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DOCTORAL DISSERTATIONS ON HIMALAYAN TOPICS

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ECONOMICS/RURAL NEPAL

Anthony, Charles Ross, Ph.D. University of Pennsylvania, 1979. 483pp.

Supervisor: F. Gerard Adams

DAI 40,3 (Sept 1979) Order No. 7919539

Title: "Health, Population, and Income: A Theoretical and Empirical Investigation Using Survey Data from Rural Nepal"

A thorough understanding of the relationships between health, population, and income is essential for meaningful planning in the developing world. Theoretical models of these relationships are developed and estimated using survey data from Nepal.

The health models developed explore the relationships between both adult and childhood health levels and lifetime income streams. Health is viewed as an investment commodity in human capital which enters the family's utility function directly and which depreciates over time. Commodities such as health are produced in the home with inputs of market goods and their time.

Population models are developed which explore the relationships between fertility, child mortality, and child quality. The effects of the family's income level on these three variables and their effect on family per capita income are also investigated. It is theorized that as countries seek to develop they must solve their child mortality and malnutrition problems if they are to hope to control fertility and thus increase per capita income.

In order to explore these issues, a detailed economic, sociological, demographic, and health survey was conducted among 900 families in rural Nepal. These data are used to estimate the health and population models using ordinary least squares regressions and partial least squares soft modeling.

These regressions indicate that health levels of children under five are crucially important in determining lifetime income streams. Adult health levels were generally significantly related to income levels but quantitatively of little importance. Adults are primarily concerned with providing an adequate level of income for their families rather than with health considerations. Other variables such as land quality, education, and altitude were more important in determining the level of family income than were adult health levels.

Both adult and child health levels were found to be closely related to the level of family income, caste, and education. In addition, nutritional intake, the altitude, and age were also important.

The population models indicate that child mortality is the most important determinant of the level of family fertility. The study found no trade off between child quality and numbers as others have theorized. Additional births were found to lower per capital family income, implying that families have inelastic demand curves for children and that family planning would raise per capita income.

The study concludes that in Nepal and other similar developing countries, health programs should be integrated with income generating programs in agriculture and animal husbandry and with health related programs in potable water systems, sanitation, and family planning. To promote growth, health resources should be targeted to children under age five, family planning, and public health, while minimizing allocations to curative medical care.

Thus, countries can best utilize their limited resources to promote development and improve the quality of life.

POLITICAL SCIENCE/NEPAL

Edwards, Daniel Walker. Ph.D. 1977, University of Chicago.

Title: "Patrimonial and Bureaucratic Administration in Nepal: Historical Change and Weberian Theory." 407pp.

(Order copies direct from the Photoduplication Department, Joseph Regenstein Library, University of Chicago, Chicago, Illinois.)

FINE ARTS/HIMALAYA

Kargl, Raymond Charles. Ph.D., 1979, University of Southern California.

Chairman: Prof. Pratapaditya Pal.

DAI 40, 4 (Oct 1979)

Title: "The Arhats in Tibetan Painting"

This study examines the literary evidence available of the type that effected the development of the Arhat tradition in Tibetan painting. It is noted that the sixteen Arhats of the artistic tradition are always the same group of named individuals in Tibetan art, despite individual variations among literary lists of the Arhats.

The earliest known text citing the Arhats by name is a Chinese source of 654 A.D. The Tibetan artistic tradition is in agreement with this source.

The Tibetan iconographic tradition for the Arhats is also studied in xylographic pantheons and a recently discovered and published fifteenth century Nepalese sketchbook in the Shri Suresh K. Neotia Collection, Calcutta.

All Tibetan Arhat pantheons are in general agreement as to the specific attributes that are assigned to the sixteen Arhats. The Neotia manuscript contains both Nepalese and Tibetan labels for the Arhat drawings indicating that it was a sourcebook for Tibetan Arhat iconography to be used by Nepalese artists. In effect, the Neotia sketchbook confirms that by the fifteenth century A.D. the iconography of the Tibetan Arhat pantheon was well established.

A group of eleven early (fourteenth century A.D.) Tibetan thankas are studied and their stylistic qualities are established. A similar group of eleven later (seventeenth to twentieth century A.D.) Tibetan thankas are similarly analyzed. Most of the twenty-two paintings are unpublished.

In the course of describing the Arhat thankas, it is noted that certain Nepalese and Chinese mannerisms are found in Tibetan paintings. Yet, none of the qualities that identify an Arhat painting as a Tibetan work are sacrificed in the process of incorporations, the Tibetan Arhat thanka is unique.

EDUCATION/NEPAL

Hali, Ganesh Bahadur. Ph.D. 1979. Syracuse University.

DAI 40, 5 (Nov 1979) Order No 7925582

Title: "Cognitive Development of Nepalese Children"

Nepal is presently undergoing a period of transition and crisis in the field of curriculum development and implementation. The curricula thus far developed have either been borrowed from other countries or framed on the basis of past experiences of a few teachers and educators who arbitrarily assigned concepts, content and activities to various grade levels. This has resulted in several

wasteful and frustrating revisions of curriculum, texts and educational materials and in bitter experiences for teachers and children.

The present study was intended to assist in the process of curriculum development and implementation, especially in school science, by exploring certain aspects of the cognitive development of Nepalese children...

The cognitive abilities of school children of ages 8, 10 and 12 were investigated through the administration of a variety of Piagetian tasks and a science concept related task on earth and gravity, in two regions of the country, urban Kathmandu and rural Pokhara. Since these two regions differ in geographical features and culture, the cognitive abilities of children of the two regions were expected to be different. The following tasks were administered, using Piaget's clinical method: (a) conservation of length, volume, weight, and area; (b) class-using representational items' (c) multiple classification; (d) multiple seriation; (e) causality related to life and movement of clouds; and (f) concept of (e) causality related to life and movement of clouds; and (f) concept of earth and gravity.

Data were also collected on environmental and personal variables as follows: sex, places travelled, games played, information and travel media available, occupation of the parents.

Data on task performance are presented in (a) tables showing percentage of children in different stages with respect to the task, (b) bar graphs showing the same and (c) cumulative graphs, showing differences in performance of the tasks by children in the two regions. Data were analyzed by means of the chi-square statistic and Spearman correlation coefficient.

Pokhara children were found to be similar to Kathmandu children in performance of most tasks. In conservation tasks, the rural sample excelled somewhat in concepts dealing with conservation of weight, volume and area. The difference is sharper at earlier ages; the Kathmandu children seem to catch up with Pokhara children as they grow older.

No correlations were found between performance level and sex or occupation of the parents nor do the other variables show consistent relationships to any Piaget task. However, earth and gravity concepts were found to be related to schooling and sources of information available to the child. There was a significant difference in performance of all tasks with increase in age from eight to twelve.

More similarities than differences in the cognitive levels of the children of the two regions suggests the possibility of using the same curriculum for both regions. Some of the concepts related to classification, seriation, etc., where the children of the two regions differ, should be dealt with differently in the classroom, keeping children's cognitive abilities in mind. This suggests the need of preparing a separate teacher's guide to the text for the two regions and the need of acquainting preservice teachers with regional cognitive differences of children.

An analysis of the current textbooks of grades IV, V and VI showed that rearrangements of certain concepts and activities is essential for them to be meaningful and teachable to the children. The texts also contain some concepts and activities requiring formal reasoning; suggestions were made for readjusting these.

The need of further probing into the cognitive abilities for the children of different regions of the country is apparent. The present study showed that such studies may aid curriculum development by providing a research basis for assigning concepts and activities at different grade levels and hence may help in the effort to build a practical, workable national curriculum, with suitable texts and teachers' guidebooks.

ANTHROPOLOGY/NEPAL

Manzardo, Andrew Eric. Ph.D. 1978. University of Wisconsin, Madison.

Supervisor: Prof. John T. Hitchcock.

DAI 40, 2 (Aug 1979): 941-942. Order No. 7902415

Title: "To Be Kings of the North: Community, Adaptation and Impression Management in the Thakali of Western Nepal"

The decline in the general standard of living, brought about by population pressure and environmental degradation, is a pattern now already too familiar to the student of the Himalayas. The Thakalis, however, have succeeded in improving their economic condition in spite of the decline of fortune among other groups. The primary goal of this study is to seek out factors which account for the Thakalis success. These factors are sought in several areas.

The first of these is presented in a chapter on the cultural and environmental features of the Thakali homeland, Thak Sat Sae, a broad river valley in north-western Nepal, located on one of the few major trade routes between Tibet and India. Their habitation of an interface between areas traditionally controlled by Tibetan Buddhists and Nepali Hindus, accounts, in part, for the shift of some Thakalis away from agro-pastoralism to a trade adaptation. This is followed by a history of the Thakalis, to demonstrate how they have been able to make a continuous flexible adjustment to changing circumstances and to give a context within which to place subsequent analyses.

The remainder of this study is divided into two parts. The first part deals with the Thakalis' ability to maintain close group cohesion, the second covers the Thakalis' use of impression management, a term borrowed from Goffman (1959).

The section on cohesion first covers descent and marriage, and the reader is introduced to the rules for ascription of Thakali identity. Membership in clan and lineage organizations result in obligatory participation in certain specific rituals, which are later shown to be of great importance for preservation of psychological integrity. The reader is also given a description of how kinship and marriage operate in the economic sphere. Traditional economic organizations are then presented in terms of their role in fostering cooperation between Thakalis. This is followed by an exploration of the role of politics in maintaining group cohesion. Here the reader is introduced to the regulatory functions of the traditional Thakali headmanship and is shown how the Thakalis have been able to generate effective leadership. Modifications of this traditional system as a result of migration to new areas is also explored. The conflict between the essentially egalitarian elements of the Thakali social structure and those elements which embody strong leadership are presented and it is shown that the conflict between these two forms is resolved situationally. The section on cohesion is closed with a comparison between the Thakalis and their nearest business rivals, the Newars to summarize the argument and to show how cohesion and the resulting cooperation are used to the Thakalis' own best advantage.

Next begins our discussion of impression management, showing how the Thakalis, and to what advantage, appeared to be either Hindu or Buddhist, depending on the situation, and how this cultural flexibility, when combined with the organizational features of Thakali society, made it possible for them to greatly expand the territory under their commercial control.

The conclusion attempts to present an element fundamental to both cohesion and impression management. In order to permit close cooperation and prevent cultural

vertigo as a result of maintaining multiple cultural guises for extended periods of time, Thakalis maintain a series of shared rituals, which create a kind of shared reality behind the masks. It is hypothesized that these traditions provide the Thakalis with a cultural "back area," where the individual can find relief from his necessary cultural performances.

EDUCATION/NEPAL

Ragsdale, Tod Anthony, Ph.D. 1979. Duke University

Supervisor: Joseph Di Bona

DAI 40, 4 (Oct 1979), pp. 1939-1940.

Title: "Ethnicity and Educational Change: The Gurungs of Nepal and the New Education Plan," 338pp.

The impact of centrally planned educational reform on schools in the rural areas of developing countries is often difficult to document from the perspective of national statistics and politically inspired programs. This dissertation documents the special manner in which educational changes are received locally by a specific ethnic minority in Nepal, i.e., the Gurungs. This Tibeto-Burman speaking people have demonstrated a cosmopolitan outlook over several centuries. They have made political, social, and cultural adaptations to the Indo-Aryan Nepalese majority while maintaining a strong sense of their own identity. They have become more "Gurung" while at the same time becoming more "Nepalese."

The research was conducted in Lamnasa Village Panchayat (pseudonym), Kaski District, Nepal, over a period of sixteen months in 1973-74. The community was primarily a Gurung and low-caste artisan population of about two thousand. The methodology was largely ethnographic, but in addition detailed land and administrative records were examined. A district-wide survey of teachers and of panchayat officers was also conducted.

The dissertation illustrates important organic ties between Lamnasa and its village schools. These ties are not only evident within the immediate rural setting but are seen as well in Gurung adaptations outside the village, particularly to army service and to recent economic ventures in Nepal's growing urban centers. The milieu of the schools themselves reflects an ethnic emphasis on corporate endeavor and cooperation that has helped to make Gurung economic adaptations outside the village possible.

The effect of educational changes initiated from Kathmandu is described from the perspective of Lamnasa's teachers and Gurung villagers. The changes brought about by Nepal's most recent and comprehensive effort at educational planning are considered with regard to their influence on community-school ties. Greatest attention is given to the introduction in 1974 of a new third grade examination required for the first time as a prerequisite to schooling beyond the primary level. In 1974, all Lamnasa children who took the examination failed. Reasons for this included the stress on competition, cultural bias in school texts and in the examination, and an inappropriateness to rural life of many of the examination questions. Important also is the ethnic disparity between the educational bureaucracy initiating changes in the village schools and the communities such as Lamnasa served by the schools. Particularly crucial is the failure of planners to take into account the necessity to Gurungs of school certificates for army careers abroad. Because of this need, the intended educational change symbolized by the 1974 third grade examination is altered locally to serve the interests of Lamnasa's

Gurung community. This is made possible by the corporate ties existing within Lamnasa between the community and the schools.

The dissertation ends with six educational proposals recommending greater attention by the government to the particular needs of Nepal's many ethnic and caste communities. These are that examinations below the tenth grade should be eliminated as selection devices, that local control of village schools should be encouraged, that educational planning should encourage traditional access to modern occupations where these benefit the Nepal economy, that minority culture should find clear expression in the school curriculum, that access to education be improved for disadvantaged minorities, and that more coordination exist between the government and foreign social scientists conducting research in Nepal.

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RESEARCH PROSPECTUS

"Health Policy and Anthropology:
 A Case Study of the Health Program in Nepal"
 by Judith Justice, University of California/Berkeley

(Note: This prospectus describes research recently completed in Nepal)

The research program described in the following paragraphs is designed to assess what types of information about social factors have been useful in developing and extending health services in various settings. It is based on the premise that health and other social service systems are most effective when tailored to fit the needs of particular populations. Based on interviews and observation of an actual program (in this case, the integrated health program) the research, it is hoped, will result in learning what kind of information is needed by health planners, how this information is obtained and how it is incorporated into actual programs.

The Setting. The research will be conducted in Nepal, where the Government's long-term health plan attempts to provide basic services to most people, particularly the 96% in rural and remote areas. The Government is now developing an integrated health program to meet this goal. The program is funded by HMG, several bilateral and multilateral donors, and private voluntary organizations. It is in harmony with the policies and programs of the Government's long-term health plan, as well as those of the international agencies, which stress the integrated approach to the delivery of basic health services. The integrated program seeks to replace existing vertical programs (family planning/ maternal and child health, malaria, TB/leprosy and smallpox) by combining various activities and staffs, training new health workers, and reorganizing management and administration. Six districts have now been fully integrated in the pilot phase and by 1985, minimal integrated services will be provided throughout the country.

The Methodology. The first phase will involve a review of documentation and interviews with officials in the Nepalese Government and in the international agencies that give budgetary assistance to Nepal for health programs. The focus of the interviews will be on the social and cultural factors that were taken into account or were perceived as being useful by the policy makers who were planning the change over from vertical to integrated rural health services.

The second phase will involve both interviews with district and village level health officials in Nepal who are implementing the program and observation of the integrated delivery of services in two districts.