

ISSN : 2717-4719

Vol. 4

Issue 1

March, 2026

# The Journal of DMIC

*(A Peer Reviewed Open Access  
Interdisciplinary Research Journal)*



**Published By**

**Research Management Cell  
Drabya Shah Multiple Campus**

# **The Journal of DMC**

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March-2026

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## Editorial

It is with considerable pleasure and scholarly pride that we present the fourth volume of *The Journal of DMC*, a peer-reviewed, open-access academic periodical under the stewardship of the Research Management Cell (RMC) at Drabya Shah Multiple Campus. Established as a forum for intellectual inquiry, this journal has steadily evolved since its inception to serve as a vital conduit for disseminating quality research within Nepal's higher education landscape. The present issue has been meticulously curated with a clear dual purpose: to catalyze the academic advancement of our own faculty members while simultaneously extending an invitation to scholars from diverse higher education institutions across Nepal. In an era in which knowledge production increasingly demands collaborative and inclusive platforms, this volume underscores the journal's commitment to fostering original empirical studies and interdisciplinary dialogues that transcend institutional and disciplinary boundaries. By prioritizing accessibility through its open-access model, the journal not only democratizes scholarly discourse but also cultivates a more vibrant intellectual ecosystem capable of addressing Nepal's unique socio-academic challenges.

At the heart of Drabya Shah Multiple Campus' institutional mission lies an unwavering dedication to nurturing a robust research culture within the broader framework of higher learning. This fourth volume exemplifies that commitment by foregrounding contributions characterized by methodological rigor, contemporary relevance, and responsiveness to pressing academic and societal imperatives. In a context where higher education institutions in developing nations often grapple with resource constraints and competing priorities, such publications become instrumental in elevating the standards of inquiry and evidence-based practice. The research assembled here not only advances disciplinary knowledge but also directly informs and enriches the teaching–learning nexus; educators gain access to empirically grounded insights that can refine pedagogical strategies, while students benefit from exposure to cutting-edge ideas that bridge theory and real-world application. Ultimately, the dissemination of such knowledge extends far beyond the confines of our classrooms, permeating professional spheres, policy arenas, and community initiatives wherever its relevance is recognized, thereby amplifying the journal's role as a catalyst for sustained intellectual and societal progress.

The realization of this volume has demanded sustained dedication, intellectual rigor, and collaborative synergy from a wide array of contributors. We extend our deepest gratitude to the editorial board for their meticulous oversight, the peer reviewers whose incisive critiques ensured scholarly integrity, the authors whose original scholarship

forms the journal's substantive core, and the numerous support staff whose behind-the-scenes efforts are often unseen but indispensable. Notwithstanding the manifold challenges ranging from logistical hurdles to the exigencies of maintaining rigorous peer-review standards amid resource limitations the successful publication of this fourth volume stands as a testament to collective perseverance and institutional resolve. Such milestones not only affirm the viability of research initiatives in resource-constrained environments but also pave the way for expanded scholarly endeavors, heightened institutional prestige, and a renewed impetus for meaningful research activities in the years ahead.

We invite our readership, comprising faculty, researchers, students, and practitioners, to actively engage with the ideas, findings, and perspectives articulated in these pages. Constructive dialogue, critical reflection, and the extension of these contributions into further inquiry represent the true measure of the journal's impact. By fostering such exchanges, we aspire to meaningfully contribute to the advancement of academic excellence and societal well-being in Nepal and beyond. As *The Journal of DMC* continues its trajectory, we remain steadfast in our vision of a thriving scholarly community in which knowledge creation serves as both an end in itself and a powerful instrument for transformative change.

**Chief Editor**

Research Management Cell (RMC)

Drabya Shah Multiple Campus,

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March, 2026

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## Editorial Policy

*The Journal of DMC* is a peer-reviewed, open-access academic journal managed by the Research Management Cell (RMC), Drabya Shah Multiple Campus. It publishes original, research-based articles, research reports, and scholarly contributions across multiple disciplines, with a particular emphasis on humanities, education, and management. The journal welcomes submissions from academics, researchers, educators, scholars, and professionals. All published articles receive a unique Digital Object Identifier (DOI) and are made available in both print and digital formats. The journal is indexed in NepJOL.

### Submission and Peer Review Process

Authors must submit manuscripts electronically to the Research Management Cell at [rmcdrabya@gmail.com](mailto:rmcdrabya@gmail.com). Submissions should include a separate cover page with the article title, author(s)' name(s), affiliation(s), and contact details. The author's name and any identifying information must not appear elsewhere in the manuscript to ensure blind review.

Upon receipt, the editorial team conducts an initial desk review to assess compliance with journal guidelines, originality, and relevance to the journal's scope. Manuscripts passing this stage undergo double-blind peer review by at least two independent reviewers with expertise in the relevant field. Reviewers evaluate the manuscript for academic quality, originality, methodological rigor, contribution to knowledge, and adherence to ethical standards.

The editorial team makes the final decision based on reviewer recommendations. Authors can expect notification of the decision (accept, accept with minor/major revisions, or reject) within a reasonable timeframe. Accepted manuscripts are copyedited, proofread, and published in both print and online versions. The RMC holds final authority on publication decisions.

### Publication Frequency

The journal publishes one issue annually.

### Open Access Policy

*The Journal of DMC* is an open-access journal. All articles are immediately and permanently freely available online upon publication, without subscription or paywall barriers. This policy supports the global exchange of knowledge by making research publicly accessible. Readers may use, share, and distribute published articles for academic, educational, discussion, critique, or non-commercial purposes, provided proper attribution is given to the original authors and source.

### Guidelines for Authors

Manuscripts must be submitted in Microsoft Word format and adhere to the following

requirements:

**Length:** 5,000–7,000 words (including title, abstract, and references).

**Abstract:** 150–250 words, summarizing background, objectives, methods, key findings,

and implications.

**Introduction:** Background, problem statement, significance, rationale, research objectives/questions or hypotheses.

**Literature Review:** May be standalone or integrated into the introduction; should identify gaps through thematic, theoretical, empirical, or policy analysis.

**Methods and Procedures:** Detailed description of research design, participants/sample, study site/context, data collection instruments, and analysis techniques.

**Results:** Clear presentation of findings (using tables, figures, statistical data, themes, quotes, etc., as appropriate).

**Discussion:** Interpretation of results, comparison with existing literature, implications, and limitations.

**Conclusion:** Reflective insights, practical/theoretical implications, recommendations, and suggestions for future research.

**References:** APA 7<sup>th</sup> edition style only.

**Formatting:**

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**Title:** Concise (maximum 15 words), informative, and followed by 3–5 keywords.

**Style:** Maintain consistent APA 7<sup>th</sup> edition formatting for in-text citations, headings, tables, figures, and references.

**Ethical Considerations**

Authors are fully responsible for the ethical integrity of their work. Submitted manuscripts must be original, unpublished, and not under consideration elsewhere. Plagiarism, data fabrication, falsification, or duplicate publication will result in rejection and potential reporting to the author's institution. If any case of plagiarism is detected in the articles, the authors will be liable.

**Restrictions**

Submissions must be original, unpublished, and not under consideration elsewhere. The article once published in this journal must not be reused/republished without taking written permission of the copy right holder.

**The Journal of DMC**

(A Peer-Reviewed Open Access Interdisciplinary Research Journal)

Vol. IV, Issue 1, March 2026, pp.1-26

ISSN 2717-4719

e-Journal Site: <https://www.dsmc.edu.np/journal/>

**School Education Management: Navigating Policy Intent  
and Local Managers' Practice in Federal Nepal**

**Dharma Jung Thapa**

**Abstract**

*The 2015 Constitution of Nepal restructured the nation into a federal republic, terminating the constitutional monarchy and unitary governance system. This transformation was intended to facilitate socioeconomic progress through decentralization and inclusion of education. However, the strategic adaptation of this system is fundamentally constrained by an interrelated system of barriers, where structural deficits, a legislative vacuum, and political interference have hindered the effective management of school education. This cycle systematically reconcentrates power and stifles local initiatives. This qualitative case study explores how education managers understand, interpret, and implement decentralized education policies in the management of school education in Nepal. Grounded in decentralization and federalism theories, this study*

*examines the tensions and innovations that arise between policy intentions and local-level implementation. Data were collected through interviews and participatory observations with 12 stakeholders, including a mayor, rural municipality chairs, and education officers from three strategically selected local governments. The analysis reveals local innovations, such as context-specific education policies and teacher training programs, while identifying significant challenges, including budget dependency, political interference, and weak intergovernmental coordination. The findings*

**Article History:**

Received: 12 May, 2025

Revised: 20 September, 2025

Accepted: 2 October, 2025

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*suggest that centralist tendencies, incomplete policies, and fragmented institutions hinder effective decentralization. This study contributes to the debate on the need for clear, Constitution-aligned policies to support federal transition and ensure effective school management.*

**Keywords:** decentralization, federalism, educational management, policy implementation, local governance

## Introduction

Federalism, a governance model designed to balance power across central and regional authorities, has been constitutionally adopted by 25 countries, encompassing approximately 40 percent of the world's population (Wong, 2018), and is acclaimed for enhancing local autonomy, equity, and service efficiency (Shrestha & Venik, 2017; Tucker, 2011). In developed nations like the United States, it has supported stability and the rule of law (Rozel & Wilcox, 2019), while its implementation in education varies widely. Australia and Belgium, for instance, delegate authority to state or regional governments (OECD, 2011; Verin, 2006), whereas developing countries, such as Mexico, Ethiopia, and Nepal, face persistent challenges in aligning decentralized policies with local needs (Aryal, 2014; Wang et al., 2015). These disparities underscore the complexity of federal systems, particularly in reconciling policy aspirations with practical execution in the field (Thapa et al., 2026).

Nepal's education system reflects this tension well. Historically shaped by political changes, from the Rana regime to democratic reforms after 1990, the country has embraced decentralized governance and global initiatives such as Education for All (Khanal, 2010; Shah, 2016). The formal adoption of federalism in 2015 transferred education governance to 753 local governments, aiming to align schooling with community needs (Bhatta, 2014; Schaffner et al., 2020). However, challenges persist in empowering local levels and bridging the gaps between policy and practice (Kharel, 2017; Regmi, 2019). Schools in rural areas face difficulties owing to resource shortages, dependence on multi-tiered funding, and inconsistent policy implementation (Khanal & Regmi, 2023; Regmi, 2019). Headteachers and School Management Committees (SMCs) encounter obstacles such as political interference, lack of transparency, and fragmented coordination (Bhattarai, 2022; Shangraw, 2019).

Globally, federal education systems reveal both success and pitfalls. Developed nations, such as Germany, balance local autonomy with national standards but struggle with resource allocation (OECD, 2011). Nepal's shift to a federal governance system since 2015 has redefined education governance, emphasizing local autonomy (Daly et al., 2020). However, several studies by Khanal and Regmi (2023), Regmi (2019), Bhattarai (2022), and Shangraw (2019), which critically analyze Nepal's school education management landscape, have identified significant discrepancies between formulated education policies and

their real-world implementation, despite constitutional provisions. Although policies such as the Constitution of Nepal-2015 and Local Government Operation Act (2017) delegate authority to local levels in managing school education, the local levels experience dilemmas in enacting local education laws, hindered by centralized restrictions and capacity gaps (Wagle, 2019; Daly et al., 2020). Such inconsistencies risk undermining Nepal's Sustainable Development Goal (SDG) ambitions, which prioritize education for all, inclusive education, literacy, and gender equality (BK et al., 2019).

Fiscal federalism theory posits that equitable resource distribution across governance tiers is critical for efficiency (Rao & Singh, 2005). However, Nepal's decade-long federal experiment highlights persistent disconnections. Fiscal federalism theory elucidates the structural dynamics of such systems by emphasizing three critical questions: (1) the optimal allocation of decision-making authority to local governments; (2) the alignment of responsibilities with funding mechanisms across governance tiers; and (3) the design of equitable intergovernmental transfer systems to reconcile disparities and achieve shared policy goals (Rao & Singh, 2005). While these frameworks provide a theoretical foundation for federal governance, their practical application, particularly in education, remains complex, especially in developing nations undergoing rapid decentralization. Nepal's decade-long federal experiment exemplifies these issues. Despite Nepal's 2015 constitutional policy provisions devolving school education management to local governments, scholarly investigations remain sparse and fragmented. Existing studies, such as those by Shangraw (2019), Daly et al. (2020), Khanal and Regmi (2023), and Thapa et al. (2026), highlight issues such as political interference, resource mismanagement, and weak institutional coordination. These studies indicate a disjuncture between constitutional aspirations and implementation failures and underscore the urgency of investigating local perspectives. These studies largely overlook the lived experiences of educational managers and stakeholders, the frontline actors tasked with interpreting and implementing policies. This gap obscures critical insights into how decentralization is perceived, practiced, and challenged at the grassroots level, limiting the potential to align federalism's promises with on-the-ground realities. In this context, the following research questions aim to delve into the perspectives, practices, and challenges of educational managers 'and stakeholders' in managing school education within Nepal's federal system by interrogating federal policy frameworks and grassroots practices in Nepal's education sector.

## **Research Questions**

1. How do educational managers and stakeholders perceive their roles, responsibilities, and efficacy in decentralizing school education policies at the local level?

- 
2. What systemic and contextual challenges do these managers and stakeholders face when implementing policies at the local level?

## **Literature Review**

### **Theoretical Underpinnings: Federalism and Decentralization in Education**

Federalism and decentralization in education are crucial areas of inquiry because of their implications for governance, policymaking, and educational equity. Federalism, as Elazar (1987) posits, is a structured system of power distribution across various tiers of government that ensures shared authority and collaboration. Scholars such as Wheare (1980) and Brand (2014) emphasize that federal structures evolve to balance national priorities with regional autonomy, a dynamic that shapes education policy. The theoretical underpinnings of federalism highlight its role in fostering participatory democracy and problem-solving (Ostrom, 1991; Acharya, 2014), making it an essential research area. In education, decentralization allows for local adaptation while maintaining overarching standards, ensuring both innovation and accountability (Aryal, 2014; Gyawali, 2018). However, the complexity of power distribution necessitates further investigation, particularly regarding how decentralized entities navigate educational mandates and fiscal responsibilities.

Despite its theoretical advantages, federalism presents several challenges in the education sector. Political and policy tensions continually shape its effectiveness, as seen in intergovernmental conflicts in the United States during the Trump Administration (Mabuhang, 2014). Comparative studies from the UK, Spain, and other nations indicate that decentralization often leads to jurisdictional disputes and inefficiencies (Cameron & Hofferbert, 1974). One key challenge is the balance between national educational standards and local flexibility, where regional disparities in funding and policy implementation may exacerbate inequities (Blöchliger et al., 2013). Additionally, federal education systems must contend with data standardization, intergovernmental cooperation, and fiscal disparities that impact equitable access to quality education (Manna & McGuinn, 2013). Addressing these complexities is crucial for improving decentralized education systems and ensuring that federalism enhances, rather than hinders, educational progress.

Existing studies underscore the benefits and limitations of federal education systems. Countries such as Canada, Italy, and the United States have implemented funding-transfer schemes to address regional fiscal disparities, with Australia adopting a needs-based approach to support disadvantaged students (Cameron & Hofferbert, 1974). Federalism allows for local experimentation, with successful models being scaled up nationally, as seen in the adaptation of innovative teaching practices across regions (Lauglo, 1995). However, decentralization may also lead

to inconsistencies in educational quality, as varying policies across jurisdictions create disparities among mobile families and marginalized communities (Acharya, 2014). Additionally, coordination between central and regional authorities can be slow, delaying educational reform efforts (Manna & McGuinn, 2013). Despite these challenges, federalism remains a viable framework for balancing localized educational needs with national policy objectives.

One of the critical drawbacks of decentralization in education is the potential for duplicating administrative structures, leading to inefficiencies and increased costs (Ostrom, 1991). Consolidating smaller administrative units could help optimize resources and improve service delivery, as evidenced by efforts in Germany and Switzerland to enhance regional coordination (Wong et al., 2021). Another issue is the fragmentation of data collection and accountability measures across the federal education systems. Countries such as Australia and Canada have attempted to standardize educational metrics to track student achievement and address disparities, particularly among Indigenous populations (Gyawali, 2018). Such efforts highlight the importance of coordinated federal policies in mitigating the adverse effects of decentralization and leveraging its benefits for innovation and local engagement.

### **Decentralization in Education Management**

The decentralization of education management has emerged as a critical issue due to its potential to enhance governance, accountability, and responsiveness in educational institutions. Scholars argue that decentralization facilitates decision-making at lower levels, fostering localized educational reforms and improving institutional efficiency (Iskakova et al., 2023). However, the literature reveals a paradox in which the transfer of authority does not always lead to improved outcomes, primarily because of challenges in implementation, capacity constraints, and coordination issues (Nurgaliyeva et al., 2022). The complexity of decentralization necessitates exploration of both its theoretical underpinnings and practical implications. While some studies highlight its role in empowering local actors and fostering innovation (DeBoer, 2012; Kozachenko, 2019), others caution against the risks of power imbalances, inefficiencies, and potential disparities in educational quality (Berdanova et al., 2019; Berdanova et al., 2021). This duality underscores the need for a nuanced examination of decentralization policies, particularly in diverse educational settings.

Key study challenges in this field revolve around the contextual variations in decentralization implementation, uneven resource distribution, and local actors' capacity to manage education effectively. For instance, Makoelle and Somerton (2019) examined how digital education technologies contribute to inclusive teaching and learning spaces, revealing that technology can bridge gaps in decentralized systems if adequately supported. Similarly, Mariono and Sabar (2023) investigated how school management information systems and teacher

social competence influence parent satisfaction, emphasizing the role of technological and human resources in effective decentralized education management. These studies highlight the necessity of integrating technological advancements and training mechanisms to mitigate the risks associated with decentralization. However, the literature remains fragmented, with insufficient empirical research on the long-term effects of decentralized governance on learning outcomes and institutional sustainability. Thus, future studies must address these gaps by adopting comparative and longitudinal approaches to assess decentralization efficacy across different educational systems.

Despite these challenges, decentralization offers significant opportunities for innovation, local responsiveness, and participatory governance in education. Nurkolis and Sulisworo (2018) explored how decentralization policies influence school effectiveness, arguing that well-structured decentralization fosters adaptability and localized problem-solving. Concurrently, Osorio and Banzato (2022) highlighted the transformative impact of digital technologies, suggesting that decentralization can drive pedagogical advancements when supported by robust technological infrastructure. However, issues such as disparities in resource allocation, governance inefficiencies, and technological accessibility persist, necessitating a balanced approach to policy implementation. Patrick et al. (2021) and Saienko et al. (2023) contributed to this discourse by examining European Union experiences and information society trends, offering valuable lessons on leveraging decentralization for educational advancements. Given these insights, further studies should focus on developing adaptive decentralization models that account for socio-economic and technological variations, ensuring equitable and effective education management in decentralized contexts.

### **Policy Pathways for School Education Management in Federal Context**

Nepal's transition to a federal governance system under the 2015 Constitution marked a pivotal shift in educational governance, decentralizing authority across federal, provincial, and local governments. The constitution enshrines education as a fundamental right, mandating free access up to the secondary level, and designates school management as a concurrent responsibility (Jha, 2019; Constitution of Nepal, 2015). The Government of Nepal, through the Ministry of Education, Science, and Technology, has introduced various policies, including the Higher Education Policy-2016, Inclusive Education Policy for Disabled People-2017, National Science and Technology Promotion Policy-2019, and National Education Policy-2019, to align with the evolving federal structure. Among these, the National Education Policy-2019 serves as the foundational roadmap for education policy in Nepal's federal context (MoEST, 2019). This policy, launched on December 11, 2019, seeks to harmonize the education system with constitutional mandates and the changing sociopolitical landscape. Bhattarai (2022) highlighted that school education management in Nepal is currently

governed by a combination of policy instruments, including the Education Act-1971, the Act Relating to Compulsory and Free Education-2018, Education Regulations-2002, and the School Sector Development Plan (SSDP). These legal and policy frameworks define the authority of the federal, provincial, and local governments, ensuring a decentralized approach to school education management. The broader discourse on decentralization and education management has been a topic of extensive global research, with mixed results regarding its effectiveness. Studies over the past decades have provided contradictory conclusions, leading to confusion among policymakers about the desirability and implementation of decentralization in education (Faguet, 2021). However, recent analyses have begun to provide clearer insights into the implications of decentralized education governance, thanks to advancements in empirical methodologies. In Nepal, the Constitution of Nepal-2015 firmly established education as a fundamental right and a shared responsibility across three levels of government: federal, provincial, and local (Gyawali, 2018). The constitution explicitly states that local governments hold primary authority over school education, as outlined in Schedule 8, which grants municipalities and rural municipalities the power to formulate and implement education policies tailored to local needs (Jha, 2019). While this constitutional provision promotes educational autonomy, Rijal (2019) emphasized that its practical implementation remains a challenge due to capacity gaps among local governments in policy execution.

The Local Government Operation Act-2017 of serves as a crucial legislative mechanism for operationalizing decentralized education governance in Nepal. This act elaborates on the constitutional mandate by enumerating twenty-three key responsibilities assigned to local governments in managing basic and secondary education, including curriculum adaptation, school establishment, and financial oversight (MoE, 2017). Additionally, Rijal (2019) argued that while the Act empowers local governments with extensive decision-making authority, it also necessitates substantial administrative, financial, and managerial capacity building to ensure effective school management. The School Sector Development Plan (SSDP) 2016-2023 further reinforces this decentralized framework by promoting inclusive and equitable access to quality education. The SSDP envisions a transformative education system that integrates local stakeholders into decision-making processes, emphasizing the role of School Management Committees (SMCs) in resource allocation and school improvement initiatives (Bhattarai, 2022). However, challenges persist in aligning these local-level interventions with broader national educational goals, particularly in maintaining policy coherence amid diverse contextual realities.

The revised School Improvement Planning Support Manual-2017 emphasized the significance of locally driven school development strategies while maintaining alignment with national policies (MoE, 2017). Budhathoki (2023) noted that the SIP framework has facilitated greater stakeholder engagement,

leading to improvements in school governance and resource mobilization. However, persistent gaps in policy contextualization indicate that merely decentralizing authority is insufficient; effective implementation mechanisms are crucial for ensuring that policies translate into meaningful educational outcomes. Furthermore, the National Education Policy (2019) aims to modernize Nepal's education sector by enhancing technical and vocational education, regulating private schools at the local level, and integrating information and communication technology (ICT) in teaching and learning (Shrestha, 2019). Despite these progressive aspirations, concerns remain regarding financial sustainability and policy coherence in decentralized governance models.

## **Research Methods**

This study adopted a qualitative research paradigm to explore and analyze the perceptions and practices of local-level educational managers regarding school education management policies within Nepal's federal system. The study followed an interpretive research paradigm to analyze social actions from the perspectives of participants, aligning with Tracy's (2013) suggestion of understanding multiple realities. A qualitative approach was selected for its ability to capture contextual nuances and diverse stakeholder perspectives, as emphasized by Creswell and Poth (2017). This aligns with Denzin and Lincoln's (2011) advocacy of comprehensive qualitative depictions of social phenomena. A qualitative case study design was adopted to provide an in-depth exploration of stakeholders' perceptions and practices, as suggested by Nunan (2010). This approach enabled a focused examination of real-life educational management contexts at the local level. Stake (2013) supported case study research for its ability to offer contextual insights, while Yin (2018) highlighted the importance of analyzing multiple subunits within an embedded case study. Therefore, this study included various stakeholders—mayors, rural municipality chairs, education officers, school management chairs, head teachers, Parent-Teacher Association (PTA) chairs, and education coordinators—to gain a holistic understanding of local school education management practices.

### **Participants**

This study employed purposive sampling to select 12 key stakeholders involved in local-level school education management within Nepal's federal system. Participants were chosen to ensure diverse perspectives, representing municipal and rural governance structures, education administration, and school leadership. The sample included mayors, rural municipality chairs, education officers, education coordinators, school management committee (SMC) chairs, parent-teacher association (PTA) chairs, and headteachers, each holding crucial decision-making roles in managing school education in Nepal. Geographical diversity was maintained by selecting participants from both urban and semi-

remote rural municipalities in the Gorkha District, Nepal. The participants' professional experience ranged from two to 15 years, allowing for a comparative analysis of perspectives across different levels of administrative and institutional responsibilities. To ensure confidentiality, pseudonyms were assigned to all the participants. The selection criteria prioritized individuals with substantial experience implementing education policies, addressing local governance challenges, and engaging with school communities. This diverse representation enhanced the study's capacity to capture nuanced insights into the realities of decentralized education management within Nepal's federal structure.

**Table 1*****Characteristics of the Participants***

Participant	Institution	Gender	Age Group	Work Experience
Mayor	Municipality	Male	50-60	2 yrs.
Chair of R. M.	R. M. - A	Male	40-50	6 yrs.
Education Officer	R. M. - B	Male	30-40	3 yrs.
Education Officer	R. M. - A	Male	20-30	4 yrs.
Education Officer	Municipality	Male	50-60	3 yrs.
Edu. Coordinator	R. M. - A	Male	50-60	4 yrs.
Headteacher	School - A	Male	50-60	15 yrs.
Headteacher	School - B	Male	40-50	10 yrs.
SMC Chair	School - A	Male	50-60	5 yrs.
SMC Chair	School - C	Male	40-50	3 yrs.
PTA Chair	School - A	Male	40-50	3 yrs.
PTA Chair	School - B	Male	40-50	3 yrs.

**Data Collection**

This study used purposive sampling to select 12 participants with diverse roles and experiences in school education management. Data were collected through semi-structured interviews and observations conducted across semi-remote rural municipalities, an urban municipality, and three community schools. These interviews provided flexibility to probe deeper into participants' experiences, while observations offered contextual insights into their practices in managing school education at the local level. Various instruments, including interview guides, observation checklists, digital recording devices, smartphones, and journal entries were used to ensure comprehensive data collection. The selection of the Gorkha District, particularly areas affected by the 2015 earthquake, provides a unique context for understanding the challenges and adaptations in local-level school education management. To maintain confidentiality, pseudonyms were assigned to all participants and local levels.

Grounded thematic analysis, based on the recommendations of Emerson (1981) and Neuman (2013), was employed to identify key patterns and insights from the data. The analytical process involved transcribing the interviews, conducting inductive coding using NVivo 10 software, and continuously comparing the data to ensure a systematic and rigorous interpretation. Direct participant quotes and observed practices were incorporated as evidence to support the identification of emerging themes related to challenges, policy implementation, and best practices in local-level school education management. This approach facilitated a coherent presentation of the findings, ensuring a thorough exploration of the realities within Nepal's federal education system.

### Data Analysis

This section presents the analysis and findings related to the research question: How do educational managers and stakeholders perceive their roles, responsibilities, and the efficacy of decentralized school education policies at the local level? What systemic and contextual challenges do these managers and stakeholders face when implementing policies at the local level? The thematic analysis of the interview data revealed key insights from diverse educational managers involved in school education management at the grassroots level in Nepal. A predominant theme among participants was the critical role of the Constitution of Nepal and the decentralization of authority to local governing bodies in shaping educational management.

**Table 2**

*Key Themes and Sub-themes in Local Education Managers' Perceptions and Challenges in Federal Nepal*

Main Theme	Sub-themes / Descriptions	Illustrative Participant Support	Notes / Prevalence
Positive perceptions of decentralization and local autonomy	Power-sharing and delegated authority under 2015 Constitution & LG Act 2017	√√√√	Strong, repeated
	Ability to create context-specific local education policies / acts	√√√	e.g., Village Education Act
	More accessible & participatory decision-making (no need to go to district HQ)	√√	Headteacher view
Local innovations and good practices	Formulation of local education acts / regulations	√√√	Confirmed on websites

Main Theme	Sub-themes / Descriptions	Illustrative Participant Support	Notes / Prevalence
	Development & implementation of local / tailored curriculum	√√√	Classes 1–5 in some RMs
	Teacher capacity building (ICT training, math, action research, orientation)	√√√	Ongoing programs
	Performance contracts, rigorous monitoring, teacher incentive allowances	√√	Motivation measures
	Additional local financial support (school grants, day meals, ECD teacher salary top-up)	√√√	Pro-poor / equity focus
Budget and resource dependency	Heavy reliance on federal/conditional grants for teacher salaries & core funding	√√√√√	Very strong
	Insufficient overall education budget at local level	√√√√	Repeated calls for increase
	Inadequate human resources / staffing shortages at local level	√√√	Manpower imbalance
Political interference	Political parties influence teacher recruitment, transfers, SMC formation	√√√√√	Very pervasive
	Blurring of education–politics boundary; pressure & vested interests	√√√√	Open secret
	Attempts by school leaders to manage / negotiate political pressure through dialogue	√√	Partial mitigation
Centralized mindset and resistance	Psychological resistance to full decentralization (esp. secondary education)	√√√	Persistent view
	Belief that local politicians lack capacity / fairness to	√√√	Especially secondary level

Main Theme	Sub-themes / Descriptions	Illustrative Participant Support	Notes / Prevalence
	manage education independently		
	Entrenched centralist thinking among education staff & teachers	√√√	Implementation barrier
Weak intergovernmental coordination	Ineffective / absent coordination between federal – provincial – local levels	√√√√	Major gap
	Lack of federal follow-up, orientation, or support for local staff transition	√√√	No questions asked
	Ambiguity & strategic silence from central government	√√	Policy vacuum
External and structural influences	Strong influence of international donors / foreign aid dependency	√√√	Shapes policy direction
	Political culture of the country affects education policymaking	√√	Systemic driver
	Growing influence of private schools & related organizations	√√	Emerging pressure

## Findings

Power-shared, Authority-delegated and Donor-influenced Education Management Policy

The education managers interviewed for this study shared that the decentralization of authority and decision-making power to local governments has significantly impacted school education management. For Example, an education officer stated:

Local authorities are now empowered to create the necessary laws, policies, and regulations to meet their needs. Local representatives and education officers can make plans for their level by assessing the schools' condition,

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what can be improved there, what their financial resources are, and how many human resources they have.

The education officer expressed optimism, noting that local authorities, including elected representatives and education officials, now possess the autonomy to develop laws, policies, and regulations tailored to their communities' specific needs. This autonomy enables local authorities to evaluate various aspects of schools, such as infrastructure, financial resources, and human resources, allowing for more context-sensitive planning and implementation of education policies that reflect local realities.

Similarly, a participant headteacher expressed his understanding of the power-sharing policy of the current constitutional framework in managing school education as a democratic and participatory approach to governance and sustainable development. He reported:

I think the state has brought the current policy on school management in line with the ideological policy of power-sharing. The Local Government Operation Act-2074 was prepared to keep the desires and needs of the state and citizens in view. In the past, citizens had to go to the district headquarters for every job-related task. Now that rights and responsibilities have been acquired locally, things have become more accessible than before.

The headteacher's statement reveals that the current policy on school management has been aligned with the ideological policy of power sharing. The state is attempting to involve local communities in educational decision-making processes, which could lead to a more democratic and participatory approach to governance and sustainable development.

Furthermore, a participant education resource person of a Rural Municipality illustrated that despite the implementation of a federal system in Nepal, international donor agencies, the political culture of the country, and private organizations largely steer the creation of education-related policies and plans, exerting considerable influence from the center. He remarked:

Three factors have influenced the current school education management policies. First, if we depend on foreign donors for the budget needed for education management, external forces influence our education policy. The influence of foreign donors will remain until we can increase our country's education budget because investors expect self-interest and return. Second, the political culture and system of the country impact policymaking in any subject and area because politics is the state's policy. The political culture of a country determines policymaking. Third, the country's private schools and related organizations influence the country's school education management policy.

The above-mentioned remark of the education resource person indicates the significant external and internal influences on school education management

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policy, emphasizing the dependency on foreign donors, political culture, and private school organizations (PSOs).

The analysis of insights from educational managers demonstrates a major shift toward decentralized educational policy implementation, granting local authorities significant responsibilities in managing school education. Participants acknowledged the constitutional framework underpinning this shift, emphasizing its alignment with the ideological principle of power sharing. This transformation fosters a more democratic and inclusive approach to educational governance, allowing local governments to play a direct role in decision-making and policy formulation. However, decentralization presents both opportunities and challenges, as observed in prior studies (Litvack et al., 1998; Treisman, 2007). While some cases show improvements in service delivery, others reveal governance difficulties, underscoring the importance of distinguishing between different forms of decentralization, such as devolution, delegation, and deconcentration (Channa & Faguet, 2012).

International donors also play a significant role in shaping Nepal's education policies, particularly through funding and providing strategic direction. An education resource person from a rural municipality noted that the heavy reliance on foreign aid influences policy decisions, often limiting local autonomy. While donor support has historically driven educational reforms, achieving greater policy independence depends on Nepal's ability to increase its education budget and reduce external dependence. The literature also reflects concerns about donor influence, as Patrick et al. (2021) argue that while decentralization can enhance educational outcomes, external factors can hinder its full realization. Additionally, the expanding role of private institutions adds another layer of complexity, as they increasingly shape the educational landscape and policy formulation, further influencing the trajectory of decentralization.

### **Context-Specific Policy, Teacher Capacity Enhancement, and Tailored Curriculum**

The educational managers interviewed for this study highlighted the key initiatives undertaken to improve school management. Local governments have implemented performance contracts, rigorous monitoring, and formulated local education acts to enhance accountability and community participation in education. The development of locally tailored curricula aligned with national standards reflects a commitment to addressing community-specific needs of the region. For instance, the Chair of Smirti Rural Municipality stated, "Our rural municipality has formulated the Village Education Act, available on our website. Based on this Act, we manage school education at the local level." A website review on April 30, 2023, confirmed the publication of the Education Act 2075 and other regulations. Regarding budget management, participants noted that teacher salaries are provided by the central government and distributed locally. Schools receive

conditional grants and additional local funds for infrastructure and educational activities. The participant PTA Chair remarked, "The local government allocates separate budgets to schools based on their programs. Recently, an incentive allowance was introduced to motivate teachers." Efforts to develop local curricula were evident in municipalities like Himalayan Rural Municipality, where an Education Officer stated, "We have proposed and coordinated with the provincial government for curriculum formulation. An orientation workshop is scheduled this month to initiate the process." By Chaitra 2079, the local curriculum had been implemented for classes one to five in the Himalayan Rural Municipality.

During a school management meeting in Baisakh 2080, the Headteacher of a Secondary School sought clarification on incorporating local curriculum content, emphasizing schools' autonomy in curriculum integration. Such initiatives demonstrate the commitment of local governments to curriculum development. Teacher capacity enhancement has also been prioritized in the literature. The Education Officer of one Rural Municipality shared: "We conduct ICT and math training, facilitate orientation programs, and encourage teachers to engage in action research and diary writing. Teachers are instructed to integrate ICT in classrooms." Despite these efforts, traditional structured assessments persist, with schools conducting unit, monthly, and annual examinations. During the pandemic, home-based assessments did not lead to lasting changes in evaluation practices. Local governments have also initiated financial support for education. A headteacher shared: "Our municipality provides grants for schools with fewer teachers, funds operating expenses for higher classes, and arranges day lunches for classes 1-5. ECD teachers receive additional local salary support."

These initiatives reflect local governments' commitment to school management, aligning with the sustainable development goal. Key efforts include financial grants, managing daily meal programs, teacher incentives, and locally tailored curricula, demonstrating a proactive approach to improving the quality of education.

### **Budget Dependency, Political Interference, and Ineffective Coordination**

In addition to policy perceptions and practices, the participants in this study—educational managers and stakeholders—identified several recurring challenges in managing school education at the local level. These include a persistent centralized mindset in power-sharing, financial dependency and uncertainty in educational investment and manpower management, strategic ambiguity from the central government, and inadequate coordination and cooperation between the federal, provincial, and local authorities. Additionally, participants highlighted the shortage of qualified manpower and weak monitoring and supervision systems as critical obstacles to effective governance in education. Despite the constitutional shift toward decentralized education management under Nepal's Constitution (2015) and the Local Government Operation Act (2017), the

interviews revealed that public representatives and education staff remain entrenched in traditional, centralized policies and practices. This resistance poses a significant challenge to the effective implementation of federal educational policies. One headteacher expressed:

Educational staff and school teachers face psychological problems while working at the local level. You can ask all your teacher friends. They believe that the entire responsibility of school education should not be given to the local level because the people's representatives at the local level do not have a fair opinion about the activities of any person and do not independently evaluate the educational activities. Therefore, the responsibility of looking after the education of classes one through five should be at the local level. However, the central government should retain the right to provide secondary school education.

This perspective reflects an enduring, centralized mindset regarding secondary education. While advocating for decentralization in primary education, the participant insisted that secondary education should remain under federal control. Such attitudes indicate bureaucratic reluctance at all government levels to fully implement decentralized education policies, further complicating governance and policy execution.

### **Budget Dependency and Manpower Management**

Participants emphasized local governments' dependence on the federal government for budget allocations and manpower management in school education. The successful implementation of free and compulsory education requires substantial financial and human resources at both the local and federal levels. However, respondents pointed to an imbalance in manpower distribution and workload at the local level, hampering effective management. A Rural Municipality Education Officer stated:

To make the management of school education effective, the existing human resources at the local level are insufficient, so the required number of people should be managed. When allocating the budget in the education sector, it should be allocated with the same priority as other sectors. A significant increase in the currently allocated budget for education is necessary.

This statement reflects two critical issues: the inadequate workforce to meet educational demands and the need for greater financial prioritization of education. Without sufficient funding and personnel, local governments struggle to implement policies effectively, exacerbating disparities in educational management.

### **Political Interference in Education Management**

Another recurring theme was pervasive political interference in school education management. Participants reported that political parties frequently

intervened in teacher appointments, transfers, and the formation of school management committees. These practices have blurred the boundaries between education and politics, making it difficult to maintain neutrality in school governance. An Education Officer remarked:

It's a good question. As is well known, nothing is untouched by politics, including the teacher recruitment process. This process is not untouched by political parties. This is the situation here as well.

Similarly, one headteacher expressed:

Yes, I have experienced a lot. This should not remain hidden. I have been working as a headteacher at this school since 2064 B.S. The School Management Committee has been formed five to seven times during my tenure. Political interference is a possibility; however, we must create a situation that allows for open debate among school stakeholders. During the formation of the school management committee, as the headmaster, I organized 2-4 meetings and created an environment for people from political parties to debate openly. In the meetings, I try to convince them by saying that they are responsible for running the school, and they finally come to an understanding after a long debate, and the problem is solved. People have their interests and ideas, but after discussing a common agenda, they come to their senses. This is what I feel.

These reflections reveal that political pressure remains an open secret in the management of schools. Educational leaders frequently struggle to counteract such interference, and while some manage to facilitate open discussions, the broader challenge of political influence persists in the background.

### **Ineffective Intergovernmental Coordination**

Participants also identified weak coordination and cooperation between different levels of government as a fundamental challenge. There is a significant gap in collaboration among federal education coordination units, provincial social development branches, and local governments. This lack of synergy hinders the effective implementation of educational policies. An Education Coordinator from the Smriti Rural Municipality highlighted the following:

While implementing the constitutional provisions regarding school education management, the federal government should support and coordinate local levels effectively, which has not been done yet. The federal government has yet to ask a single question or do a follow-up at this local level. The present education staff, who worked under the policy direction of the central government in the past, are not given the necessary orientation and awareness program while working at the local level.

Similarly, a rural municipality chairperson added:

There is an education coordination unit under the federal government and a social development branch under the province. These

bodies have coordinated to implement some programs. However, there has not been effective coordination and cooperation between the three bodies. These things should be made effective in the coming days. To effectively implement the existing policies and laws of school education management, the government should take steps to identify problems from the grassroots level with all stakeholders.

These insights reveal that insufficient coordination among government tiers has led to ineffective policy implementation. Participants stressed the need for improved federal-local collaboration, capacity-building initiatives for local educational authorities, and the elimination of hierarchical superiority among central and local staff to promote a more cooperative governing structure.

## **Discussion**

The decentralization of education management in Nepal under the federal system has empowered local governments with substantial authority over policy formulation, resource allocation, and staff appointments. This restructuring, mandated by the Constitution of Nepal (2015) and the Local Government Operation Act (2017), aimed to promote participatory governance and localized decision-making. However, as observed in other decentralized contexts (Nurkolis & Sulisworo, 2018; Patrick et al., 2021), ambiguities in role definition and inconsistent policy execution remain significant challenges. The absence of a new Federal Education Act has further exacerbated strategic uncertainties, leading to varied interpretations of local governments' roles and responsibilities.

These findings align with decentralization theories, which suggest that while local governance can enhance policy relevance and responsiveness, it also introduces governance complexities (Sanderson, 2009). Similar to the findings of Neupane (2019) and Acharya (2021), this study reveals that educational managers struggle with unclear federal guidelines, leading to the fragmented implementation of policies. The inconsistency in local government capacities, as evidenced by comparative studies (Douglas College, 2017; OECD, 2017), further contributes to inefficiencies, highlighting the need for structured capacity-building initiatives.

A critical insight from this study is the persistence of centralized governance mindsets among educational managers, particularly in the field of secondary education. Despite the constitutional mandate for decentralization, some stakeholders are reluctant to relinquish central control. This aligns with Bray's (1999) concept of "implementationist myopia," where entrenched, centralized practices hinder the transformative potential of federal reforms. Similar trends have been observed in Indonesia (Muhi, 2019) and Sri Lanka (Alawattagam, 2020), where historical administrative structures continue to shape the decentralized governance models.

Nevertheless, positive developments have emerged at the local level, demonstrating the potential of decentralized educational governance. Local

governments have initiated community-responsive policies, such as localized curricula and skill-based education programmes, paralleling international trends where decentralization fosters innovative, context-specific educational solutions (David, 1989; Sharpe, 1996). The implementation of digital technology in educational management, as highlighted by Osorio and Banzato (2022), presents another opportunity for local adaptations. However, systemic limitations, including financial constraints and political interference, restrict the scalability of these initiatives, a challenge also noted in Bangladesh and Pakistan (Mustary 2021; PILDAT 2011).

Political interference is a major impediment to effective policy execution. As observed in Khanal and Regmi's (2023) study on policy accountability, political influences on teacher appointments and school management contribute to inefficiencies. This phenomenon, consistent with experiences in other decentralized settings (Espinoza, 2009; Singh & Nagpal, 2010), suggests that depoliticising education governance is crucial for sustainable policy implementation.

Furthermore, financial dependency on the federal government undermines local governments' autonomy in managing education. Inconsistencies in budget allocation and bureaucratic inefficiencies reflect the challenges faced by other nations transitioning to decentralized governance models (Gwang Prakash, 2012; Gwang, 2002). This calls for enhanced financial autonomy, clearer role delineation among government tiers, and improved intergovernmental coordination to ensure the effectiveness of decentralized education policies.

Despite these challenges, some promising initiatives indicate progress in this area. The development of local education acts and community-driven policies suggests a commitment to decentralization in education. However, sustaining these efforts requires increased funding, systematic evaluation, and ongoing professional development programs for local education managers. Aligning with global best practices, as seen in European Union models (Saienko et al., 2023), the integration of technological advancements and policy frameworks can further enhance governance efficiency.

## **Conclusion**

This study reveals that the implementation of educational federalism in Nepal remains a complex, contested, and incomplete process more than a decade after the 2015 Constitution. Local education managers and stakeholders perceive their roles with a mixture of optimism and realism. They value the constitutional promise of power-sharing, delegated authority, and enhanced local autonomy, which has enabled meaningful grassroots innovations. These include the development of context-specific policies such as tailored local curricula, local education acts, targeted teacher capacity-building programs, performance contracts with rigorous monitoring, incentive allowances, and supplementary financial

supports such as school grants, daily meal programs, and additional salary top-ups for early childhood development teachers. Such adaptations demonstrate genuine local agency and align closely with federalism's core intent of making education more responsive to community needs and supportive of sustainable development goals, particularly at the primary and basic levels.

However, the findings highlight a profound disjuncture between policy aspirations and on-the-ground realities. Participants affirmed the potential efficacy of decentralization in principle, yet they confronted severe systemic and contextual barriers that undermined effective implementation. The most salient challenges include: heavy fiscal dependency on federal conditional grants coupled with inadequate overall budgets, which restrict local planning and resource flexibility; pervasive political interference in teacher recruitment, transfers, and school management committee formations, which erodes neutrality and merit-based governance; a persistent centralized mindset, especially concerning secondary education, where entrenched bureaucratic and teacher attitudes resist full devolution; weak or absent intergovernmental coordination across federal, provincial, and local tiers, leading to policy ambiguity, lack of follow-up support, and strategic silence from the center; and continuing external influences from international donors, national political culture, and private sector actors that limit genuine local ownership. These interconnected constraints form a vicious cycle in which structural and legislative gaps most notably the prolonged absence of a comprehensive Federal Education Act sustain role confusion, perpetuate resource imbalances, reinforce centralized habits, and invite political capture, ultimately reconcentrating effective power at higher levels, despite constitutional provisions. The core impediment is therefore not a lack of local initiative or capacity but a systemic failure to establish an enabling environment through simultaneous, holistic reforms.

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## **Exploring Students' Attitudes on Mobile-Assisted English Learning: A Quantitative Study**

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### **Article History**

Received: 18 May ,2025  
Revised: 20 September, 2025  
Accepted: 15 November, 2025

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### **Abstract**

*The integration of mobile phones into educational settings has become increasingly prevalent, particularly in language learning. This study investigates students' attitudes toward the use of mobile phones in learning English and examines differences in these attitudes based on sex within the context of Nepal. A survey was administered to 80 college students enrolled in bachelor's and master's level at Dhankuta Multiple Campus. The Slovin formula was used to determine the sample size, and students were selected using the lottery method. Univariate analysis included frequency counts and percentages, while bivariate analysis employed the Chi-square test to examine attitude differences by sex. Results*

*revealed that students generally held positive attitudes toward mobile-assisted English learning. There was no statistically significant difference between the attitudes of students on the use of mobile phone in learning English on the basis of sex. These results have implications for policymakers, educators, learners, and app developers in promoting mobile learning as a viable supplement to traditional English instruction.*

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**Keywords:** English language learning, mobile-assisted language learning, student attitudes, quantitative study.

## **Introduction**

In today's academic environment, smartphones play a vital role in both student learning and teacher instruction. This study aims to examine students' attitudes toward the use of mobile phones for learning English language and to explore whether these attitudes differ based on sex within the context of Nepal. The widespread integration of mobile phones into everyday life reflects their growing significance across personal, educational, and professional contexts. Attewell and Savill-Smith (2004) assert that the use of mobile phones has grown significantly in recent years and is gradually replacing personal computers in both professional and social contexts. The use of mobile phones in education has introduced notable changes in how teaching and learning are conducted. For both students and teachers, mobile phones are emerging as indispensable tools that support instructional activities inside and outside the classroom environment. Mobile phones provide students with opportunities to obtain learning materials and maintain communication with educators and peers, supporting continuous learning regardless of time or place. In light of this, assessing students' attitudes toward mobile phone use in EFL learning is both timely and relevant.

In the context of a non-native English-speaking country like Nepal, teaching and learning English is a challenging task. Linguistic differences, limited exposure, and insufficient dedication all contribute to the difficulty of learning English in Nepal. Nevertheless, technological advancements have supported and somewhat facilitated this process. The rapid expansion of mobile phone use has begun to influence English language learning, serving pedagogical functions both inside and outside the classroom. Therefore, it remains important to investigate whether mobile phones can serve as effective tools for language learning.

The use of mobile phones in learning English has recently become a popular topic for English language teaching researchers. Mobile assisted language learning (MALL) has steadily developed as a research field more than the two decades due to growing studies on mobile technology in language learning (Burston, 2013; Tembe, 2021; Guo, 2022). Kukulska-Hulme and Shield (2008) reviewed literature on mobile-assisted language learning (MALL) to assess the extent to which mobile technologies facilitate social interaction and collaborative learning. Their analysis reveals that, while mobile-facilitated speaking and listening exercises are still relatively rare, the field has experienced considerable growth. MALL has transitioned from largely text-based, instructor-led activities to more collaborative, multimedia-oriented learning environments that promote the co-construction of knowledge. According to Kukulska-Hulme (2018), MALL is steadily expanding, offering immediate support to learners and enhancing their reading, writing, listening, and speaking skills through accessible mobile technologies.

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A growing body of research highlights the role of mobile phones in supporting EFL learning. Guo (2022) explores learning in the MALL ecology, finding that learners display different forms of agency across contexts. Mobile apps mediate learning, and through scaffolding and self-practice, learners utilize MALL affordances. This process fosters a shift from external regulation to self-regulation, reflecting language progress. Çakmak (2019) investigates mobile learning and mobile-assisted language learning (MALL) by situating the concept within theoretical frameworks, identifying associated challenges, proposing a conceptual framework of design principles and dimensions, and reviewing extant MALL studies. Çakmak concludes that MALL's effectiveness depends on stakeholders' awareness of pedagogical and technical issues and the application of design principles that align teaching practices with emerging mobile platforms.

A growing number of scholarly investigations indicate that mobile phones are instrumental in promoting English as a Foreign Language (EFL) instruction. Research on this issue has been conducted in Nepal as well, indicating its relevance across different educational settings. Shrestha (2011) explored the educational value of mobile technologies in his article, noting their potential to enhance student interaction and English language learning in the Nepalese context. In his 2016 research titled *Mobile Learning Practice in Higher Education in Nepal*, Parajuli reported that students responded positively to the integration of mobile technologies in their learning environments. Highlighting the potential of MALL, Tembe (2021) noted that mobile phones can serve as effective language learning tools when employed appropriately within specific pedagogical contexts. Although much has been studied about mobile learning, little is known about how advanced-level students view the integration of mobile phones into their academic activities. Mobile phones are still not widely regarded by many students as effective tools in the context of English language learning. There is a noticeable gap in quantitative research investigating the specific perspectives of advanced-level students on mobile phone use in academic practices. Moreover, no quantitative study using bivariate analysis has been carried out regarding the students' attitude toward the use of mobile phone so far in the context of Nepal. Therefore, it is necessary to know how the students think about the use of mobile phone in their English language learning in the context of Nepal. This research problem triggers the researcher to explore the attitudes of students on the use of smart phones in their English language learning.

This study can provide valuable insights into how bachelor's and master's level students perceive the use of mobile phones for learning English, which will be significant for policymakers when developing plans and policies related to mobile-assisted language learning. Similarly, given that the current curriculum does not allocate space for mobile learning, the findings will be important for curriculum developers, syllabus designers, and material developers to consider integrating mobile learning into future curricula. A possible delimitation of this

study is that it surveyed only 80 students from Dhankuta Multiple Campus using questionnaires to assess their perceptions of mobile phone use in learning English. Additionally, students' experiences with mobile phone usage were distributed and collected exclusively through social networking sites. Furthermore, this study does not address technical or socio-cultural factors related to the use of mobile phones in English language learning.

## Methods and Procedures

This study was largely informed by a quantitative approach in order to examine the students' experiences on using mobile phone in learning English. This study's sample comprised students pursuing bachelor's and master's degrees at Dhankuta Multiple Campus. An equal number of female and male students were purposively selected from the sample population. For the sample size, 80 students—equally divided between girls and boys—were randomly selected using the lottery technique. Closed ended questionnaires consisting of 15 statements were administered to the selected learners to collect the primary data. The questionnaire was distributed through online mode via Facebook messenger, emails and social networking sites. The data received from the students were analyzed in univariate analysis, frequency count, percentage and in bivariate analysis Chi-square test was calculated to find the difference in the attitudes (dependent variables) by sex of the respondents (independent variables). Moreover, to find out the effect of differences, Phi-value was calculated. All statistical analyses were performed using SPSS 16.1 for Windows.

### Sample Size

A total of 101 bachelor's and master's level students from Dhankuta Multiple Campus were identified. Due to the large population, the Slovin formula was applied to determine the sample. It can be seen below.

$$\begin{aligned} n &= N \div (1 + Ne^2) \\ &= 101 \div (1 + 101 \times 0.05 \times 0.05) \\ &= 101 \div (1 + 0.2525) \\ &= 101 \div 1.2525 \\ &= 80 \end{aligned}$$

Where the descriptions are:

n = sample size

N = Total population (101)

e = Standard error (0.05)

From the 101 students, 80 participants with equal representation of males and females and of bachelor's and master's level students were selected using a lottery method. Survey data were subsequently collected from 40 female and 40 male students.

### Dependent Variable

Students' attitudes were dependent variables in the study. In this survey the questions were asked for students' attitude on the use of mobile phone in learning English. The questions had five categorical responses (strongly agree, agree, neutral, disagree, and strongly disagree) to collect information related students' attitude on the use of mobile phone in learning English. These five categorical responses were even categorized in two groups: positive attitude (strongly agree and agree) and negative (neutral, disagree and strongly disagree) for convenience.

### Independent Variable

This study considered students' sex, defined as male or female, as the independent variable, focusing on those pursuing bachelor's and master's degrees at Dhankuta Multiple Campus.

## Results and Discussion

The analysis is confined to a purposive sample of 80 students, including equal numbers of male and female participants enrolled in bachelor's and master's level programs at Dhankuta Multiple Campus. This study is based on univariate and bivariate analysis. Initially, univariate or descriptive analysis was used to describe the percentage of respondents with their personal attitudes on the use of mobile phone in learning English. Bivariate analysis was performed to identify gender-wise attitudes towards the use of mobile phone in learning English. Chi-square tests were used to test the association between attitudes and gender-wise of the respondents and phi – value was also used to determine the effect of association between the variables.

### Descriptive Analysis

The univariate analysis was done to find out the students' attitude on the use of mobile phone in learning English. Thirteen statements related to the attitude of students on the use of mobile phone in learning English were asked to identify the students' attitude towards mobile assisted English language learning. The analysis has been presented in the following tables.

Table 1. *Students' Attitude on the Use of Mobile Phone in Learning English*

Factors	Responses				N
	Positive (1)		Negative (2)		
	No.	%	No.	%	
Use of mobile phone in learning English is enthusiastic	52	65	28	35	80

Use of mobile phone in learning English is helpful	60	75	20	25	80
Use of mobile phone in learning English is inevitable	39	48.8	41	51.3	80
Use of mobile phone in learning English is easy to operate.	48	60	32	40	80
Use of mobile phone in learning English is encouraging	45	56.3	35	43.8	80
Use of mobile phone in learning English is boring	21	26.3	59	73.8	80
Use of mobile phone in learning English is time consuming	48	60	32	40	80
Use of mobile phone in learning English solves immediate problems	40	50	40	50	80
Use of mobile phone in learning English helps students to be autonomous learner	32	40	48	60	80
Use of mobile phone in learning English should be banned in the classroom.	31	38.8	49	61.3	80
Use of mobile phone in learning English needs best network quality.	67	83.8	13	16.3	80
Use of mobile phone in learning English is best to learn vocabulary rather than grammar and communication	48	60	32	40	80
Use of mobile phone in learning English is best to learn grammar and communication rather than vocabulary.	27	33.8	53	66.3	80
<b>Total</b>		53.65%		46.34%	

Table 1 presents responses of all 80 students on the thirteen different factors related to students' attitude on the use of mobile phone in learning English. Out of the 80 respondents, 52 (65%) respondents expressed positive attitudes and 28 (35%) respondents expressed negative responses when they were asked whether the use of mobile phone in learning English is enthusiastic. It implies that majority students are enthusiastic to use mobile phone in learning English. Similarly, 60 (75%) respondents said that the use of mobile phone in learning English is helpful but 20 (25%) respondents showed negative attitude about it. This means majority

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students are in the favour of using mobile phone for learning English. Out of the 80 respondents, 39(48.8%) respondents expressed positive attitudes and 41(51.3%) respondents expressed negative responses when they were asked whether the use of mobile phone in learning English is inevitable. It indicates that majority students are not in the support of making the use mobile phone inevitable in learning English.

Regarding the operation of mobile phone for learning English, 48(60%) respondents responded that it is easy to operate whereas 32 (40%) respondents felt difficulty in operating mobile phone for learning English. It means majority students feel easy to operate mobile phone for learning English. Out of the 80 respondents, 45 (56.3%) respondents expressed positive attitudes and 35(43.8%) respondents expressed negative responses when they were asked whether the use of mobile phone in learning English is encouraging. It implies that majority students feel encouraging on use mobile phone for learning English. In the case of whether the use of mobile phone in learning English is boring, 21 (26.3%) respondents expressed that use of mobile phone is boring whereas 59 (73.8%) respondents expressed that use of mobile phone is not boring while learning English. Likewise, 48 (60%) respondents said that the use of mobile phone in learning English is time consuming and 32 (40%) respondents did not say that it is time consuming. It shows that majority students feel the use of mobile phone is time consuming. 40 (50%) respondents showed positive responses and 40 (50%) respondents showed negative responses when they were asked about whether the use of mobile phone in learning English solves immediate problems. In the context of autonomy, respondents were asked whether the use of mobile phone in learning English helps students to be autonomous learner. Out of the 80 respondents, 32(40%) respondents expressed positive responses and 48(60%) respondents expressed negative responses. It implies that majority students do not feel that the use mobile phone for learning English helps students to be autonomous learner.

Regarding whether the use of mobile phone in learning English should be banned in the classroom, 31(38.8%) respondents showed positive attitude whereas 49 (61.3%) respondents showed negative responses. It means majority students do not like banning the use of mobile phone for learning English in the classroom. In the same way, (83.8%) respondents showed positive responses and 13 (16.3%) respondents showed negative responses when they were asked about the network quality in using mobile phone for learning English. It indicates that most of the students feel strong need of good network quality in mobile phone. When the respondents were asked whether the use of mobile phone in learning English is best to learn vocabulary rather than grammar and communication, 48(60%) respondents said that it is best to learn vocabulary rather than grammar and communication through mobile phone and 32 (40%) respondents responded reverse view of it. Similarly, out of the 80 respondents, 27 (33.8%) indicated that mobile phones are best used for learning grammar and communication rather than vocabulary, while

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53 (66.3%) expressed a negative attitude when asked whether mobile phones are most effective for learning grammar and communication over vocabulary. It implies that majority students use mobile phone for learning vocabulary rather than grammar and communication.

From the above result and discussion, it can be said that most of the students have positive attitudes on the use of mobile phone in learning English. Out of 80 students, 43 (53.65 %) students had showed positive attitude and 37 (46.34 %) students had showed negative attitude regarding the use of mobile phone in learning English. This result aligns with the findings of Vyas and Nirban (2014), who reported that the majority of respondents viewed mobile technology as a significant medium for educational purposes and were generally willing to embrace mobile learning positively despite its limitations. Similarly, Parajuli (2016), in his study stated that nearly all undergraduate students owned mobile phones and used them informally for learning both inside and outside the classroom. He observed that the majority of students were favorably inclined toward the use of mobile technology for learning purposes. In this regard, the results of this study correspond closely with the findings reported in previous research. It was also observed that large number of students feel the strong need of good network quality while using mobile phone for learning English (Tembe, 2021).

### Bivariate Analysis

Bivariate analysis was performed to identify gender-wise attitudes towards the use of mobile phone in learning English. Thirteen statements related to the attitude of students on the use of mobile phone in learning English are done cross tabulation with the sex of the respondents to identify the students' attitude towards mobile assisted English language learning on the basis of sex. The analysis has been presented in the following tables.

Table 2. *Students' Attitudes on the Use of Mobile Phone in Learning English on the Basis of Sex of Respondents*

Factors		Sex of the respondents		Chi – value	Phi – value
		Girls	Boys		
Use of mobile phone in learning English is enthusiastic	Positive	62.5%	67.5%	.639	-
	Negative	37.5%	32.7%		
Use of mobile phone in learning English is helpful	Positive	70.0 %	80.0 %	.302	-
	Negative	30.0 %	20.0 %		
Use of mobile phone in learning English is inevitable	Positive	50.0 %	47.5 %	0.823	0.025
	Negative	50.0 %	52.5 %		
	Positive	57.5 %	62.5 %	0.648	

Use of mobile phone in learning English is easy to operate.	Negative	42.5 %	37.5 %		-	0.051
Use of mobile phone in learning English is encouraging	Positive	62.5 %	50.0 %	0.260	0.126	
	Negative	37.5 %	50.0 %			
Use of mobile phone in learning English is boring	Positive	27.5 %	25.0 %	0.799	0.028	
	Negative	72.5 %	75.0 %			
Use of mobile phone in learning English is time consuming	Positive	62.5 %	57.5 %	0.648	0.051	
	Negative	37.5 %	42.5 %			
Use of mobile phone in learning English solves immediate problems	Positive	45.0 %	55.0 %	0.371	-	
	Negative	55.0 %	45.0 %		0.100	
Use of mobile phone in learning English helps students to be autonomous learner	Positive	45.0 %	35.0 %	0.361	0.102	
	Negative	55.0 %	65.0 %			
Use of mobile phone in learning English should be banned in the classroom.	Positive	37.5 %	40.0 %	0.818	-	
	Negative	62.5 %	60.0 %		0.026	
Use of mobile phone in learning English needs best network quality.	Positive	87.5 %	80.0 %	0.363	0.102	
	Negative	12.5 %	20.0 %			
Use of mobile phone in learning English is best to learn vocabulary rather than grammar and communication	Positive	57.5 %	62.5 %	0.648	-	
	Negative	42.5 %	37.5 %		0.051	
Use of mobile phone in learning English is best to learn grammar and communication rather than vocabulary.	Positive	45.0 %	22.5 %	0.033	0.238	
	Negative	55.0 %	77.5 %			

Table 2 shows the association between sex of respondents and students' attitudes towards the use of mobile phone in learning English. All the variables are in nominal scale, so cross tabulations have been done and chi-square value and phi value have been interpreted to show the relationship. The independent variable is column, so column percent is the main concern.

Regarding whether the use of mobile phone in learning English is enthusiastic, this variable (dependent) was cross tabulated with sex of respondents (independent variable). Result shows that 62.5% girls have positive attitude and 37.5% have negative attitude. Similarly, 67.5% boys have positive and 32.5% have negative. The chi-square (P) value is 0.639 which is more than 0.05. It implies that there is no significant difference between these two variables. It means it has

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accepted null hypothesis. It can be said that both girls and boys have more or less equal enthusiasm on the use of mobile phone in learning English. Regarding the effect size of it, Phi- value is -0.052 that means the relationship between these two variables is very weak.

Regarding whether the use of mobile phone in learning English is helpful, this variable (dependent) is done cross tabulation with sex of respondents (independent variable). Result shows that 70.0% girls have positive attitude and 30.0% have negative attitude. Similarly, 80.0% boys have positive and 20.0% have negative. The chi-square (P) value is 0.302 which is more than 0.05. It implies that there is no significant difference between these two variables. It means it has accepted null hypothesis. It can be said that both girls and boys think that the use of mobile phone in learning English is helpful. Regarding the effect size of it, Phi-value is -0.115 that means the relationship between these two variables is very much weak.

Regarding whether the use of mobile phone in learning English is inevitable, this variable (dependent) is done cross tabulation with sex of respondents (independent variable). Result shows that 50.0% girls have positive attitude and 50.0% have negative attitude. Similarly, 47.5% boys have positive and 52.5% have negative. The chi-square (P) value is 0.823 which is more than 0.05. It implies that there is no significant difference between these two variables. It means it has accepted null hypothesis. It can be said that both girls and boys think that the use of mobile phone in learning English is inevitable. Regarding the effect size of it, Phi- value is 0.025 that means the relationship between these two variables is very much weak.

Regarding whether the use of mobile phone in learning English is easy to operate, this variable (dependent) is done cross tabulation with sex of respondents (independent variable). Result shows that 57.5% girls have positive attitude and 42.5% have negative attitude. Similarly, 62.5% boys have positive and 37.5% have negative. The chi-square (P) value is 0.648 which is more than 0.05. It implies that there is no significant difference between these two variables. It means it has accepted null hypothesis. It can be said that both girls and boys think that the use of mobile phone in learning English is easy to operate. Regarding the effect size of it, Phi- value is -0.051 that means the relationship between these two variables is very much weak.

Regarding whether the use of mobile phone in learning English is encouraging, this dependent variable is done cross tabulation with sex of respondents (independent variable). Result shows that 62.5% girls have positive attitude and 37.5% have negative attitude. Similarly, 50.0% boys have positive and 50.0% have negative. The chi-square (P) value is 0.260 which is more than 0.05. It implies that there is no significant difference between these two variables. It means it has accepted null hypothesis. It can be said that both girls and boys think that the use of mobile phone in learning English is encouraging. Regarding the

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effect size of it, Phi- value is 0.126 that means the relationship between these two variables is modest.

Regarding whether the use of mobile phone in learning English is boring, this dependent variable is done cross tabulation with sex of respondents (independent variable). Result shows that 27.5% girls have positive attitude and 72.5% have negative attitude. Similarly, 25.0% boys have positive and 75.0% have negative. The chi – square (P) value is 0.799 which is more than 0.05. It implies that there is no significant difference between these two variables. It means it has accepted null hypothesis. It can be said that both girls and boys think that the use of mobile phone in learning English is not boring. Regarding the effect size of it, Phi- value is 0.028 that means the relationship between these two variables is weak.

Regarding whether the use of mobile phone in learning English is time consuming, this dependent variable is done cross tabulation with sex of respondents (independent variable). Result shows that 62.5% girls have positive attitude and 37.5% have negative attitude. Similarly, 57.5% boys have positive and 42.5% have negative. The chi – square (P) value is 0.648 which is more than 0.05. It implies that there is no significant difference between these two variables. It means it has accepted null hypothesis. It can be said that both girls and boys think that the use of mobile phone in learning English is time consuming. Regarding the effect size of it, Phi- value is 0.051 that means the relationship between these two variables is weak.

Regarding whether the use of mobile phone in learning English solves immediate problems, this dependent variable is done cross tabulation with sex of respondents (independent variable). Result shows that 45.0% girls have positive attitude and 55.0% have negative attitude. Similarly, 55.0% boys have positive and 45.0% have negative. The chi–square (P) value is 0.371 which is more than 0.05. It implies that there is no significant difference between these two variables. It means it has accepted null hypothesis. It can be said that both girls and boys think that the use of mobile phone in learning English solves immediate problems. Regarding the effect size of it, Phi-value is -0.100 that means the relationship between these two variables is very much weak.

Regarding whether the use of mobile phone in learning English helps students to be autonomous learners, this dependent variable is done cross tabulation with sex of respondents (independent variable). Result shows that 45.0% girls have positive attitude and 55.0% have negative attitude. Similarly, 35.0% boys have positive and 65.0% have negative attitude. The chi–square (P) value is 0.361 which is more than 0.05. It implies that there is no significant difference between these two variables. It means it has accepted null hypothesis. It can be said that both girls and boys think that the use of mobile phone in learning English does not help students to be autonomous learner. Regarding the effect size of it, Phi-value is 0.102 that means the relationship between these two variables is modest.

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Regarding whether the use of mobile phone in learning English should be banned in the classroom, this dependent variable is done cross tabulation with sex of respondents (independent variable). Result shows that 37.5% girls have positive attitude and 62.5% have negative attitude. Similarly, 40% boys have positive and 60% have negative attitude. The chi – square (P) value is 0.818 which is more than 0.05. It implies that there is no significant difference between these two variables. It means it has accepted null hypothesis. It can be said that both girls and boys think that the use of mobile phone in learning English should not be banned in the classroom. Regarding the effect size of it, Phi- value is -0.026 that means the relationship between these two variables is very much weak.

Regarding whether the use of mobile phone in learning English needs best network quality, this dependent variable is done cross tabulation with sex of respondents (independent variable). Result shows that 87.5% girls have positive attitude and 12.5% have negative attitude. Similarly, 80.0% boys have positive and 20.0% have negative attitude. The chi–square (P) value is 0.363 which is more than 0.05. It implies that there is no significant difference between these two variables. It means it has accepted null hypothesis. It can be said that both girls and boys think that the use of mobile phone in learning English requires the best network quality. Regarding the effect size of it, Phi- value is 0.102 that means the relationship between these two variables is modest.

Regarding whether the use of mobile phone in learning English is best to learn vocabulary rather than grammar and communication, this dependent variable is done cross tabulation with sex of respondents (independent variable). Result shows that 57.5% girls have positive attitude and 42.5% have negative attitude. Similarly, 62.5% boys have positive and 37.5% have negative attitude. The chi–square (P) value is 0.648 which is more than 0.05. It implies that there is no significant difference between these two variables. It means it has accepted null hypothesis. It can be said that both girls and boys think that the use of mobile phone in learning English is best to learn vocabulary rather than grammar and communication. Regarding the effect size of it, Phi-value is -0.051 that means the relationship between these two variables is very weak.

Regarding whether the use of mobile phone in learning English is best to learn grammar and communication rather than vocabulary, this dependent variable is done cross tabulation with sex of respondents (independent variable). Result shows that 45.0% girls have positive attitude and 55.0% have negative attitude. Similarly, 22.5% boys have positive and 77.5% have negative attitude. The chi–square (P) value is 0.033 which is less than 0.05. It implies that there is significant difference between these two variables. It means it has rejected null hypothesis. It can be said that both girls and boys have different level of attitude in the case of whether the use of mobile phone in learning English is best to learn grammar and communication rather than vocabulary. Regarding the effect size of it, Phi-value is 0.238 that means the relationship between these two variables is modest.

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Based on the above results, it can be concluded that, in most cases, both female and male students share similar attitudes toward the use of mobile phones for learning English. This indicates a generally positive attitude across both groups. Furthermore, the findings suggest that there is no statistically significant difference in students' attitudes based on sex regarding the use of mobile phones in English language learning. However, in certain specific areas namely, perceptions of whether mobile phones are more effective for learning grammar and communication than for vocabulary, and whether mobile-assisted English learning is viewed as encouraging differences in attitude levels between male and female students were observed. The associations between sex and attitudes in these two areas were determined to be moderate and modest, respectively.

### Conclusion

This quantitative study was conducted to explore students' attitudes toward using mobile phones for learning English. The findings indicate that students generally hold a positive attitude toward mobile phone use in English learning, despite encountering minor challenges. No significant difference was found between the attitudes of female and male students regarding this usage. A substantial number of students emphasized the importance of having good network quality to facilitate effective mobile-assisted learning. Based on these results, it can be concluded that mobile phones represent an effective tool for English language learning. It fosters anytime anywhere learning and self-paced progress while also promoting authentic communication, peer interaction, and teacher student communication, all of which ultimately lead to more effective English language learning. Ensuring reliable network quality is essential for maximizing their educational potential. The outcomes of this study highlight the relevance of mobile learning as a complementary approach to traditional English language instruction, providing valuable insights for policymakers, educators, learners, and application developers.

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**The Journal of DMC**

(A Peer-Reviewed Open Access Interdisciplinary Research Journal)

Vol. IV, Issue 1, March 2026, pp.41-52

ISSN 2717-4719

e-Journal Site: <https://www.dsmc.edu.np/journal/>

**Objectification and Destiny of Tess in Hardy's Tess of the  
d'Urbervilles**

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**Article History**

Received: 27 May, 2025

Revised: 13 August, 2025

Accepted: 28 September, 2025

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**Publisher:**

Research Management Cell

Drabya Shah Multiple Campus,

Gorkha, Nepal

Email: [info@dsmc.edu.np](mailto:info@dsmc.edu.np)

Website: [www.dsmc.edu.np](http://www.dsmc.edu.np)

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**Abstract**

*This research paper sheds light on the objectification and fate of the female protagonist, Tess in Thomas Hardy's Tess of the d'Urbervilles from the perspective of women's performativity and existence. How patriarchy strongly supports Tess's adversity is the major concern of this article. The poor fate of the protagonist blesses her to live with full of miseries. She is not fortunate as a daughter, a mother, a lover, and a wife. Firstly, her objectification starts from her own mother; secondly she is destitute and her fortune never stands for her. Since her early age to adulthood, she suffers extremely and eventually condemns to death despite her naivety. By the help of feminist theories of objectification, fatalistic conspiracies and patriarchal propagandas, this article tries to justify how the innocent women suffered during Victorian period. Not only this, it also attracts the attention*

*for the change of the social gaze to guileless women because they are not the objects to be consumed. Tess suffers on the hands of her father, master, and husband. She is merely a marionette whose death fate doesn't even deny.*

**Keywords:** *hypocrisy, injustice, objectification, suppression, women*

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## Introduction

The poor Tess is ensnared by her treacherous prickly destiny. John Durbeyfield sends his sixteen-year-old daughter to unknown family whom he believes to be real d'Urbervilles. Although Tess is impoverished, she is lissom and gorgeous. However, her fate ushers her to wrong house. The initials of Theresa (Tess) and the martyr Teresa symbolize the prospective scapegoat Tess as Alec raped her. Fate is her foe which snatches her infant son causing her defamation in the society. Naming her son 'Sorrow' symbolizes the melancholies of Tess. The ungenerous parents and slanderous image among community people push her to run to a new place where she works as a Milkmaid in Talbothays Dairy. Falling in love again with Angel Clare is the new game of her fortune to introduce her to new strands of agonies. The sin of the fathers Tess carries, therefore, she has to be the victim to justify their felony. Eventually, the conventional gender stereotype doomed her. The painter paints the sign "The Damnation Slumbereth Not" (Hardy, 1891, p. 116) on her way back to home symbolizes how Tess should not be burdened to be penalized; how she is pure soul and the god must not play maliciously with her luck. The feminist theories of objectification will aid the researcher to discover how the fate and patriarchy machinate to objectify Tess causing her unfortunate end. This research paper will investigate to explore the struggle of Tess, her journey from slavery to death. This study aimed to address two research questions as:

1. What is the situation of the protagonist?
2. How has she been the victim of fate in a patriarchal society?

## Methodology

Thomas Hardy's *Tess of the d'Urbervilles* is the basic text for the designation of this research paper. This research paper explores the themes of fatalistic role of the woman character and her existence in the patriarchal society by applying the theories of feminism and objectification. The PDF e-books of the major text and the theories as well as the several web searches contributed relevantly to come across the finding of this paper. The theoretical concept of Martha C. Nussbaum is deeply followed to devise this paper.

## Literature Review

Thomas Hardy's *Tess of the d'Urbervilles* is already analyzed through several lenses. However, this paper is built on newest concept. The predecessors have discovered different issues on the novel. Fatima (2016, p. 120) argues that, "Though Tess belongs to lower class but the declining economic conditions let her fall even down from lower to underclass. She investigates on the suffering of Tess to uplift her family's economic depravity. Fatima thoroughly explores on Marxist domain on the novel.

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Another critic, Shihab (2024, p. 89) forwards that, “Tess is a means of economic development for her family. So, in her own family, she has been treated as a commodity. From this scenario, the readers will have an idea that the Victorian capitalistic society created a situation where some people are marginalized to the extent that they are treating their family members as commodities.” He sinks down to the class conflict existed on the novel and the commodity Tess is being made to battle with this.

Salma Begum (2022, p. 89) discusses that, “Tess is referred to as a “fallen woman” throughout the novel as a result of her first fall, which was her sexual engagement with Alec. This causes her to feel guilty everywhere she goes. People abuse her when she returns to her hometown.” Begum’s focus on how women during Victorian phase were judged according to their chastity which has not changed still. The Victorian rules were harsh for women; hence, Tess also became the victim of that. Correspondingly, Xuewei Shi (2019, p. 1333) blames the society because “the economic situation is the foundation of all other things. In Victorian Times, the United Kingdom rapidly transformed into a capitalist industrial country. However, the social change hasn’t brought benefits to the normal people.”

After analyzing these previous researches, here comes the conclusion that this research paper has the unique claim with the theory of objectification. This type of research has not done hitherto on *Tess of the d’Urbervilles*.

## Result and Discussion

The meaning of the major protagonist’s name, Tess, is harvester. Therefore, her parents use her to harvest the money that does not bother them even though they exploit Tess to the extreme point. Tess’s parents correlates with the notion of Vlastos (1973) who says, “Children may be used as tools of their parents’ purposes, as beings whose feelings need not be taken into account.” Tess’s mother pushes Tess to the malicious world because of her avariciousness. Tess is only sixteen but traumatizes with acerbic wounds because she has to be the mother for her siblings. Tess’s mother asks her to wear sensual dress and beautify more despite the fact that she is also somewhere subjugated to patriarchy when it comes to face her husband’s anger. If her parents were not ignorant and they had not exposed Tess to Alec’s sexual encounter and Tess being an able girl, if her energy utilized somewhere else, would have possibly achieved something good (Shah, et.al., 2022, p. 1675). Mother sees Tess as an object to be sold. Mrs. Durbeyfield prepares Tess; makes her beautiful twice than before and ties her hair with pink ribbon in for the auction of Tess. Tess’ father is already corrupted man but if her mother would be right, Tess would have probably better life. It is in fact Mrs. Durbeyfield who forces her husband to send Tess to Alec’s house. She persistently tries to assure John, “That lady must be our relation. And my projick is to send Tess to claim kin” (Hardy, 1891, p. 32). She puts these words into John’s mind to make them reality. Mrs. Durbeyfield “tried her fate in the Fortune-Teller, and it brought out that very thing” (Hardy, 1891, p.33). However, John is hesitating to persuade Tess but his wife

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assures him to handle this matter by herself. Tess is distressed when she knows that her mother has already inculcated the idea in other kids about their prospective richness through Tess's marriage with Alec. Despite understanding Tess's anxious mind, Mrs. Durbeyfield is eminently aloft and rather speaks brusquely, "Going to work, my dears, for our rich relation, and help get enough money for a new horse" (Hardy, 1891, p. 67). On the surface, the accidental death of the old horse seems to be an ordinary coincidence in life, but it happened to Tess, who is already in financial difficulties, which indicates a fatal turning point in the protagonist's fate, which means that Tess must shoulder the heavy burden and do something she has never done before (Lv, 2022, p. 47). Tess is connected with many mythical female names in different chapters. Thus, Tess represents entire womanhood. She is always a servant; even in Talbothyas Dairy she serves as milkmaid. However, she does not lose hope rather strives to survive. Tess fights "within and beyond the physical world to discover inner powers [and] hidden essences and she shapes form into feeling, into imaginative vision, into dreams of the new and strange" (Morgan, 1991, p. ix). The novel is set in the period of 19<sup>th</sup> century's economic depression in England. However, this paucity mostly targets women because Tess represents all the women of the England of that period.

The brutal woman like Mrs Durbeyfield creates hell for the innocent like Tess. The objectification does not interfere all but it ruins the life of those women who are exactly like Tess. Mrs. Durbeyfield's austerity and callosity augment further when Tess returns to her house with impregnated belly. She rebukes Tess for not marrying Alec. Due to the lack of her empathy, Tess leaves the house after SORROW dies. She names her son "Sorrow", symbolizing the sorrow she has been through in her life thus far (Nkanka, 2024, p.5). Whatever the Tess suffers, it's only due to her parents' ill-treatment. They are highly anxious because Tess did not marry to Alec but also zero empathetic to pathetic Tess. Their "determination to perpetuate an invigorating sense of material possibility" (Loeb 3) indeed devastates the life of Tess. Not only this, when Tess returns to her mother and reveals of disclosing her past with Angel, Mrs. Durbeyfield yells at her, "O you little fool—you little fool!" (Hardy, 1891, p.374). She callously expresses that Tess was already a sinful girl to marry Angel. How a mother could be such cruel? As Nussbaum (1995, p. 257) views that, "The objectifier treats the object as something whose experience and feelings need not be taken into account" because the object is considered to be "owned by another, can be bought or sold" (Nussbaum, *ibid*). Mrs Durbeyfield, the objectifier, reprimands oneself for being the mother of hapless child. Marrying Angel could change the family scenario but the object, Tess, had the objection. Both of the parents rather doubt on her character. It is colossally painful to Tess because "how unexpected were the attacks of destiny!" (Hardy, 1891, p. 377) as her parents concern merely on those merits they may receive after the trade of Tess.

Tess is objectified throughout the novel. Her mother all the time coerces her to be sexually appealed so that she can trap rich man. "Tess mother asks her

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dressing up more the dandy” (Hardy, 1891, p.57). She is ever strict therefore Tess ever fears to object her mother’s decision. She even muddles over her mother’s satisfaction on uncertain nobility. The common thread running through all the form of sexual objectification is the experience of being treated as a body of (collection of body parts) valued predominantly for its use to (or consumption by) others (Fredrickson and Roberts, 1997, p. 174). Shah at. el. (2022, p. 1671) views that, “While describing Tess, Hardy always mentions the physical beauty of Tess. The way he describes this beauty, referring to her peony mouth, lips and cheeks, shows that Hardy was greatly influenced by the Victorian man’s mindset. For whom female were pieces of decoration.” Hardy himself is sexually objectifying female body (Boumelha, 1982).

Alec’s mother knows everything about his abuses to Tess but she does not raise voice. She seems to be pretending to be blind only to hide the truth about her family history. Her middle class rich arrogance shuts her mouth and numbs her action to stand for poor Tess. Mrs. d’Urbervilles never attempts to protect Tess despite having the power of verbatim. She considers Tess only as impoverished lass. She treats Tess as puppet and asks her “wrinkling and twitching her face into undulations, ‘Can you whistle?’” (Hardy, 1891, p. 82). Tess cannot do so and she orders her to practice whistling everyday to call her bullfinches. She treats Tess more as a Fowl tender than a human being.

Fate

Fate functions as a character opposing Tess and ultimately cursing her untimely death as a criminal. Fate is in extreme favour of patriarchy. Despite her hard attempt to protect herself, Alec rapes Tess. Alec is bogus but his victory in abusing an innocent girl is an utmost support to patriarchy. Tess is unknown about the plan of her father as well. When Alec forces her to marry exposing her father’s reality “See how I’ve got to teave and slave, and your poor weak father with his heart clogged like a dripping-pan” (Hardy, 1891, p.119), Tess feels as if the sky has fallen. Hence, she is circumscribed by the heinous males. As Janis P. Stout (1987, p.239) argues:

She is seen, as she will continue to be seen throughout the novel, as being caught up in overwhelming forces, and is the victim of her father’s shiftlessness and both parent’s false hopes even before she becomes the victim of Alec D’Urbervilles stratagems. She is a victim, too, of her own good nature, her readiness to sympathize with her family’s plight and to go along with their foolish schemes for betterment, and indeed a victim of her own body’s early maturation, before she has had a chance to develop for herself the wariness that her mother fails to provide her.

Realization of Angel’s parents of mistreating Tess and their own son, after the devastation of Tess, shows how Tess is innately sinned to be doomed. Retrieval of Angel after the Tess’s surrender to Alec represents another malicious plot of fate. The Angel’s guilty recognition and running after Tess once she becomes the culprit is the next malignant strategy of fate giving a tragic end to a naive girl. Perhaps,

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Hardy's creation of Tess is a sharp condemnation of Victorian social morality (Shakury, 2016, p. 94). Therefore, Hardy ends the novel mentioning that "Justice was done" (Hardy, 1891, p. 584). How could it be the justice? Does it mean that any pathetic girl never has to face any brutality anymore, or does it truly refer to the justice for Alec?

### **Fate Favours Patriarchy**

The irony of entering into the wrong family, which is only titular d'Urbervilles, does not bolster the idea that her blood is aristocratic. The poor peddler, John Durbeyfield, despite his impoverishment, is obsessed of pretending that he belongs to noble class. John Durbeyfield had more conceit than energy or health, and this supposition was pleasant to him (Hardy, 1891, p.62). Therefore, his counterfeit becomes fragile when it only traumatizes Tess in phony d'Urbervilles house. John is noble by blood but his nature is conceited. John believes that, "a woman is good and virtuous only when she is good in households" (Shah et.al., 2022, p.1680). The economic struggle for poor classes reflects the suppression of women. John is lethargic drunkard fellow and uses Tess for his economic support. Sending Tess to Alec's house has a covetous plan of John for his own affluence.

Alec brags about his wealth and the ostensible surname. His crookedness inculcates him that he can conquer everything because he is "Alexander." This irony hits hard because he is not humane rather he is malevolent. Catherine MacKinnon (1989, p. 124) asserts that "Women's intimate experience of sexual objectification . . . is definitive of and synonymous with women's lives as gender female" where women "can grasp self only as thing" (ibid). Tess is a beautiful "object" that cannot resist Alec to be a preacher rather his eroticism rises once Tess again starts living in his house. In Chapter twelve, he adamantly tells Tess, "I suppose i am a bad fellow-a damn bad fellow. I was born bad, and i have lived bad, and i shall die bad, in all probability" (Hardy, 1891, p.112). While Alec is driving Tess to his home, he forces Tess to allow him to kiss her otherwise he won't drive slowly. Tess has no option except allowing him to kiss on her cheek. Tess "thereupon turned round and lifted her face to his, and remained like a marble term while he imprinted a kiss upon her cheek" (Hardy, 1891, p.113) but she wipes the kiss off triggering the anger of Alec and resulting the further journey to walk on foot.

The pervert Alec thinks of having sex with soundly asleep Tess when both are ensnared into the hazy forest. Alec "knelt and bent lower, till her breath warmed his face, and in a moment his cheek was in contact with hers" (Hardy, 1891, p. 106). Ironically, Tess engages early adulthood by despising the indifference of her parents. Her suspicion against the institution of marriage already makes her a convenient target as a potential victim of rape (Mbuh, 2011, p.22). Raping Tess is a triumph to Alec who mocks upon Tess's guardian angel and "the providence of her simple faith" (Hardy, 1891, p.107). The narrator says Tess is a "beautiful feminine tissue" (Hardy, 1891, p.106) and 'clearly identifies the sexual encounter

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as an act of “appropriation and “ruthlessness”, concepts not compatible with the presence of consent’ (Williams, 1999, p. 315). Alec is not sate yet rather he unremittingly tries to persuade Tess to be his wife. He bitterly accepts his status “as a bad fellow—a damn bad fellow” (Hardy, 1891, p.112). He considers himself to be victim and indicts Tess for tempting him. In this regard, Shah et al. (2022, p. 1679) corroborates the Hardy’s prejudiced narration as:

Hardy is observing Tess as too tempting. Hardy’s narration reinforces Alec’s concept of calling Tess to be a temptress or witch of Babylon. Hardy too holds that idea that Tess being an elegant woman is spoiling men. Hardy’s narration also treats Tess as a victim of her sex.

Alec seeks to control Tess when she resists being his. Alec kisses her cheeks forcefully every time. The poor Tess was nascent because “when a girl becomes a woman she is doubled: instead of coinciding exactly with herself, she also exists outside” (Beauvoir, 1953, p. 316). She could not grasp Alec’s lustful gawking. Therefore, when he carried her on his back while riding the horse to his house, he sarcastically praises that Tess’ worth should be equalized with gold as per her weight. Tess delights to hear these words because this was already told to Tess by her father. Tess blushes when Alec tries to impress her at first time. Lovesy (2003) argues that, “Tess appears absent in the decision making process that map out her life.” The little girl is not farsightedness about the rest of the history which will be ruined. Alec calls her cousin mockingly only to flirt with her beauty and to decrease “much of her original shyness of him” (Hardy, 1891, p. 85). Alec himself writes the letter and handovers Mr Durbeyfield mentioning that his mother has sent the letter along with him and she is sorry for the inconvenience of her absence to receive Tess. Tess has a kind of strong intuition about the letter sounding very masculine. However, her hunch rather does not stop the auction of John to sell Tess.

Therefore, second time when Tess hears the voice of her propitiator, she shivers. Her molestation, depression, and death of the Sorrow film around her eyes. She is a slave ever and “slaves are not necessarily regarded as violable. . . the thinglike treatment of the persons inherent in the institution led to the feeling that one had a right to use the body of the slave in whatever way one wished (Nussbaum, 1995, p. 264). Alec confesses that he is infidel and he “suddenly leaves off preaching” (Hardy, 1891, p.470) as his passion for Tess reemerges and Tess is just a petticoat for him whom he “had no contempt” (Hardy, 1891, p.471). Alec behaves grimly but it has not unnerved Tess down. Tess daringly replies him, “It was but a momentary faltering; and considering what you have been to me, it was natural enough” (Hardy, 1891, p. 449). Tess is drained and pathetically “matured” that she is clear how Alec wronged her. However, after being disowned by Angel, she has nowhere to go except to accept the offer of Alec. Here, the whole universe seems to be plotting against her. The debauchee Alec breaks his promise and compels Tess again to marry her because “his old passion for her had been revived; duty and desire ran hand-in-hand” (Hardy, 461). Lv (2022, p. 47) remarks:

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In the struggle with complex reality and evil forces, Tess's power is too weak to compete with powerful social forces. After a series of hardships and persecutions, Tess, who was originally simple and kind, became numb, depressed and full of hatred, which finally led her to kill Alec.

Alec cantankerously questions her recurrently to know why she is never positive to him. Despite her escape, Alec succeeds to kidnap Tess each time. The licentious Alec coaxes Tess in the name of supporting her mother and siblings. She bows to him for her family's needs. Once Angel returns, she knows his gruesome face, she gets insane cursing herself. As a result, she stabs the Alec and escapes.

Tess uses to compare herself with Angel and ends on feeling fragile every time. In the beginning, Tess is just a fleeting beauty for Angel. Charles Henry Duffin (1973, p. 238) opines that Hardy "saw life as a very hard school, and if the women suffer more than men it may be because woman is the weaker vessel. ... It is not Hardy who treats women cruelly, but life -- life as Hardy saw it." Angel belittles Tess, as she wears Angel's heirloom diamond necklace that a peasant girl can seem like royal if she wears fashionable dress and expensive ornaments. Angel's disrespecting Tess connects with Kantian notion, as Dworkin (1987, p. 40-141) illustrates his perspective, that, "Human beings are owed respect, and the respect is incompatible with treating them as instruments, and also with denial of autonomy and subjectivity." However, Tess considers Angel "more spiritual than animal" (Hardy, 1891, p. 283) mainly because he does not even keep his arms around her waist in public. Angel is "now the breath and life of Tess's being" (Hardy, 1891, p. 286). Tess is ever loyal and tries to disclose her past but Angel's silencing Tess by a kiss or something else, every moment, uncovers the ill-omened side of Tess's fortune. Angel's not getting her confessional letter speaks the truth of fate treating her only as a "thing."

Angel asks Tess to forgive him for the sin he committed by spending two days with a woman in London. Tess immediately absolves him. It's a great relieve for Tess and she wishes to confess her story where Angel believes her confession will not be something bad as of him. After the end of Tess's narration, Angel responds not to accept her as his wife. He bluntly reproaches her, "Why didn't you tell me before?" (Hardy, 1891, p. 333). She pleads to him, "Forgive me as you are forgiven! I forgive YOU, Angel" (Hardy, 334). Tess gave the entire control of her life to Angel. Martha Nussbaum (1994, p. 254) argues that "In each case, a human being is regarded and/or treated as an object, in the context of sexual relationship." Therefore, the object was fervently loved until the patriarch, Angel, knew that the object was clean and unused. Tess, the object, even asks for the punishment. She seems absent in her decision making process (Shah, et.al. 2022, p. 1679). Angel cannot pardon such grotesque CRIME. Tess was one person; now another for him. Tess symbolizes the result of a woman being bound to the chauvinistic nature of men presented throughout the book (Nkanka, 2024, p. 8). Angel's horrible laugh at her confession is disparaging because he cannot love such woman whose body is already smudged. He 'represents the hypocrisy of Victorian moral standards'

(Bertrand, 2022). In this support, Elizabeth Archibald comments that the “attitude to adult sexuality [was] fraught and rarely devoid of hypocrisy” in Victorian society (Archibald, p. 9). Tess beseeches to Angel for not leaving her alone. Tess did everything to make him happy but Angel considers her a wicked. He objectifies Tess whose emotions and “feelings need not be taken into account” (Nussbaum, 1995, p. 257). She begs to him whatever happened to her was during her childhood, she knew “nothing of men” (Hardy, 1891, p. 339). Angel vilifies her as “peasant woman” (Hardy, 1891, p. 339) and he walks away leaving Tess as forlorn.

Angel’s coldness does not value his beloved still Tess is enamoured to him. however, she returns and prepares breakfast for him. She gently touches him but that does not melt him because she is always a gratifying body for Angel. Sexual objectification occurs whenever a woman’s body, body parts, or sexual functions are separated out from her person, reduced to the status of mere instruments, or regarded as if they were capable of representing her (Bartky, 1990). Bartky’s argument is in favour of Angel’s amorous attachments to Tess as he loses his temper once he loses the prime sexual control on his newly wife. Tess’s sacred love decides to free Angel without the scandal of divorce. The clandestine wedding, which nobody knows, is another misery that Tess cannot even claim publicly. Tess gets horrendous as she sees Angel is yelling, “My wife- dead, dead” (Hardy, 1891, p. 361) in his sleepwalking. Tess is not chaste for him. Having confessed his own shameful past to Tess on the eve of their wedding and then listened to hers, he adopts a chauvinistic attitude that can only be explained through a hierarchical conformism, by declaring that he had all along loved a different woman in Tess (Mbh, 2011, p. 28-29). Angel’s indignation is about not having power over Tess’s sexuality at first hand. He cannot endure that his wife’s sexuality is already used.

Angel’s consciousness of his sin retrieves him to Tess but she disapproves him. Angel’s disingenuousness has killed her soul whose faith already died. The hypocrisy of patriarchy is portrayed in the scene of Angel’s pardoning to Tess. Whatever Angel commits is fine but Tess is criminal for the same act. Tess cannot exonerate him now. Mbuh (2011, p. 19) remarks that:

She feels betrayed by everyone around her and in her isolation; Tess relies on her instinct for survival and happiness. It is significant that Angel’s description of Tess following her confession of her tragic past to him draws on perceptions of social norms related to religious dogma, superstition, and the tyranny of relationships.

Tess has colossal epiphany about egotist patriarchy. Killing Alec at the end in her defence immured Tess. Her scaffolding again gives the triumph to patriarchy. Watching her dooming from the distant by Angel and Liza-Lu symbolizes that Tess was merely an “item” in their life that is no more. This also represents that “silent aloofness” Angel was carrying ever for the Tess.

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## Conclusion

The protagonist, Tess, is objectified and she performs traditional gender roles in the male dominated society. The consequences she faced are interpreted as fatalistic outcome. The society sets the tradition as the mandatory acceptance to women. Fate arranges Tess and Angel's meeting at Marlott Dance but their chemistry does not start at that radiant phase. Tess's fortune leads her to love the same man after facing mounts of hardships. Another misfortune is Tess's disclosure of her reality in a letter to Angel but that does not reach to him. Therefore, soon after their wedding Tess confesses everything to Angel that breaks their relationship. From the damnation of her character by a random villager of d'Urberville to the abandonment of short term husband is catastrophic. It is the machination between fate and patriarchy which allows Alec to rape Tess. He wins robbing the virginity of Tess. This plotting further rips off Tess to be devoid of motherhood, love of parents along with solitary in society. Firstly, she falls into the hands of spurious Alec, secondly she is raped by him and eventually she happens to be the murderer of him welcoming her own infelicitous death.

This research paper is insightful to aware the suppressed voices who are still doomed to fatalistic roles. Tess could be an epitome to break the stigmatized traumatic chain and sprout the hopeful bud in the society. Somewhere, powerful women are the main reason behind ruining poor women where the canonical feminism cannot utterly advocate them. The power does not only come from wealth, it comes from that guts when one finds the other naive and tries to take benefit to the extreme. And Victorian economic depression created such scenario. For instance, Mrs. d'Urbervilles and Mrs. Durbeyfield's encroaching on Tess' life belongs to the latter case while the White's harassment to Africans is the first one. Hence, this research article might give a voice to voiceless of such groups.

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## **The Surface Revolutionary Approach to Surface Area and Volume of a Sphere**

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### Article History

Received: 19 May ,2025  
Revised: 12 October, 2025  
Accepted: 13 November, 2025

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#### **Publisher:**

Research Management Cell  
Drabya Shah Multiple Campus,  
Gorkha, Nepal

Email: [info@dsmc.edu.np](mailto:info@dsmc.edu.np)  
Website: [www.dsmc.edu.np](http://www.dsmc.edu.np)

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### **Abstract**

*The surface area and volume of sphere can easily be explained as a revolution of a sector of circle in space and can be derived from the area of the circle. This study depicts the amount of changes in the derivation of surface area and volume of solid from the area of plane geometric figures that are obtained after revolution. It begins with the derivation of the surface area and volume of cylinder, cone and then extending the idea up to the solid sphere as a revolution of a right sector of a circle in space. This is an alternative and revolution method of geometric figures (i.e. the method of surface revolution) for the derivation of surface area and volume of a solid.*

*This method of computation facilitates to find the area of rectangular region on the surface of sphere and the volume of the pyramid having the rectangular base on the surface of the sphere and vertex at the center of the sphere. This article has presented completely new idea and different pattern of computation.*

**Keywords:** *surface revolution, revolution of a sector, hemi-sphere, right sector, surface area of sphere, volume of sphere*

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## **Introduction**

The surface area and the volume of a solid can be studied as a surface revolution of geometric solid figures about a point, a line etc. There may be different revolutions according as the position of the point of revolution or line of revolution. Different revolution generates the different geometric solid. The revolution of a geometric figure falls under the topic of area revolution. Under this topic, we shall discuss about the revolution of triangle, rectangle etc. about a point or about a line.

The content of Mathematics course in school education level also covers the study and computation of surface area and volume of solid figure. The students' and teachers' requirement of this level were the presentation of those concepts geometrically in spite of presenting it analytically as given in the course of higher education system. The teachers, who working in the field of teaching in secondary level education, always faces the problems of representation of such an abstract concept geometrically, in their professional life. The integration method of interpretation of this content is out of the cognitive level of the students. Therefore, integration method of Calculus is not applicable in this level. So, there was a need to present a method of interpretation of such concepts geometrically.

So many studies can be found regarding the computation of surface area and volume of a solid figure in analytical geometry through the method of integration in Calculus of Higher Education Level. But there are very few studies can be found regarding the geometrical interpretation in computing the surface area and volume of a solid. Some of them have been presented those concepts magically. There is a stricture to the students to accept the concept as true. But as any student raises a question of 'how' and 'why' about the representation of computation formula for the surface area and volume of a sphere to his Mathematics teacher then it always becomes a big issue to the teacher to give the answer simply and meaningfully understandable way.

The main problem is the presentation of the surface area of a sphere because the volume ( $V$ ) of sphere can easily be obtained on the basis of the surface area, say  $S$ , using the formula  $V = \frac{1}{3} \times S \times R$ , where  $R$  is the radius of the sphere. So the review of literatures mentioned below has mainly focused on finding the surface area of a sphere.

## **Literature Review**

Bartol (1893) has mentioned the great circle on the surface of a sphere as a circle determined by two endpoints of a diameter of the sphere and the surface area of a sphere is equal to the area of four great circles (Bartol, W.C. 1893). A sphere has been generated by the revolution of a semicircle about its diameter. Then the diameter which has been used as the axis of revolution also becomes the diameter of the sphere hence generated. The part of the regular polygon, inscribed in the

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semicircle, determine the different frustums of cones after revolution and the surface area of the sphere is defined as the sum of the lateral surface areas of these frustums. Each of which has surface area equal to the product of side length and  $2\pi$  times the perpendicular distance of its midpoint from the diameter. Hence, the surface area has been mentioned as the limiting position of the inscribed polygon as its number of sides' increases indefinitely. Then at this position, the surface area of the sphere equals  $S = 2\pi r \times 2r = 4\pi r^2$ . The volume of a sphere has been defined as the product of its surface by one third of its radius. Durell (1904) has mentioned the surface area generated by a straight line revolving about an axis in its plane is equal to the projection of the line upon the axis, multiplied by the circumference of a circle whose radius is the perpendicular erected at the midpoint of the line and terminated by the axis (Durell, F. 1904). The area of the surface of a sphere is equal to the product of the diameter of the sphere by the circumference of a great circle. Eves (1990) has mentioned Cavalier's principles to establish the surface area and volume of a sphere (Eves, 1990). Cavalier's principles has been mentioned as follows: (1) if two planar pieces are included between a pair of parallel lines, and if the lengths of the two segments cut by them on any line parallel to the including lines are always in a given ratio, then the areas of the two planar pieces are also in this ratio. (2) if two solids are included between a pair of parallel planes, and if the areas of the two sections cut by them on any plane parallel to the including planes are always in a given ratio, then the volumes of the two solids are also in this ratio. Hart (2013) has mentioned that if halves of a regular polygons with the same even number of sides are circumscribed about, and inscribed in, a semicircle, then by repeatedly doubling the number of sides of these polygons, and making the polygons always regular, the surfaces generated by the semi-perimeters of the polygons as they revolve about the diameter of the semicircle as an axis approach a common limit ( Hart, 2013).

Wentworth & Smith (1913) has mentioned that the area of the surface of a sphere is equal to the product of the diameter by the circumference of a great circle (Wentworth & Smith, 1913). His method of representation is similar to Bartol (1893). Slaughter & Lennes (2009) has mentioned the formula of computing surface area of a sphere as the product of the circumference of the circle obtained by plane section of a sphere with its altitude constructing inscribed polygon and circumscribed polygon with the circle that generates the sphere ( Slaughter & Lennes, 2009). If the altitude is taken as a diameter of the sphere then the surface area of the full sphere becomes  $S = 2\pi R \times 2R = 4\pi R^2$ , where  $R$  the radius of the sphere is. This process of finding the surface area of sphere is just like the finding out the lateral surface of a cylinder, in which the height of the cylinder is multiplied by the circumference of its base circle. Sykes & Comstock (2016) has mentioned the areas of the surfaces generated by a series of chains of equal chords inscribed in the same semicircle, and revolving about the diameter of that semicircle as an axis, have a definite limit if the number of chords is increased indefinitely (Sykes & Comstock,

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2016). Beman & Smith (1903) has presented very clear proof for the surface area of a sphere using inscribed polygon and has represented the semicircle as the limiting position of the half polygon when the number of its sides are increased indefinitely (Beman & Smith, 1903). Then the surface of the sphere has been generated as the revolution of the semi-sphere.

Milne (1899) has described the surface of a sphere as equivalent to the rectangle formed by its diameter and the circumference of a great circle (Milne, 1899). Then the area of the surface of sphere has been shown equal to the product of its diameter by the circumference of a great circle by the similar method as mentioned above. Godfrey & Siddons (1911) has not given any formal proof of the formula for computing surface area of a sphere but has left to the readers certain clues one of which states that the limit the surface of a finite belt of a sphere is  $2\pi \times$  intercept on axis of sphere by planes bounding the belt  $\times$  radius of sphere (Godfrey & Siddons, 1911). According to Ford & Ammerman (1920), the surface area of a sphere is equal to the product of its diameter by the circumference of a great circle. He has presented a sphere as the revolution of a semicircle about its diameter. The proof has been given by using an inscribed half regular polygon in the semi-circle and then limiting position of the polygon as the number of side are increased indefinitely generates after revolution the surface area of the sphere. Bowser (1890) has mentioned that the area generated by a straight line revolving about an axis in its plane, is equal to the product of the projection of the line on the axis by the circumference whose radius is the perpendicular erected at the middle point of the line and terminated by the axis (Bowser, 1890). Then he has expressed the same proof as mentioned above in different literatures that the area of the surface of a sphere is equal to the product of its diameter by the circumference of a great circle. Gore (1898) has presented the same argument as mentioned by Bowser (1890). Stewart (1891) has mentioned that the surface area of a sphere is equal to four great circles each having for its radius the radius of the sphere (Stewart, 1891). He also has presented the similar argument as mentioned above.

The arguments in the most of the literatures mentioned above has presented the surface area of a sphere as the revolution of semi-circle about its diameter that results into a full sphere. The methods has been used as constructing an inscribed regular half polygon with even number of sides and then computing the area of this half polygon with respect to the product of the segment of diameter and radius of the semicircle. Then the concept has been extended to the sphere as the limiting position of increasing the number of sides indefinitely in the polygon. This method looks suitable for the whole sphere. However, if there is need to find the surface area of a solid obtained by the revolution of a plane geometric figure of different then the work becomes difficult. So, there was a need of presenting a suitable method that may facilitates the learners to find the surface area of the solid obtained by the revolution of plane geometric figures. This article has been presented to meet that need of the learners.

## Methodology

This study follows the deductive research methodologies. This study uses most of the relations and formulae that has been previously established and contextual to application under similar conditions. This study follows the pattern of inductive method while establishing the formulae of derivation of surface area and volume of a sphere. It has been tried to make the formulae of computation of surface area and volume of a sphere easily deducible so that the teachers of mathematics can explain in front of students clearly and easily understandingly. The main aim of using this method is to improve the classroom teaching and learning by using as simple method as possible. The results has already been established but the aim of doing this study is to provide with new tools or techniques in teaching and learning of the surface area and volume of solid geometry, specially, those concerned with sphere.

## Theory and Discussion

Before doing this let us introduce some plane revolutions that will be the base for this concept. First, let us begin from the revolution of a triangle and observe the space solid figures generated such a way.

*The revolution of a triangle about a point, not lying on the surface of triangle forms a prism:* If a space triangle  $\Delta ABC$  be rotated about a point  $O$  not lying on the  $\Delta ABC$  through an angle of  $360^\circ$  or  $2\pi$  then the solid so formed is of the nature of a triangular prism. (see fig. 1.1). Let  $d(O, B) = r$  then let us observe the following figures:

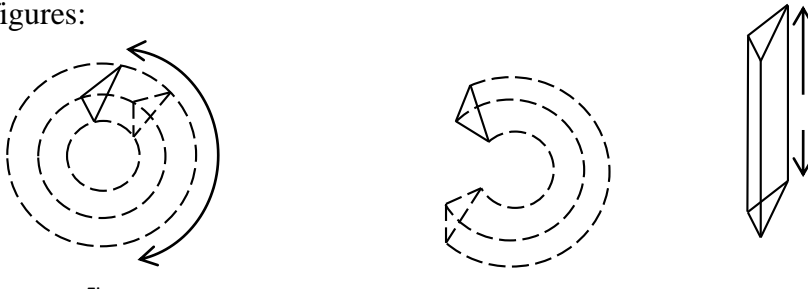


Figure 1: This heading contains total three figures in which fig. 1.1a presents the surface revolution of a triangle, fig. 1.1b shows the curved solid formed after surface revolution of a triangle and fig. 1.1c presents the triangular prism which is congruent with respect to its dimension to the solid of fig. 1.1b. This implies that the surface revolution of a triangle formed a solid that is a triangular prism.

The revolution of a triangle about a point lying on the triangle forms a pyramid: If a right triangle  $\Delta ABC$  with right angle at  $C$  be revolved about  $z$  - axis fixing a point  $P$  as invariant lying on the  $\Delta ABC$  through an angle of  $360^\circ$  or  $2\pi$  about  $z$  - axis then the solid so formed is of the nature of a circle of co-vertex pyramids, whose common vertex is the point  $O$  and their common height is the radius  $OC = r$  say, of the circle  $C(O, r)$ . Let  $P$  be the foot of perpendicular drawn from the point  $A$  on the  $YZ$  - plane.

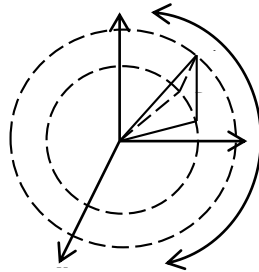


Fig 2

Figure 2: This figure presents the surface revolution of a right triangle taking one of its vertex fixed (or invariant) except the right angle formed a solid obtained by removing a right circular cone out of the cylinder whose height and radius are equal to the perpendicular and base of the right triangle.

The piecewise sectors from the point  $P$  perpendicular to the base of the triangle of revolution form pyramid of height  $BC$  (the radius of revolution) of the solid so formed.

Then the volume of each such pyramid =  $\frac{1}{3} \times \text{base area} \times r$

But the revolution of the  $\Delta ABC$  about  $B = O$  through an angle of  $2\pi$  form a surface of area equal to the lateral surface area of a cylinder with radius  $r$ . Hence the volume of the solid obtained by the revolution of  $\Delta ABC$  about  $Z$  - axis is equal to

$$V = \frac{1}{3} \times 2\pi r h \times r,$$

Where,  $h = \text{height of } \Delta ABC \text{ from } A \text{ to the base } BC.$

$$\text{Or, } V = \frac{2}{3} \pi r^2 h$$

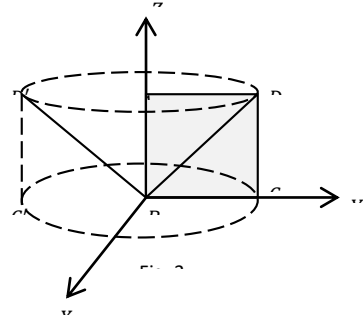
The revolution of a rectangle about a side of the rectangle: If a space rectangle  $\square ABCD$  be rotated about a side  $AB$  of the rectangle  $\square ABCD$  through an angle of  $360^\circ$  or  $2\pi$  then the solid so formed is of the nature of circular prism and is called cylinder (see fig. 3). Let  $BD$  be a diagonal of the rectangle  $\square ABCD$  then the solid obtained by the revolution of  $\Delta ABD$  form a right circular cone whose volume  $V_1 = \frac{1}{3} \pi r^2 h$ , where  $h = AB = CD$  the height of the cylinder.

Also, the volume of the solid obtained by the revolution of the  $\Delta BCD$  has the volume  $V_2 = \frac{2}{3} \pi r^2 h$ . This solid is also called a cylinder with a conical cavity.

Thus the volume of the cylinder  $V = V_1 + V_2$

$$i. e. V = \frac{1}{3}\pi r^2 h + \frac{2}{3}\pi r^2 h = \pi r^2 h$$

Figure 3: The rectangle  $\square ABCD$  is rotated about one of its side, say  $AB$ . This revolution contributes a cylinder.



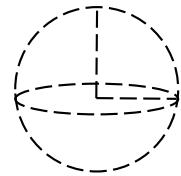
*The revolution of quarter of a circle about its radius:* If the quarter part of a circle with center  $O$  and radius  $R$  is revolved about its one of the radius (taking the radius as fixed line of the revolution) at  $O$  through an angle of  $2\pi$  then the solid so formed is a sphere of radius  $R$  and center  $O$ . Let  $C(O, R)$  be a circle and  $A$  and  $P$  be any two points on it so that  $AOP$  is a quarter sector of the circle (see fig. 4). Then let us rotate  $OP$  about  $OA$  through an angle of  $2\pi$ . The solid so formed is a sphere.

Let us consider its hami-sphere first. Let  $A$  be a pole of the hami-sphere and  $B$  and  $C$  be any two points on its base circle.

If  $\angle BOC = \theta$  then the area of the sector  $BOC = \frac{1}{2}R^2\theta$ .

Figure 4: The right sector  $AOP$  of a circle has been revolved about its radius  $AO$  through an angle of  $2\pi$  that contributes a solid hemisphere and twice of this revolution gives the full sphere has been shown in fig. 4.

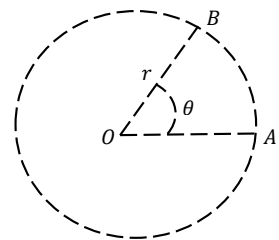
*The surface area of a sphere:* If the arc  $AC$  is revolving about the base circle of the hami-sphere then the surface so generated is the surface area of a hami-sphere.



The surface area of a hemisphere can be easily understood from the area a circle. At first, we shall find the area of a spherical triangle. For this purpose, we shall use the concept of the area of sector of a circle.

Let  $C(O, r)$  be a circle in a plane. Let  $A$  and  $B$  be any two points on it and  $\theta$  be the angle between  $OA$  and  $OB$  (Figure5). Then, the area of the sector  $AOB = \frac{r^2}{2} \times \theta$ . If the angle  $\theta = 2\pi$  then region

covers the circle and its area is equal to  $A = \frac{r^2}{2} \times 2\pi = \pi r^2$ . Thus, the area of a circle can be understood as the rotation of radius through an angle of  $2\pi$  about its center.



Also, the length of the arc  $AB = r\theta$ .

Figure 5: The area of a circle as the plane rotation of a line segment about one of its fixed end point. The fixed point is center and the line segment is radius of the circle.

Fig. 5

**Theorem 1:** *The lateral area of a frustum of a right circular cone equals one-half the product of the slant height and the sum of the circumferences of its bases.*

If  $l$  is the lateral surface area of a frustum of a right circular cone,  $C_1$  and  $C_2$  are the circumferences of its upper and lower bases, respectively, and  $s$  is its slant height then  $l = \frac{1}{2}s(C_1 + C_2)$ . (see fig. 6)

If  $l', P_1, P_2, s$  be the lateral area, the perimeters of the upper and lower bases, and the slant height, respectively, of the circumscribed frustum  $F$  of a regular Pyramid, then  $l' = \frac{1}{2}s(P_1 + P_2)$ .

If the number of faces of  $F$  increases indefinitely then  $l' = l$ ,  $P_1 = C_1$ ,  $P_2 = C_2$ , while the slant height is the same. Hence,  $l' = l = \frac{1}{2}s(C_1 + C_2)$ .

If the radii of the upper and lower bases are  $r_1, r_2$ , respectively, then  $l = \pi s(r_1 + r_2)$ . If  $r_3$  is the radius of the circle midway between the bases of the frustum, then,  $l = 2\pi r_3 s$ .

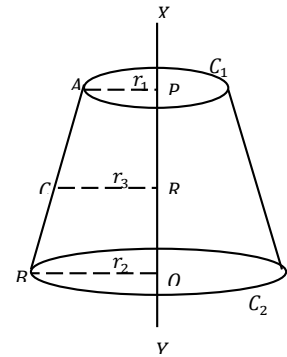


Fig. 6

Figure 6: This figure presents frustum of a right circular cone with upper and lower circular bases having radii  $r_1$  and  $r_2$  with circumference  $C_1$  and  $C_2$  respectively.

Beman, W.W. & Smith, D.E. (1903) has described the surface area of a sphere by taking a semicircle with center  $O$  cut off by a diameter  $XX'$  and as it revolved about  $XX'$  as an axis then it generates a sphere (see fig. 7). Let  $AB$  be one of chord of the semicircle inscribed in arc  $XBX'$ . Let  $M$  be the midpoint of  $AB$  then  $OM$  perpendicularly bisects  $AB$ . Let  $AA', BB', MM'$  all be perpendiculars to  $XX'$  and  $AC$  be perpendicular to  $BB'$ . Then  $AC \parallel XX'$ .

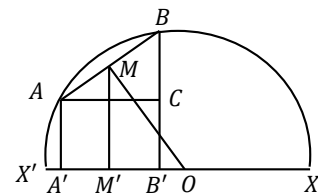


Fig. 7

If  $AB$  is revolved about the axis  $XX'$  then it generates the surface, say  $l = 2\pi \cdot AB \cdot MM'$ . Also, since  $\Delta ACB \sim \Delta MM'O$  therefore,  $\frac{OM}{M'M} = \frac{AB}{AC} = \frac{AB}{A'B'}$ . This implies that  $AB \cdot M'M = A'B' \cdot OM$ , therefore, we get  $l = 2\pi \cdot A'B' \cdot OM$ .

Figure 7: This figure presents the computation of the surface area of circular frustum by taking a chord, say  $AB$  and perpendicular distance of its midpoint  $M$  from the center  $O$  of the semicircle that is to be revolutioned about the diameter  $XX'$  of the circle as an axis to describes a frustum of a solid with circular bases that facilitates the computation of lateral surface area of the frustum.

Now, summing for all the circular frustums obtained by revolving a side of an inscribed regular polygon having an even number of sides then the sum of their lateral surface areas =  $2\pi \cdot OM \cdot (X'A' + A'B' + \dots \dots) = 2\pi \cdot OM \cdot 2r$ .

But if the number of sides of the inscribed polygon increases indefinitely then the sum of the lateral surfaces becomes the surface  $S$  of the sphere and  $OM = r$ . Therefore,  $S = 2\pi \cdot r \cdot 2r = 4\pi r^2$  □

Milne, W.J. (1899), has described the surface area of a sphere by taking a half regular polygon with even number of sides inscribed in a semicircle with diameter  $AE$  and center  $O$  (see fig. 8). Then the sphere obtained by the revolution of the semicircle about its diameter  $AE$  as an axis, has center  $O$  and diameter  $AE$ . Then the perpendiculars drawn from the center  $O$  of the semicircle to its chords  $AB, BC, CD$  and  $DE$  are equal and bisects the sides of the regular polygons. Let one of them be of length  $OM = a$ .

Figure 8: It presents the regular polygon with even number of sides inscribed in a semicircle, when revolution about the diameter as an axis of the semicircle describes the sum of many circular frustums and as the number of sides increases indefinitely the sum of lateral surface area of these frustums becomes the surface area of the sphere.

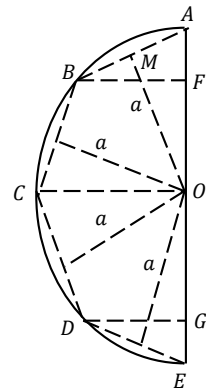


Fig. 8

Now, the surface generated by the chord  $AB$  is the lateral surface of the frustum of right circular cone. Let us denote this surface by surface  $AB$  and so on. Let  $F, O$  and  $G$  be the foot of perpendicular to the points  $B, C$  and  $D$  on  $AE$ . Then we get

$$\text{surface } AB = 2\pi \cdot AF \cdot OM$$

$$\text{surface } BC = 2\pi \cdot FO \cdot OM$$

$$\text{surface } CD = 2\pi \cdot OG \cdot OM$$

$$\text{surface } DE = 2\pi \cdot GE \cdot OM$$

But as the number of sides of the inscribed regular polygon increased indefinitely then the perpendicular length  $OM$  has length equal to the radius of the circle or sphere. *i. e.*  $OM = R$ .

Hence the surface of the sphere  $S = \text{surface } AB + \text{surface } BC + \dots$

$$\text{Or, } S = 2\pi \cdot OM(AF + FO + \dots) \\ = 2\pi \cdot R \cdot 2R = 4\pi R^2 \quad \square$$

If a sphere with diameter  $CD$  and center  $O$  is plane sectioned into two parts from the point  $E$  on  $CD$  such that  $CE < OC = R$ . Then clearly,  $DE > OC = R$ . Let  $C(O, R)$  be the circle of section of the sphere with plane that contains two points  $B$  and  $B'$  (see fig. 9). Then the part of the solid  $BCB'$

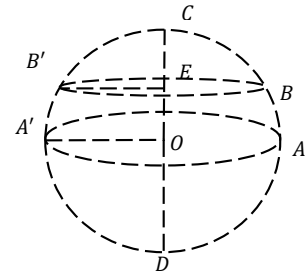


Fig. 9

obtained from the sphere has the lateral surface area  $= 2\pi \cdot CE \cdot R$

Figure 9: It represents the plane section of a sphere divides it into two parts with different surface areas and their computations.

Also, let the remaining parts of the solid  $B'DB$  obtained from the plane section of the sphere has surface area  $= 2\pi \cdot ED \cdot R$ .

### Surface area of a sphere by the method of surface revolution

If the circle  $C(O, R)$  is the circle on a sphere which separates the sphere into two hemi-spheres, then the radius of the sphere through the vertices of the sector  $BOC$  meets the surface of the sphere at the points  $A, B$  and  $C$  (Figure 10 a). Then the region  $ABC$  on the surface of the sphere is a spherical triangle (Figure 10 b). Since the sectors  $AOB$  and  $AOC$  subtends central angles  $\frac{\pi}{2}$  at the center of the sphere, therefore the arcs  $AB = AC = \frac{\pi}{2}R$ . Let  $\angle BOC = \theta$  for the sector on the base circle of the hemi-sphere. Then,  $BC = \theta R$ . Let us cut a sector  $BO'C$  congruent to sector  $BOC$  on the surface of spherical triangle  $ABC$  (figure 10 c). Then area of this sector

$$\text{is } A_1 = \frac{R^2\theta}{2}.$$

Again, if we were not the surface from the corner  $A$  separating it into two parts along  $AO'$  and denoting the new vertex, created in this way, by  $A'$ , then there are two spherical triangles  $BO'A$  and  $BO'A'$ . Also, if we join together  $O'B$  and  $O'C$  (Figure 10 d) then the total area of this region is  $A_2$ , say. Hence this area  $A_2 = \frac{\pi R^2}{4}$ .

Thus the total area of the spherical triangle  $ABC$  reconstructed as  $ABA'$  is  $A = A_1 + A_2 = \frac{R^2\theta}{2} + \frac{\pi R^2}{4} = \frac{R^2}{2} \left( \theta + \frac{\pi}{2} \right)$ . This implies that the sector of the sphere which subtends central angle  $\frac{\pi}{2}$  revolves through an angle  $\theta$  about the same radius perpendicular to a circle on the surface of the sphere generates a surface of area  $A = \frac{R^2}{2} \left( \theta + \frac{\pi}{2} \right)$ .

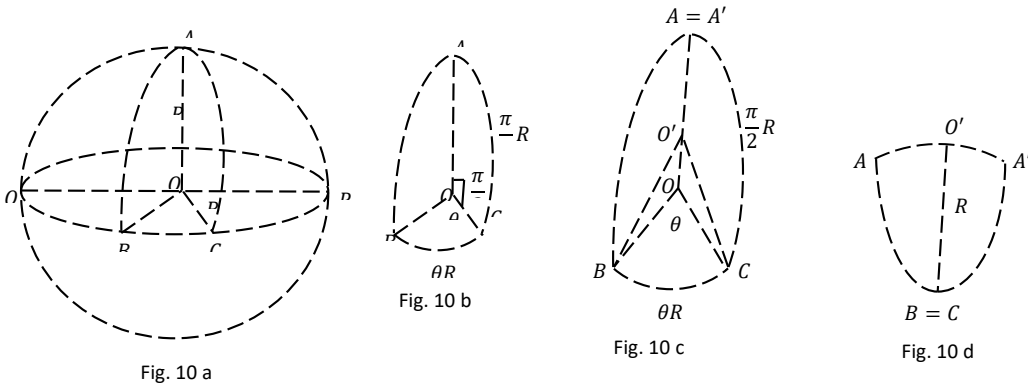


Figure 10: The spherical triangle formed on the surface of a sphere determined by a sector  $BOC$  of the base circle  $C(O, R)$  of the hemisphere has been shown in fig. 10 a, the spherical triangle with specification has been shown in fig. 10 b, surface partition of the spherical triangle to compute its area has been shown in fig. 10 c and the computation of the remaining area except the sector  $BO'C$  on the surface of the spherical triangle has been shown in fig. 10 d.

Let  $C(O, R)$  be a sphere and  $AOB$  be a sector of the circle which separates the sphere into two hemi-spheres. Let us consider one of them, say  $H_1$ , whose radius is perpendicular to a point  $E$  on the surface of the sphere not lying on the circle  $C(O, R)$ . Let there be another circle on  $H_1$  obtained by a plane section of  $H_1$  parallel to the plane of  $C(O, R)$  which intersect the circle through  $A$  and  $B$  on the surface of  $H_1$  at points  $C$  and  $D$  respectively.

Then we have to find the area of the quadrilateral  $ABCD$  on the surface of the hemisphere  $H_1$ . This quadrilateral is determined by two sectors  $AOB$  and  $AOC$  of the hemisphere  $H_1$ . Let  $\theta_1$  and  $\theta_2$  be the angles of the sectors  $AOB$  and  $AOC$  respectively (see fig. 11). Then it can be observed that the quadrilateral  $ABCD$  has been obtained by the revolution of the sector  $AOC$  through an angle  $\theta_1$  at  $O$ . i.e. the angle  $\theta_2$  is revolved at  $O$  through an angle of  $\theta_1$  in the anticlockwise direction. Therefore the surface area of the region  $ABCD$  contains the sum of two angles  $\theta_1$  and  $\theta_2$ , i.e.  $\theta_1 + \theta_2$  by the same way as we used in finding the area of a circle.

Figure 11: The construction of a spherical rectangle  $ABCD$  on the surface of a sphere and its parts to compute its area.

Thus the surface area of the rectangular region  $ABCD$  on the surface of the hemisphere =  $\frac{R^2}{2} (\theta_1 + \theta_2)$ .

If  $\theta_1 = \frac{\pi}{2} = \theta_2$ , then  $A = \frac{R^2}{2} \times \pi = \frac{\pi R^2}{2}$ . This is the surface area of the quarter part of the hemisphere.

If  $\theta_1 = \pi = \theta_2$ , then  $A = \frac{R^2}{2} \times 2\pi = \pi R^2$ . This is the surface area of the half part of the hemisphere.

If  $\theta_1 = 2\pi = \theta_2$ , then  $A = \frac{R^2}{2} \times 4\pi = 2\pi R^2$ . This is the surface area of the hemisphere.

Thus the total surface area of a sphere is  $A = 4\pi R^2$ .

**The volume of a sphere by the method of surface revolution**

The volume of a sphere can easily be obtained by using the concept of obtaining the surface area of a hemisphere. As shown in fig. 11, if we join the corner points  $A, B, C$  and  $D$  with the center  $O$  of the hemisphere  $H_1$ , then it becomes a pyramid whose base is the region  $ABCD$  and the height is the radius  $R$ .

Hence the volume of this solid pyramid is  $\frac{1}{3} \times \frac{R^2}{2} (\theta_1 + \theta_2) \times R = \frac{R^3}{6} (\theta_1 + \theta_2)$ .

If  $\theta_1 = \frac{\pi}{2} = \theta_2$ , then  $A = \frac{R^2}{2} \times \pi = \frac{\pi R^2}{2}$ . This is the surface area of the quarter part of the hemisphere. Therefore the volume in this case is  $V = \frac{1}{3} \times \frac{\pi R^2}{2} \times R = \frac{\pi R^3}{6}$ .

If  $\theta_1 = \pi = \theta_2$ , then  $A = \frac{R^2}{2} \times 2\pi = \pi R^2$ . This is the surface area of the half part of the hemisphere. Therefore the volume in this case is  $V = \frac{1}{3} \times \pi R^2 \times R = \frac{\pi R^3}{3}$ .

If  $\theta_1 = 2\pi = \theta_2$ , then  $A = \frac{R^2}{2} \times 4\pi = 2\pi R^2$ . This is the surface area of the hemisphere. Therefore the volume in this case is  $V = \frac{1}{3} \times 2\pi R^2 \times R = \frac{2\pi R^3}{3}$ .

Since the total surface area of a sphere is  $A = 4\pi R^2$  therefore the total volume of a sphere is  $V = \frac{4\pi R^3}{3}$ .

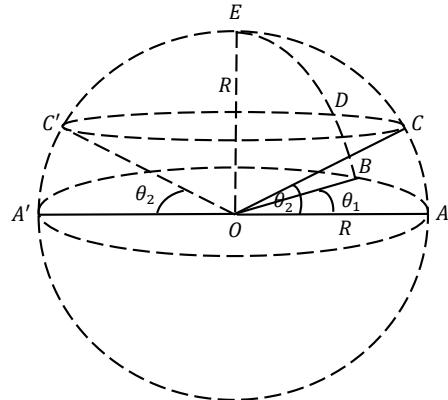


Fig. 11

**Results and Applications**

The surface rotation method of finding the surface area and volume of sphere facilitates to compute the area of any rectangular region on the surface of

the sphere and volume of the solid pyramid subtended by that region, if the angles subtended by the adjacent sides of the rectangular region are given.

**Example:** find the area of the region  $ABCD$  on the surface of a sphere with radius  $7\text{cm}$  such that arcs  $AB$  and arc  $AD$  subtends angles  $30^\circ$  and  $60^\circ$ , respectively, at the center  $O$  of the sphere. Also, find the volume of the pyramid with vertex  $O$  and base  $ABCD$ .

Solution:

Here, radius of the sphere ( $R$ ) =  $7\text{cm}$ ,

Arc  $AB$  subtends central angle ( $\theta_1$ ) =  $30^\circ$  and

Arc  $AD$  subtends central angle ( $\theta_2$ ) =  $60^\circ$

Therefore, the surface area  $ABCD$  on the surface of the sphere,

$$\begin{aligned} i. e. Ar(ABCD) &= \frac{R^2}{2} (\theta_1 + \theta_2) = \frac{(7)^2}{2} (30^\circ + 60^\circ) \\ &= \frac{49}{2} \times 90^\circ = \frac{49}{2} \times \frac{22}{14} = \frac{77}{2} = 38.5 \text{ cm}^2 \end{aligned}$$

Again, the volume of the pyramid with vertex  $O$  and base  $ABCD$  =  $\frac{1}{3} \cdot R \cdot Ar(ABCD)$   
 $= \frac{1}{3} \times 7\text{cm} \times \frac{77}{2} \text{ cm}^2 = 89.83 \text{ cm}^3 \square$

## Conclusion

Geometric solid figures have been presented as a surface revolution of plane geometric figures. It has been shown that solid figures can be obtained by the revolutions of a triangle, rectangle, right sector etc. Then it has been represented that the revolution of a triangle, rectangle and right sector are respectively a cylinder with a conical cavity, cylinder and a sphere. Then the formulae for computing their surface areas and volumes have also been verified on the basis of the area of the geometric plane figure from which it has been generated. Generating a solid by surface revolution of a plane figure better helps the understanding of solid figures and its properties as compared to the analytical method of representing it. This method facilitates understanding of concepts and easily applicable in classroom teaching and learning as compared to analytical method. Students unanswered questions about geometrically representation of surface area and volume of a sphere has been clarified.

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## **Verses and Voices: Exploring Teachers' Lived Experiences in ESL Poetry Instruction**

**Krishna Prasad Parajuli**

### **Article History**

Submitted: 5, June 2025  
Reviewed: September, 2025  
Accepted: 12 October, 2025

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### **Publisher:**

Research Management Cell  
Drabya Shah Multiple  
Campus, Gorkha, Nepal  
Email: [info@dsmc.edu.np](mailto:info@dsmc.edu.np)  
Website: [www.dsmc.edu.np](http://www.dsmc.edu.np)

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### **Abstract**

*Poetry is one of the learning resources for basic-level English students in Nepal. This qualitative phenomenological study explores teachers' experiences of teaching English poetry in basic schools in Nepal. Through semi-structured interviews with five participants, this study investigated teachers' perceptions of the usefulness of poetry in English language learning, their pedagogical practices, challenges, and the expected support required to enhance poetry teaching at the basic level. The data were analyzed thematically, following an inductive coding procedure. This study found that the teachers perceive poetry as beneficial for fostering creativity, enriching vocabulary, enhancing speaking skills, and encouraging active classroom participation. The teachers followed traditional teacher-centered methods, primarily engaging students in analytical activities provided in the textbook. However, teachers encounter significant barriers in teaching poetry, including students' limited language proficiency, unfamiliar vocabulary, and the figurative language used in poetry. This study indicated that institutional support for using ICT tools in teaching and learning, customized training for poetry teaching, and collaboration among teachers can enhance poetry instruction. These findings are relevant for educators and policymakers aiming to meaningfully integrate literature into ESL classrooms.*

**Keywords:** poetry instruction, ESL, teacher experience, pedagogy, language development, Nepal

## Introduction

Poetry has long been recognized as a powerful tool for language learning. Poetry, which is elusive to any definition Ribeiro (2007), is essentially artistic expression crafted with language. Poetry appears in the form of songs, rhymes, and chants within the basic-level English curriculum in Nepal. Despite pedagogical potentials, it often receives minimal attention in English as a Second Language (ESL) curricula (Regmi, 2023). Effective instruction of poetry in an ESL context is a challenging task because of its rich linguistic features, association with a distant culture, and the inadequate preparedness of ESL teachers (Lazar, 1993, 2015). Similarly, Abidin and Wai (2020) argued that text selection, pedagogical approach, and students' attitudes are some of the obstacles in poetry teaching. Despite these challenges, poetry has been accepted as an indispensable resource for language teaching and learning.

Scholars have mentioned multiple benefits of using poetry in ESL courses (Collie & Slater, 1987; Hall, 2005; Lazar, 1993; Maley, 2001; Maley & Duff, 1989). Maley (2001) argued that poetry supports students' vocabulary acquisition, improves speaking fluency, and fosters emotional engagement and creativity with language, while Hadaway et al. (2001) emphasizing that listening to poem rhymes and rhythm is good for ESL learners because they can pick up the sounds of the English language and improve their pronunciation and comprehension skills. In a similar vein, Ebrahimi and Zainal (2018) argued that poetry's emotional appeal deeply engages learners. Thus, poetry can sustain motivation for learners.

Despite the reported benefits, studies highlight the challenges faced by teachers, including students' low English language proficiency levels, unfamiliarity with poetic devices, cultural distance, and lack of appropriate teaching materials (Regmi, 2023). This indicates that teaching English poetry is a challenging task in ESL and EFL contexts.

Although experiences of English language teachers have been well documented in the literature, teachers' experiences of teaching poetry have received nominal attention. Sharma (2019) highlighted the need to familiarize the stanza pattern of poetry with English language students. Similarly, Pokharel (2020) studied poetry teaching strategies in secondary-level schools in the Dang district of Nepal. Recently, Parajuli and Regmi (2025) studied bachelor level students' expectations about poetry instruction found the need for further studies to gain insights into how basic-level English teachers teach poetry in their classrooms.

The current study was conducted to enhance our understanding of poetry instruction as an important aspect of English language teaching at the basic level in Nepal. The primary purpose of this study was to explore the lived experiences

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of teaching basic level English poetry in the Gorkha Municipality of Nepal. The specific purposes were to identify teachers' perceptions of the usefulness of poetry for ESL learners, identify instructional procedures and challenges, and support strategies for enhancing their poetry teaching skills. The following specific research questions guided this study:

1. How do basic-level English language teachers perceive the usefulness of poetry in learning English as a second language?
2. How do teachers present poetry lessons in their classes?
3. What challenges do they face while teaching English poetry at the basic level?
4. What support do these teachers need to make their lessons more effective?

## **Literature Review**

The review of the literature is organized into four themes: the roles of poetry in language acquisition, the challenges of teaching and learning poetry in an ESL context, the pedagogical approaches to teaching poetry, and the theoretical framework for teaching and learning poetry.

### **Roles of Poetry in Language Acquisition**

Poetry provides exposure to rich linguistic and cultural resources for language learners because of its distinctive features. Toolan (2015) lists some of the elements that are more concentrated in poetry. His list includes a representational nature of text with enhanced phonological (rhymes, rhythms, phonological features), syntactic (rearranged syntax, parallel construction, line break for pragmatic purposes), and semantic features (allusion, metaphor, imagery, intertextuality, figures of speech). Similarly, "literary texts have been considered to stimulate language acquisition, expose students to the culture of the target language, and engage the learner cognitively and emotionally" (Lazar, 2015, p. 468). Cruz (2015) found that poetry can motivate learners and promote learners' sense of autonomy in EFL classes. Similarly, (Alvi & Alvi, 2019, p. 155) argued that "poetry is a bite-sized and digestible form that can be easily handled and memorized, unlike fiction and drama." Despite the challenges in teaching and learning, poetry has been considered a useful resource in language teaching in the ESL and EFL context.

### **Challenges of Teaching and Learning Poetry in the ESL/EFL Context**

Poetry's linguistic complexity and cultural association often pose significant challenges for English teachers, particularly in ESL and EFL contexts. Teachers fear teaching poetry to foreign language learners (Mellgren, 2022) because they may be intimidating for language learners as well as to themselves (Alvi & Alvi, 2019). In South Africa, such challenges have been attributed to a lack of professional development opportunities, especially for teachers working in rural schools (Mbambo & Hlabisa, 2024). In a similar vein, Syed and Wahas (2020)

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found that university teachers in Yemen face three types of challenges in teaching poetry in EFL classes: low English proficiency, traditional pedagogy, and texts selected without considering complexity, conceptual difficulty, and cultural backgrounds of the learners. Moreover, Cariboni Killander (2011) found that extra thinking time to read poetry, a lack of interest among the students in reading poetry, and teachers' lack of confidence in teaching poetry are other challenges. Nishihara (2022) found that lexically simple poems could be challenging for ESL or EFL learners because of the syntactic complexity and other aspects of the poetry. Similarly, Sigvardsson (2020) found that teaching poetry is an intimidating task for many teachers. Taken together, the multiple challenges for teaching poetry arise from the linguistic and cultural associations of poetry and the lack of professional development for teachers.

### **Pedagogical Approaches to Teaching Poetry**

The focus of poetry instruction has gradually shifted from correct interpretation to open explorations of meanings. The key approach to poetry instruction was based on the correct interpretation of a poem (Chambers & Gregory, 2006). The traditional pedagogy of poetry is based on instructor-led interpretation of a poem's meaning. The Grammar Translation Method was used to teach poetry in the 20th century (Homstad & Thorson, 2000), which stresses the translation of text from one language to another. However, the modern concept of poetry teaching and learning demands active participation of readers (Rosenblatt, 1969, 1994). Reader response pedagogical approaches demand readers' active roles in the construction of the meanings of the poems. The communicative approach of a second language teaching demands active participation of students in ESL (Larsen-Freeman, 2000). Poetry has a place in ESL class as an authentic resource for language and learning (Lazar, 2015). Krashen (1982) suggests that second language classroom environments should be enjoyable for language acquisition. These evolving concepts of poetry instruction highlight the need for students' active participation in the learning activities.

Scholars suggest different models of poetry instruction which highlight the active participation of the students. Schutzl (2001) suggested that poetry instructional methods should include experiential activities to activate students' schemata, training in the close reading of the textual features, and discussion of the deeper issues of content and themes of poems, and their connection to life and culture. Similarly, Kramsch (1993) mentioned three phases of teaching poetry: focusing on visual and prosodic features, exploring the multiplicity of the meaning, and creative work of rearranging the form of poems. In addition, Gönen (2018) suggested a poetry teaching framework which included activation of prior knowledge and preparation of students' basic comprehension, detailed understanding, and personalization of poetry reading. Thus, students' emotional and cognitive engagement is important for poetry instruction.

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Teachers have implemented different strategies to make poetry learning more engaging. Sigvardsson (2020) found that Swedish secondary schools drew on personal experiences of the learners, discussed students' ideas, created a safe learning space, and gradually built upon interpretation for English language learning. Similarly, Ngidi (2020) found that teachers primarily used group work to understand the meaning of poems, whole-class discussions on poetic devices, discussions on poem vocabulary, and contextual questions while teaching poetry in an ESL context. However, Nishihara (2022) argued that teachers need to design an instructional framework that engages learners in poetry and pleases them with reading, thereby realizing the learning benefits of poetry texts. He suggested that instructors guide learners in interpreting poetry and engage them in pair collaboration, supporting them to explore poetic language in an enjoyable reading environment. Furthermore, a second language classroom environment should be an enjoyable and emotionally safe space for language acquisition (Krashen, 1982). Taken together, providing agency to the learners can make poetry instruction more engaging.

### **Theoretical Framework**

This study was informed by three useful theories which can guide poetry instruction in the ESL context. One of the theories is Rosenblatt's Transactional Theory of Reading (Rosenblatt, 1969). This theory assumes that readers are co-creators of meanings rather than passive recipients. According to this theory, students bring their background experiences, negotiate meanings, and derive multiple interpretations. Rosenblatt (1994) suggests that teachers create a classroom environment where aesthetic aspects of reading get priority over the poem's analysis. This indicates that there should be a balance between efferent (extracting information) and aesthetic (reading for pleasure) so that students can enjoy the feelings and ideas expressed in the poem.

The second set of theoretical ideas is drawn from Stephen Krashen. Krashen (1982) suggests that the affective filters of learners should be lowered for more effective language acquisition. He indicates that a second language classroom environment should be psychologically secure and physically enjoyable for language acquisition. The practical implications of Krashen's (1982) affective filter hypothesis are that teachers should create a free environment in the classrooms so that students can interact freely without emotional disturbances.

The third theoretical concept that informed this study is Shulman's (1987) pedagogical content knowledge. A teacher needs content knowledge and knowledge of appropriate ways of delivering it to the students. Thus, understanding the ways of presenting content is part of a teacher's professional learning (Shulman, 1987). In an ESL poetry class, we can expect students to be active in the exploration of both form and meaning of the poems in an enjoyable and non-threatening environment, whereas teachers engage the students through guided practice to

reach their interpretation, balancing the tension between appreciation and analysis of the poetry.

## Methodology

To explore the lived experiences of teaching poetry in a basic level-ESL class, this study adopted a hermeneutic phenomenological approach (Godden & Kutsyuruba, 2023; Vagle, 2018; Van Manen, 2016). Qualitative methods explore the perspectives of participants as they experience the real world (Yin, 2015). Phenomenology is appropriate to describe the lived experiences of participants as they describe the phenomenon under study (Creswell, 2014). Thus, this study adopted phenomenology as the theoretical framework for the research methodology. Teachers' lived experiences of teaching poetry at the basic level ESL classroom is the phenomenon under study.

### Research Site and Participants

This study was conducted among English language teachers working in schools in the Gorkha Municipality of the Gorkha District in Nepal. Five participants were purposively selected from three schools. Himalya School is a community school located in a suburban area, whereas Daraudi and Nabin Schools are community schools located in rural areas. Three criteria were specified for participation in the study: being a basic level English teacher, having at least five years teaching experience, and willing to participate in the study. Table 1 presents participants' profiles.

Table 1

#### *Profile of the Participants*

S. N	Pseudonym	School	Gender	Age	Qualification	Exp.
1	Bimala	Himalaya	Female	39	M.Ed.	15
2	Dipesh	Himalaya	Male	35	M.Ed.	12
3	Kamala	Himalaya	Female	42	M.Ed.	22
4	Muna	Daraudi	Female	29	B.Ed.	15
5	Nabin	Nabin	Male	35	I.ED	12

### Data Collection

I visited the schools and telephoned some basic level ESL teachers and asked them if they were willing to participate in this study. I explained the purpose of the study and assured them of anonymity. After receiving their informed consent to participate in the study, I conducted semi-structured interviews to focused on their experiences of teaching poetry in ESL classes. A semi-structured interview protocol with open-ended questions was used to elicit information from the participants. The protocol was flexible to obtain in-depth insights about the participants' experiences. Three participants were interviewed face-to-face in a peaceful environment in the school library during the time allocated for the

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interviews. These face-to-face interviews were conducted in English. Telephone interviews with two participants were conducted in Nepali for their convenience after school hours. The average time for the interviews was 35 minutes. The interviews were audio-recorded with the participants' consent.

### **Data Analysis**

After listening to the audio several times, I uploaded the English audio recordings on Otter.ai and transcribed the audio and edited them to ensure their correctness. The telephone interviews were transcribed manually. After reading the transcripts, I used NVivo 10 for data analysis, following to provide a thematic analysis of the interviews to identify patterns and recurring themes, as suggested by Braun and Clarke (2006). I described the data set by coding at the semantic level, then moved towards the interpretation level (Sigvardsson, 2020). In the first phase of the data analysis, I read the interview transcripts several times to become familiarized with the data set. In the second phase, I coded the data with initial codes inductively. During the third phase, I searched for recurrent patterns (themes) in the data set. At the fourth phase, I reviewed the themes. At the fifth phase, I defined and named the themes. At the sixth phase, I reported the themes based on the research questions of the study. During the data analysis process, I focused on the subjective experiences of the participants in teaching poetry in an ESL context, aligning the analysis with the principles of phenomenological research.

### **Ethical Considerations and the Researcher's Positionality**

I followed ethical principles for phenomenological research as suggested by Walker (2007). I clearly explained the purpose of the study to the participants and ensured that their participation was voluntary. I also assured them of their anonymity and confidentiality throughout the research process. Informed consents were sought from the participants before data collection, and pseudonyms were used to protect the participants' personal identity in the report.

In a hermeneutic study, the researchers' preconceptions and experiences are acknowledged (Vagle, 2018). This research is not a value-free endeavor. My experiences as an English learner and an English teacher have shaped how I approached the participants for information about their experiences. Rather than eliminating them, I reflected on how my prior experiences shaped the interpretation of participants' experiences.

## **Findings**

Analysis of the data from the interviews revealed four themes: usefulness of poetry in language learning, instructional methods, challenges of teaching poetry, and expected support for more effective teaching and learning. Each of these themes is discussed as follows.

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**Theme 1: Usefulness of Poetry in English Language Learning**

The participants highlighted that poetry is beneficial for English language learning. Three subthemes were identified under this theme: acquisition of vocabulary and language skills, exposure to rich linguistic features, and emotionally appealing content.

***Resources for Language Acquisition***

All the participants agreed that poetry is an effective input for English language acquisition in English. Several participants highlighted that learners could acquire new vocabulary items and improve reading and listening skills when they read English poetry. Dipesh asserted, "poetry's rhythmic and structured nature makes it memorable, aiding retention. It is memorable since students can easily recite it. While we are teaching poetry, we can recite it. It is supposed to develop their pronunciation and speaking skills as well." For Dipesh, the development of oral skills is one of the benefits of teaching poetry.

Similarly, Bimala mentioned, "they can develop speaking skills from the picture given there, from the scene, vocabulary, and speaking skills." Other participants also illustrated how the recitation of poetry supports the development of speaking and listening skills, as it allows students to practice pronunciation. For example, Muna asserted that poetry teaching is beneficial for English language learners because students can develop vocabulary, pronunciation, and boost their own oral language confidence. She added that students read similar poems outside of the classroom if they enjoy the poems presented in class. Her comment indicates that poetry can be a motivating resource for language learners.

Taken together, participants' comments indicated that poetry plays a key role in in-language acquisitions. It enhances vocabulary, reading, and speaking skills, along with confidence in speaking activities. The participants perceived that poetry is an effective resource for English language learners.

***Exposure to Rich Linguistic Features***

The participants consistently described poetry as a powerful linguistic resource that exposes learners to rearranged syntax, less common vocabulary in the poems, and rich phonological patterns. They believed that, unlike other genres, poetry exposes students to the creative and expressive power of language. Several participants highlighted that poetry allows learners to explore unfamiliar syntactic patterns and less common vocabulary. Bimala explained, "poetry encourages students to use their imagination to visualize scenes and connect emotionally with the content. It introduces them to figurative language, like similes and metaphors, and helps expand their vocabulary." While Bimala highlights the figurative language of poetry, Dipesh adds a less common syntactic pattern as the key feature of poems. In his words, "teaching poetry entertains and introduces them to an unusual form of language compared to other forms of literature". For him, the unpredictability of syntactic patterns is entertaining for learners as they are attracted to the novel use of language.

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Nabin focused on poetry's usefulness for teaching pronunciation and meaning, citing that his students enjoy the rhyming patterns and other phonological features. He commented, "poetry exposes the students to rich content for teaching pronunciation and meanings. Students can learn about homophones. They enjoy rhyming patterns, and that makes the lesson interesting". His comment indicates that poems can make a lesson engaging.

Collectively, the participants indicated that poetry provides ESL learners with linguistically rich and varied language experiences. Highly concentrated phonological, graphological, syntactic, and semantic features enhance pronunciation, spelling, grammar, and interpretative competence of English language learners.

### ***Joyful Learning***

Participants described poetry as a source of enjoyment that energizes classroom teaching and learning. They highlighted that poetry brings fun, particularly when students recite verses aloud. Dipesh mentioned that "*in teaching poetry, students can entertain.*" His perception highlights that poetry creates a lively and engaging learning atmosphere with its musicality.

Similarly, Kamala explained that "*the rhyming patterns in poetry create a musical quality that engages students, often through recitation or singing,*" suggesting that the auditory appeal of poetry invites students to participate more willingly and enthusiastically. For her, the musicality of poetry is not only for aesthetics but to engage students in the lesson. This sense of personal connection to the lesson was echoed by Bimala, who highlighted the role of poetry in encouraging imaginative thinking and language development. She shared that "*students will imagine the scenes themselves, and they can feel themselves,*" highlighting that the imagery in poems inspires students to express their ideas, develop speaking skills, and expand their vocabulary. She emphasized that poetry creates a space for students to share their emotions openly, which strengthens both expressive language and personal engagement.

The participants' accounts show that poetry functions as an engaging and emotionally rich pedagogical tool because it entertains, captures students' attention, and creates a conducive learning environment where they use language for personal meaning construction.

## **Theme 2: Poetry Instructional Methods**

The participants followed traditional methods of teaching poetry. Teaching for task completion, correct interpretation of meaning, and ICT as a peripheral tool for teaching are three subthemes under poetry instruction methods.

### ***Teaching Poetry for Task Completion***

All the participants described their poetry lessons as routinized, procedural, and textbook-driven, with exam-oriented activity restricting rather than cultivating students' personal engagement with poems. The participants revealed that they rigidly followed a three-phase, structured approach (pre-reading, while reading,

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and post-reading) to complete the given exercises, limiting students' interpretative exploration.

One participant, Bimala, shared that "I start the lesson with a description of the title and author background, followed by recitation practice and vocabulary exercise. Then, I explain the meaning of the poem in plain English and ask the students to write an answer to comprehension questions." Her comment reflects the structure of a traditional pedagogy model, where students have little space to explore a poem's meaning. The teacher explored the meaning, and students became passive recipients. Dipesh followed the same approach. As he described, "I begin the lesson with pre-reading questions, ask the students to read and underline key vocabulary, explain the meaning, followed by a question-answer session based on the textbook." His account reaffirms the task completion model, not the open exploration of the text by the students.

Nabin attempted to bring creativity, but could not free herself from the routinized pedagogical model. He said, "I ask students to write a similar poem after the lesson, but only a few students write." Creative space for his students was only optional rather than an integral component of the lesson structure. Students could not get pedagogical support for writing poems in their class.

Taken together, the participants' comments reflected that their poetry instruction was a textbook and exam-oriented activity which overshadowed students' personal engagement, interpretation, and creativity. Although the participants could recite poetry but still not fully engage with the lessons. Such a structured approach enables students to complete the task requirements but limits the poetry experiences of students.

### ***Focus on Correct Interpretation of the Meaning***

The participants consistently revealed that they provided their learners with a summary or interpretation of poems rather than allowing them to explore the meaning. Such pedagogical practice limited students' opportunity to explore the meanings and make their own interpretation. They attempted to justify their pedagogical practices stating that their students' language proficiency was not good enough to allow them to make their own interpretation. One participant, Dipesh, mentioned that he allows students to explore the meaning under his guidance for the correct interpretation of the meaning. His comment indirectly revealed that meaning-making is not students' independent activity. Another participant, Nabin, explicitly justifies his pedagogical practice of providing correct interpretation by stating that students' low language proficiency and the linguistic complexity of the poetry limit students' opportunity to interpret poems. He said, "some of the vocabulary used in poems is used for figurative meaning. It is difficult to teach figurative meaning beyond the literal meaning of those words." His comment indicated that instead of scaffolding students' ability to learn the metaphorical meaning, he followed a more conventional mode of lesson delivery.

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The other three participants confirmed that they followed a similar pattern and provided a summary of the poem to the students rather than allowing them to freely explore its meanings. This indicates that teachers were limiting students' free exploration of meaning, thereby impeding the development of their interpretive skills and creativity.

Overall, the teachers' beliefs in the low language proficiency of the students and poetry's linguistic features, such as rearranged syntax and metaphor, limited students' opportunities to experiment with interpretations of poems. Instead of scaffolding students' language abilities, they limited their opportunity to explore meaning by imposing ready-made "correct" interpretations.

### ***ICT as a Peripheral Tool for Teaching Poetry***

As stated in the first sub-theme, the participants were under pressure to complete tasks given in the textbook and prepare students for the examinations. Consequently, they rarely used ICT tools to present their lessons in class. The lack of supplementary ICT resources in schools, pressure to complete courses on time, teachers' insufficient technological and pedagogical knowledge, and lack of motivation restricted their use of ICT tools for effective teaching of poetry. As Dipesh admitted, he rarely used ICT, although his school had good ICT equipment. His admission indicated that ICT was not an essential pedagogical tool but rather a decorative add-on for his pedagogical practices

Bimala mentioned similar experiences: "sometimes, I use ICT tools for teaching poetry, but I cannot recall a specific example right now." Her comment indicated that she was not using ICT as an integral part of her pedagogical practice. Kamla commented that she remembered "using a video from the NCED about a poem in grade 8". However, Muna and Nabin reported that their school did not have adequate ICT equipment for teaching poetry. They occasionally used their smartphones to present a poem, as Muna said, "But occasionally I use my smartphone for playing the audio of the poem in the class."

The use of ICT was restricted by the lack of a school policy on using ICT resources. For instance, Narayan said, "I use my smartphone reluctantly, fearing that I will be accused of misusing my smartphone for entertainment in school." He highlighted that his school did not have policies and plans for using ICT in teaching and failed to harness the potential of available ICT tools for teaching poetry. Taken together, the participants' comments highlight the underuse of ICT tools and underscore the need to supply these tools to the schools and train the teachers to integrate ICT for teaching and learning poetry, to enhance students' engagement with poems by using extra audio, visual, and textual resources. Other participants did not have the appropriate environment and supplementary equipment to teach poetry in their classrooms.

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### **Theme 3: Challenges of Teaching English Poetry in Basic Level**

Three subthemes, lack of students' participation in classroom, discussion of unfamiliar vocabulary, and deciphering the meaning of figurative language in poems, were included in this theme.

#### ***Lack of Students' Participation in Classroom Discussion***

Participants consistently described that they had limited interactions with their students in their English poetry class. Students' lack of engagement in lessons stemmed from traditional information-delivery models of instruction and students' low English proficiency, as discussed earlier. Unless students fully engage in lessons, they cannot appreciate the full the potential of poems and thereby develop their English language proficiency. Kamala highlighted her main challenges regarding more fulsome classroom interactions as "language barriers, and students' limited capacity to speak English." Her comment indicates that classroom interactions can be both a means and an end of understanding poetry, and that students' inadequate language proficiency impeded their language learning opportunities.

The participants also revealed that they often used a bilingual approach to compensate for the low language proficiency of the students to create an environment for interaction in the classroom. One of the participants, Nabin, used a bilingual medium. He said:

Although I exclusively used English in my previous school, I use both English and Nepali language in my class to meet the expectations of my students. Most of them are from Nepali medium schools. They have low English proficiency so, they do not pay attention to their study. They do not do homework and do not ask questions in class.

Nabin's comment indicated that he used students' mother tongue (Nepali) to make his class more interactive. However, the use of students' mother tongue did not necessarily make the class interactive. This suggests that students' inability to participate in classroom discussions lies in low language proficiency and on the teachers' reliance on less interactive instructional methods.

In summary, students' active engagement in poetry lessons is a challenge encountered by basic level teachers. This can be attributed to low language proficiency and less effective pedagogical approaches to teaching English poetry.

#### ***Unfamiliar Vocabulary Limits Exploration of Meaning***

Participants consistently reported that they were unable to engage their students in poetry lessons due to the high frequency of unfamiliar vocabulary embedded in poems. This shared concern situates vocabulary as a significant hurdle in teaching poetry in ESL classrooms. As Nabin explained, "my students stumble on new vocabulary items because they cannot pronounce longer words or decipher their meanings." Here, Nabin links pronunciation difficulties with semantic decoding problems, indicating that breakdowns occur at both the oral and interpretive levels. He continued, "as a result, it is difficult to see how they can

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move beyond literal comprehension. Teaching correct pronunciation and clarifying meanings are the primary hurdles in my class.” Taken together, his remarks frame vocabulary work as groundwork that must be completed before any movement toward figurative or inferential reading becomes possible.

Despite the constraint, the participants attempted to address this central challenge. Bimala highlighted her strategies of teaching vocabulary as she asserted “vocabulary can also be difficult, but I address this by using a dictionary and explaining meanings clearly.” Here, she indicates explicit teaching of pronunciation and meanings of the vocabulary items can prepare students to move beyond literal meanings of the poems. Similarly, Kumar stated, “students struggle to understand even simple sentences due to the unusual language and unfamiliar vocabulary in poetry.” Kumar’s comment suggests that these challenges in teaching highlight gaps in students’ linguistic proficiency.

Having knowledge of vocabulary works as a foundation for higher order thinking. Insufficient vocabulary constrains students’ oral performance (e.g., reading aloud, fluency) and limits their exploration of meaning in the poems discussed in class. When time and attention are directed towards decoding and pronunciation, less time remains for higher order interpretive processes. Consequently, moving beyond literal comprehension to figurative and interpretive understanding becomes even more challenging.

This finding further implies that teachers struggle to implement creative, interpretive activities because instructional time is absorbed by vocabulary scaffolding. In turn, this constrains teachers’ capacity to foster students’ interpretive abilities with poetic texts, limiting students’ access to the aesthetic and symbolic dimensions of poetry.

### ***Deciphering Meaning of Figurative Language in Poetry***

One of the consistent challenges for the participants was teaching figurative meanings in poetry. Densely embedded similes, metaphors, and other linguistic devices to assist with the exploration of the meanings among her ESL students. Bimala stated “one major challenge I encounter is that students struggle to understand the hidden or metaphorical meanings in poems.” Here Bimala indicates that teaching “metaphorical” meaning more challenging because it lies in the hidden cultural context of a second language, which is significantly different from the context of their mother tongue. Similarly, Muna highlighted the challenges in teaching connotative aspects of vocabulary; “teaching figurative (indirect) meaning is a demanding task.” By “demanding” she indicates the pedagogical scaffolding required to impart the connotative meanings of text. In the same context, Nabin asserted “it is difficult to teach figurative meaning going beyond the literal meaning of those vocabularies.” Nabin implies teaching semantic extension of meaning is a challenging task to those students who struggle to grasp the basic meaning of the vocabulary embedded in poems.

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Together, the participants' comments demonstrate limited linguistic proficiency, and that gaps in cultural understanding hamper the ESL students' ability to interpret the symbolic meanings of poems. Unless students understand the figurative meanings of poems, they cannot enjoy the inherent aesthetic and semantic dimensions of the texts. The participants' comments imply that teachers should integrate the cultural contexts of poems during each lesson so that students can better understand the figurative meanings.

#### **Theme 4: Expected Support for Effective Poetry Teaching**

Three subthemes were identified under this theme: specifically designed training on teaching poetry, support for ICT- integration, and collaboration with fellow teachers.

##### ***Specifically Designed Training on Teaching Poetry***

Participants were dissatisfied with existing models of professional development which did not address their professional needs. They expressed varying degrees of satisfaction with the generic professional development training, but this did not pay sufficient attention to teaching poetry. For example, Muna stated, "so far, I have not had any training to teach poetry. I expect refresher training which will give me innovative ideas for teaching and learning English poetry emulating traditional methodology." Muna's comment indicates that she is aware of her professional needs and eager to learn the skills required to teach poetry effectively. Similarly, Kamla added, "I teach based on what I learned in college, but I need to update my knowledge of poetry teaching. I expect teacher training." Her comment indicates that what she learned from her preservice teacher education courses was not sufficient to address the challenges of the real classroom. She demanded continuous professional development training.

Narayan echoed similar concerns; "I have not got specific training to teach poetry. I am a temporary teacher. I do not get priority for teacher training at school. I expect some specifically designed workshops for teaching poetry. If I get training opportunities, it will help me to teach deeper or hidden meaning of poetry to the students.

Instead of demanding generic refresher training, Narayan specifically expected training for teaching figurative meaning of the poetic texts. His comment suggests that he is not only able to articulate his professional need but also to identify the specific support of teachers for effective delivery of ESL poetry lessons.

These narrative accounts of the participants revealed the inadequacy of existing generic pedagogical training and the need for specific pedagogical training, focused on poetry instruction. The participants believed that such training might equip them for the teaching challenges they encounter in their classrooms and for making their classes more engaging.

##### ***Support for ICT-based Teaching and Learning***

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The participants had shared a desire to enhance their pedagogical practices by harnessing the potential of ICT tools. They identified ICT as a toolkit to solve problems they encounter while teaching pronunciation, meaning of vocabulary, context, and cultural referents. For example, Dipesh stated, “if I receive support to access authentic materials for teaching and learning, that will help me teach the pronunciation of words and the meaning of poems.” Here, by “authentic materials” Dipesh refers to resources developed by the native speaker teachers for language learners. Additionally, his comment suggests that ICT tools can be used to develop language by optimizing inputs for language acquisition.

Despite the participants’ interest in using ICT as pedagogical resources, the actual use of ICT was constrained by limited infrastructure, lack of schools’ policies and plans to integrate ICT in poetry teaching learning, and teachers’ lack of appropriate technological and pedagogical frameworks. Narayan said “if the school manages ICT tools in school, I could use them for teaching and learning. I do not need to depend on my smartphone to use ICT.” His comments demonstrate that institutional support is essential for establishing ICT as central tools for teaching poetry. ICT integration in poetry instruction, however, depends on the available infrastructure and teachers’ pedagogical practices.

In short, the participants’ comments indicated that structural constraints limit the ICT use in poetry teaching and learning. The participants underscored the need for ICT tools to make their teaching and learning more effective. Their comments indicate that they believe that effectiveness in teaching English poetry can be enhanced by utilizing ICT tools.

#### ***Collaboration with Fellow Teachers***

The participants revealed that they sought support from their colleagues in teaching poetry. However, such support was not consistent. Bimala explained, “I try to stay updated and improve my teaching methods. I sometimes discuss challenges with fellow teachers, and we prepare lessons together to solve my immediate problems.” Her comment suggests that despite the mutual benefits for colleagues, a robust teamwork culture is not firmly established among the teachers yet. This can be attributed to the prevailing concept that teaching is independent rather than a collaborative endeavor.

Not all the participants had colleagues in their schools to support them, except for support from teachers’ professional networks. As Nabin expressed: “I do not get support from the other teachers at the school. So, I want to collaborate with NELTA and take initiatives from them for my professional development.” Nabin’s comment reflects his awareness and desire to collaborate with other colleagues beyond his school as well as his commitment to continuous learning. Muna echoed Nabin’s view: “I am grateful for the basic level teacher training provided by NELTA a few months ago. I expect similar support in the future.” Her account also suggests that she expects networking and collaboration for her

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professional development so that she can effectively present poetry lessons in her English class.

Together, their comments demonstrate they are eager to collaborate with other English teachers for their professional development. Their self-initiated collaboration is evident from the bottom-up approach of teacher development and commitment to situated learning. This indicates that the participants are motivated to increase their pedagogical efficiency.

## **Discussion**

The present study explored the poetry teaching experiences of basic-level English teachers. The study found that teachers perceived poetry as a useful resource for English language acquisition, as poetry exposes the language learners to semantically, lexically, phonologically, and syntactically rich language. Despite the perceived value of poetry in language acquisition, teachers reported that their traditional, correct-interpretation-based instructional approach was not suitable for fostering the creative and interpretive abilities of their learners. Their poetry teaching was emotionally detached, mainly focused on textual analysis without enjoying the aesthetic pleasure and open explorations of meaning. The study also found that students' low linguistic proficiency and the complexity of the poetic genre posed significant challenges to both teachers and students. Although teachers attempted to enhance their knowledge and skills in poetry teaching, the support they received in training, networking, and ICT use was insufficient to equip them with the tools and techniques to teach English poems effectively.

The findings of this study are similar to the findings of previous studies, which indicate the linguistic and pedagogical values of poetry in English language classrooms. For example, Chen et al. (2024) argued that poetry exposes learners to authentic, stylistically varied, and culturally loaded language. Recently, Al-Bakri (2019) reported that poetry has a positive effect on vocabulary development, pronunciation, and cultural understanding. This is consistent with earlier claims made by Lazar (1993) and (Maley & Duff, 1989). The participants were aware of poetry's richness, however, their reliance on traditional interpretation-based poetry instruction methods limited opportunities for learners to engage creatively. This contrast highlights a persistent gap between theoretical recognition of poetry's value and its practical classroom application as reported in the literature, even in higher education (Simecek & Ellis, 2017).

Poetry teaching demands a balanced approach that includes textual analysis and readers' response exploration (Kellem, 2009). However, the participants in this study used a more structured approach similar to the findings reported by Ngidi (2020), limiting students' learning opportunities. Approaches such as reader-response pedagogy, recitation, group discussion, and creative writing could foster interpretative skills and emotional engagement in addition to textual analysis. Teachers could help learners overcome their perception of poetry as an inaccessible

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or linguistically complex text form by encouraging them to connect poetry with their personal experiences (Teachers Institute, 2024). Moreover, integrating multimodal inputs with audio recordings, video, pictures, and textual resources can scaffold comprehension for learners with lower linguistic proficiency, while preserving the aesthetic dimension of poetry (Xerri, 2012). Limited use of ICT in poetry lessons by the participants of this study indicated the possibility of enhancing poetry teaching and learning by integrating modern digital tools in poetry lessons.

The challenges reported by teachers, particularly the low proficiency of students, resonate with the earlier findings by Khatib (2011). He reported that nonnative speakers struggle to comprehend the literal meaning of poems because of the inherent complexity of many poetic texts. Consequently, teachers exclude explorations of the figurative meanings in their classrooms. Similarly, teachers' awareness of customized training programs reflects the need for enhancing their literary knowledge, which can also equip them with practical techniques for scaffolding meaning, facilitating discussion, and using ICT tools. Networking opportunities among teachers could support the sharing of innovative practices and solve many of the problems they face while teaching (Richards & Farrell, 2005). Similarly, institutional investment in digital resources would strengthen teachers' confidence in adopting creative methodologies.

There was little evidence that teachers attempted to create anxiety free environments in their classrooms to facilitate optimum processing of language input, as suggested by Krashen (1982), although they allowed some time for poetry recitation. Consequently, the teachers could not lower the affective filter (anxiety and low self confidence) of the learners. Similarly, the findings indicated a focus on a correct interpretation-based approach to teaching poetry underestimated the roles of learners. This focus is in contrast to the suggestion of Rosenblatt (1969), who emphasized the importance of learners playing an active role in interpreting meanings by using personal experiences and going beyond the efferent mode of reading (extracting information) to the aesthetic mode of reading. However, the findings indicated that the teachers valued the role of the text, but not the role of the background knowledge of learners. The findings also contradict the suggestion of Shulman (1987), who suggested that teachers need not only content knowledge but also pedagogical content knowledge for effective delivery of lessons.

There are some implications of the study. The existing teachers' education model needs revision to include customized training for teaching poetry. The government should invest in enhancing ICT infrastructure in schools and disseminate ICT integration policy to the stakeholders. Similarly, teachers need to relearn instructional strategies to make poetry teaching more engaging. The course designers need to pay attention to the criteria of text selection while including poetry in English language courses.

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This study had some limitations. Only five purposively selected basic-level teachers working in the Gorkha Municipality participated in the study. The findings of this study are not generalizable to other contexts. Similarly, the participants' self-reported experiences alone may not fully represent the practices in poetry lessons. I suggest further research with multiple data collection methods, such as classroom observations, lesson plans, and students' assignments. Further study with more participants in different contexts may provide a more comprehensive understanding of poetry teaching and learning.

## Conclusion

This study explored teachers' experiences of teaching English poetry at basic-level schools in the Gorkha Municipality, Nepal. The teachers appreciated poetry as an authentic and linguistically rich resource for English language learners. However, they agreed that their traditional pedagogical approach limited students' opportunities to explore the meanings of the poems and experience their aesthetic aspects. Consequently, they requested systemic intervention to address these challenges, such as pre-service and in-service teacher training and ICT infrastructure development in schools. Furthermore, to harness the full potential of poetry, teachers wanted to upgrade their pedagogical skills to balance the linguistic and creative aspects of teaching and learning.

In the ESL context, integration of poetry into classrooms is successful when teachers scaffold students' linguistic abilities, engage them emotionally, and allow them to explore the meanings of the poems. Theoretically informed and contextually grounded pedagogical practices enhance the effectiveness of poetry teaching and learning, and foster learners' linguistic and interpretative abilities. Therefore, teachers should redesign poetry lessons so that poetry functions as a useful springboard for ESL learning activities rather than a decorative add-on in their textbooks.

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## The Journal of DMC

(A Peer-Reviewed Open Access Interdisciplinary Research Journal)

Vol. IV, Issue 1, March 2026, pp.88-104

ISSN 2717-4719

e-Journal Site: <https://www.dsmc.edu.np/journal/>

# Awareness of the Citizen Charter and Perceptions of Public Service Delivery: A Client-Centric Analysis

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### Article History

Received: 26 April, 2025

Revised: 24 August, 2025

Accepted: 2 December, 2026

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### Publisher:

Research Management Cell  
Drabya Shah Multiple Campus,  
Gorkha, Nepal

Email: [info@dsmc.edu.np](mailto:info@dsmc.edu.np)

Website: [www.dsmc.edu.np](http://www.dsmc.edu.np)

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### Abstract

*The citizen charter is a formal commitment by a governmental office to the public, outlining services, standards, and institutional responsibilities to promote transparency, accountability, and responsiveness. Its effectiveness depends on public awareness and institutional compliance. This study examines citizens' awareness of the citizen charter and the quality of service delivery at the District Administration Office (DAO), Surkhet. Grounded in principles of good governance and public service effectiveness, the study employed a qualitative design. Data were collected through interviews and observations involving selected service users and providers. The findings reveal that the citizen charter is visibly displayed and systematically practiced at the DAO.*

*Services were generally perceived as timely, procedurally clear, and of satisfactory quality. However, political, administrative, and personal factors occasionally affected service outcomes. Awareness was comparatively low among uneducated and marginalized groups. The study contributes to the literature on public service governance by providing empirical evidence on the implementation effectiveness, citizen awareness, and*

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*service delivery performance of the citizen charter. It highlights both institutional strengths and inclusivity gaps that inform policy improvement and accountability reforms.*

**Keywords:** *Good governance, information, practice, public service*

## Introduction

A citizen charter is a formal document that outlines a service provider's commitment to addressing the needs of the public, emphasizing transparency, accountability, and quality service delivery (Aminudin, 2018). Typically, it is implemented by governmental or non-governmental organizations. It provides and serves as a framework for ensuring citizen engagement and improving service standards (Danhouno et al., 2018). Citizen charter is a practice to improve the quality of service being offered to the citizens and ensure better citizen satisfaction (Drewry, 2005). It is the first and simplest way for them to receive information about the services of a particular agency (Marcella & Baxter, 2000). Worldwide, the provision of a citizen charter was first introduced in 1991 in the UK (Kisby & Sloam, 2012). In the context of Nepal, the citizen charter was practiced and implemented in Nepal for the first time in 2000 AD (Paudel, 2016). All the ministries, government institutions, and their units have developed their citizen charter and tried to carry out their activities accordingly. Citizen charter represents the organization's dedication to accountability, transparency, grievance redress mechanisms, service delivery standards, quality, and timeliness (Deep, 2021). Citizen charter promotes transparency, accountability, and efficiency in public service delivery, as well as to give citizens the tools they need to demand better services, it outlines the different services that the organization offers, the fees that the organization charges for those services, the accountable party for the service, the length of time the service is provided, the terms and conditions of service delivery, and the services that are offered (Joshi, 2007). The concept of the citizen charter represents the belief between service providers and service users (Clifton et al., 2005). The citizen charter can be used to assess if an organization is responsible and welfare-focused towards its residents. Shankar Nag (2018) stated that "citizen charter is one of the key tools for ensuring good governance in all kinds of organization".

The citizen charter is essential in all government agencies. In the context of Nepal, there are 753 local levels and 6,742 wards (6 metropolitan cities, 11 sub-metropolitan cities, 276 municipalities, and 460 rural municipalities), 7 provinces, and 77 districts under units (Shrestha & Ghimire, 2020). The following details must be included: what paperwork needs to be submitted for specific work; which branch or division is available; how much time, fees, and service charges are involved; how to get in touch with the person in charge of reviewing complaints; and what the next steps are. The authority person is to receive services after completion

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(Woli, 2023), the citizen charter should also be readable and understandable to all citizens (Clarke & Margetts, 2014). In case of the client (service users), any loss or damage due to non-receipt of service by any service recipient, even after completing all the procedures, the office should provide information on how to compensate these persons (Brimblecombe et al., 2018). The good governance rules 2065 BS states that in such a situation, the citizen receiving the service is entitled to a maximum of rupees 5,000/- in compensation, but not apply in the context of our situation (Otubu, 2012).

Pareek & Sole (2022) stated that the commitment to the services that public entities will deliver is provided by the citizen charter, which informs the public on the process, money, and duration associated with making a service available to them in any government institution (Pasian & Ghimire, 2022). The citizen charter reduces the possibility that service providers will mislead clients about their offerings and cause needless difficulties for those seeking to use them (Dunleavy et al., 2005). The citizen charter, those who wish to receive services can be well-prepared in advance. If an employee requests a bribe, the citizen has the right to inquire why and for what. Irvin & Stansbury (2004) stated in some circumstances, citizens may request compensation if prompt service is delayed. The citizen charter is not an overall information chart; it is a description of the general activities of any agencies or organizations, and there is no restriction on what can be included in it (Bardoel & Haenens, 2004). Citizens may seek compensation if timely service is delayed in certain circumstances. It can be taken as a mirror of the overall activities of the agencies or organizations and contributes to providing quality service to the government & other offices (Andrews & Walle, 2013) but it has been extensively and costly promoted by the government and has now been heard of by a sizeable majority of the population (Goodman, 2013). However, it remains a cumbersome package that is far more intricate than what the common citizen would understand (Woli, 2023). It indicates that the additional changes brought about by the charter program have frequently been little (Eastman et al., 2017).

The UK has long benefited from the citizen charter, but in the wake of the current turbulence throughout the world, there have been significant administrative challenges related to civil rights and other legal complications (Korishi et al., 2022). Thus, the administration must be flexible and focused on the needs of the people. Since its implementation in 2008, Bangladesh's citizen charter has proven to be a valuable tool for resolving public issues in the public domain (Huque & Ahsan, 2016). However, the charter appears to have been overlooked in certain significant administrative domains, including local administration, land reform administration, and public bodies (Walker, 2005). The citizen charter is also being implemented by many countries to enhance the delivery of public sector services (Ahsan et al., 2024). As a result, India has begun to use citizen charters to improve the flow of public sector services. In India, customer-choice-based service quality, speed, transparency, and delivery have been used to address grievances and

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improve service quality. However, only a few upper and educated classes have benefited from this. It has not been able to play an important role in public services due to a lack of access to civil liberties among people (Haque, 2005). As a result, the Citizen's Charter should only be considered as a supplement to the effectiveness of the service flow. Sharma (2012) studied to evaluate the effective the implementation the Chandigarh (India) citizen's charter in local government and evaluate the effective implementation of municipal government should increase good relations with the people, and make people aware of the citizen charter. There is an emphasis on professionalism among employees. However, only a limited educated and superior-class people have benefited from the citizen charter. In the context of Nepal, it has not been able to take a significant place in public services due to people's lack of access to civil liberties (Gupta & Shrestha, 2021). As a result, to ensure the effectiveness of service flow, the citizen charter must only be considered an addition (Mudassir & Rifdan, 2023). From the above-mentioned literature reviews, it is clear that the citizen charter, which enumerates all of the office's operations and makes it simple for service users to receive efficient assistance, is essential information for any office (Neb, 2017). The primary causes of ineffective service in any capacity are a lack of political will, a lack of civic awareness, and a barrier to entry for the poor government administration (Haque, 2001).

The success or failure of an office depends on the use of a citizen charter, which is used and regulated depending on the related offices

The success or failure of an office depends on the use of a citizen charter, which is used and regulated depending on the related offices (Bhuiyan et al., 2022). The citizen charter serves as a crucial element of social accountability within public service offices (Korishi et al., 2022). However, Panday & Chowdhury (2023) state that “citizen charter should not be regarded as the sole indicator of the success or failure of office services”. In Nepal, it has been observed that many educated clients often bypass the citizen charter, opting instead to approach service counters directly without consulting the charter (Beniwal, 2005). As a result, in academic writing, such claims must be backed up by evidence. Gupta et al. (2023) state the context of Nepal, it has been observed that many educated clients often bypass the citizen charter, opting instead to approach service counters directly without consulting the charter. Hood et al. (2000) state that the welfares of the citizen charter are most perceptible among educated, prosperous, and well-informed individuals; in contrast, the full and effective application of the charter is not observed in nations such as our own, where lack and low consciousness are prevalent.

Chowdhury & Panday, (2018) states the citizen charter maintained by a district administration office has to include details like; what kinds of documentation (letters of recommendation), supporting documentation, and proof needed to obtain the certificate (citizenship, passport, national identity card and other), registration of organization (CBOs, NGOs, newspaper), marriage

registration, providing relief services during natural disasters and fire, control of corruption and punishment, administrative function relating to prison and its protection, to represent the government of Nepal within the district, where the location and cost of the application forms the procedures that must be followed the personnel staff to be contacted in which section; how the duration of the documentation (certificate, application) process, etc. A citizen has the right to quickly obtain the previously listed basic information (Desouza & Bhagwatwar, 2012). Citizens can obtain the information contained in the citizens charter by using a browser, pamphlets, toll-free numbers, radio, TV, social media (SMS, Facebook), newspapers and different related websites (Kuteesa et al., 2021).

Surkhet district, known as Bahra Bandal, Athara Khandal, in 2016 B.S it was formerly a part of the Dailekh district before gaining its separation (Khadka et al., 2019). Surkhet district is one of the ten (10) districts that make up the province of Karnali, and is situated about 600 kilometers (373 miles) west of Kathmandu, the capital of Nepal (Khanal et al., 2020). With an area of 2,488.64 square kilometers (960.87 square miles), the district is the largest in Nepal. Surkhet district, center of administration headquarters, Birendranagar valley, is one of Nepal's inner terai valleys, it is a beautiful valley surrounded by hills and has an adequate climate (Wasti et al., 2023). It serves as both the commercial center and district headquarters of the Karnali state under the new federal republic. Its borders are as follows: to the north are the Dailekh and Jajarkot districts, to the south are the districts of Banke, Bardiya, and Kailali, to the west are the districts of Doti, Achham, and to the east are the Salyan district. The Bheri and Karnali rivers form the Surkhet district's whole riverine perimeter (Badal, 2022). Surkhet has five (5) municipalities, namely Birendranagar, Lekbesi, Bheriganga, Gurbhakot, Panchapuri, and four (4) rural municipalities, namely Chingad, Simta, Barahatal, and Chaukune (Acharya & Chandrika, 2021).

The DAO is headed by a chief district officer (CDO), who is supported by two assistant chief district officers and additional staff members (Tandukar et al., 2016). The CDO should receive reports from all district government offices regarding their activities (Malla et al., 2020). To keep peace, harmony and order in the district level, to provide immediate relief to natural disaster and fire victims, to manage with political parties, to coordinate security agencies and stakeholders, to register and renew organizations, to monitor, and suggest the development work, to controls delays, corruption and gives a sense of good governance, to hear and take action on issues within its jurisdiction (Bisri & Beniya, 2016). The DAO serves as the central administrative body of the districts; it is the main duty of this office to ensure that the services rendered to the public are efficient (Goodnow, 2017). In addition, DAO is responsible for organizing, coordinating, managing, controlling, monitoring, and keeping the status of available services between various government organizations and departments within the district (Comfort, 2007). It performs the crucial tasks such as provisioning, & issuing the citizenship

certificates, arranging & issuing passports certificates, maintaining records, distributing national identity cards, preserving records of official citizen information, and upholding law enforcement, and complaints act order in the area (Kloot & Martin, 2000). Some of the major activities of the DAO Surkhet are provisions related to arrangements, organization registration and renewal, including registration of printing press and newspapers, arms registration, arm name transfer and renewal, functions related to marriage registration, peace keeping and grievance related work and regarding conflict victims (DAO Surkhet, 2080). Acharya (2018) states the government of Nepal has introduced the good governance concept to establish and create welfare state system that will be carried out by the line agencies. As a line agency, the DAO Surkhet has set up the citizen charter to offer the general public high-quality services, announced a service delivery plan aimed at empowering the citizenry; however, the technical mechanism and implementation aspects are not up to standard. Tamang & Malena (2011) stated that the government of Nepal has introduced the good governance concept to establish and create welfare state system that will be carried out by the line agencies. As a line agency, the DAO, Surkhet, has set up the citizen charter to offer the general public high-quality services. It has declared a service delivery plan aimed at empowering the citizenry; however, the technical mechanism and implementation aspects are not up to standard (DAO Surkhet, 2081).

The government of Nepal has introduced the concept of good governance to establish a welfare state system, which is to be implemented through the line agencies. DAO Surkhet, as a line agency, has arranged a citizens' charter to provide quality service to the public and declares a service delivery chart to empower citizens, but the implementation and technical mechanisms are inadequate. This research applies to researchers, scholars, and academicians, Additionally, it helps to improve the services of the District Administration Office, Surkhet, and to update and inform the public about the service status. This research aims to explore the level of awareness among clients regarding the Citizen Charter and to analyze their perceptions of the quality of public service delivery in the District Administrative Office, adopting a client-centric perspective.

To fulfill the objectives, this study devised the following research questions:

- What is the level of awareness among clients of the District Administrative Office regarding the citizen charter?
- How do clients perceive the quality of public service delivery at the District Administrative Office?

## **Research Methodology**

The purpose of this study was to determine the level of awareness among the service agencies and clients at DAO Surkhet regarding service delivery. This research is limited to questionnaires given to the agency, and a client is used. It is

limited to the district administration office, Surkhet, which cannot be generalized to the country level. This study used a combination of analytical and descriptive designs and quantitative methods, and primary sources for data collection. The primary data were gathered through observation and an interview questionnaire. To determine the level of knowledge among the agency and clients of service delivery, it mostly relied on its website and unofficial as well as informal interviews before visiting the about the citizen's charter Surkhet DAO. The sampling population was taken from the respondents using the questionnaire method; a total of 213 clients were the respondents, and the data was collected through interviews and observations with the agency of the DAO, Surkhet.

## Result

The knowledge of the citizen charter of the service recipient and the service provider, as well as the service delivery from the side of the client (service users) and the service provider (agency) is presented in this section.

### Knowledge about the Citizen Charter

Respondent's knowledge about the citizen charter in the Surkhet district administrative office is given in the table below:

**Table 1**

Information about the citizen charter

Information	Number of respondents	Frequencies (%)
Yes	182	85.45
No	31	14.55
<b>Total</b>	<b>213</b>	<b>100.00</b>

*Field Survey, 2024*

Table 1 shows that knowledge of the citizen charter is obtained by asking questions about whether the people heard and were informed about the citizen charter or not. On a percentage basis, the number of people who heard about the citizen charter was 85.45, and the percentage of people who hadn't heard about the citizen's charter was 14.55. In this table, the percentage of hearing about the citizen charter was high, 14.55 percent of people in Surkhet district hadn't heard or been informed about the citizen charter. It demonstrated a thorough understanding of the citizen charter in rural and underdeveloped areas. The government has not been informed of the charter's significance, and thus, the people living there have not had the opportunity to hear about or become aware of it.

**Table 2***Known about the citizen charter*

<b>Known citizen charter</b>	<b>Number of respondents</b>	<b>Frequencies (%)</b>
Yes	123	57.75
No	90	42.25
<b>Total</b>	<b>213</b>	<b>100.00</b>

*Field Survey, 2024*

Table 2 indicates that 57.75 percent of the respondents understood the citizen charter, while 42.25 percent did not understand. A high proportion of citizens understood the citizen charter, and then did not; this is because there were insufficient informational opportunities, public awareness campaigns, appropriate orientation, workshops, seminars, training opportunities, and advertisements regarding the citizen charter.

**Table 3***Known about the way of the citizen charter*

<b>Known the way of the citizen charter</b>	<b>Number of respondents</b>	<b>Frequencies (%)</b>
Public media (print, radio and TV)	97	45.53
Official communication (staff)	73	34.28
Public announcements	24	11.27
Relatives and colleagues	19	8.92
Other (please specify)	-	-
<b>Total</b>	<b>213</b>	<b>100.00</b>

*Field Survey, 2024*

Table 3 shows that the respondent recognized the citizen charter, 45.53 percent of public media (print, radio, and TV), while 34.28 percent official communications, 11.27 percent public announcement so on 8.92 percent relatives and colleagues. A proportion of citizen understood the traditional way of citizen charter. Public media (print, radio, and TV) is a way of easily accessing information at the public level, official communication process, public announcements, and relatives/colleagues, known as the way of citizen charter.

**Table 4***Time taken to get services the way of citizen charter*

<b>Time takes the way of citizen's charter</b>	<b>Number of respondents</b>	<b>Frequencies (%)</b>
As stipulated in the charter board	189	88.73
A little more than the stipulated time	13	6.10
Too much time than the stipulated time	11	5.17
<b>Total</b>	<b>213</b>	<b>100.00</b>

*Field Survey, 2024*

Table 4 indicates that 88.73 percent of respondents expected the charter board, 6.10 percent gave the response a little more than the expected time, and 5.17 percent of respondents exposed the too much time than the allocated time as in the citizen charter. The mentions above table indicate that the citizen charter is being displayed; however, the district administration office is still unable to provide the services mentioned. When asked what could be the cause, the majority of people said it was due to the workload on the staff and the limited number of staff.

### Perception of the client on the service delivery system

The views of the service receiver regarding the service delivery of the DAO Surkhet are mentioned below:

**Table 5**

#### *Quick and easy service*

<b>Quick and easy service</b>	<b>Number of respondents</b>	<b>Frequencies (%)</b>
Yes	187	87.79
No	19	8.92
Don't know	7	3.29
<b>Total</b>	<b>213</b>	<b>100.00</b>

#### *Field Survey, 2024*

Table 5 shows that 87.79 percent of the respondents stated that they were getting fast and easy service. As stated in the citizen charter, 8.92 percent did not receive the service, and 3.29 percent did not respond about the service being held on time. Because of the traditional documentation system and lack of resources in this office, it showed that 100 percent of people did not get quick and easy service. This is due to the lack of digitalization of every activity. Until now they have been using the traditional system of documentation.

**Table 6**

#### *A Bribe given for official works*

<b>Bribe given</b>	<b>Number of respondents</b>	<b>Frequencies (%)</b>
Yes	-	-
No	213	213
<b>Total</b>	<b>213</b>	<b>100.00</b>

#### *Field Survey, 2024*

Table 6 shows that 100% of respondents (service recipients) did not pay additional fees beyond those specified in the citizen charter, and 0% stated having to pay for extra activities beyond those listed in the charter. The data indicated that the office effectively implemented the citizen charter, although none of the employees were required to pay additional fees for their services. Therefore, to prevent bribery in official activities, the public must learn to work by the citizen's charter.

**Table 7***The Office staff member wrongly behaved towards the clients (service users)*

<b>Wrongly behaved</b>	<b>Number of respondents</b>	<b>Frequencies (%)</b>
Yes	14	6.58
No	199	93.42
<b>Total</b>	<b>213</b>	<b>100.00</b>

*Field Survey, 2024*

Table 7 shows the wrong behavior of the office staff member toward the client. 6.58 percent of the clients said that the office staff member misbehaved with the clients and 93.42 percent of clients said that the office staff member didn't misbehave with the clients. It showed that the behavior level of staff was good but not fully satisfactory. Retribution of office staff members who do not treat the public well should be strictly enforced so that office staff members do not misbehave with the public and act responsibly.

**Table 8***Level of satisfaction with the service users (client) from the service of DAO Surkhet*

<b>Satisfaction of services</b>	<b>Number of respondents</b>	<b>Frequencies (%)</b>
Satisfy	191	89.67
Dissatisfy	22	10.33
<b>Total</b>	<b>213</b>	<b>100.00</b>

*Field Survey, 2024*

Table 8 shows the number of satisfied citizens in the District Administrative Office Surkhet about service delivery. Out of 213 respondents, 89.67 percent expressed satisfaction with the service and 10.33 percent expressed dissatisfaction. From this, we can infer that the proportion of satisfied citizens exceeded that of dissatisfied ones. It showed that the office should provide higher-quality services.

### **Staff's opinion on the service delivery system**

The district administration office, Surkhet staff members hold the following opinions about the services provided by this office: the office is currently working to implement the citizen charter. The citizen charter is reviewed occasionally, the needs-based policies are changed and updated, but doing so successfully is still proving to be difficult. For instance, political instability, illiteracy, and public ignorance of the significance of the citizen charter are the reasons behind the administration's higher levels' lack of will. This is not met with resistance from the administration; the work of the people is less important to political leaders and administrators than their financial gain. Not every office will benefit from the same kind of citizen charter due to the differences in the work. The public can view the citizen charter. The citizen charter makes it crystal clear what kind of procedures people must follow when working in offices. To train employees to improve this office's ability to provide services and carry out activities like advertising on TV, radio, newspapers, and the internet, among other things, to raise public awareness

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of the citizen charter. Despite the difficulties, this office has made an effort to offer comprehensive, high-quality services following the citizen charter, and it appears that it has done so more successfully than other district offices. The citizen charter is reviewed occasionally, and the needs-based policies are changed and updated.

## **Discussion**

The citizen charter provides official information about public services, necessary paperwork, the relevant officer, the time and cost of the services, and the compensation plan if the services are not provided at the designated time and cost (Schiavo, 2000). The public will be able to access services without difficulty, won't have to go to the same job repeatedly, and won't be able to defraud service recipients will decrease with the proper implementation of the citizen charter. The office can ensure good governance by offering quality services through the citizen charter (Wambuwa et al., 2020) . All government offices must maintain a public copy of their citizen charter kept somewhere on the office grounds under clause 25 of the Good Governance Act 2064/AD 2007 and rule 14 of the Good Governance Regulation, 2065 BS/2008 AD (Lamichhane, 2021). This research examines how the citizen charter's provisions are implemented to improve local services. Kaphle, (2024) states that the citizens' charter, which has clear regulations and procedures and makes information accessible to the public, reduces the uncertainty associated with the provision of services. An overview of the key findings from the research on people's knowledge of the citizen charter and the District Administration Office Surkhet's service delivery system is provided here.

Despite the officials' claims that they provide services to the public, it appears that the offices that provide official services are still client's (service user) focused and conveniently accessible (Joshi & Moore, 2004). The information can give clients (service users) the information they need to get happening with the citizen's charter. In terms of service delivery, only a few works such as citizenship certificates, passports, different types of recommendations paper, etc. were performed on time. People should repeatedly come for national identity cards, register/renew organizations, control the procrastination and corruption issues addressed, hear and take actions on issues within their jurisdiction, and monitor development work quality performances, and other work (Verdegem & Verleye, 2009).The findings exposed the citizen charter and their perceptions of the public service delivery system. The analysis of responses revealed that citizens know about the way of the citizen charter. Public media (print, radio, and TV) is a way of easily accessing information at the public level, official communication processes, public announcements, and relatives/colleagues who know about the way of the citizen charter.

The study focuses on how the public's perceptions of the citizen charter and the District Administration Office's service delivery methods. The findings of this

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study are useful to make the Citizen's Charter service deliver the official information provided to the public, containing the required documents, the specified time, and the compensation arrangement if the service is not received on time and for the stated fee. The precise implementation of the Citizen's Charter will reduce policy corruption; the public will be able to access services without difficulty, will not have to return to the same services multiple times, will be unable to defraud service recipients, and will reduce nepotism. The office can promote good governance by offering high-quality services under the Citizen Charter. However, it is similarly appropriate for other service-providing agencies (offices) and government and non-government organizations.

## Conclusion

The Citizen Charter is the commitment of the government to the citizens. Good governance is essential to the sustainable development and efficient operation of any office. The three major components of good governance are accountability, transparency, and the administration's responsiveness of the administration. The Citizens' Charter initiative is a response created in response to the goal of resolving issues that arise when citizens interact with the institutions that deliver public services. In the District Administration Office, Surkhet, a Citizen's Charter has been maintained systematically. The fact that the service recipients were using it and that the majority of them were aware of, accountable for, and more interested in the Citizen Charter was exposed. The majority of the clients were very engaged and prepared, with only a small number not knowing about the citizen charter. It demonstrated effective charter implementation, proper and high-quality service, and effective management of the office's many activities. However, there is an issue with appropriate service delivery because of certain administrative, political, and personal factors. This might be the outcome of people's ignorance of the news, television, newspapers, social media, the internet, etc., as well as a lack of preparation. It also requires a strong will to provide leadership in the political and administrative spheres for it to be fully implemented. Therefore, it is concluded that this study promotes and directs the effective implementation of the Citizen Charter of the District Administrative Office Surkhet.

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**The Journal of DMC**

(A Peer-Reviewed Open Access Interdisciplinary Research Journal)

Vol. IV, Issue 1, March 2026, pp.105-119

ISSN 2717-4719

e-Journal Site: <https://www.dsmc.edu.np/journal/>

**Indigenous Education System: A Symbolic Representation of the Mundumic Suptulung – Narrating the Educational System of the Kirat Rai**

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**Article History**

Received: 27 May ,2025

Revised: September, 2025

Accepted: 11 November, 2025

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**Publisher:**

Research Management Cell  
Drabya Shah Multiple Campus,  
Gorkha, Nepal

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Website: [www.dsmc.edu.np](http://www.dsmc.edu.np)

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**Abstract**

*Indigenous knowledge is a dynamic and holistic system rooted in daily life, spirituality, and ancestral wisdom. Among the Kirat Rai community of Nepal, this knowledge is embodied in the Mundumic Suptulung, a flexible oral tradition that evolves with time while preserving indigenous theories, values, and ancestral teachings. Practiced through songs, myths, legends, and proverbs, it serves as a living archive of cultural identity and practical education. Rituals involving spiritual leaders such as Mangpa, Nachhung, and Fedangma are central to this transmission, offering experiential learning that connects the community to its ancestors.*

*Ceremonies like Sakela, Sopuiya, Sakenwa, and Deuha reflect the community's values and their intimate relationship with nature. The use of Khabai/Babkha a traditional food and ritual offering symbolizes the adaptation of ancestral practices and the integration of nature into daily life. Its preparation and ritual use are themselves forms of indigenous pedagogy, emphasizing the importance of hands-on learning over textual instruction. The Kirat Rai worldview sees nature not only as a resource but as a sacred space where ancestors dwell and blessings are received. Thus, indigenous education within this community is inherently ecological, spiritual, and practical, fostering curiosity and lifelong*

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*learning. The Mundumic Suptulung is more than a cultural narrative it is a guiding framework for living a good life, adapting to change, and sustaining identity through nature-based wisdom and ancestral reverence.*

**Keywords:** *Indigenous education, obligation, Sopuiya, Sakel, Khabai/Babkha, Mangpa/Nachhung. Rishimi.*

## **Introduction**

From the beginning of the time when humankind came into existence, humans have been developing skills and beliefs to support their living. Similarly, Kirat Rai people develop Suptulung as the center point of the belief. Through this belief they survive with distinctly in the world as well as nature. Due to Mundumic Suptulung they have district educational practice. They have been forming and developing societies and finding ways to continue of the legacy of a social human life. Everything the humankind discovered in relation to the skills, beliefs and creations have been implemented in our lifestyle in the present day and this knowledge has been defined as a part of indigenous education. The knowledge that was carried by the ancestors of the indigenous people have been improved and transformed, knowledge of how to survive and of beliefs have now been defined as an important knowledge by the philosopher. The education of the world has been classified into two forms; formal and informal education. Indigenous educations are considered as an informal and marginalized education. In the context of Nepal, Constitution of Nepal 2015, it is written that the group of people that are socially and culturally backward are the indigenous group of people and the government has given importance to preserving their knowledge and taking care of the important things relating to the community. As said by Cajete (2004), indigenous people are able to develop skills with the help of the elements of the nature and by being together with the nature. It is a skill of the indigenous people to be able to reform and transform the knowledge and skills of their community alongside nature. Indigenous knowledge is a skill that has been developed through experiences and nature. All the activities that happen all around the world are passed down knowledge from the ancestors, their skills and tactics of survival become knowledge that people all around the world use in their daily lifestyle, all of them are the legacy of the ancestors. And this legacy has now become the holistic education of the indigenous people. According to Diabetes (2020), there are 5000 distinct cultural community group with their own different language and religion.

In the context of the Nepal the National Foundation for the Development of the Indigenous Nationalities Act 2002 said that there are the 59 indigenous group in between the one of the sub groups is the Kirat Rai community. According to census of the 2011, the population of the Kirat Rai people is 807,169 in total. In the population of the Nepal and in terms of religion, it is in the fourth group. Their territory is the eastern part of Nepal, i.e., Province one. Far before the name of the

region was Khambuwan, Limbuwan and Koichwan. Similarly, Pallo Kirat, Majh Kirat and Pallo Kirat are the names of places where Kirat people reside and it is uniformly called the Kirat Prades. Prophecy is that the base of Mundumic education is the Suptulung. The Mundum is the Holy Scripture and the Suptulung is the holy place (Rai, 2020). They have distinct knowledge in farming, animal husbandry, plant domestication, plant medicine, healing, and clothing (Diabetes, 2020) woodcraft jointly astronomy and biology. There is transformation in this knowledge through oral tradition, storytelling, myth, legends, and proverbs and with the cultural performance.

According to the Constitution of Nepal 2015, Mundum philosophy and the Suptulung education is the informal education and is marginalized and backward education. Indigenous people's knowledge, education is protected by the international law. Constitution of the Kingdom of Nepal 1990 has stated in the primary section that every child can choose to get education in their mother language, but the implementation of this law is not satisfactory (Rai,2018). The reason behind is the formal education curriculum on optional subjects. Marchant (2009) said that the own worldview should be understood by self then only can they be able to teach their own children. There are some religious schools such as Gurukul, Gumba and Madrasa these all run by the surveillance of the Nepal government as a formal education system. Mundum philosophical education can also be taught as a formal education. Mundum has its own philosophy, and educational policy in the oral tradition. Because of the wide practice of formal education, Mundum and Suptulung are in danger. Limited people know about the value of Mundum and Suptulung. Mundum philosophy is linked with the nature and environmental education. The Suptulung education refer to practical education in field. The role of teacher would be facilitators. Education must be the used to promote better life, and must be the voluntarily insight of the Mundum. Mundum states that knowledge lies in natural land, in plants and trees, in rivers and oceans and any form of water and in birth and death. Without mental, emotional and physical pressure, the exiting knowledge of the value of life is the base of indigenous education (Jacob et al., 2015). Indigenous education has focused on the food security, inhabitant and good relationship with the environment. Kirat Rai people have been continuously been using Mundumic philosophy and practiced its knowledge in their livelihood. The objective of this study is to explore and the expose the obligation of teacher (Mangpa/Nachhung and Rishimi) in the philosophy of Mundumic education. Indigenous education takes Mangpa/Nachhung, Rishimi, Ngabucho, Nakso, Nachhung, Kharumi, Chapsami, Suruli, Kubi, Dowang, Dowa, Pasing, Massing, Fedangma and the ritual experienced elderly as a teacher.

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## **Literature review**

Indigenous education is the gathered knowledge of the teachings of ancestors (Ermine, Battiste, & Barman, 1995) that is holistic and spiritual. Indigenous knowledge is the correlation of human and nature. Indigenous people are very close with nature, adapt with it, and take it as a part of their life. The experience of the nature is the experience of the ancestors (Warren, 1991) and is the indigenous knowledge and indigenous education. The skill of transformation method of indigenous knowledge is the indigenous education. Indigenous people respect to the ancestor and the knowledge of ancestors. Human experience are an ocean of knowledge that serve by the cultural activities (Cajete, 2004). The experience of picture drowning out through the thousands of people passing thousands of years. Fables, myth, legends, and proverbs are the element of the indigenous educational knowledge (Omolewa, 2007). The knowledge and education of the indigenous people and indigenous community is not forced upon learners and the people of the community. As an informal learning process, education is a see and do process, there is no mental or physical pressure put upon anyone to find their place in an indigenous community. The rituals and the activities of major events have their own simple process and it is believed that one can learn by watching. Songs and stories are important mediums of gaining knowledge about the community. Songs and stories are important because they contribute to the continuity of the indigenous communities (Burnard et al., 2008). Indigenous education is a holistic education that helps is the mental development of children (Absolon, 2010). Indigenous education is a subjective education and has flexible approach, because it is based on indigenous knowledge, anyone learning can have his or her own personal perspective towards the education. Indigenous education is a lifelong education (Battiste, 2014). The experiences of life from birth to death is indigenous knowledge (Jacob et al., 2015). Indigenous education is framed through specific communities, land structure and culture (Morcom, 2017) where people are involved in practical activities for learning. This is a holistic education. Indigenous education is implemented spiritually (Rai, 2020). Indigenous education is the reflection of the life of humankind. It is started with the connection of dirt and soil. Indigenous education is the education about the relation and connection of nature and human life. Suptulung education is based on nature and natural life. Life is nature (Rai, 2020). All things that we have and all things that exist is given by nature in the absence of nature there will be nothing in the universe.

## **Methodology**

This study follows the interpretivist approach. Wilson (2001) explained that he analyzed data to fulfill the goals of his research. I collected data following the guidance of Lincoln and Guba (2000). I used the storytelling method described by Kovach (2010), since Mundumic philosophy is rooted in oral tradition. Participants

were selected using purposive sampling, as suggested by Etikan, Musa, and Alkassim (2016). Data was collected from Province 1, specifically Sakela Rural Municipality and Yangwarak Rural Municipality in Pachthar. During data collection, I received permission from local stakeholders and followed ethical guidelines.



All the data were primary sources. According to the 2011 census, there are 26 subgroups in the Kirat Rai community. For this study, I focused on the Sakela and Sopuiya groups of the Chamling Rai community and used their traditional yeast-making method as part of the data collection process.

## Findings

Among the 32 generations where Kirat reign existed, the Kirat Rai people believed Mundum as a philosophy and Suptulung as a center of discipline. Suptulung is the center of education and holy place for the Kirat Rai people (Rai, 2020). The ancestors have fundamentally transmitted their knowledge and skills to their younger generations. Through traditional and cultural methods (rituals and events), they have been passing down their knowledge of way of lifestyle for their younger generations. The complete education of the Suptulung is centered on land. The Kirat Rai people believe the earth as mother *Sumnima/Naima*, and the sky as father *Paruhang*. They believe themselves as the children of these ancestors; the earth and the sky. The Kirat Rai people consider the knowledge left by their ancestors as a valuable property, the only way to increase this treasure is by sharing them. The knowledge left by their ancestors continues to be the part of Kirat Rai people. In the following section, I present the findings pertaining to philosophical and educational system of Mundum.

### Philosophical Educational System and Science related to Mundum

#### *Sopuiya:*

*Figure 1-Performing Mundum by Mangpa/Nachhung and Rishimi of Sopuiya*

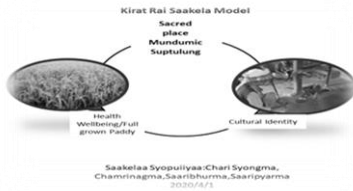
Kirat Rai people have their own calendar, according to present existing year, the first full moon of the Baisakh month is the day when *Sopuiya* is done. The purpose of *Sopuiya* is for good cultivation, for good soil for farming and for the overall improvement in the environment so that it is suitable for the beginning of agriculture. *Sopuiya* is a ritual where Mundum is done to all the misfortunes that

are to occur in the year and flown away in the near river. The day of the full moon, all the Rai are all gathered in the house of the main Rai and in the front yard of the house, Rai's gather to witness the ritual. The Mangpa/Nachhung begins the ritual by chanting and calling the ancestors and communicating spiritually. With respect, the Mangpa/Nachhung puts forward the concerns of the people of the village. The main elements required in this ritual are ginger, banana leaf, rhizome, rice and yeast that is used in making alcohol and millet alcohol. This day is also called Ubhaulti Purne (the eve of Ubhaulti) and the Kirat Rai people call it *Dhiriyamlo* and or *Dhirinam*. The process of venerating is done in mother tongue. For this ritual process, all the heads of the different households are required to bring their own share of rice, ginger and alcohol. The ginger plays an important role. When the rhizome is cut in the name of the family, how it lands determines the good and bad in the future of the family. When the cut rhizome lands on the bad, more chanting and singing is done to the ancestors. Through Mundum, all the agricultural lands, rivers, canals and the environment are purified. This is done by the *Mangpa/Nachhung* and Rishimi by saying "Let the canals be filled with water and the soil be loose so the agriculture can be successful, let all the taps and ponds be filled with water"; repeatedly. As agriculture and cultivation is not possible in the absence of water, all the Kirat Rai people gather and along with Mangpa/Nachhung and Rishimi, pray to the ancestors and ask for their blessings. When the migratory birds (Karyang Kurung) fly over to the hills, the people understand that it is time to start their agriculture. The ritual of *Sopuiya* is done to prevent any misfortune from occurring. The Kirat people ask their ancestors for forgiveness if in case they had done any wrong to the earth. *Sopuiya* is also done with the belief that when digging the earth for agriculture, the earth might feel pain. They ask for forgiveness beforehand in the ritual of *Sopuiya*.

After the ritual, the Mangpa/Nachhung and Rishimi people of the community visit every household with people carrying Kirati drums (dhol) and Jhyaamta. For the day of *Sopuiya*, this continues until the fourth day after the ritual event. When asked the purpose of *Sopuiya*, "If *Sopuiya* is not done then it is considered an insult to all the contribution and knowledge of the ancestors that they left to us. We have to do it no matter what because it is for the good of everyone." was said in the interview. Spiritual belief, spiritual power is very strong and unbreakable in indigenous communities. Spiritual satisfaction is the best medicine for peace, happiness and a happy life. Cultural activities are an important medium to learn and carry-on tradition from generation to generation. *Sopuiya* is a medium of connecting with and understanding nature. Belief is developed between nature and the ancestors of the indigenous community through the medium of *Sopuiya*.

**Sakela:**

Figure 2-Worship for good by Mangpa/Nachhung for good crops in Suptulung



*Sakela* is the day when the prayers and requests of *Sopuiya* is answered. In the early morning of the day of *Sakela*, the Mangpa/Nachhung and Rishimi people of the community gather and take a small hazelnut tree and put it at the center of the front yard and start the ritual with paddy, a maize plant

along with bajra alcohol, rice and ginger. In the ritual they venerate with Kirati drums (*Baradhola, dhol*) and Cymbals (*Chaamaakhi*). The people then gather around the tree and in a circle, they perform *silli* (Dance step) which is the traditional dance of the Kirat Rai community. In this dance, they mimic different birds and animals and coordinate their steps. The *Silimapa* ones who guide this dance ritual, they control the movements and the rest follow. People of all age groups are welcomed to take part in it. This dance is a symbol of togetherness, respect and love for each other in the Kirat Rai community. Indigenous education is all about correlation between the living beings of the earth and the nature. *Sakela* is the event where people come together and celebrate with the hope of proper agriculture and with hope of enough food for all year round. In the indigenous community, the main concern is which plant will grow well this year and what kind of farming will bring positive results. They are worried about scarcity of food and about epidemics. It is believed that on the day of *Sakela*, the Mangpa/Nachhung and Rishimi is given signals by the ancestors about what kind of plants and crops will flourish in the agricultural fields. This is all a form of spiritual belief and everyone takes it as a form of education and do their farming. The people of the community work hard and move forward with a hope for enough crops for the whole year and that no pests affect their harvest. As Mundum is based on nature, all people who follow the Mundum believe in nature. This activity is done every year. All participants of this ritual are fully invested in the activity and take it as a form of education. Songs, stories and sayings also play an



important role in contributing to traditional beliefs.

*Khabai/Babkha* (Marcha)

Figure 3-Preparing Khabai/Babkha(Marcha)

According to Mundum, the Kirat Rai women of the Kirat community are well skilled in making *Khabai/Babkha* (Yeast used in making alcohol). According to Mundum *Naima* and *Sumnima* were the ancestors who first started making *Khabai/Babkha*. Initially it was made for food for *Rishimi* which is why it is not known for men to make it. Stories say that only women made *Khabai/Babkha* and were good at it. There is a tradition that only women who are in menopause make the *Khabai/Babkha* and if

young girls who are yet to get their menstruation end up making a *Khabai/Babkha*, they can continue to make them. Specifically, while making *Khabai/Babkha*, *wathengma* (a herb plant), *Chitu*, *Kharsi (walnut)t*, *Malakhudo* (a climber's plant), *Walle chachhung* (Pan), *Khabaisung* (Samml Bhimsenapati), etc. are used in making *Khabai/Babkha*. Traditionally any of these herbs are mixed in rice flour and bajra flour and made into *Khabai/Babkha*. While making *Marcha*, a bigger ball of it is made as the mother. Every time when *Khabai/Babkha* is made the bigger ball of *Khabai/Babkha* which is considered as the mother is surrounded by the smaller *Khabai/Babkha* which can be used immediately. The mother *Khabai/Babkha* is used on the next lot and replaced by a fresh ball of mother *Khabai/Babkha*. The older *Khabai/Babkha* is mixed with the new batch. This process contributes to the fermentation of the *Khabai/Babkha*. When a batch of *Khabai/Babkha* is made, a little bit of chilly and coal is put on top of each of them. This is done to prevent bad energy and bad spirits from touching them. The process of storing this *Khabai/Babkha* is by placing them on freshly cut fern and on a top shelf above the traditional stove that is made of mud. This is to ensure that the heat helps the fermentation of the *Khabai/Babkha*. This is a method that is believed to have been used by *Sumnima*. *Khabai/Babkha* has many uses but it is mainly connected to *Sumnima*. It is a product of native science that is made with the infusion of various herbs. When *Khabai/Babkha* is cooked and prepared in a specific way, it becomes an alcoholic beverage called *Umma* (Alcohol, Jaad). In every Mundumic ritual, *Umma* is an important element. Without *Umma*, a ritual is incomplete. According to Mundum, *Umma* is required to be made twice a year. Because of the fear of epidemic and starvation, the container used to store *Umma* is sealed shut with a dry banana leaf or leaf of Saal and coal. If there is, no *Umma* in a household it is not considered a good sign. Every Mundumic ritual of a household requires *Umma*, therefore a house should never run out of it. *Khabai/babkha* is also used for medicinal purposes. It is used to treat a fungal disease called pillow. The *Umma* made by *Khabai/Babkha* is also known to be very good for health. Traditional alcohol is also believed to help with sore body and when ankles are twisted. *Umma* has a very important role in Mundumic practices and indigenous people have continued the production of *Umma* and *Khabai/Babkha* from a very long time.

## Discussion

In order to live, humankind developed various methods to be able to continue their lifestyle. There was a development in their way of living as time continued. As a result, these methods of living and surviving became a form of indigenous education. More than formal education, indigenous people valued the knowledge that helped them survive and the knowledge that were passed down from generation to generation. Their bond is in their shared knowledge. The indigenous people strive to live a righteous and simple life and they pass down their knowledge on the way of living a good life to their coming generations. Warren

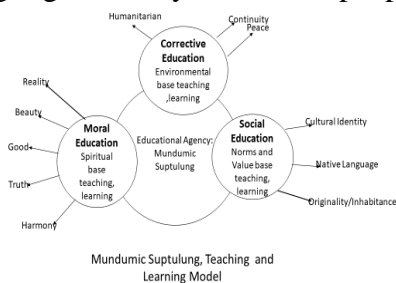
(1991) said that indigenous knowledge is the long and absolute experiences of their ancestors. The sacrifices and knowledge of the ancestors are now the base of indigenous education. Tuhiwai (1999) said that the nation made the indigenous people indigenous, and their knowledge, education and culture should be protected and they must be provided guarantee of their identity, language and culture because they want to live the way they have always lived with their original identity. The indigenous people want to take care of their jungles, villages and nature with their own authority. The virtues of *Sopuiya* also supports these claims of the indigenous people. The main purpose of *Sopuiya* is the protect and nurture the nature and with their own authority, the indigenous people can protect their culture and tradition. Nature is a big part of the lifestyle of the indigenous people and the government must protect and contribute to the conservation of nature for the indigenous people because indigenous people were made indigenous by the nation itself. The purpose of *Sakela* is the aware, prevent and control any mishaps from happening as warned by the spirits of the ancestors. *Khabai/Babkha* is used in both the events of *Sopuiya* and *Sakela*. *Khabai/Babkha* is important for a Kirat Rai ritual because its purpose holds spiritual beliefs. It's presence in rituals has a continuity from the time of their ancestors. The ancestors have spiritual connection to it. In the presence of *Umma* and *Khabai/Babkha* it is possible for ancestral spirits to know their children. Mangpa/Nachhung and Rishimi play an important role in transferring this knowledge to the younger generations as Mangpa/Nachhung and Rishimis are the bridge that connects the spirits of the ancestors and the present generation in a way found that are Moral education, corrective education and societal education which given in diagram-4.

**Figure 4-Phylosophical education system of Mundum**

This diagram helps to make clear about the philosophical education of the Mundum, which has been adapted as an education by the stakeholders from primordial time. The diagram demonstrates the vivid visionary of the education and the obligation of the Mangpa/Nachhung and Rishimi as a teacher.

**Moral education in Mundum philosophy**

In indigenous education, the experienced Rishimi and Mangpa/Nachhung are the root of guidance to the people of the Kirat Rai community. As they highlighted, they advise the people of the community to live a good life through



traditional values or through stories, myths and songs. It is important to keep balance in the community. The Mangpa/Nachhung and Rishimi communicate with the spirits of ancestors, relay their values to the people of the community. Many philosophers have said that spirituality leads to a moral lifestyle. Solomchenko et al.(2019) said that spirituality

helps create balance in nature and society. Milner, Crawford, Edgley, Hare-Duke,

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and Slade (2020) added that spirituality makes an individual optimistic and have positive values. Spirituality is a way of healing. Absolon (2010) said that believing in our ancestors, we become mentally confident. The result suggested that, in the event of *Sakela* and *Sopuiya*, the gathered people express their own emotions and experiences in a spiritual way. They share their experiences. This action of sharing is a form of togetherness and the love they have for each other. In the gathering, the conclusion came to everyone's concern being the same. Everyone worried whether there would be a scarcity of water, if the rivers, canals and ponds were clean and had enough water and if the soil was good for agriculture. Everyone's main concern was water and in his or her mind, they were worriedly hoping towards their ancestors for their help in this matter. These concerns are more practical in indigenous communities. In indigenous communities, these types of concerns are discussed and the solutions to the problems are put into practice immediately. When an individual witnesses a problem, they are more likely to find the solution. Knowledge that is gained from books and knowledge that is gained from experience has different impacts. From the result, it is clear that, with practical education, an individual creates his or her own insight on how a problem can be fixed. Contributing to an issue makes them mentally strong and confident. The opinions formed through experience help build optimism. Having belief towards one's ancestors can help them live a good life as with belief comes with trust and he or her believes the morals and virtues of his or her ancestors and practices them in their daily life. By listening to their ancestors, they are closer with nature. With optimism, one will always take side with the right instead of the wrong. They will help the one in need and do justice to everyone. In indigenous communities, songs, myth, legend, proverbs and stories play important role in developing the mindset of the people in the community.

### **Corrective Education in Mundum philosophy**

The purpose of doing *Sakela* and *Sopuiya* every year is to continue the flow of the usage of old methods. Behroozi and Karimnia (2017) said that positive education contributes to the corrective usage of old methods. The result suggested that, corrective education helps to encourage the stakeholders with change in time and when in need. Hamilton-Ekeke and Dorgu (2015) said that indigenous education is correlated with nature. Marsden (2006) said that indigenous knowledge is a generational knowledge, which is passed down with time from generation to generation. In this process, various changes and reforms occur in between. During *Sakela* and *Sopuiya*, along with practicing the continuity of tradition, the elderly people of the community gather to discuss the peace of the community and what else can be done for the betterment of everyone in the community. They discuss the matters of the community and respectively put responsibilities on each other in order to practice peace in the community. Yoon (1997) state that corrective education brings change in the mentality of an individual and in their way of life and how they do certain activities. *Sakela* and

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*Sopuiya* hugely affect the yearly activities of Kirat Rai people. It is not only a day of celebration and ritual but also a day where the ancestors guide their children through Mangpa/Nachhung as well Rishimi. They are the sole communicators between the living and the spirits of the dead. Warren (1991) says that indigenous education is the result of the long experiences of the ancestors. The knowledge has been used by generations. Even if the children of indigenous people were not formally educated, they had many and more knowledge that they used in their daily life. The result highlighted that, as indigenous knowledge is based on lifestyle and nature, the knowledge had continuity in being passed down to younger generations.

*Khabai/Babkha* is the result of indigenous knowledge as well native science. Because of *Khabai/Babkha* the Kirat Rai people respect and know the legacy of *Sumnima*. They follow the advices and the knowledge of *Sumnima* and practice them in their daily life. The result describes; *Sumnima*'s values and virtues are used to bring peace in the community. *Sakela*, *Sopuiya* and the symbol and importance of *Khabai/Babkha* has helped in keeping the Kirat Rai community civilized and cultured. It also has a scientific knowledge. The concept of formal education is absolute and does not change very often, but the education and values of the indigenous community changes when required. It changes in times of needs and it changes in order to create balance in the community and the nature. The nature of indigenous education is flexible.

### 1.3 Societal Education in Mundum philosophy

Marsden (2006) said that knowledge based on experience is very important for developing a society. This result highlighted that, *Sopuiya* and *Sakela* is ancestral knowledge, it has managed to keep together Kirat Rai people and the community together. Indigenous knowledge is also agricultural knowledge. In its absence, agricultural knowledge would be at stake and society could have been destroyed. Cajete (2004) said that indigenous knowledge comes from the life of everyone. The experiences that is gathered while trying to understand and live life is the indigenous knowledge. Jacob et al. (2015) said that through indigenous knowledge, different societies formed in their own ways and different cultures also existed and this knowledge is now being passed down to younger generations. In the journey of fulfilling their responsibilities, the Rishimi of the community try to come up with better ideas according to its needs for the better of the community. In this process, the idea of making alcohol and *Umma* from *Khabai/Babkha* was developed. In medicinal knowledge, there is lack of this type of knowledge. Indigenous knowledge is developed by being implemented in behavior. The result suggested that, every education is based on connection to life. In Mundumic education, the seniors of the Kirat Rai indigenous community have the responsibility of keeping the human society just, peaceful and morally active. Mundumic education and knowledge is a lifelong education and study. Battiste (2014) said that it is true that daily life education is connected to all education as a lifelong education, which is different from formal education. Indigenous education

is a holistic education. Absolon (2010) said that indigenous knowledge is connected to mud, land and the environment and it is related to the sky, the earth and the air. Indigenous education is learning about the way of nature, the way of land, of soil, of air and of rivers and lakes. It is not a forced way of education and so if it is introduced in formal education, children can gain knowledge about the indigenous way of life.

## **Conclusion**

Nature is the main base of indigenous education. Indigenous education is centered towards the ideas and values that surface when humankind and nature are interrelated to each other. Nature is self-sufficient but humans depend on it in order to live. When humans are connected to nature, their ideas on how they can respect and utilize the resources of nature is what indigenous knowledge is about. Suptulung is the center of Kirat Rai education and the knowledge and values from Mundum is the legacy of the ancestors left for the younger generations so that they can continue practicing their morals and values and pass it down again, continuing their legacy. The indigenous people respect their ancestors and even in their absence, they take their teachings to be their teacher. They always remember their values, practice them in their daily life, and encourage others to do so as well. In indigenous knowledge, we can understand that the knowledge is used in daily life of every indigenous individual and when required, the knowledge is changed and adapted in times when it is required to do so. It is important for the Kirat Rai people to acknowledge the obligations of their ancestors in gathering the knowledge of *Sopuiya* and *Sakela* for the community. The knowledge is to be protected and continued. In Kirat Rai community, corrective education is always in practice. The people of the community take it as their responsibility to correct mistakes and actively participate to take care of problems of the community. As indigenous education promotes togetherness between the people of the community, the people of the community strive to get together in case a problem or concern arises in the community. Formal education has a formal approach to everything; there is no adaptation according to the need of the students. In indigenous education, according to situation and community, there is change in approach to a concern. The ancestors and the elderly are the teachers of the indigenous education. Decisions are not made by the book but rather in favor of the people and with respect towards nature and the values of the ancestors. In indigenous education, practical education has more value than theoretical education. This is because the majority of education is provided to the people through rituals, events and practices. *Sakela* and *Sopuiya* are practical form of education where people come to understand the reason and the result behind the actions and practices done in these events. Indigenous knowledge helps in the practical and behavioral education. It brings changes in the way of teaching. At this current time, practical education is very important. Because of lack of practical education, the world is facing

environmental problems. Scientific knowledge is very important to keep our world in balance and indigenous knowledge goes hand in hand in that matter.

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## Appendix: Glossary of non-English Words

Mundum	Philosophy of Kirat
Suptulung	Educational place
Paruhang	Kirat creator male
Sumnima	Kirat creator female
Risimi	Teacher
Mangpa/Nachhung	Shaman Teacher
Khabai/Babkha	Marcha
Umma/Ummak	Jaad,alcohol
Wathengma	A kind of herbal plant
Chitu	A kind of herbal plant
Malakhudo	A kind of climber herbal plant
Walechha chung	A kind of climber herbal plan (pan leaf)
Kharsi	A kind of herbal tree (Walnut)
Khabaisung	A kind of holy tree (Small Bhimsenpati)

## Author Bio

Shanti Devi Rai, after more than two decades of teaching, is currently working as a lawyer and researcher. She earned her PhD in Education from the Faculty of Education. She has published more than a dozen research articles in national and international journals. She is the co-author of the book *Kirat Rai Mundum Sanskar Risiya* and the author of *An Educational View: Rajansur Rai and Ratanchha Sakela School*. She has a special interest in advocacy and in teaching about indigenous knowledge, indigenous education, and rights. She has traveled to India, Hong Kong, Malaysia, Singapore, Britain, and the United States to conduct research on indigenous issues.

## The Journal of DMC

(A Peer-Reviewed Open Access Interdisciplinary Research Journal)

Vol. IV, Issue 1, March 2026, pp.120-135

ISSN 2717-4719

e-Journal Site: <https://www.dsmc.edu.np/journal/>

# Barriers and Determinants of Antenatal Care Utilization among Marginalized Kumal Women in Rainas Municipality, Lamjung, Nepal

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### Article History

Received: 10 May, 2025

Revised: 20 October, 2025

Accepted: 25 November, 2025

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### Publisher:

Research Management Cell

Drabya Shah Multiple Campus,

Gorkha, Nepal

Email: [info@dsmc.edu.np](mailto:info@dsmc.edu.np)

Website: [www.dsmc.edu.np](http://www.dsmc.edu.np)

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### Abstract

*This study investigates the utilisation of antenatal care (ANC) services among women in Kumal, Rainas Municipality, Lamjung, Nepal, focusing on the frequency of ANC visits and associated socio-demographic factors. A cross-sectional quantitative survey was carried out in 2024 among 322 married Kumal women aged 15–49 years who had experienced a live birth or stillbirth within the past year. Despite national guidelines recommending at least four ANC visits, findings show that most (67%) of respondents reported attending only three visits, with only 29% meeting or exceeding the recommended number. Chi-square analysis indicated that maternal age ( $p = 0.032$ ), number of children ( $p = 0.032$ ), husband's education ( $p = 0.000$ ), food sufficiency ( $p = 0.028$ ), and husband's foreign employment status ( $p = 0.034$ ) were significantly associated with ANC visit frequency. In contrast, the mother's education, sex of the last child, and household headship did not have statistically significant associations. Women aged 34–49 years and those from food-secure households or with migrant husbands were more likely to complete four or more visits. These findings highlight ongoing disparities in ANC utilisation among marginalised groups, influenced by*

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*economic, educational, and structural barriers. The study recommends targeted community-based interventions, increased male engagement in maternal health education, and enhanced outreach by health institutions to improve ANC uptake and reduce maternal and neonatal health risks in the Kumal community.*

**Keywords:** Antenatal care, indigenous communities, Kumal women, maternal health, socio-demographic determinants

## **Introduction**

ANC remains a crucial element of maternal and neonatal health worldwide, providing timely detection of complications, guidance on health behaviours, and essential interventions that support safe pregnancy and childbirth. In alignment with the global agenda, the World Health Organization (2016) recommends a minimum of eight ANC contacts during pregnancy to ensure a positive experience and lower maternal and neonatal risks. The Government of Nepal has incorporated these guidelines into its national health policies (MoHP, New ERA, & ICF, 2022). Despite notable progress in increasing ANC coverage across the country, disparities continue to exist, particularly among women from indigenous and marginalised communities in rural Nepal.

The Kumal community, recognised as one of Nepal's indigenous nationalities, is a socio-culturally distinct and economically marginalised group that continues to encounter systemic obstacles in accessing healthcare services. In Rainas Municipality of Lamjung District, an area mainly inhabited by the Kumal population, the utilisation of antenatal care remains alarmingly low. Although the Nepal Demographic and Health Survey (NDHS) 2022 reported that 84% of Nepali women received at least four ANC visits during their most recent pregnancy, initial observations in Rainas indicate that most Kumal women attend ANC only three times, which falls short of the recommended national and international standards (MoHP, New ERA, & ICF, 2022).

This underutilization of ANC services raises serious public health concerns, as inadequate ANC attendance is closely associated with missed opportunities for early detection of pregnancy complications, increased risk of maternal and neonatal mortality, and suboptimal pregnancy outcomes (Joshi et al., 2014; Paudel & Jha, 2018). Prior studies have underscored that socio-demographic determinants such as maternal age, parity, education levels, food security, migration status of the husband, and household decision-making dynamics critically influence maternal health-seeking behaviors in Nepal (Sharma et al., 2007; Thapa & Nieh of, 2013; Adhikari, 2016).

Despite this growing body of literature, there remains a dearth of empirical studies focusing on ANC utilization patterns among the Kumal women of Rainas Municipality. This gap in the literature impedes the development of context-specific health policies and interventions that address the unique needs and barriers faced by this indigenous group. Most national-level analyses and public health

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initiatives overlook such marginalized subpopulations, thereby perpetuating cycles of health inequities (Karkee et al., 2013; Regmi et al., 2010). Moreover, cultural norms, low health literacy, and economic constraints further constrain Kumal women from accessing maternal health services in a timely and adequate manner (Shrestha & Shrestha, 2020).

Given this backdrop, the present study seeks to systematically assess the frequency of ANC utilization among Kumal women in Rainas Municipality and examine the socio-demographic factors influencing service uptake. The research is grounded in the recognition that improving maternal health outcomes in marginalized communities requires a nuanced understanding of local realities and determinants of health behavior. The primary objectives of the study are threefold: (i) to assess how often Kumal women utilize ANC services during pregnancy, (ii) to identify socio-demographic factors such as maternal age, parity, educational status, food sufficiency, and husband's migration that affect ANC attendance, and (iii) to propose evidence-based recommendations for enhancing ANC coverage in the community.

The rationale for this study is anchored in both academic and policy imperatives. From an academic standpoint, it contributes to filling the critical knowledge gap regarding maternal healthcare utilization among indigenous groups in Nepal. By employing a cross-sectional design and statistical analysis, the study provides data-driven insights that enrich the existing literature on health disparities in South Asia. From a policy perspective, the findings aim to inform the design of culturally sensitive and locally tailored maternal health interventions that can be integrated into Nepal's broader maternal and child health strategy.

This research is delimited to married Kumal women of reproductive age (15–49 years) residing in Rainas Municipality who experienced a live birth or stillbirth within one year preceding the survey. While the study offers detailed insights into the Kumal population of this specific municipality, its findings may not be generalizable to all indigenous communities across Nepal. Moreover, as a cross-sectional study, it captures associations rather than causality and is limited by self-reported data which may be subject to recall or social bias. Nonetheless, the focused scope and culturally grounded design of this study offer valuable implications for enhancing maternal health service delivery in similar rural and marginalized settings.

Finally, the persistent underutilization of antenatal care among Kumal women in Rainas Municipality reflects broader structural and socio-cultural barriers that must be addressed through targeted health programs, community awareness campaigns, and inclusive policy reforms. Strengthening ANC uptake in such underserved communities is not only essential for achieving national maternal health goals but also for fulfilling Nepal's commitments under the Sustainable Development Goals (SDG-3). This study offers an important step in that direction by elucidating the determinants of ANC use among Kumal women and proposing

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actionable strategies to bridge the existing gaps in maternal healthcare access. Please provide the number of the sample as well. And write the sample using census method.

## **Methodology**

### **Research Design**

This study employed a quantitative cross-sectional research design to examine the frequency and determinants of ANC service utilisation among Kumal women living in Rainas Municipality. The cross-sectional approach was chosen for its ability to provide a snapshot of health-seeking behaviours and related socio-demographic factors at a specific point in time. This design allowed the researchers to identify statistically significant relationships between various independent variables (e.g., age, parity, education, household food sufficiency) and the dependent variable (ANC visit frequency) without modifying the study environment.

### **Study Population and Study Site**

The study population comprised married Kumal women aged 15–49 years who had experienced at least one live birth or stillbirth within the 12 months preceding the survey. Inclusion criteria required participants to be permanent residents of the municipality and able to provide informed consent. Women with serious illness or cognitive impairment that impeded participation were excluded.

### **Sample Size and Sampling Procedure**

The total sample size for this study was 322 respondents, determined through a census-based approach due to the relatively small and geographically concentrated target population. According to Rainas Municipality's local records and ward profiles (2023), there were approximately 350 married Kumal women aged 15–49 years who had experienced at least one live birth or stillbirth in the past year across the 11 wards of the municipality. Considering the manageable size of the target population and the study's aim to gather comprehensive and representative data, the researchers used a complete enumeration (census) method instead of relying on sampling formulas.

This method ensured maximum inclusion and reduced sampling bias, thereby enhancing the validity and generalisability of the findings within the Kumal community of Rainas Municipality. Out of the estimated 350 eligible women, 322 took part in the study, resulting in a 92% response rate. The small number of non-responses was due to temporary migration, illness, or refusal to participate. The decision to conduct a census also aligned with ethical and practical considerations, allowing the study to capture variation across all demographic subgroups (e.g., age, parity, education level, food sufficiency, and household characteristics).

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Local health institutions, ward offices, and Female Community Health Volunteers (FCHVs) were instrumental in identifying and reaching eligible respondents. This participatory and exhaustive approach enhanced the reliability of the data and strengthened the community's ownership of the research process.

### **Data Collection Tools and Methods**

Data were collected using a structured questionnaire, developed in consultation with public health experts and grounded in relevant literature on ANC utilization. The tool was first drafted in English and then translated into Nepali, with a back-translation process conducted to ensure consistency and accuracy. The questionnaire was pre-tested in a neighboring municipality (with similar socio-cultural features) on 10 women to refine question clarity, cultural appropriateness, and response accuracy.

The questionnaire consisted of five sections: demographic and socio-economic characteristics; obstetric history; ANC visit frequency and timing; knowledge and attitudes towards ANC; and barriers to utilization. Most questions were closed-ended, with categorical or ordinal responses, and a few open-ended items were included to allow additional context.

### **Data Collection Procedures**

Data collection was carried out over four weeks in early 2024 by a team of trained enumerators fluent in the local language and culturally sensitive to the context. Enumerators underwent a two-day training on ethical research conduct, interview techniques, and data recording procedures. Each interview lasted approximately 30–45 minutes and was conducted face-to-face at the respondent's residence or a mutually agreed location, ensuring privacy and comfort.

Ethical clearance was obtained from the local health authority and municipal office. Verbal informed consent was sought from each participant after clearly explaining the study's objectives, procedures, voluntary nature, and confidentiality measures. No personal identifiers were collected, and participation did not involve any incentives or coercion.

### **Data Analysis and Interpretation**

The data collected were entered into the Statistical Package for the Social Sciences (SPSS) version 25.0 for cleaning, coding, and statistical analysis. Descriptive statistics, such as frequencies and percentages, were used to summarise demographic variables and ANC visit patterns. Bivariate analysis using the Pearson chi-square test was conducted to assess the associations between selected socio-demographic factors and ANC visit frequency (categorised as: two, three, and four or more visits). A p-value of less than 0.05 was considered statistically significant. The interpretation of findings focused on identifying statistically meaningful trends, drawing inferences about disparities in maternal healthcare access, and

contextualising results within broader national and regional health policy frameworks.

## Findings

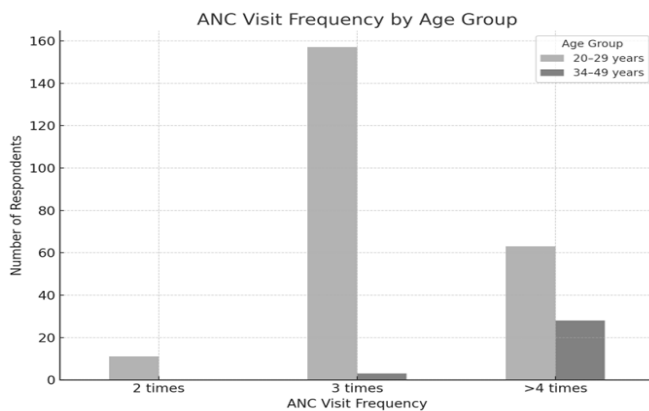
The demographic analysis of ANC utilization among 322 women in Rainas Municipality provides valuable insights into patterns of maternal healthcare behavior. The Government of Nepal's eight-contact ANC protocol serves as the benchmark, yet the data show that most Kumal women report attending only three ANC visits, falling short of the national standard.

### Statistical distribution of Respondents with ANC Visits

Age group of Mother	2 times	3 times	>4 times	Total	X2
<20 yrs	0 (0.0%)	0 (0.0%)	2 (100%)	2(100%)	
20-29 yrs	11 (4.76)	157(67.96)	63 (27.27)	231 (100%)	value=1
30-34 yrs	2 (2.5%)	56(70.0%)	22 (25.5%)	80 (100%)	2.004
34-49 yrs	0 (0.0%)	3 (33.3%)	6 (66.7%)	9 (100%)	p=.032
Total	13	216	93	322	
No. of Children					value=8.
1	4 (2.43%)	103 (62.8%)	56(34.8%)	163 (100%)	042
2	9(6.0%)	107 (69 %)	34(25%)	150 (100%)	p=.032
3 +	0(0.0%)	6(66.7%)	3(33.3%)	9 (100%)	
Total	13	216	93	322	
Sex of last child					X2
Male	6 (5 %)	88 (63 %)	45 (32%)	139 (100%)	value=8.
Female	7 (4 %)	128(70 %)	48 (26%)	183 (100%)	20
Total	13	216	93	322	p=.300
Mother' education					X2
No	0(0.0%)	12(80%)	3(20%)	15 (100%)	value=1
Basic	8 (4.5%)	107(60.45%)	62(35.05%)	177 (100%)	4.041
Secondary	3(2.60%)	86(74.78%)	26(22.62%)	115 (100%)	p=0.400
Higher	2(13.33%)	11(73.33%)	2(13.34%)	15 (100%)	
Total	13	216	93	322	
Husband Education					X2
No	2 (14%)	10 (86 %)	0 (0.0%)	12(100%)	value=1
Basic	3(2 %)	57(46 %)	62 (52%)	122(100%)	8.37
Secondary	5 (4 %)	103 (78%)	24 (18%)	132(100%)	p=0.00
Higher	3(6 %)	46 (81%)	7 (13%)	56 (100%)	
Total	13	216	93	322	
Food Sufficiency					X2
Yes	6(2%)	166(65%)	83(33%)	255(100%)	value=4.
No	7(10%)	50 (75%)	10(15%)	67 (100%)	319
Total	13	216	93	322	p=0.028

<b>Husband Aboard</b>					X2 value=5
Yes	3 (4%)	45(58%)	30(38%)	78(100%)	2.56
No	10 (4%)	166(70 %)	63(26%)	239 (100%)	p=0.034
Total	13	216	93	322	
<b>Sex of HH Head</b>					X2 value=1
Male	8(3.80%)	142(67.61%)	60(28.59%)	210	3.055
Female	5(4.46%)	74(66.07%)	33(29.47%)	112	p=0.307
Total	13	211	93	317	

**Age of Mother and ANC Compliance** A statistically significant association was identified between maternal age and the frequency of ANC visits ( $\chi^2 = 12.004, p = 0.032$ ). The data reveal that women aged 20–29 years overwhelmingly reported attending three ANC visits during their most recent pregnancy (68%), falling short of the recommended minimum of four contacts.



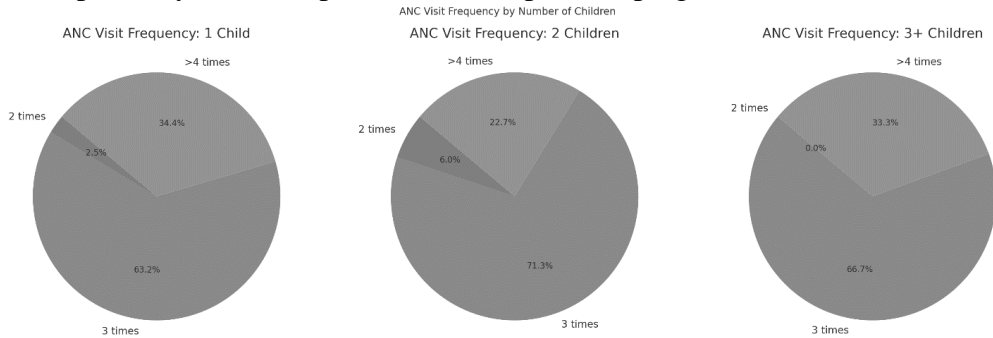
This pattern may reflect limited health awareness, competing domestic responsibilities, or underestimation of risks among younger mothers. Conversely, women aged 34–49 years demonstrated greater adherence to the national ANC protocol, with 67% completing four or more ANC visits. This suggests that older women may possess higher health-seeking behavior, potentially informed by prior pregnancy experiences, greater perceived vulnerability, or stronger decision-making autonomy.

The pattern underscores a critical age-related gap in ANC compliance, suggesting the need for targeted interventions aimed at younger mothers to raise awareness of the importance of completing all recommended ANC contacts to reduce maternal and neonatal health risks. In contrast, women aged 34–49 years were more likely to complete 4 or more ANC visits, suggesting greater adherence to ANC recommendations with increasing maternal age.

**Number of Children and ANC Visit Patterns: Increasing Compliance with Higher Parity**

A statistically significant relationship was observed between the number of children a woman has and her frequency of ANC visits ( $\chi^2 = 8.042, p = 0.032$ ), revealing nuanced behavioral patterns. Mothers with one child predominantly reported attending three ANC visits (62.8%), while only 34.8% completed the

recommended four or more visits an outcome that may reflect first-time pregnancy uncertainty, limited familiarity with healthcare systems, or logistical challenges. Similarly, among mothers with two children, a high proportion (69%) reported three visits, whereas only 25% completed four or more, suggesting a slight decline in adherence possibly due to time constraints, caregiving responsibilities, or a sense of complacency based on previous uncomplicated pregnancies.



Notably, mothers with three or more children showed a more balanced distribution, with 33.3% reaching the four-visit mark. This change may be due to increased awareness of pregnancy-related risks from past experiences and greater familiarity with healthcare systems. These findings highlight the importance of targeted maternal health messaging for multiparous women to ensure continuity of ANC visits beyond the third check-up, as early visits alone may not sufficiently reduce maternal and neonatal risks.

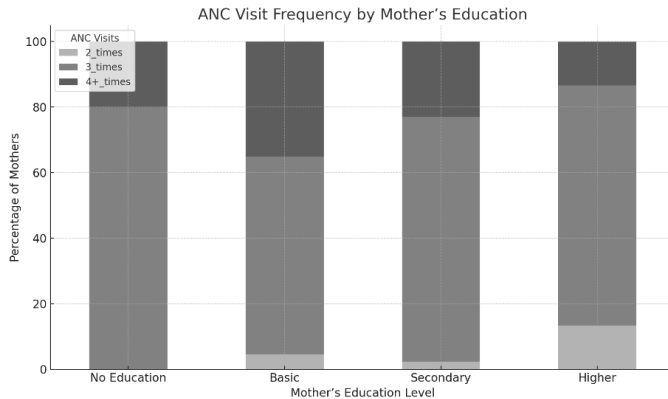
### Sex of Last Child and Health-Seeking Behavior

The analysis showed that the sex of the last child was not statistically significantly linked to the frequency of ANC visits among Kumal women in Rainas Municipality ( $\chi^2 = 8.20$ ,  $p = 0.300$ ). The distribution of ANC visit frequencies was fairly similar for both male and female last-born children. Specifically, among mothers whose last child was male, 5% attended two visits, 63% attended three visits, and 32% attended four or more visits. For those whose last child was female, 4% attended two visits, 70% attended three visits, and 26% attended four or more visits.

These figures show no significant difference in ANC utilisation based on the child's sex. Therefore, within this study's population and timeframe, the sex of the last child did not significantly influence maternal health-seeking behaviour related to ANC service utilisation.

**Mother's Education by ANC Visits.** The data reveals distinct variations in ANC visit frequencies based on mothers' education levels. Among mothers with no education, 80% attended three ANC visits and only 20% completed the recommended four or more, indicating limited awareness or access to full ANC services. Those with basic education showed improved utilization, with 35% achieving four or more visits and 60.5% attending three. Mothers with secondary education had the highest proportion (74.7%) attending three visits, but only 23%

reached the recommended threshold. Interestingly, higher education did not correlate with better ANC coverage, as 73.3% still had three visits, only 13.3% completed four or more, and another 13.3% had just two visits the highest among all groups. This unexpected outcome among highly educated mothers may reflect factors such as small sample size or other underlying socio-economic or structural barriers, while basic education appears to be associated with the highest completion of recommended ANC visits.



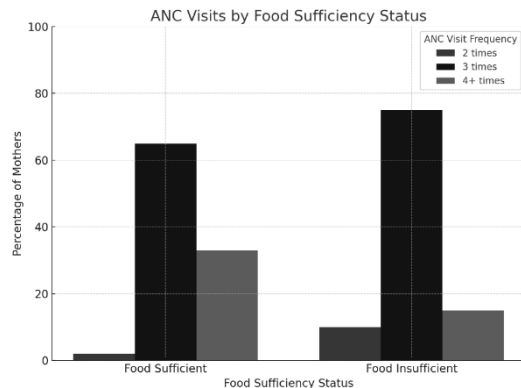
Contrary to expectations, maternal education was not significantly associated with ANC visit frequency ( $\chi^2 = 14.041$ ,  $p = 0.400$ ). However, descriptively, women with secondary education mostly reported 3 ANC visits (75%), while fewer completed 4 or more visits, possibly due to gaps

in health literacy or time constraints.

**Analysis of Husband's Education by Frequency of ANC Visits.** The association between husband's education and the frequency of ANC visits among mothers was found to be statistically significant ( $\chi^2 = 18.37$ ,  $p = 0.00$ ), suggesting a strong relationship between paternal education levels and maternal healthcare utilization.

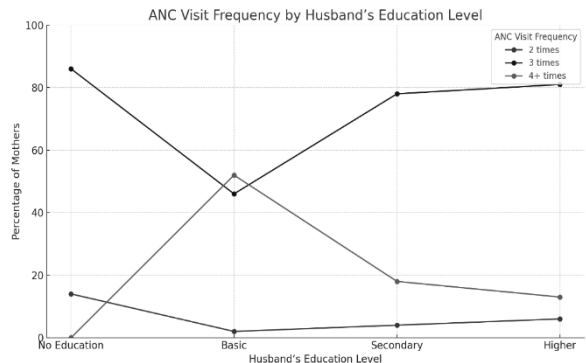
Mothers whose husbands had no formal education overwhelmingly received suboptimal ANC services, with 86% attending only three ANC visits and none completing the recommended four or more. This stark underutilization may reflect the influence of limited spousal health literacy on maternal health-seeking behavior. In contrast, women whose husbands had attained basic education demonstrated the highest completion rate of four or more ANC visits (52%), suggesting that even minimal education can significantly enhance awareness and support for maternal care. However, a considerable proportion (46%) still attended only three visits, reflecting a partial adherence to ANC protocols.

Notably, husbands with secondary education were associated with the highest proportion (78%) of mothers attending three visits, while only 18% completed four or more, indicating a tendency toward moderate ANC compliance but potential constraints in reaching optimal care. Similarly, among women with highly educated husbands, the majority (81%) received three ANC checkups, but only 13% completed the recommended four or more, showing a decline in full-service utilization despite higher paternal education. This paradoxical trend in higher education groups might be attributed to sociocultural preferences, work-related absences, or access issues rather than a lack of awareness.



### Food Sufficiency

Food sufficiency emerged as a statistically significant determinant of antenatal care (ANC) utilization ( $\chi^2 = 4.319, p = 0.028$ ), underscoring the critical role of household food security in influencing maternal health-seeking behavior. Women residing in food-secure households demonstrated markedly higher adherence to the recommended



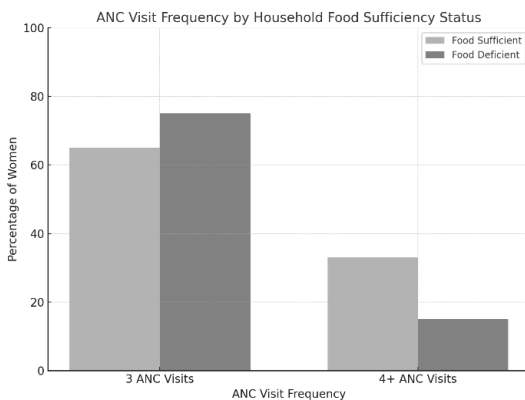
ANC protocol, with 33% completing four or more visits, in contrast to only 15% among their food-insecure counterparts. Conversely, food-insecure women exhibited a disproportionately higher reliance on suboptimal ANC engagement, with 10% attending merely two visits. This disparity suggests that economic hardship and nutritional vulnerability may act as structural barriers, limiting consistent access to maternal health services. The findings thus reinforce the interdependence of food security and maternal healthcare utilization, highlighting the need for integrated interventions that address both nutritional and health service access to improve maternal outcomes in resource-constrained settings.

## Husband's Migration Status by ANC Visits

Migration status of the husband showed a strong statistical association ( $\chi^2 = 52.56$ ,  $p = 0.034$ ). Women whose husbands were abroad were more likely to have  $\geq 4$  visits (38%), likely due to better economic support.

The Government of Nepal has adopted the eight ANC contact protocol, with the first visit occurring up to 12 weeks, the second up to 16 weeks, the third from 20–24 weeks, the fourth within 28 weeks, the fifth in 32 weeks, the sixth in 34 weeks, the seventh in 36 weeks, and the eighth from 38–40 weeks (Ministry of Health and Population 2019). NDHS (2022) shows that some 84 percent of mothers attended at least four ANC visits during their most recent pregnancy. The survey revealed a strong link between regular ANC visits and improved maternal and neonatal health outcomes, including fewer complications and lower mortality rates.

## Food sufficiency



A statistically significant association was observed between household food sufficiency and the frequency of ANC visits among women ( $\chi^2 = 4.319$ ,  $p = 0.028$ ). Women residing in food-sufficient households demonstrated a relatively higher tendency to complete four or more ANC visits (33%) compared to their counterparts in food-deficient households (15%). Conversely, a higher proportion of women from

both food-sufficient (65%) and food-deficient (75%) households reported receiving only three ANC checkups. This pattern suggests that food insecurity may serve as a barrier to accessing comprehensive maternal healthcare, underscoring the need for integrated nutritional and health interventions targeting vulnerable households.

## Discussion

The current study highlights a significant link between household food security and ANC utilisation among Kumal women in Rainas Municipality, Nepal. Women from food-secure households were more likely to complete four or more ANC visits (33%) compared to those from food-insecure households (15%), emphasising the important role of food security in maternal healthcare participation. This evidence reinforces a growing body of research both within Nepal and worldwide that recognises food insecurity as a key factor influencing maternal health-seeking behaviour.

In Nepal, existing literature consistently highlights the influence of economic and nutritional conditions on ANC attendance. For instance, Adhikari

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(2016) reported that women with greater autonomy in household decisions, often linked to better food and financial circumstances, were significantly more likely to utilise maternal health services, including ANC, compared to those with less autonomy and fewer resources. Similarly, Joshi et al. (2014), analysing NDHS data, found that socioeconomic status, including food sufficiency, directly affected not only the utilisation of ANC but also its quality. They emphasised that poorer women from rural areas were more inclined to underutilise ANC services, often due to competing household priorities and nutritional insecurity.

Additional national-level analysis by Paudel and Jha (2018) supports this pattern. Their study, which utilised DHS data from 2006 to 2016, revealed that women from the lowest wealth quintile consistently had lower odds of completing the recommended ANC visits compared to women from wealthier households. Their conclusion highlighted the intersection of food insecurity, poverty, and low maternal health service utilisation.

Globally, similar trends have been observed across various contexts. In Bangladesh, a study by Huda et al. (2017) found that food insecurity significantly decreased the likelihood of women attending four or more ANC visits, especially in flood-prone and rural areas. Women from food-insecure households were 1.5 times more likely to underutilise ANC services compared to those from food-secure households (<https://doi.org/10.1186/s12884-017-1432-4>). In Pakistan, Bhutta et al. (2014) documented how maternal undernutrition and household food insecurity created a cascading effect on ANC non-compliance and adverse pregnancy outcomes.

Beyond South Asia, findings from sub-Saharan Africa support this relationship. Titaley et al. (2010), in a study conducted in Indonesia, showed that household food insecurity contributed to delayed or missed ANC appointments because women prioritised food acquisition and caregiving over personal health (<https://doi.org/10.1186/1471-2393-10-61>). A multi-country study by Ahmed et al. (2010), analysing DHS data from 31 countries, concluded that maternal healthcare utilisation was positively linked to both household wealth and food security. Women from the poorest and food-insecure households were less likely to have skilled attendance and ANC services (<https://doi.org/10.1186/1471-2393-10-32>).

Additionally, a recent systematic review by Musa et al. (2022) confirmed that across low- and middle-income countries, food insecurity correlates with reduced ANC attendance, lower maternal dietary diversity, and increased risk of maternal complications. Their meta-analysis emphasised the need for cross-sectoral interventions linking food assistance to ANC service delivery.

While the Government of Nepal has adopted WHO's eight-contact ANC protocol (MoHP, 2019), the implementation remains uneven, particularly among food-insecure and indigenous households. Efforts such as the Aama Program (maternity incentive scheme) have improved national ANC coverage but have not adequately addressed structural barriers like food insecurity. As noted by Karkee,

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Lee, and Binns (2013), culturally marginalized groups, including the Kumal, face persistent challenges that go beyond service availability such as mistrust in health institutions, transportation limitations, and food insecurity all of which impede regular ANC attendance.

Furthermore, studies like Regmi et al. (2010) highlighted that interventions to enhance ANC utilisation must not only increase awareness but also address material deprivation, such as food insufficiency, which limits women's mobility and capacity to seek care.

In light of both national and global evidence, the findings of the present study suggest an urgent need for multisectoral strategies. These should include nutrition-sensitive health policies, integrated food aid with ANC outreach, and localised incentive programmes to increase ANC attendance among food-insecure and marginalised groups. Effective community engagement and collaboration between the health and agriculture sectors could amplify results, particularly in rural and indigenous regions like Rainas Municipality.

### **Conclusion**

The study finds that ANC service utilisation among Kumal women in Rainas Municipality remains below the national recommendation of four or more visits, with most reporting only three ANC checkups during their most recent pregnancy. Socio-demographic factors such as maternal age, number of children, husband's education, food sufficiency, and husband's foreign employment status were significantly linked to ANC frequency. Women from food-secure households, with better-educated husbands, and whose husbands worked abroad were more likely to attend four or more ANC visits. However, mother's own education, sex of the last child, and household headship did not show a statistically significant link with ANC utilisation. These findings underscore the need for targeted awareness and support programmes within the Kumal community to enhance ANC coverage, especially among women from food-insecure and low-education households. Strengthening local health outreach can lead to improved maternal and neonatal outcomes in Rainas Municipality.

To improve ANC utilisation among Kumal women in Rainas Municipality, targeted community-based awareness programmes should be implemented, emphasising the importance of completing four or more ANC visits. Health institutions should strengthen outreach services, particularly for women from food-insecure households and those with lower education levels. Engaging male family members, especially husbands, in maternal health education could further enhance support. Additionally, the local government should allocate resources to improve access and quality of ANC services in remote areas.

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## Acknowledgements

We are deeply grateful to the respondents for their time, insights, and willingness to share their experiences, which were crucial to the success of this study.

## Authors' Contribution

TRK, and SS contributed to the study's conception and design, including the data collection, and analysis. TRK, and SS interpreted and drafted the manuscript and GD critically revised the manuscript. All authors are agreed to submit the article in this form.

## Conflict of Interest

The authors declare no potential conflict of interest with respect to the research, authorship, and/or publication of this article.

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**व्यवहारिक लेखन तथा सम्पादन विषयको कक्षाकोठामा गरिने व्यावहारिक प्रयोग र प्रभावकारिता**

**भगवती अधिकारी**

**लेखसार**

**Article History**

Received: 26 May ,2025  
Revised: 9 September, 2025  
Accepted: 23 October, 2025

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प्रस्तुत अध्ययन त्रिभुवन विश्वविद्यालय शिक्षाशास्त्र स्नातक तह चौथो वर्षको व्यावहारिक लेखन तथा सम्पादन विषयको कक्षाकोठामा गरिने व्यावहारिक प्रयोग र प्रभावकारितासँग सम्बन्धित छ । यस अध्ययनको उद्देश्य निर्दिष्ट विषयको कक्षाकोठामा गरिने व्यावहारिक प्रयोग र प्रभावकारिताको पहिचान गर्नु रहेको छ । यस लेखमा गुणात्मक अनुसन्धान ढाँचाको अनुप्रयोग गरिएको छ । यस अध्ययनमा सर्वेक्षणात्मक विधिमा आधारित रहेर उद्देश्यमूलक नमुना छनोट प्रक्रिया अपनाइएको छ । यसमा शिक्षाशास्त्र, स्नातकोत्तर तहको प्रथम सत्रमा अध्ययनरत ४ जना र निर्दिष्ट पाठ्यांश पूरा गरेका २ जना गरी जम्मा ६ जना विद्यार्थीलाई नमुनाको रूपमा लिएर उनीहरूको प्रतिक्रियाको विश्लेषण गरिएको छ । प्रस्तुत अध्ययनमा भाषासम्पादन तथा पाण्डुलिपि सम्पादन अपेक्षाकृत प्रभावकारी हुन नसकेको पाइएको छ । शिक्षकले परम्परागत ढाँचालाई प्राथमिकता दिएर सैद्धान्तिक शिक्षण अत्यधिक गराएको पाइयो । यसमा अभ्यासात्मक कार्यमा नमुना ढाँचा तयार गर्न गाह्रो लागेर परीक्षामुखी अध्ययन गरिएको छ । अघिल्ला कक्षा वा तह र पछिल्ला कक्षा वा

तहहरूमा पनि समावेश गर्नसकेमा अधिक प्रभावकारी हुने देखिन्छ । उक्त विषयको कार्यान्वयन पक्ष पूर्ण रूपमा प्रायोगिक हुन नसकेको, व्यावहारिक रूपमा यसको प्रभाव न्यून परेकोले कार्यान्वयन अभि वैज्ञानिक र अनिवार्य रूपमा लागू गर्नुपर्ने विद्यार्थीको प्रतिक्रियाको आधारमा निष्कर्ष निकालिएको छ । पाठ्यांश कार्यान्वयनमा एकरूपता ल्याउनका लागि आवश्यकता अनुसारका अभ्यासात्मक कार्यक्रमहरू सञ्चालनमा सम्बन्धित पक्षको विशेष ध्यानाकर्षण हुन आवश्यक देखिएको छ ।

**मुख्य शब्दावली :** व्यावहारिक लेखन, भाषिक सम्पादन, प्रशासनिक लेखन, कानुनी लेखन ।

## अध्ययनको पृष्ठभूमि

प्रस्तुत अध्ययन स्नातक तह चौथो वर्षको व्यावहारिक लेखन तथा सम्पादन विषयको कक्षाकोठामा गरिने व्यावहारिक प्रयोग र प्रभावकारितासँग सम्बन्धित रहेको छ। यस आलेखमा स्नातक तह वार्षिक प्रणालीमा सञ्चालित उक्त विषयको पाठ्यक्रम त्रिभुवन विश्वविद्यालय पाठ्यक्रम विकास केन्द्रद्वारा सञ्चालित व्यावहारिक लेखन तथा सम्पादन विषयको कक्षाकोठामा गरिने व्यावहारिक प्रयोग र प्रभावकारिताका सम्बन्धमा विद्यार्थीको धारणा के-कस्ता रहेका छन् भनी अध्ययन गरिएको छ। दैनिक उपभोग्य वस्तु खरिद गर्दा राखिने अभिलेखदेखि लिएर जग्गा, जमिन, जायजेथा, जिन्सीको क्रयविक्रयमा तयार पारिने कागजी प्रक्रियालाई नै व्यावहारिक लेखन मानिन्छ (खनिया, २०७६ पृ. २६)। प्रस्तुत पाठ्यांश शिक्षाशास्त्रमा चारवर्षे वि.एड. कार्यक्रम अन्तर्गत नेपाली विषयमा विशिष्टीकरण गर्न चाहने विद्यार्थीहरूको लागि तयार पारिएको हो। यस विषयलाई ऐच्छिक रूपमा नेपा.शि. ४४६ र अनिवार्य विषयका रूपमा नेपा. शि. ४४९ पहिलो पटक शैक्षिक सत्र २०७६ बाट लागू गरिएको हो। उक्त पाठ्यांशमा सैद्धान्तिक र प्रयोगात्मक (८०+२०) गरी १०० पूर्णाङ्कको विषयमा जम्मा पाठघण्टी (१५०) रहेको पाठघण्टी ६ र उत्तीर्णाङ्क  $२५+१०=३५$  राखिएको छ। निर्दिष्ट विषयका पाठ्य विषयबाट विद्यार्थीले व्यावहारिक लेखन तथा सम्पादनका विविध पक्षमा भाषिक सीप आर्जन गर्न सक्षम हुने अपेक्षा गरिएको छ। अध्ययनका क्रममा पाठ्यांशसँग सम्बन्धित अन्य अप्रकाशित शोधपत्र (अधिकारी, २०७७), (कुंवर, २०७७), प्रकाशित अनुसन्धान लेख (भट्ट, सन् २०२०), खनाल, सन् २०२१) मा अध्ययन अनुसन्धान भएको पाइयो। स्नातक तह चौथो वर्षमा लागू गरिएको यो विषय सैद्धान्तिक र व्यावहारिक दुवै दृष्टिले उपयोगी छ। हालसम्म यस विषय र शीर्षकमा अनुसन्धान नभएको हुनाले व्यावहारिक लेखन तथा सम्पादन विषयको कक्षाकोठामा गरिने व्यावहारिक प्रयोग र प्रभावकारिता पत्ता लगाउन समकालीन सन्दर्भमा खोज तथा विश्लेषणको विषय बनेको छ।

## समस्या कथन

कुनै पनि शैक्षिक तहमा राखिएका पाठ्यांश उपयोगी र सान्दर्भिक हुनु आवश्यक छ। स्नातक तह चौथो वर्षमा १०० पूर्णाङ्कको अनिवार्य पाठ्यांशका रूपमा राखिएको निर्दिष्ट विषय सैद्धान्तिक र व्यावहारिक दुवै दृष्टिले उपयोगी छ। यस विषयका अन्य लेख रचना प्रकाशित भए पनि यही शीर्षकमा अनुसन्धान भएको पाइदैन। यसर्थ व्यावहारिक लेखन तथा सम्पादन विषयको कक्षाकोठामा गरिने व्यावहारिक प्रयोग र प्रभावकारिता पहिचान गर्नु यस लेखको मुख्य समस्या रहेको छ।

## अध्ययनको उद्देश्य

- क. व्यावहारिक लेखन तथा सम्पादन विषयको कक्षाकोठामा गरिने व्यावहारिक प्रयोग र प्रभावकारिता पहिचान गर्नु।
- ख. शिक्षण सिकाइप्रति विद्यार्थीको अनुभव पत्ता लगाउनु।

## अध्ययन विधि र प्रक्रिया

प्रस्तुत आलेख तयारीका क्रममा मूलतः गुणात्मक अनुसन्धान ढाँचाको अनुप्रयोग गरिएको छ। प्रस्तुत अध्ययनमा उद्देश्यमूलक नमुना छनोट विधिको प्रयोग गरिएको छ। यसका लागि स्नातकोत्तर तह प्रथम सत्रमा अध्ययनरत चारजना विद्यार्थी तथा स्नातक तह चौथो वर्षको निर्दिष्ट पाठ्यांश पुरा गरेका दुईजना विद्यार्थी गरी जम्मा तीनवटा क्याम्पसबाट छ जना विद्यार्थीलाई गहन अन्तर्वातामा सहभागी गराइएको छ। निर्दिष्ट अध्ययनमा सहभागीबाट आएका तथ्यलाई जस्ताको तस्तै समावेश

गरी व्याख्या विश्लेषण गरिएको छ । प्रस्तुत आलेखमा मूलतः प्राथमिक स्रोतबाट सामग्री सङ्कलन गरिनुका साथै आगमनात्मक विधिको प्रयोग गरिएको छ ।

## व्याख्या तथा विश्लेषण

यस अध्ययनमा व्यावहारिक लेखन तथा सम्पादन विषयको कक्षाकोठामा गरिने व्यावहारिक प्रयोग र प्रभावकारिता विश्लेषण गरिएको छ ।

### व्यावहारिक प्रयोग

‘व्यावहारिक’ शब्दको अर्थ- व्यवहारमा चल्ने वा चलेको अर्थात् व्यावहार जान्ने वा व्यवहारमा सिपालु भन्ने हुन्छ (अधिकारी, गौतम र ढुङ्गेल, २०७५, पृ. ४)। ‘प्रयोग’ शब्दले- कुनै वस्तु वा विषयलाई व्यवहारमा लगाउने कार्य; उपयोग भन्ने बुझाउँछ । नीति, नियम, सिद्धान्त आदिको स्थापना गरी कार्य रूपमा ल्याउने प्रक्रिया; परीक्षण भन्ने अर्थ बुझाउँदछ । यसर्थ व्यावहारिक प्रयोग भन्नाले कुनै वस्तु वा विषयलाई व्यवहारमा लगाउने कार्य/प्रक्रिया भनेर भन्न सकिन्छ । व्यावहारिक लेखन विषयको शिक्षणपश्चात् विद्यार्थीले यसको प्रयोग व्यावहारिक जीवनमा के-कति गर्न सफल भए यसको खोजी यस अध्ययनमा गरिएको छ ।

प्रभावकारिता : ‘प्रभावकारिता’ शब्दको अर्थ आफ्नो स्वभाव वा क्रियाकलापको छाप अर्कामा तत्काल पार्न सक्ने गुण वा शक्ति; प्रभावधर्मिता (नेपाली वृहत् शब्दकोश, २०४०) हुन्छ । व्यावहारिक लेखन तथा सम्पादन विषयको शिक्षण स्नातक तहमा गर्नु र गराइनुका सबल र दुर्बल पक्षको खोजी गरिएको छ । यसर्थ व्यावहारिक लेखन तथा सम्पादन विषयको प्रयोग वास्तविक रूपमा परेको छ कि छैन ? विद्यार्थीले यसलाई सैद्धान्तिक र प्रायोगिक रूपमा कति सकारात्मक रूपमा लिन सफल भए ? साथै यस विषयको शिक्षण प्रभावकारिताको लेखाजोखा गरी व्याख्या विश्लेषण गरिएको छ ।

### अभिव्यक्ति लेखन

बोलेर वा लेखेर आफ्ना विचार वा अनुभव अरू समक्ष प्रस्तुत गर्नु अभिव्यक्ति हो (खनिया र अधिकारी, २०७६)। यसमा लिखित र मौखिक दुई माध्यम सम्म्लन रहेको हुन्छ । निर्दिष्ट समस्यामा केन्द्रित भएर गरिएको अनुसन्धानमा गहन अन्तर्वातामा सहभागीहरूले अभिव्यक्ति सीपको कक्षामा प्रयोग र प्रभावकारिताको बारेमा चासो व्यक्त गरेका छन् । यस विषयमा अध्येताले ‘अभिव्यक्ति सीपलाई शिक्षकले कक्षामा कसरी गराउनु भयो ?’ भनी सोधेको प्रश्नमा सहभागीको उत्तर थियो-

बुझाउँदै पढाउँदै, प्राज्ञिक लेखन, सिर्जनात्मक लेखन, साहित्य लेखनको एकाइ परीक्षा जस्तो गराउनु भयो । प्रयोगात्मक गर्ने पर्ने रहेछ, नि म्याम ! व्यावहारिक नगरी नहुने विद्यार्थीले एकचोटी गरेर बुझ्दैनन्, त्यस्तोलाई नोट नै लेखाइ दिनुभयो । मेम साथीजस्तै मिलनसार हुनुहुन्थ्यो, जहाँ जतिपटक सोधेपनि हुन्छ, भनिदिने उहाँले यसरी नै गर्नुपर्छ भनेर ढाँचाका रूपमा तयार गर्न लगाउनु भयो ।

विद्यार्थीलाई अभिव्यक्ति सीप सजिलो लाग्ने, अभ्यास पनि प्रशस्त गरेकोले परीक्षामा पनि सजिलो भएको बताएका छन् । यसर्थ: अभिव्यक्ति सीपको सैद्धान्तिक ज्ञानका साथै कक्षाकोठामा गरिने व्यावहारिक प्रयोग प्रभावकारी भएको तथ्य प्राप्त भएको छ ।

### अनुच्छेद लेखन

यस विषयको अनुसन्धानमा सहभागीले अध्येतासँग अनुच्छेदसँग सम्बन्धित कुराहरू खुलेर बताएका छन् । “वाक्यभन्दा माथिल्लो विचार वा प्रसङ्गपूर्ण अभिव्यक्ति नै अनुच्छेद हो । यसमा विषयवस्तुको सिलसिलेवार र प्रवाहमय विस्तार रहन्छ (घिमिरे, २०७९, पृ. ९)।” यस विषयको शिक्षण गर्ने क्रममा सैद्धान्तिक जानकारीपछि विभिन्न विषय क्षेत्रसँग सम्बन्धित अनुच्छेदको नमुना ढाँचा तयार

गर्न लगाएको सहभागीले बताएका छन् । अनुसन्धानकर्ताले सहभागीसँग ‘अनुच्छेद लेखनलाई कक्षामा कसरी प्रयोग गराउनु भयो र कति पटक लेखन लगाउनु भयो ?’ भनी सोधेको प्रश्नको जवाफमा सहभागीले यसरी भनेका छन् :

शीर्षक नै दिनु भएको थियो ‘पहाडी जीवन’, आदि, मध्य र अन्त्यको सङ्गठन मिलाएर कसरी लेख्ने भनेर दिनुभएको थियो । हामी दुईजनाले लेखेर ल्याएको प्रस्तुत पनि गर्थौं । वाक्यहरू मिलाउँदा सुरुमा के लेख्ने, मध्यमा कसरी विषयवस्तुलाई विस्तार गर्ने र अन्त्यमा कसरी वाक्य टुंग्याउने भन्ने कुरा म्यामले मौखिक रूपमा भन्नुभयो र विद्यार्थीलाई लेखन लगाउनु हुन्थ्यो ।

‘तपाईंहरूले गृहकार्य कसरी गर्नुभयो ?’ भन्ने प्रश्नमा सहभागीको जवाफ यस्तो रह्यो “अनलाइन पढे पनि शिक्षकले गृहकार्य दिनु हुन्थ्यो । हामीले त्यसलाई अनलाइन कक्षामा प्रस्तुति गर्ने र शिक्षकलाई पठाउने गरेका थियौं । विषय शिक्षकले त्यसलाई हेरेर आवश्यक पृष्ठपोषण दिनु हुन्थ्यो ।” कुराकानीका क्रममा ‘अनुच्छेद लेखन सीपबारे शीर्षक कसरी छनोट गर्नु भयो ?’ भनी प्रश्न गर्दा एक सहभागीको जवाफ यस्तो थियो: “वस्तुपरक, आत्मपरक, आलङ्कारिक, तार्किक, विश्लेषणात्मक, भावनात्मक, आख्यानात्मक सबैको आफैँ खोजेर लेख्नुपर्ने थियो । शिक्षकले लेखन सिकाएपछि नमुनाको रूपमा एउटा-एउटा सबैले गर्नुपर्ने तर एकले अर्कोको शीर्षक मिलाउन पाइन्थ्यो ।”

अनि के चिठ्ठा गर्नु हुन्थ्यो ?’ भन्ने प्रश्नमा सहभागी ‘ग’ले यसरी बताए, “नाई मैले के लेखें, कून स्रोतबाट ल्याएँ, कून बुकको लेखें या समाजमा गएर मैले देखेर ल्याएँ कि जस्तो आँपको बारेमा लेख्नु परेमा आँपका धेरै प्रकार हुन्छन्, मैले ‘माल्द’ आँपको बारेमा वा अर्को आँपको बारेमा लेखें कि अरूलाई थाहा हुँदैनथ्यो ।” यसै सन्दर्भमा सहभागी ‘च’ भनाइ यस्तो छ, “सर त हाम्रोमा आउने, भट्याउने गैजाने । बुझ्ने भनेपनि नसिकाउने अल्छी खालको हुनुहुन्थ्यो ।” अनुसन्धान क्रममा सहभागीले भनेका तथ्यका आधारमा यहाँ सहभागी भएका ‘क’, ‘ख’, ‘ग’ र ‘घ’ ले यस अनुच्छेद लेखन सीपको कक्षाकोठामा समान किसिमको प्रयोग रहेको बताएका छन् भने ‘ङ’ र ‘च’ ले पूर्ण रूपमा सैद्धान्तिक भए पनि अभ्यास आफैँले गरेको बताएका छन् । सहभागी ‘क’, ‘ख’, ‘ग’, ‘घ’ले सिर्जनात्मक तरिकाले जटिल नभएका विषयमा आफैँ धेरै अभ्यास गरेकाले प्रभावकारी भएको बताए । तर ‘ङ’ र ‘च’ले कक्षामा प्रयोगात्मक रूपमा अभ्यास कम गराइएको बताए । यी सबैको निष्कर्ष स्वरूप कतिपय शिक्षकले शिक्षणीय आचरण सुधार गर्नुपर्ने देखिएको छ ।

## व्यावहारिक लेखन

मानिसका दैनन्दिन व्यावहारमा आवश्यक पर्ने कागजातहरूको लेखन कला वा सीप नै व्यावहारिक लेखन अन्तर्गत पर्दछ (अधिकारी, गौतम र ढुङ्गेल, २०७५, पृ. ४)। निर्दिष्ट अध्ययनमा सहभागीले निकै उत्साहित भएर आ-आफ्ना तथ्यहरू व्यक्त गरेका छन् । ‘स्नातक तहमा व्यावहारिक लेखन पढ्न पाउदा कस्तो लाग्यो ?’ भनेर गरिएको प्रश्नमा सहभागीले ‘अत्यन्त खुशी लागेको र विशिष्ट सीपको विकास भएको’ बताएका छन् । यस विषयको प्रभावबारे प्रश्न गर्दा सहभागीमध्ये एकले भने, “यो शीर्षक व्यावहारिक भएको हुनाले प्रभावकारी छ । हामीले नमुना ढाँचा बनाउँदा आफ्नै घर व्यवहारसँग सम्बन्धित भएर एउटा शीर्षकको कम्तिमा दुईवटा बनायौं । शिक्षकलाई देखाउन, अध्ययनपत्रमा समावेश गर्न । आफैँले चाहिँ अभ्यासको लागि ढाँचा बुझ्न बनायौं ।” यस अन्तर्वार्तामा सहभागी एकले व्यावहारिक रूपमा आफैँ खोजेर, लेखेर गर्ने भएकोले त्यति बेलाको सिकाइको प्रभाव हालसम्म रहेकाले चिठी, दैनिकी, निवेदन, विज्ञापन आदि कसरी लेख्ने, कसरी छान्ने र विज्ञापन कसरी टाँस्ने भनेर रमाइलो तरिकाले सिकेको बताए । सबै जसोले आफूहरूलाई व्यावहारिक लेखनसम्बन्धी विशिष्ट ज्ञान हासिल भएको बताएका छन् ।

‘चिठीको ढाँचा शिक्षकले ह्वाइट बोर्डमा बनाउन लगाउनु भएन ?’ भनेर प्रश्न गर्दा सबैले कापीको पानामा नै बनाएको बताएका छन् । ‘इन्टरनेटको जमानामा चिठीको विभिन्न ढाँचा तयार गर्नुपर्दा दिक्क लागेन ?’ भन्ने प्रश्नमा सहभागीमध्ये एकले ‘कतिपय व्यावहारिक कार्यका लागि व्यावहारिक रूपमा चिठी नै लेख्नुपर्ने भएकोले रमाइलो लाग्यो । उनका अनुसार शिक्षकले सूचनाको नमुना ढाँचा तयार गर्ने बेलामा आफ्नै कलेजको बिदाका सूचना जस्तै: कृष्ण जन्माष्टमी, सरस्वती पूजाको बारेमा नमुना ढाँचा बनाउन अह्लाउने गरेकाले सहज भयो ।

यस विषयमा समावेश भएका उपशीर्षकहरूको शिक्षणपश्चात् चिठी, निवेदन, नागरिकता, संस्था दर्ता, सूचना सम्प्रेषणको बारेमा जानकारी भएको, प्रशस्त अभ्यास गरेको, विज्ञापन देखा पनि चासोसँगै महत्त्व बढेको बताएका छन् । ‘सूचना कतिबटा बनाउनु भयो ?’ भनेर प्रश्न गर्दा सहभागीमध्ये एकजनाले भने, “सूचना त भैरहेको मिलिहाल्यो १/२वटा मात्र बनाएको हो । यसका लागि धेरै अभ्यास गर्नु परेन ।” ‘बाटोमा हिड्दा वा टेलिभिजनमा विज्ञापन देखा कस्तो लाग्यो ?’ भन्ने प्रश्नमा सहभागीमध्ये एकले यसरी भनेका छन्:

अरू बेला विज्ञापनको खासै वास्ता हुँदैनथ्यो तर सिकने क्रममा भोलि विज्ञापनको नमुना बनाउनु छ भने आजै ध्यान दिएर हेर्ने, सुन्ने र विज्ञापनका नमुना काटेर राख्ने गरिन्थ्यो । विज्ञापन हेर्न कै लागि कति बेला अरू कार्यक्रम सकिन्छ र विज्ञापन आउँछ भनी कुरेर समेत बस्ने गर्थे ।

सहभागी ‘ग’ का अनुसार “विज्ञापनमा वास्तविक कुरा लुकेको हुने रहेछ । कुनै कार्यक्रम सञ्चालन गर्दा काल्पनिक रूपमा पनि कार्यक्रम सञ्चालन गर्न सकिन्छ तर विज्ञापनले वास्तविकता मात्र प्रस्तुत गर्ने गर्दछ । यी विज्ञापन किन राखेको होला भन्ने धारणा परिवर्तन हुनाको साथै विज्ञापनको महत्त्व पनि बुझिएको छ ।” ‘मञ्जुरीनामा लेख्न कति प्राक्टिस गर्नुभयो ?’ भनी प्रश्न गर्दा सहभागीले भने, “सुरुमा सैद्धान्तिक पढेको र कापीमा शिक्षकले नोट नै लेखाइ दिने गरेको, त्यसपछि सम्बन्धित पक्षको सक्कल ढाँचा देखाएर यसरी नै नमुना बनाउनु भन्नु भएको थियो ।” यसरी हेर्दा सहभागी मध्येका ‘क’, ‘ख’, ‘ग’, ‘घ’ को लगभग कक्षाकोठामा गरिने शिक्षण प्रयोग मिल्दोजुल्दो नै पाइएको छ । यस उपशीर्षकको कक्षा शिक्षणका क्रममा निर्णय पुस्तिका, माइन्टको ढाँचा सिकाएको बताएका छन् । यस अन्तर्वार्तामा सहभागीमध्ये ‘ड’ र ‘च’ ले शिक्षकको अल्छीपनका कारण कक्षामा प्रशस्त अभ्यास नगराएको, सैद्धान्तिक बढी पढाएको भन्ने तथ्य प्राप्त भएको छ । ‘विषयसूचीमा निर्देशन भएअनुसार व्यक्तिगत कार्य र सामूहिक कार्य कति भए ?’ भनी प्रश्न गर्दा सहभागी मध्ये ‘च’ ले यसरी भनेका छन्, “त्यही असाइनमेन्ट बनाउथ्यौं । शिक्षकले राम्ररी नोट बनाइ दिनु हुन्थ्यो, सामूहिक कार्य भएनन् ।” ‘भर्पाइ बनाउन शिक्षकले कसरी सिकाउनु भयो ?’ भन्ने प्रश्नको जवाफमा सहभागीमध्ये एकले भने-

शिक्षकले सक्कल भौचर ल्याएर देखाउनु भएको थियो । त्यसलाई सबैले पालै-पालो हेरेर रसिदको नमुना कापीमा नै बनाएका थियौं । व्यक्तिगत विवरण बनाउँदा आफ्नै बारेमा र अरूको बारेमा नमुना ढाँचा बनाएको हो । व्यावहारिक लेखन व्यवहारमा प्रयोग गरेर अभ्यास गरेको हुनाले यससम्बन्धी धेरै ज्ञान भएको थियो ।

व्यावहारिक लेखन सीपसँग केन्द्रित रहेर गरिएको अध्ययनमा सहभागीले व्यक्त गरेको तथ्यमा सहभागी ‘क’, ‘ख’, ‘ग’, ‘घ’ बाट मिल्दोजुल्दो तथ्य प्राप्त भएको छ । शिक्षण सिकाइका क्रममा कक्षाकोठामा गरिने व्यावहारिक प्रयोग र यसको प्रभाव अत्यन्त धेरै पाइयो । शिक्षकले विषयसूचीले निर्देशन गरेअनुसार धेरै सकारात्मक तरिकाले अभ्यास गराएको र विषयवस्तुको प्रभाव पनि सकारात्मक परेको तथ्य प्राप्त भएको छ । सहभागी ‘ड’ र ‘च’ को विषय शिक्षकले सैद्धान्तिक ज्ञान मात्र दिलाएका थिए । नमुना देखाएर यसरी नै गर भनेका थिए । शिक्षक आफैले प्रयोगात्मक रूपमा कक्षाकोठामा ढाँचा तयार गर्न नसिकाएको र त्यसप्रति चासो नै नदेखाएको तथ्य प्राप्त भएको छ ।

## प्रशासनिक लेखन

प्रशासन सञ्चालनार्थ आवश्यक कागजातहरूको लेखन कार्यलाई प्रशासनिक लेखन भनेर बुझिन्छ। अधिकारी, गौतम र हुङ्गेल, २०७५, पृ. ४६। अनुसन्धानका क्रममा सहभागीबाट सकारात्मक र नकारात्मक दुवै किसिमका तथ्य प्राप्त भएका छन्। यस अध्ययनमा सहभागी भएका विद्यार्थी 'क' र 'ख'ले कक्षा शिक्षणका क्रममा प्रयोगात्मक कार्य नै बढी भएको, कक्षा भौतिक रूपमा सञ्चालन नभएको तर शिक्षकले इन्टरनेटको प्रयोग गरेर जुम मिटिङबाट कक्षामा विषयवस्तुको सैद्धान्तिक जानकारीपश्चात् अभ्यास गर्न लगाएको बताएका छन्। गृहकार्यका रूपमा विभिन्न उपशीर्षकहरूको नमुना ढाँचा तयार गर्न लगाउने र कक्षामा पनि प्रस्तुत गर्न सबैलाई पालैपालो लगाएको बताएका छन्।

सहभागीलाई 'प्रशासनिक लेखनका विभिन्न प्रकारसँग कतिको परिचित हुनुभयो?' भनेर प्रश्न गर्दा सबैको मत समान नै रहेको पाइयो। उनीहरूको भनाइ थियो, "परिचित भयौं नियुक्तिपत्र, परिपत्र, विवाह दर्ता, जन्म दर्ता, मृत्यु दर्ता सबैको बारेमा सैद्धान्तिक जानकारी भयो।" यसमा भएका सबै उपशीर्षकको कम्तिमा २/३ वटा नमुना ढाँचा शिक्षकले ल्याइदिनु भएको र सक्कल ढाँचा हेरेर बनाएको उनीहरूले बताए। शिक्षकले विवाह दर्ता, नागरिकताको वंशज र अङ्गीकृतको सक्कल फारम ल्याएर देखाएपछि हेरेर अभ्यास गरेको सहभागीले बताए। "मृत्यु दर्ता बनाउँदा आफ्नै घर परिवारमा पछिल्लोपल्ट वितेका व्यक्ति, मैले मेरो हजुरआमाको नाममा मृत्युदर्ता बनाउने अभ्यास गरेको थिएँ।" जन्मदर्ता, विवाह दर्ता र मृत्यु दर्ताका सहभागीमध्ये दुईजनाले घरमा भएका सक्कल ढाँचा जस्ताको तस्तै सारेको बताए। 'विवाह दर्ताको नमुना ढाँचा कतिवटा बनाउनु भयो?' भनेर सोधेको प्रश्नको जवाफमा एक सहभागीको उत्तर यस्तो रह्यो :

अभ्यास गर्दा मैले आफैँले धेरै गरे पनि एउटा मात्र नमुना बनाएर अध्ययन पत्रमा समावेश गरेकी थिएँ। शिक्षकले यतिओटा बनाउनु पर्छ भन्नुभएन तर नमुना ढाँचा बनाउँदा घर व्यवहार, स्थानीय घटना वा घरकै व्यक्तिलाई राखेर बनाउनु प्रभावकारी हुन्छ भन्नु भएको थियो।

साथै शिक्षकले एक-एक वटा अध्ययनपत्रमा समावेश गर्ने तर एकको शीर्षक अर्कोसँग मिल्न नहुने गरी फरक-फरक विषयवस्तुको नमुना ढाँचा तयार गरेको बताए। 'यहाँ भएका उपशीर्षक सबैको नमुना ढाँचा बनाउनु भयो?' भनी प्रश्न गरेकोमा सहभागीले सबै नमुना बनाउने कोशिस गरेको र एउटा शीर्षकको २/३ वटा नमुना ढाँचा बनाएको बताए।

त्यसैगरी कानुनी लेखन र प्रशासनिक लेखन भुक्तिकने खालको भएर अप्ठ्यारो लागेको सबै सहभागीले बताए। 'प्रशासनिक लेखनका विभिन्न लिखतको नमुना बनाउन सक्नु हुन्छ?' भन्ने प्रश्नमा सहभागी 'ड' ले यसरी बताए, "सकिँदैन म्याम। किताबको नमुना हेरेर पनि गय्यौं, घोकेर पढ्यौं। अचानक पढेको र त्योभन्दा अगाडि सरकारी नोकरी पनि नभएकाले जसरी पनि परीक्षामा पास गर्नुपर्छ भनेर रटेर पढेको हो।" व्यावहारिक लेखनमा यति धेरै विषयवस्तु पर्दछन् भनेर थाहा नभएको र प्रयोगमा नआएको भएर यी व्यावहारिक कार्य विर्सिसकिए छ। यस अध्ययनमा सहभागी 'क', 'ख', 'ग', 'घ' को भनाइअनुसार निर्दिष्ट शीर्षक उपशीर्षकको शिक्षणका क्रममा कक्षाकोठामा गरिने प्रयोग लगभग एकै किसिमका पाइएको छ।

सैद्धान्तिक ज्ञान र बुझाइपछि प्रयोगात्मक रूपमा कक्षामा मात्र नभएर आफैँले प्रशस्त अभ्यास गरेको, शिक्षकले पनि सकारात्मक सहयोग गरेको भन्ने तथ्य प्राप्त भएको छ। तर 'ड' र 'च' को कक्षाकोठामा अभ्यास कम भएका कारण विद्यार्थीले परीक्षामा उत्तीर्ण हुनका लागि घोकन्ते शिक्षालाई नै निरन्तरता दिएको धारणा व्यक्त गरेका छन्। प्रयोगात्मक कार्य आवश्यकताभन्दा कम भएको र यी विषयवस्तुको प्रभाव पनि सहभागीका अनुसार फरक-फरक परेको तथ्य प्राप्त भएको छ।

## कानुनी लेखन

कानुनी लेखन सीपको कक्षाकोठामा गरिने प्रयोग र प्रभावकारिता पत्ता लगाउन गरिएको अध्ययन अनुसन्धानमा निर्दिष्ट उपशीर्षकका बारेमा सहभागीले सैद्धान्तिक र प्रयोगात्मक बराबर शिक्षण गराएको बताएका छन् । 'कानुनी लेखन विभिन्न उपशीर्षकको कक्षा शिक्षणका क्रममा शिक्षकले सिद्धान्तलाई कतिको महत्त्व दिनुभयो ?' भनेर प्रश्न गर्दा सहभागी 'ख'ले यसरी बताए, "दुवै समान भयो । हाम्रो शिक्षक अभ्यास पनि गर्दै रमाइलो तरिकाले पढाउनु हुन्थ्यो । हामी तमसुक, दृष्टिवन्धक लेख्न सक्ने भयौं, विशिष्ट ज्ञान हासिल भयो ।" 'लिखतका नमुना कतिवटा बनाउनु भयो ?' भन्ने जिज्ञासामा सहभागी 'क'को जवाफ यस्तो रह्यो-"लिखतको नमुना बनायौं । उदाहरणका लागि सर्मिलाले आज नेत्रलाई यति पैसा दिएको छ भोलि यसको तमसुकको नमुना ढाँचा बनाएर ल्याउनु भन्नुहुन्थ्यो । हामीले बनाएर कक्षामा प्रस्तुत गर्थौं । साथी-साथीमा पनि नमुना बनाउन लगाउनु हुन्थ्यो ।"सहभागीका अनुसार व्यावहारिक लेखनमा व्यवहारमा लागू हुने लेखन सीपका विषयवस्तु मात्र छन् । छोडपत्र र मिलापत्रको ढाँचा तयार गर्दा शिक्षकले साथी-साथीमा केटाकेटा र केटीकेटीमा वास्तविक नाम परिवर्तन गरेर नमुना ढाँचा तयार गर्न लगाएको र यसबाट नमुना ढाँचा तयार गर्ने प्रक्रिया बुझेको उनीहरूले बताएका छन् ।

प्रशासनिक लेखनभन्दा कानुनी लेखनका विषयवस्तु जटिल भएको सहभागीले बताए । कानुनी लेखनको भाषा शैली फरक हुने भएकोले यसमा प्रयोग भएका पारिभाषिक शब्दहरूलाई आफैँले अध्ययन गरेको उनीहरूले बताए । शिक्षकले कक्षा शिक्षणका क्रममा कानुनी भाषाका उदाहरण दिने गरेको सहभागीमध्ये 'ग' ले व्यक्त गरेका छन् :

कानुनी लेखन जटिल खालका हुन्छन् । सानो-सानो कुरा पनि मिलाएर लेख्नुपर्ने कानुनी भाषाको प्रयोग बारे शिक्षकले एउटा रोचक उदाहरण सुनाउनु भएको थियो । यो ठाउँमा, यो मितिमा, यति बजे, यस्तो यस्तो घटना भयो भनेर कानुनी भाषामा आँप भरिएको कुरा सुन्दा हाँसो लाग्दो सुनिन्थ्यो । कसैले रूख हल्लाएर हो कि, हावा चलेर हो कि, आँप कहाँ भ्रष्टो, भरेर भुँडमा कसरी बस्यो भनेर त्यसरी त्योसम्म लेख्नु पर्छ भन्नुहुन्थ्यो ।

'तमसुक कस्ता र कतिवटा बनाउनु भयो ?' भन्ने प्रश्नमा सहभागी 'क'र 'ख'को जवाफ यस्तो रह्यो, "तमसुक २/३ वटा जति बनायौं । कपाली तमसुक बनाउन सजिलो लाग्छ । सामान्य दुई/तीन लाखको कारोबार गर्दा, ऋण लिँदा, घरबाट कारोबार गर्दा कपाली तमसुक बनाउन सकिने रहेछ । यस विषयवस्तुको शिक्षणपश्चात् कानुनी लेखनका बारेमा धेरै ज्ञान भएको छ ।" सहभागी 'ग'र 'घ'को कक्षाकोठाको शिक्षण र अभ्यास समान नै देखिएको छ । उनीहरूले पनि तमसुकका नमुना ढाँचा २/३ वटा त्यतिबेला बनाएको तर प्रयोगमा नआएर अहिले बिसर्दै गएको बताए ।

नमुना ढाँचाको सन्दर्भमा दृष्टिवन्धक, अंशवण्डा, बकपत्र, घरबहाल लगायत सबै उपशीर्षकको नमुना तयार गरेको सहभागीले बताएका छन् । बैनावट्टाको नमुना ढाँचा तयार गर्दा घरमा भर्खरै जग्गा किन्दाको सक्कल नै राखेर नमुना तयार पारेको बताए । "शिक्षकले कक्षाकोठामा शिक्षणका क्रममा अभ्यास नगराए पनि आफैँले प्रशस्त गरेकाले परीक्षामा पनि सजिलो भएको थियो । कानुनी लेखनमा पारिभाषिक शब्दको प्रयोग हुने, नमुना पनि लामा-लामा हुने भएकोले जटिल भएको तर्क सहभागीको छ ।

कानुनी लेखनका प्रकारहरूको बारेमा सैद्धान्तिक ज्ञान प्रशस्त भएको सहभागीमध्ये एकले बताएका छन् । 'तमसुकको नमुना कतिवटा बनाउनु भयो' भन्ने प्रश्नमा सहभागी 'ड' र 'च' को मत फरक देखिएको छ । उनीहरूले 'आफूलाई राम्रो लागेर धेरै बनाएको, नहेरी लेख्न आउने गरी अभ्यास गरेको तर व्यावहारिक रूपमा शिक्षकले नमुना ढाँचा बनाउन नलगाएको' बताए । सहभागीका अनुसार- कानुनी लेखन अरूभन्दा गाह्रो लागे पनि परीक्षामा उत्तीर्ण हुनका लागि रटेर पढियो ।

नमुनाहरू कुनै पनि नछुटाइ बनाइएको थियो । शिक्षकले पृष्ठपोषण चाँहि दिने गर्नुभएको बताएका छन् ।

कानुनी लेखनको उपशीर्षकको अध्ययनका क्रममा सहभागीबाट फरक-फरक तथ्य प्राप्त भएका छन् । सहभागीमध्ये एकका अनुसार हाम्रो शिक्षणीय शैली सुरुदेखि अन्त्यसम्म एउटै स्तरमा जाने गरेको छ । यस एकाइमा जटिल विषयवस्तु समावेश गरिएको छ भनेर पाठ्यक्रमले समय बढी दिए पनि शिक्षणीय शैली भने परिवर्तन नहुँदा खासै प्रभावकारी हुन सकेको छैन । यस सन्दर्भमा चारवर्षे स्नातक र तीनवर्षे स्नातक अध्ययन गर्ने विद्यार्थीका धारणा समान छैनन् । चारवर्षे स्नातक अध्ययन गर्नेले स्वरोजगार हुनका लागि यसले प्रशस्त मार्गनिर्देश गरेको धारणा व्यक्त गरेका छन् । यसको अभ्यास प्रशस्त गरेकाले दक्ष, सक्षम भएको, कक्षामा अगाडि जाने प्रस्तुति गर्ने, साथीसँग समूहमा छलफल गर्ने क्षमताको विकास भएको बताए भने एक सहभागीले भने आफ्नो धारणा यसरी राखेका छन्,

गाउँ घरमा पढे लेखेका व्यक्ति कम हुने भएकाले व्यावहारिक लेखनसम्बन्धी काम परेमा कसले के लेखिदियो थाहा हुँदैनथ्यो । तर चारवर्षे स्नातकले विद्यार्थीलाई व्यावहारिक रूपमा विभिन्न लिखतहरू तथा अन्य कागजातहरू तयार गर्न सक्ने बनायो । त्यसैले कानुनी लेखन सीपको अध्ययन अत्यन्तै फाइदाजनक भएको छ ।

त्यसैगरी यस अध्ययन अनुसन्धानमा सहभागी 'ड'र 'च'ले भने 'कानुनी लेखन पाठ्यक्रमको उद्देश्य अनुरूप नभएको, शिक्षण सिकाइ कार्यकलापमा निर्देशन भएअनुसार प्रयोगात्मक रूपमा विषय शिक्षकले कक्षामा समूहगत वा व्यक्तिगत कार्य नगराएको, सैद्धान्तिक रूपमा मात्र शिक्षण गराएको, शिक्षकको गैरजिम्मेवार स्वाभावका कारण विषयवस्तु बुझ्न गाह्रो भएको' बताए । प्रस्तुत अध्ययनका क्रममा कानुनी लेखन सीपको कक्षा शिक्षणमा प्रयोग र प्रभावकारिता पनि शिक्षक अनुसार फरक भएको तथ्य प्राप्त भएको छ ।

### बैङ्क तथा वित्तीय कारोबारसम्बन्धी लेखन

बैङ्क तथा वित्तीय कारोबारसम्बन्धी लेखन सीपको बारेमा लिएको अन्तर्वार्तामा सहभागीले आ-आफ्नो धारणा व्यक्त गरेका छन् । 'बैङ्क तथा वित्तीय कारोबारसम्बन्धी लेखन सीपको कक्षा शिक्षणका क्रममा बैङ्क भौचर कतिवटा बनाउनु भयो ?' भनी प्रश्न गर्दा सहभागीमध्ये एकले यसरी व्यक्त गरेका छन् :

दिनका दिन एक-एकवटा बनाउन लगाउनु भएको थियो । शिक्षकले प्रयोगात्मक कार्य समूहमा नै गराउनु भएको थियो । आफूले तयार गरेका सामग्री शिक्षकलाई म्यासेन्जरमा समूहमा पठाउने गरेका थियौं । त्यसलाई हेरेर शिक्षकले सुधार गर्नका लागि आवश्यक पृष्ठपोषण दिने गर्नुभएको थियो । नमुना ढाँचा बनाउन २/३ वटा किताब हेरेर अभ्यास गरेका थियौं ।

त्यस बेला कोभिड १९ का कारण लकडाउन भएकोले इन्टरनेट प्रयोग गरी नमुना खोजेको सहभागी 'क' र 'ख'ले बताए । 'बैङ्क भौचरको नमुना ढाँचा बनाउन जान्नुहुन्छ ?' भन्ने प्रश्नमा सहभागीमध्ये एकको धारणा यसप्रकार छ : कतिवटा भन्दा पनि नबिगिउन्जेल लगभग ५/६ वटा जति बनायौं । सहभागीले अभ्यास धेरै गर्नुपरेको र शिक्षकले बैङ्क भौचरको सक्कल ढाँचा ल्याएर देखाउनु भएको बताएका छन् । 'सेयर खरिद फारम बनाउन सिक्नु भयो ?' भनेर प्रश्न गर्दा सहभागी 'घ'ले यसरी भनेका छन्, "सेयरको बारेमा सैद्धान्तिक रूपमा सामान्य जानकारी भयो तर पछाडि वास्तवमा धेरै गहिरिएर बुझ्नुपर्ने कुरा छन् ।" विषयवस्तु एकाइअनुसार जति पछाडि गयो उति जटिल हुने गरेको तर उल्लिखित सामान्य विषयवस्तुलाई समय बढी खर्चिने गरेकाले जटिल विषयवस्तुलाई समय कम हुने गरेको सहभागीको धारणा छ ।

अनुसन्धानकर्ताले 'यो विषय पढ्दा मात्र हो कि पछिसम्मका लागि प्रभावकारी भयो ?' भनेर प्रश्न गर्दा एक सहभागीले यसरी बताए, "समाजमा परिआएको बखतमा गर्न सकिने रहेछ । अलिकति अभ्यास र मेहेनत गर्ने हो भने यस विषयसँग सम्बन्धित विविध कागजात तयार गर्न, काम गर्न सकिने रहेछ ।" शिक्षाशास्त्र सङ्काय, अझ नेपाली विषयमा विशिष्टीकरण गर्न चाहनेका लागि अति नै आवश्यक रहेको सहभागीले बताएका छन् । मेहेनत गरेमा स्वरोजगार हुन यसले सहयोग गर्ने उनीहरूको धारणा छ । उनीहरूको भनाइ छ, "यो विषयवस्तुको अध्ययन गरेको विद्यार्थीले पढ्दा मात्र ढाँचा बनाउन सक्ने भएर भएन त्यसको सदुपयोग गर्न विर्सनु भएन । हामीले पनि व्यावहारिक लेखनसँग सम्बन्धित आवश्यक कागजातहरू बनाउन सक्ने रहेछौं भन्ने लागेको छ ।" यस उपशीर्षक अन्तर्गत गरिएको कुराकानीका क्रममा सहभागी 'च' ले बैङ्क तथा वित्तीय कारोबार गाह्रो लागेको बताए । 'बैङ्कमा गएर सक्कल बैङ्क भौचर ल्याएर अभ्यास गर्दा हुँदैनथ्यो ?' भनेर प्रश्न गर्दा सहभागीले 'शिक्षकले स्क्यान गर्न नहुने भन्नुका साथै कक्षामा कम अभ्यास गराएको कारण बैङ्कपिच्छेका फरक-फरक ढाँचाको नमुना बनाउनु अप्ठ्यारो लागेको' बताए । यसमा रहेको उपशीर्षक 'धितोबन्धक, धितोफुक्काको नमुना ढाँचा कसरी गर्नुभयो ?' भनेर प्रश्न गर्दा सहभागी 'घ'ले यसरी बताएका छन् । "यसको नमुना पनि किताबको हेरेर बनायौं । कक्षा शिक्षण सैद्धान्तिक र व्यावहारिक दुवै भए पनि हाम्रो कलेजमा प्रयोगात्मक अझै पनि छैन ।" यहाँ सहभागीले बताए अनुसार चारवर्षे स्नातक पढेका विद्यार्थीलाई एम.एडमा सजिलो भएकोले, समग्रमा यस उपशीर्षकअन्तर्गत कक्षा शिक्षणको प्रभाव ठीकै परेको तथ्य प्राप्त भएको छ ।

### भाषा सम्पादन

व्यावहारिक लेखन तथा सम्पादन विषयको भाषा सम्पादन शीर्षकसँग सम्बन्धित रहेर गरिएको कुराकानीमा सहभागीले निकै असहज तरिकाले जवाफ दिएका छन् । यस अन्तर्वार्ताका सहभागी सुरुमा निकै उत्साहित थिए । कुराकानीका क्रममा भाषा सम्पादनसम्म आइपुग्दा विषयवस्तुको जटिलताले सहभागी अल्मलिएको प्रस्टै बुझिन्थ्यो । यसै क्रममा 'भाषा सम्पादनको आवश्यकता रहेछ कि रहेनछ ?' भनी सोधिएको प्रश्नको जवाफमा सहभागी 'क' र 'ख' ले यसरी भनेका छन् -

भाषा सम्पादनको अत्यान्तै आवश्यकता छ । पहिलेदेखि नै भाषालाई शुद्ध लेख्न र पढ्न जान्नुपर्ने रहेछ । कुनै पनि भाषामा लेख, रचना, कृति, उपन्यास आदि लेख्दा सबैलाई सम्पादनको खाँचो पर्छ । भाषाको मानक रूप पहिलेदेखि नै निर्धारण गर्नुपर्ने रहेछ । व्याकरणमा शुद्धाशुद्धि आउँछ, नि त । हामीले विद्यालयदेखि व्याकरण पढ्दै आएका छौं । हामी नेपाली भाषी भएकाले भाषा सम्पादनमा मानक रूप दिएर लानुपर्ने रहेछ ।

'भाषा सम्पादन जटिल भयो हैन ?' भन्ने प्रश्नमा सहभागीले एकाइअनुसार अगाडिको चाँहि दैनिक जीवनमा प्रयोग भैरहने विषयवस्तु भएकोले सजिलो भएको र एकाइअनुसार जति पछाडि गयो उति नै विषयवस्तु जटिल लाग्दै गएको बताए । अर्का एक सहभागीका अनुसार कक्षाको पठनपाठन भौतिक उपस्थिति मै भए पनि पछिल्ला पाठहरू विद्यार्थीले आफैँले पढेर पास गरेका हुन् । उनले भने "त्यति कक्षा नभएकोले भाषा सम्पादनको खासै जानकारी भएन । त्यतिबेला पढेको जहाँ पढ्यो त्यही छाड्यो जस्तो भयो । अब हेर्दा आउला तर धेरै बिर्सिसकियो ।"

'भाषा सम्पादनको कसरी अभ्यास गर्नुभयो?' भनी सोधिएको प्रश्नमा अर्का सहभागी 'घ' ले यसरी आफ्नो धारणा व्यक्त गरेका छन्, "यो भाषा सम्पादनमा चाँहि लामा-लामा उदाहरण दिएर त्यसलाई छोटो पार्ने के-के गर्ने चाँहि हामीलाई गराउनु भयो । कविको बारेमा बायोडाटा लेख्दा त्यो दिएर अनुच्छेदमा लेख्ने जस्ता काम भए ।" भाषा सम्पादनको कक्षा शिक्षणपश्चात् सहभागीले कुनै कुरा लेख्दै जाँदा छुटेमा कसरी लेख्ने भन्नेबारे ज्ञान भएको बताएका छन् । 'नेपाली भाषा सम्पादनका लागि अनुच्छेद दिएर लगाइएको थियो ?' भन्ने प्रश्नमा सहभागी 'ग'ले यसरी बताएका छन्, "त्यो त

गर्न लगाउनु भयो नि । मिलाउन नै सकिएन (लामो हाँसो) कसरी काँटछाँट गर्ने । राख्नुपर्ने कुरा चै राखिदिने, नराख्नुपर्ने हटाउनु पर्ने कुरा चै राखिदिने । अब त्यो सम्पादन गर्दा त्यो मिलाउन सक्नु परो नि !” सहभागीका धारणा बुझ्दा भाषा सम्पादनको कक्षामा प्रयोग त्यति धेरै नभएको पाइएको छ । यसको प्रभाव पनि कम मात्र परेको छ । विषयवस्तु अन्तर्गत के-के पर्छ भनेर सहभागीहरू भुक्किने गरेको बताएका छन् ।

### पाण्डुलिपि सम्पादन

व्यावहारिक लेखन तथा सम्पादन विषयको कक्षाकोठामा गरिने प्रयोग र प्रभावकारिता पत्ता लगाउन गरिएको अध्ययन अनुसन्धानमा सहभागीले निकै असहज भएर प्रतिक्रिया व्यक्त गरेका छन् । यसमा समावेश गरिएका अरू विषयवस्तु भन्दा पाण्डुलिपि सम्पादन जटिल लागेको बताएका छन् । सहभागीलाई ‘शिक्षकले पाण्डुलिपिको नमुना देखाउनु भयो ? कतिवटा सम्पादन गर्न लगाउनु भयो ?’ भनी प्रश्न गर्दा ‘शिक्षकले नमुना देखाएको र २/४वटा नमुना सम्पादन गर्न समेत लगाएको’ केही सहभागीले बताएका छन् ।

यस शीर्षकमा रहेको ‘छपाइ शुद्धि कस्तो लाग्यो?’ भनी गरेको प्रश्नको जवाफमा सहभागीमध्ये ‘क’र ‘ख’ले समान प्रतिक्रिया दिएका छन् । छपाइ शुद्धिमा चिह्नको प्रयोग जटिल लागेको, पाण्डुलिपिको सैद्धान्तिक ज्ञान लिएको तर पाण्डुलिपि सम्पादन गर्न अहिले पनि नआउने सहभागीमध्ये एकले बताए । पाण्डुलिपिकोबारेमा सुनेको भएपनि नियमित कक्षामा उपस्थित भएर अध्ययन गर्ने विद्यार्थीले पनि यसकोबारेमा त्यति धेरै बुझ्न नसकेको सहभागी ‘ड’ले बताए ।

‘शिक्षकले पाण्डुलिपिको नमुना देखाउनु भयो ?’ भनी सोधेको प्रश्नको जवाफमा अर्का सहभागीले यसरी बताए, “पाण्डुलिपिमा के छ र थाहै भएन, अन्तिमको भएर सबै विर्सिसकियो ।” यसैगरी पाण्डुलिपिलाई ‘प्रयोगात्मक रूपमा कसरी गराउनु भयो ?’ भनेर प्रश्न गर्दा सहभागीमध्ये ‘ग’ ले यसरी भनेका छन्, “पाण्डुलिपिको अभ्यास गर्दा एउटा अनुच्छेदलाई बिगारेर शुद्ध गर्न लगाउनु भएको थियो । साह्रै गाह्रो लागेको थियो । त्यो मिलाउनु पर्ने तल माथि, पदयोग, पदवियोग, पदवियोग चिह्न राख्ने मिलाउने ।” पाण्डुलिपि सम्पादनको कक्षाकोठामा गरिने प्रयोग र प्रभावकारिताको अध्ययनका लागि गरिएको अन्तर्वार्तामा सहभागीले यस विषयवस्तुसम्बन्धी खासै प्रभाव नपरेको बताएका छन् ।

पाठ्यक्रमले पनि विषयसूचीको अन्त्यमा राखेको हुनाले विषयवस्तु त्यसै पनि जटिल हुने, अगाडिका विषयवस्तु सजिलो तर समय प्रशस्त दिने, कक्षामा पनि पाठ्यक्रमले तोकेको समयसीमा कम हुँदै जाने भएकोले पाठ्यक्रमको उद्देश्यले अपेक्षा गरेअनुसारको प्रभाव पर्न नसकेको भन्ने विद्यार्थीको प्रतिक्रिया प्राप्त भएको छ ।

यस विषयको शिक्षण सिकाइ क्रियाकलाप अन्तर्गत सहभागीलाई ‘यहाँ प्रस्तुत भएका यी छलफल, पाठपत्र, तालिका कसरी प्रस्तुत भए सबै निर्देशन अनुसार गर्नुभयो ?’ भनी सोधेको प्रश्नमा सहभागी ‘क’र ‘ख’ले ‘कक्षा सञ्चालन भौतिक उपस्थितिमा नभएको, इन्टरनेटको प्रयोग गरी जुम मिटिङ्बाट कक्षा सञ्चालन भएको, विद्यार्थीले पालैपालो प्रस्तुति गरेको, विद्यार्थी केन्द्रित भएर व्याख्या, विश्लेषण, छलफल सबै गरिएको’ बताए । उल्लिखित सबै क्रियाकलापहरू पनि त्यसैगरी समान किसिमले भएको अर्का एक सहभागीले व्यक्त गरे । उनकाअनुसार शिक्षकले विषयवस्तुअनुसारको चिह्न तयार गर्ने अनि त्यो चिह्नमा जसलाई जे परेको छ उसले त्यसैकोबारेमा लेख्नुपर्ने नियम बनाइएको थियो । त्यसरी खेल खेले जसरी रमाइलो तरिकाले कक्षा शिक्षण गराइएको उनले बताए । एक सहभागीकाअनुसार शिक्षण सिकाइ क्रियाकलाप निर्देशनअनुसार कम भएको थियो । विषय शिक्षकले विद्यार्थीलाई पृष्ठपोषण दिने तर विद्यार्थीहरूसँग घुलमिल नहुने भएकाले यस विषयको शिक्षण सिकाइ क्रियाकलाप प्रायः व्यक्तिगत रूपमा मात्र भए ।

अध्ययनपत्र तयारीको क्रममा गहन अन्तर्वार्तामा सहभागीले व्यक्त गरेका तथ्यका आधारमा यस विषयको शिक्षण सिकाइ क्रियाकलाप पाठ्यक्रमले निर्देशन गरेअनुसार अत्यन्त कम भएको पाइएको छ । दुई तीनजना विद्यार्थीले मात्र यसमा केही मात्रामा सन्तोष जनाएकाले समग्रमा शिक्षण प्रभावकारिता मध्यम किसिमको भएको तथ्य प्राप्त भएको छ । अध्ययनपत्र तयारीका क्रममा अन्तर्वार्तामा सहभागीले यस विषयको मूल्याङ्कन प्रक्रियाप्रति यसरी गुनासो व्यक्त गरेका छन्-

प्रयोगात्मक शिक्षणको मेहनतअनुसारको नम्बर कम भयो । २० अङ्कका लागि सैद्धान्तिकलाई भन्दा बढी ध्यान दियो । यसमा ५०+५०=१०० अङ्क गराएको भए विद्यार्थीलाई भार कम हुन्थ्यो । लेख्न धेरै लेख्नुपर्ने तर नम्बर कम आउने । २० नम्बरको लागि सामग्री खोज्नुपर्ने, लेख्नुपर्ने २० नम्बरको लागि समय छैन । ८० अङ्कको लागि नगरी भएको छैन । नमुनाहरू खोज्ने पर्ने । ५० नम्बरको ज्ञान लिँदा पढाउदै गर्दा अभ्यास गराउदै लानुहुन्छ । यही कुरा पढाउने र गराउने हो । ८० अङ्कको तीन घण्टा लेख्नुपर्ने । २० अङ्कको वर्षभरि लाग्यो ।

यस विषयको अध्ययन-अध्यापनका क्रममा प्रयोगात्मक र सैद्धान्तिकमध्ये प्रयोगात्मक नै बढी गराउनु पर्ने प्रकृतिको छ । काम वर्षभरि गरिरहनु पर्ने, कागजातहरू प्रशस्त सक्कलअनुसार नमुना ढाँचा तयार गर्नुपर्ने भएकोले यसको मूल्याङ्कन प्रक्रियामा प्रयोगात्मकमा अङ्क कम भएको सबै सहभागीले गुनासो गरेका छन् । मूल्याङ्कनसँग सम्बन्धित अन्य अध्ययनपत्र (खनाल, सन् २०२१ पृ.पृ. २४९ -२६१ )ले पनि यस कुरालाई प्रस्ट पारेको पाइएको छ । यस विषयको कक्षा शिक्षणपश्चात् शैक्षिक सत्रको अन्तमा विद्यार्थीले बाह्य परीक्षणका निम्ति एकाइ दुईदेखि आठसम्मको सबै उपशीर्षकको परिचय र तिनको नमुना ढाँचा तयार गरी कक्षा शिक्षकको निर्देशनअनुसार तयार गर्ने छन् भनी उल्लेख गरिएको भए तापनि यहाँ सहभागीलाई 'अध्ययनपत्रको ढाँचा लेख्न शिक्षकले कसरी सिकाउनु भयो ?' भनेर प्रश्न गरेकोमा सहभागीमध्ये एकले 'किताबको ढाँचा हेरेर त्यहीअनुसार तयार गर्न सिकाएको तर अहिले बिसिएको' बताए । "शिक्षकले त्यही हेरेर सामग्री खोज, लेख भन्नुहुन्थ्यो," उनले भने ।

व्यावहारिक लेखन तथा सम्पादन विषयको कक्षाकोठामा गरिने व्यावहारिक प्रयोग र प्रभावकारिता पत्ता लगाउन गरिएको अनुसन्धानमा सहभागीले मिश्रित धारणा व्यक्त गरेका छन् । यस पाठ्यांशमा समावेश भएका विषयवस्तु स्तर सुहाउँदा र सान्दर्भिक रहेका भए पनि यसको शिक्षण प्रयोगात्मक रूपमा नै बढी गराउनु पर्ने धारणा प्राप्त भएका छन् । अध्ययनका क्रममा कक्षाकोठाको शिक्षण पाठ्यक्रमको निर्देशनअनुसार नभएर क्याम्पस र विषय शिक्षकअनुसार फरक भएको तथ्य प्राप्त भएका छन् । पाठ्यक्रमले सैद्धान्तिक जानकारीपश्चात् कक्षाकोठामा प्रशस्त प्रयोगात्मक रूपमा अभ्यास गराउनु पर्ने र आवश्यकतानुसार पृष्ठपोषण दिएर यस विषयको विशिष्ट सीप, दक्षता अभिवृद्धि गराउने निर्देशन गरेको पाइन्छ । कतिपय शिक्षकले कक्षाकोठामा यस विषयको शिक्षण सैद्धान्तिक रूपमा गराएको, अभ्यास गराउन कुनै चासो नदेखाएको, नोट लेखाउने, विद्यार्थीले विषयवस्तु बुझेको छ कि छैन मतलब नगरेको पाएकोले कतिपय शिक्षकले यसको पठनपाठनमा व्यक्तिगत आचरण सुधार गर्नुपर्ने देखिएको छ । अनुसन्धानका क्रममा यस विषयको समग्र शिक्षण प्रक्रिया नै घोकन्ते शिक्षालाई बढावा दिने प्रकृतिको हुन पुगेको देखिएको छ ।

प्रस्तुत आलेख तयारीका क्रममा सहभागी सबैले कक्षा शिक्षणका क्रममा समान खालका क्रियाकलाप भएको धारणा व्यक्त गरे भने केहीले मात्र फरक धारणा व्यक्त गरेका छन् । सहभागीले निर्दिष्ट विषयको कक्षामा प्रयोग प्रशस्त गराएको र आफैले पनि अभ्यास प्रशस्त गरेको हुनाले प्रभाव अत्याधिक परेको बताएका छन् । जटिल खालका विषयवस्तुकोबारेमा समय नपुगेकोले प्रयोगात्मक रूपमा यस विषयको काम निरन्तर गर्न नपाएको, निर्दिष्ट विषय स्नातक तह चौथो वर्षमा मात्र भएकोले यसको अध्ययन अझ माथिल्ला तह वा कक्षामा भए बढी प्रभावकारी हुने देखिएको छ । यस विषयको अध्यापनका लागि शिक्षकहरूमा पनि विषयवस्तुको ज्ञान, विशिष्ट सीपको दक्षता यथेष्ट हुनु

पर्ने जस्ता कुराको आवश्यकता भएको पाइयो । शिक्षकले पनि पाठ्यक्रमले निर्देशन गरेअनुसार शिक्षणीय शैलीमा आफूलाई ढालेर विषयवस्तु अनुसार शिक्षण सिकाइ क्रियाकलाप गर्नुपर्ने देखिएको छ । इन्टरनेटमार्फत् भएको पठनपाठनभन्दा भौतिक उपस्थितिमा गरिएको कक्षा शिक्षण कम प्रभावकारी भएको पाइएको छ ।

### शिक्षण सिकाइप्रति विद्यार्थीहरूको अनुभवसँग सम्बन्धित दृष्टिकोण

अनुभव शब्दले पाँचौं इन्द्रियले चाल पाएको ज्ञान, भोगाइ, चेताइ, आदि क्रिया वा प्रक्रिया भन्ने अर्थबोध गराउँछ । कुनै पनि कार्यको उपभोगबाट प्राप्त बौद्धिक लाभ, विचार र शिल्पमा आउने परिपक्वता; दक्षता; चातुर्य हो भनी अर्थ प्रदान गरेको पाइन्छ । प्रस्तुत आलेख तयारीका क्रममा निर्दिष्ट पाठ्यांशको शिक्षण सिकाइसँग सम्बन्धित विद्यार्थीका अनुभव के-कस्ता रहेका छन् भनी खोजी गरिएको छ । यस विषयको शिक्षण सिकाइपश्चात् विद्यार्थीले सैद्धान्तिक र व्यावहारिक दुवै पक्षका विविध प्रकृतिका लेखन सीपको विकास गराउनुका साथै क्षमता अभिवृद्धिमा भएको बौद्धिक लाभलाई के-कति सकारात्मक र नकारात्मक तरिकाले प्राप्त गरेका छन् त्यसको अध्ययन गरी तथ्य सङ्कलन गरिएको छ । यस विषयको शिक्षण सिकाइप्रति विद्यार्थीको अनुभव पत्ता लगाउने क्रममा काठमाडौं उपत्यकाका क्याम्पसहरूबाट प्रत्यक्ष सम्पर्कमा आएका ६ जना विद्यार्थीहरूलाई गहन अन्तर्वार्तामा सहभागी गरिएको थियो ।

अध्ययनपत्र लेखनका क्रममा सहभागीबाट प्राप्त निर्दिष्ट विषय शिक्षणका क्रममा भएका मिठा अनुभवलाई जस्ताको तस्तै लिपिवद्ध गरिएको छ । निर्धारित उद्देश्य पुरा गर्नका लागि तथ्यको खोजीका क्रममा सहभागीलाई आफ्नो अनुभव बताइदिन गरिएको आग्रहमा सहभागीमध्ये एकको भनाई यस्तो रह्यो, “मेहनत गर्नेका लागि यो विषय अवसर रहेछ । लोकसेवा पढ्न सक्नेले व्यावहारिक लेखन पढ्नु पर्ने रहेछ । कुनै खोट लगाउने ठाँउ नै छैन, हामीलाई एकदमै राम्रो पढाउनु भयो ।” यस विषयको अध्ययनपश्चात् जो कसैले पनि सामान्य खरदारको जागिर खान सक्ने एक सहभागीले बताए । ‘यो विषय पढेपछिको अनुभव कस्तो भयो ?’ भनी गरेको प्रश्नमा सहभागीमध्ये ‘क’ ले यसरी बताए-

चारवर्ष भयो यहाँ पढेको । घर टाढा र घरको समस्याले गर्दा म पहिला त कलेज त्यति आउँदिन थिएँ तर यो फोर्थ इयरमा चाँहि घरमै बसेर पढ्न मिल्ने भएको कारण एकदम उपलब्धि भएको छ । अनलाइनले गर्दा हामीलाई मात्र हैन कति धेरै साथी भौतिक रूपमा आउन नसक्नेलाई पनि एकदम उपलब्धि भएको छ । यसको सँगसँगै व्यावहारिक विषयवस्तु भएकोले एकदम उपलब्धि पनि भएको छ ।

यस विषयको शिक्षण सिकाइप्रतिको अनुभव लिने क्रममा सहभागी ‘घ’ले यसरी बताए, “धेरै व्यावहारिक ज्ञान हासिल भयो । प्रयोगात्मक अभ्यास धेरै गर्नुपर्ने । परीक्षामा जानुभन्दा पहिले ४/५ पाना नहेरी आफैले लेख्नुपर्ने, अनि मात्र परीक्षामा लेख्न सकिन्छ । अब आफै पनि लेख्न सकिन्छ, जस्तो अनुभव भयो ।” यस विषयमा राखिएका विभिन्न उपशीर्षककोबारेमा नमुना ढाँचा तयार गर्ने क्रममा अध्ययताले बैङ्क भौचरकाबारेमा कुरा गर्दा सहभागीले यसको शिक्षणसँग सम्बन्धित अनुभव यसरी व्यक्त गरेका छन्-

परीक्षामा पनि एजुकेसन पढ्ने र म्यानेजमेन्ट पढ्नेसँगै परेको बेलामा उनीहरूले एजुकेसन पढ्नेलाई हेपाहा प्रवृत्तिले हेर्दा रहेछन् । तिमीहरूलाई पनि भौचर भर्न आउँछ र भन्थे । अनि शिक्षकले एजुकेसन भनेको व्यावहारिक शिक्षा हो । एजुकेसन पढेका थोरै-थोरै सबै कुरामा सक्षम हुन्छन् तर तिमीहरू बैङ्किङ क्षेत्रमा मात्रै सक्षम हुन्छौ । एजुकेसन पढेकाजस्तो पोख्त हुँदैनौ । त्यसैले त्यसरी नहेप भनेर सम्झाउनु हुन्थ्यो । परीक्षामा हामी म्यानेजमेन्टसँगै हुन्थ्यौ । उनीहरूले सिकाइ पनि दिन्थे ।

कुराकानीमा सहभागीहरूले निकै उत्साहित तरिकाले आफ्ना धारणा व्यक्त गरेका छन् । यसै सन्दर्भमा सहभागी एकको भनाइ यस्तो रहेको छ : व्यावहारिक लेखन विषयमा व्यवहारमा आइपर्ने सम्पूर्ण कुराहरू मात्र समावेश भएको छ । यसमा अनुच्छेद लेखनदेखि लिएर वस्तुपरक, निबन्धात्मक कुराहरू समेटिएको छ । यस विषयको शिक्षणपश्चात् सहभागीले तीनवर्षे स्नातक पढेका विदेश गए भने चारवर्षे स्नातक पढ्ने नेपालमा नै व्यावहारिक सीपको ज्ञान भएर सक्षम भएको साथै धेरै व्यावहारिक ज्ञान हासिल भएको अनुभव व्यक्त गरेका छन् । चारवर्षे स्नातक पढ्ने भाग्यमानी भएको, विविध विषयको ज्ञान र सम्पादन कलाको प्रभावले आफ्नो भाषामा सुधार भएको धारणा व्यक्त गरेका छन् । स्नातक तहमा यस विषयलाई राखिनु एकदमै सकारात्मक भएको तर जतिपनि प्रयोगात्मक विषय छन् स्नातक दोस्रो वर्षदेखि एउटा-एउटा राखिदिएको भएमा अझ परिपक्वता हासिल हुने रहेछ भन्ने अनुभव व्यक्त गरेका छन् । यसै सिलसिलामा हालै स्नातकोत्तर तहमा अध्ययनरत एक सहभागीले व्यक्त गरेका विचार यस्तो छ-

परिआएको बखतमा गरिदैं छ । अलिअलि मेहनत गर्नाले स्वरोजगार हुन सकिने महसुस भएको छ । कक्षा शिक्षणमा क्रममा शिक्षकले विषयवस्तुको व्याख्या गर्दा लिखित रूपमा उदाहरण दिनु र मौखिक रूपमा उदाहरण दिनुलेसमेत धेरै फरक पार्ने रहेछ । हालै सम्पन्न वार्षिक परीक्षामासमेत व्याचलरमै पढेको सम्भेर लेखेको थिए ।

यस अध्ययनका क्रममा प्रत्यक्ष सम्पर्कमा आएका केही सहभागीले शिक्षकले आवश्यकताभन्दा बढी गहिराइमा गएर अध्यापन गराएकाले बुझ्न नसकेको तर्कसमेत गरेका छन् । 'यसबारे भन्नुपर्ने कुराहरू केही छन् भनेर प्रश्न गरेकोमा सहभागीमध्ये एकले निकै खुशी भएर यस्तो अनुभव व्यक्त गरे-

यतिको विषयवस्तु ठीकै छ । नयाँ विषयवस्तु ल्याइदिइकोमा एकदम खुशी छौं । ज्ञान हासिल गर्न पाएकोमा गर्व लागेको छ । यसले हामीलाई व्यावहारिक परिपक्वता प्रदान गरेको छ । शिक्षक पेसाका लागि सीपको विकास भएको छ । व्यावहारिक लेखनमा हामीले नबुझेका अरू पनि विषयवस्तु छन् भने थप होस् तर यसमा समावेश भएका विषयवस्तु नघटाइयोस् । यस विषयको अध्ययनले शारीरिक मानसिक रूपमा नौलो किसिमको परिवर्तन ल्याएको छ ।

त्यसैगरी अर्का एक सहभागीका अनुसार यस विषयले घर व्यवहारका कठिनाइदेखि लिएर कानुनी लेखन, प्रशासनिक लेखनसम्बन्धी सूचनाको जानकारी लिनका लागि महत्त्वपूर्ण भूमिका खेलेको छ । उनले भने,

व्यावहारिक लेखन तथा सम्पादन पाठ्यांशमा समावेश गरिएका विषयवस्तु पढ्नेका लागि राम्रो अवसर हो भने नपढ्नेलाई गाह्रो विषय हो । नेपाली मूल विषय लिएर स्नातक तहको औपचारिक अध्ययन सके पनि व्यावहारिक कुराको जानकारी र सीपको विकास नहुने रहेछ । तर यो पाठ्यवस्तु जो कोहीलाई पनि प्रयोगमा आउने खालको छ । यस विषयको शिक्षण प्रयोगात्मक रूपमा अत्यन्त कम भएको तर सैद्धान्तिक ज्ञान भने प्रयाप्त भयो । त्यतिवेला विशिष्ट ज्ञान हासिल भएपनि लगातार अभ्यास नहुँदा, निर्दिष्ट विषयको कक्षा शिक्षणको लामो अन्तरालको कारणले गर्दा हाल बिर्सन थालिएको छ ।

यति हुँदा हुँदै पनि नमुना हेरेमा यससम्बन्धी काम गर्न कुनै कठिनाई नभएको अर्का सहभागीले बताए । बकपत्र र बकसपत्रमा प्रायः सधैं भुक्किने गरेको सहभागीको अनुभव छ । यस विषयको अध्ययनले एम.एड. अध्ययनका लागि आधार तयार गरेको उनको अनुभव छ । 'यस विषयप्रतिको धारणा के छ ?' भनेर प्रश्न गर्दा सहभागी 'च'को गुनासो यस्तो रह्यो-

यो त अब व्यावहारिक लेखन तथा सम्पादन विषय भैसकेपछि यसलाई व्यावहारिक रूपमा नै पढाउनु, सिकाउनु र अभ्यास पनि त्यही अनुसार गराउनु पर्‍यो । मूल्याङ्कन

पनि त्यहीअनुसार गर्नुपर्‍यो । यता व्यावहारिक लेखन भनेको छ, हाम्रो सरले जस्तो नोट लेखाएर विद्यार्थीले नमुना लेख्न त जान्ने भएनन् नि । तमसुक भनेको के हो भन्न मात्र जान्ने भयो नमुना लेख्न त जान्ने भएन त ! सैद्धान्तिकमा मात्र नभएर व्यावहारिक लेखन तथा सम्पादन विषयको पठन-पाठन प्रयोगात्मक हिसाबले गराउनु पर्‍यो । मूल्याङ्कन पनि त्यसैअनुसार गराउनु पर्‍यो ।

अध्ययनपत्र तयारीका क्रममा यस विषयसँग सम्बन्धित विद्यार्थीको अनुभव सङ्कलन गर्ने क्रममा सहभागी एकले आफ्नो अनुभव यसरी व्यक्त गरे :

आफैले बनाएको भएर गर्नेलाई अलिअलि याद हुँदोरहेछ । गरिएन भने त याद नै नहुने रहेछ । पहिले पहिले एउटा बैङ्क भौचर भर्न पनि सुरक्षा गार्डलाई सोध्ने गरिएको थियो अब त यस विषयको शिक्षणले सिकायो । भाषा सम्पादनका बारेमा खासै ज्ञान थिएन । पाण्डुलिपि सम्पादनमा ती सबै कुराको तादात्म्य मिलाउन र सम्पादन गर्न पाउँदा रमाइलो महसुस भयो ।

तीनवर्षे वि.एड. पढेर एम.एड. पुगेका साथीहरूले यस्तो-यस्तो हुँदो रहेछ भनेर भन्दा हामी चारवर्षे वि.एड. पढ्नेले व्यावहारिक लेखन तथा सम्पादन, हेल्थ जस्ता विषय पढ्न पाएकोले एम.एड. अध्ययनको आधार बलियो भएको अनुभव भएको बताए । समूहमा काम गर्ने, एक-अर्कामा धेरै घुलमिल हुने क्षमताको विकास भएको पनि उनीहरूले बताए । 'व्यावहारिक लेखन तथा सम्पादन विषयको कक्षा शिक्षणसँगका केही रमाइला अनुभव भन्नुहोस्' भन्ने आग्रहमा सहभागी 'घ'ले यसरी आफ्नो अनुभव सुनाए :

नमुना हेर्दै गयौं । सुरुमा त अब कति धेरै नमुना भन्ने हुने नि त । (हाँसै) नमुनै नमुना रहेछ । नबिर्सने क्षण मलाई चै यस्तो भयो क्या, म्यामले त्यो 'भर्पाइ दादै' रै छ नि त त्यहाँ त्यो चै अब नसुनेको शब्द क्या(हाँसै) त्यो ल्याएर पनि देखाइदिनु भयो, आफै लेखेर पनि देखाइदिनु भयो अनि हाँस्यौं के रै छ 'दादै' भनेर चै क्या तर त्यो त त्यहाँ लेख्नेपर्ने शब्द रहेछ नि त्यस्तो भयो, राम्रै भयो म्याम हाम्रो चै ।

व्यावहारिक लेखन तथा सम्पादन विषयको कक्षा शिक्षणमा भएका अनुभव बताउने क्रममा एक सहभागीले यहाँ कानुनी लेखन अध्ययन गरेपछि गाँउमा सौता-सौताका बीचमा अंशका लागि भएको भ्रगडाको बारेमा अध्ययन गरिरहेको र पढेको व्यक्तिले न्याय दिनु पर्छ भन्ने अनुभव व्यक्त गरेका छन् । शिक्षणका क्रममा नमुना देखाएर विद्यार्थी सबैलाई अलि बढी प्रयोगात्मक रूपमा गराएको भएमा एक दुई जना मात्र नभएर सबै विद्यार्थी स्पष्ट हुने उनको धारणा रहेको पाइयो । तीनवर्षे वि.एड. पढेका एम.एड.मा पुगेर पनि चारवर्षे वि.एड. पढ्नेलाई फोन गरेर साथी-साथीमा सोध्ने, हाम्रोभन्दा तिम्रो पढाइ राम्रो र व्यावहारिक रहेछ भनेर समूह बनाएर पढाइकोबारेमा कुराकानी, छलफल गर्ने गरेका कारण व्यावहारिक लेखन तथा सम्पादनजस्ता विषय पढ्न पाएकोमा यो भन्दा ठूलो बिर्सन नसकिने क्षण नभएको पनि उनले सुनाए । यसलाई लगातार एम.एड.मा पनि राखेर विस्तृत रूपमा अनुभवी शिक्षकहरूद्वारा बृहत् तरिकाले प्रयोगात्मक रूपमा साँच्चिकै फिल्डमा नै गएर पढ्ने पढाउने व्यवस्था गर्न सकिएको भए अझ प्रभावकारी हुने रहेछ भन्ने बुझाइलाई सहभागी एकले आफ्नो अनुभव यसरी सुनाए,

यस पाठ्यांशमा समावेश विषयवस्तु अत्यन्तै जीवनोपयोगी छन् । जन्मदेखि मृत्युसम्मका विषयवस्तु यहाँ राखिएको छ, । निरन्तर शिक्षा चलिरहँदा एक वर्ष पढेकोले त कहाँ पुग्छ त ! यसलाई जतिसक्दो आफैले प्रयोग बढाउनुपर्छ । विश्वविद्यालयहरूले यसभन्दा माथिल्ला कक्षामा पनि व्यावहारिक लेखन तथा सम्पादन विषय राखिदिएमा यो अझ प्रभावकारी हुने रहेछ ।

व्यावहारिक लेखन तथा सम्पादन पाठ्यांशको शिक्षण सिकाइप्रति विद्यार्थीको अनुभव पत्ता लगाउन गरिएको अध्ययनमा सहभागीले आफ्ना अनुभव व्यक्त गरेका छन् । यसको अध्ययनपश्चात्

सहभागीले मेहेनत गर्नेका लागि यो अवसर भएको, व्यावहारिक लेखन सीप अन्तर्गतका विविध शीर्षक उपशीर्षकहरूको महत्त्व बुझ्नका साथै यस पाठ्यांशमा समावेश विषयवस्तुप्रतिको बुझाइको धारणा परिवर्तन भएको र यस विषयको अध्ययनले एम.एड. अध्ययनमा सजिलो भएको धारणा व्यक्त गरेका छन् । कक्षाकोठाको शिक्षणका क्रममा सिकिएका ज्ञान बिसर्दै गएको तथा जसले बारम्बार अभ्यास र प्रयोग गरे उनीहरूका लागि यो सर्वाधिक प्रभावकारी भएको सहभागीको अनुभव छ ।

### निष्कर्ष

यस विषयले शिक्षाशास्त्र सङ्कायअन्तर्गत स्नातक तहको मूलभूत उद्देश्य पूरा गर्न महत्त्वपूर्ण भूमिका खेलेको देखिन्छ । प्रयोगात्मक कार्य आवश्यकताभन्दा कम भएको, शिक्षण सिकाइ कार्याकलाप व्यक्तिगत मात्र भएको, प्रायोगिक पक्ष सन्तोषजनक नभएको पाइएको छ । कतिपय विषयवस्तु जटिल भएकोले यसको प्रभाव न्यून मात्र परेको पाइएको छ । यस विषयको प्रयोगलाई वास्तविक रूपमा सम्बन्धित क्षेत्रमा नै गएर गर्ने गरी राखिदिएको भएमा अझ प्रभावकारी हुने देखिएको छ । माथिल्लो तह वा कक्षामा नभएको हुनाले यी सामान्य व्यावहारिक कुरा बाहेक जटिल खालका विषयवस्तु बिसर्दै गएको पाइएको छ । यति हुँदा हुँदै पनि स्नातकोत्तरमा यसले अध्ययनका लागि मद्दत गरेको र केही न केही व्यावहारिक परिपक्वता दिलाएको पाइयो । भाषा सम्पादन तथा पाण्डुलिपि सम्पादन अपेक्षाकृत प्रभावकारी हुन नसकेको पाइएको छ । शिक्षकले परम्परागत ढाँचालाई प्राथमिकता दिएर सैद्धान्तिक अध्यापन अधिक गराइएको पाइयो । यसमा अभ्यासात्मक कार्यमा नमुना ढाँचा तयार गर्न गाह्रो लागेर परीक्षामुखी अध्ययन गरेको पाइएको छ । अधिल्ला कक्षा वा तह र पछिल्ला कक्षा वा तहहरूमा पनि समावेश गर्नसकेमा मात्र अधिक प्रभावकारी हुने पाइयो । निर्दिष्ट पाठ्यांशमा निर्देशन भएका कार्यकलापहरू समय सापेक्ष, पर्याप्त भएर पनि व्यावहारिक पक्ष भने फितलो रहेको विद्यार्थीले व्यक्त गरेका प्रतिक्रियाका आधारमा देखिएको छ । यस अध्ययनमा मात्र नभएर अन्य शोधपत्रले पनि यो तथ्यलाई प्रस्ट पारेको छ (अधिकारी, २०७७ पृ. ८) । यस अध्ययनसँग सम्बन्धित अन्य शोधपत्र (कुँवर, २०७७ पृ. ९) मा पनि यस अध्ययनसँग मिल्ने तथ्य प्राप्त भएको छ ।

पाठ्यांश कार्यान्वयनमा एकरूपता ल्याउनका लागि आवश्यकता अनुसारका अभ्यासात्मक कार्यक्रमहरू सञ्चालनमा सम्बन्धित पक्षको विशेष ध्यानाकर्षण हुन आवश्यक रहेको देखिएको छ । त्रि.वि.द्वारा तयार पारिएको यस पाठ्यक्रमले राखेको अपेक्षा पूर्ण रूपमा पूरा हुन नसकेको तथ्य प्राप्त भएको छ । दैनिक घर व्यवहारका कुरा जन्मदेखि मृत्युसम्मका विषयवस्तु यस पाठ्यक्रममा अटाएका छन् । यति हुँदा हुँदैपनि कक्षाकोठामा वर्षदिन शिक्षण सिकाइ गरेको भरमा पाठ्यक्रमले निर्देशन गरेअनुसार विद्यार्थीमानव जीवनका व्यावहारिक कार्यसम्पादनका प्रयोजनपरक लेखन सीप आर्जन गर्न सक्षम नहुने तथ्य प्राप्त भएको छ ।

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### लेखक परिचय

**भगवती अधिकारी**, क्यापिटल कलेज एण्ड रिसर्च सेन्टर कोटेश्वर काठमाडौं मा नेपाली शिक्षा विषयमा अध्यापनरत हुनुहुन्छ । वि.स. २०८२ सालदेखि शिक्षण कार्यमा सम्लग्न उहाँका अनुसन्धानमूलक लेख, विभिन्न राष्ट्रिय स्तरका पत्रपत्रिकामा रचना तथा कृति समीक्षा प्रकाशित भएका छन् । हाल विद्यावारिधि अनुसन्धानरत अधिकारी नेपाली भाषाशिक्षण र अनुसन्धानका क्षेत्रमा नेपाली शिक्षण र साहित्य विषयमा कलम चलाउनु हुन्छ । साहित्य र शिक्षण अन्तर्गत औपचारिक शिक्षाको चित्रण गर्ने नेपाली साहित्यिक कृतिको अध्ययन नै मुख्य अध्ययनीय क्षेत्र हुन् ।

## नेपाली भाषा शिक्षणमा सहकार्यात्मक सिकाइका कार्यकलापका चुनौती

भुपेन्द्र बि.सी.

### Article History

Received: 30 May ,2025  
Revised: 29 September, 2025  
Accepted: 12 October, 2025

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#### Publisher:

Research Management Cell  
Drabya Shah Multiple Campus,  
Gorkha, Nepal  
Email: [info@dsmc.edu.np](mailto:info@dsmc.edu.np)  
Website: [www.dsmc.edu.np](http://www.dsmc.edu.np)

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### लेखसार

सहकार्यात्मक सिकाइ विद्यार्थी केन्द्रित कार्यकलाप हो। यसले विद्यार्थीको सक्रिय सिकाइमा जोड दिन्छ। साथै यो साथीहरूको सहयोग र सहकार्यका आधारमा सिक्न सकिन्छ भन्ने मान्यतामा आधारित छ। प्रस्तुत अध्ययन नेपाली भाषा कक्षाकोठामा सहकार्यात्मक सिकाइका चुनौतीहरू पहिचान गर्ने उद्देश्यले तयार पारिएको छ। यो अध्ययन गुणात्मक अनुसन्धानअन्तर्गत फेनोमेनोलोजी ढाँचामा आधारित रहेर तयार गरिएको छ। सुर्खेत जिल्लाको वीरेन्द्रनगर नगरपालिकालाई शोधक्षेत्रका रूपमा लिई उद्देश्यमूलक नमुना छनोट विधिबाट पाँच जना नेपाली भाषा शिक्षकहरूलाई छनोट गरिएको छ। तथ्याङ्क सङ्कलनका लागि गहन अन्तर्वार्ता विधि अपनाइएको छ। प्राप्त तथ्याङ्कहरूलाई सार विश्लेषण पद्धतिबाट विश्लेषण गरी नतिजा निकालिएको छ। कक्षाकोठामा परम्परागत शिक्षण विधि, विद्यार्थी सङ्ख्या र उनीहरूको बसाइ, विद्यार्थी सहभागिता र सक्रियता, समय र सामग्रीको असहजता एवम् शिक्षकको पेसागत विकास र

मनोवृत्तिलाई मुख्य चुनौतीका रूपमा लिइएको छ। यस्ता चुनौतीहरूलाई न्यूनीकरण गरी नेपाली भाषा शिक्षणमा सहकार्यात्मक सिकाइलाई उपयोग गर्न सकिन्छ। नेपाली भाषा शिक्षणलाई विद्यार्थी केन्द्रित र उपलब्धिमूलक बनाउन सहकार्यात्मक सिकाइ उपयोगी हुन्छ। त्यसका लागि सहकार्यात्मक सिकाइका चुनौतीहरूलाई न्यूनीकरण गर्न आवश्यक छ।

**मुख्य शब्दावली :** सहकार्यात्मक सिकाइ, चुनौती, सक्रियता, सहभागिता, मनोवृत्ति

## विषय प्रवेश

सिकारूमा भाषिक सिपको विकास गराउनु नै भाषा शिक्षण हो । भाषा शिक्षणमा भाषिक बोध र अभिव्यक्तिका सिपलाई केन्द्रमा राखेर शिक्षण गरिन्छ । नेपाली भाषा शिक्षणमा पनि सुनाइ, बोलाइ, पढाइ, लेखाइ सिपको विकासलाई प्राथमिकता दिनुपर्ने हुन्छ । विद्यार्थीका भाषिक सिपलाई प्राथमिकता दिनु भनेको भाषा शिक्षणलाई विद्यार्थी केन्द्रित बनाउनु हो । विद्यार्थी केन्द्रित कक्षाकोठामा विद्यार्थीहरूले भाषाका सिपहरूको अभ्यास र विकास गर्ने अवसर पाउँछन् । सहकार्यात्मक कार्यकलाप पनि विद्यार्थी केन्द्रित कार्यकलाप हो । समान उद्देश्य हासिल गर्नका लागि जोडी वा साना समूहमा सञ्चालन गरिने कार्यकलापलाई सहकार्यात्मक कार्यकलाप भनिन्छ । समूह वा जोडीमा आवद्ध भई सक्रियतापूर्वक सिकने सिकाइका रूपमा सहकार्यात्मक सिकाइलाई लिइएको छ । स्मिथ र म्याकग्रेगरले (सन् १९९३) ले दुई वा सोभन्दा बढी व्यक्तिहरूले समान लक्ष्य प्राप्त, कुनै कार्य पूर्णता वा कुनै समस्या समाधान गर्नका लागि सँगसँगै मिलेर कार्य गर्छन् भने त्यस्तो सिकाइ प्रक्रियालाई सहकार्यात्मक सिकाइका रूपमा चिनाएका छन् (पृ. २) । यसमा विद्यार्थीहरू सक्रिय सहभागी भई साथी समूहबाट सिक्छन् । उनीहरूले एकअर्कासँग अन्तरक्रिया गरी आफ्नो आफ्नो सामाजिक सिपहरू विकास गरिरहेका हुन्छ । लाल र लाल (सन् २०१२) ले सहकार्यात्मक सिकाइलाई समस्या समाधान गर्न, कार्य पूरा गर्न, नयाँ कुरा सिर्जना गर्नका लागि समूहमा सँगसँगै मिलेर काम गरिने शैक्षिक दृष्टिकोणका रूपमा परिभाषित गरेका छन् । समूहको समस्या समाधान वा साभा उद्देश्य पूरा गर्नका लागि आफू जिम्मेवार र प्रतिबद्ध रहन्छन् । वर्तमान समयमा सहकार्यात्मक सिकाइ प्रचलनमा आएको शैक्षणिक उपागम हो । नेपाली भाषा शिक्षणमा सहकार्यात्मक सिकाइका कार्यकलापहरू कम्तिमा मात्रामा उपयोग भएको पाइन्छ ।

नेपाली भाषा शिक्षणमा सहकार्यात्मक सिकाइलाई प्रभाव पार्ने तत्त्वहरूको खोजी गर्नका लागि यो अध्ययन गरिएको छ । सहकार्यात्मक सिकाइले भाषा शिक्षणलाई अन्तरक्रियात्मक र विद्यार्थी केन्द्रित बनाउने भएकाले नेपाली भाषा शिक्षणमा यसको प्रयोग गर्नु आवश्यक रहेका छन् । सहकार्यात्मक सिकाइका प्रभावहरूलाई पहिचान गरी त्यसलाई न्यूनीकरण गरी नेपाली भाषा शिक्षणमा सहकार्यात्मक सिकाइ उपयोग गर्न यो अनुसन्धान उपयोगी हुने छ । विश्वपरिवेशमा राम्रो छाप पारिरहेको सहकार्यात्मक सिकाइसम्बन्धी अन्य विषयमा विभिन्न खोज एवम् अनुसन्धान भएको देखिन्छ । नेपाली भाषा शिक्षणमा सहकार्यात्मक सिकाइसँग सम्बन्धित अध्ययनहरू पर्याप्त हुन सकेका छैनन् । नेपालको सन्दर्भमा सहकार्यात्मक सिकाइलाई प्रभाव पार्ने पक्षहरूको खोजी गरिएको छैन । प्रस्तुत अध्ययनमा नेपाली भाषा शिक्षणमा सहकार्यात्मक कार्यकलापहरूको प्रयोग गर्दा के कस्ता विषयले प्रभाव पार्छन् भन्ने विषयलाई केन्द्र बनाइ यो अध्ययन गरिएको छ ।

## समस्या कथन र उद्देश्य

विद्यार्थीहरूमा भाषिक कौशल विकास गराउने उद्देश्यले भाषा शिक्षण गरिन्छ । विद्यार्थीहरूमा उक्त कौशलको विकासका लागि शिक्षकले विद्यार्थी केन्द्रित कार्यकलापहरू सञ्चालन गर्नुपर्ने हुन्छ । नेपाली भाषा शिक्षण परम्परागत छ भन्ने विषयमा विभिन्न विचारहरू प्राप्त भएका छन् । ढकाल (सन् २०२४) ले अझै पनि सिकारू केन्द्रित विधि तथा क्रियाकलापहरूभन्दा शिक्षक केन्द्रित विधि तथा क्रियाकलापहरू नै बढी मात्रामा प्रयोगमा रहेको बताएका छन् (पृ. १४९) । सहकार्यात्मक सिकाइ विद्यार्थी केन्द्रित रणनीति हो । यसले परम्परागत शिक्षक केन्द्रित विधिलाई विद्यार्थी केन्द्रित ढाँचामा ल्याउन सहयोग गर्छ (स्थिम र ग्रेगोर, सन् १९९३) । यस अध्ययनमा यस्तो रणनीति नेपाली भाषा शिक्षणमा उपयोग हुन नसक्नुका कारणहरूको खोजी गरिएको छ । नेपाली भाषा शिक्षणमा सहकार्यात्मक सिकाइका रणनीतिहरू प्रयोग गर्दा के कस्ता चुनौतीहरूले प्रभाव पारिरहेका छन् भन्ने

कुरालाई समस्याका रूपमा लिइएको छ। नेपाली भाषा शिक्षणमा सहकार्यात्मक सिकाइलाई प्रभाव पार्ने तत्त्वहरूको खोजी गर्ने उद्देश्यले प्रस्तुत अध्ययन गरिएको छ।

### अध्ययन विधि

प्रस्तुत अध्ययन नेपाली भाषा शिक्षणमा सहकार्यात्मक सिकाइ रणनीतिहरूको उपयोग गर्दा त्यसलाई प्रभाव पार्ने पक्षहरूसँग सम्बन्धित छ। यस अध्ययनमा गुणात्मक अनुसन्धानको फेनोमेनोलोजी ढाँचालाई अवलम्बन गरिएको छ। ट्रासी (सन् २०१३) ले अधिकांश गुणात्मक अनुसन्धान आफैमा सापेक्ष हुने र यसमा अनुसन्धाता र सहभागीका बिच एक एक गरेर अन्तरक्रिया गरिने (पृ. ६) जनाएका छन्। फेनोमेनोलोजीले कुनै विषय वा घटनाका बारेमा व्यक्तिका जीवन्त अनुभवहरूको व्याख्या गर्दछ (केसवेल, सन् २०१३, पृ. ७६)। यसमा कुनै विषय वा फेनोमेनोनमा व्यक्तिले हासिल गरेका अनुभवका आधारमा यथार्थको खोजी गरिएको हुन्छ। प्रस्तुत अध्ययनमा सुर्खेत जिल्लाका वीरेन्द्रनगर नगपालिकाका माध्यमिक तह कक्षा नौ र दशमा अध्यापन गराउने ५ जना नेपाली भाषा शिक्षकहरूलाई उद्देश्यमूलक नमुना छनोट पद्धतिबाट चयन गरी गहन अन्तर्वार्ता लिइएको छ। अन्तर्वार्तालाई रेकर्ड गरी लिपिमा उतारिएको छ। उक्त तथ्याङ्कसँग परिचित हुने, कोडिङ गर्ने, थिम बनाउने, थिमलाई परिभाषीकरण गर्ने र लेखन गर्ने चरणहरूको उपयोग गरी तथ्याङ्क विश्लेषण गरिएको छ।

### पूर्वकार्यको समीक्षा

सहकार्यात्मक सिकाइ सम्बन्धमा विभिन्न अध्ययन, अनुसन्धान भएको पाइन्छ। नेपालमा पनि केही अध्ययनहरू भएका छन्। स्वदेश तथा विदेशमा भएका सम्बन्धित अध्ययनहरूलाई यहाँ सारगत रूपमा समीक्षा गरिएको छ।

### सहकार्यात्मक सिकाइ

सहकार्यात्मक सिकाइ विद्यार्थी केन्द्रित सिकाइ रणनीति हो। यो समूह तथा जोडीमा आधारित भएर सञ्चालन गरिन्छ। दुई वा सोभन्दा बढी व्यक्तिहरूका बिचमा अन्तरक्रिया, सहयोग आदानप्रदान गर्दै समूहको लक्ष्य एवम् समस्या समाधान गर्ने तरिकाका रूपमा यसलाई लिइन्छ। सन् १९६० को दशकमा बेलायतको लन्डन विश्वविद्यालयका स्वास्थ्य क्षेत्रका विद्यार्थीहरूलाई नयाँ कुरा पत्ता लगाउनका लागि सर्वप्रथम उपयोग गरिएको थियो। सोही कार्यबाट विकसित भएको सहकार्यात्मक सिकाइ अहिले व्यापक रूपमा फैलिरहेको छ। लाल र लाल (सन् २०१२) ले समस्या निराकरण, उद्देश्य प्राप्त र सिर्जनका लागि समूहमा आवद्ध भएर सञ्चालन गरिने शैक्षिक उपागमका रूपमा चिनाएका छन्। त्यसै गरी सहकार्यात्मक सिकाइ सिकाइमा सिकारुहरूले समस्या साधान गर्नका लागि ससाना समूहमा आवद्ध हुन्छन् र आफ्ना उक्त समस्या समाधानका लागि आफ्नो योगदान दिन्छन् (कोहेन, सन् १९९४)। यसमा सिकारु समूहमा सहभागी हुन्छ र आफै सिकने वातावरण निर्माण गरिरहेको हुन्छ। लाल (सन् २०१३) ले सकारात्मक अन्तरनिर्भरता, अन्तरक्रिया, उत्तरदायित्व, सामाजिक सिप र समूहको आत्ममूल्याङ्कनलाई सहकार्यात्मक सिकाइका तत्त्वका रूपमा चिनाउँदै सँगै सोच्ने र सँगै काम गर्ने शैक्षणिक पद्धति भएको जनाएका छन् (पृ. ८१५-८१६)। कोलबेक र अन्य (सन् २०००) ले सहकार्यात्मक सिकाइलाई जोडी तथा समूहमा आधारित भई कक्षाकोठामा शिक्षण गरिने तरिकाका रूपमा चिनाएका छन्। यसरी हेर्दा सहकार्यात्मक सिकाइ विद्यार्थी केन्द्रित रणनीति हो। यसमा शिक्षक विद्यार्थी वा विद्यार्थी विद्यार्थीबिच अन्तरक्रिया, संवाद छलफल हुँदै सिकारुले सक्रिय भएर सिकने गर्दछन्।

## सहकार्यात्मक सिकाइ र यसको आवश्यकता

सहकार्यात्मक सिकाइ भाषा शिक्षणको आवश्यकता हो । नेपाली भाषा शिक्षणलाई परम्परागत पद्धतिबाट विद्यार्थी केन्द्रित बनाउनका लागि सहकार्यात्मक सिकाइको उपयोग गर्न आवश्यक छ । यसले विद्यार्थीको सक्रियता र सहभागिता एवम् सिप विकासमा जोड दिने भएकाले नेपाली भाषा शिक्षणमा उपयोगी देखिन्छ । रेवथी (२०१५) ले सहकार्यात्मक सिकाइका रणनीतिहरूको प्रयोगले विभिन्न प्रकृतिका विद्यार्थीहरूको सिकाइ क्षमता वृद्धि हुने र विशेष आवश्यकता भएका विद्यार्थीहरूको सिकाइ क्षमता विकासका लागि उपयोगी हुने बताएका छन् । उनले विद्यार्थीको सिकाइ सक्षमता अभिवृद्धिका लागि सहकार्यात्मक सिकाइमा जोड दिएका छन् । भण्डारी (२०२१) ले सहकार्यात्मक सिकाइले विद्यार्थीको उपलब्धिमा सुधार ल्याउने भएकाले यसको प्रयोग गर्न सुझाएका छन् । उनले विद्यार्थीहरूलाई आलोचनात्मक र सिर्जनात्मक बनाउन सहकार्यात्मक सिकाइ उपयोगी हुने धारणा प्रस्तुत गरेका छन् । त्यसै गरी थापा (सन् २०२२) ले विद्यार्थीहरूमा सञ्चार सिपका साथै रचनात्मक, सामाजिक र वैयक्तिक सिप विकासमा उपयोगी हुने विचार निकालेका छन् । यी विचारहरूलाई हेर्दा विद्यार्थीको सिकाइमा सुधार ल्याउन र विद्यार्थीमा सामाजिक, आलोचनात्मक, रचनात्मक एवम् वैयक्तिक सिप विकास गराउनका लागि सहकार्यात्मक सिकाइ आवश्यक रहेको छ ।

## सहकार्यात्मक सिकाइको वातावरण र अवस्था

सहकार्यात्मक सिकाइ शिक्षण सिकाइको आधुनिक अवधारणा हो । यसको प्रयोगसँग सम्बन्धित अध्ययन अनुसन्धान भएका छन् । डाँगी (सन् २०२१) ले गणित विषय शिक्षकहरू सहकार्यात्मक सिकाइका रणनीतिहरूको प्रयोगमा सकारात्मक धारणा राखे पनि त्यसको व्यावहारिक कार्यान्वयन पक्ष कमजोर रहेको देखाएका छन् । गणित विषयमा आधारित रहेर गरिएको यस अध्ययनले सहकार्यात्मक सिकाइको प्रयोग न्यून भएको देखाएको छ । सहकार्यात्मक सिकाइ सञ्चालन सम्बन्धमा अर्याल (सन् २०२२) ले सहकार्यात्मक सिकाइका कार्यकलापहरूको प्रयोग गर्दा शिक्षकले विद्यार्थीसँग मैत्री सम्बन्ध कायम राख्नुपर्ने र सिकाइमा समान अवसर प्रदान गर्ने वातावरण मिलाउनुपर्ने धारणा राखेका छन् । त्यसै गरी रेग्मी (सन् २०११) यसलाई कक्षाकोठाको उपयोगी कार्यकलापका रूपमा रहेको बताएका छन् । लाल र घोडसी (सन् २०१२) ले सिकाइको वातावरण निर्माण गर्न, विद्यार्थीहरूमा सहयोगात्मक वातावरण निर्माण गर्न सहकार्यात्मक सिकाइ उपयोगी हुने बताएका छन् । यी सन्दर्भ र विचारहरूले सहकार्यात्मक सिकाइ उपयोगी भएको र त्यसको कार्यान्वयनको आवश्यकतालाई दर्साएका छन् ।

## सहकार्यात्मक सिकाइका चुनौती

नेपाली भाषा शिक्षणमा सहकार्यात्मक सिकाइका कार्यकलापहरूको उपयोग गर्नु चुनौतीपूर्ण कार्य मानिएको छ । यसका सम्बन्धनमा विभिन्न अध्ययन तथा अनुसन्धानहरूले सहकार्यात्मक सिकाइका चुनौतीहरू प्रस्तुत गरेका छन् । जान्सेन र वुब्लेल्स (२०१८) ले विद्यार्थीहरूमा सहकार्यात्मक सिपको अभाव, स्वतन्त्र काम गर्ने प्रवृत्ति, सक्षमता र मित्रताको भावनालाई सहकार्यात्मक सिकाइका अवरोधका रूपमा लिएका छन् । त्यसै गरी हल (सन् २०१४) ले सहकार्यात्मक सिकाइमा समूहको आकार र सक्षमतालाई मुख्य कारकका रूपमा चिनाएका छन् । भण्डारी (सन् २०२२) ले समय, कक्षा व्यवस्थापन, तालिम, सहकार्यात्मक संस्कृतिको अभावलाई समस्याका रूपमा उल्लेख गरेका छन् । रावल (सन् २०२२) ले आफ्नो अध्ययनमा शिक्षकको परम्परागत पद्धतिको उपयोग गर्ने प्रवृत्ति, केटाकेटीको सामाजिक भूमिका र पेसागत विकासले सहकार्यात्मक सिकाइमा प्रभाव पार्ने बताएका छन् । अर्याल (२०२२) ले परम्परागत शिक्षण विधिको प्रयोग, कक्षाकोठाको विविधता, विद्यार्थी सङ्ख्या र बसाइले सहकार्यात्मक सिकाइलाई प्रभाव पार्ने विचार दिएका छन् । रञ्जनी (सन् २०१८) ले पनि धेरै विद्यार्थी सङ्ख्या, कक्षाकोठा, उत्प्रेरणा, परीक्षा केन्द्रित विधि र तालिमलाई चुनौतीका रूपमा

स्विकार गरेका छन् । यी अध्ययनहरूलाई हेर्दा सहकार्यात्मक सिकाइमा विभिन्न तत्त्वहरूले प्रभाव पार्ने गरेका पाइएको छ ।

## व्याख्या विश्लेषण

वर्तमान सन्दर्भमा नेपाली भाषा शिक्षणमा सहकार्यात्मक सिकाइका कार्यकलापहरू सञ्चालन गर्नु चुनौतीपूर्ण छ । शिक्षकका अनुभव र कक्षा अवलोकनबाट प्राप्त सूचनाका आधारमा यसका कार्यकलापहरू सञ्चालनका चुनौतीहरूलाई विद्यार्थी सहभागिता र सक्रियतासम्बन्धी चुनौती, विद्यार्थी सङ्ख्या र बसाइसँग सम्बन्धित चुनौती र समय र सामग्री सम्बन्धी चुनौतीहरूलाई प्रस्तुत गरिएको छ ।

### ज्ञान र सिपको अभाव

सहकार्यात्मक सिकाइ वर्तमानमा प्रचलित सिकाइको तरिका हो । नेपाली भाषा शिक्षणमा यसको न्यून प्रयोग देखिन्छ । यसका कार्यकलापहरू प्रयोग हुन नसक्नुमा यसका चुनौतीहरू जिम्मेवार देखिएका छन् । यससम्बन्धी ज्ञान र सिपको अभावका कारण यसको प्रयोग हुन नसकेको शिक्षकहरूले बताएका छन् ।

शिक्षक 'क'	सहकार्यात्मक सिकाइ सिकाइको रणनीति हो भन्ने विषयमा हामी पूर्ण रूपमा जानकार छैनौं ।
शिक्षक 'ख'	सहकार्यात्मक सिकाइका बारेमा जानकारी दिने सामग्रीको अभाव छ । नेपाली भाषामा पढ्न सक्ने सामग्रीको अभाव छ ।
शिक्षक 'ग'	सहकार्यात्मक सिकाइका केही रणनीतिहरूको नाम थाहा भए पनि यसको प्रयोग सिपका बारेमा जानकारी छैन ।
शिक्षक 'घ'	हामीले अध्ययन गरेका पुस्तकमा नेपाली भाषा शिक्षणलाई आधुनिक एवम् नवीनतम् बनाउने तरिकाका बारेमा अध्ययन गर्ने अवसर कमै पाइन्छ ।

नेपाली भाषा शिक्षणमा सहकार्यात्मक सिकाइको प्रवेश चुनौतीपूर्ण देखिएको छ । शिक्षकहरूमा यससम्बन्धी ज्ञानको अभाव छ । यसका तरिकाहरूको प्रयोग सिपको अभाव छ । आफ्नो शैक्षिक योग्यता प्राप्तिको अध्ययनका क्रममा यस्ता रणनीतिहरू समावेश हुन सकेका छैनन् । तालिम पाठ्यक्रममा स्थान पाउन सकेको देखिदैन । नेपाली भाषामा अध्ययनीय सामग्रीको अभाव रहेको देखिन्छ । शिक्षकहरूमा सहकार्यात्मक सिकाइसम्बन्धी ज्ञान र सिपको अभाव नै प्रमुख चुनौती हो ।

### विद्यार्थीको सहभागिता र सक्रियता

सहकार्यात्मक सिकाइका कार्यकलापहरू सञ्चालन गर्दा सिकारुको सक्रियता महत्त्वपूर्ण हुन्छ । सहकार्यात्मक सिकाइमा एउटा मात्र विद्यार्थी निष्क्रिय भएमा समग्र समूहकै सिकाइ कमजोर हुने गर्छ । शिक्षकहरूले नेपाली भाषा शिक्षणका क्रममा सहकार्यात्मक सिकाइका कार्यकलापहरूको प्रयोग गर्दा विद्यार्थीको सक्रियतासँग सम्बन्धित चुनौतीहरू औँल्याएका छन् । यस्ता कार्यकलापहरूमा विद्यार्थीको सक्रिय सहभागिता आवश्यक पर्ने तर सबै विद्यार्थीलाई समान रूपमा सक्रिय बनाउने कार्य चुनौतीपूर्ण रहेको बताएका छन् । सिकाइ क्षमता राम्रो भएका विद्यार्थीको सक्रियता धेरै हुने, कमजोर विद्यार्थीहरूको न्यून सक्रियता हुने गरेको पाइएको छ ।

कक्षा अवलोकनका सन्दर्भमा के पाइएको छ भने ठुला समूहमा विद्यार्थीहरू छलफलमै सहभागी नभएर निष्क्रिय भएको र साना समूहमा पनि केही विद्यार्थीहरू निष्क्रिय रहने गरेको पाइएको छ । शिक्षक 'क'को कक्षा अवलोकनका क्रममा चार समूह विभाजन भएको थियो । पहिलो समूहमा ३ बेन्चका

विद्यार्थी यथास्थानमा बसेका थिए । उनीहरूलाई पहिलो समूह मानियो तर छलफल भने बेन्चका विद्यार्थीहरू विच मात्र भएको पाइयो ।

अवलोकनबाट शिक्षकले समूहमा काम गर्न दिएको तर केही विद्यार्थीहरूले सामान्य ज्ञानको अध्ययन गरिरहेको पाइएको छ । यसले समूहकार्य सञ्चालन गर्दा सबै विद्यार्थीलाई विषयवस्तुमा केन्द्रित गराउन पनि चुनौतीपूर्ण रहेको पाइयो । शिक्षकले कक्षा कार्य व्यक्तिगत रूपमा गर्न दिइएको र विद्यार्थीहरूले आफ्ना साथीहरूसँग सौध्न खोजेको तर आफ्नो आवाज शिक्षक सुन्छन् कि भनेर डराएर सानो आवाजमा सोधेका पुस्तिकामा टिपोट गरिएको छ । विद्यार्थीले साथीबाट सिकने चाहना राखेको र त्यसलाई कक्षाकोठाको वातावरणले नै प्रभावित बनाएको पाइयो ।

यससँग सम्बन्धित विचारहरू शिक्षकले यसरी व्यक्त गरेका छन् :

शिक्षक 'क'	परम्परागत शिक्षणको मानसिकता नहटेकाले सिकाइका लागि विद्यार्थी परिचालन नै चुनौतीपूर्ण हुन्छ ।
शिक्षक 'ख'	सिकाइमा राम्रा उपलब्धि भएका विद्यार्थीहरू कक्षाकार्यमा बढी सक्रिय हुन्छन् । उनीहरूको सक्रियता र अन्य विद्यार्थीको सक्रियता समान देखिदैन ।
शिक्षक 'ग'	कमजोर सिकाइ उपलब्धि भएका विद्यार्थीहरू नै कक्षाका शैक्षणिक गतिविधिमा कम सहभागी हुन्छन् । कक्षामा उनीहरूलाई सक्रिय सहभागी बनाउने उपायहरू कमै प्रयोग गरिन्छ । लाज मान्ने, ठग्ने र अटेरी बालबालिकहरू पनि कक्षामा हुने गर्छन् । उनीहरू कार्यमा सहभागी नै हुँदैनन् । तिनीहरू शिक्षक र अभिभावकको नियन्त्रणमा नहुने हुनाले पनि कार्यकलापहरू प्रभावित हुने गरेको पाइन्छ ।
शिक्षक 'घ'	सहकार्यात्मक सिकाइ सञ्चालन गर्दा निर्धारित कार्य सम्पन्न गर्न सिकालु विद्यार्थीकै सक्रियता बढी हुने भएकाले उनीहरूलाई रोक्न सकिदैन । अरुलाई सहभागी गराउन सकिदैन ।
शिक्षक 'ङ'	समूहको सम्बन्धित विषयमा आफूसँग ज्ञान नभएको महसुस गर्दा विद्यार्थीहरू निष्क्रिय हुने गरेका छन् ।
शिक्षक 'च'	समूहमा जिम्मेवारी बाँडफाँड प्रभावकारी नहुँदा पनि विद्यार्थी सक्रियता र सहभागिता समान हुन सकेको छैन । कक्षामा यस्ता कार्यकलाप कहिलेकाँही मात्र हुने भएकाले विद्यार्थीहरू सिकाइमा सक्रिय सहभागिताको अवसर हुन सकेको छैन ।

माथिका विचारबाट सहकार्यात्मक सिकाइका कार्यकलाप सञ्चालन गर्दा विद्यार्थीको सक्रियता र सहभागिता चुनौतीपूर्ण रहेका देखिन्छ । विद्यार्थीहरूले सिकाइमा समान अवसर नपाउने, कक्षामा सक्रिय सिकाइको अवस्था नहुने, कार्य सम्पन्न गर्न अरुमा आश्रित हुने प्रवृत्तिले सहकार्यात्मक सिकाइका कार्यकलापमा विद्यार्थीहरूको समान सक्रियता र सहभागिता हुन नसक्ने देखिएको छ । विद्यार्थीहरूको सक्रियता सहभागिता सम्बन्धमा शिक्षकहरूले उल्लेख्य चासो नराखेको पाइन्छ । कक्षाकोठामा विद्यार्थीलाई सिकाइमा सहभागी गराउने र उनीहरूको सक्रियता बढाउने कार्यकलापहरू न्यून हुने गरेको पाइएको छ । वर्तमान कक्षाका सन्दर्भमा विद्यार्थीलाई समान सक्रियता र सहभागिता बनाउन चुनौतीपूर्ण रहेको छ ।

### विद्यार्थी सङ्ख्या र बसाइ

वर्तमान समयमा सबै कक्षाकोठाहरूमा डेस्क बेन्चमा आधारित बसाइ रहेको छ । सबै विद्यार्थीहरू अगाडि फर्केर बसेका छन् । आफ्नो बेन्चवाहेक अन्य विद्यार्थीसँग कुराकानी गर्न सकिने अवस्था देखिदैन । कक्षाकोठाभरि बेन्च रहेका छन् । कक्षामा ५० भन्दा बढी विद्यार्थीको उपस्थिति देखिन्छ । बेन्चहरू सार्न र चनाउन नमिल्ने गरी राखिएको छ । यस्तो खालको बसाइलाई केही

शिक्षकहरूले परम्परागत बसाइ भनेका छन् । यस्ता प्रकृतिको बसाइ व्यवस्थापन विद्यार्थी सङ्ख्या सहकार्यात्मक सिकाइका कार्यकलापहरू सञ्चालनका चुनौतीका रूपमा रहेको सबै शिक्षकहरूले धारणा राखेका छन् ।

शिक्षक 'क'	विद्यालयमा विद्यार्थीको सङ्ख्याअनुसार फर्निचरको अभाव छ । भौतिक संरचनाहरू समूह कार्यका लागि उपयुक्त छैनन् । विद्यार्थीको बसाइ पनि सहज छैन ।
शिक्षक 'ख'	विद्यार्थीको बसाइ व्यवस्थापन नै समूह कार्यका लागि उपयुक्त किसिमको छैन । विद्यार्थीको बस्ने डेस्क र बेन्चहरूले पनि समूह कार्यलाई सहयोग गर्दैनन् ।
शिक्षक 'ग'	कक्षाकोठाहरू परम्परागत छन् । सार्न र चलाउन नसकिने डेस्क बेन्च छन् । विद्यार्थीको बसाइ समूह कार्यका लागि असहज छन् ।
शिक्षक 'घ'	हाम्रा जस्ता सामुदायिक विद्यालयमा एउटा कक्षामा नै ८० जना भन्दा धेरै विद्यार्थी हुन्छन् र कक्षाकोठाको आकार विद्यार्थीको सङ्ख्याअनुसार नहुन समस्याका रूपमा रहेको छ ।
शिक्षक 'ङ'	कक्षा ९ र १० मा ६० जनाको हाराहारीमा विद्यार्थी हुने भएकाले समय धेरै लाग्ने र विषयवस्तु सक्न गाह्रो हुने गरेको छ । सहकार्यात्मक सिकाइका लागि कक्षाकोठा सानो भएकाले पनि गाह्रो भएको छ ।
शिक्षक 'च'	सहकार्यात्मक सिकाइका कार्यकलापहरू प्रयोग गर्दा एउटा समूहका कार्यले अर्को समूहको कार्यलाई पनि प्रभावित गर्ने गरेको बताएका छन् ।

माथिका भनाइ र कक्षा अवलोकनबाट वर्तमान अवस्थामा रहेका कक्षाकोठाका फर्निचर र विद्यार्थी सङ्ख्या सहकार्यात्मक सिकाइका कार्यकलापहरू सञ्चालनका लागि उपयुक्त छैनन् भन्ने बुझिन्छ । सिकाइलाई प्रभावकारी बनाउनका लागि कक्षाकोठाको बसाइ व्यवस्थापन आवश्यक हुन्छ । धेरै विद्यार्थी सङ्ख्या भएका कक्षामा सहकार्यात्मक सिकाइका कार्यकलाप सञ्चालन गर्न कठिनाई रहेको देखिन्छ । विद्यार्थीले एक अर्कासँग अन्तरक्रिया गर्नका लागि आमनेसामने बस्ने अवस्था देखिदैन । अगाडिका विद्यार्थीलाई पछाडि फर्काएर समूहमा काम गर्न कक्षामा उपलब्ध डेस्क र बेन्च उपयुक्त छैनन् । वर्तमान मौजुदा भौतिक पूर्वाधारले विद्यार्थीको सहकार्यात्मक सिकाइका कार्यकलाप सञ्चालनमा प्रोत्साहन गर्न सकेको छैन ।

### सामग्री र समयको असहजता

सहकार्यात्मक सिकाइका कार्यकलापहरूमा छलफल, अन्तरक्रिया र समूहगत प्रस्तुति रहन्छन् । शिक्षकले विषयवस्तुको वर्णन गर्न लाग्ने समयभन्दा छलफल, अन्तरक्रिया, प्रस्तुति आदिमा समय बढी लाग्छ । भाषा शिक्षणमा भाषिक सिपहरूको अभ्यास गराउनुपर्ने भएकाले त भन्ने समय बढी आवश्यक पर्छ । सहभागी सबै शिक्षकहरूले आफूले ४५ मिनेटको कक्षा पढाएको र ४५ मिनेटको समय सहकार्यात्मक सिकाइका कार्यकलापहरू सञ्चालन गर्न पर्याप्त नरहेको धारणा व्यक्त गरेका छन् । शिक्षकहरूका धारणालाई यसरी प्रस्तुत गरिएको छ :

शिक्षक 'ग' को कक्षा अवलोकनका क्रममा शिक्षकले सदनगत रूपमा समूह विभाजन गरेर शिक्षण गरिरहँदा विद्यार्थीहरूको प्रस्तुति बोर्डमा लेखेर गर्नुपर्ने हुँदा दोस्रो समूहको प्रस्तुतिमा कक्षा सकिएको घण्टी बजिसेकेको थियो । समूह कार्यका लागि आवश्यक पर्ने सामग्रीको व्यवस्थापन नहुँदा समय बढी बढी लागेको कक्षा अवलोकनबाट देखियो ।

शिक्षक 'क'	कक्षामा समूहमा सञ्चालन गरेका कार्यहरूको प्रस्तुतिले धेरै समय लिन्छ। एक दिनमा सकिने विषयवस्तुलाई पनि दुई तीन दिन लाग्ने गर्छ।
शिक्षक 'ख'	कक्षाकोठामा अध्यापन गराउने समयावधि कम छ। पाठ्यक्रमले निर्धारण गरेको वार्षिक कार्यघण्टाअनुसार पढाउने अवस्था रहँदैन।
शिक्षक 'ग'	सहभागितामूलक कार्यकलाप सञ्चालनका लागि समय पर्याप्त हुँदैन।
शिक्षक 'घ'	“पाठ्यक्रमले छुट्याएको समय व्यवस्थापन गर्न नसकिएको अवस्थामा ४५ मिनेटको घण्टीमा ४० मिनेटको समयमा यस्ता विधि प्रविधिको प्रयोग गर्न कठिन छ।
शिक्षक 'ङ'	४५ मिनेटको समयले कक्षाका सबै विद्यार्थीको सक्रियता र सहभागितालाई समेट्न सकिँदैन।
शिक्षक 'च'	४५ मिनेटको समयमा शिक्षणको योजनाअनुसार सहकार्यात्मक सिकाइका कार्यकलापहरू प्रयोग गर्न सकिने अवस्था छैन। काम गराउँदा गराउँदै अर्को घण्टी बजिसकेको हुन्छ।

यी विचारहरूले पाठ्यक्रमले निर्धारण गरेअनुसारको समय उपलब्ध नभएको जनाउँछन्। माध्यमिक शिक्षा पाठ्यक्रमले नेपाली विषयमा साप्ताहिक पाँच र वार्षिक १६० कार्यघण्टा छुट्याएको छ। विद्यालयले हप्तामा ३० देखि ७५ मिनेटको समय घटाएको देखिन्छ। सहकार्यात्मक सिकाइका विद्यार्थीको सक्रिय सहभागिता रहने, गरेर सिकने, साथीसँगको अन्तरक्रियाबाट सिकने, छलफलबाट सिकने भएकाले यस सम्बद्ध कार्यकलाप सञ्चालन गर्न आवश्यक छ। यस्ता कार्यकलापमा विद्यार्थी सहभागी गराउँदा ४५ मिनेटको समयावधि कम भएको देखिन्छ। उक्त समयमा अन्य कुराले पनि समय खर्चेको पाइन्छ। शिक्षक कक्षामा प्रवेशपछि विद्यार्थीहरू केही समयसम्म भित्र आइरहने गरेको पाइन्छ। एउटा कक्षा सकेर अर्को कक्षामा जाँदा कक्षाकोठा आवतजावतको समय पनि शिक्षण समयभित्र पर्ने गरेको छ। कक्षामा विद्यार्थीका भिन्न गतिविधिलाई शान्त पार्न वा विषयकेन्द्रित बनाउन पनि केही समय लाग्ने गरेको छ। साथै समूहमा आधारित कार्यकलापमा विद्यार्थीहरू बानी नपर्नाले धेरै निर्देशनहरू दिनपर्ने देखिएको छ। यी कुराले पनि निर्धारित समयलाई प्रभावित बनाएका छन्। कतिपय अवस्थामा शिक्षकका गतिविधि र सामग्रीको उपलब्धता नहुँदा पनि समय व्यतित भइरहेको देखिन्छ।

सहकार्यात्मक सिकाइका कार्यकलापहरू सञ्चालन गर्दा सामग्रीको उपलब्धता नहुने भएकाले पनि गाह्रो हुने गरेका विचार व्यक्त गरेका छन्। त्यसको साथै नयाँ नयाँ सिकाइ पद्धतिका बारेमा अध्ययन गर्ने स्रोत सामग्री नहुनु, शिक्षकको निरन्तर पेसागत विकास र विद्यालयमा सहकार्यात्मक सिकाइका कार्यकलापहरू सञ्चालन गर्ने परिपाटी नहुनुलाई पनि शिक्षकहरूले चुनौतीका रूपमा लिएका छन्। यसरी हेर्दा शिक्षकहरूले कक्षाकोठाको बसाइ व्यवस्था, समय र विद्यार्थीको सक्रियतालाई सहकार्यात्मक सिकाइका कार्यकलापहरूको प्रमुख चुनौतीका रूपमा देखिएका छन्।

### शिक्षक मनोवृत्ति र पेसागत विकासको आवश्यकता

निरन्तर पेसागत विकास विकास नितान्त आवश्यक विषय हो। परिवर्तित विश्वमा आइरहेका शिक्षणसम्बन्धी मान्यताको बारेमा जानकारी लिन र त्यसको प्रयोगमा शिक्षक अग्रसर रहनुपर्छ। पेसागत विकास सचेत शिक्षकहरू नै असल शिक्षकका रूपमा रहन्छन्। सहकार्यात्मक सिकाइ सञ्चालन गर्नका लागि शिक्षक पेसागत विकासमा सक्षम हुनुपर्ने देखिन्छ। शिक्षकको पेसागत विकासले सहकार्यात्मक सिकाइ सञ्चालनमा प्रभाव पार्ने गरेको देखिन्छ। नेपाली भाषा शिक्षणमा सहकार्यात्मक सिकाइका कार्यकलापहरू प्रयोग गर्दा पेसागत विकास चुनौतीका रूपमा देखिएको छ। शिक्षक 'क' ले सहकार्यात्मक सिकाइ नयाँ भएको हुनाले पेसागत रूपमा निरन्तर लागेको शिक्षकलाई मात्र यसको बारेमा जानकारी हुने धारणा राखेका छन्।

शिक्षक 'क'	हामीलाई जे सजिलो लाग्छ, त्यही प्रयोग गर्छौं । नयाँ नयाँ कुराको खोजी गर्ने र त्यसको प्रयोग गर्ने परिपाटी बस्न सकेको छैन ।
शिक्षक 'ख'	शिक्षक तालिममा नवीन रणनीतिले पर्याप्त स्थान पाउनुपर्ने देखिन्छ ।
शिक्षक 'ग'	वर्तमान समयमा ज्ञान तथा सिपका लागि स्रोत साधन पर्याप्त भएको र त्यसका लागि शिक्षकको चाहना महत्त्वपूर्ण हुन्छ ।
शिक्षक 'घ'	नयाँ नयाँ कुरा सिक्नका लागि शिक्षक पेसागत विकासमा लाग्नुपर्ने हुन्छ ।
शिक्षक 'ङ'	कुशल शिक्षकको अभावमा सहकार्यात्मक सिकाइका कार्यकलाप सञ्चालन गर्न कठिन हुन्छ ।
शिक्षक 'च'	शिक्षक जागिरे मनोवृत्तिबाट अगाडि बढ्यो भने ऊ पेसागत विकासमा सहभागी नहुने धारणा राखेका छन् ।

माथिका विचारलाई विश्लेषण गर्दा शिक्षकको मनोवृत्तिले पेसागत विकासमा असर पुऱ्याएको छ । शिक्षकहरू आफ्नो पेसागत विकासमा निरन्तर लागि रहने अवस्था कमै देखिएको छ । सिकाइका उपलब्ध स्रोत र साधनहरूको सही पहिचान र प्रयोग गर्न सकेका छैनन् । शिक्षकहरूमा भएको परम्परागत शिक्षण मनोवृत्तिमा पूर्णतः परिवर्तन आउन सकेको छैन । कक्षाकोठा प्रवेश र पाठ व्याख्या र विश्लेषणलाई मुख्य कार्य मान्ने गरिएको छ । कक्षामा नयाँपन ल्याउँदा देखा पर्न सक्ने सम्भावित चुनौतीहरू शिक्षकले सामना गर्ने चाहना राखेको पाइँदैन ।

शिक्षकहरूलाई पेसागत विकासमा लाग्न प्रेरित गर्ने पक्षहरूको अभाव रहेको देखिन्छ । पेसागत विकासको हुँदा न नहुँदाको भिन्नता बोध गर्न सकेको देखिँदैन । पेसागत विकासलाई प्राथमिकता कमै दिएको देखिन्छ । सहकार्यात्मक सिकाइ शिक्षणमा आएको नवीनतम् सिकाइ उपागम हो । यसलाई नेपाली भाषा पाठ्यक्रम, पाठ्यपुस्तक र शिक्षकहरूले पर्याप्त स्थान दिन सकेको देखिँदैन । शिक्षक आफ्नो पेसागत विकासमा निरन्तर लागेको खण्डमा यस्ता कार्यकलापको बारेमा जानकारी हुने र कक्षामा प्रयोग गर्न प्रेरणा मिल्छ । नेपाली भाषा शिक्षकहरूको पेसागत विकासको निरन्तरता र विद्यार्थीको सिकाइलाई सर्वोपरि स्थान दिने कार्यलाई उच्च प्राथमिकता दिनुपर्ने देखिन्छ ।

नेपाली भाषा शिक्षणमा व्याख्यान, प्रवचन, छलफल र प्रश्नोत्तर विधिकै बढी प्रयोग हुने गरेको पाइएको छ । यसले नेपाली भाषा शिक्षणलाई परम्परागत रूपमै रहेको सङ्केत गरेको छ । विद्यालयमा कार्यरत शिक्षकहरूका अन्य विविध जिम्मेवारीहरूले पनि पेसागत विकासमा लाग्न असर गरेको देखिन्छ । शिक्षकहरूको उच्च कार्यभारले शिक्षकहरूलाई सहकार्यात्मक सिकाइका बारेमा सिक्ने र उपयोग गर्न असहज बनाउने गर्छ । शिक्षकहरूमा योजना र पूर्व तयारीको अभाव देखिन्छ । विद्यालयमा अरुबाट सिक्ने र अरुलाई सिकाउने प्रवृत्ति कमै पाइन्छ । विद्यालयले शिक्षकका लागि सिक्ने थलो बन्न सकेको छैन । शिक्षकहरूमा सहजीकरण सिपको अभाव पाइन्छ । यी विविध कारणहरूले पनि सहकार्यात्मक सिकाइका कार्यकलाप नेपाली भाषा शिक्षणमा सञ्चालन गर्न चुनौतीपूर्ण देखिएको छ ।

### सहकार्यात्मक सिकाइलाई प्रभावकारी बनाउने तरिकाहरू

सहकार्यात्मक सिकाइका कार्यकलापहरू सञ्चालन गर्दा विभिन्न चुनौतीहरू देखिए पनि नेपाली भाषा शिक्षणका सन्दर्भमा यसको आवश्यकता र उपयोगिता धेरै रहेने विषयमा शिक्षकका धारणाहरू प्रस्तुत भएका छन् । शिक्षकहरूले पनि सहकार्यात्मक सिकाइका कार्यकलापहरूको प्रयोग भाषा शिक्षण उपयोगी हुने धारणा राखेको पाइयो । नेपाली भाषा शिक्षणका क्रममा सहकार्यात्मक सिकाइका कार्यकलापहरूको प्रयोगलाई प्रभावकारी बनाउने सम्बन्धमा अधिकांश शिक्षकहरूले बसाइ व्यवस्थापनलाई महत्त्वपूर्ण मानेका छन् । त्यसै गरी समय र विद्यार्थी सङ्ख्या पनि व्यवस्थापन गर्नुपर्ने विचार अभिव्यक्त गरेको पाइन्छ । यसै सन्दर्भमा शिक्षक 'ग' भन्छन्,

सधैं एउटै खालको बसाइ व्यवस्थापन भएका कक्षाकोठाले विद्यार्थीको मनस्थितिमा सकारात्मक प्रभाव नपार्ने भएकाले यसको व्यवस्थापन गर्न जरुरी हुन्छ। फर्निचरहरू सार्न सकिने खालका हुनुपर्छ। कक्षामा विद्यार्थी सङ्ख्या २५ वा ३० जनासम्म हुनुपर्छ। पाठ्यक्रमले निर्धारण गरेको समय पढाउ मिल्ने गरी व्यवस्थापन गर्नुपर्छ।”

शिक्षक ‘ग’ को यस भनाइसँग अन्य शिक्षकका विचारहरू पनि मिल्दा जुल्दा देखिन्छन्। शिक्षक ‘क’ र ‘ज’ले शिक्षकको कार्यभार धेरै भएको र शिक्षक विद्यार्थी अनुपातमा शिक्षक दरबन्दीको व्यवस्था हुनुपर्ने धारणा राखेका छन्।

शिक्षक ‘क’ ले विद्यालयमा भएका स्रोत र साधनको अधिकतम प्रयोग गर्दै विद्यालयको हल, चौर आदिको प्रयोग गर्नुपर्ने र योजना निर्माण गर्नुपर्ने विषयमा जोड दिएका छन्। शिक्षक ‘ग’ र ‘च’ ले तत्कालका लागि सबै कोठाका फर्निचर व्यवस्थापन गर्न नसकिने हो भने पनि विद्यालयमा विद्यार्थीको यु, एल, गोलो आकारामा बस्न सकिने खालको सामग्रीको उपलब्धतासहितको एउटा कक्ष वा हलको आवश्यकता रहेको देखाएका छन्। शिक्षक ‘ख’ ले सहकार्यात्मक सिकाइकाका कार्यकलापहरू सञ्चालनमा शिक्षकको भूमिका महत्त्वपूर्ण हुने धारणा राखेका छन्। अधिकांश शिक्षकहरूले विद्यार्थीको बसाइ, समय, सामग्रीको व्यवस्थापनलाई बढी जोड दिएका छन्।

सहकार्यात्मक सिकाइका कार्यकलापहरू प्रयोग गर्दा विद्यार्थी समूहमा काम गर्नुपर्ने हुन्छ। समूहमा काम गर्दा विद्यार्थीहरू एकआपसमा मुखामुख गरी हेर्न र बोल्न सक्ने हुनुपर्छ। त्यसका लागि कक्षाकोठाको व्यवस्थापन महत्त्वपूर्ण मानिन्छ। यु आकार, एल, आकार गोलाकारमा बस्न सकिने खालका फर्निचरको व्यवस्था आवश्यक हुन्छन्। साथै धेरै विद्यार्थीहरू भएको कक्षाकोठामा यस्ता कार्य सञ्चालन गर्न कठिन हुने भएकाले कक्षाकोठामा विद्यार्थी सङ्ख्या कम हुनुपर्ने देखिन्छ। पाठ्यक्रमले निर्धारण गरेअनुसारका समय र आवश्यक सामग्री विद्यालयमा उपलब्ध हुनुपर्ने देखिन्छ। शिक्षण एउटा कला पनि भएको हुनाले शिक्षक निरन्तर आफ्नो पेसागत विकास लाग्नुपर्छ। यस्ता कार्य गर्न सकेमा कक्षाका सहकार्यात्मक सिकाइका कार्यकलापहरूका प्रयोग बढाउन सकिने र यसले सिकाइलाई प्रभावकारी बनाउँछ।

वर्तमान सन्दर्भमा नेपाली भाषा शिक्षणमा सहकार्यात्मक सिकाइका कार्यकलापहरू सञ्चालन गर्नु आवश्यकताको विषय बनेको छ। शिक्षकका अनुभव र कक्षा अवलोकनबाट प्राप्त सूचनाका आधारमा यसका कार्यकलापहरू सञ्चालनका चुनौतीहरूलाई परम्परागत विधिको प्रयोगले निम्त्याएका चुनौती, विद्यार्थी सहभागिता र सक्रियतासम्बन्धी चुनौती, विद्यार्थी सङ्ख्या र बसाइसँग सम्बन्धित चुनौती, समय र सामग्रीसम्बन्धी तथा शिक्षक पेसागत विकास र मनोवृत्तिगत चुनौतीहरूलाई प्रस्तुत गरिएको छ।

## नजिता र छलफल

नेपाली भाषाका कक्षाहरूमा परम्परागत सिकाइ शैलीको प्रभाव परिरहेको छ। कक्षाकोठाको व्यवस्थापनमा पनि नवीनता आउन सकेको छैन। शिक्षकहरूमा नयाँ विधि खोज गरी शिक्षण गर्ने परिपाटी न्यून छ। सहकार्यात्मक सिकाइका कार्यकलाप सञ्चालनका लागि यससम्बन्धी ज्ञान सिपको अभाव, कक्षाकोठा र बसाइ, समय व्यवस्थापन र विद्यार्थीको सक्रियता, शिक्षक मनोवृत्ति र पेसागत विकास मुख्य चुनौतीका रूपमा रहेका छन्। सहकार्यात्मक सिकाइका सन्दर्भमा भण्डारी (सन् २०२२) ले पेसागत तालिम र सहकार्यात्मक संस्कृति नहुनु, समय व्यवस्थापन नहुनु, कक्षा व्यवस्थापन र प्रशासनिक सहयोग नहुनुलाई चुनौतीका रूपमा उल्लेख गरेका छन् (पृ. ९-१०)। नेपाली भाषा शिक्षणमा विद्यार्थी विद्यार्थीविचको छलफल, अन्तरक्रिया, सहयोग र सहकार्यका कार्यकलापहरूको बाहुल्य देखिँदैन। विद्यार्थीहरूले पनि कक्षामा शिक्षकको परम्परागत भूमिकालाई सहज रूपमा स्विकार्दै आएको देखिन्छ। भण्डारी (सन् २०२१) अङ्ग्रेजी भाषा शिक्षण सहकार्यात्मक कार्यकलापका चुनौतीहरू

रहेको कुरा बताउँदै उनी भन्छन्, “नेपालको शिक्षण परम्परामा अङ्ग्रेजी भाषा शिक्षकलाई ज्ञानको स्रोत मान्ने भएकाले यस्तो अवस्थामा विद्यार्थीहरूलाई सिकाइमा सहभागी गराइ छलफल र अन्तरक्रियामा सहभागी बनाउन चुनौतीपूर्ण मानिन्छ (पृ. २०३) । रावल (सन् २०२२) ले शिक्षकहरूले व्याख्यान विधिहरूलाई सजिलो मान्ने, केटा केटीको सामाजिक भूमिका भिन्न हुने, परम्परागत शिक्षण विधिहरू सहकार्यात्मक सिकाइलाई चुनौतीपूर्ण बनाएको बताएका छन् (पृ. ४९) । त्यसै गरी परम्परागत शिक्षण विधि, शिक्षक केन्द्रित तरिका, कक्षाकोठाको विविधता र भिडभाडयुक्त कक्षाकोठा भएको अवस्थामा शिक्षण सिकाइका प्रक्रिया चुनौतीपूर्ण बनेका छन् (अर्याल, सन् २०२२, पृ. ३) । विद्यार्थी सङ्ख्या, ठुलो ग्रामीण क्षेत्र, पूर्वाधार, उत्प्रेरणाको कमी, परीक्षा केन्द्रित विधि, शिक्षक तालिम नै सहकार्यात्मक सिकाइका चुनौतीका रूपमा विश्लेषण गरेका छन् (शिवरन्जनी, सन् २०१८, पृ. १९४) । सहयोगात्मक वातावरणको महत्त्वका सन्दर्भमा थापा (२०२२) ले सहयोगी वातावरण नहुँदा भाषा सिकाइ चुनौतीपूर्ण हुने (पृ. ५८) बताएका छन् । विद्यार्थीहरूमा सहकार्यात्मक सिपको अभाव, स्वतन्त्र काम गर्ने प्रवृत्ति, सक्षमताको अवस्था र समूहमा देखिने द्वन्द्व आदि सहकार्यात्मक सिकाइका अवरोधहरू हुन् र यो शिक्षणमा आवश्यक कार्य हो । (जन्सेन र वुब्बेल्स, सन् २०१८, पृ. ११८) । गणित विषय शिक्षणमा सहकार्यात्मक सिकाइमा ९५ प्रतिशत शिक्षकहरूले समयको अभाव रहने गरेको बताएका छन् (डाँगी, सन् २०२१, पृ. २८) । नेपाली भाषा शिक्षणमा सहकार्यात्मक सिकाइका कार्यकलापहरू सञ्चालनका चुनौतीहरू र अन्य विषय क्षेत्रका चुनौतीहरूबिच समानता पाइन्छ । ज्ञान सिपको अभाव, कक्षामा धेरै विद्यार्थी सङ्ख्या, रोमा आधारित बसाइ र ४५ मिनेटको समय, शिक्षक मनोवृत्ति र पेसागत विकासलाई चुनौतीका देखिएका छन् । साथै विद्यार्थीको सक्रियता कमी, सामग्रीको अभाव, परम्परागत विधिको प्रभावका कारण सहकार्यात्मक सिकाइका कार्यकलापहरू चुनौतीपूर्ण बनेका छन् । यी प्रमाण र नेपाली भाषा शिक्षकका विचारहरूको छलफलबाट वर्तमान अवस्थामा नेपाली भाषा सिकाइमा सहकार्यात्मक कार्यकलापहरूको प्रयोग चुनौतीपूर्ण रहेको देखाउँछ । चुनौतीहरूको समाधानका लागि सर्वप्रथम शिक्षक अग्रसर भई यस्ता चुनौतीहरूलाई हटाउन सकेमा मात्र सहकार्यात्मक सिकाइ प्रभावकारी हुने देखिन्छ ।

## निष्कर्ष

नेपाली भाषा शिक्षणलाई प्रभावकारी बनाउनका लागि विद्यार्थी केन्द्रित कार्यकलापहरूको उपयोग गर्नु आवश्यक छ । शिक्षणलाई विद्यार्थी केन्द्रित र उपलब्धिमूलक बनाउने एउटा उपाय सहकार्यात्मक कार्यकलापहरूको उपयोग गर्नु पनि हो । सहकार्यात्मक सिकाइका कार्यकलापहरू उपयोग गर्दा शिक्षकले यसका चुनौतीहरूसँग परिचित हुन आवश्यक छ । कक्षामा सहकार्यात्मक सिकाइका कार्यकलापहरू प्रयोग गर्नका लागि यससम्बन्धी ज्ञान सिपको आवश्यकता देखिन्छ । सहकार्यात्मक कार्यकलाप जोडी वा समूहमा आधारित कार्यकलाप भएको हुनाले विद्यार्थीको सक्रियता र सहभागिताको आवश्यकता देखिन्छ । धेरै विद्यार्थी सङ्ख्या हुनु र परम्परागत बसाइलाई प्रमुख चुनौतीका रूपमा लिइएको छ । हाम्रो सामाजिक एवम् सांस्कृतिक परिवेशले विद्यार्थीको सिकाइमा सक्रिय सहभागितामा प्रभाव पारेको देखिन्छ । विद्यालयमा शिक्षणका लागि निर्धारण गरिएको समय र सामग्रीको उपलब्धतालाई पनि चुनौतीका रूपमा स्विकारिएको छ । शिक्षकको पेसागत विकास र मनोवृत्तिले पनि सहकार्यात्मक सिकाइका कार्यकलाप सञ्चालन प्रभाव पार्ने देखिएको छ । नेपाली भाषा शिक्षण अन्य विषय शिक्षणमा सहकार्यात्मक कार्यकलापको उपयोगमा देखिएका समस्याहरूसँग समानता देखिन्छ । यस्ता चुनौतीहरूलाई न्यूनीकरण गरी सहकार्यात्मक कार्यकलापहरू उपयोग गर्न सकिन्छ । यसरी भाषा शिक्षणलाई प्रभावकारी र उपलब्धिमूलक बनाउन सकिन्छ ।

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### लेखक परिचय

भुपेन्द्र वि.सी. श्री अमरज्योति माध्यमिक विद्यालय सुर्खेतमा २०७१ सालदेखि माध्यमिक तहको नेपाली विषय शिक्षक पदमा कार्यरत छन् । त्रिभुवन विश्वविद्यालय शिक्षाशास्त्र सङ्काय कीर्तिपुरबाट नेपाली शिक्षा विषयमा एम.एड. उत्तीर्ण गरी हाल नेपाल खुला विश्वविद्यालय सामाजिकशास्त्र तथा शिक्षा सङ्कायबाट दर्शनाचार्य तहमा शोधरत छन् ।

## शिक्षण अभ्यासमा शैक्षिक सामग्री प्रयोग र अभ्यास

मीनप्रसाद अधिकारी

### Article History

Received: 19 May ,2025  
Revised: 20 August, 2025  
Accepted: 25 October, 2025

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#### Publisher:

Research Management Cell  
Drabya Shah Multiple Campus,  
Gorkha, Nepal  
Email: [info@dsmc.edu.np](mailto:info@dsmc.edu.np)  
Website: [www.dsmc.edu.np](http://www.dsmc.edu.np)

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### लेखसार

शिक्षाशास्त्र सङ्कायको गहना भनेकै शिक्षण अभ्यास हो । स्नातक तथा स्नातकोत्तर तहको अन्तिम वर्षमा शिक्षण अभ्यासमा विद्यार्थीहरू अनिवार्य विषयका रूपमा यो कार्यमा संलग्न हुनु पर्दछ । छात्रशिक्षकहरूले सैद्धान्तिक रूपमा प्राप्त गरेको ज्ञानलाई व्यवहारमा उतार्न लगाउने तथा उनीहरूलाई शिक्षण र यससँग सम्बन्धित कार्यहरूमा संलग्न गराई शिक्षणसम्बन्धी दक्षता अभिवृद्धि गराउने सन्दर्भमा अभ्यास शिक्षणको उच्च भूमिका रहन्छ । यसैक्रममा शिक्षण अभ्यासमा संलग्न छात्रशिक्षकहरूको वाट्य परीक्षण गर्दा उनीहरूले प्रयोग गरेका शिक्षण सामग्रीको समेत मूल्याङ्कन गर्नुपर्ने हुन्छ । मूल्याङ्कनको समयमा भए गरेका र देखिएका केही पक्षले यो लेखको समस्याको काम गरेको छ । लेखका लागि कक्षा अवलोकन र छात्रशिक्षकसँगको कुराकानीले थप उत्प्रेरित गरेको छ । लेख निर्माणमा गुणात्मक अध्ययन ढाँचालाई अवलम्बन गरिएको छ । सामुदायिक र आङ्गिक गरी पाँच क्याम्पसका

सम्भावनायुक्त नमुना छनोटमा परेका जम्मा २५ छात्रशिक्षकको कक्षा अवलोकन र सामग्री अवलोकनका साथै उनीहरूसँग प्रत्यक्ष कुराकानी समेत गरिएको छ । प्राथमिक तथा द्वितीय स्रोतका तथ्याङ्कको प्रयोग गरिएको यो लेखमा छात्रशिक्षकको सामग्री निर्माण र प्रयोगको अवस्थालाई उजागर गरी नेपाली भाषाशिक्षणमा शिक्षण सामग्रीको महत्वका बारेमा समेत व्याख्या गरिएको छ । यो लेखको उद्देश्य स्नातक तह चौथो वर्षमा अनिवार्य विषयका रूपमा रहेको अध्यापन अभ्यासमा संलग्न छात्र शिक्षकहरूको शिक्षण सामग्रीको निर्माण र प्रयोगको स्थितिको उजागर गर्नु रहेको छ । छात्रशिक्षकले सामग्रीको निर्माण र प्रयोगमा केही थप अध्ययन र प्रयोग अभ्यासमा जोड दिनु पर्ने यसको निष्कर्ष रहेको छ ।

**शब्दकुञ्जी :** अवलोकन, छात्रशिक्षक, भाषाशिक्षण, शिक्षण अभ्यास, शैक्षिक सामग्री ।

## परिचय

शिक्षण अभ्यासले शिक्षाशास्त्रका विषयहरूमा अध्ययन गर्ने विद्यार्थीहरूले पूर्वनिर्धारित पाठ्यक्रमको आवश्यकता पूर्ति गर्नका लागि तोकिएको समयभरि खटाइएको सहयोगी विद्यालयमा गई गरिने प्रयोगात्मक र अभ्यासात्मक अध्यापन कार्यलाई जनाउँछ (ढकाल, २०६८)। शिक्षाशास्त्र सङ्काय अन्तर्गत हाल सञ्चालनमा रहेको चार वर्षे स्नातक तहको चौथो वर्षमा शिक्षण अभ्यास कार्यक्रम अनिवार्य पाठ्यांशका रूपमा रहेको छ। अभ्यास शिक्षणका लागि छात्रशिक्षक बनेर विद्यार्थीहरू विभिन्न विद्यालयमा जाने गर्दछन्। यसका लागि अभ्यासको आवश्यक अवसर प्रदान गरी प्रत्येक छात्रशिक्षकलाई दक्ष बनाउनु शिक्षण अभ्यास पाठ्यांशको मूलभूत उद्देश्य हो (शिक्षण अभ्यास पाठ्यांश निर्देशिका, २०७८)। यसले प्रत्येक छात्र शिक्षकलाई कक्षामा सिकेको शिक्षणसँग सम्बन्धित सैद्धान्तिक ज्ञानलाई व्यवहारमा उतार्न मद्दत गर्दछ। वास्तवमा सफल शिक्षक बन्न र प्रभावकारी शिक्षण गर्न व्यक्तिमा आवश्यक विषयवस्तुको ज्ञानको साथै शैक्षिक सामग्रीको उचित प्रयोग पनि आवश्यक पर्दछ। कक्षाकोठामा आफूले पढाउने विषयवस्तुको प्रकृति अनुसार आवश्यक शिक्षण सामग्रीको उचित प्रयोग गरी प्रभावकारी ढङ्गले अध्यापन गर्नु शिक्षकको प्रमुख दायित्व हुन जान्छ। शिक्षण अभ्यास पाठ्यांश निर्देशिका, २०७८ मा शिक्षण अभ्यासका धेरै उद्देश्यमध्ये दोस्रो उद्देश्यमा “उपयुक्त शैक्षिक सामग्रीहरूको छनोट, निर्माण र प्रयोग गर्न” भन्ने कुरा उल्लेख छ। यो उद्देश्यले पनि कक्षाशिक्षणका क्रममा एकोहोरो व्याख्यानभन्दा सामग्रीको प्रदर्शन होस् भन्ने कुरालाई जोड दिएको देखिन्छ।

भाषाशिक्षणका सन्दर्भमा सिकाइलाई प्रभावकारी बनाउन तथा शिक्षणमा रोचकता, विविधता ल्याउन विभिन्न किसिमका शिक्षण सामग्रीलाई प्रयोगमा ल्याउन सकिन्छ। शिक्षण सामग्रीको उपयोगले शिक्षणलाई अन्तरक्रियात्मक बनाउँछ। भाषिक सिप विकासका लागि रूचिपूर्ण सामग्रीको प्रसङ्गपूर्ण प्रयोगले सिक्न लागेको पाठलाई सजीव बनाउँछ (लामिछाने, २०६७)। कुनै पनि शिक्षकले मात्र व्याख्या, विवेचना र वर्णनका आधारमा सिकाएको कुरा विद्यार्थीले प्रभावकारी रूपमा सिक्न सक्दैनन्। तसर्थ विषयवस्तुको प्रभावकारी शिक्षण गराउन र सिकेको कुरालाई स्थायी बनाउनका निम्ति पाठ्यपुस्तक तथा पाठसँग सम्बन्धित अन्य सामग्रीको समेत प्रयोग गर्नुपर्दछ। भाषाशिक्षणका क्रममा विषयवस्तुलाई प्रस्ट बनाउन उपयोग गरिने सामग्री नै शिक्षण सामग्री भएकोले भाषाशिक्षणमा यसको महत्वपूर्ण भूमिका रहन्छ (ढुङ्गेल र दाहाल, २०७६)। शिक्षण सामग्रीको प्रयोगले छात्र शिक्षकलाई आत्मविश्वास प्राप्त गर्ने अवसर, सिद्धान्तहरूलाई व्यावहारिक प्रयोगमा ल्याउने मौका प्रदान, सक्षम र प्रभावकारी शिक्षण सिप र मनोवृत्ति विकास गर्ने अवसरका साथै विषयवस्तुको ज्ञानमा सुधार गर्ने अवसर प्रदान गर्दछ।

नेपाली भाषाको प्रयोग क्षेत्र निकै व्यापक रहको छ। सर्वसामान्य रूपमा यसको प्रयोग क्षेत्र भन्नाले साहित्य भन्ने बुझिन्छ, तर वर्तमानमा नेपाली भाषा केवल साहित्यिक प्रयोगको मात्र विषय नभएर ज्ञान विज्ञान तथा प्रविधिका विभिन्न क्षेत्रमा दिनप्रतिदिन अगाडि बढिरहेको छ (अधिकारी, २०५९)। आजको नेपाली भाषा देशको आधुनिकीकरणका विविध पक्षमा देखा परेका कुराहरूलाई आफ्ना अभिव्यक्तिभित्र समेट्नतिर अग्रसर भएको छ। भाषा आफैमा विभिन्न विषय क्षेत्र, ज्ञान र अनुभवको माध्यम भएकाले कुनै खास क्षेत्र वा विषयसँग मात्र सम्बन्धित नभई ज्ञान विज्ञानका सम्पूर्ण विषयहरूको बोध र अभिव्यक्तिको प्रभावशाली साधन भएकोले पनि सबै विषय क्षेत्रको माध्यम भाषा नै हुन आउँछ (रिमाल, २०५७)। परम्परागत रूपमा शिक्षण भनेको शिक्षार्थीलाई मानवीय वातावरणमा मात्र समायोजन गर्नु हो भने अहिले आएर शिक्षार्थीलाई जस्तो सुकै सामाजिक वातावरणमा समायोजन हुन सक्ने नागरिकको तयारी गर्नु हो। त्यसैले पनि भाषाशिक्षणमा सामग्रीको प्रयोग अपरिहार्य ठानिन्छ। सामग्री प्रयोग गरी गरिने शिक्षणले विद्यार्थीहरूको आवश्यकताहरू पूरा गर्न, विद्यार्थीहरूलाई सिकाइमा संलग्न गराउन, सिकाइमा विद्यार्थीहरूको आत्मविश्वास बढाउन एवम् विद्यार्थीहरूलाई

आगामी सफलताको लागि तयार पार्ने काम गर्दछ। विश्वका विकसित मुलुकहरूका दाँजोमा हाम्रो शिक्षण गतिविधि केही परम्परित लागे पनि विभिन्न समयको प्रकोपलगायतका कारण हामीले पनि शिक्षण सिकाइमा नयाँ नयाँ सामग्री भित्र्याएका छौं। त्यसैले पनि नेपाली भाषा शिक्षणका क्रममा शैक्षिक सामग्रीको उचित प्रयोगको अवस्थालाई ध्यान दिनुपर्ने देखिन्छ। नेपाली भाषा शिक्षणको नवीन पद्धतिभित्र नवप्रवर्धनात्मक सामग्रीको प्रयोग पनि समेटिएर आएको छ (शर्मा र पौडेल, २०७०)। यसैले हाल नेपाली भाषाशिक्षणका क्रममा पनि शिक्षण सामग्रीको प्रयोगलाई विशेष ध्यान दिनु आवश्यक देखिन्छ। परम्परित शिक्षण विधिमा समयानुकूल परिमार्जन गरी अन्तरक्रियात्मक र प्रदर्शनात्मक शिक्षणका लागि शिक्षणसामग्री अपरिहार्य हुन्छ।

### अध्ययन विधि

भाषाशिक्षणमा बढी प्रयोगमा ल्याइरहन सकिने तथा प्रयोगमा आइरहने सामग्रीमा शब्दपत्ती, वाक्यपत्ती, गोजी तालिका तथा फ्ल्याटिन बोर्ड हुन्। यी सामग्रीबाट विद्यार्थीलाई भाषिक सिपका साथै व्याकरण शिक्षण समेत गर्न सकिन्छ। भाषाशिक्षणमा विद्यार्थीले सुनेका तर ती वस्तुलाई नदेखेका अवस्थामा उपयुक्त सामग्रीको निर्माण गरी उनीहरूको धारणा प्रष्ट पार्न शिक्षण सामग्रीले नै सहयोग पुऱ्याउने भएकाले यसको आवश्यकता पर्दछ। भाषाशिक्षणमा प्रयोग हुने शैक्षिक सामग्रीमा विद्यार्थीको आवश्यकता, सिकाइको उद्देश्य, सिकाइका सिद्धान्त र भाषाका सिद्धान्त गरी चार पक्षको विशेष ख्याल राखिनु पर्दछ। यी चार पक्षलाई ख्याल गरी निर्माण गरिने सामग्रीलाई विशेष गरी दुई वर्ग (इन्द्रियको आधार र उपयोग र निर्माणको आधार) मा विभाजन गरिन्छ (अधिकारी, २०५९, हुङ्गेल र दाहाल, २०७६, भट्टराई र अन्य, २०७९, रिमाल, २०५७, लामिछाने, २०६७, शर्मा र पौडेल, २०७०)। इन्द्रियका आधारका सामग्रीमा दृश्य (पाटी, गोजी तालिका, चित्रहरू, प्रक्षेपक, चित्रपट्टिका), श्रव्य (रेडियो, टेपरेकर्डर, भाषा प्रयोगशाला, लिङ्ग्वा रेकर्डर, ग्रामोफोन), स्पर्श (मूर्त पदार्थहरू जस्तै चिप्लो, हिलो, गिलो आदि) र दृश्यश्रव्य (नाटकीकरण, सिनेमा, टेलिभिजन) जस्ता सामग्रीहरू पर्दछन्। उपयोग र निर्माणका आधारमा परम्परागत सामग्री (पाठ्यपुस्तक, कालो/सेतोपाटी), शिक्षक निर्मित सामग्री (चित्र, रेखाचित्र, मानचित्र, प्रतिमूर्ति तालिका) र वैज्ञानिक सामग्री (श्रव्य, दृश्य र श्रव्यदृश्य) आदि पर्दछन्। कतिपय सामग्रीहरू प्रविधिसँग प्रत्यक्ष सम्बन्धित पनि छन्। भाषा शिक्षणको ज्ञान, सिप र धारण विकासका लागि यी सामग्रीको प्रयोग अपरिहार्य देखिन्छ।

यस अध्ययनमा छोटो समय र कम खर्चमा गर्ने गुणात्मक अध्ययन विधिको उपयोग गरिएको छ साथै शब्दगत तथ्यलाई आधार बनाई व्याख्यात्मक (Interpretive) पाराडाइमको सहयोगले तथ्याङ्कको विश्लेषण (बन्धु, २०५२) गरिएको छ। यसको सत्वशास्त्रीय (Ontological) दृष्टिकोणले यथार्थलाई बहुल सन्दर्भमा आधारित र सामाजिक रूपमा निर्माण गरिएको ठान्दछ। छात्रशिक्षकको शिक्षण सामग्री प्रयोगसम्बन्धी अनुभवहरू व्यक्तिगत तथा सामाजिक सन्दर्भमा आधारित हुन्छन्। त्यसैगरी ज्ञानमीमांसात्मक (Epistemological) दृष्टिकोणले अनुसन्धानकर्ता र सहभागीबीचको अन्तरक्रियालाई मुख्य स्रोत मानेर ज्ञान सह निर्माण हुने प्रक्रिया मान्दछ। यस लेखमा सहभागीहरूको अनुभव, बुझाइ र व्याख्याको माध्यमबाट शिक्षण सामग्रीको प्रयोगसम्बन्धी गहिरो अन्तर्दृष्टि प्राप्त गर्ने प्रयास गरिएको छ। कक्षा अवलोकन र प्रत्यक्ष कुराकानीको सहायताले तथ्याङ्कको संकलन गरी पन्त (सन् २०१२) ले भनेको जस्तो छरिएका तथ्याङ्कहरूलाई गर्बिलो नतिजाका लागि संगठित गर्ने काम यसमा भएको छ। कक्षा शिक्षणमा संलग्न छात्रशिक्षकहरूको कक्षा अवलोकनका क्रममा अनुसन्धानकर्ता स्वयम् सहभागी भई (जवाली, सन् २००१) तथ्याङ्क सङ्कलन हुँदा सामग्री निर्माण र प्रयोगका विविध पक्षमा ध्यान पुऱ्याइएको छ। यसका लागि २०८१ सालमा अभ्यास शिक्षणमा संलग्न विद्यार्थीहरूलाई छनोट गरिएको छ। धनकुटा, तेह्रथुम र सुनसरी तिन जिल्ला, पाँच क्याम्पस र २५ जना विद्यार्थीहरूलाई नमुनाका रूपमा लिई यो लेख तयार गरिएको छ।

## नतिजा र छलफल

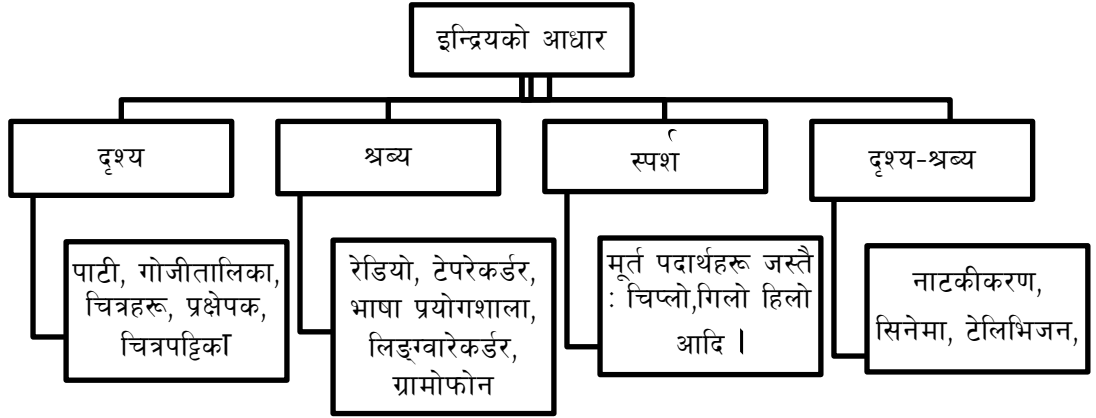
कक्षामा विभिन्न भाषिक भाषिक समुदायका विद्यार्थीहरूको उपस्थिति रहेको हुन्छ । कुनै विद्यार्थीले नेपाली शिक्षण सिकाइलाई सहज ढङ्गले लिन्छन् भने कुनै विद्यार्थीले मातृभाषाको कारणले असहज मानेका हुन्छन् । यस्तो अवस्थामा नेपाली भाषा नेपालका सबै भाषाको साभ्ना माध्यमको भाषा र शिक्षण सिकाइको माध्यम भाषा (भट्टराई र अन्य, २०७९, पृ.४) पनि भएकोले कक्षाको सिकाइ वातावणमा महत्वपूर्ण भूमिका नेपाली भाषाको रहेको हुन्छ । कक्षा शिक्षणमा संलग्न शिक्षकहरूले परम्परित शिक्षण विधिको साटो प्रदर्शन विधिलाई आवलम्बन गर्न सकेमा शिक्षण सिकाइ प्रभावकारी हुने गर्दछ । यसै सन्दर्भमा अभ्यास शिक्षणमा संलग्न छात्र शिक्षक पनि सम्बन्धित विद्यालयको सो समयका विषय शिक्षक नै हने भएकाले शिक्षणका क्रममा शैक्षिक सामग्रीको प्रयोगलाई विशेष ख्याल गर्नु पर्दछ ।

### नेपाली भाषाशिक्षणमा प्रयोग हुने केही शैक्षिक सामग्रीहरू

शिक्षण सिकाइका लागि विभिन्न प्रकारका सामग्रीहरूको प्रयोग हुने गर्दछ । यसरी प्रयोग हुने सामग्रीलाई आधार सामग्री र सहायक सामग्री भनिन्छ । भाषिक सिप शिक्षणका लागि कुनै न कुनै विषयवस्तुलाई साधन वा माध्यम बनाउनु अनिवार्य हुन्छ । भाषाशिक्षणका निमित्त प्रयोग उपयोग गरिएको विषयवस्तु आधार सामग्री हो भने त्यस आधार सामग्रीलाई (विषय वस्तुलाई) सरल, सहज र प्रभावकारी रूपमा प्रस्तुत गर्न उपयोग गरिने अरू सामग्री शिक्षण सहायक सामग्री ठहरिन्छन् (ढकाल, २०८०) । यस्ता सामग्रीको निर्माण स्वयम् शिक्षकले नै गर्नुपर्ने हुन्छ । शिक्षक निर्मित सामग्रीबाट विद्यार्थीहरू बढी प्रभावित हुने र सिकाइ प्रभावकारी बन्ने देखिन्छ ।

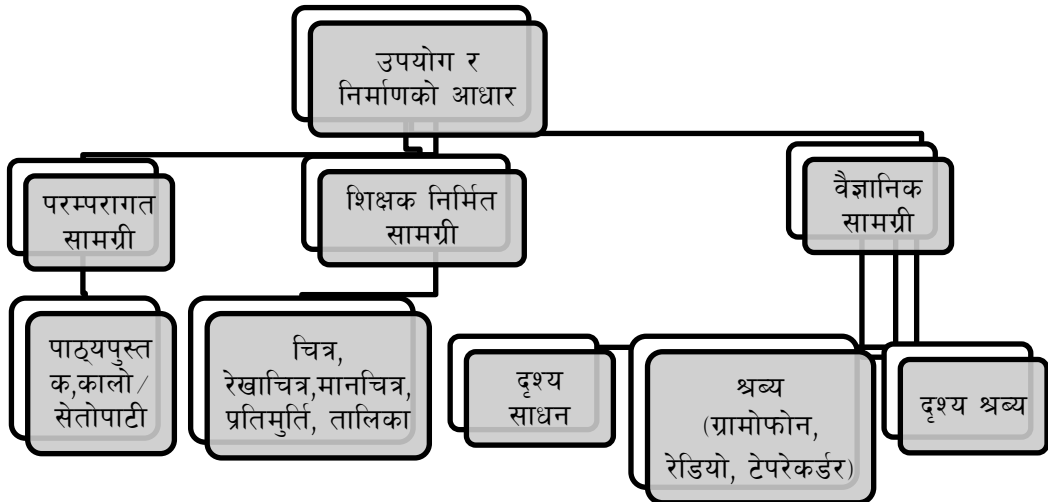
नेपाली भाषाशिक्षण सिपहरूको शिक्षण हो । नेपालमा सयभन्दा बढी भाषाहरू भएता पनि करिब ६० ओटाभन्दा बढी भाषालाई व्यवहारमा प्रयोग गर्ने गरेको देखिन्छ । यी सबै भाषाका बिच नेपाली भाषाले माध्यम भाषाको रूपमा काम गरेको छ (भट्टराई र अन्य, २०७९, पृ. ४) । शिक्षणको प्रभावकारिताका लागि शिक्षण सामग्री अनिवार्य सर्त बनेको छ । त्यसैले भाषाशिक्षणमा विभिन्न प्रकारका शिक्षण सामग्रीहरूको प्रयोग गरिनु उपयुक्त हुन्छ । खासगरी नेपाली शिक्षणमा प्रयोग हुने शिक्षण सामग्रीलाई विशेष गरी दुई वर्ग (इन्द्रियको आधार र उपयोग/निर्माणको आधार) मा विभाजन गरिन्छ (अधिकारी, २०५९, ढुङ्गेल र दाहाल, २०७६, भट्टराई र अन्य, २०७९, रिमाल, २०५७, लामिछाने, २०६७, शर्मा र पौडेल, २०७०) ।

तालिका: १ इन्द्रियको आधारमा शिक्षण सामग्री



नेपाली भाषाशिक्षणमा प्रयोग हुने सामग्रीमध्ये दृश्य सामग्रीको प्रक्षेपक अन्तर्गत ओभरहेड प्रोजेक्टर, स्लाइड प्रक्षेपक, अपारदर्शी प्रक्षेपक र फिल्म स्ट्रिप जस्ता कुरा पर्दछन् । जुन कुरा प्रविधिसँग पनि प्रत्यक्ष सम्बन्धित रहेका हुन्छन् । साथै भाषाशिक्षणमा प्रयोग हुने जति पनि श्रव्य सामग्रीहरू छन् ती सबै नै प्रविधि हुन् । हामीले कक्षाकोठामा प्रयोगका सन्दर्भमा यी सामग्रीहरूको प्रयोग पनि गर्नुपर्ने हुन्छ । स्पर्श सामग्रीले धारणको विकास गर्ने गर्दछ । कुनै कुराको व्यावहारिक प्रयोगका लागि यस्ता सामग्रीको उपयोग आवश्यक मानिन्छ । दृश्य-श्रव्य सामग्री अन्तर्गत रहेका सामग्रीले पनि नेपाली भाषाशिक्षणमा अनुकरण, प्रहसन आदिका लागि सहयोग पुऱ्याउँदछन् । वर्तमान समयमा त भन्नु हामीले नेपाली भाषाशिक्षणका क्रममा प्रयोग हुने शिक्षण सहायक सामग्रीलाई प्रविधिको सहयताबाट बुझाउनु प्रभावकारी हुने गर्दछ ।

तालिका: २ उपयोग/निर्माणका आधारमा शिक्षण सामग्री



भाषाशिक्षणमा बढी प्रयोगमा ल्याइरहने सकिने तथा प्रयोगमा आइरहने सामग्रीमा शब्दपत्ती, वाक्यपत्ती, गोजी तालिका तथा फ्ल्याटिन बोर्ड हुन् । यी सामग्रीबाट विद्यार्थीलाई भाषिक सिपका साथै व्याकरण शिक्षण समेत गर्न सकिन्छ । भाषाशिक्षणमा विद्यार्थीले सुनेका तर ती वस्तुलाई नदेखेका अवस्थामा उपयुक्त सामग्रीको निर्माण गरी उनीहरूको धारणा प्रष्ट पार्न शिक्षण सामग्रीले नै सहयोग पुऱ्याउने भएकाले यसको आवश्यकता पर्दछ । भाषाशिक्षणमा प्रयोग हुने शैक्षिक सामग्रीहरूमा विद्यार्थीको आवश्यकता, सिकाइका उद्देश्यहरू, सिकाइका सिद्धान्तहरू र भाषाको सिद्धान्त जस्ता पक्षसँग सम्बन्धित हुने गर्दछन् ।

नेपाली भाषाशिक्षणमा विभिन्न प्रकारका शैक्षिक सामग्रीहरू प्रयोग गरिन्छ, जसले भाषा सिकाउने प्रक्रियालाई प्रभावकारी बनाउँछ । पारम्परिक रूपमा पाठ्यपुस्तकहरू नेपाली भाषाशिक्षणको मुख्य आधार हुन् । नेपाल सरकारको पाठ्यपुस्तक विकास केन्द्रले प्रकाशित गरेका पाठ्यपुस्तकहरूमा कविता, कथा, निबन्ध, व्याकरण र भाषा कौशलसम्बन्धी अभ्यासहरू समावेश गरिएका हुन्छन् । यसका साथै सहायक सामग्रीका रूपमा प्रकाशित केही पुस्तकहरूहरूले विद्यार्थीहरूलाई भाषाको गहिरो ज्ञान प्रदान गर्न मद्दत गर्छन् । आधुनिक समयमा डिजिटल सामग्रीहरूको प्रयोग बढ्दै गएको छ । नेपाल शिक्षा पोर्टल (२०२२) ले प्रदान गरेका ई-पाठ्यक्रम, “हाम्रो नेपाली” मोबाइल एप्लिकेसन र युट्युब च्यानल “नेपाली सिकाइ केन्द्र” (२०२०) जस्ता डिजिटल साधनहरूले विद्यार्थीहरूलाई स्वयम् अध्ययन गर्न सहज वातावरण उपलब्ध गराएका छन् । यी सामग्रीहरूले नेपाली भाषाको उच्चारण, व्याकरण, रचना र प्रयोगसम्बन्धी कौशलहरू विकास गर्न मद्दत गर्छन् । शिक्षकहरूले पनि आफ्नै अनुभव र आवश्यकताअनुसार विभिन्न शिक्षण सामग्रीहरू जस्तै कार्यपत्र, चार्ट, फ्लास कार्ड आदि तयार गरी प्रयोग गर्छन् । नेपाली भाषाशिक्षणमा पत्रपत्रिका, साहित्यिक कृतिहरू र सामयिक घटनाहरूको प्रयोगले भाषाको वास्तविक प्रयोग बुझ्न सहयोग पुग्छ । यसरी नेपाली भाषाशिक्षणमा पारम्परिक र आधुनिक दुवै प्रकारका शैक्षिक सामग्रीहरूको समन्वित प्रयोगले भाषा सिकाउने प्रक्रियालाई अधिक प्रभावकारी, रोचक र विद्यार्थीकेन्द्रित बनाउँदछ । यी सामग्रीको उचित प्रयोगले नेपाली भाषाको ज्ञान र प्रविधि विकास गर्न महत्वपूर्ण भूमिका खेल्छ । नेपाली भाषाशिक्षणका लागि उपलब्ध यी विविध सामग्रीहरूको प्रयोग गर्दा विद्यार्थीहरूको आवश्यकता, रुचि र सिकाइ शैलीलाई ध्यानमा राख्नु आवश्यक हुन्छ ।

### छात्रशिक्षकको शिक्षण सामग्रीको प्रयोग अवस्था

शिक्षाशास्त्र सङ्कायको मूल ध्येय भनेकै असल र सफल शिक्षक निर्माण गर्नु हो । सोही आधारमा शिक्षाशास्त्र सङ्कायको स्नातक तह चौथो वर्ष र स्नातकोत्तर तहको चौथो सेमेस्टरमा शिक्षण अभ्यासको पाठ्यक्रम तय गरिएको छ । त्यसै क्रममा यो लेख स्नातक तह चौथो वर्षमा शिक्षण अभ्यासमा संलग्न विद्यार्थीहरूले विद्यालय तहको नेपाली विषयको कक्षा शिक्षणका क्रममा शिक्षण सामग्रीको प्रयोगको अवस्थालाई अनुसन्धान गर्दा विद्यागत रूपमा प्राप्त नतिजालाई यहाँ प्रस्तुत गरिएको छ । स्नातक तहको शिक्षण अभ्यासमा संलग्न विद्यार्थीहरूलाई हामी छात्रशिक्षक भन्ने गर्दछौं । शिक्षण अभ्यास निर्देशिका २०७८ ले छात्रशिक्षकहरूले प्रयोग गर्ने शिक्षण सामग्री (Instructional Materials) लाई पाठ स्पष्ट पार्न, कक्षा कोठामा प्रयोग गरिने विषयवस्तुसँग सम्बन्धित सामग्री नै शिक्षण सामग्री हो भनेको छ । यो सङ्कलित, निर्माण गरिएको वा वास्तविक जुनसुकै वस्तु पनि हुनसक्छ । शिक्षण सामग्रीको सङ्कलन र निर्माणमा ध्यान दिनुपर्ने कुराहरू यसप्रकार हुनुपर्छ भनी उल्लेख गरेको छ :

१. शैक्षिक सामग्री व्यावहारिक र उद्देश्यअनुरूप हुनुपर्ने,
२. सकेसम्म सस्तो र स्थानीय वस्तु वा पदार्थबाट बनाइएको हुनुपर्ने,
३. चित्र, फोटो, फ्ल्यास कार्ड आदि कक्षाको पछिल्लो बेन्चको विद्यार्थीले पनि देख्न सक्ने हुनुपर्ने,
४. विद्यार्थीहरूलाई रुचिकर र आकर्षित गर्ने खालको हुनुपर्ने,

५. तस्वर, फोटो, क्यालेन्डर, पत्रपत्रिकामा प्रकाशित फोटो जम्मा गरी राख्न र आवश्यकता अनुसार प्रयोग गर्ने बानी बसाल्ने ।

शिक्षण अभ्यासमा संलग्न छात्रशिक्षकहरूले विद्यालय शिक्षणका क्रममा पाठ्यक्रमले व्यवस्था गरेका कविता, कथा, व्यवहारिक लेखन, जीवनी, संवाद, निबन्ध, वक्तृत्वलगायत व्याकरणका पाठहरूको समेत पाठयोजना बनाई शिक्षण गर्ने गरेका छन् । प्रत्यक्ष अवलोकनका क्रममा उनीहरूले पाठयोजनामा शिक्षण सामग्री भनेर प्रायः सबैले दैनिक प्रयोगका सामग्री लेखेको पाइयो भने त्यो सँगसँगै कक्षाशिक्षणका क्रममा उनीहरूले प्रयोग गर्ने शिक्षण सामग्रीहरू समग्रमा अभ्यास शिक्षणको मर्म अनुसारका र कक्षामा सिकाएका आधारमा गोजी तालिका, प्लाटिन पाटी, विभिन्न प्रकारका शब्दहरू उल्लेख भएका पत्तीहरू, वाक्यहरू लेखिएका पत्तीहरूका साथै बोध प्रश्नोत्तरका लागि आवश्यक बोध प्रश्नको सूची, साहित्यिक रचनाको शिक्षणका लागि विभिन्न साहित्यकार र अन्य व्यक्तिहरूको फोटा, विभिन्न स्थानको चित्रहरूका साथै छात्रशिक्षकको प्रविधिमा पनि ज्ञान छ भने आवश्यकता अनुसार कक्षाकोठामा उपलब्ध प्रोजेक्टरको समेत प्रयोग गरेको देखियो ।

कक्षा नौ को व्यवहारिक लेखन अर्न्तगत चिठी शिक्षण गर्ने छात्र शिक्षकहरूले बजारबाटै खाम किनेर लगेर देखाउँदै खामको नमुना बुझाएको पाइयो । चिठी लेखनको नमुनालाई पाठ्यपुस्तकबाटै देखाउँदै शिक्षण गरेका ६ जना छात्र शिक्षकमध्ये एकले सामग्रीको प्रयोगका बारेमा यसो भनिन् :

सर खासै सामग्री नै पाँइदैन । के गर्नु के गर्नु हुन्छ, अनि खाम ल्याएको ।  
फाइनल अब्जरका दिन केही न केही सामग्री त चाहियो भनेर मात्रै ल्याको हो सर । सबै किताबमा भई नै हाल्छ ।

(स्थलगत कुराकानी, २०८१) ।

उनको यो भनाइबाट छात्र शिक्षकहरू शिक्षण सामग्रीको निर्माण र प्रयोगमा केही कमजोर रहको भन्न सकिन्छ । छात्रशिक्षकहरूले तत्कालको कक्षा अवलोकनलाई टार्नका लागि वा पाठ्यवस्तुको प्रकृति अनुसार कुन प्रकारको सामग्रीको प्रयोग गर्दा हुन्छ भन्ने जानकारी वा ज्ञानको अभावले यसो गरेको हुन सक्छ । अर्को कुरा चिठी शिक्षणका लागि आवश्यक पर्ने शैक्षिक सामग्रीको बारेमा उनीहरूको ज्ञानमा कमी भएको पनि देख्न सकियो । व्यवहारिक लेखनको उद्देश्य, पाठयोजनामा उल्लेख भएको पाठ्यवस्तु अनुकूल सामग्रीको प्रयोगका लागि थप स्पष्टताको खाँचो छात्रशिक्षकमा देखिन्थ्यो ।

कक्षा नौ मा नै कविता शिक्षण गर्ने छात्रशिक्षकले लयबोध पाठ्यवस्तु शिक्षण गर्दा शिक्षण सामग्रीको रूपमा दैनिक प्रयोगका सामग्री मात्रै उल्लेख गरेको देखियो । यसो हुनुमा उनीहरूमा सो कविताको शिक्षणपश्चात प्राप्त हुनुपर्ने भाषिक सिपगत पक्षको ज्ञान नहुनु हो ।

कविता शिक्षण पश्चात छात्रशिक्षकलाई सामग्रीको व्यवस्थापन र प्रदर्शन त कमजोर रह्यो नि भन्दा तेहथुमको विद्यालयमा अभ्यास शिक्षणमा संलग्न छात्र शिक्षकको भनाइ यस्तो थियो :

यो छन्दमा रहेको कविता रैछ । यसको शिक्षण गर्दा आफूले पहिले लय हालेर गाउने र विद्यार्थीहरूलाई पनि लय हालेर गाउन लगाएर पढाइयो । यसमा सामग्री त खै के हुन्छ होला र ? । हाम्रो नेपाली विषयमा त सामग्री नै पाउन गाह्रो रैछ (स्थलगत कुराकानीमा आधारित, २०८१) ।

यसबाट के प्रष्ट हुन्छ भने छात्रशिक्षकलाई लयबोध शिक्षणका क्रममा गति यति र विराम उल्लेख वा सङ्केत गरेर कविताका श्लोकहरू वा कुनै एक श्लोकमा सङ्केत गरेर देखाएमा विद्यार्थीहरूले सहज ढङ्गले लयबोध गर्दछन् भन्ने जानकारीको अभाव देखिन्छ । माध्यमिक तहको पाठ्यक्रम २०७८ ले कविता शिक्षणका लागि तय गरेका बोध, अभिव्यक्ति, भाषिक संरचना र वर्णविन्यास र भाषिक प्रकार्यको ख्याल नगर्दा शिक्षण र सामग्री प्रयोग प्रभावकारी नबनेको

देखिन्छ। शिक्षणका क्रममा कक्षा अवलोकन गर्दा छन्दोबद्ध कविताका लागि कमजोर सामग्री निर्माण गरेको छात्रशिक्षकहरूले गद्य र अन्य लोक लयका कवितामा त भन शिक्षण सामग्री नपाउने बताए। कविता रचनाकारको फोटा भने सम्भव भएसम्म सबैले सामग्रीको रूपमा प्रयोग गर्ने गरेको देखियो।

कक्षा दसको कथा विधा शिक्षण गर्ने एक छात्रशिक्षकले सस्वर पठन र प्रश्नोत्तर पाठ्यवस्तुको शिक्षण गर्दा प्रयोग गरेको सामग्रीमा प्रश्नहरूको सूची रहेको थियो। विद्यार्थीहरूलाई पाठको सस्वर पठनपश्चात एकमुष्ट प्रश्नको सूची फ्लाटिन पाटीमा टाँसेर हरेक प्रश्नको छलफल विधिबाट जवाफ मागियो। यसो गर्दा विद्यार्थी सहज रूपले शिक्षण गरिएको विषयवस्तु राम्रोसँग बुझेको भन्ने प्रतिक्रिया दिइरहका थिए। प्रश्नसूचीको प्रयोग गर्दा एउटा ठूलो चार्टपेपरमा पाँचओटा प्रश्न एकै ठाउँमा राखेको पाइयो। हरेक प्रश्न छुट्टाछुट्टै किन नराखेको भन्ने अवलोकनकर्ताको जिज्ञासामा छात्र शिक्षकले समयको वचत र प्रस्तुतिको सहजताका लागि एकै पटक प्रश्नको सूची प्रदर्शन गरेको बताए। यद्यपि कक्षामा उद्देश्य अनुरूपको शिक्षण गर्नका लागि यो सामग्री पनि उपयुक्त नै देखिन्थ्यो। नमुनामा परेमा शिक्षण अभ्यासमा संलग्न प्रायः सबै छात्रशिक्षकहरूले प्रश्नोत्तर पाठ्यवस्तुको शिक्षण यही क्रममा गरेको पाइयो।

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छात्रशिक्षकले शिक्षण अभ्यासका क्रममा निबन्ध विधा शिक्षण गर्दा सस्वर र मौन पठन, शब्दार्थ र वाक्य निर्माण, प्रश्नोत्तर अभ्यास र शृद्धसँग शब्दोच्चारण लगायतका पाठ्यवस्तु तय गर्ने गरेको पाइयो। यी पाठ्यवस्तु शिक्षणका क्रममा उनीहरूले प्रयोग गर्ने सामग्रीहरूमा दैनिक प्रयोगका सामग्री सेतोपाटी, पाठ्यपुस्तक लगायत शब्दार्थ पत्ती, वाक्य पत्तीलाई मूल आधार बनाउने गरेको देखियो। यसमा उनीहरूले शिक्षण सामग्रीलाई प्रयोग गर्ने समय र सन्दर्भमा अलिक तालमेल नमिलेको जस्तो देखिन्छ। विद्यालयको कक्षाको साइज र विद्यार्थी सङ्ख्यालाई आधार मानेर सामग्री निर्माण गर्नु पर्नेमा सामग्रीको अक्षर आकार र वर्णविन्यासगत पक्षमा ध्यान नपुगेको देखिन्छ। असावधानीगत त्रुटि भएको प्रस्ट हुन्थ्यो। छात्र शिक्षकहरूले सामग्रीको निर्माण र प्रयोगलाई आवश्यक चाहिँ ठानेको तर सो सम्बन्धी सम्पूर्ण आवश्यक ज्ञान, सिपमा कमी भएको सहज अनुमान गर्न सकिन्थ्यो।

जीवनी शिक्षणका क्रममा भने छात्रशिक्षकहरूले सम्बन्धित व्यक्तिको फोटा खोजेर कलर प्रिन्ट वा आफैँले कलर गरेर विद्यार्थीहरूलाई देखाएको पाइयो। जीवनी शिक्षणका पाठयोजनाको निर्माणमा नमुनामा परेका प्रायः सबै छात्रशिक्षकहरूको सामग्री यही नै थियो। यसका अलावा केही छात्रशिक्षकले मात्र सम्बन्धित व्यक्तिका रचना, कार्य, भूमिका र समाजमा पारेको प्रभावका बारेमा सामग्रीमा उल्लेख गरेको देखियो। शिक्षण सामग्री बनाउने विषयमा छात्रशिक्षकहरू सचेत रहेका तर बनाउने ज्ञान र सिपको अभाव रहको हो कि भन्ने अवस्था भने टड्कारो देखिन्थ्यो।

शिक्षण अभ्यासका क्रममा वादविवाद, वक्तृत्व, संवाद शिक्षण गर्ने छात्रशिक्षकहरूले सामग्रीका रूपमा कार्य भल्कने तस्वीरहरू बनाएर प्रयोग गरेको पाइयो। यस्ता विषयवस्तुको शिक्षणका लागि उनीहरूले भूमिका निर्वाह गर्न लगाउने, कक्षाको अगाडि ल्याई पात्र अनुसारको भूमिका वा अभिनय गर्न लगाउने गरेको पाइयो। कोही छात्रशिक्षकले बुँदा टिपोटको अभ्यास गराउने गरेको पाइयो भने केहीले शुद्धोच्चारण अभ्यास गराउने गरेको पाइयो। तथापि पाठ्यपुस्तकको सहयोगमा यी शिक्षण कार्य गरेको भएता पनि शिक्षण सामग्रीको प्रयोग भने गरेको पाइएन।

छात्रशिक्षकहरूले कक्षा शिक्षणका क्रममा शब्दार्थ शिक्षण गर्नु परेमा भने अधिकांशले उपयुक्त पाठ्यसामग्री निर्माण गरेको पाइयो। चार्ट पेपरमा शब्द उल्लेख गरेका र ती शब्दको अर्थ अर्को पत्तीमा बनाई गाजी तालिकामा राखेर क्रमबद्ध शिक्षण गरेको देखियो। अवलोकनका क्रममा

छात्रशिक्षकहरूले विधा शिक्षणभन्दा व्याकरण शिक्षणमा सामग्रीको प्रभावकारी प्रयोग गर्ने गरेको पाइयो । व्याकरण शिक्षणमा प्रयोग गर्ने सामग्रीलाई भने छात्रशिक्षकहरूले स्वनिर्माण गरी सन्दर्भमा नै प्रदर्शन गरेको देखियो । कक्षाशिक्षणमा संलग्न छात्रशिक्षकको भनाइमा :

व्याकरण पढाउँदा भने छोटो छोटो शब्द, सहज रूपमा उल्लेख गर्न सकिने र गोजी तालिकामा नै राखेर देखाउन सकिने भएका कारण सामग्री बनाउन सहज भएको र विद्यार्थीलाई बुझाउन पनि सहज भएको अनुभव गर्दछु । शब्द निर्माण, शब्दको अर्थ, वाक्य निर्माण, वर्णविन्यास, नाम, सर्वनाम, क्रिया, काल, पक्ष, भाव आदि विद्यालय तहको कक्षामा शिक्षण गरिनु पर्ने व्याकरणका पाठहरूका सामग्री बनाउन सहज हुने रहेछ ।

(स्थलगत कुराकानीमा, २०८१) ।

यसो बताउने छात्रशिक्षकको कक्षा अवलोकनका क्रममा पनि सो कुरा भल्कन्थ्यो । सफा र ठूला अक्षरमा स्तरीय र उपयुक्त सामग्रीको व्यवस्थापन भएको देखिन्थ्यो । हरेक पाठमा व्याकरणका केही न केही पक्ष समेटिएको वर्तमान माध्यमिक पाठ्यक्रममा छात्रशिक्षकको रुचि पनि विधा शिक्षणका तुलनामा व्याकरण शिक्षण रहेको देख्न सकिन्थ्यो । यसको कारण भनेको शिक्षण अभ्यासमा संलग्न हुँदाका बखत तयार पार्ने पाठयोजनामा कुनै न कुनै शिक्षण सामग्री बनाएमा राम्रो हुने र त्यो सामग्रीको निर्माण विधा शिक्षणमा भन्दा व्याकरणका पाठमा सहज हुने उनीहरूको भनाइ रहेको थियो ।

शिक्षण सामग्रीको व्यवस्था र कक्षामा तिनको प्रयोग गर्दा विद्यार्थीहरूको बौद्धिक क्षमता, स्तर, सङ्ख्या, अनुभवको सेरोफेरो, भाषिक र सांस्कृतिक पृष्ठभूमि, स्थानीय वातावरण, पाठगत सान्दर्भिकता, विषयवस्तु र पाठ्यवस्तुको प्रकृति जस्ता विविध कुरामा ध्यान पुऱ्याउनु पर्दछ (शर्मा र पौडेल, २०७० पृ.२३७) । छात्रशिक्षक आफैँमा भरखरै शिक्षणसम्बन्धी सैद्धान्तिक कुरालाई सहपाठी शिक्षण र सूक्ष्म शिक्षण सम्पन्न गरी विद्यालय शिक्षणका लागि कक्षाकोठामा पुगेका हुन्छन् । उनीहरूलाई पाठयोजना निर्माण गर्दा सामग्रीको निर्माण र व्यवस्थापन साथै कक्षा प्रस्तुति मूल्याङ्कन र नम्बरसँग पनि सम्बन्धित हुने भएकोले शिक्षण सामग्रीको श्रेणीमा केही न केही लेख्ने गरेको पाइन्छ ।

### छात्र शिक्षकहरूले प्रयोग गरेका शैक्षिक सामग्रीको प्रकार, आवृत्ति र चयनमा पर्ने प्रभाव

शिक्षण सामग्री भाषिक सिप, संरचना र शब्दभण्डारको सहज हस्तान्तरणमा आधारित हुनु उत्तम मानिन्छ । विद्यार्थी केन्द्रित भएर गरिने शिक्षणका लागि सामग्री अपरिहार्य मानिन्छ । सिकाइका सिद्धान्त र मनोवैज्ञानिक पक्ष अनुसरण गरी निर्माण गरिएको शिक्षण सामग्रीले सिकाइ सहज र प्रभावकारी हुन्छ । अध्ययनबाट प्राप्त नतिजाअनुसार अभ्यास शिक्षणमा संलग्न छात्र शिक्षकहरूले विविध प्रकारका शैक्षिक सामग्रीहरूको प्रयोग गरेका पाइयो । ती मध्ये पाठ्यपुस्तकलाई नै एक सामग्रीको रूपमा बढी प्रयोग गरेको देखिन्थ्यो । यसका साथै चार्ट, फ्लास कार्ड, चित्र, केही डिजिटल सामग्री र मोबाइल एप्लिकेसनहरू प्रमुख थिए । उनीहरूको सामग्री व्यवस्थापन फाइलको मूल्याङ्कन गर्दा यी कुरा देख्न सकिन्थ्यो । अधिकांश छात्र शिक्षकहरू परम्परित सामग्रीमा बढी निर्भर देखिएता पनि केहीले प्रविधिमा आधारित सामग्रीको प्रयोग गर्न थालेका थिए । कक्षा सातमा भ्रमक कुमारी घिमिरे पाठ शिक्षण गरेकी धनकुटाकी एक छात्र शिक्षकले मोबाइलबाट भ्रमकको घर जाने बाटो, भ्रमकको फोटा लगायतको भिडियो सामग्री नै बनाएर विद्यार्थीहरूलाई देखाइन् । यो सामग्री निर्माणका सन्दर्भमा उनले भनिन् :

सर अस्ति भ्रमकको घरमा हामी उहाँलाई भेट्न गएका बेला मोबाइलबाट छोटो भिडियो बनाएको थियो । कक्षामा पाठ पनि त्यही पुगेको रहेछ अनि आज फाइल न अब्जर हुने दिन यहाँको सरलाई भनेर मैले प्रोजेक्टरमा यो कुरा देखाएको हो । यहाँको

सरले सहयोग गरिदिनु भयो । विद्यार्थीले पनि शान्तसँग बसेर सबै हेरे राम्रै भयो जस्तो लाग्यो सर ।

(स्थलगत अवलोकन र कुराकानी, २०८१) ।

यसबाट के देखिन्छ भने प्रविधिका केही जानकार छात्र शिक्षकहरूले यसरी डिजिटल सामग्रीको प्रयोग गरेर पनि शिक्षण गर्ने गरेका छन् ।

छात्र शिक्षकहरूले वाट्य मूल्याङ्कनको लागि बनाइएको दैनिक पाठयोजनामा प्राय शब्दार्थ र वाक्य निर्माणको पाठ्यवस्तु बढी राखेकोले शैक्षिक सामग्री समेत शब्दपत्ति, अर्थपत्ति, गोजी तालिका, फ्लाटीन पाटीको प्रयोग बढी देखिन्थ्यो । विद्यार्थीको ध्यान आफूतर्फ आकर्षित गर्नका लागि सामग्रीको प्रयोग गरेको अधिकांश छात्र शिक्षकको भनाइ रहेको थियो । छात्र शिक्षकले सामग्री तयार पार्ने सन्दर्भमा विद्यालयमा उपलब्ध स्रोत, आफूले तयार गर्न सक्ने क्षमता, समय सीमा र आन्तरिक मूल्याङ्कनकर्ताको सल्लाहलाई विशेष आधार बनाएको पाइयो । यसका साथै सामग्रीको सहजता र उपयोगिताले पनि सामग्री छनोटमा महत्वपूर्ण भूमिका खेलेको पाइयो । शैक्षिक सामग्रीको प्रस्तुति समूह कार्य, छलफल र प्रदर्शन जस्ता शैलीमा गर्ने गरेकोमा सबैले उही र उस्तै रूपमा शैक्षिक सामग्री प्रयोग भने नगरेका पाइयो । शैक्षिक सामग्रीको प्रयोगले सिकाइ प्रभावकारी बनाउने, सिकाइ सरल र रमाइलो हुने भएता पनि तयारीमा समय लाग्ने र व्यवस्थापनमा कठिनाइ हुने हुनाले आफूहरूलाई सबै जानकारी हुँदा हुँदै पनि सामग्री निर्माणमा त्यति ध्यान नदिएको कुरा समेत अध्ययनका क्रममा छात्र शिक्षकहरूले बताएका थिए । शिक्षण सामग्रीको छनोट गर्दा सक्षमता तथा सिकाइ उपलब्धिहरू, विषयवस्तुको स्वरूप, विद्यार्थी मनोविज्ञान, क्षमता र रुचि, स्रोत साधनको उपलब्धता, विद्यालय वातावरण र सिकाइ सहजीकरण अवस्था जस्ता पक्षमा ध्यान दिनुपर्छ । छात्र शिक्षकहरूले वाट्य परीक्षणका समयमा वाट्य परीक्षकलाई प्रभावित तुल्याउन र बढीभन्दा बढी अङ्क प्राप्त गर्नका लागि पनि केही सामग्रीको प्रयोगलाई बारम्बार गरेको पाइयो । छात्र शिक्षकले अभ्यास शिक्षणको क्रममा दृश्य, श्रव्य, श्रव्य-दृश्य, सहभागितामूलक र डिजिटल सामग्रीको प्रयोग गर्न सक्छन् । दृश्य सामग्रीमा चार्ट, पोस्टर आदि पर्दछन् जसले अमूर्त अवधारणालाई ठोस रूपले लिन र पढाएको कुरा सहज ढङ्गले बुझ्न सक्छन् । श्रव्य सामग्रीमा रेकर्डिङ, गीत, लोककथा र संवाद जस्ता सामग्री पर्दछन्, जसले भाषिक सिप र श्रवण क्षमताको विकासमा सहयोग पुऱ्याउँछ । श्रव्य-दृश्य सामग्रीमा भिडियो, मल्टिमिडिया प्रस्तुति र इन्टरनेटमार्फत प्राप्त शैक्षिक सामग्री पर्दछन्, जसले विद्यार्थीलाई प्रत्यक्ष अनुभवजस्तो अनुभूति दिन्छ । सहभागितामूलक सामग्रीमा खेलकूद, भूमिका निर्वाह, सिमुलेसन र समूहकार्यका कार्यपत्रहरू पर्दछन्, जसले विद्यार्थीको सक्रिय सहभागिता र सामाजिक सिप विकासमा टेवा पुऱ्याउँदछ । डिजिटल सामग्रीमा पावरप्वइन्ट स्लाइड, अनलाइन क्विज, शैक्षिक एप्स, ई-बुक र खुला शैक्षिक स्रोत समावेश छन्, जसको प्रयोगले विशेष गरी माध्यमिक तहका नेपाली कक्षामा बढ्दो रूपमा देखिन्छ ।

### शिक्षण अभ्यास सुधारमा शैक्षिक सामग्रीको भूमिका

यस अध्ययनबाट प्राप्त परिणामले अभ्यास शिक्षणमा संलग्न अधिकांश छात्र शिक्षकहरूले शिक्षण सामग्रीको प्रयोग गर्ने प्रयास गरेको देखिन्छ । यद्यपि सामग्रीको स्तर, विविधता र प्रभावकारितामा स्पष्ट अन्तर रहेको पाइयो । अध्ययनका क्रममा देखिएअनुसार छात्र शिक्षकहरूले परम्परागत सामग्री जस्तै पोस्टर, चार्ट, फ्लासकार्ड र नक्साहरूको प्रयोगमा भुकाव देखाएका थिए । प्रविधिमा आधारित सामग्रीको भने अत्यन्तै न्यून मात्रामा प्रयोग भएको थियो । शिक्षण अभ्यासका क्रममा डिजिटल सामग्रीको प्रयोग गर्ने छात्र शिक्षकको सङ्ख्या दुई मात्रै थियो । यसले प्रविधि पहुँचको अभाव, प्रविधिमैत्री तालिमको कमी तथा तयारीमा लाग्ने समयजस्ता कारणले डिजिटल सामग्रीको प्रयोगमा बाधा पुऱ्याएको सङ्केत गर्दछ । त्यसै गरी शिक्षण सामग्रीको प्रयोगका दृष्टिले छात्र शिक्षकहरू

दुई प्रकारका देखिए । एक जो आफैँले सामग्रीको निर्माण गर्छन् र अर्को जो पहिले नै बजारमा वा अन्य कतै उपलब्ध भएका सामग्रीको प्रयोग गर्दछन् । आफैँले सामग्री बनाउने शिक्षकहरू अन्यका तुलनामा रचनात्मक, आत्मविश्वासी र सशक्त देखिएका छन् । Vygotsky (सन् १९७८) ले प्रस्ताव गरका “active learning” सिद्धान्तअनुसार सिकाइ प्रक्रियामा सक्रिय संलग्नता र सृजनात्मकता विद्यार्थी र शिक्षक दुबैका लागि विकासोन्मुख हुन्छ । यही आधारमा आफैँले सामग्री निर्माण गर्ने शिक्षकहरूले कक्षाकोठामा बढी विद्यार्थी संलग्न हुने र सिर्जनात्मक हुने गरेका देखिए । यसले सिकाइ वातावरणलाई सहज र सन्दर्भमूलक बनाउने देखिन्छ । शिक्षण सामग्रीको प्रयोग र विद्यार्थीको सिकाइ उपलब्धिबीच प्रत्यक्ष सम्बन्ध देखिएको छ । कक्षा अवलोकन र कुराकानीबाट सामग्री प्रयोग भएका कक्षाहरूमा विद्यार्थी बढी सक्रिय, जिज्ञासु र सहभागी बनेको देखिए । Tyler (सन् २०१०) ले भने अनुसार “Instructional materials facilitate the understanding of abstract concepts by providing concrete experiences.” यसमा पनि शिक्षण सामग्रीले छात्र शिक्षकका लागि सहजतासँगै विद्यार्थीका लागि अवधारणात्मक स्पष्टता ल्याउँछ ।

यद्यपि शिक्षण सामग्रीको प्रयोगमा सकारात्मक पक्षहरू देखिए तापनि कतिपय संरचनात्मक र सन्दर्भगत चुनौतीहरू प्रस्ट देखिए । कतिपय छात्र शिक्षकहरूले आधारभूत सामग्री समेत नबनाएको र कतिपयले विद्यालयको सहयोग नपाएको, समय नमिलेको जस्ता कुराले चाहेर पनि प्रभावकारी सामग्री बनाउन नसकेको बताए । Fullan (सन् २००७) को भनाइअनुसार “Educational change is not possible without systemic support and collaborative culture.” यस आधारमा विद्यालय प्रशासन, सहयोगी शिक्षक र शिक्षक तालिम संस्था (यहाँ तालिम संस्था भन्नाले स्नातक तहमा अभ्यास शिक्षणका लागि शिक्षण गर्ने शिक्षक) बीचको समन्वय अत्यावश्यक देखिन्छ । अध्ययनमा सहभागी अधिकांश छात्र शिक्षकहरूले अभ्यास शिक्षणका क्रममा विद्यालयको सहयोग अपर्याप्त रहेको महसुस गरेका थिए । शिक्षा नीति २०७६ मा डिजिटल प्रविधिको प्रयोगलाई प्राथमिकता दिइएको छ, तर व्यवहारमा त्यो कार्यान्वयन अत्यन्तै कमजोर देखिएको छ । UNESCO (सन् २०२०) को शिक्षा प्रतिवेदनमा पनि डिजिटल पहुँच र शिक्षकको प्रविधि दक्षता अभाव विकासशील मुलुकहरूको साझा चुनौतीका रूपमा औँल्याइएको छ । नेपालको सन्दर्भमा पनि यही प्रवृत्ति देखिन्छ । छात्र शिक्षकहरूमा प्रविधिप्रतिको जिज्ञासा भए पनि तयारी समयको अभाव, प्रविधि जस्ता तालिमको अभाव तथा साधनको सीमितताले उनीहरूलाई प्रविधि प्रयोगबाट टाढा राखेको देखिन्छ । यसरी हेर्दा अभ्यास शिक्षणमा संलग्न छात्र शिक्षकहरूको शिक्षण सामग्री प्रयोगमा आंशिक सुधारको सङ्केत देखिए तापनि अझ प्रभावकारी बनाउने ठूलो सम्भावना बाँकी रहेको स्पष्ट हुन्छ । निर्धारित सक्षमता र कक्षागत सिकाइ उपलब्धि हासिल गर्नका लागि शिक्षक र विद्यार्थीले विषयवस्तुमा आधारित भई गर्ने क्रियाकलापमा आधारित भई शिक्षण सामग्रीको व्यवस्थापन गर्नुपर्ने हुन्छ ।

अभ्यास शिक्षणमा संलग्न छात्र शिक्षकले प्रयोग गर्ने सामग्री शिक्षण सिकाइ प्रक्रियाको प्रभावकारितामा प्रत्यक्ष प्रभाव पार्ने महत्वपूर्ण पक्ष हो । अभ्यास शिक्षणको मूल उद्देश्य भावी शिक्षकलाई वास्तविक कक्षा परिस्थितिमा सिकाइ अनुभव प्रदान गर्नु हो, जसमा उपयुक्त सामग्रीको चयन निर्माण र प्रयोगको सिप सिकाउनु आवश्यक हुन्छ । शिक्षण सामग्री भनेको शिक्षकले विषयवस्तु स्पष्ट जीवन्त र बुझ्न सजिलो बनाउन प्रयोग गर्ने कुनै पनि माध्यम, साधन वा स्रोत हो (शर्मा र पौडेल, २०७०) । नेपालमा शिक्षक शिक्षा कार्यक्रम विशेष गरी स्नातक तह (बी.एड.) को अभ्यास शिक्षणमा विद्यार्थी शिक्षकलाई कक्षा व्यवस्थापन, सिकाइ वातावरण सिर्जना र शिक्षणलाई आकर्षक बनाउन सामग्रीको प्रयोगमा जोड दिइन्छ (काफ्ले २०७५) । नेपाली कक्षा शिक्षणमा विविध भाषिक पृष्ठभूमि भएका विद्यार्थीहरू आउने भएकाले पनि उनीहरूको सिकाइ शैली फरक हुने गर्दछ । यस्तो समयमा शिक्षण सामग्रीको प्रयोग अपरिहार्य मानिन्छ । सामग्रीको प्रयोगले शिक्षण समावेशी र सहज बन्ने गर्दछ ।

सामग्री छनोट गर्दा छात्र शिक्षकले शैक्षिक उद्देश्यसँगको सम्बन्ध, विद्यार्थीको उमेर र स्तर, विद्यालयमा उपलब्ध स्रोत, स्थानीय सन्दर्भ र सांस्कृतिक सान्दर्भिकतालाई विचार पुऱ्याउनु पर्दछ। अध्ययनका क्रममा ग्रामीण विद्यालयमा सरल र स्वनिर्मित सामग्रीको प्रयोग अधिक पाइयो भने शहरी क्षेत्रका विद्यालयमा डिजिटल प्रविधिमा आधारित सामग्रीको प्रयोग तुलनात्मक रूपमा बढी पाइयो। प्रभावकारी सामग्रीको प्रयोगले विद्यार्थीको सक्रिय सहभागिता बढाउने, अवधारणहरू दीर्घकालीन रूपमा सम्भन मदत गर्ने, सिकाइ वातावरणलाई रोचक र प्रेरणदायी बनाउने, विद्यार्थीको समालोचनात्मक सोच र समस्या समाधान क्षमताको विकास गर्ने मात्र होइन, शिक्षकको व्यावसायिक सिप र आत्मविश्वा पनि बढाउँछ।

### निष्कर्ष

यस लेखले त्रिभुवन विश्वविद्यालय अन्तर्गत शिक्षाशास्त्र सङ्कायको स्नातक तह चौथो वर्षमा अनिवार्य रूपमा समावेश गरिएको अभ्यास शिक्षण कार्यक्रमका दौरानमा छात्र शिक्षकहरूले शिक्षण सामग्रीको प्रयोग कति, कसरी र कस्ता सन्दर्भमा गरिरहेका छन् भन्ने पक्षलाई उजागर गरेको छ। अध्ययनबाट प्राप्त नतिजाले अधिकांश छात्र शिक्षकहरूले पाठयोजनाको आवश्यकताअनुसार शिक्षण सामग्री प्रयोग गर्ने प्रयास गरेको पाइयो। तापनि सामग्री प्रयोगको विविधता, प्रासङ्गिकता र प्रविधिमा आधारित सामग्रीको निर्माण र प्रयोग अपेक्षकृत सीमित रहेको देखियो। परम्परागत सामग्री जस्तै चार्ट, पोस्टर आदिको प्रयोग गर्ने सङ्ख्या बढी पाइयो भने पावरप्वइन्ट बनाएर प्रविधिमा आधारित सामग्रीको प्रयोग न्यून देखियो। शिक्षण सामग्री आफैँ निर्माण गर्ने छात्र शिक्षकहरूमा आत्मविश्वास, सृजनशीलता र विद्यार्थी संलग्नता तुलनात्मक रूपमा राम्रो देखिएको छ। अभ्यास शिक्षणमा खटिने शिक्षक प्रशिक्षक वा आन्तरिक तथा बाह्य परीक्षकको सहयोग पर्याप्त नहुनु जस्ता पक्षले छात्र शिक्षकलाई प्रभावकारी सामग्री प्रयोगबाट बञ्चित तुल्याएको जस्तो अनुभव छात्र शिक्षकहरूको पाइएकाले पाठ शीर्षक, पाठवस्तु अनुकुल र सोही अनुसारको शिक्षण सामग्री निर्माणमा उनीहरूलाई प्रयाप्त सहयोग गर्नु पर्ने देखिन्छ। अन्ततः अभ्यास शिक्षण कार्यक्रमले भावी शिक्षकहरूलाई कक्षा व्यवस्थापन, पाठयोजना अनुसारको शिक्षण सामग्रीको प्रयोग र विद्यार्थी केन्द्रित शिक्षण शैलीको अभ्यास गर्ने अमूल्य अवसर प्रदान गर्दछ। त्यसैले यो कार्यक्रमको प्रभावकारिता शिक्षण सामग्री प्रयोग जस्ता पक्षमा निर्भर हुने हुँदा शिक्षक तयार पार्ने निकाय अभ्यास शिक्षणको प्रयोगात्मक स्वरूपलाई व्यवहारिक, प्रविधिमैत्री र विद्यार्थीमैत्री बनाउने दिशातर्फ संस्थागत तथा नीतिगत सुधार आवश्यक छ। यसरी अभ्यास शिक्षणमा संलग्न छात्र शिक्षककालगि सामग्रीको प्रयोग केवल सजावट वा अतिरिक्त गतिविधि मात्र नभई शिक्षण अध्ययनको अनिवार्य अङ्ग हो। यसले विद्यार्थी र शिक्षक दुवैलाई सक्रिय, सिर्जनात्मक र उद्देश्यपूर्ण सिकाइ अनुभव दिलाउँछ। त्यसैले शिक्षक प्रशिक्षण कार्यक्रमले सामग्री निर्माण, छनोट र प्रभावकारी प्रयोगको व्यावहारिक सिप सिकाउनेमा विशेष जोड दिनुपर्छ साथै स्थानीय स्रोत र सन्दर्भलाई आधार मानेर सामग्री विकास गर्ने अभ्यासलाई निरन्तर प्रोत्साहन गर्नुपर्दछ।

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## लेखक परिचय

मीनप्रसाद अधिकारी, धनकुटा बहुमुखी क्याम्पस धनकुटाका नेपाली शिक्षा विषयका उपप्राध्यापक हुनुहुन्छ। वि.स. २०६४ सालदेखि अध्यापन कार्यमा सलग्न उहाँका थुप्रै अनुसन्धानमूलक लेख र केही लघु अनुसन्धान प्रकाशन छन् । हाल विद्यावारिधि अनुसन्धानरत अधिकारी नेपाली भाषाशिक्षण र अनुसन्धानका क्षेत्रमा शिक्षण विधि र नवीन प्रविधिको प्रयोगजस्ता विषयमा कलम चलाउनु हुन्छ । नेपाली भाषाशिक्षणमा प्रविधिको एकीकरण उहाँको अध्यनीय क्षेत्र हुन् ।

## लाहुरी भैंसी कथामा वर्गसङ्घर्ष

सुनिल अर्याल

### लेख सार

#### Article History

Received: 13 May, 2025  
Revised: 17 September, 2025  
Accepted: 2 October, 2025

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#### Publisher:

Research Management Cell  
Drabya Shah Multiple Campus,  
Gorkha, Nepal

Email: [info@dsmc.edu.np](mailto:info@dsmc.edu.np)

Website: [www.dsmc.edu.np](http://www.dsmc.edu.np)

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लाहुरी भैंसी कथामा वर्गसङ्घर्ष शीर्षकको प्रस्तुत अध्ययनपत्र वर्गसङ्घर्षको विश्लेषणमा आधारित छ । वर्गसङ्घर्षले साहित्यिक कृतिमा समुदायका मानिसहरूको आर्थिक अवस्था के कस्तो छ र तिनलाई कसरी चित्रण गरिएको छ भन्ने तथ्यलाई प्रष्ट पार्छ । यस अध्ययनको मुख्य उद्देश्य कथामा रहेका वर्गसङ्घर्षका विभिन्न पक्षहरूलाई केलाउनु रहेको छ । प्रस्तुत अध्ययन साहित्यिक अध्ययनसँग सम्बन्धित हुनाले यो गुणात्मक विधि तथा पुस्तकालय कार्यमा आधारित छ । यस अध्ययनमा प्राथमिक र द्वितीयक स्रोत सामग्री रहेका छन् । प्राथमिक सामग्रीका रूपमा विश्लेष्य कथा छ भने द्वितीयक सामग्रीका रूपमा मार्क्सवादका सम्बन्धमा भएका अध्ययन, समीक्षा, भूमिका, फुटकर लेखहरूका साथै मार्क्सवाद सम्बद्ध पुस्तक तथा लेख रचनाहरू रहेका छन् । यी छनोट गरिएका सामग्रीको अध्ययन गर्दा अध्ययनप्रश्न र निर्धारित उद्देश्यहरूको परिधिभित्र सीमित रहनुका साथै कथामा रहेको वर्गसङ्घर्षका आधारमा मात्र केन्द्रित भई अध्ययनको विश्लेषण गरिएको छ । प्रस्तुत अध्ययनको सैद्धान्तिक आधार मार्क्सवादी सिद्धान्त रहेको छ । यस सिद्धान्तका आधारमा अध्ययनका

लागि छनोट गरिएको रमेश विकलको लाहुरी भैंसी कथाको कथानक, पात्र र परिवेशको वर्गसङ्घर्षजस्ता पक्षको पहिचान गरी विश्लेषण गरिएको छ । यस अध्ययनमा वर्गसङ्घर्षका पक्षमा विचार विमर्श भएको छ ।

**मुख्य शब्दावलीहरू:** दर्शन, द्वन्द्वात्मक, भौतिकवादी, मार्क्सवाद, वर्गसङ्घर्ष

## परिचय

रमेश विकल (१९८५-२०६५) को कथालेखन परम्परालाई हेर्दा २०३६ सालभन्दा अघि लेखिएका कथाहरू प्रगतिवादी धारामा केन्द्रित रहेका छन् (लुइटेल्, २०६७)। प्रगतिवादी धाराका कथाकार रमेश विकलका कथामा समाजमा विद्यमान आर्थिक असमानता, सामाजिक भेदभाव, वर्गीय वैषम्य र भेदभाव, अन्धविश्वास र रुढि आदिको चित्रण पाइन्छ।

लाहुरी भैंसी विकलको नयाँ सडकको गीत कथासङ्ग्रहमा सङ्ग्रहित प्रगतिवादी कथा हो। यस कथामा नेपाली समाजमा विद्यमान वर्गविभेद, असमानता, सामाजिक शोषणजस्ता कुरालाई समेटिएको छ। लाहुरी भैंसी कथामा तत्कालीन समाजमा रहेको वर्गसङ्घर्षको परिणति अभिव्यक्ति गर्ने प्रयास भएको छ।

वर्गसङ्घर्ष मार्क्सवादी दर्शन र त्यसको साहित्यिक धारा प्रगतिवादको मुख्य विषयगत आधार तथा प्रवृत्ति हो (भट्टराई २०७२, पृ.५७)। यसमा द्वन्द्वात्मक तथा ऐतिहासिक भौतिकवादी मान्यता अनुसार सामाजिक यथार्थको विश्लेषण गरी जीवन सौन्दर्यको अन्वेषण गरिएको छ। यसले साहित्यका माध्यमबाट समाजमा विद्यमान वर्ग सङ्घर्षको चित्रण गर्दै निम्न वर्गीय पक्षधरता दर्साई धार्मिक, जातीय, लैङ्गिक आदि तमाम प्रकारका शोषणको विरोध तथा प्रकृति र समाजका हरेक वस्तु र विचारमा हुने द्वन्द्व एवम् निरन्तर परिवर्तनप्रतिको आस्थालाई प्रस्तुत गर्दछ। यसले समाज र साहित्यको जीवन र साहित्यको, श्रम र साहित्यको अभिन्न सम्बन्ध रहेको मान्यता प्रस्तुत गर्दछ। रमेश विकलका कथा प्रगतिवादी चिन्तनलाई केन्द्र बनाएर रचना गरिएका छन्। यस सन्दर्भमा लाहुरी भैंसी कथामा वर्गसङ्घर्ष प्रखर रूपमा प्रकट भएको छ। वर्गसङ्घर्ष अभिव्यक्ति प्रगतिवादी कथाको महत्त्वपूर्ण विषयगत पक्ष पनि हो। यस परिप्रेक्ष्यमा विकलका कथाहरूमा वर्गसङ्घर्ष के-कसरी प्रकट भएको छ भन्ने कुरा प्राज्ञिक जिज्ञासाको विषय बनेको छ। लाहुरी भैंसी कथामा वर्गसङ्घर्ष प्रतिविम्बन के-कसरी भएको छ जिज्ञासामा आधारित भएर प्रस्तुत लेखन कार्य सम्पन्न गरिएको छ।

## अध्ययनको उद्देश्य

प्रस्तुत अनुसन्धानको प्रमुख समस्या भन्नु नै लाहुरी भैंसी कथामा वर्गसङ्घर्षको विश्लेषण तथा मूल्याङ्कन हो। यसको समाधान गर्नु नै अध्ययनको उद्देश्य हो। लाहुरी भैंसी कथालाई अनुसन्धानको क्षेत्र बनाई सम्पन्न गरिने प्रस्तुत अध्ययनको उद्देश्य निम्न रहेको छ : (क) लाहुरी भैंसी कथामा वर्गसङ्घर्षको प्रस्तुतिलाई निरूपण।

## अध्ययन विधि

प्रस्तुत अध्ययनको सैद्धान्तिक आधार मार्क्सवादी दर्शनको वर्गसङ्घर्ष रहेको छ। यस अध्ययन पत्र तयार गर्न पुस्तकालयीय स्रोतबाट सामग्री सङ्कलन गरिएको छ। यो अध्ययन गुणात्मक अनुसन्धान विधिमा पाठ विश्लेषण प्रक्रियामा आधारित छ। विवेच्य कथामा वर्ग सङ्घर्षको प्रतिविम्बनको स्थिति निरूपण गर्दा वर्ग सङ्घर्षसँग सम्बन्धी मार्क्सवादी मान्यताको उपयोग गरिएकाले यो विश्लेषण पद्धति निगमनात्मक प्रकारको छ। लाहुरी भैंसी कथामा वर्गसङ्घर्षका अभिव्यक्तिका सम्बन्धमा त्यसको

आख्यानीकरणको पद्धति समेतको अध्ययन गरिएकाले यसका लागि आख्यानात्मक तत्त्वको उपयोग गर्दै अनुसन्धान समस्याहरूको समाधान पहिल्याउने प्रयास भएको छ ।

### सैद्धान्तिक पर्याधार

प्रस्तुत अध्ययनको मुख्य शोध सन्दर्भ लाहुरी भैंसी कथामा अभिव्यक्त वर्गसङ्घर्षको निरूपण र मूल्याङ्कन गर्नु हो । सङ्घर्ष अनेकन प्रकार हुने र त्यसको निरूपणका पनि अनेक सैद्धान्तिक आधार हुने कुरा स्पष्ट छ । वर्गसङ्घर्ष भने मार्क्सवादी दर्शन र राजनीतिक मान्यतासँग सम्बद्ध विशिष्ट पारिभाषिक पदावली हो र मार्क्सवादले मानव समाजको आजसम्मको इतिहासलाई वर्ग सङ्घर्षको इतिहास मानेको छ, मार्क्स-एङ्गल्स (२०६४) । यो सामाजिक यथार्थको एउटा महत्त्वपूर्ण पाटो पनि हो । लाहुरी भैंसी कथा लेखन यही मार्क्सवादी मान्यतासँग सम्बद्ध छ । त्यसैले प्रस्तुत अध्ययनमा विवेच्य कथाको विश्लेषण गर्दा वर्गसङ्घर्षसँग सम्बद्ध मार्क्सवादी सैद्धान्तिक मान्यताको उपयोग भएको छ । मार्क्सवादी दर्शनको एउटा शाखा ऐतिहासिक भौतिकवादले समाज विकासको अध्ययन वर्गसङ्घर्ष सम्बन्धी मान्यताका आधारमा गर्दछ । प्रस्तुत अध्ययनमा ऐतिहासिक भौतिकवादको वर्गसङ्घर्ष सम्बन्धी सैद्धान्तिक मान्यताको निरूपण गर्दै त्यसैका आधारमा कथाहरूको निरूपण गरिएको छ ।

### लाहुरी भैंसी कथामा वर्गसङ्घर्षको परिणति

साहित्यका आधारभूत तत्त्वहरू कथानक, पात्र, परिवेश र उद्देश्यमा प्रारूपीकरण कसरी हुन्छ भन्ने कुरासँग साहित्यको स्वरूप जोडिएको हुन्छ । सचेत रूपमा प्रस्तुत गरिएको वर्गीय साहित्यमा वर्गीय पक्षधरता हुनु अनिवार्य छ र यो आफ्नो स्वार्थ अनुरूपका विशेषता बोकेर खडा हुन्छ । वर्गीय पक्षधरताका कारण वर्गीय प्रेम, वर्गीय घृणा, वर्गीय मान्यता, वर्गीय आदर्श, वर्गीय सद्भाव देखापर्दछ । मानिसहरूका वर्गीय चेतनाको कारण यस्ता भावनाहरू विकास भई वर्गसङ्घर्ष सिर्जना हुन्छ । यिनै कुराहरूको प्रतिबिम्बन साहित्य र अन्य कलामा समेत हुने हुँदा सर्जकले वर्गद्वन्द्वको प्रमुख स्रोतका रूपमा समाजलाई नै लिई सामाजिक घटनाक्रमहरूलाई विषयवस्तु बनाउँछन् । त्यसैले साहित्य र मानिसका वर्गहरू दुवै सामाजिक तत्त्व हुन् । माओका विचारलाई हेर्दा निरपेक्ष रूपमा शाश्वत नभएका कारण द्वन्द्वात्मकता सिर्जना हुन्छ र वर्गले समाजमा कुनै विचार वा कामलाई शाश्वत वा निरपेक्ष हुन दिदैन (चैतन्य २०६४, पृ.१३) । उनका अनुसार वर्ग समाजमा हरेक मानिसका विचार, मान्यता र आदर्श वर्गीय नै हुन्छन् । वर्गसङ्घर्षको मूल कारण समाजका वर्गहरू बिचको वैरभावपूर्ण सम्बन्ध हो । यस्तो सम्बन्धले वर्गसङ्घर्षको सिर्जना गर्छ र सामाजिक रूपान्तरणमा सहयोग पुऱ्याउँछ । सामाजिक परिवर्तनको अपेक्षा राखेर नै वर्गसङ्घर्ष हुन्छ । साहित्यमा वर्गसङ्घर्षका कारण देखिएका सामाजिक, आर्थिक, भौतिक, राजनीतिक तथा नैतिक मूल्य-मान्यता तथा आदर्श सम्बन्धी परिवर्तनहरूलाई परिणतिका रूपमा हेरिन्छ । मानव समाज विकासको क्रमलाई हेर्दा जहिले पनि उत्पीडक वर्ग र उत्पीडित वर्गको बिचमा अन्तर्विरोध चर्कदा सङ्घर्षको सिर्जना भई त्यसको परिणतिका रूपमा पुराना मूल्य, मान्यता, आदर्श आदिमा परिवर्तन भई नयाँ मान्यता र व्यवस्थाको सुरुवात भएको देखिन्छ । वर्गसङ्घर्ष नै वर्गीय मानव समाजको विकासको केन्द्रीय कारण हो । मानव समाजको विकास प्रक्रिया हेर्दा वर्गोत्पत्ति र वर्गहरू बिचको वर्गसङ्घर्षका सापेक्षतामा सामाजिक परिवर्तनहरू भएको देखिन्छ (एङ्गल्स, १९८६, पृ. २०३) । यसरी उत्पीडित वर्ग, किसान, मजदुरवर्गहरूको सङ्गठित शक्तिले पुँजीवादी शोषण विरुद्धमा विद्रोहात्मक आवाज उठाएपछि जहाँ-जहाँ उत्पीडित वर्ग विजयी भए त्यहाँ समाजवादी व्यवस्था लागु भएको देखिन्छ । पुँजीवादबाट समाजवादमा सङ्क्रमण गर्दाका नियमहरूलाई राम्ररी लागु गरेका ठाउँमा समाजवाद टिक्यो तर जहाँ यस नियमको उल्लङ्घन भयो त्यहाँ समाजवादले पनि धक्का खाएको देखिन्छ । यस्ता किसिमका विकास र अवरोधहरू पनि समाजमा विद्यमान वर्गद्वन्द्वकै परिणतिहरू हुन् । यस्ता घटना

परिघटनाहरूबाट साहित्य पनि प्रभावित हुन्छ र त्यसको स्वाभाविक प्रतिबिम्बन साहित्यमा देखा पर्छ । साहित्यमार्फत् अभिव्यक्त भएका यस्ता विषयवस्तुले वर्गीय चेतना अभिवृद्धि गर्छ साथै सामाजिक रूपान्तरणको अपेक्षा राखेर वर्गीय सङ्घर्षलाई बढावा दिन्छ ।

साहित्यमा देखिएका वर्गीय चेतनाका कारण निश्चित वर्गको चेतनाको स्तर अभिवृद्धि हुन्छ । वर्गीय चेतनाले वर्गीय प्रेम, वर्गीय एकता, वर्गीय घृणा, वर्गीय आक्रोश सिर्जना गर्ने हुँदा स्वाभाविक रूपमा वर्गसङ्घर्ष सिर्जित हुन्छ । वर्गसङ्घर्षबाट पुरातन मूल्य, मान्यता र आदर्शमा परिवर्तनका साथै नवीन चेतना, नवीन संस्कार तथा मूल्य र मान्यताको विकास भई सामाजिक, राजनीतिक रूपान्तरणका परिणतिहरू देखा पर्दछन् । यिनै आधारमा साहित्यमा देखिने वर्गसङ्घर्षका परिणतिहरू अध्ययन र विश्लेषण गर्न सकिन्छ ।

लाहुरी भैसी कथामा वर्गीय पक्षधरताको सशक्त रूपमा प्रयोग भएको पाइन्छ । लाहुरी भैसी कथामा कथाकारले विश्व मानवता र मानवीय करुणालाई बढी महत्त्व दिएर प्रस्तुत गरेको पाइन्छ । यस कथामा निम्न वर्गीय पात्र लुखुरे र उच्चवर्गीय पात्र द्वारेबाका बिच सङ्घर्ष देखिने भएकाले यस कथामा व्यक्ति र शोषित वर्गप्रति सहानुभूति प्रकट गरिएको पाइन्छ । यिनै परिणतिलाई तल अध्ययन गरिएको छ ।

### लाहुरी भैसी कथाको कथाबस्तु

लाहुरी भैसी कथामा नेपाली ग्रामीण समाजको निम्नवर्गीय परिवारको किसान लुखुरेले आफ्नो श्रीमतीको नाककानको सुन मासेर जग्गा धितो राखी ऋण काढेर दुना भैसी किनेर ल्याउँछ । गरिव लुखुरेको घरमा भैसी बाँधेको द्वारे बाले देख्छन । भैसी बाँधेको देखेपछि द्वारे बाको मनमा सामन्ती चरित्र देखा पर्छ । इर्ष्या भावले द्वारेको मनमा खैलाबैला उत्पन्न गराएबाट कथाको सुरुवात भएको छ ।

घरमा राम्रो लाहुरी भैसी आएपछि लुखुरेको सपरिवार खुसी छन् तर त्यो खुसी लामो समयसम्म रहन पाउँदैन । समाजको सामन्ती छिमेकमा सबैले मानेका व्यक्ति द्वारेलाई राम्रो लाहुरी भैसी देखेर डाहा लाग्छ । उसले कपटपूर्ण जाल रची भैसीमा खोट देखाउँदै लुखुरेलाई विश्वस्त तुल्याउन इशाराले आफ्ना चम्चे भरौटे रामवीरे, खुलाल र घमानेलाई समर्थन गर्न लगाउँछ । हेर्दा भैसी ह्स्पुष्ट हट्टाकट्टा देखिए पनि गाउँमा सबैले मानेका मान्छे र अरुले समेत रोगी ठहर गरेपछि गरिव लुखुरे चिन्तित बन्छ । केही समय अगाडिसम्म खुसी पत्नी घैटी नानाभाँती गाली गरी लोग्नेसँग बाभन्न थाल्छे । भएका सबै गहना र जग्गा धितो राखी ऋण काढेर किनेको भैसी ऋणमा जाकिएर मर्ने पो हो कि भन्ने चिन्ताले गरिव लुखुरेलाई रातभरि निन्द्रा लाग्दैन । अर्कोदिन द्वारेबाको घरमा भैसीको चर्चा हुन्छ । लुखुरेमाथि द्वारेबाले लुखुरेमाथि भुठो विश्वास दिलाएको नाटक गरेपछि घमाने, सीताराम पण्डित र बुढाथोकीले द्वारेको पक्ष लिन्छन् । नेपाल बाहुनको रु २५०१- ऋण तिर्ने पैसासम्म पाए लुखुरेले बाँकी घाटा सहेर भएपनि भैसी दिन तयार भएपछि द्वारे आफू घाटामा परेर भएपनि लुखुरेलाई सहयोग गरेको नाटक मञ्चन गरी लुखुरेले किनेकोभन्दा धेरै कम मूल्यमा लाहुरी भैसी किनिदिन्छन र द्वारेको लाहुरी भैसी हातपार्ने कुटिल योजना साकार हुन्छ भने लुखुरे षडयन्त्रको सिकार बन्न पुग्छ ।

यसरी आर्थिक अवस्थामा सुधार ल्याउन कोसिस गरिरहेको एउटा गरिव लुखुरेलाई गाउँका शोषक जाली फटाहा द्वारेबाले अनेक तिकडम गरेर असफल बनाउँछ ।

### समाजको सामन्ती चरित्रमा केन्द्रित वर्गसङ्घर्षको परिणति

'लाहुरी भैसी' कथामा तत्कालीन ग्रामीण नेपाली समाजमा अशिक्षाका कारण माथिल्लो वर्गमा रहेका ठुला भनाउँदाहरूबाट निम्न वर्गका मानिसहरू हेपिने तथा उच्च वर्गकाहरूको खराब संस्कृति भएको कुरा उद्घाटित भएको छ । प्रस्तुत कथाको सुरुमा नै द्वारे बाले लुखुरेको आँगनमा भैसी बानेको देख्ने वित्तिकै सामन्ति प्रवृत्ति देखाएको छ "लुखुरेया घराँ त निकै रमभम देखिन्छ नि ? आँगनाँ पनि निकै

मान्छे भ्यामिएका छन्” (अनुच्छेद.१) सामन्तले आफ्नो वरिपरि भरौटे राखेर सही थाप्ने भरौटे हुने कुरा कथामा आएको छ “ रामे ! ए रामे ! लुखुरेका आँगनाँ के को रुमलो हो हेर हेर ! एउटा कालो त डिङ्गो जस्तो पनि देखिन्छ नि ? हँ, बा ? होइन बा, अस्ति लुखुरे भैंसी लिन जान्छुभन्थ्यो नि, ल्यायो पो कि त ! ” (अनुच्छेद.१) । नेपाली समाजमा मान्यजनलाई हिन्दू धर्म संस्कार अनुसार खुट्टामा शिर राखेर ढोगिदिने प्रचलन रहेको छ । यस्तो प्रचलनको अभिव्यक्ति प्रस्तुत कथामा रामवीरेले द्वारे बालाई ढोगिदिएको लेखकीय वर्णनमा आएको छ “रामवीरे बडबडाउदै द्वारे बाका आँगनतिर उक्ल्यो द्वारे बाका गोडामा ढोग्यो ” (अनुच्छेद.१) । लुखुरेले गाउँमा ऋण काढेर भएपनि एउटा गतिलो भैंसी किन्ने कुरा गरेको बारेमा सुनेका द्वारे बाले लुखुरेको आगनमा भैंसीजस्तो वस्तु देखेपछि ऊ यस्तो भाव प्रकट गर्दछ “ लुखुरे नाथेले भैंसी ल्याउने ! यो कसरी हुन सक्छ ? ” (अनुच्छेद.२) । सबै गाउँलेले द्वारे बालाई मानसम्मान गर्ने गरेको तथा कुनै नयाँ काम सुरु गर्नुअघि उसलाई सोध्ने गरेको भए पनि लुखुरेले उसलाई नसोधी भैंसी किनेकोछ “कस्तो भैंसी ल्याएछ हँ, लुखे बजियाले ? ..... ” (अनुच्छेद.३) । द्वारे बाको भरौटे रामेले लुखुरेको लाहुरी भैंसी हात लगाउन उसको षडयन्त्रमा साथ दिएको छ “ उनका आँखा एक टीठ लागेर लुखुरेको आँगनतिर हेरिरहेका थिए । सायद उः पनि आफ्नो यस्तै भैंसी बाँधिएको, अनि रुमलो भएको सपनामा चाहार्न पुगेको थिया ” (अनुच्छेद.४) । द्वारे बाले अनेक छलछाम गरेर बुर्जुवा स्वभाव यसरी देखाएको छ “ भैंसीलाई त अलि बढी नै हालिन्छस । दुध कति देला ? कल्चौँडा मात्र भएर के गर्नु, मासु खान भएन मोटो छ भनेर ! ” (अनुच्छेद.१३) । नेपाली ग्रामीण समाजमा गाउँका ठुला भनाउँदाहरूको घरमा गाउँभरिका बुजुक तथा अन्य व्यक्तिहरू जम्मा भएर गफसफ गर्ने, गाउँ समाजका बारेमा छलफछल गर्ने, कसैको टीकाटिप्पणी गर्ने प्रचलन रहेको हुन्छ । त्यही प्रचलन अनुरूप प्रस्तुत कथामा द्वारे बाका घरमा पनि गाउँका बुजुकहरू जम्मा भएको कुरा कथाकारले यसरी देखाएका छन् “भोलिपल्ट द्वारे बाका पिँढीमा गाउँका बुजुकहरू जम्मा भएका थिए । गाउँको चलन विहान बेलुकी तमाखु खान गफसफ गर्न, दुःख दर्द पोख्ना ठुला ठालुकै घरमा जम्मा हुन्छन् । त्यहाँ गाउँ भरिको टीका टिप्पणी हुन्छ, र भइ रहेको थियो” (अनुच्छेद.३२) । साभ विहान तमाखु खाने नेपाली समाजको प्रचलनलाई पनि यस कथामा प्रस्तुत गरिएको छ । यद्यपि अहिले यो प्रचलन हराउँदै गएको पाइन्छ । आफूले भनेको कुरालाई सत्य साबित गर्न क्रिया हाल्ने नेपालीको चलनलाई पनि प्रस्तुत कथा सङ्ग्रहमा विकलले स्थान दिएका छन् । यस्तो चलनको प्रतिनिधित्व गर्ने पात्र ‘लाहुरी भैंसी’ कथाका सीताराम पण्डित हुन् । लुखुरेको लाहुरी भैंसीलाई रोगी नै छ, भनी विश्वास दिलाउनको लागि उनले बोलेको निम्न लिखित अभिव्यक्तिमा यस प्रकारको संस्कार पाइन्छ । “यसको भैंसी खोटी रहेनछ रे भने त हाम्रा मुखाँ अभच्छे हालिदिनु ” (अनुच्छेद.३९) । द्वारे बाले गरिवीको फाइदा उठाएर लुखुरेलाई भैंसी खोटी देखाई भैंसी हत्याउने दाउले सामन्ती प्रवृत्ति देखाएको छ “ क्यागर्छस त बाबै तेरो वुद्धिले त हो, हामीले गरेर, हाम्रा सल्लाले होइन । हामीलाई के भन्छस ! ” (अनुच्छेद.४०) । गरिवलाई चारैपट्टी चम्चेहरू राखेर अनेक तिकडम अपनाई सस्तोमा भैंसी किनेर लैजान्छ

“के तिमीहरू सबै त्यसै भन्छौ भने त ? त्यसै हो भने म के भनौ ! एउटा गरिवको उपकारै सही । तर ..... भैगो त लुखुरे पनि सय-पचासको मुख नहेरेस । कि त सौ पचास खर्चेर भैंसी तयार गराईछाडे, कि खौलामा जाकिएँ । .....एउटा गरिवके उपकारै हुन्छ भने..... लौ के भन्छस् लुखुरे ? ” (अनुच्छेद.५०) ।

यसरी एउटा आर्थिक अवस्थामा परिवर्तन ल्याउन कोशिस गरेको एउटा गरिव किसानले सामन्तको चपेटामा परेर भएका वस्तु गुमाउन पुग्छ ।

### कथानकमा वर्गसङ्घर्ष

लाहुरी भैसी कथामा निम्नवर्गीय पात्र लुखुरे र उच्चवर्गीय पात्र द्वारेबाका बीच सङ्घर्ष देखिने भएकाले यस कथाको कथानकमा वर्गीय चेतना प्रबल पाइन्छ। लुखुरेले गाउँमा ऋण काढेर भए पनि एउटा गतिलो भैसी किन्ने कुरा गरेको बारेमा सुनेका द्वारेबाले लुखुरेले आगनमा भैसीजस्तो वस्तु देखेपछि ऊ इर्ष्याभावले अतालिएको प्रसङ्गबाट कथानक प्रारम्भ भएको छ। यसलाई निम्न साक्ष्यले प्रष्ट पार्छ

“लुखुऱ्याके घराँ त निकै रमभ्रम देखिन्छ, नि ? आँगनाँ पनि निकै मान्छे भयाँमिएकाछन । ”

-द्वारे बाले आँगनको डीलबाट नियालेर हेरे, लुखुरेको आँगनमा एउटा कालो-कालो वस्तुपनि देखिन्थ्यो । “क्या हो त्यो, लुखुरेको आँगना ? ” उनी आफैँ हडबडाए, मानौँ त्यहाँ बरिपरि अकैँ कुनै मानिस हर्दम उनको कुरामा सही थापन खडा भएर बसि रहेको हुन्छ .....हो ल्याएछ ए बजियाले ! ” (अनुच्छेद.१) ।

लुखुरेको आँगनमा लाहुरी भैसी किनेर ल्याएपछि परिवारमा खुसी आएको छ। द्वारेलाई लाहुरी भैसी देखेर छटपटी हुन्छ “ कति हालिस, ए लुखे ? ” (अनुच्छेद.११) । पत्नी घैटी र छोरा पोडे सपरिवार खुसीले फुरुङ्ग देखिएपनि खुसी लामो समय टिक्दैन “ उनले लाहुरीको चारैतिर घुमेर जाँचे अनि अन्त्यमा बडो गम्भिर भएर हुन सकेसम्मको सहानुभूति स्वरमा छरे -बाबै, भैसी त धम्की छ, कसो ए रामे, हेर त, कि मैले जानिनँ ? ” (अनुच्छेद.१४) । अधि सम्म खुसी भएकी घैटी तथानाम गाली गरेर वाज्ज थाल्छे “ खाइस अभागी ग्वाङ्गा ! यसो आफूभन्दा जान्ने सुन्ने दुई चार जनालाई लगेर देखाउनुपर्छ, त्यत्रो पैसा लगेर भड्खाराँ वैरियो कि वैरिएनौ ! बुद्धिमा डढेलो सल्के को ! ” (अनुच्छेद.२५) । यसलाई मध्यभाग मान्न सकिन्छ ।

नेपाली ग्रामीण समाजमा गाउँका ठुला भनाउँदाहरूको घरमा गाउँभरिका बुजुक तथा अन्य व्यक्तिहरू जम्मा भएर गफसफ गर्ने, गाउँ समाजका बारेमा छलफछल गर्ने, कसैको टीकाटिप्पणी गर्ने प्रचलन रहेको हुन्छ । त्यही प्रचलन अनुरूप प्रस्तुत कथामा द्वारे बाका घरमा पनि गाउँका बुजुकहरू जम्मा भएको कुरा कथाकारले यसरी देखाएका छन् “भोलिपल्ट द्वारे बाका पिँढीमा गाउँका बुजुकहरू जम्मा भएका थिए । गाउँको चलन बिहान बेलुकी तमाखु खान गफसफ गर्न, दुःख दर्द पोख्न ठुला ठालुकै घरमा जम्मा हुन्छन् । त्यहाँ गाउँ भरिको टीका टिप्पणी हुन्छ र भइ रहेको थियो” (अनुच्छेद.३२) । द्वारे बाले गरिब लुखुरेमाथि मित्य्या सहानुभूति देखाएको नाटक गरेपछि गाँउका चम्चे बुढाथोकी, घमाने र सीताराम पण्डितले समर्थन गर्दछन् । लुखुरे नेपाल बाहुनको २५० रुपैयाँ तिर्नेसम्म पैसा पाए अरु घाटा सहेर भएपनि भैसी दिन राजी भएपछि द्वारे बाले आफू भड्खालामा परेर भएपनि

“के तिमीहरू सबै त्यसै भन्छौ भने त ? त्यसै हो भने म के भनौ ! एउटा गरिबको उपकारै सही । तर .....भैगो त लुखुरे पनि सय-पचासको मुख नहेरेस । कि त सौ पचास खर्चेर भैसी तयार गराईछाडे, कि खौलामा जाकिएँ । .....एउटा गरिबके उपकारै हुन्छ भने.....लौ के भन्छस् लुखुरे ? ” (अनुच्छेद.५०) ।

लुखुरेलाई सहयोग गरेको नाटक गर्दछ । उसको कुटिल योजना सफल हुन्छ र लुखुरे षडयन्त्रको सिकार बन्न पुग्छ। यसरी कथाको अन्त्य हुन्छ ।

### पात्रमा वर्गसङ्घर्ष

कथामा प्रत्यक्ष तथा अप्रत्यक्ष रूपमा आएका विभिन्न व्यक्तिहरू वा मानवीय चरित्रको विशेषता बताउन आउने मानवेत्तर प्राणीहरू नै पात्र हो । कथामा पात्रको कार्यव्यापारबाट घटनाको सुरुवात हुँदै कथा अगाडि जान्छ । ‘लाहुरी भैसी’ कथाको केन्द्रीय पात्र लुखुरे र द्वारेबा हुन । सहायक पात्र घैटी, पोडे, रामवीर, घमाने, खलाल, सीताराम पण्डित, बुढाथोकी, कान्छी घर्तिनी, ज्याम्दीका ढकाल र नेपाल बाहुन रहेका छन् भने अमानवीय पात्रका रूपमा लाहुरी भैसी र त्यसको पाडो रहेको छ ।

‘लाहुरी भैसी’ कथामा सामन्तका रूपमा द्वारेबा र रामवीर, घमाने, खलाल, सीताराम पण्डित र बुढाथोकी द्वारेको चम्चेको रूपमा देखिएका छन् । निम्नवर्गीय, श्रमिक, किसान र शोषित पात्रको

रूपमा लुखुरे देखापरेको छ । लुखुरेमा क्रान्तिकारी विचार पाइन्छ । जसको फलस्वरूप लाहुरी भैंसी किनेर आँगनमा बाँधेको छ तर गाँउका कसैलाई बाल मतलब गरेको छ “ लुखुच्या घराँ त निकै रमभ्रम देखिन्छ नि ? ” (अनुच्छेद.१) । “ लुखे बजियाले भैंसी ल्याएछ ? ” (अनुच्छेद.२) । गाँउको ठूलाठालु सामन्तलाई पत्तै नदिई भैंसी किनेर ल्याउनु लुखुरेको परम्पराप्रतिको एउटा विद्रोह नै मानिन्छ । जसले गर्दा द्वारेको मनमा ठेस लाग्न पुग्दछ

“ खोइ बाबै यसै भन्न त कहाँ सकिन्छ र भैंसीको जात ! ” - यति भनेर उनी भैंसीको नजिक गए । नजिकै गएर उनले भैंसीको सबै कुरा जाँचे - निहुरे र कल्चौडा जाँचे, चारैतिर घुमेर जिउ-डाल, आँखा, सिङ सबै जाँचे फराकिलो पुठ्ठा, बाह्रमाने बाटोजत्रो कल्चौडो, अनि मोटा-मोटा थुन, अनिचिल्लो कालो भिँगा पनि चिप्लेलाजस्तो आड, नौला निर्दोष आँखा, छोटा-छोटा, मोटा-मोट सिङ- भैंसी साँच्चै गतिलो देखिन्थ्यो, रहुरलागदो । द्वारेबाको मन धमिलिएर आयो-धुँवालेधुँवाँस्सिएर कपडा धमिलिएजस्तो ” (अनुच्छेद.१२) ।

सामन्ती द्वारेको मनमा कुटिलता जागेर आउँछ र भैंसीममा खोट देखाउँछ

“.....बाबै भैंसी त धम्की छ, कसो ए रामे, हेर त , मैले जानिँन ? रामवीरेले एकपटक द्वारेबाको आँखामा हेयो, अनि उनले जस्तै भैंसीको चारैतिर घुमेर जाँच्यो । अनि खलाल, घमानेले पनि त्यही अभिनयलाई दोहोर्‍याय । अन्तमा रामवीरेले बडो लाचारीसाथ घोषण गर्‍यो, 'द्वारेबाका आँखा किन भुक्किन्थे र ? यस्ता कत्ना-कत्ना भैंसी खेलाइसक्नुभा' पो त, कसो घमाने दाइ ? धम्की नै होइन त ? ” (अनुच्छेद.१४) ।

शोषक द्वारेले सहानुभूति देखाए जस्तो गरेर सामन्ती प्रवृत्ति देखाउँछ “ क्याछस त बाबै तेरो बुद्धिले त हो , हामीले गरेर, हाम्रा सल्लाले होइन । हामीलाई के भन्छस् ! ” (अनुच्छेद.४१) । द्वारेको शोषक प्रवृत्तिले लुखुरेको लाहुरी भैंसी हुत्याएरै छाड्छ “ तँ के भन्छस त लुखे ? ”-द्वारेबाका आँखा घोच्ने काँटका थिए ” (अनुच्छेद.५४) । लुखुरेसँग कम दाममा भैंसी ल्याएपछि द्वारेको सक्कली स्वरूप यसरी देखाउँछ “ कसो रामे, भैंसी हीरा छैन त ? ” (अनुच्छेद.५७) ।

यसरी कथामा शोषकले कतिसम्म निम्नवर्गीय पात्रमाथि शोषण गर्दछ र गरिब निमुख सामन्तीका चपेटामा परेर घरवार सुम्पेर उठिबास लाउनु परेको छ । 'लाहुरी भैंसी' कथामा उच्चवर्गीय पुँजीपति वर्गले गरिबको सम्पत्ति हत्याएको पात्रमा वर्ग सङ्घर्ष रहेको देखिन्छ ।

### परिवेशमा वर्गसङ्घर्ष

कथामा चित्रण गरिएको देश, काल र वातावरणलाई परिवेश भनिन्छ । साहित्यमा प्रस्तुत हुने घटनाहरू परिवेशका उपज हुन् । कथामा परिवेश भन्नाले कुनै खास , काल र वातावरणको चित्रण बुझिन्छ । जुन समय र स्थानमा कथाका घटनाहरू घटेका हुन्छन् । त्यो नै त्यस कथाको देशकाल वातावरण हो । कथाको कार्यव्यापारसँग सम्बन्धित विशेष देश, काल र ति अथवा कुनै समाज, जाति वा वर्गको आचार-विचार, सभ्यता र संस्कृतिक, सामाजिक, राजनैतिक, अर्थनैतिक आदि पक्षको चित्रणलाई परिवेश भनिन्छ । रचनाकार आफ्नो युगीन पृष्ठभूमिबाट एकदमै पृथक भएर बस्न सक्दैन र युगका स्थिति-परिस्थितिको छाप उसको कृतिमा स्वतः पर्ने हुनाले कथानकका गतिलाई आवद्ध गर्न र चरित्र तथा पात्रको चारित्रिक कार्य विशेषता चित्रण गरेर कथालाई पूर्णता प्रदान गर्न परिवेश निर्माणको आवश्यकता देखिन्छ । देश कालको प्रभावोत्पादक प्रस्तुतिद्वारा कथाले प्रथमतः पाठकका मनमा विश्वास उत्पन्न गराउँछ र द्वितीयतः परवर्ती कालका निमित्त रोचक इतिहास निर्माण गर्दछ (शुक्ल,सन १९८५, पृ.२) । परिवेशलाई देशकाल, वातावरण, कार्यपीठिका, पृष्ठभूमि, दृश्य,परिवृत प्रयावरण जस्ता शब्दहरूले पनि बुझाउन खोजेको पाइन्छ । परिवेश अलिक व्यापक विषय हो, यसभित्रै देशकाल वातावरण, कार्यपीठिका र पर्यावरण तत्व पर्दछन् । देशकालले कथाको सामान्य कथास्थल वा घटना रुथल र कथाकाल अथवा

घटना भएको कार्यव्यापारको समय बुझाउँछ भने पर्यावरण अन्तर्गत रीतिथिति, व्यावहारिक जीवन, रहनसहन प्राकृतिक पृष्ठभूमि तथा वातावरणलाई समेत बुझाउँछ (हडसन, सन १९९२, पृ ११) ।

कथामा कथा परिवेशको रूपमा आउने अञ्चल विशेषका भाषिका, वेशभूषा, रीतिथिति वा संस्कार-संस्कृति, पात्रहरूले त्यसभित्र सोच्ने र अनुभव गर्ने तौर-तरिकाको विस्तारपूर्वक गरिएको प्रस्तुतिलाई स्थानीय रङ्ग भनिन्छ र त्यही स्थानीय रङ्ग कथाको आन्तरिक विशिष्ट र अत्यन्त अनिवाइ तत्वका रूपमा प्रस्तुत हुन आएको छ भने त्यो आञ्चलिकता हुन्छ । आञ्चलिक स्पर्श भएका कथाहरूमा कथागत स्थलको साङ्गो पाङ्गो विवरण, धार्मिक, सामाजिक, राजनैतिक, अर्थनैतिक, सांस्कृतिक पक्षको चित्रण, भौगोलिक अवस्थिति पात्रको संवेगात्मक वातावरण तथा परम्परागत चाड-पर्व आदि पक्षको प्रस्तुति पाइन्छ (श्रेष्ठ, २०३९, पृ. १४३) ।

वस्तुतः कथालाई समयसापेक्ष र स्वाभाविक बनाउने कार्यमा परिवेशले महत्वपूर्ण भूमिका निर्वाह गरेको पाइन्छ । समाजका स्थिति, परिस्थिति, जीवन-दर्शन, प्रकृति, भौगोलिक पृष्ठभूमि, सांस्कृतिक चेतना तथा विविध घटनात्मक प्रतिक्रियाद्वारा कथामा परिवेश निर्धारण हुन्छ र यसको संयोजनले कथालाई स्वभाविक र जीवन्त तुल्याउँदछ ।

लाहुरी भैंसी कथाले वर्गीय पक्षधरता अभिव्यक्त गरेकाले तदनुसारको परिवेशको विकास प्रस्तुत गरिएको छ । ग्रामीण परिवेशमा घटेका घटनाहरू प्रस्तुत भएको छ । निम्नवर्गको आर्थिक समस्याको चित्रण गर्दै सामन्तीले शोषण र थिचोमिचोको जीवन्त चित्रण यसमा पाइन्छ । द्वारेबा जस्ता सामन्तीको षडयन्त्रमा परेर लुखुरे जस्ता गरिब दुःखीहरू कसरी ठगिन पुग्छन् भन्ने वास्तविकतालाई प्रस्तुत गरेको छ । ग्रामीण समाजमा आँगनको डिलबाट हेरेर निम्नवर्गमाथि चियाउने प्रवृत्तिलाई यसरी प्रस्तुत भएको छ “-द्वारेबाले आँगनको डिलबाट नियालेर हेरे, लुखुरेको आँगनाँ एउटा कालो-कालो वस्तु पनि देखिन्थ्यो ” (अनुच्छेद.१) । शोषकले आफ्ना भरौटेहरूलाई वरिपरि राखेर सही थाप्न लगाउने प्रवृत्तिलाई प्रस्तुत गरेको छ “रामे ! ए रामे ! लुखुरेको आँगनाँ के को रुमलो हो हेर हेर ! एउटा कालो डिङ्गो जस्तो पनि देखिन्छ ? ” हँवा ? होइन बा, अस्तिलुखुरे भैंसी लिन जान्छु भन्थ्यो, ल्यायो पो कि त ! ” (अनुच्छेद.१) । शोषक सामन्तीहरू अर्काको राम्रो वस्तु देखेपछि त्यसलाई आफ्नो हात लगाउन अनेक हतकण्ठा अपनाउछन् भन्ने साक्ष्य यसमा देखिएको छ

“ कति हालिस ए लुखे ? ” मग्न भएर लाहुरीलाई सुम्सुम्याइ रहेको लुखुरे द्वारे बाको गुलियो स्वरले भस्क्यो ।- हँवा ? ” उसले हडबडाएर हेर्‍यो, द्वारे बा आँगनमा ! ऊ हडबडाएर उठ्यो, हत पत्त द्वारे बाको गोडामा ढोगिदियो , अनि लेगो तानेर भन्थो -अँ.....वा काँवा पन्थो नाँइ गोडा सत्रेक वीस ! कि कसो बा ? ! ” (अनुच्छेद.११) ।

सामन्ती द्वारे बाले लुखुरेलाई कमजोर बनाउन यसरी षडयन्त्र रच्यो छ “ भैंसीलाई त अलि बढी नै हालिन्छस । दुध कति देला ? कल्चौडा मात्र भएर के गर्नु, मासु खान भएन मोटो छ भनेर ! ” (अनुच्छेद. १३) । लुखुरेले आफ्नो प्रतिक्रिया दिएर भैंसी खोटी नभएको प्रमाणित गर्न खोज्छ, “ होइन बा ज्यामिदको ढकाल त किरिया हाल्थे नि ? केही खोट रहेछ भने सित्तै भो भन्थे नि ? ”.....तैपनि उसले छाम्ने कोसिस गर्‍यो ” (अनुच्छेद.१८) । गरिबले ऋण काढेर भए पनि आफ्नो परिवार सुधार्न चाहन्छ, “ रिन गर्‍या तहोला नि ” (अनुच्छेद. ३५) । लुखुरे आफू गरिब भएर ऋण कसरी तिर्ने भन्दै छटपटाएको छ “ वा म त बितें । अब के गरौं बा ? म त खौलां परें ” (अनुच्छेद. ४२) । शोषकले गरिबको पीडामा रमाउने तरनजादो पारामा भन्दछ “ तँलाई त अख्खडै पन्थो । अब के गर्छस ? ”.....यसलाई उकास्न आफू खौलां परौं ? ” (अनुच्छेद. ४२- ४४) । अरूलाई साक्षि राखेर ठग्ने शोषक सामन्तीको चरित्र देखिएको छ

“ के तिमीहरू सबै त्यसै भन्छौ त ? त्यसै हो भने म के भनौं ? एउटा गरिबको उपकारै सही । तर भैगो लुखुरे पनि सौ-पचासको मुख नहेरेस । कि त सौ-पचास खर्चेर भैंसी तयार

गराइछाडे, कि जाकिक्एँ ।.....एउटा गरिबको उपकारै हुन्छ भने.....लौ के भन्छस-  
लुखुरे ? ” (अनुच्छेद. ४७) ।

शोषकहरू गरिबको सामान आफ्नो हातमा परेपछि, खुसी व्यक्त गर्दछन “ कसो रामे, भैंसी हीरा छैन त ? ” (अनुच्छेद. ५३) ।

लाहुरी भैंसी कथामा ग्रामीण समाजलाई परिवेशको रूपमा स्थापना गरी समाजमा सामन्ती शोषकहरूले निम्न वर्गका मानिसका वस्तु वा साधनमा खोट देखाएर त्यसलाई जसरी पनि आफ्नो पकडमा ल्याउन नभएको कुरालाई साँचो बनाउने परिवेश खडा गराएर समाजमा शोषक र शोषित बीचको वर्ग सङ्घर्षलाई प्रस्तुत गरिएको छ ।

## निष्कर्ष

मार्क्सवाद एक वैज्ञानिक, गतिशील र सर्वहारावर्गको मुक्तिको पथप्रदर्शक मान्यता हो । मार्क्सवादका द्वन्द्वात्मक र ऐतिहासिक भौतिकवाद, राजनीतिक अर्थशास्त्र र वैज्ञानिक समाजवाद तीन महत्वपूर्ण पक्ष रहेका छन् । मार्क्सवाद भौतिकवादी दर्शन भएकाले पदार्थलाई पहिलो र चेतनालाई दोस्रो ठान्छ । द्वन्द्वात्मक भौतिकवादले चेतना र पदार्थलाई भिन्न र विरोधी तत्व नभएर एकअर्कासँग सम्बन्धित मान्छ, भने पदार्थबाट चेतनाको जन्म हुने मान्यता राख्छ ।

शोषक सामन्ती द्वारे बाले गरिब लुखुरेको भैंसी माथि गरेको षडयन्त्रबाट भैंसी आफ्नो बनाउनु लाहुरी भैंसी कथाको सार हो । निम्नवर्गीय किसानले ऋण काढेर किनेको भैंसी शोषक द्वारे बाले जालसाँची गरी हात पारेको र गरिब लुखुरे शोषणमा परेकाले वर्गसङ्घर्ष रहेको सहजै देख्न सकिन्छ ।

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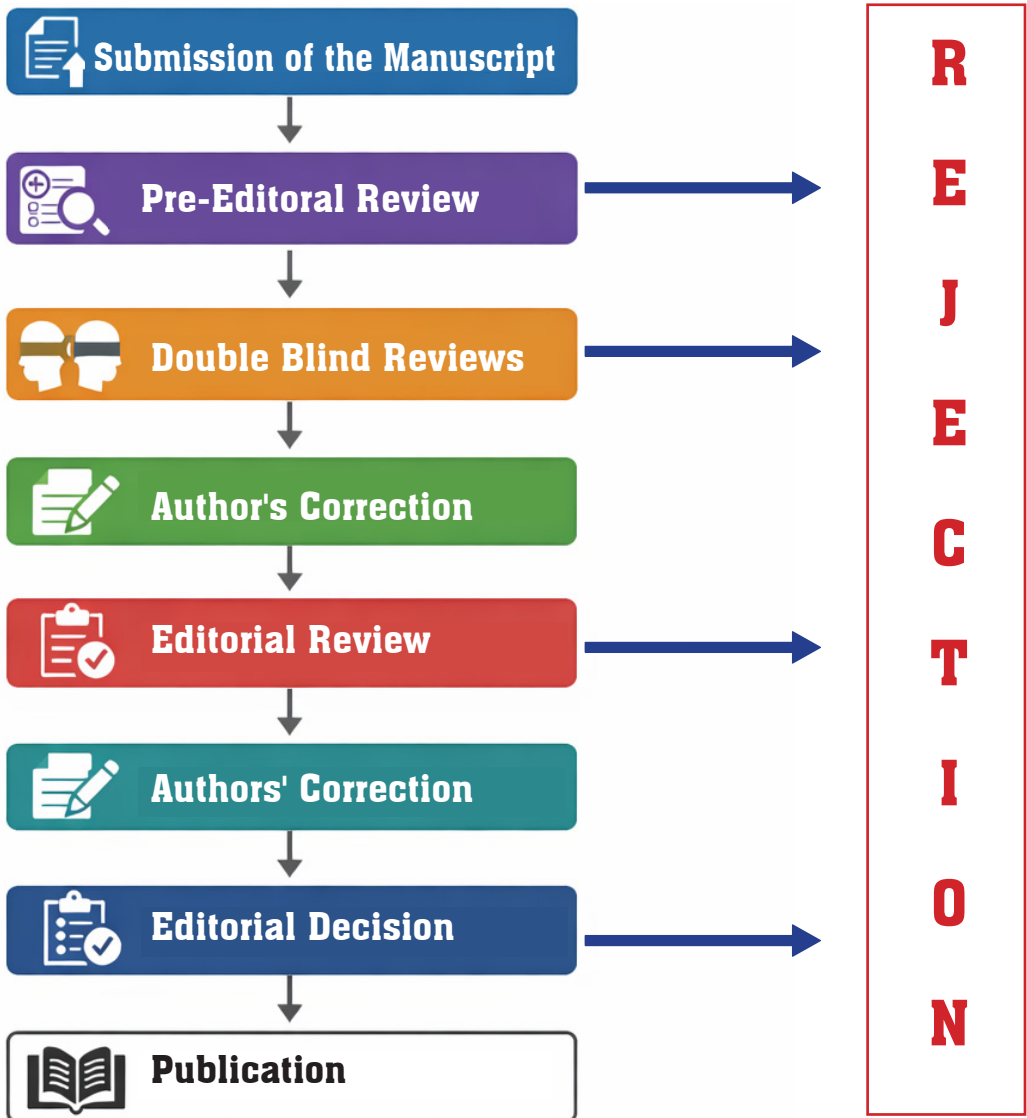
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### लेखक परिचय

**सुनील अर्याल** त्रिभुवन विश्वविद्यालय अन्तर्गत द्रव्य शाह बहुमुखी क्याम्पस, गोरखाका सहायक प्राध्यापक हुनुहुन्छ । नेपाल खुला विश्वविद्यालयबाट एम.फिल. (विशिष्ट श्रेणी) र त्रिभुवन विश्वविद्यालयबाट स्नातकोत्तर (एम.ए.) तह उत्तीर्ण अर्याल प्रगतिवादी नेपाली उपन्यास, लोकवार्ता र उत्तर आधुनिकतावादका विशिष्ट अध्येता हुनुहुन्छ । DMC जर्नलका सम्पादक अर्यालले हालसम्म ४० भन्दा बढी शोधार्थीहरूको सफल शोध-निर्देशन गरिसक्नुभएको छ । उहाँ नेपाली भाषा-साहित्य र समालोचनाको प्राज्ञिक अनुसन्धानमा निरन्तर सक्रिय हुनुहुन्छ ।

# Peer Review Process





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ISSN : 2717-4719