनीतिको परिचय

राजनीति राज्यको विकास गर्न राज्य सञ्चालन गर्ने नीति हो । राज्य सञ्चालन राज्यका राजनीतिक, आर्थिक, सामाजिक, सांस्कृतिक, शैक्षिक व्यवस्थाको युगानुकूल र अग्रगामी विकासको सञ्चालन हो । ब्लण्टश्लीले राजनीतिलाई राज्यको क्रियाकलापसँग सम्बन्धित एक कला मानेका छन् (रेग्मी २०५७:२) । पं. श्रीराम शर्मा आचार्यका अनुसार राजनीति राष्ट्रिय व्यवस्था एवं अन्तर्राष्ट्रिय सम्बन्धहरू सुचारु वा सुगम बनाउने प्रणाली हो । यसका मूल्य र नीतिहरू सर्वजनहिताय र सर्वजन सुखायका उच्च आदर्शहरूले ओतप्रोत हुनुपर्छ (आचार्य, २०७३/अक्टुबर २०१६:१४) । विश्वेश्वरप्रसाद कोइरालाको विचार छ- 'राजनीति अत्यन्त व्यावहारिक पेशा हो' (कोइराला, २०५५:१६५) । नरहरि आचार्यका भनाइमा 'राजनीति आफै मानव जीवनको साध्य होइन, मानव जीवन सुव्यवस्थित सञ्चालन गर्नका निम्ति प्रयोग गरिने साधन हो' (आचार्य, २०५३:१७४) । शिरीषचन्द्र रेग्मी भन्छन् - 'राजनीतिको सम्बन्ध मानवको संगठित सामाजिक जीवनको राजनीतिक प्रक्रियाहरूसँग छ' (रेग्मी, २०५७:६) । उनको उल्लेखअनुसार केही विद्वानहरूको विचारमा राज्यको उत्पत्ति, प्रकृतितत्व र लक्ष्यसँग सम्बन्धित प्रत्येक चिज राजनीतिअन्तर्गत पर्दछ । पं. श्रीराम शर्मा आचार्यले प्राचीन कालको राजनीतिको लक्ष्य र त्यसका असर एवं वर्तमान राजनीतिबारे के भनेका छन् भने पहिला राजनीतिको लक्ष्य सुरक्षा एवं सुव्यवस्था थियो । ती दिन यसले लोकश्रद्धा प्राप्त गरेको

थियो । यसकारण यसका जरा गहिरा र बलिया थिए । तर अब स्थिति बदलिएको छ । यसले आफ्नो प्रयोजन छाडिदिएको छ र निहित स्वार्थहरूका आश्रय अँगालेको छ (ब्रम्हवर्चस, सन् १९९८:३.६२) । दुर्गा प्रसाद अर्यालका शब्दमा- 'राजनीतिले समग्र रूपमा राष्ट्रिय निर्भरताको दिशाबोध र क्रियात्मक रूप दिन सक्नुपर्छ' (अर्याल, २०४८:१७८) । उमा धिमिरेको भनाइ छ- 'जनता नै राजनीतिको प्रमुख अङ्ग हो' (पृ. ३४) । शारदा शर्माको विचारमा 'राजनीति भैरहेको समाजको व्यवस्थित संचालन गरेर कुनै निश्चित सामाजिक आदर्श अनुरूप समाजमा उचित अनुशासन र नियमको स्थापना गर्न प्रवृत्त रहने परिपाटी हो । 'राजनीति एउटा ढिलो प्रक्रिया हो । समय र सीमाले... राजनीति बाँधिएको हुन्छ । समाजका बदलिँदा आवश्यकता र आविष्कारहरूलाई राजनीतिले बडो विस्तारै ग्रहण गर्दछ' (शर्मा, २०४२:२८) । विश्वेश्वरप्रसाद कोइरालाको भनाइ छ- 'हाम्रो काम गाउँको निर्माण गर्नु हो । गाउँको गरिबी उन्मूलन गर्नु, अशिक्षा उन्मूलन गर्नु र त्यहाँ ओखतीमुलो र शिक्षाको व्यवस्था गर्नु हो ।' 'यदि हामी यो गर्न सक्दैनौं भने राजनीतिमा लाग्नुको कुनै महत्त्व छैन' (पृ.:६८) ।

१.३ राजनीतिक समन्वय

एकभन्दा बढी राजनीतिक विचार-दर्शनमा समन्वय भई नयाँ मिश्रित राजनीतिक विचार दर्शन निर्माण हुनु राजनीतिक समन्वय हो । समाज विकासक्रममा प्रजातन्त्रवादी राजनीतिक विचार-दर्शन र सामन्तवादी राजनीतिक विचार-दर्शन अथवा समाजवादी राजनीतिक विचार-दर्शन र प्रजातन्त्रवादी विचार-दर्शनमा समन्वय भएका अनेकौं उदाहरण पाइन्छन् । देशभक्त र राष्ट्रवादी शक्तिहरूका बीचमा पनि समन्वय पाइन्छ । प्रत्येक कालखण्डमा विश्वका विभिन्न देश र राष्ट्रमा सन्धि-सम्भौता-समन्वयका अनेक साक्ष्यहरू छन् । प्रत्येक राजनीतिक सन्धि-सम्भौताहरू राजनीतिक समन्वयका साक्ष्यहरू हुन् । यस किसिमका समन्वयमा समन्वयकर्ताले आ-आफ्ना केही मान्यता त्यागेर नयाँ समन्वयात्मक मान्यता स्थापित गरेका हुन्छन् ।

राजतन्त्रात्मक व्यवस्था परिवर्तन गरी नयाँ व्यवस्था स्थापना गर्न विभिन्न देशको समाजमा प्रजातन्त्रवादी र समाजवादी राजनीतिक विचार-दर्शनमा समन्वय गरिएको पाइन्छ । विश्व इतिहासको सर्वेक्षण गर्दा सर्वप्रथम फ्रान्समा पूँजीवादी प्रजातन्त्रवादी र मजदुरहरू संयुक्त भई त्यस देशको निरङ्कुश राजतन्त्र विरुद्ध संघर्ष गरी पूँजीवादी प्रजातन्त्र स्थापना गरेका छन् । क्रान्तिपश्चात् सत्तामा स्थापित भएका प्रजातन्त्रवादीहरूले मजदुरका माँग पूरा नगरी तिनको विरुद्ध सामन्तवादीहरूसँग समन्वय गरी राजतन्त्र स्थापना गरेका छन् ।

(सिंह, २०५७:११-१२) । फ्रान्समा यी दुवै समन्वयात्मक कार्य सन् १७८९ देखि १८३० सम्म भएका छन् (आचार्य, २०४४:२४-६४) । यस किसिमको पूँजीवादी प्रजातन्त्रवादी र मजदुर एवं पूँजीवादी प्रजातन्त्रवादी र सामन्तवादीहरूसँगको समन्वय विश्व इतिहासमा पहिलो पटक भएको पाइन्छ ।

नेपालको उत्तरी छिमेकी राष्ट्र चीनमा पनि आधुनिक चीन निर्माणका क्रममा राजनीतिक समन्वयको प्रयोग भएको पाइन्छ । चीनमा मंचूराजवंशको अन्त्य गर्न क्वोमिन्ताङ संगठन प्रमुख डा. सन यात्सेन नेतृत्वको प्रजातन्त्रवादी शक्ति र राजतन्त्रात्मक छिङ सरकारका सैन्य प्रमुख प्यान शिखाई (Yuan Shikai) बीच समन्वय र सम्भौता भएको पाइन्छ । यस समन्वयले नै चीनमा गणतन्त्र स्थापना भई यसका अस्थायी राष्ट्रपति बनेका डा. सन यात्सेनले प्यान शिखाईलाई राष्ट्रपति बनाएर छिङ राजवंशलाई सत्ताच्युत गरेका छन् (उपाध्याय, २०५४:१७५-१७६) । सन यात्सेनले चीनमा गणतन्त्र स्थापना गर्ने सर्तमा प्यान शिखाईलाई राष्ट्रपति पदमा राखेर उनीसित सम्भौता गरेका छन् (उपध्याय, २०५८:१०५) । यस सम्भौताले चीनमा राजतन्त्र अन्त्य भई पहिलो पटक गणतन्त्र स्थापना भएको छ । यसरी नै प्रारम्भमा डा. सन यात्सेनको नेतृत्वको र उनको निधनपश्चात् च्याङ्काइसेकको नेतृत्वमा चिनियाँ राजनीतिमा सक्रिय र लोकप्रिय क्वोमिन्ताङ दल (उपाध्याय, २०५८:११४) सित पार्टीका प्रथम अध्यक्ष छेन सुसिनको नेतृत्वमा रहेको चिनियाँ कम्युनिष्ट पार्टीले आफ्नो दलको लोकप्रियता बढाउन समन्वय गरेको छ (पृ. ११५) ।

नेपालमा आधुनिक राजनीतिक इतिहासको प्रारम्भ गर्न अर्थात् यस राष्ट्रमा संवैधानिक प्रजातन्त्र र गणतन्त्र स्थापना गर्न प्रजातन्त्रवादी शक्ति र समाजवादी राजनीतिक शक्तिबीच समन्वय भएको पाइन्छ । सामन्तवादी विचार- व्यवहारको राणाशासन समाप्त गरी यस राष्ट्रमा संवैधानिक प्रजातन्त्र स्थापना गर्न प्रजातन्त्रवादी शक्ति नेपाली काँग्रेस, नेपाल प्रजापरिषद् र समाजवादी शक्ति नेपाल कम्युनिष्ट पार्टी संयुक्त रूपमा २००७ मा राणा विरोधी आन्दोलन चलाएका हुन् । यस आन्दोलनको पछिल्लो चरणमा राजा त्रिभुवन पनि सहभागी भएका छन् । यी तीनको संयुक्त आन्दोलनपछि २००८ (सन् १९५१ जनवरी ८) मा भारतका तत्कालीन प्रधानमन्त्री जवाहरलाल नेहरूको मध्यस्थतामा नेपालका राजा त्रिभुवन, राणा सरकारका प्रतिनिधि र नेपाली काँग्रेसबीच त्रिपक्षीय सम्मनौता वा समन्वय भएको पाइन्छ (यादव, २०४३:३६२) ।

१.४ विश्वेश्वरप्रसाद कोइरालाको समन्वयवादी राजनीतिक जीवन-दर्शन

समन्वय विपरीत मान्यताका भाव, विचारको मेल हो । समन्वयमा भाग लिने सबैको सह-अस्तित्व हुन्छ । व्यावहारिक प्राप्तिका दृष्टिले कोइरालाले संघर्ष र समन्वयको जीवन-दर्शन लिएको पाइन्छ । नेपालमा २००७ मा संवैधानिक प्रजातन्त्रको स्थापनाबाट नयाँ इतिहासको प्रारम्भ भएको हो । नेपालमा प्रजातन्त्र स्थापना गर्न र राणाशासन समाप्त गर्न विश्वेश्वरप्रसाद कोइराला २००३ मा नेपाली काँग्रेस पार्टीको स्थापना गरी संघर्षमा लागेका हुन् । यस संघर्षमा नेपाल प्रजापरिषद्, नेपाल कम्युनिष्ट पार्टी र राजा त्रिभुवन पनि सहभागी भएका छन् । कोइरालाको नेतृत्वमा यो ऐतिहासिक कार्य सफल भएको छ ।

नेपालमा प्रादुर्भाव भइसकेको प्रजातान्त्रिक जन-जागरण र सामन्तवादको विरोध कसैले पनि रोक्न र निर्मूल गर्न सक्ने कार्य थिएन । भारत नेपालमा प्रजातन्त्र स्थापनाको काममा सहयोग गर्न चाँहदैनथ्यो र स्थापित हुनै लागेको प्रजातन्त्र रोक्न पनि सक्दैनथ्यो । यस परिवेशका कारण भारत विचार परिवर्तन गरी आफ्नो प्रभाव नेपालमा कायम राख्न प्रजातन्त्र प्राप्तिको ऐतिहासिक राजनीतिक संघर्षमा सहभागी भयो । नेपालमा प्रजातन्त्र प्राप्तिपश्चात् शक्तिशाली भारत नेपालका राजा, राणा, नेपाली काँग्रेसलाई आफ्नो प्रभावमै राख्न सक्रिय भयो । नेपालमा यी तीन शक्तिलाई भारतले दिल्लीमा सम्मनौता गरायो । २००८ मा भएको यो त्रिपक्षीय सम्मनौतालाई दिल्ली सम्मनौता भनिन्छ (पृ. ३६२) ।

प्रजातन्त्र प्राप्तिमा निम्ति संघर्षशील कोइरालामा यही दिल्ली सम्मनौताको जीवन-दर्शन जीवनको अन्त्यसम्म विकसित हुँदै गएको पाइन्छ । कोइराला आफ्नै नेतृत्वमा भएको राजनीतिक संघर्षले परास्त सामन्ती राणा शक्ति र राणा विरोधी संघर्षको पछिल्लो चरणमा प्रजातन्त्रका समर्थक राजशक्तिसित समन्वय गरी गृहमन्त्री भएका छन् (आचार्य, २०५३:१५०) । कोइरालाको गृहमन्त्री पद उनको राजनीतिक समन्वयबाट प्राप्त प्रारम्भिक र उच्च पद हो ।

तत्कालीन राजा त्रिभुवनले २००७ फाल्गुण ७ मा विधान सभाको निर्वाचनको घोषणा गरेको हुन् (पृ.१४५) । तर यो ऐतिहासिक काम पूरा गर्न त्रिभुवन पछिको नेपालको राजतन्त्र नै बाधक भइरह्यो । संवैधानिक प्रजातन्त्र प्राप्तिको संघर्षमा लागेका नेपाली काँग्रेस सहितका सबै पार्टीहरू विधान सभाको माँग गरिरहेका थिए । त्रिभुवन पछिका राजा महेन्द्र यो काम गर्न सक्रिय भएनन् । २०१४ को नेपाली काँग्रेसको सत्याग्रह (भद्र अवज्ञा आन्दोलन) पश्चात् राजा महेन्द्र संसदको चुनावका लागि मात्र तयार भए । नेपाली काँग्रेसका अध्यक्ष विश्वेश्वरप्रसाद कोइराला राजाको यो कार्यलाई स्वीकार्दै र समर्थन गर्दै चुनावमा गए (पोखरेल, २०४७:५५) । विधान सभाको चुनाव छाडेर राजाले गराउन लागेको संसदको चुनावको समर्थन गरी चुनावमा सहभागी हुनु पनि प्रजातन्त्रवादी कोइरालाको सामन्ती राजासँग राजनीतिक समन्वय नै हो ।

नेपालको प्रजातान्त्रिक इतिहासमा २०१५ को आम निर्वाचनको राजाको नीतिमा सहमति र समन्वय गर्ने कोइरालाको राजनीतिक समन्वयको निर्णय पूर्ण लाभकारी हुन सकेन । राजा महेन्द्रले संवैधानिक प्रजातन्त्र खतम गर्न सकिने ठहरसहित लिएको उक्त निर्णयको मनोविज्ञान कोइरालाको मनोविज्ञानले पकडन सकेन ।

कोइरालाले राजा इमान्दार रहने छन् भन्ने मात्र बुझिरहे, राजा बेइमान बन्न सक्छन् भन्ने दिशातिर ध्यान केन्द्रित गर्न सकेनन् । यस प्रकारको आफ्नै राजनीतिक अदूरदर्शिता र राजा महेन्द्रको बेइमानीका कारण प्रथम जननिर्वाचित प्रधानमन्त्री विश्वेश्वरप्रसाद कोइराला २०१७ मा सत्ताच्युत भई निरन्तर ८ वर्ष जेलमा रहे ।

बन्दी गृहमा कोइरालामा प्रतिहिंसाको भावना पलाएको छ । यस अवस्थामा उनी राजासँग समन्वय गर्ने सोच त्यागेर उनीसँग संघर्ष गर्ने सोचमा गएका छन् । नेपाली काँग्रेसका कार्यबाहक सभापति सुवर्ण शमशेरको नेतृत्वमा नेपाली काँग्रेसले २०१८ बाट पुनः राजा विरोधी जन आन्दोलनको घोषणा गर्दा कोइरालाले आफ्नो पार्टीले चलाएको प्रजातन्त्र पुनः स्थापना र राजा विरोधी आन्दोलनलाई समर्थन गरेको पाइन्छ (शर्मा, २०५५:३०१) ।

प्रतिहिंसाको भावनाले संघर्षमा गए तापनि कोइरालाले राजासँग समन्वय र सम्भौता गर्ने सोच लिएका छन् । नेपालमा कम्युनिष्ट शक्ति बढ्दै गएका सन्दर्भमा पनि कोइरालाले राजासँग समन्वय र सम्भौताको चिन्तन-दर्शन लिएका छन् । तर उनको समन्वयात्मक राजनीतिक चिन्तन विकसित गर्नमा उनको आफ्नै सोच मुख्य हो । यसमा अन्य केही व्यक्तिहरूको भूमिका पनि देखिन्छ । बृटिश राजदूत, रमेश पाण्डे, सुवर्ण शमसेर, सूर्यप्रसाद उपाध्याय, गिरिजाप्रसाद कोइरालाहरूले उनलाई राजासँग राजनीतिक समन्वय र सम्भौताको प्रेरणा दिएका छन् । तत्कालीन बृटिश राजदूतको भनाइ छ :

‘राजा र तपाईंमा किन समझदारी नहुने ? तपाईं राजालाई किन मद्दत नगर्ने ? उनलाई सविधानको नाम लेख्न दिनुस् र तपाईंले सविधानका प्रावधानहरू लेख्नुहोस् ।’

प्रतिउत्तरमा कोइरालाले राजदूतसँग भनेका छन् :

‘मैले भनें, तपाईंको यो सुझाव मलाई व्यक्तिगत रूपमा स्वीकार्य हुन सक्छ । छ पनि । हामीलाई नामसँग त केही छैन’ (पृ. ३०२) ।

नेपालमा नेपाली काँग्रेसको प्रजातन्त्र पुनः स्थापनाको आन्दोलनले निरन्तरता पाइरहेको तत्कालीन परिवेशमा राजा महेन्द्र पनि बी.पी. सँग सम्भौता गर्न तयार भएका छन् । मन्त्रीपरिषद् बैठकमा राजाले भनेका छन् - ‘अब म बी.पी. कोइरालालाई भिक्छु र उसैसँग सम्भौता गर्छु । त्यसबेला सुवर्ण शमशेरले पनि ‘अब तपाईंले नै अग्रसर हुनुपर्छ, यो बाहिरबाट केही हुँदैन’ भनी जेलभित्रका बी.पी. लाई खबर पठाएका छन् । गिरिजाप्रसाद कोइरालाले पनि ‘जेलभित्र रहँदै अब जेलमा बसेर मात्र हुँदैन, केही गर्नु पर्छ’ भनेका छन् । नयाँ सन्देशका सम्पादक रमेश पाण्डेले राजाको स्वीकृतिमा बी.पी. लाई जेलमा भेटेर राजालाई चिठी लेख्न भनेका छन् । त्यसपश्चात् बी.पी. मा भएको राजासँग समन्वय गर्ने चिन्तन प्रेरित र विकसित भई कृष्णप्रसाद भट्टराईले मस्यौदा गरेको र गणेशमान सिंहले पठाउन स्वीकृति दिएको चिठी बी.पी. ले राजालाई पठाएका छन् । उनले राजासँग दर्शन भेट गर्न अर्को चिठी पनि लेखेका छन् । गिरिजाप्रसाद जेलबाट छुटेपछि राजा र दाजुमा समन्वय गराउन दुबैसँग पटक-पटक वार्ता गरेका छन् । यस्तै केही प्रयास सूर्यप्रसाद उपाध्यायले पनि गरेको पाइन्छ । यसपछि आन्दोलनको नेतृत्व गरिरहेका सुवर्ण शमशेर राजासँग नजिकिएर वक्तव्य दिएका छन् । यी सबै समन्वय प्रयासको परिणाम कोइरालाहरू जेलमुक्त गरिएका छन् (शर्मा, पृ. ३०४-३१२) । यसबाट कोइराला मनले राजासँग समन्वय गर्न र मनबाहिर उनीसँग संघर्षका पक्षमा भएको स्पष्ट हुन्छ ।

कोइराला प्रजातन्त्र पुनः स्थापना गर्न भारत प्रवासबाट संघर्षमा सक्रिय रहेकै कालखण्ड २०३३ मा राष्ट्रिय मेलमिलाप नीति लिई गणेशमान सिंहसहितका नेता-कार्यकर्तासँग नेपाल फर्किएका छन् । राजासँग उनको मेलमिलाप नीतिलाई उनले राष्ट्रिय मेलमिलाप भनेको पाइन्छ । यस नीतिका सम्बन्धमा जारी गरिएको एउटा अपिलमा उनले भनेका छन् :

‘अवसर पाएका खण्डमा श्री ५ महाराजधिराज समक्ष पनि आफूलाई लागेको कुरा राख्ने’ कुरा उल्लेख गर्दै राष्ट्रलाई बचाउने जिम्मेवारी सबैको सोझा जिम्मेवारी हो ।

‘यस जिम्मेवारीलाई देशभरी छरिएका प्रजातान्त्रिक तत्व तथा राजाको संयुक्त प्रयासद्वारा मात्र सम्भव

भएकाले मुलुकमा सबै प्रवाहबीच सामाज्यस्य र परस्पर समझदारी र एकता चाहिएको र यसमा श्री ५ महाराजधिराजको महत्त्वपूर्ण भूमिका रहन्छ' (पोखरेल, २०४७:८७) ।

नेपालमा २०३६ सालमा राजा वीरेन्द्रले गरेको जनमतसंग्रहको घोषणा स्वीकार्नु र धाँधलीपूर्ण भए पनि त्यसको परिणामलाई नैतिक रूपमा स्वीकार्नु पनि कोइरालाको सम्मतिता (समन्वय) वादी दृष्टिकोण हो भन्ने ठहर कृष्ण धरावासीले गरेका छन् (धरावासी, २०५८:७३) ।

क्यान्सर रोगी कोइरालाको स्वास्थ्य पटक-पटक बिग्रिरहेको थियो । उनले आफ्नो जीवनको अन्त्य हुन लागेको ठान्दै उपचार निम्ति दिल्ली जानै लाग्दा २०३५ जेठ ८ मा देशवासीलाई अन्तिम सम्बोधन गर्ने क्रममा राजासँग समन्वय गर्नु पर्ने विचार पुनः अभिव्यक्त गरेका छन् । उनको यो विचार यसप्रकार छ :

'देशलाई जोगाउन सघाउ पुऱ्याउन सक्ने संस्थाहरूसँग वैमानस्यको सम्बन्ध राख्नु हुँदैन । जस्तो राजतन्त्रका बारेमा । त्यो यस्तो संस्था छ, हाम्रो नेपालका लागि त्यसले बडो योगदान दिन सक्छ ... ।'

'हठात राजाले मानेनन् भने हामीलाई लाग्दो हो, राजालाई पनि लाग्दो हो हामीले मानेनौ । त्यो सम्बन्ध पनि, यत्रो २० वर्ष देखिको भगडाको सम्बन्धलाई तत्कालै होला र राजा र हामी मिल्ना साथै परिस्थिति ठीक होला भन्ने पनि ठान्नु हुँदैन । त्यसो हुनाले राजाले पनि हामीहरूको इमान्दारीमा शंका गर्नु हुँदैन र हामीले पनि राजाको इमान्दारीमा शंका गर्नु हुँदैन' (पोखरेल, २०४७:१५३-१५५) ।

१.५ सुम्निमा उपन्यासमा राजनीतिक समन्वय

विश्वेश्वरप्रसाद कोइराला जेल-जीवनमा साहित्य स्रष्टा छन् । उनका छ उपन्यासमध्ये २०२१ (सन् १९६४) मा रचिएको 'सुम्निमा' मा उनको राजनीतिक समन्वयको जीवन-दर्शन पाइन्छ । यसमा राजा र जनताबीच राजनीतिक समन्वय देखाएको छ (पृ. १७-२२) । कोइराला 'मोदिआइन' (२०३६) तथा 'हिटलर र यहूदी' (२०४०) उपन्यासमा पनि अप्रत्यक्ष-प्रत्यक्ष रूपमा राजनीतिक समन्वयका पक्षमा उभिएका छन् । यी उपन्यासमा युद्धको विरोध र शान्तिको माँग गरिएको छ । समाजमा राजनीतिक समन्वय भएमा मात्र शान्ति आउँछ ।

राजनीतिमा समन्वय र संघर्ष भइरहन्छ । राजनीतिमा समान मान्यता लिएका शक्तिबीच समन्वय हुन्छ र असमान मान्यता लिएका शक्तिबीच संघर्ष वा युद्ध हुन्छ । असमान मान्यताका शक्ति मन, विचार र व्यवहारमा मिल्नु समन्वय हो । असमान मान्यताका शक्ति मन, विचार र व्यवहारमा टकराउनु संघर्ष वा युद्ध हो ।

समाजमा राजनीतिक शक्तिबीच समन्वय र संघर्ष गर्नु पर्ने अनेक कारण हुन्छन् । संघर्ष वा युद्ध भइरहेको समाजमा शक्ति-शक्तिको हार जित हुन्छ । यस्तो समाजमा हार्ने शक्तिले हार स्वीकारेपछि जित्ने शक्ति त्यससित मिल्दछ । संघर्ष र युद्धको परिणाम शक्ति-शक्तिको हारजित हुन्छ ।

राजनीतिक शक्तिबीच विभिन्न प्रकारको हार-जित हुन्छ । राजनीतिक शक्तिबीच मूलतः मन, विचार र शक्तिको हार-जित देखिन्छ । मन, विचार र शक्तिले हार्नु वास्तविक हार्नु र जित्नु वास्तविक जित्नु हो । राजनीतिमा प्रायः शक्ति-शक्ति बीच युद्ध र हार-जित भइरहेको पाइन्छ । राजनीतिमा मन, विचारले हार स्वीकारेको हुँदैन, शक्तिको हार-जित भइसकेको हुन्छ । जनकवि केशरी धर्मराज थापाको भनाइमा, 'बी.पी. ले आफ्नो जीवन संघर्षमा कहिल्यै हार खाएनन्' (थापा, २०४८: १५८) । राजनीतिमा शक्ति-शक्तिबीच हार जित भइसक्ता पनि संघर्ष र युद्धरत पक्षहरूमा आपसमा समन्वय गर्नु पर्ने अवस्था हुन्छ । त्यस अवस्थामा हार्ने शक्ति र जित्ने शक्तिबीच बाह्य समन्वय हुन्छ ।

बाह्य समन्वयबाट आन्तरिक समन्वयको सम्भावना हुन्छ । विचार-मान्यताको त्याग र शक्ति क्षीण भएपछि समन्वयको सम्भावना रहन्छ । बाह्य समन्वयमा शत्रुपक्षका सम्पूर्ण मान्यता स्वीकार्य हुँदैनन् । संघर्ष र युद्धमा आफ्नो क्षति-नोक्सानीका कारण विचार परिवर्तन गरी आफूलाई सुरक्षित गर्नु पर्ने अवस्था आउँछ । मानवले कुनै समयको युद्धमा जीवन मुख्य मान्दछ । मानवले कुनै समय जीवनमा लिएको विचार मुख्य मान्दछ । कतिपय विशिष्ट मानिसहरू आफ्नो विचार त्यागदैनन् । संघर्ष र युद्धरत पक्षले जीवन

संरक्षण गर्न विचार त्यागेमा समन्वय हुन्छ । मानिसले विचार त्यागेका अवस्थामा शक्तिको समन्वयकारी भूमिका देखिन्छ ।

नरहरि आचार्यका विचारमा, 'प्रकृतिले स्वयं निर्माण गरेका स्वरूपलाई कतैतिरबाट पनि कृत्रिम साधनहरूको सहाराले भत्काउन खोजेमा युद्धको सम्भावना रोकन सकिन्न तर यी सम्पूर्ण विरोधाभास र द्वन्द्व रहँदारहँदै पनि मानव जीवनको आत्यन्तिक लक्ष्य युद्ध होइन शान्ति हो र त्यसलाई प्राप्त गर्ने सहज उपाय सम्भौता हो । साँच्चैको सम्भौता यस्तो सहज र अपेक्षाकृत स्वतन्त्र प्रक्रिया हो जसमा संलग्न सबै पक्षको स्वतन्त्र अस्तित्व स्वीकृत हुनाका साथै उनीहरूका विशेषतामा पाइने विरोधाभासलाई जोगाएर समन्वित गर्ने प्रयास समेत गरिएको हुन्छ । त्यसैले उत्तम जीवनको कामना भन्नु सफल सम्भौताको कामना हो । उनी अगाडि भन्छन् - 'सम्भौता स्वयंमा कुनै नराम्रो कार्य होइन । निश्चय नै सम्भौतालाई राजनीतिक शब्दावलीका रूपमा मात्र प्रयोग गर्न चाहनेहरू यसको व्यापकतालाई सीमित गर्न खोजेका छन् (आचार्य, २०५३:१७४) । तर सम्भौताको प्रयोग मान्छेको नितान्त वैयक्तिक जीवनका सञ्चालनदेखि परिवार, समाज, राष्ट्र र विश्वकै सञ्चालनमा आवश्यक छ । सम्भौताको यही व्यापक रूपलाई विश्वेश्वरप्रसाद कोइरालाले जोड दिएका छन्' (पृ.१७५) ।

कृष्ण धरावासीको भनाइ छ- 'विश्वेश्वरप्रसाद कोइरालाको लेखक व्यक्तित्व सम्भौतावादी छ । उनका हरेक पात्रहरू संघर्षका जतिसुकै गहिराईमा उत्रे पनि अन्त्यमा सम्भौताको विन्दुमा पुगेर समस्याको हल गर्छन् । उनीहरूको बीचको आपसी सम्भौताबाट उपन्यासले देखाएको संकेत भविष्यको निरन्तरतातिर छ । संघर्ष, विनाश र पलायनबाट हुने अमानवीय परिणतिका विरोधमा उपन्यासकार आफ्ना पात्रहरूलाई उब्जाउँछन् । जतिसुकै ठूलाठूला समस्या र अनमेलहरूको अन्त्य पनि यदि जीवनमुखी यात्रामा जानु छ भने त्यो सम्भौताबाट मात्र सम्भव छ र मानिसको सृष्टिपछि आजसम्म आएको यो विकास र उन्नतिको वर्तमान पनि यिनै सम्भौताको प्रतिफल हो । हरेक विवाद र संघर्षपछि मानिसले अन्त्यमा सम्भौता गरेको छ र त्यही सम्भौताले उसलाई अधि भन्-भन् अधि बढ्न प्रेरित गरेको छ' (धरावासी, २०५८:७२) ।

राजतन्त्रमा राजा र जनताका भिन्न-भिन्न वैचारिक मान्यता हुन सक्छन् । जनताले राजा र राजतन्त्रको समर्थन गर्नु जनता-राजाबीचको वैचारिक समन्वय हो । युद्धमा पराजित गरी जन-दमनबाट स्थायित्व प्राप्त राजतन्त्रको चिरस्थायी विरोध भए पनि जनताले त्यस व्यवस्थाका शासक प्रतिपादित नियम मान्नु जनता-राजाबीचको समन्वय हो । यस अवस्थामा दुबैमा बाह्य समन्वय मात्र देखिन्छ । विश्वेश्वरप्रसाद कोइरालाको 'सुम्निमा' उपन्यासमा हिन्दू आश्रम व्यवस्थाका आर्य क्षत्री शासक राजकुमार र उनको शासनअन्तर्गतको बराह क्षेत्र र त्यस क्षेत्रका ब्राम्हण एवं बराहक्षेत्र आसपास बसोबास गरेका किराँत र भिल्ल जातिबीचमा समन्वय भएको पाइन्छ । ज्ञानु पाण्डेको भनाइ छ- 'उपन्यासको कथाभिन्न आश्रममा राजकुमारको आगमन भएको र किराँत र भिल्लहरूलाई आश्रम छेउछाउ गोबध र अन्य जनावरको पनि हत्या नगर्न आदेश दिएको कुरा पनि उठाइएको छ र यहीदेखि उपन्यासमा सम्भौतावादी स्वरको प्रवेश गराइएको छ' (पाण्डे, २०६२:२३१) ।

धरावासी भन्छन्- 'सुम्निमा उपन्यासका पात्रहरूमा सम्भौताका ठूला-ठूला विचारहरू पाइन्छन्' (धरावासी, २०५८:७२) ।

यस उपन्यासमा त्रेतायुगका रामचन्द्र र लक्ष्मणका गुरु महर्षि विश्वामित्र र कलियुगका ब्राम्हण सूर्यदत्तको तपस्थल बराह क्षेत्रमा गोबध र हिंसा निषेधको राजाज्ञा किराँत, भिल्लले स्वीकारेको पाइन्छ । यसरी जनताले राजाज्ञा स्वीकार गर्नु जनता र राजाको बीचमा राजनीतिक समन्वय हो ।

समाजमा समन्वयले शान्ति र युद्धले अशान्ति ल्याउँछ । पटक-पटकको युद्ध र अन्तिम ठूलो युद्धमा प्रायः निर्मूल पारिसकिएका र भर्खर बढ्नु थालेको आफ्नो जातिको संरक्षण गर्न युद्ध सर्वनाशको मार्ग ठान्दै क्षत्री शासक राजकुमार र ब्राम्हणसँग किराँत र भिल्लले सभाको निर्णयद्वारा समन्वय गरेर बस्ने विचार नीति लिएका छन् । कृष्णप्रसाद दाहालका विचारमा- 'यस उपन्यासमा युद्ध र शान्तिका बीचमा समन्वय गराइएको छ' (दाहाल, २०५३:१५५) । किराँत र भिल्लले शान्त वातावरणमा आफ्नो जाति विकास गर्न

समन्वयको विचार र नीति लिएको पाइन्छ । यस उपन्यासमा शान्त वातावरणमा आफ्नो जाति विकास गर्ने विचार, नीति किराँतीहरूको प्रमुख विजुवाले यस प्रकार अभिव्यक्त गरेका छन् :

विजुवाको अर्ती थियो शान्तिको पक्षमा । उसको भनाइ थियो- 'युद्धमा हामी धेरै पटक परास्त भइसकेका छौं । त्यसो हुँदा हाम्रो जाति मासिदै-पातलिदै गएको छ । हामीले त्यो हालैको अन्तिम र ठूलो युद्धलाई पनि विर्सन हुन्छ । त्यो युद्धमा तिमी भिल्ल र किराँतीहरूको दोहोरो शक्ति उपर आर्यहरूको शस्त्रास्त्रले भारी विजय पाएको थियो र हामी दुबै जातिका स्त्री पुरुष सखाप भएर प्रायः निर्मूल भइसकेका थियौं । अहिले भर्खरै फेरि पलाउन थालेका छौं बोट विरुवा जस्तो । त्यसो हुँदा युद्धको सल्लाह सर्वनाशको सल्लाह हो ।'

विजुवाले सम्भायो- 'भिल्ल युवक, 'म तिमी युद्ध गर्नु पर्छ भन्ने सल्लाह मान्दिनँ । उनीहरूसँग मिलेर बस्नमा सबैको भलो छ ।'

'रातभरी विजुवाको घरमा किराँतीहरूको सभा भयो । 'बिहानीपख सभामा उपस्थित सबैले विजुवाको समर्थन गर्दै भने- विजुवा बाले भनेको कुरा ठीक हो । हामी सबै उनैले भनेको मान्दौं' (कोइराला, २०३५: २०-२२) ।

'यसरी आर्य र किराँत-भिल्लबीच सम्मनौता गरी आपसी युद्ध र हत्याहरूका विकल्पमा दुवैले आफ्ना केही सर्तहरू त्यागेर जीवनको आगामी बाटोमा अधि बढ्छन्' (धरावासी, २०५८: ७२) ।

१.६ उपसंहार

मानिस-मानिसमा भेदभाव देखिन्छ । मानिस राजनीतिक, आर्थिक, सामाजिक, सांस्कृतिक जस्ता विषयमा भेदभाव गरी समाजमा बसेको छ । मानिसले मानिसलाई शासक-शासित मानेको छ । मानिसले मानिसलाई धनी-गरिब, उच्च-निच, सभ्य-असभ्य, शिक्षित-अशिक्षित भनी भेदभाव गरेको छ । मानिसले भौगोलिक बासस्थानका आधारमा पनि भेदभाव गरेको पाइन्छ । विश्वेश्वरप्रसाद कोइरालामा सामाजिक भेदभाव समूल नष्ट गर्ने जीवन-दर्शनको समग्र विकास भएको पाइन्छ । प्रजातान्त्रिक मान्यताहरूमा आधारित कानुनी राज्यको स्थापना उनको आदर्श रहेको छ । यस आदर्श प्राप्तिका निम्ति उनले प्रजातन्त्रवादी शक्ति र राजावादी शक्तिको समन्वय चाहेका छन् ।

'सुम्निमा' मा अध्यात्म दर्शनमा आधारित राजतन्त्रात्मक समाज छ । राजतन्त्रात्मक समाज शासक र शासितमा विभाजित छ । यस उपन्यासको राजतन्त्रात्मक समाज हिन्दू वर्ण-व्यवस्थामा आधारित छ । हिन्दू राजतन्त्रात्मक समाजमा क्षत्री राजा र उनका मुख्य सहयोगी ब्राम्हण जाति छन् । मानिएका यी दुई उच्च जाति आपसमा समन्वय गरी निम्न मानिएका किराँत र भिल्ल जाति विनाश गरेर, दमन गरेर बसेका छन् । यस्तो समाज विचार, मान्यता र व्यवहारले विभेदपूर्ण समाज हो । समाजको विकासक्रममा विभेदपूर्ण विचार व्यवहारले विकासको निम्न अवस्था प्रदर्शित गर्दछ । राजतन्त्रमा एक व्यक्तिको विचार त्यस राज्यमा सबैले सहज स्वीकार गर्नु पर्दछ । समाजका सबै मानिससित चिन्तन र विचार हुन्छ । राजतन्त्रमा जनताका विचार र दर्शन उपयोगमा ल्याउँदैनन् । त्यसैले राजतन्त्रको समाज विकसित हुन नसकेको हो । 'सुम्निमा' उपन्यासको अविकसित राजनीतिक समाजमा जनताले आफ्ना इच्छा विपरीत विचारसित समन्वय गरेर बस्नु परेको देखाएको छ । उच्च-निच र जाति-जातिको विभेद, मानिस-मासिको विभेद र यस्ता विभेदले प्रादुर्भाव गरेको शक्तिशाली र शक्तिहीन बीचको समन्वय यस उपन्यासको विशेषता हो ।

कुनै पनि कृतिले प्रदान गरेको विचार नै त्यसको उपलब्धि हो । विचारले व्यक्ति र उसको समाजलाई दिशा निर्देश गर्दछ । 'सुम्निमा' का दार्शनिक, राजनीतिक, सामाजिक, सांस्कृतिक, मनोवैज्ञानिक उपलब्धि र प्राप्तिहरू छन् । युद्धको विरोध र शान्तिको सिर्जना यसको एक राजनीतिक प्राप्ति हो । यस उपन्यासले विभेदपूर्ण समाजमा पनि शान्ति चाहेको छ । शान्ति प्राकृतिक अवस्था हो । राजनीतिक समन्वयले मात्र समाजमा शान्ति स्थापना हुन्छ ।

समाजलाई सरल र सामान्य किसिमले सञ्चालन गर्न शान्तिको आवश्यकता हुन्छ । समाजको विकास गर्न शान्ति अपरिहार्य छ । शान्तिपूर्ण समाजमा मनोवैज्ञानिक त्रासको समस्या हुँदैन । यस्तो समाजमा कुनै पनि जाति आफ्नो विकास गर्न सक्छ । संघर्ष, द्वन्द्व र युद्धजन्य समाजमा शक्तिशाली पक्षले शक्तिहीनलाई समाप्त गरिदिन्छ । 'सुम्निमा' मा राजतन्त्र शक्तिशाली रहेको र जनता शक्तिहीन पारिएको अवस्था देखाएको छ । यसमा जातीय युद्धले-राजतन्त्र र जनताबीचको संघर्षले किराँत र भिल्ल नाश भएको उल्लेख छ । क्षत्री शासक जातिसितको पटक-पटकको द्वन्द्व, संघर्ष र युद्धले किराँत र भिल्ल विनाश भएको देखाएर पुनः युद्ध गरेमा पराजित यी दुवै जाति नामेट हुने सम्भावनाको उच्च मूल्यांकन गर्दै यी जातिको संरक्षण र संख्यात्मक विकास गर्न यी जातिले राजाज्ञा पालन गरी समन्वयको दिशा लिएका छन् । यसबाट समाजमा शान्ति कायम भएको देखाएको छ ।

मानवका वैचारिक, राजनीतिक, सामाजिक, आर्थिक, सांस्कृतिक, शैक्षिक, मनोवैज्ञानिक आदि समस्या छन् । मानिस समस्याका कारण नै आपसमा संघर्षरत छ । समस्या समाधानका बारेमा मानिसका अनेक सोच र दृष्टिकोण छन् । 'सुम्निमा' का विश्वेश्वरप्रसाद कोइराला सवैधानिक प्राज्ञतन्त्रसम्म सीमित छन् । उनी राजा र जनता, उच्च जाति र निम्न जातिमा समन्वय गराई समाज सञ्चालन गर्ने सोच र दृष्टिकोणमा मात्र केन्द्रित छन् ।

मानवको उच्चतम विकास गर्ने समाजको आवश्यकता हुन्छ । मानव समाजको उच्चतम विकास गर्न मानवले मानवलाई प्रकृतिस्तरको अति उच्च व्यवहार गर्ने सोच विकास गर्नु पर्दछ । मानवले मानवसित अति उच्च व्यवहार गर्नु पर्दछ । प्रकृतिमा जन्मेको मानव प्रकृति जत्तिकै व्यापक बनेमा उसको जीवन सार्थक बन्दछ । सबै मानवले सार्थक जीवन बाँच्ने जीवन-दर्शन लिनु पर्दछ ।

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E-commerce In Nepal: Challenges, Trends And Prospects

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Abstract

E-commerce means doing business online and electronically. It refers to electronic commerce that has led the world of business to a paradigm shift. Credit goes to the outstanding development in the field of science and technology, especially cybernetics, electronic gadgets and applications. The tremendous prospect of Ecommerce has also laid its impact in growth of Nepalese business and economy. The customers' base of online shopping is augmented by using internet of things (IOT) and mobile phone applications. Consequently, the Nepalese e-commerce business has started experiencing exciting growth since from few years. Taking into consideration Nepal's demographic payment system and increasing internet accessibility, the E-commerce business in order to grow up to greater heights needs to improve on different grounds. This article attempts to highlight on the concept, present status, various challenges faced by e-commerce in Nepal and have an insight on the trends and necessary growth factors required for e-commerce to prosper in the country.

Keywords: E-commerce, science & technology, Growth factors, Challenges, Trends

Introduction

E-commerce (electronic commerce or EC) is the buying and selling of goods and services, or the transmitting of funds or data, over an electronic network, primarily the internet. These business transactions occur either as business-to-business, business-to-consumer, consumer-to-consumer or consumer-to-business. The terms e-commerce and e-business are often used interchangeably. Many other terminologies are in vogue e.g. mobile commerce, e-tail etc. (e-tail is also sometimes used in reference to transactional processes for online shopping).

The development of E-commerce started in the early 1970s with electronic funds transfer (EFT), which refers to the computer based systems used to perform financial transactions electronically. However the use of these applications was limited to financial institutions, large corporations and some daring businesses. Electronic data interchange was then developed in the late 1970s to improve the limitation of EFT. EDI enlarged the pool of participating company from manufacturers, retailers, services and others. Such systems were called Inter organizational System (IOS). IOS allows the flow of information to be automated between organizations to reach desired supply chain management, which enables the development of competitive organizations. From 1990s onwards electronic commerce would additionally include enterprise resource planning systems, data mining and data warehousing. The term 'electronic commerce' was coined early 1990s when internet became commercialized and users began flocking to participate in the World Wide Web. EC applications were then rapidly expanded. Since 1995, many innovative applications ranging from direct online sales to e-learning experiences had been developed. Almost every

organizations in the world has website. In 1999, the emphasis shifted from B2C to B2B. In 2001, it shifted from B2B to B2E, e- government, e- learning and m-commerce. In 2005, social networks started to rise and also the wireless application.

Mobile commerce, also called m-commerce or m commerce, can be defined as the sales of goods and services via mobile devices. The term "mobile devices" refers to mobile phones and tablets but also to smart devices like smart watches and smart glasses. However, mobile commerce can be seen as a part of ecommerce. In the end, it is still about doing transactions via digital means.

Mobile commerce has been around since 1997. At first, it was limited to buying ringtones and paying services through text messages. In 1999, the first browsing-like mobile applications were introduced in Japan, and the most important one was i-Mode. In later years, browsing became possible on mobile phones. However, screens were very small and the websites were rarely optimized for small screens. As a result, the success of mobile commerce was limited. The actual breakthrough of mobile commerce came with the introduction of the iPhone. The apps designed for mobile usage made it easier to interact online using a small screen.

Several factors have driven its growth:

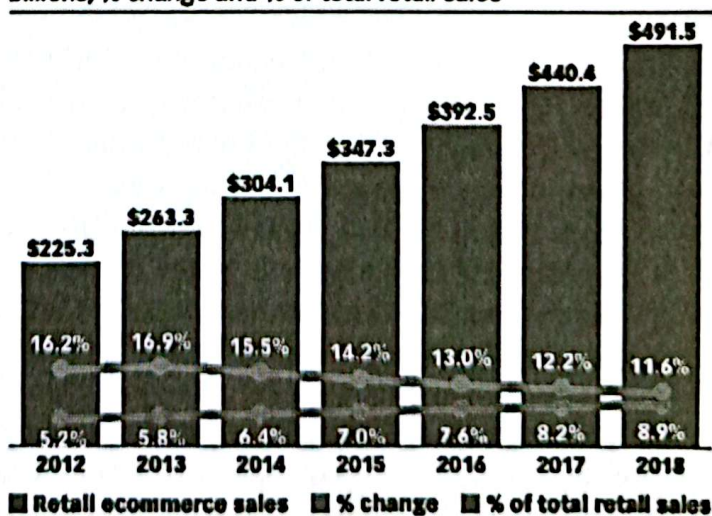
- The rise in popularity of apps (special applications meant for mobile devices)
- Stronger mobile phones with larger screens
- Higher bandwidth, moving from 3G to 4G and 5G in 2020 and beyond.
- The mobile divide between traffic and conversion

Depending on the country, mobile traffic to websites is now 50% or more. Companies no longer have a choice to support mobile phones and tablets. However, the conversion ratio of mobile traffic, and especially mobile phones, is in many countries much lower than traditional traffic via larger screens. In other words, consumers often use mobile phones to orientate themselves but the actual completion of the transaction is often done on larger devices.

The graphs below show figures for the US market. While mobile traffic to websites has surpassed the 40% in the US in 2016, the ecommerce share of mobile has "only" grown to 7.6% in the same year. [1]

The same applies to other Western markets, such as the UK, as the figure below shows. In essence: the larger the screen, the higher the conversion and the higher the share of ecommerce.

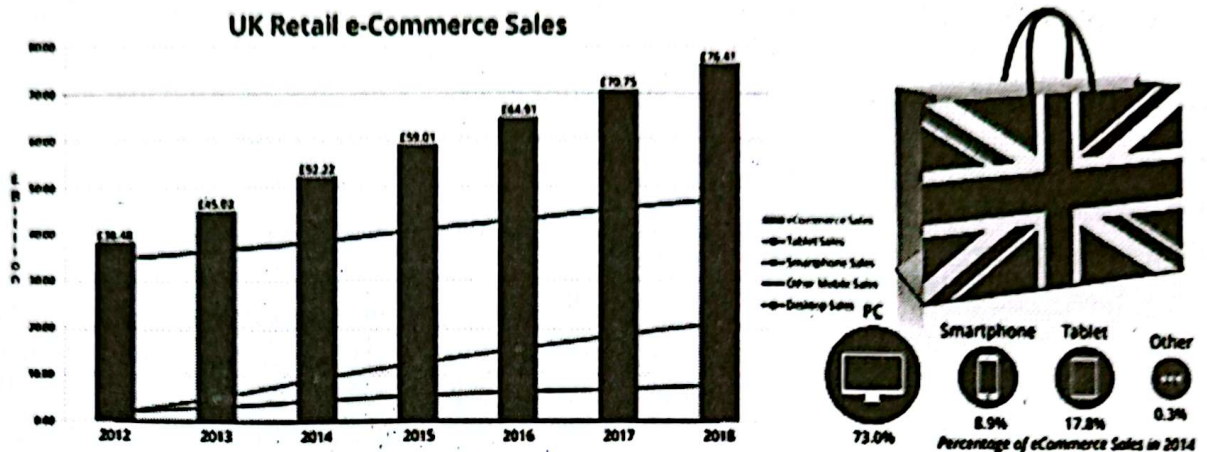
US Retail Ecommerce Sales, 2012-2018
billions, % change and % of total retail sales



Note: Includes products or services ordered using the Internet, regardless of the method of payment or fulfillment; excludes travel and event tickets
Source: eMarketer, April 2014

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www.emarketer.com



However, mobile is much more the preferred access device to the Internet in Asian countries. Where 50% of traffic on Western websites is now mobile-based, in Asia this percentage is more than 80%. As a result the percentage of transactions done via mobile devices is also much larger than the visual below shows.

There are several reasons why the mobile conversion ratio and mobile commerce adoption differ strongly per country:

Mobile adaptation: In many Asian countries people do not possess a laptop or PC. The mobile phone is their only access device to the Internet as it is cheaper and takes up less space in the Asian home.

Mobile commerce is not easy: Offering a well-designed mobile online shop is not easy. The screen is much smaller and bandwidth is limited. In addition many standard online payment methods are less well supported for mobile devices.

(Late) adoption of mobile by retailers: Offering a mobile commerce site is not cheap. As a result, many mobile shopping experiences are not ideal to say the least.

Many companies have started the trend of e-commerce in Nepal decade ago, but the challenges are still the same. Payment Gateways are being developed but they have their limitations due to legal and security issues. The lack of proper knowledge and awareness among the generation is the major hurdle in e-commerce. In past recent years due to education and reach to Internet among the many people in Nepal has brightened the future of e-commerce. The interest of students in the field of IT, the growth of IT companies has helped a lot in the awareness and interest in young generation for Internet and IT. This has directly created more opportunities for the growth of e-commerce in Nepal.

In Nepal, E-commerce is being driven by greater customer choice & improved convenience with the help of internet the vendor or merchant. They sells products or services directly to the customer from the portal using a shopping basket system or digital cart & allows payment trough debit card, credit card or electronic fund transfer payments. In the present scenario e-commerce market, its space is increasing in demand as well as an impressive display or range of a particular type of services. E-commerce is pervading in all areas of business, customer services, new product development & design advertisement, promotion etc. It is growing in Nepal because of wide range of products with minimum price from wide range of suppliers & customers connectivity. In this era every business unit wants to be online because of increasing ratio of internet users. In Nepal e-commerce is still in growing stage but it offers

considerable opportunity. This article aims at providing a glimpse of the concept, underline SWOT conditions, and identify trends, prospects and challenges of e-commerce in Nepal.

Objectives of the study

- This study has following objectives:
- To explain the concept of e-Commerce.
- To study the various trends in e-commerce in Nepal.
- To identify the SWOT analysis of E-commerce Industry
- To study the Nepal's prospects in ecommerce.
- To study the various challenges faced by E-commerce in Nepal.

Limitations of the study

- The study based on secondary data.
- The study focuses on e-commerce market in Nepal.

Research methodology

The descriptive research design has been used in this study. The study is totally based on the secondary source of information collected from various articles, journals, books, websites etc.

Trend of E-commerce in Nepal

The trend of online shopping has started in economies like Nepal as well. There is emergence of several ecommerce marketplaces that show enough evidence of the importance of the internet and how the concept of online shopping is trending. A quick search through Google will gives the customer 4,020,000 results with a choice of over 80 online shopping websites. In the country, there is also a wide variety of products being sold online which includes; clothes, footwear, electronics, jewelry, handbags, wallets and even cars. The customer can name a product and get so many choices to choose from.

There are many online shopping centers like Kaymu.com.np, NepBay.com, BhatBhatenionline.com, istore.com.np, meroshopping.com, shopmandu.com, sabaikomart.com, kinmel.com.np, hamrobazaar.com, muncha.com and many more. They help to sell and buy all goods and commodities in our comfort zone. Even the customer can put their comment and receive full payment return if they do not like the product. So it is the demand of time to adapt to the new technology to accelerate business activities effectively.

Online shopping is a very convenient way to shop because everything that a person wants is available for them and can be bought in seconds with only one click. The different websites that are in vogue make online shopping in Nepal very easy. The list of top 7 online shopping sites in Nepal are described as under:

1. Kaymu

Kaymu (kaymu.com) is the best online marketplace in Nepal where buyers and sellers can meet and make awesome deals thanks to the fixed pricing system. Kaymu is the place where you can buy the cheapest items, used or new, such as smart phones, computers, fashion and clothing, home appliances, cars and real estate for the best prices. All transactions are safe and secure and you can even get to choose where and when the delivery will take place.

2. Hamrobazar

Hamrobazar is free online classified store which allows all types of sellers to list a variety of products online for potential consumers. The website launched its mobile app which enables the retailers to list all their products online for free and also it helps the buyers order without having to login to internet. The app is also compatible with tablets and other types of devices.

3. Nepbay

One of the most downloaded shopping app in Nepal is Nepbay. NepBay provides a platform for buyers and sellers. One can easily put their products on the website while the consumers can order whatever they want. The website launched its mobile application which allows consumers to know about ongoing sales. Also the customers can buy products directly by using their phones.

4. Kinmel

The Kinmel online shopping apps allows the buyers to shop and browse for the website's huge collection of products. One can know about the sales and sellers can even post their advertisements for their products on the app. This classified app can be downloaded for free from your cell phones. Kinmel offers a free newsletter service for new product arrivals, free shipping, discount coupons and other great promotions.

5. Gogazzab

Gogazzab is an online shopping platform that allows buyers and sellers to interact online. It offers the largest selection of products, unbeatable prices, and hassle-free experience for its customers. With the addition of 100+ unique products each day, GoGazzab.com is on its way to be Nepal's first online megastore. GoGazzab gives its customers an experience which is collaborative, entertaining and personalized. Buyers can download the website's free app which allows them to shop for products via mobile phone.

6. Muncha

Muncha House is one of the oldest and leading departmental stores in Nepal, located in New Road, the heart of the capital. It has served its customers consistently for over eight decades by retailing, wholesaling and also supplying business organizations with their daily necessities. With the sole motto of reaching out extensively to its customers around the globe, Muncha House has launched Muncha Internet Ventures through its website. www.muncha.com is supper digital shopping mall, where you can find all your required products within a click. You can shop online at Muncha by just staying at home saving time and energy and getting your goods delivered to their doorstep in reasonable price.

7. Shopmandu

Shopmandu is the online marketplace in Nepal where buyers and sellers can meet and make awesome deals; thanks to the fixed pricing system. Shopmandu is the place where you can buy the cheapest items, used or new, such as Smartphone, computers, fashion and clothing, home appliances, cars and real estate for the best prices. Shopmandu.com aims to delight its valuable customers by providing an unforgettable shopping experience through its excellent services, variety and range.

Thus, the new trend of business is gaining ground. People are leaning more towards online shopping in Nepal. There are some interesting facts about the shopping trends of Nepal which are stated in an e-commerce research report of kaymu. The report says that almost 72% of the people buying online are male and 28% are females going out and looking for products is cut down and instead they get everything by sitting at home.

SWOT Analysis of the E-commerce Industry

Most of the time we see that the use of electronic techniques for doing business add value either by the reducing transaction cost or by creating some type of network effect, or by a combination of both. In SWOT analysis we try to find out the strengths, weaknesses as well as opportunities and Threats of ecommerce in general and especially with respect to Nepalese business environment.

Strengths:

- **Global market:** E-commerce biggest strength is the boundary less access in other word no brick structure is mandatory to do business or no specific boundary is required. It enables all the companies to expand them to global level. The widening of geographic retail markets may facilitate the development of global retailers.
- **Time saving:** Transaction through internet is no doubt very fast. It saves time by reducing physical movement and transportation cost.
- **No time constraints:** The concept of 25X7 shows that online Trans can be used anywhere any time as there are no time constraints.
- **Price/Product comparison:** Availability of information and opportunity of selection are some of the right which every consumer has. On the same footing, e-commerce provides platform to consumers to compare price and product effectively.
- **Cost effective:** Elimination of long chain of middle man, decreasing need of having brick infrastructure and outsourced logistics are helping a small business to stand at par with giants.
- **Flexible market segmentation and targeting:** The success of business depends on right choice of segmentation. Targeting market segments in e-commerce is flexible, can be modified any time with fast exchange of information: *The buying is just a click away from the seller.* No physical movement is required; no hunting for the right product at right price in different shops is required that makes the buying process faster and easier.
- **Niche Market:** It is a concept of sub segmentation where the products of rare species are available without putting some special efforts by consumer. Almost everything can be sold on internet. Even if products targeted to smaller markets the buyer will be somewhere on the net.

Weaknesses:

- **Security:** Security is a biggest challenge in the progress of e-commerce. Customer always find them insecure especially about secured payment process.
- **Fake websites:** Many fake websites are available on net which promises better service and secure dealing. These web sites can not only disgrace e-business but also bring bad name to it.
- **Fraud:** Personal and financial details provided for trading purpose can be misused by hackers for their personal unjustifiable interest.
- **No Bargaining:** Rarely e-commerce offers any bargaining conditions to the customers.
- **Long delivery timing:** The task of delivery is usually outsourced to the local couriers or delivery agencies that do not care about the timing of the seller. Therefore, sometime the delivery time may extend to days or even weeks which one cannot wait for.
- **Impossible of Physical Examination:** Very common practice of choice making merely depends on its physical condition of the product with need personal touch before selection. This is not suitable for e-commerce business online product cannot be touched, wear or sit on the products. Customers have to select attractively displayed online products, price and quality claims mentioned.
- **Limitation of Product:** Only a limited number of products can be available.
- **Limited Advertising:** Limited advertising opportunities are available because in e commerce one cannot go for mass advertising. The advertising is limited only to computer literate e-surfing person and out of them only those who are comfortable with e-commerce transactions.
- **Customer's satisfaction:** There is no physical and personal or direct face to face interaction between customer and the seller. Therefore, the scope of convincing the customer does not exist.

Opportunities:

- **Fit with the Changing Trend:** E-commerce has received with much comfort especially to those living a fast life, want to save time and avoid jostling-bustling of cities and crowd. People are very brand conscious. They are interested in buying from wider selecting range of branded stuff rather than local products. If such stuff is available cross border they will not mind it ordering through e-commerce. E-Commerce is fast and effective, even financial transactions can be made from any part of the world. People of tomorrow will feel more comfortable buying products through internet.
- **Increasing Number of user:** The number of internet users is increasing consistently in larger multiplication. People are getting more comfortable to shop online.
- **Regular Global Expansion:** E-commerce can be operated anywhere any time without any interruption. It always has a scope of expansion. Entire global population who is not the user of e commerce is on the target for expansion.
- **Time and Comfort:** With every click of the mouse business is in operation round the clock. Those who are busy in day time and cannot spare time for physical shopping, have all the opportunity to shop as per their convenient time even during late night hours.
- **Wide Growth Scope:** E-business has wide scope and boundless scope to grow. Business always takes place in gap generating the needs. Gap filling is a never ending process hence the growth of business is also never ending process.

- **Advertising:** Advertising is cost effective as compare to conventional offline system.

Threats

- **Competitor:** Competition is increasing day by day. Along with local competition, global competition also exists. Big companies have already entered in this field. They are making people habitual at the cost of their companies.
- **Changes in environment, law and regulation:** Change in trend, fashion and fad can distress e-commerce. Change in regulatory provisions can also affect it.
- **Innovation:** Customers, today, look for innovative products and techniques. Innovation will always work as an extra burden on the pocket of consumer, be either in product, place, promotion and even price.
- **Privacy Concern:** Fears that information can be misused lead to spam e-mail or identity fraud.
- **No Direct Connection:** Since there is no direct interaction between customer and the seller in e-commerce, people prefer to buy physically and experience personal feel.
- **Fraud:** Persons using unfair means to operate ecommerce can damage the confidence and faith of common people

Future prospect of E commerce in Nepal

The e-commerce industry is profoundly influenced by the rise of social networks and the proliferation of mobile devices. Since mobile devices such as smart phones and tablets have provided for a vast number of choices and plenty of information available at fingertips, consumers are leaving behind traces and records of their behaviors, preferences and interests; and this report aims to capture and analyze all these trends.

It is a reality which no one can escape and avoid. Sooner the better if we adapt to it. Both the development of payment system that is legally secured and ascertaining reliability of the portals is a major issue. With the growing innovations every business will have to adapt and think about their online existence in future depending on the nature of business. It will not be too long; there will be a boom in the trend of e-commerce business in Nepal, which is evident from the booming number of internet subscriber.

Internet penetration in the country has reached 44.11 percent. There are a total of 11,687,819 Internet subscribers as of November 2015, according to Management Information Systems (MIS) report published by Nepal Telecommunications Authority (NTA). Similarly, the statistics of internet users in Nepal is highlighted below:

Internet Users in Nepal (2016*): 4,962,323

Share of Nepal Population: 17.2 % (penetration)

Total Population : 28,850,717

Share of World Internet Users: 0.1 %

Internet Users in the World: 3,424,971,237

Table No.1
Estimation of Internet users in Nepal

Year	Internet users **	Penetration % in Pop	Total Population	Non users (Internetless)	1Y User change	1Y User change	Population change
2016	4,962,323	17.2 %	28,850,717	23,888,394	4.5 %	212,870	1.18 %
2015	4,749,454	16.7 %	28,513,700	23,764,246	9.2 %	399,276	1.2 %
2014	4,350,177	15.4 %	28,174,724	23,824,547	17.5 %	648,125	1.22 %
2013	3,702,052	13.3 %	27,834,981	24,132,929	20.7 %	635,938	1.22 %
2012	3,066,115	11.1%	27,500,515	24,434,400	25.3 %	619,984	1.18 %

Source: Internet Live Stats (www.InternetLiveStats.com)

* estimate for July 1, 2016

** Internet User = individual who can access the Internet at home, via any device type and connection.

According to the statistics presented in the table, the internet users shows penetration trend year by year. As the internet users will increase, it will generate opportunities for e-commerce marketers in Nepal. Hence, there is quite good future prospect of e-commerce in future leading towards providing better shopping atmosphere for Nepalese customers

Challenges of E-commerce in Nepal

In Nepal, there are some barriers responsible for slow growth of e-commerce which has generated many challenges to conduct e-commerce business. Some of them are specified in this article.

1. Security Issues

There exists the fear of making online payment among Nepalese customers which is a universal psychological factor. Many users do not trust the web as payment channel. Web transaction takes place with credit card, but credit card itself is not safe. Anyone who transfers the data of credit card on the web is not sure about the salesman's identity. Buyer is also not sure that card is not used for malicious purpose which also causes big challenge for-commerce in all the sectors whether it is service or production oriented business.

2. Customer Acquisition Forces

For the purpose of successful e-commerce, the interaction between markets should be strong. There are various issues related to lack of supply chain integration, high charges for products, delay in delivery and lack of efficient courier services in many areas which are responsible for customer dissatisfaction and frustration. They remain as challenge for e-commerce development. Apart from that, in order to get people to come on e-commerce site and make purchase involves heavy cost due to advertisement and marketing which is the biggest problem for e-commerce entrepreneurs during start-up phase.

3. Product Target

In modern era, target marketing is becoming an important tool of differentiation but still many companies flood the marketplace with new products. The products which do not satisfy the customers are generally replaced or returned by customers. Some products take long delivery time to reach customers home. Even the delivery time of products may range from days to month. This is major issue which leads into overall loss in revenue, loss of shipment costs and reputation. The average Nepalese customer poses trust as issues for e-commerce transactions.

4. Less Awareness

Vast majority of Nepalese rural population is unaware of internet and it uses. When it comes to ratio of internet consumers, scenario is not so admirable one. Very few are aware of the online corruption and fraud and thus darkness still exists. A reliable survey of Kaymu reveals that more than 50% of Nepalese online users are unaware of solution on online security.

5. Cash on Delivery

E-commerce companies are offering COD as one of mode of payment for the buyers. It is seen that majority of the customers denied to make the payment at the time of delivery of the product. 30%-50% of buyers are also taking advantage of this while purchase of any product and service over internet. COD has been introduced to counter the payment security issues of online transaction but this mode has been proving expensive to the companies. The e-commerce business companies are facing immense challenge for executing cash on delivery mode of payment.

6. Feel and touching effect

Nepalese customers are more comfortable in buying products by visiting the market physically. They tend to choose the product by touching and feeling the product directly. Nepalese are too much habituated with shops and engaged with checking the material, seeing if it fits, bargaining prices and so on. This has generated the great barrier for e-commerce transaction.

7. Geographical structure and infrastructure facilities

Nepal is a landlocked country located in the Himalayan Mountain range in central Asia. Geographically, it can be divided into mountains, hills and plain region. The availability of internet service and infrastructural facilities all over Nepal is most difficult task which remains as the major problem for e-commerce business expansion.

Conclusion

E-commerce is an industry which has amazing opportunities especially in a country like Nepal, but also there are challenges to bring buyers and sellers together. Online shopping has become extremely popular over the last decade. Utilized mostly by the "Net- Generation", this service is extremely convenient as well. Despite being convenient and beneficial some problems persist. Consumers have been seen to exhibit different buying behaviors when shopping online than when they are shopping traditionally in a physical store. This makes it imperative that online retailers study the behaviors of consumers and make changes in order

to remain profitable and successful. Another potential problem that can arise from online shopping is addiction. The convenience of online shopping that can be seen as very beneficial, can also lead to an unhealthy addictive pattern of behavior. If the person does not seek help, this unhealthy pattern, can result in an online shopping addiction, causing more than financial damage. In the future, we can expect online stores to improve their technology tremendously, assuring an easier and a more realistic shopping experience online. The technology of online shopping websites will continue to grow in Nepal also; and resultantly, will expand the online shopping market and benefiting numerous consumers all over the world.

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Sociolinguistic Colonialism in the Third World

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Abstract

The research article titled "Sociolinguistic Colonialism in the Third World" is about Colonial language i.e. "English" and its dominant role on native language / National language of the third world countries like Nepal, India, Bhutan, Bangladesh, African countries etc. There is a question of superiority and inferiority. Colonizers think that their languages are superior so that such languages should be used in the Core in the third World Countries. Although, third World Countries mimic Colonial language happily thinking that they linguistically develop. As a result, their children may forget their native language or first language/national language as well. No doubt, influx of English language has challenged to all other languages of the third world countries. English is used in our daily used materials such as shampoo, soap, medicine, means of transportations etc. As we see in English medium schools, Nepali subjects is are only taught in Nepali language but all other subjects are taught in English. Curriculum of third World Countries also give more significance to English language as compulsory subjects in higher levels as well. By the result, horizon of English is expanding where as horizons of indigenous languages are declining. Thus, sociolinguistic identity only be secured when third world countries publish their books in their own countries. They produce their own intellectuals giving them more priorities.

Key Terms: Colonialism, First World, Second World, Third World, Pragmatics, Indigenous language, Diaspora, Engulfing, Vedic period, Post colonialism, Core language

1.1 Introduction

Sociolinguistics studies the languages relation to the society. It is that discipline which plays a crucial role in the multilingual societies such as Nepal, India and America etc. It studies the languages from two levels:

Micro Level Study

- a. It studies the language in relation to the society.
- b. It is a part of the study of language.
- c. It is a branch of linguistics.
- d. Language is given central concern.
- e. It analyses linguistic structures.
- f. It looks at languages from worm's eye-view.
- g. It is the micro study of language.
- h. It is the field of interest among the linguists.
- i. Language varieties, speech communities, language use and usage are the topics studies under it.

Macro Level Study

- a. It studies the society in relation to the languages.
- b. It is a part of study of society.
- c. It is a branch of sociology.
- d. Society is given a central concern.
- e. It analyzes social structures.
- f. It looks languages from bird's eye views.
- g. It is the macro study of languages.
- h. It is the field of interest between language planners and policy makers.
- i. Attitudes, cultural components and their obstacles are dealt under it.

Sociolinguists have given their different thoughts about sociolinguistics. Ronald Wardhaugh (2006, P.B.) opines, *"sociolinguists is concerned with investigating the relationships between language and society with the goal being a better understanding of the structure of language and of how languages function in communication; the equivalent goal in the sociology of language is trying to discover how social structure can be better understood through the study of language."*

Wardhaugh means to say that 'sociolinguists investigate the structure of languages in the society of course language is used in the society. for communication purpose. People use the languages to solve their social functions.

George Yule (2006, P. 205) asserts, *"The term sociolinguistics is used generally for the society of the relationship between language and society. This is a broad area of investigation that developed through the interaction of other academic discipline."*

According to Yule sociolinguistics is that branch of linguistics which shows the relationship between language and the society. Its area has developed so much in the globe that it has become a field of research as other academic disciplines.

Janet Holmes (2008, P. 1) says, *"Sociolinguists study the relationship between language and society. They are interested in explaining why we speak differently in different social contexts, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning."*

Sociolinguists work is to find out the records of various languages of the society. They research the languages of the society so that they can show the relation of the languages relation to the societies. According to Holmes, people use different languages in different contexts.

Regarding sociolinguistics, David Crystal (2003, P. 422) asserts, *"A branch of linguistics which studies all aspects of the relationship between language and society."*

Crystal says that sociolinguistics is a branch of linguistics. It studies all aspects of the relationship between language and society. Sociolinguists want keep the records of different languages in the multilingual societies.

R. A. Hudson (2003) says, *"Linguistics differs from sociolinguistics in taking account only of the structure of language to the exclusion of the social contexts in which it is learnt and used."* Hudson means sociolinguistics is the study of languages to the societies. We study correlation of linguistic variation with social variation. He says that languages of the society are used according to the contexts and social function of language.

Sociolinguistic colonialism is basically concerned with linguistic, political and economic influences of first world and second world countries upon third world countries. It refers to the dominance of Colonial languages upon the languages of the third world such as

Asian and African countries. Some languages like, Chinese, Hindi etc, have more speakers but they are not Colonial languages.

Contemporary world has been characterized by "English Sociolinguistic Colonialism." Sociolinguistic Colonialism in the third world, relates with material and immaterial ones. Material factor is related to political and economic resources to the ELT (English Language Teaching) theories and practices have influenced the language teaching and learning programs throughout the world. Regarding ELT in the world, Philipson (2007, P. 48) says, *"That anglocentricity and Pedagogy legitimate English as the dominant language, by rationalizing activities and beliefs in the Communities of the world through the structural and Pedagogic resources of English."*

Philipson has clarified that English Language has been playing a crucial role especially in the third world. It means, English has dominated national language as well as national curriculum of the third world countries.

1.3 Result and Discussion

1.3.1 Dominant Role Play of English upon other languages

I have read several books of V. S. Naipaul, Salman Rushdie, Jhumpa Lahiri, R. K. Narayan, Mulk Raj Anand, Rabindra Nath Tagore and other south Asian writers as well as diasporic writers. Although such writers have put down their books in English but subject matter or issues have been used from third world nations. The reason is of superior language. No doubt, colonial languages are the medium of unification in the third world countries. The books of such writers develop colonial language in the third world because books are sources of knowledge and understanding.

They play a crucial role to avoid ignorance from people's life. They are true guides to lead any countries for development. We can imagine the development of any countries only if the people are educated, knowledgeable and competent there. They play the role of medium to develop any languages.

Industrialized or developed countries like, America, Britain, France, Germany, Russia etc, are the producers where languages of such countries are colonial. They are at the centre of the scientific research and scholarly productivity. These countries control all the third world countries of the world. Such countries dominate the systems which distribute the systems and knowledge. They control, "Publishing Houses" and produce scholarly journals, magazines and TV programs. Such sources of mass media are consumed by the third world countries. This act of engulfing others prospect of literary development extends the literary power which is known as colonialism. Thus, sociolinguistic colonialism creates a language problem in the third world countries.

Nobel Prize Winner in the field of literature, Indian Diaspora, living in England named V. S. Naipaul writes about Hindu Culture/religion but the language is colonial i.e. "English." As he writes (1961, P. 307), *"Chinta was reading the Ramayana; She continually set herself new ambitions and at the moment wanted to be the first woman in the family to read the epic from beginning to end."*

Here Chinta has been used as the name of female which is taken from Hindi language but it is written in English. Similarly he writes "The Ramayana" which is the holy book of Hindus but language is English. Why does he use such Hindi words in English? No doubt, he is an Indian Diaspora, living in England. As a Diaspora, he struggles very much to do good in English but as he feels cultural ambivalence, he is confused himself either he chooses his root culture or colonial culture. That is why, he mixes both languages. By the result, English language has played a dominant role.

Generally, considered the leading novelist of the English Naipaul's writing with the cultural and lingual confusion of the third world and the problem of an outsider, a feature of his own experience as an Indian Diaspora in the west. India, a west Indian in England and a nomadic intellectual in a post-colonial world. Naipaul has invoked much controversy because of his views of the half made societies. Naipaul has used such characters in his first novel entitled "*The Mystic Masseur*" who cannot use standard English but they mimic the terms of colonial language as he says (1957; P. 130), "*Me Jealous? Me jealous she? Eh but what is this I hearing is my old age? Be Harry looked away.*"

Naipaul has used English as a colonial language but structure is not standard. Character such as Behari belongs to Indian root but they try to speak in English. They use broken English. So, they are neither perfect in Hindi nor in English. Thus, English played a dominant role upon third world languages.

1.3.2 English: A Colonial Language in the Third World

Third World Countries have low literacy rate, per-capita income and reading habit. People speak a diversity of languages. This forms a limited market for the books. Third world countries find it economically impossible to publish most kinds of books because the internal market is simply too small. Hence, these countries can not publish more books.

Most of the books which are written in English language, get published in the first world and second world. Intellectuals and teachers, who are interested to learn English, give more priority to English language. They forget their own native languages or indigenous languages but they are doing more practice focusing on different skills of language teaching (listening, speaking, reading and writing). They learn more vocabularies and syntax of English but not their own native languages. Thus, English as a Colonial language dominates all other languages of the third world.

Regarding above statement R. K. Narayan confirms (2000; P. 178), "*I would avoid all the personal contacts, persuasions and all the possible sentimentalities inevitable in the act of snapping familiar roots. I would send in a letter which would be classic in its own way and which would singe the fingers of who ever touched it.*"

R. K. Narayan has strongly opposed English language which has been playing colonial role. English teacher gives more time to study English. They do not read their own native language so much.

Wherever post colonial critics place themselves in terms of these debates, However, most interpret post colonial literature in terms of number overlapping themes. These include

the following: the initial encounter with the colonizer and the disruption of indigenous culture; the journey of the European outsider through an unfamiliar wilderness with a native guide; othering and colonial oppression in all its forms; mimicry regarding to the dress, behavior, speech and life style of the colonizer; exile as the experience of being an outsider in one's own land; struggle for lingual identity.

In addition, most Colonial critics analyze the ways in which a literary text, whatever its themes, is colonialist or anti- colonialist, that is, the ways in which the text reinforces or resists colonialism's oppressive ideology. For instance, a text can reinforce colonialist ideology through positive portrayals of the colonized. The texts can resist colonialist's ideology by depicting the misdeeds of the colonizers, the sufferings of the colonized or the effects of colonialism on the colonized i.e. third world countries.

1.4 Conclusion

Acquiring English, in the third world has been divided into two groups: (a) English in Core (b) English in Periphery. There are some first world countries and second world countries in the world such as USA, Britain, Newzealand, Australia, and Canada where English is in core where as English is in Periphery in the third world. Third world countries plagiarize / mimic the language that is used in those countries where English is in core.

Teaching of English has become very popular in the third world. Horizon of English language has been expanding surprisingly in the third world. ELT is not only for expanding English but it is also important to facilitate teaching programs of other languages and subjects as well. English language plays a dominant role in different subjects such as Science, Math, Accountancy, Economics, Health and others. In this context Philipson (2007; P. 35) says, *"Britain, the United States, France, Germany and many other countries promote their languages by similar means; some are training and research, scholarships, the production and promotion of text books, library services, gifts of books, supply of teachers and resources, curriculum development and so on."*

It means first world countries and second world countries play a dominant role to expand English language in the third world. They promote colonial language through training, research, scholarships etc. They think that they are superior where as third world countries are inferior so that they should be helped providing training, reading materials etc.

In my opinion, government of the third world should give more priority to the indigenous languages and national languages. If the third world countries do not produce books in their own languages and their own intellectuals, they will be dominated forever. In this context, Philip G. Aitbach (1910; P. 60) says, *"Part of any language reform effort should be assistance to publishing in indigenous languages. Finally, third world leaders most carefully evaluate foreign and programs to ensure that their nation benefit without local publishing industries or intellectual autonomy being undermined."*

Thus, third world countries should build their own language identity.

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Need of Teachers' Professional Development

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Abstract

This article aims to discuss what professional development is, why it is necessary for teachers and what the supportive activities are that enhance their professional development. Moreover, it also tries to explore professionalism by comparing and contrasting with other related concepts and to discuss what criteria and characteristics are there that actually make a person professional.

Key words: Professional development, lay, amateur, technician, academic

Background

Professional refers to any type of work or job that requires special training, skill and a high level of education. Oxford Dictionary defines profession as "A paid occupation, especially one that involves prolonged training and a formal qualification." A profession is a vocation founded upon specialized educational training, the purpose of which is to supply disinterested objective counsel and service to others, for a direct or definite compensation, wholly apart from expectation of other business gain. According to Business Dictionary, "Profession is an occupation, practice or vocation requiring mastery of a complex set of knowledge and skills through formal education and or practical experience. Every organized profession (accounting, law, medicine etc.) is governed by its respective professional body."

Professionalism refers to the methods and ways of developing professional quality. A responsible and result oriented professional fellow ever strives to change and modify his/her knowledge, attitude, skill and behaviour according to the pace of time for better performance in the job so as to cope with the changed situation. The notion of professionalism motivates the teachers to be updated with new ideas of knowledge, skills and experiments which help them to set professional standards. In this competitive era, it is very difficult to be employed as in every sector people are highly educated, skilled and trained. If the candidates are not well educated, skilled, dexterous and up to date according to the pace of time, they won't have good market. The condition of teaching field is same. Abundant educated and well qualified personnels are found in the society. But many of them are not skilled, trained, dexterous and professional. We cannot expect better result in this sector unless we have competent professional teachers. That's why teachers' professional development is the urgent need of present era.

Professional Development

Professional development is the process by which a person develops professional skills and competencies, and empowers him/her to change the working ways to produce better result in the ongoing work performance. Day (1999) states, "Professional development is the process by which alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching, and by which they acquire and develop critically the knowledge skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their lives to achieve the objectives of the teaching and learning process successfully." According to Hargreaves and Fullan (1992) as mentioned in Richards and Renandya (2010), "The teacher is the ultimate key to educational change and school improvement. Teachers do not simply implement the curriculum. They define and refine the the curriculum, they interpret and transform the curriculum in a way that makes learning more manageable for the learners. What teachers think and do in the classroom that eventually determines what learners learn in the classroom. Teachers' professional growth becomes a matter of top priority since they have the key role in the classroom. Teachers should constantly develop not only their knowledge of the subject matter, but also their knowledge of pedagogy." Likewise, Pettis (1997) says that all teachers should embark on a lifelong journey of developing professional competence. She adds that it is our professional responsibility to continuously undertake a wide range of activities to improve our teaching competence. She highlights three important areas to professional growth. First, to be true professional, teachers must constantly upgrade their knowledge and understanding of language and language learning. Second, teachers' professional interests and needs should change over time according to the progress of their career. Finally, professional development requires a personal and ongoing commitment. It needs no less than our whole hearted commitment to excellence. Similarly, Taylor (1993) discusses that teachers can develop their professionalism through conducting research in their own classroom which can be very rewarding, as teachers can develop a deeper understanding of what goes on in their classroom which in turn can become the basis for improving their instructional practices.

Professional development refers to the planned activities practiced both within and outside the classroom to develop the professional knowledge, skills, attitudes in order to educate their learners more effectively as per their need (Blandford, 2000). According to Rodrigues (2005) as cited in Shoquair & Shaaban (2013), professional development has no fixed route and real end, rather it is a lifelong process in which teachers engage voluntarily to learn and adjust their teaching to the learning needs of their students and to keep their skills and career fresh (Alfaki, 2014).

In nutshell, we can say that professional development is a multi-faced lifelong experience which can take place inside or outside work place undertaken to improve an individual's ability to refresh their enthusiasm for teaching (Hayes, 2014 & Alfaki 2014). At last it can be said that professional development is the process of learning and learning again to apply new knowledge, skills and expertise to improve the performance on the job. It is not

confined only to formal learning contexts but also occurs in informal contexts such as discussing among colleagues, reviewing colleagues work, self reading, conducting action research, analysing students performance and reflecting on one's own classroom teaching.

Professionalism and Related Concepts

Professional is someone whose work involves performing a certain function with some degree of expertise. According to (Ur, 1997) as mentioned in Richards and Renandya (2010), the notion of professionalism can be clarified by contrasting it with others that it is often in opposition to : concepts such as lay, amateur, technician, academic. Each contrast offers an understanding from a different perspective. Let's explore these contrasts to have better understanding about professionalism.

Professional Versus Lay

There is distinction between professional and lay person. A 'lay' population is a population that does not belong to a specified professional group. Members of professional group possess certain skills, knowledge and conventions that the lay population do not have (Ur, 1997). The way professionals communicate will not be comprehensible to a layperson.

Professional Versus Amateur

The distinction between the professional and the amateur is based on consistent differences in performance in the field, involving the the quality of preparatory and ongoing learning, standards and commitment (Ur, 1997). The amateur does things for fun, for the love of it; thus someone loves teaching, may go for it, as an amateur, without any particular training or commitment. He or she may do it well or badly. But the professional cannot allow himself or herself to have a go at teaching or to do it badly. Professionalism is maintained by preparing oneself to do a competent job through learning, gaining skills, getting training and expertise. The standards of many professions are maintained through compulsory examinations and nationally or internationally recognised qualifications.

Professional Versus Technician

There is clear distinction between professional and technician as well. The technician, crafts man, or artisan performs certain acts with skill and becomes more skillful as time goes on through practice. The professional on the other hand, has not only to acquire certain skills, but also to be able to take courses of action that are based on knowledge and thought, as distinct from automatic routine (Ur, 1997). There are many jobs that may be done either 'technically' or 'professionally' depending on the way the worker approaches and performs them. An innovative and thoughtful painter may be a professional and a nurse who performs only routine duties as he or she is told may be more of a technician.

Professional Versus Academic

According to Ur (1997) as mentioned in Richards and Renadya (2010), professional and academic are distinct from one another however, academicians regard themselves as

References : An academic can be defined as a researcher, lecturer and writer usually based in Alfaki, I.M. (As defined up to now, the academic comes under the category of professional view. academics would so define themselves. Ur (1997) further says the professional is, Blandford, S. Most a bringer about of real-world change. The professional priorities real time Routledge the academic priorities thought. The distinction between academic and Day, C. (1997) according to Ur (1997) can be pointed out as below.

Academic

Ma is primarily occupied in thinking and researching.

- ☛ acts (researches) in order to refine thinking.
- ☛ is interested in finding out the truth or more information.
- ☛ is not an immediate agent of real-world change.
- ☛ is evaluated in the short term by his/her publications and in long term by his/her influence on the thought and action of both academics and professionals.

The Professional

- ☛ is primarily occupied in real-time action.
- ☛ thinks in order to improve action.
- ☛ is interested in finding out what works.
- ☛ is an immediate agent of real world change.
- ☛ is evaluated in short term by the extent to which he/she brings about valuable change and in long term by his/her influence on the thought and action of both academics and professionals.

At last we can say that professionalism is distinct from the concepts discussed above, as it possesses some special characteristics and criteria which other notions lack partially or fully.

Review of Related Literature

There are many researches carried out in this field. Some of them are mentioned here. Alfaki (2014) carried out research on ELT and TPD. He reached at the conclusion that teachers have their own role to play in their professional development along with the role played with government. Malu (2015) carried out the research entitled "Observation Tools for Professional Development." He found that professional development in today's world identified the key factors that promote teacher change. Those factors are observation, feedback, and practice. Negi (2016) has also carried out the research on similar topic entitled "Teachers' Professional Development to Enhance ELT: Needs Analysis for Developing Teacher Training Program in an EFL Context." Negi reached at the finding that although teachers gain sufficient theoretical input in training programs, they have difficulties to put it in to practice. So, there is drastic need for training on professional skill management strategy including the integration of ICT in the field of ELT.

Significance of the Study

Teachers need to be professional not only technician and academic. This article texts such as needs and importance of professional development of teachers and also pointing out action to be professional. The article will be significant especially for teachers and those in teaching authorities in the sense that it tries to make distinction between professional and non-professional notions which the researcher hopes to give some insights to the readers in the process of being professional.

Methodology

This study was a survey based on the study and observation. The researcher used only the secondary sources of data for the study. Besides the books and journals, the researcher's personal knowledge and experience were also used as the base of study and analysis. Some of the books and references the researcher consulted during this study are Richards and Renandya (2010), ELT Forum of 2015 & 2016, different NELTA journals, websites and other internet sources.

Findings and Discussion

This is the era of science and technology, and whatever job people do, they should do it systematically so as to produce better positive result. Teaching field also is not unaffected by scientific innovation. It is only professionalism which can make teachers able to use scientific tools like ICT, computer, projector etc. to cope with the changed situation and the demand of time. So, teachers' professional development is a must. Before entering in teaching field, one should get needed academic degree, training and expertise. Moreover, one should also be committed and passionate towards one's job. A lay or amateur teacher cannot give good result, neither technician can give better result. So, a teacher must be professional. He/She should always maintain the criteria and qualities of professionalism. A teacher should always cope with changing needs according to new context, and must have personal commitment to professional development.

Conclusion

Teachers' professional development is the need of the present era. It is essential for better learning output. Although many teachers are trained and have gained sufficient knowledge on ELT theory and methods, most of them cannot transform their theoretical knowledge into practice for better learning result. Most of the training programs still give emphasis on introducing new techniques and innovations in ELT but lack attention on needs and importance of context specific methodology and ELT resources. So the development of new training programs should focus on teachers context specific need analysis regarding the resources and methodology. Need and importance of teachers' professional development should be focused in such programs so as to make them committed to be professional.

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सलहेश महाराज की जय जय जय

लोकनायक सलहेश सँग सम्बन्धीत पर्यटकीय स्थलहरू: एक परिचय

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सार

धार्मिक, साँस्कृतिक, ऐतिहासिक, पुरातात्विक महत्त्व बोकेको लोकनायक सलहेशको लोकगाथासित सम्बन्धीत स्थलहरूमा प्रत्येक वर्ष वि.सं. को नयाँ वर्षको प्रारम्भमा भव्य मेला लाग्ने गर्दछ । वर्षेनी त्यहाँ नेपाल भारतका छिमेकी जिल्लाका लाखौंको संख्यामा पर्यटकहरू मेला भर्न आउँछन् । करोडौंको व्यापारिक कारोवार हुन्छ । तर पर्यटनका लागि आवश्यक पूर्वाधारहरूको विकास हुनसकेकोले यी मेलाहरू साँस्कृतिक परम्पराको रूपमा मात्र सीमित हुन गएको छ । अतः यस लेख मार्फत सिरहा जिल्लाभित्र रहेको लोकनायक राजा सलहेशसित सम्बन्धीत यी पर्यटकीय स्थलहरूको पहिचान गरी तिनीहरू माथि प्रकाश पार्ने प्रयास गरिएको छ ।

मुख्य शब्दहरू : लोकगाथा, लोकनायक, लोकदेवता, महिसौथा, सलहेश

विषय प्रवेश

उत्तर बिहारको मिथिला र सीमा क्षेत्रको मधेशको साँस्कृतिक जीवनमा सलहेश अन्तर्राष्ट्रिय ख्यातिप्राप्त जातिय लोक देवता र मैथिली लोकगाथाका नायक हुन् । सलहेशलाई नेपाल भारत सीमान्त प्रदेशको साँस्कृतिक प्रहरी मानिन्छ । उनको शौर्य पराक्रम आलोकमण्डित लोक देवता लोकमुर्ती चित्र आदिमा अनुरजित एउटा सुदीर्घ लोक पराम्परा कायम रहेको पाइन्छ । यसै प्रकार नेपाल र भारतका साँस्कृतिक सुत्रधार राजा सलहेशलाई केन्द्रमा राखी अनेकौं लोकानुरजक र प्रदर्शनकारी कला विद्याहरू जीवन्त बनेको छ । यीनिहरूको सर्वेक्षणात्मक पुनरावलोकन आवश्यक छ ।

सामाजिक कुव्यवस्थाको विरुद्ध मिथिलाका शुद्र जातिहरूको विद्रोहको परिसुचक हो सलहेश लोक गाथा । सलहेश लोकगाथाले नेपाल भारतमा विभाजित मिथिलाको एकिकरणको प्रयास गर्दछ ।

शैलेश शब्दको अपभ्रंश रूप सलहेश हो । जसको अर्थ हुन्छ पर्वतको मालिक । यो शैलेश शब्द संस्कृत भाषाको शैल शब्दमा ईश प्रत्यय लागेर बनेको हो जसमा 'शैल' शब्दको अर्थ 'पहाड' वा 'पर्वत' हुन्छ भने 'ईश' को अर्थ 'मालिक' हुन्छ । अतः सलहेश शब्दको शाब्दिक अर्थ 'पर्वतको मालिक' देखिन आउँछ । सलहेश दुसाध जातिको लोकप्रिय देवता हो । दुसाध शब्दको अर्थ हुन्छ 'दुःसाध्य' अर्थात 'अत्यन्त कठिन' । सलहेश अब दुसाध जातिको मात्र पुजनिय र सम्मानिय देवता नभई सम्पूर्ण मिथिलाञ्चलको लोक देवताको रूपमा विख्यात रहेको छ । मिथिलाञ्चलमा मात्र नभई सम्पूर्ण मधेशको लोकदेवताको रूपमा गाउँ गाउँमा पुजिन्छ । आजको लोकतन्त्र मा सलहेशको प्रसिद्धि एवं ख्याति सर्वत्र व्यापत भईरहेको छ । अहिले सलहेश कुनै जाति विशेषको लोकदेवता मात्र नभई सर्वत्र लोकनायकको रूपका पुजित सर्वमान्य देवता भइसकेको छ ।

यस प्रकार नेपाल भारतको सम्पूर्ण मिथिला क्षेत्रमा लोकगाथाहरूमा लोकनायकको रूपमा उच्च स्थान आगेटेको लोक देवताको रूपमा गाउँ गाउँमा पूजित सलहेशको स्थान सर्वमान्य देवताको रूपमा स्थापित भई सकेको छ ।

सलहेश लोक गाथाको क्षेत्र :

सलहेश लोकगाथाको क्षेत्रको सम्बन्धमा विभिन्न विद्वानहरूबीच मतभिन्ना भएपनि यसको क्षेत्र विस्तृत भएको कुरा सबैले स्वीकार गर्नु भएको छ । जसमा डा मोतिलाल यादव डा. ब्रजकिशोर वर्मा 'मणिपम', मुक्तिनाथ भ्वा, डा. पूर्णानन्द दास, राजेश्वर भ्वा, प्रा. प्रफुल कुमार सिंह मौन आदि उल्लेखनीय छन् । समग्रमा भन्दा सलहेश लोकगाथासित सम्बन्धित स्थानहरू पूर्वमा मोरङ जिल्ला देखि पश्चिममा सर्लाही जिल्ला सम्म सलहेश गहवर र कार्यक्रमको आधारमा मान्न सकिन्छ ।^१ प्रो. प्रफुल कुमार सिंहका अनुसार यस गाथाको जन्मभूमि महिसौथा सलहेश फुलवारी, पकडियागढ, कञ्चनगढ, मानिकदहसँगै मोरङसम्म रहेको थियो ।^२ निमिष भ्वाका अनुसार उत्तरमा पहाडि क्षेत्र देखि दक्षिणमा गंगासम्म यस गाथाका प्रमुख स्थलहरू महिसौथा पकडियागढ, कञ्चनगढ, तरेगनागढ र भुटानदेखि पश्चिमका बाघगढसम्मका क्षेत्रहरू सलहेशको महिमाले प्रभावित थियो ।^३ डा. मोतिलाल यादवका अनुसार यसको उदगमस्थल नेपालको तराईको सम्पूर्ण मिथिलाक्षेत्र थियो । यसप्रकार सलहेश लोकगाथाको क्षेत्र सम्पूर्ण मिथिला क्षेत्र देखिए पनि यस लेखको मुल उद्देश्य सिरहा जिल्लाभित्रका सलहेशसित सम्बन्धित पर्यटकीय स्थलहरूको अध्ययन गरी त्यसमाथि प्रकाश पार्नु रहेकोले यहाँ यस जिल्लाभित्रका सलहेशसित सम्बन्धित पर्यटकीय क्षेत्रको वर्णन गरिएको छ ।

क. महिसौथा

न.पा. सिरहा वडा नं. ७ अवस्थित गढलाई सलहेशगढ भनिन्छ । यहाँ एउटा गहवर रहेको छ यस गहवरमा हातिमाथि सवार सलहेशको मूर्ति रहेको छ । डा. गंगा प्रसाद अकेलाले उल्लेख गरे अनुसार सलहेश लोकगाथाका नायक सलहेशको जन्म मिथिलाञ्चलको पुण्य भूमि महिसौथा गाउँमा पिता भैरवभुपाल/सोमन र माता मन्दोदरी को जेष्ठ सुपुत्रको रूपमा भएको थियो । नथुनि सिंह दनुवारले उल्लेख गरे अनुसार अहिलेको राजपुर, रजौखैर, नहरा आदि गाउँहरूमा राजावास डिहहरू थुप्रै रहेको पाइन्छ । यि गढहरूमा स-साना राजारजौटाहरू हुन्थे । तिनै राज्यहरू मध्ये महिसौथामा राजा सलहेशको जन्म भएको थियो ।^४ डा. कमलकान्त भाले लेखे अनुसार राजा सलहेशको राजधानी कहाँ थियो ? त्यसको निश्चित प्रमाण नभेटिएपनि उनले आफ्नो राजधानी महिसौथालाई बनाएको कुराको चर्चा धेरै ठाउँमा भइसकेको छ ।

यस प्रकार सलहेशको जन्म भूमिको रूपमा महिसौथालाई धेरैले स्वीकारे पनि यो स्थान विवादित रहेको छ । तर सलहेशको राजधानीको रूपमा यसलाई सबैले स्वीकारेको पाइन्छ ।

ख. पकडियागढ

लहान नगरपालिका भन्दा लगभग आठ किलो मिटर उत्तरमा भदैया गा.वि.स.मा रहेको गढलाई पकडियागढको रूपमा चिनिन्छ । हाल लहान नगरपालिकाले आफ्नो क्षेत्र विस्तार गरे अनुसार यो क्षेत्र लहान नगरपालिका भित्रै पर्दछ । लोकगाथा अनुसार सलहेशको प्रारम्भिक जीवन पकडियागढमै वितेको हो । यहाँका राजा कुलेश्वर सिंहको चारवटि छोरीहरू हिरा, दौना, कुसुमा र चन्द्रावती यस लोकगाथामा प्रमुख स्थान ओगटेको पाइन्छ । यहाँ पोखरीगढ र राजा कुलेश्वरको साथै सलहेशको पनि गहवर रहेको छ । जहाँ वैशाख २ गतेका दिन मेला लाग्छ ।

ग. मानिकदह :

सिरहा जिल्लाको गोविन्दपुर गा.वि.स. मा रहेको यो दह पूर्व पश्चिम लोकमार्ग भन्दा उत्तर पट्टी लहान नगरपालिकाको मुख्य बजार देखि १३ कि.मि. उत्तर पश्चिममा पर्दछ । यहाँ दहको पश्चिम पट्टी राजा सलहेशको गहवर रहेको छ । जहाँ प्रत्येक वर्ष बैशाख २ गतेको दिन ठूलो मेला लाग्छ । यस दह नजिकैको पश्चिम पट्टीको डाँडालाई खाटे डाँडा भनिन्छ । जहाँ पुरातत्व विभागले उत्खनन गर्दा इ.पु. आठौँ शताब्दीतिरको एन.बि.पि. (Northern Black Ware Pottery) पाइएको थियो । प्रवल पुरातात्विक सम्भावना बनेको डाँडा नेपालकै एक महत्वपूर्ण पुरातात्विक पर्यटकीय स्थलको रूपमा रहेको छ । तर विकासको अभावले गर्दा यसले खासै ख्याती कमाउन सकेको छैन ।

घ. बाघगढ (बगहा)

सलहेशको बहिनी बनस्पतिको विवाह बाघगढको राजासँग भएको थियो । पछि राजा बौध धर्ममा लागेपछि त्रिवेणीधाममा बनस्पतिको प्रेम सतखोलियाका राजा शैनीसित भएको थियो । बाघगढ नजिकै बनस्पतिको छोरा करीकनहाको नाउँबाट अपभ्रंस भई बनेको कर्जन्हा गाउँ रहेको छ ।

ङ. सलहेश फुलवारी

राजा सलहेश सित सम्बन्धित सबभन्दा चर्चित जीवन्त इतिहास बोकेको पर्यटकको ओइरो लाग्ने एक महत्वपूर्ण स्थल सलहेश फुलवारी हो । यहाँ प्रत्येक वर्ष बैशाख १ गतेको दिन ठूलो मेला लाग्छ । लाखौंको संख्यामा नेपाल भारतबाट श्रद्धालुभक्तजनहरू मेला भर्न आउँछन् ।

रामनारायण देवले लेखेअनुसार फुलवारी सिरहा जिल्लामा लहान बजार भन्दा ५ कि.मि. पश्चिम पूर्व पश्चिम राजमार्गभन्दा दक्षिणपट्टी अवस्थित रहेको छ । यो दश बिगहा क्षेत्रफलमा फैलिएको छ । यहाँ विभिन्न किसिमका जंगली रुख विरुवाहरू रहेको छ । फुलवारीको बिचमा गहवर रहेको छ । सो गहवरमा राजा सलहेश हातीमाथि सवार छन् । गहवार नजिकै हारमको रुख रहेको छ । आश्चर्यजनक कुरो यो छ कि प्रत्येक वर्ष बैशाख १ गते संक्रान्तिको दिन यस रुखमा माला आकारको फूल फुल्छ । यो फूल रुखको कुनै हागाविंगामा नफुलिकन रुखको मध्य भागमा एकै ठाउँमा ५-६ओटा माला भै भुण्डिएको सेतो रंगको देखिन्छ । फेरि वर्ष भरी फुल्दैन ।^{१०}

डा. गंगाप्रसाद अकेलाले लेखे अनुसार सलहेश गाथा सित सम्बन्धित दोश्रो महत्वपूर्ण स्थल सलहेश फुलवारी हो । यो पूर्व पश्चिम राजमार्गको ढल्केवर देखि पूर्व लहान बजार देखि ४-५ कि.मि. पश्चिम र राजमार्ग देखि १ कि.मि. दक्षिणमा अवस्थित रहेको छ । अंदाजी ३०-३५ एकडको वर्गाकार क्षेत्रफलमा फैलिएको छ ।

डा. रामदयाल राकेश लेख्दछन् सलहेश फुलवारी राजा फुलवारीको नाउँले प्रशिद्ध छ । यो हाल न.पा. लहान देखि पश्चिम र राजमार्ग देखि दक्षिणमा अवस्थित छ । ५.५ विगहा क्षेत्रफलमा फैलिएको यो फुलवारी राजा सलहेशको फुलवारी थियो भने जनधारणा अहिलेपनि जिवितैरहेको छ । यसको प्राकृतिक सौन्दर्य अलौकिक र अवर्णनिय मानिन्छ । फुलवारीको मध्यभागमा दुइ वटा गहवर देखिन्छ । पहिलो गहवर सलहेश महाराजको मानिन्छ र दोश्रो गहवर मालिनीको हो । यस गहवरमा महाराजा सलहेश र मालिनीहरूको भव्य मूर्ति स्थापना गरिएको छ । जसले पुरातात्विक महत्त्वलाई मात्र उजागर नगरी ऐतिहासिक र धार्मिक महत्त्वको समेत मानिन्छ ।

उपसंहार

यस प्रकार सलहेश सित सम्बन्धित विभिन्न गढ, गहवर, मन्दिर, दह, वगैचा पर्यटकीय स्थलहरू सिरहा जिल्लाका विभिन्न भागमा छरिएर रहेको छ । यी स्थलहरूको विकास र पर्यटन प्रवर्द्धनका लागि विभिन्न निकायहरूले छिटफुट रुपमा आ-आफ्नै किसिमले विभिन्न कार्यक्रमहरू संचालन गरेपनि कुनै ठोस र महत्वपूर्ण कार्य भएको देखिदैन । खासगरी २०६२-६३ को जनआन्दोलन पछि विभिन्न एन.जी.ओ., आइ.एन.जी.ओ. हरूले यस तर्फ पाइला चालेको देखिन्छ । यस सन्दर्भमा आइ.डी.ए. ग्रामसेवी समूह प्रज्ञाप्रतिष्ठान आदिको कार्य सराहनिय रहेको छ । जसले गर्दा विभिन्न अन्वेषक अनुसन्धान कर्ताहरूको ध्यान यस तर्फ आकर्षित भएको देखिन्छ । तर छुटाछुटै रुपमा बाहिरबाट प्रयोजित भई गरिने कार्यक्रमहरूले खासै उपलब्धि हासिल हुन सकेको देखिदैन । अतः स्थानीय व्यक्तिहरूको सहभागितामा स्थानीय स्तरमसम्म कुनै निश्चित मंचको टडकारो आवश्यकता महसुस भइरहेको छ । तसर्थ यस अध्ययनद्वारा सलहेश क्षेत्रको पर्यटकीय संभावनालाई प्रष्ट पाउँ एउटा साभा मंचको स्थापनाका लागि पाइला चाल्ने प्रयास गरिएको छ ।

धन्यवादज्ञापन

यो अनुसन्धानात्मक लेख तयार पार्न सल्लाह-सुभाष दिएर सहयोग गर्नु हुने सम्पूर्ण प्रवृद्ध वर्गको साथै यस जे.एस.मुरारका बहुमुखी क्याम्पसको अनुसन्धानात्मक पत्रिका प्रकाशन समितिलाई धन्यवाद दिन चाहन्छु । यस रचनालाई सहकर्मी पूनरावलोकन गरिदिनु भएकोमा विशेष रुपमा प्रा.डा. अनिल पोखरेल, स्नातकोत्तर क्याम्पस, विराटनगर प्रति विशेष धन्यवाद टक्रयाउन चाहन्छु ।

सन्दर्भ ग्रन्थ

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६. मिश्र, तारानन्द माथि उल्लेखित पेज नं. ४२
७. अकेला गंगा प्रसाद माथि उल्लेखित पेज नं. ८४
८. दनुवार नथुनी सिंह, लोकनायक सलहेश पेज ३४ आँगन २०६५
९. भा, डा. कमलकान्त दुसाध्य क्षत्रिय र लोक नायक राजा सलहेश - सभक आवाज साप्ताहिक वर्ष ३ अंक ४० साल २०६५
१०. देव, रामनारायण, मिथिलाक प्रसिद्ध लोत गाथा राजा सलहेश आँगन पेज नं. ५४ ने. प्र. प्रतिष्ठान २०६५

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१२. राकेश डा. रामदयाल माथि उल्लेखित
१३. मैथली वार्षिक पत्रिका आँगन वर्ष ४ अंक ४ साल -२०६५ प्रज्ञा प्रतिष्ठान काठमाण्डौ
१४. लोकदर्शन - डा. महेन्द्र नारायण राम
१५. साप्ताहिक सभक अवाज वर्ष ३ अंक ४० साल २०६५

Why and How to Teach Literature in the Language Classroom

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Abstract

Why and how to teach literature in the language class-room has long been a commonly shared interest among diverse teachers, critics and scholars. The word 'why' has thrown light upon advantages of literature and the word 'how' has been related to the way of representation in order to follow methodology to accomplish this article. The adopted topic has entirely been based on critical, explorative and innovative illustrations. Concepts and meanings, the main distinction between language and literature with different scholars' particular definitions have been mentioned in the introductory part of this article. To enable each teacher how to teach properly is the chief objective of this topic.

Keywords: Motivating Materials, Encouraging Language Acquisition, Expanding Awareness Educating the Whole person.

Introduction;

It won't be quite uncongenial to define both language and literature in very brief in order to justify the adopted title. It is certainly not unknown to many of us that language is the voluntary vocal system of human communication and also one of the internal mediums to express feelings, desires and emotion of all creatures. Undoubtedly, literary language is one of the most complex, elevated, sophisticated and highly standard varieties of language.

Despite their immense distinction, language and literature have very profound relationship. While talking about language and literature, Brook (1960:99) has rightly remarked "The distinction between language and literature is then at bottom, a distinction between art and fine art." Every teacher needs to represent some salient definitions to his/her students and suggest them to give their own concluding definitions while teaching literature in the language class-room. Actually speaking, literature is the deepest ocean in which an ordinary swimmer can totally drown in his/her pleasant and unpleasant mood if he/she doesn't know how to swim very well. It means to say that literature is the representation of very profound and creative art in which all sorts of human emotions and feeling aesthetically, artistically, morally, suggestively, internally and systematically prevail.

Defining Literature

Collie and Slater (1990) define "Literature is an art of writing which collects the people's imaginations systematically into words."

John Taylor (1984) states "The roots of what we call literature are in everyday stories, drama,

rhymes songs, rhetoric and flow of language in relationship.”-

According to the Oxford Advanced Learning Dictionary (1996), “Literature is an art of writing that is valued as works of art, i.e. fiction, drama, poetry, novel.”

‘Literature is the question minus the answer,’ Roland Barthes (1978).

“Great literature is simply language charged with meaning to the utmost possible degree”-
Ezra pound.

“Literature could be said to be a sort of disciplined technique for arousing certain emotions.”
– Iris Murdoch.

Analysis

Students must be enabled to know about the chief elements and essential qualities of four forms of literature: poetry, drama, fiction and essay so that they may be able to respond in the classroom that ‘meditation’ is the essential quality of poetry ‘ narration’ is the essential quality of ‘ fiction’ ‘interaction’ is the essential quality of drama and persuasion is the chief quality of essay. Metaphor, simile, assonance, alliteration, unusual syntactic patterns, double meaning of a word, etc. usually used in literature also display linguistic features and language learners or students have adequately been benefitted from literature. Literary competence is very important for language teachers and students. It has rightly been said that we are reading something as literature when we are interested in the ‘general state of affairs’ to which it refers rather than its pragmatic function in the real world (Brumfit and Carter 1986, p. 16). Thus, when reading a newspaper article, we expect it to be verifiable with reference to a world of facts, where as when reading literary texts we are interested in what Brumfit has described as metaphorical or symbolic meanings which “illuminate our self awareness.” (Brumfit, Carter and Walker 1989, p.27). So, just how important is it for teacher using literature with the language learner that students acquire literary competence? This surely depends on the purpose for which the literature is being used. A useful distinction, here, is the one that has been made between the study of literature and the use of literature as a resource for language teaching (Maley ELT Documenty 130 p.10). The study of literature makes literature itself the content or subject of a language course while the use of literature as a resource draws on literature as one source among many different kinds of texts for promoting interesting language activities.

Why use literature in the language classroom?

Now, we would prefer to respond the question of why we should use literature in the language classroom. Literature should be used in the language class-room because

It is very motivating.

It is authentic material.

It is general, educational & valuable.

It is found in many syllabuses.

- It helps the students to understand another culture.
- It is stimulus for language acquisition.
- It develops students' interpretative abilities.
- Students enjoy it and it is fun.
- It is highly valued and has a high status.
- It expands students' language awareness.
- It encourages students to talk about their opinions and feelings.

It wouldn't be unpropitious to examine, illustrate and elaborate some significant reasons for using literature in the language class-room.

Motivating Material

It is indeed remarkable to emphasize that in many countries around the world, literature is highly valued and due to this significance students of English may experience a real sense of achievement at teaching literary materials in the classroom. If students are familiar with literature in their own language, then studying some literature in English can provide an interesting and thought providing point of comparison. This may apply equally well if student come a culture with a rich oral tradition where the body of written literature is fairly restricted. Asking students to retell short stories from their own culture, for example, before getting them to read an authentic story in English on a similar term, could be highly motivating.

Newness, uniqueness, archetype, suspense, dilemmas, mysterious creation, complexity, merriment, frequently used in all forms of literature can really motivate students in language classroom.

Access to Cultural Background

Literature provides students with access to the culture of the people whose language they are studying. Since English is used as a global language, so literary texts in English written by different authors in diverse nations can make the students arrive into the world of divergent culture. It is quite relevant to argue that reading literature in English inspires students to make them feel highly enthusiastic and are made broadly aware of the social, political and historical events which from the background to a particular play or novel. At the same time, literature does seem to provide a way of contextualizing how a member of particular society might behave or react in a specific situation. Using literature with students may enable them to gain useful and often surprising perception about how the member of a society might describe or evaluate their experiences. Teachers ought to encourage students to be critical enough so that the underlying cultural and ideological assumption in the texts are not only accepted and reinforced but also are questioned and evaluated.

Encouraging Language Acquisition

Literature is used in the language classroom because it encourages and stimulates language acquisition. At lower levels students may be unable but at higher levels they may be so absorbed in the plot and character of an authentic novel or short story that they acquire a great deal of new language almost in passing. The reading of literature then becomes an important way of supplementing the inevitably restricted input of the classroom. And if recorded literary material is available, students can acquire a great deal of new language by listening to it. Within the classroom itself, the use of literary texts is often a particularly successful way of promoting activities where students need to share their feeling and opinions such as discussions and group work. This is because literature is very rich in multiple levels of meaning.

Focusing on a task which demands that students express their own personal responses to these multiple levels of meaning can only serve to accelerate the students' acquisition of language.

Expanding Student's Language Awareness

Through teaching literature, students' language awareness may be enhanced because literary language is somehow different from other forms of discourse. Sometimes literary language breaks the more usual rules of syntax and collocation and even cohesion.

Developing Students' Interpretative Ability

Any learning of a new language would seem to involve the learner in the forming or hypotheses and the drawing of inference whether these relate to when a particular idiom is used appropriately, how far a grammatical rule can be generalized or what is implied behind the literal meaning of what someone says in a conversation. It has been argued that literature is a particularly good source for developing students' abilities to infer meaning and to make interpretation (see Rossener's interview with Widdowson in *ELT Journal* 37/1). This is because literary texts are often rich in multiple levels of meaning and demand that the reader/learner, is actively involved in 'teasing out' the unstated implications and assumptions of the text. In a poem, for example, a word may take on a powerful figurative meaning beyond its fixed dictionary meanings. Trying to ascertain this significance provides an excellent opportunity for students to discuss their own interpretation based on the evidence in the text.

Educating the Whole Person

Literature may have a wider educational function in the classroom in that it can help to stimulate the imagination of our students, to develop their critical abilities and to increase their emotional awareness. If we ask students to respond personally to the texts we given them, they will become increasingly confident about expressing their own ideas and

emotions in English. They will feel empowered by their ability to grapple with the text and its language and to relate it to the values and traditions of their own society. Thus, we can emphasize that teaching literature in classroom can educate the whole person.

Conclusion

I would prefer to insist that using literature in the language classroom inevitably makes students arrive into such highly sophisticated world where they are absolutely motivated to be sensible towards worldly diverse culture, often enhance their own interpretative competence, and are made highly enthusiastic for the language acquisition and awareness and ultimately prepared to be highly critical, eternally creative, and ever remembering individuals in the region of education. But it is pity to interpret that we often talk about excellent methodology to teach but practically using the traditional skill to teach our students.

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Carbon Nanomaterials Based Supercapacitors for Efficient Energy Storage

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Abstract

The advancement of modern electronic devices depends strongly on the highly efficient energy sources possessing high energy density and power density. In this regard, supercapacitors show great promise. Due to the unique hierarchical structure, excellent electrical and mechanical properties, and high specific surface area, carbon nanomaterials (particularly, carbon nanotubes, graphene, mesoporous carbon and their hybrids) have been widely investigated as efficient electrode materials in supercapacitors. This review article summarizes progress in high-performance supercapacitors based on carbon nanomaterials with an emphasis on the design and fabrication of electrode structures and elucidation of charge-storage mechanisms. Recent developments on carbon-based flexible and stretchable super capacitors for various potential applications, including integrated energy sources, self-powered sensors and wearable electronics, are also discussed.

Keywords: electric double-layer super capacitors, pseudocapacitors, hybrid supercapacitors, carbon nanotube (CNT), graphene, flexible and wearable electronics

Introduction

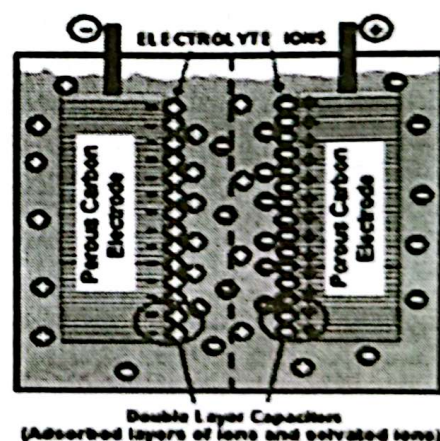
The ever increasing consumption of fossil fuels and their soaring price have caused serious concerns about the fast depletion of existing fossil-fuel reserves and the associated alarming greenhouse gas emissions and pollutions in air and on soil. Therefore, it is important to develop environment friendly energy-generation and storage technologies.

In particular, there has recently been intensive attention on the advancement of energy-storage devices, including electrochemical supercapacitors and batteries. Compared to batteries, electrochemical supercapacitors (ESCs) are capable of providing 100–1000 times higher power density, but with 3–30 times lower energy density. As a consequence, ESCs are particularly useful for high power bursts, for example for accelerating/breaking high-speed transportation systems. Moreover, ESCs can sustain up to millions of charge/discharge cycles via the electric double-layer charge storage free from chemical reactions. In contrast, batteries suffer from volumetric modulation and swelling of active materials in the electrodes due to the excessive redox reactions during charge/discharge cycles. As far as the safety issues are concerned, therefore, supercapacitors are much more reliable than batteries. In order to minimize/avoid possible decomposition of the electrolyte, however, the operating voltage for ESCs must be low as compared to batteries. Nevertheless, a high operating voltage is desirable for ESCs with a high energy density, and hence an optimized operating voltage is essential for high-performance ESCs. In an electrochemical supercapacitor, two electrodes are kept apart by a separator between them. These two electrodes are identical for

a symmetric supercapacitor, but different for an asymmetric supercapacitor. The separator is generally ion-permeable, but also electrically insulating, soaked with electrolytes to allow ionic charge transfer between the electrodes. Polymer or paper separators are often used with organic electrolytes while ceramic or glass-fiber separator are preferred for aqueous electrolytes. Depending on the ways in which energy is stored, ESCs can be divided into electric double-layer capacitors (EDLCs), in which charge storage occurs at the interfaces between the electrolyte and electrodes, and pseudocapacitors (PCs), involving reversible and fast Faradaic redox reactions for charge. When a supercapacitor stores charges by matching the capacitive carbon electrode with either a pseudocapacitive or lithium-insertion electrode, it is then called a hybrid supercapacitor (HSC). Owing to their availability in large quantities at a relatively low cost, unique hierarchical structures with a large surface/interface area and excellent electrical/electrochemical/mechanical properties, nonporous and/or mesoporous carbon materials are useful as the electrode materials in all types of ESCs.

Along with the recent rapid development of flexible/wearable electronics, there is an urgent need for integrated power sources based on flexible and even stretchable electrodes. Consequently, flexible and stretchable fiber-shaped or very thin supercapacitors (SCs) have recently attracted a great deal of interest. In this context, carbon nanotubes (CNTs) and graphene with a high mechanical stability and excellent bending strength have been reported to be ideal electrode materials for flexible and stretchable ESCs. Thus, carbon nanomaterials have been widely investigated for developing new electrode materials in various ESCs for efficient energy storage. A huge amount of literature on carbon-based ESCs has been produced, with the number of publications still rapidly increasing every year. A timely review on such a rapidly growing field of such significance is highly desirable. The aim of this article is to provide a timely, concise and critical review by summarizing recent important progress on the topic and presenting critical issues related to the material/electrode design and the elucidation of energy-storage mechanisms. Through such a critical review, our understanding of carbon-based electrode materials for energy storage will significantly increase, as will insights for the future development.

STRUCTURE OF EDLC



Carbon Nanomaterials

Conventional carbon materials are divided into three forms: diamond, graphite and amorphous carbon. Their properties vary depending on the arrangement of carbon atoms. For example, diamond is hard and rigid due to its special diamond cubic Crystal structure with sigma bonding between sp^3 hybridized carbon molecules. Having a layered structure with strong covalent bonding between sp^2 hybridized carbon atoms in the plane of individual layers and weak van der Waals interactions between adjacent layers, graphite is

soft. The recent development of nanoscience and nanotechnology has opened up a new frontier in carbon materials research by creating new graphitic carbon nanomaterials with multi-dimensions, including dimension-less (0D) fullerene, one-dimensional (1D) carbon nanotubes (CNTs) and two-dimensional (2D) graphene. Fullerene C60 has a soccer-ball like structure containing 20 carbon hexagons with 12 carbon pentagons formed into a cage of truncated icosahedrons. Fullerene C60 is a perfect electron acceptor, which has been widely used in solar cells for charge separation. Due to its intractability, low electrical conductivity and small surface area, fullerene has been rarely used for energy storage with respect to other carbon nanomaterials. So far, CNTs, graphene, mesoporous carbon and their hybrids have been widely studied as supercapacitor electrodes because of their excellent electrical conductivity, high specific surface area, outstanding electrochemical activity and the ease with which they can be functionalized into multidimensional and multifunctional structures with excellent electrical and mechanical properties.

Application of Carbonnanomaterials In Supercapacitors

Current research and development on energystoragedevices have been mainly focused on supercapacitors, lithium-ion batteries and other related batteries. Compared with batteries, supercapacitors possess higher power density, longer cyclic stability, higherColumbic efficiency and shorter period for full charge–discharge cycles. Thus, supercapacitors, particularly those based on carbon CNTs, graphene and mesoporous carbon electrodes, have gained increasing popularity as one of the most important energy-storage devices.

Electrical double layer capacitors (EDLCs)

Similarly to traditional capacitors, EDLCs also store energy through charge separation, which leads to double-layer capacitance. Unlike a traditional capacitor, however, an EDLC contains two separated charge layers at the interfaces of electrolyte with positive electrode and negative electrode, respectively. The separation between electrical double layers in an EDLC is much smaller than that in a conventional capacitor, leading to a several orders of magnitude higher specific capacitance for the EDLC. Since there is no chemical reaction involved and the transport of ions in the electrolyte solution or electrons through the electrodes is responsible for charge storage, EDLCs can be fully charged or discharged within a short time with a high power density.

CNTs in EDLCs

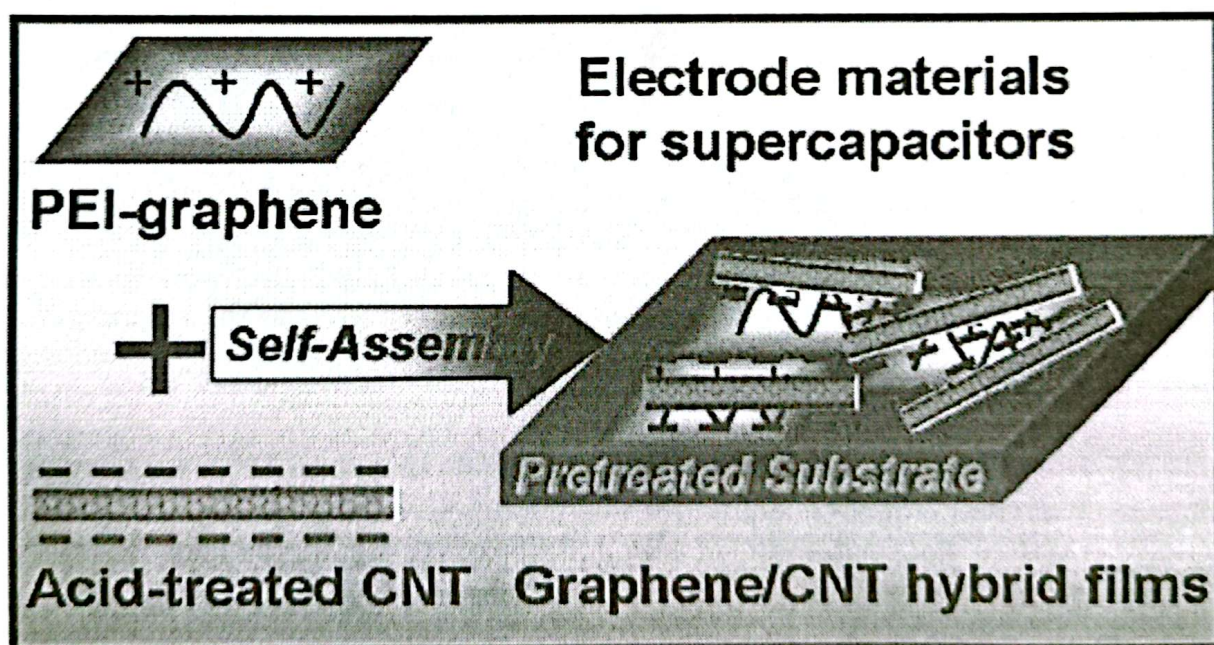
CNTs, with and without compositing with otherelectrode materials, are highly suitable for supercapacitorelectrodes. The reported specific surfacearea of pure CNTs is in between 120 and 500 m²/gwith the specific capacitance ranging from 2 F/g to200 F/g. Using single-walled carbon nanotubes (SWNTs) as the electrode materials, a specific capacitance, power density and energy density up to 180 F/g, 20 kW/kg and 7 Wh/kg, respectively, have been reported. The specific surface area can be enhanced by activating the CNT walls and/or tips. For example, Pan *et al.* have improvedthe specificsurface area of SWNTs from 46.8 m²/g to 109.4 m²/g through electrochemicalactivation, leading to a three-time increase in the specific capacitance.

Pseudocapacitors (PCs)

Pseudocapacitors store energy through reversible Faradaic charge transfer, which involves fast and reversible electrochemical redox reactions on the interface between the electrodes and electrolyte. As such, the specific capacitance of a pseudocapacitor is often higher than that of an EDLC, as is the energy density. As the redox reactions occur on the electrode surface, a high specific surface area and high electrical conductivity are essential for electrodes in a high-performance PC. Therefore, carbon nanomaterials, including CNTs, graphene, mesoporous carbon and their hybrids, have also been used as the substrate to load active materials and/or current collector to ensure high capacitance and fast charge transfer for electrodes in high-performance PCs.

CNTs in pseudocapacitors

CNTs have been used in pseudocapacitors in either a functionalized form or composited with other active components, such as conductive polymers and metal oxides. CNTs can be functionalized through chemical or electrochemical methods. The most common way to functionalize CNTs is acid oxidation (e.g. a mixture of concentrated sulfuric acid and nitric acid) to introduce surface carboxyl groups. Through acid oxidation, the specific capacitance of CNTs can be increased by 3.2 times due to the increased hydrophilicity of the electrodes in aqueous electrolytes and the introduction of pseudocapacitance. Treatment of CNTs with NaOH solution at 80°C, followed by ultrasonication in H₂SO₄/HNO₃ solution, can also improve the specific capacitance from 28 F/g for the pristine CNTs to 85 F/g for the functionalized CNTs.



Carbon-based hybrid supercapacitors

Hybrid supercapacitors (HSCs) are mainly introduced to bridge the gap between ESCs that have high power but low energy and batteries that have high energy but low power. Actually, in most cases, HSC consists of a capacitive carbon electrode matched with either a pseudocapacitive or a lithium-insertion electrode. In HSCs, the combination of the Faradaic intercalation on cathode and non-Faradaic surface reaction on anode provides an

opportunity to achieve both high energy and power densities even without compromising the cycling stability and affordability. The reported carbon-based electrodes so far used for the cathode in HSCs are graphite, CNTs, graphene, activated carbon (AC), 3D mesoporous carbons and different metal oxide or polymer-based carbon composites.

Carbon-based bendable supercapacitors (film-/fiber-shaped)

Along with the recent development of flexible and wearable electronics, flexible and wearable SCs, in either a thin film or fiber-shaped (coating, fabric/ cloth, paper, textile, etc.), have attracted increasing attention as advanced power sources. Due to their large surface area, excellent mechanical and electrical properties, and high electrochemical stability, carbon nanomaterials are also promising as electrode materials for flexible supercapacitors (FSCs). In this context, Chen *et al.* produced flexible and transparent supercapacitors based on In₂O₃ nanowire/CNT heterogeneous films, and observe an increase in specific capacitance up to 64 F/g with increasing numbers of In₂O₃ nanowires (up to 0.007 mg) dispersed on the CNT films.

Carbon-based Stretchable and Twistable Supercapacitors (film-/fiber-shaped)

Along with the FSCs described above, stretchable and twistable FSCs are needed for advanced electronics, including polymer-based self-powered sensors, polymer light-emitting diodes, polymer solar cells and active matrix displays, to name a few. As well as early reports on stretchable SCs, buckled SWNT/polydimethylsiloxane (PDMS) electrodes have drawn considerable attention, as they could show a strain up to 140% without any change in resistance. The use of crumpled graphene papers reduced the cost and complexity for fabricating stretchable and high-performance electrodes for SCs.

Summary And Perspectives

Carbon nanomaterials, including 1D CNTs, 2D graphene, 3D mesoporous carbon and their composites with conductive polymers or metal oxides, have been widely used as electrodes in supercapacitors, such as EDLCs, PCs and HSCs. Generally speaking, pure carbon nanomaterials without any functional groups are useful as EDLC-electrodes because of their high specific surface area and excellent electrical conductivity. The advantages of EDLC include its high-rate capability and outstanding cyclic stability (e.g. retention of 95%~100% after 1000~10000 cycles). The specific capacitance for pure carbon nanomaterials in EDLC has been demonstrated to be in the range of 10–300 F/g. For carbon-composite nanomaterials, the specific capacitance can be increased by one order of magnitude: generally 100~1000 F/g. By compositing carbon nanomaterials with other materials having pseudo-capacitances (e.g. conducting polymers, metal oxides or hydroxyls), therefore, the energy density can be largely improved, but their rate capability and cyclic stability may decrease to 60–90% after 1000 cycles. Numerous recent efforts have been made to improve the electrochemical performance of the supercapacitors based on carbon nanomaterials by improving their specific capacitance, energy density, power density, rate capability and/or cyclic stability. The design and development of advanced 3D electrode structures and compositing carbon nanomaterials with other active materials have been demonstrated to be effective approaches to high performance carbon-based SCs. Hybrid supercapacitors can fill the gap between a supercapacitor and a battery by improving both energy and power density in a single electrochemical device.

Acknowledgements

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A Study on Popularity of Patanjali Products with Special Reference to Patanjali Dant Kanti Toothpaste

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Abstract

Patanjali Ayurved Ltd. (PAL) is a trend setter in the FMCG sector. It has grown at a phenomenal pace in the last half a decade. This article attempts to track how the PAL has set the marketing mix for competing hyper competitive FMCG sector. Questionnaire has been used as research instrument to collect the required data. PAL has been selling ayurvedic products to the target market at attractive price through selected dealers. The driving force behind grand success of PAL products is Swami Ramdev who is the prominent promoter of both yoga and PAL products. He is the perfect brand ambassador of Patanjali Ayurved Ltd. The consumers have strong belief that PAL products being ayurvedic, they have zero side effects. PAL goes with the slogan, "Prakirti ka Ashirbad" which means blessing of nature. This is creating strong brand value of PAL products.

Key Words : Patanjali Ayurved Ltd., Ayurvedic Products, Fast Moving Consumer Goods, Marketing Mix, Brand Value, Consumers, Products, product Line

1. Introduction

1.1 Background

Eastern civilization is the oldest one and was most enriched civilization in ancient age. It is based on atheism and developed yoga, meditation and ayurved. Later on, western civilization which is based on materialism developed allopathy and surgery. It took a large coverage for cure of diseases. But it failed to immunize human body and could not provide pre-cure measures. Careless use of chemicals in the form of pesticides, insecticides, fertilizers, cosmetics and antibiotics has created severe health hazards resulting many new diseases. So, people are seemed to be hopeful towards ayurved as it has zero side effects.

1.2 Ayurved

Ayurved is an ancient life (ayur) knowledge (veda) arising in India thousands of years ago. The great rishis of ancient India came to understand the knowledge through a long time experiences, deep meditation, and other spiritual practices. They revealed the deepest truths of human physiology and health. The centre of ayurved is that the functioning of all creations, the mineral, plant, and animal kingdoms, can be understood as the interactions of three fundamental energies namely- vata, pitta and kapha. These three energies interact in a harmonious and compensatory way to govern whole human physiology and to sustain life.

1.3 Benefits of Ayurveda

- Reduces stresses
- Weightloss or maintenance
- Hormonal balance
- Minimizes inflammation
- Reduces symptoms of illness and diseases
- Cleanses the body
- Overall balance
- Help cure insomnia
- Regulate bloating
- Healthy and glowing skin

1.4 Myths Regarding Ayurveda

Myth 1: Ayurvedic products are chemical free

There has been a misconception about chemical-free, synthetic-free, and 100% natural products. However, all the products are made of chemicals. If you recall from high school chemistry everything on earth is derived from an element on the periodic charts of elements. Further all natural ingredients must undergo chemical processing to be purified, modified, concentrated and preserved to make them more functional and viable over time.

Myth 2: Natural ingredients are better than synthetic ones

“Natural” can be defined as arising from a state produced by nature without interference of humankind. “Synthetic” can be defined as human-made substances through synthesis process in a lab among different elements and compounds. General people think that natural is safe, healthy, normal and the way things are supposed to be while synthetic is unnatural, cancer-causing, poisonous, dangerous, untested and unsafe. But in reality, it is untrue and misleading. According to Paracelsus (1493-1541), the father of toxicology, “There is poison in everything. Only the dose makes a thing not a poison.” As synthetic products are consistent in their composition, they are less likely to cause a reaction/sensitivity. But natural products are not consistent in their composition due to various reasons as where it was grown, when it was harvested, which fertilizer was used etc. effect its composition. Such inconsistency are more likely to cause a reaction/ sensitivity.

It is likely that many products claiming to be “organic” or “natural” are using it as a marketing tool and not based on scientific fact. In conclusion, it is not true that natural is good and synthetic is bad or vice versa. Evidence-based ingredients are the only proven way to go. Evidence-based is applies to all ingredients, regardless of their source: earth, sea, mineral, laboratory.

1.5 Competitors of Patanjali Ayurved Ltd

PAL competes with both organized and unorganized players. PAL is facing high competition with organized players like Dabur, Zandu, Baidyanath, Himalaya etc. These brands have established marketing channels in both traditional and modern retail and present

in the market since last few decades. The unorganized players include numerous ayurvedic centres, chikitsalayas which make their own products for their customers in local markets. But non of them catch much public attention as PAL products do.

1.6 Patanjali Ayurved Ltd at a Glance

Yog guru Swami Ramdev along with Acharya Balkrishna established the Patanjali Ayurved Ltd. in 2006 A.D. with the objective of establishing science of Ayurveda in accordance and co-ordination with the latest technology and ancient wisdom. Its headquarter is in Haridwar, India. PAL is manufacturing numerous consumer goods under different product lines as foods, beverages, cleaning agents, personal care p[roducts, and ayurvedic medicine. Patanjali food and herbal park at Haridwar is the first manufacturing unit. PAL has around 50 manufacturing units across India. PAL has further expanded its manufacturing unit abroad at Parsauni, Bara(Nepal). PAL has covered the south asian and middle east market within only one decade period. Altogether 200000(2011-12) employees have been working in PAL.

1.7 Questionable Remarks Towards Quality of PAL Products

On June 21st 2017, the Department of Drug Administration, Nepal asked PAL in a public notice to immediately recall six medical products as they were found to be sub- standard quality. The medicines mentioned in the notice had failed the microbial tests used to detect bacteria, mold and other toxins. PAL amla juice had been also suspended by the armed forces' canteen stores department after it failed the quality test at a public health laboratory in Kolkatta.

Products like "Patanjali Noodles" and "Patanjali Pasta" were banned when Food Safety and Standards Authority of India found selling these products without licenses.

1.8 Success Story of PAL

PAL is the fastest growing FMCG company and its success can be revealed in terms of revenue as follows:

Table No. 1

Year (A.D.)	Revenue (NRs.Cr.)	Net Profit (NRs.CR.)	Net Profit Margin (%)
2011-12	724.8	89.6	12.36
2012-13	1358.4	145.6	10.72
2013-14	1905.6	297.6	15.6
2014-15	3209.6	507.2	15.80
2015-16	8000	NA	NA

Source: Registrar of companies, Ministry of Corporate Affairs and Patanjali

The table no. 1 shows that revenues of PAL is growing rapidly year by year which indicates the PAL's success in the market. The above revenue report puts PAL in the same league as big multinational corporations like Britannia, Nestle, Colgate, P&G and Uniliver. The meteoric rise of PAL has caught the attention of every business analyst in the world.

1.9 Major Tooth Paste Brands in Nepalese Market

The major tooth paste brands and market coverage by them in Nepalese market are as follows: Colgate, Pepsodent & Close-up, Dabur, Patanjali Dantkanti and others. The market coverage of Patanjali Dantkanti is growing day by day. The market leader which is Colgate is in threat and planning to launch ayurvedic tooth paste "Cibaca Vedshakti".

2. Methods

In this survey, all the regular students of BBS and MBS level (2074 BS) along with staffs and teachers in the campus has been selected as population. There were altogether 80 respondents as sample. Questionnaire has been used as instruments to collect the required data. The list of sixteen selected multiple questions had been distributed among them and requested to fill individually and independently. All of these questions were designed in such a way that they were balanced with each other. Out of sixteen, only eleven questions were used for the paper. In this research, an effort has been made to disclose how PAL has been set its marketing mix to achieve its organizational objectives.

Marketing mix is an appropriate combination of four major components of marketing through which the business satisfies the target market and achieve the specified goals. These components are product, price, distribution and promotional efforts.

Marketing mix is defined as "the set of tactical marketing tools-product, price, place and promotion that the firm blends to produce the response it wants in the target market". (Kotler and Armstrong, n.d., p.51)

The four components of marketing mix are interrelated. Decision in one element affects others.

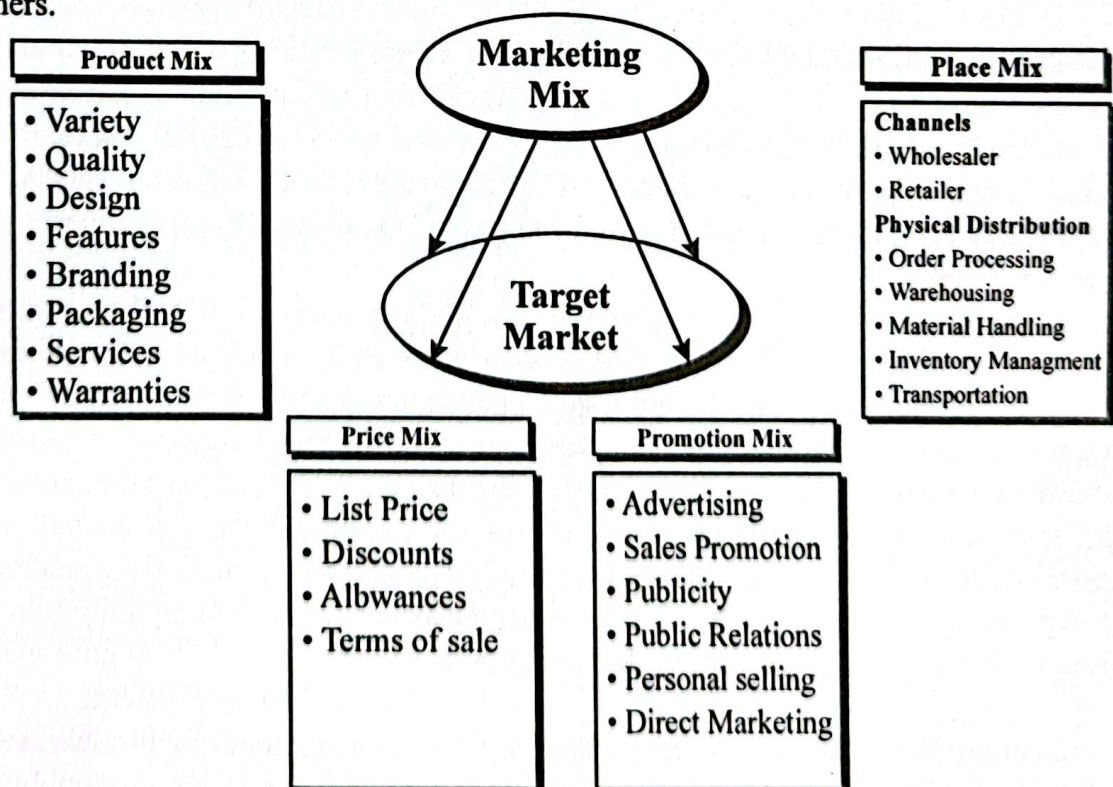


Figure No. 1: Components of Marketing Mix

As Agrawal (2014) indicates:

The design, implementation and control of the marketing mix constitute important aspects of marketing. Organizations should offer different marketing mixes for different target markets. Ultimately, marketing management is the management of the marketing mix. The marketing mix should satisfy consumers needs. It should be cost effective. It should change with changes in the environment and customer preferences. p.26

In conclusion, only those business organizations can succeed to achieve their organizational goals which bring perfect blend of product, price, distribution and promotion in the market. In this research, marketing mix of PAL has been studied with the special reference to Patanjali Dant Kanti Toothpaste.

3. Results and Discussions

3.1 Product Mix: The survey shows that most of the people liked Dant Kanti as it is ayurvedic. General opinion of the public is that ayurvedic product is 100% natural and it has zero side effects. PAL has the variety of toothpastes as Dant Kanti 25gm, Dant Kanti 100gm, Dant Kanti 200gm, Dant Kanti Junior 100gm, Dant Kanti Medicated 100gm and Dant Kanti Advanced 100gm. That means PAL has adopted differential strategy. Further, the brand name "Dant Kanti" gives classic, fresh and enlight feeling in the human mind.

3.2 Price Mix: The company has adopted single and fixed price policy. The listed price of different PAL's toothpastes are as follows:- Dant kanti (25gm) : NRs 16, Dant Kanti (100gm) : NRs 64, Dant Kanti (200gm) : NRs 120, Dant Kanti Junior (100gm) : NRs 56, Dant Kanti Medicated (100gm) : NRs 72, Dant Kanti Advance (100gm) : NRs 144. The survey shows that Dant Kanti users feel the product costly but attractive in comparison to quality of the product. PAL has set up its new manufacturing plants closure to raw material source. Easier and direct availability of raw material has brought down the cost of production. That is why PAL provides the quality product at reasonable price. That means PAL has adopted cost leadership strategy.

3.3 Place Mix: The survey shows that the product is not easily available in the hands of consumers. It is so as the PAL has permitted to limited dealers for the selling of products. But rising demand of PAL products has put pressure on the pace of production. So, PAL has been establishing numerous manufacturing units near the markets. Further, PAL has maintained middlemen cost at minimum. These all support for cutting off the distribution cost. Furthermore, PAL has tied up with modern outlets, stores and online channels. In addition, PAL is planning to avail the products from every grocery store. This will certainly help for the easy availability of PAL products in the hand of every consumer.

3.4 Promotion Mix: The survey shows that yog guru Swami Ramdev himself is the prominent personality for the popularity of PAL products. He is the perfect brand ambassador of the company. He has many yoga followers. He has mastered the art of mass

customization and practices so that each individual feels that Swami Ramdev is taking to him individually.

The break through moment came in the year 2002 when Sanskar, a spiritual channel in India, signed Swami Ramdev for its morning yoga program. The program was a hit. Next year, in 2003, the rival channel of Sanskar, Aastha signed up Swami Ramdev for its 5 am yoga program titled "Divya Yog". This program made Swami Ramdev a household name across the country. This also gave a big boost to Swami Ramdev's yoga shibir. A typical yoga shibir of Swami Ramdev comprises of yoga and pranayam postures with Swami Ramdev explaining the benefits of each of these postures, the benefits of ayurved, the testimonials of people who got cured from terminal illness by practicing yoga and pranayam, explaining ill effects of MNCs and how they are looting general people. Further, Swami Ramdev has been stating frequently that profit from Patanjali products goes to charity. Furthermore, yoga practitioners who are connected with Patanjali Yogpeeth Trust are convincing the general people in their locality through word of mouth communication about PAL products.

Acharya Balkrishna who is the ayurved scholar and prominent stakeholder (92% stake) of PAL is aware about herbal products through religious channels. PAL's slogan, "Prakirti ka Ashirbad" which means blessing of nature seems very much convincing to the general people. In addition, PAL has been powering popular TV shows and its advertisement on TV media seems to be very much effective. These all contribute for the creation of "Patanjali" as popular brand.

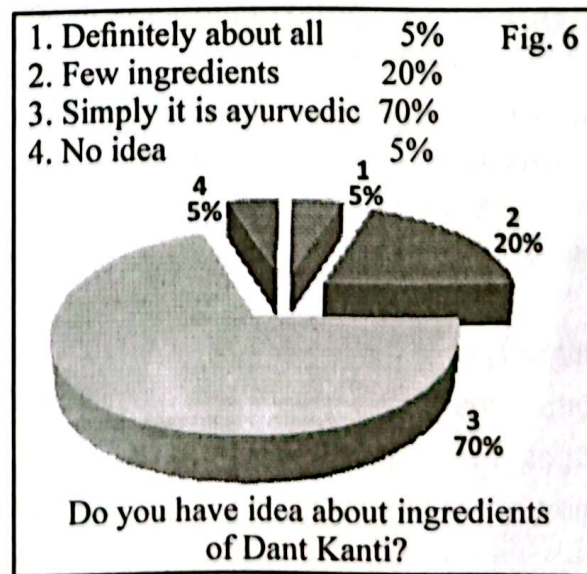
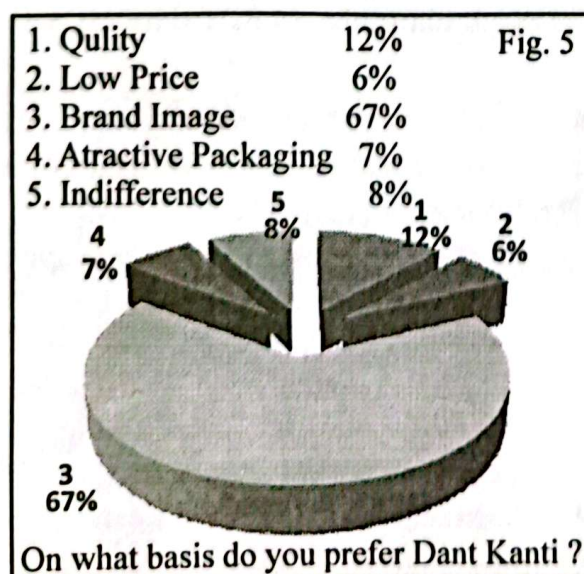
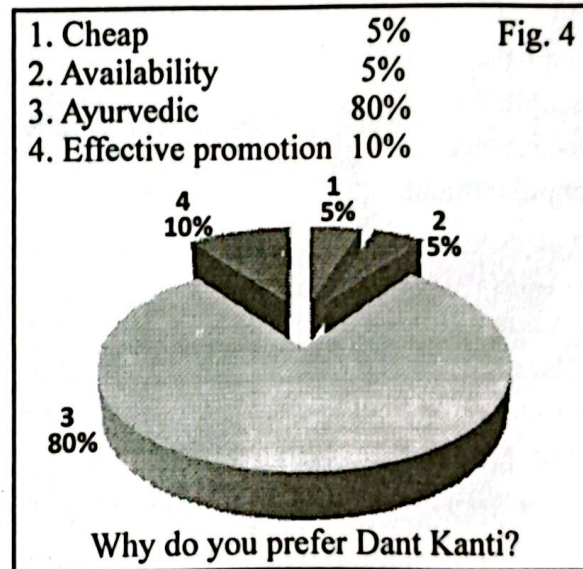
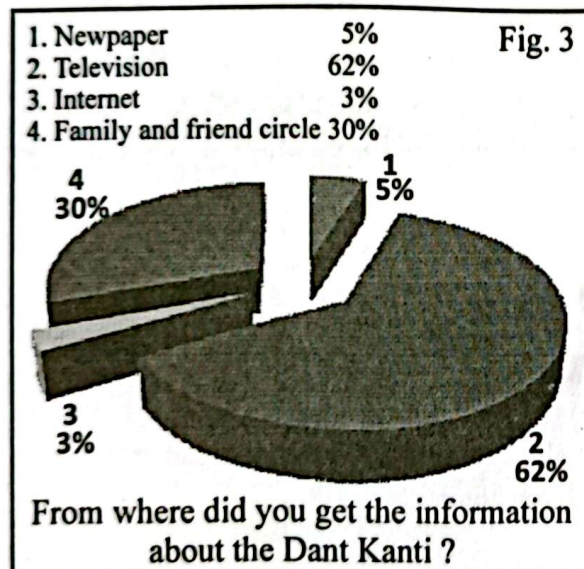
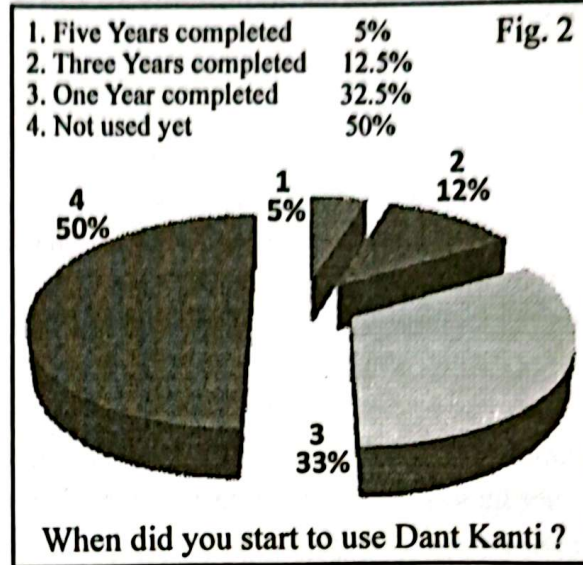
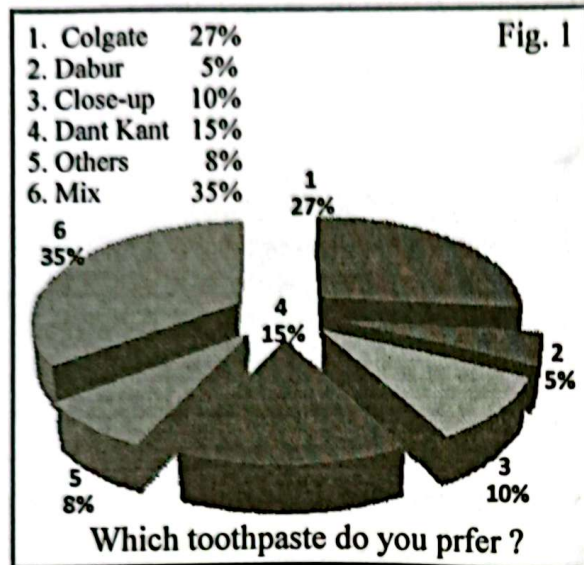
4. Conclusion

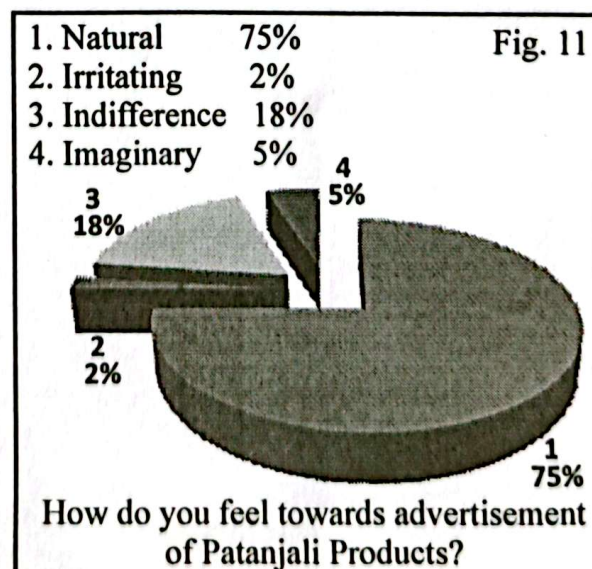
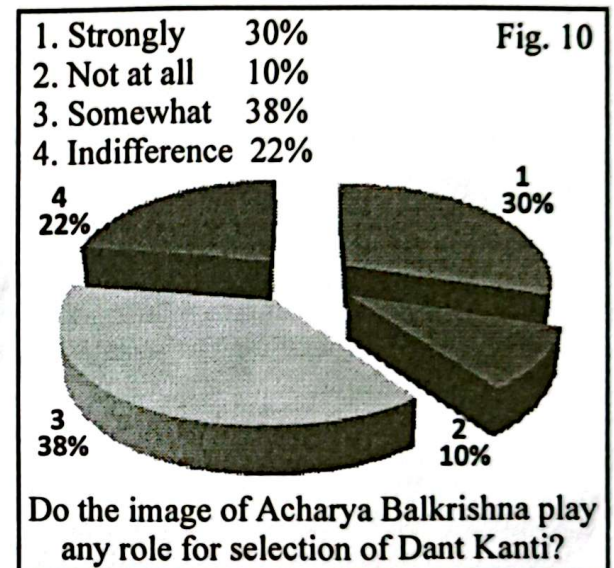
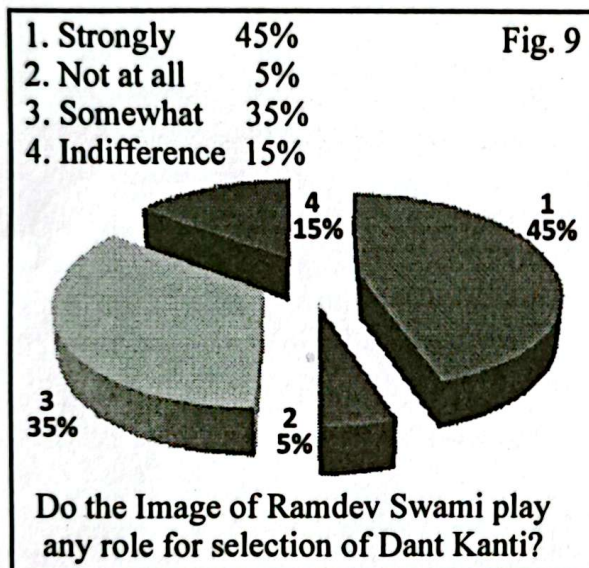
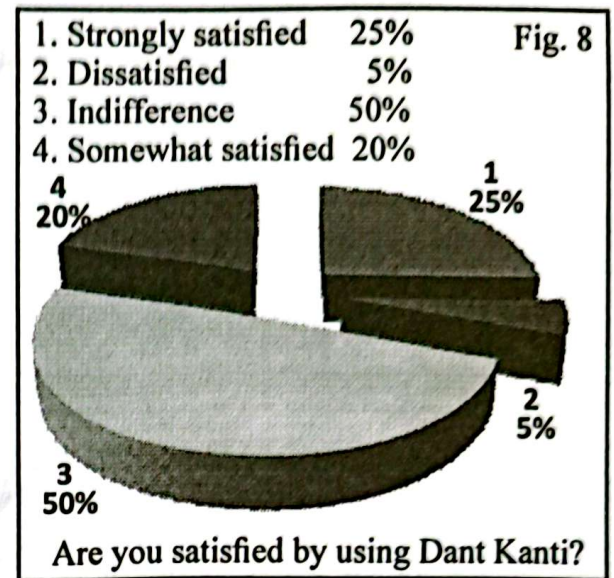
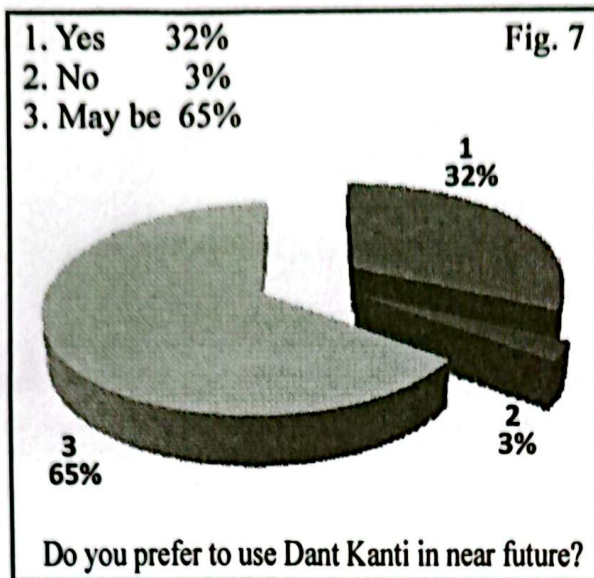
PAL is a trendsetter in the FMCG sector. PAL has been succeeded to establish science of ayurved with the help of latest technology. PAL's business theme of 'Serving people by providing them high quality products at attractive prices' helped the company to achieve the apex position. In addition, Swami Ramdev as the brand ambassador is the prominent personality for the brand value creation of Patanjali products.

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Appendix







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