

शिक्षक शिक्षा

Teacher Education

- निर्माणवादी सिद्धान्तमा ब्लूमको टयाक्सोनोमी
- आगामी शिक्षा
- आधुनिकतावाद र उत्तर आधुनिकवाद
- समावेशीकरणका लागि सामाजिक विविधताको पहिचान
- शिक्षक विकास तथा व्यवस्थापन
- Leadership and Its Effectiveness
- English in Public School
- Classroom Transformation
- Emotional Intelligence
- Community Participation in School Management
- Girls Education



शिक्षक शिक्षा Teacher Education

वर्ष ६, असार, २०६५

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सल्लाह

डा. रामस्वरूप सिन्हा
लक्ष्मीप्रसाद खत्री
विष्णुप्रसाद थैव
वीरेन्द्रकुमार भाग
रामप्रवेश यादव

सम्पादन

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बालकृष्ण चापागाई

यादवचन्द्र निरौला

नेपाल सरकार
शिक्षा तथा खेलकूद मन्त्रालय
शैक्षिक जनशक्ति विकास केन्द्र
सानोठिमी, भक्तपुर
२०६५

प्रकाशक

नेपाल सरकार

शिक्षा तथा खेलकुद मन्त्रालय

शैक्षिक जनशक्ति विकास केन्द्र

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(लेख रचनाहरूमा अभिव्यक्त गरिएका लेखकहरूका विचार उहाँहरूका निजी विचार हुन् ।)

आवरण डिजाइन

• सुमन बज्राचार्य



नेपाल सरकार
मा. प्रदिप नेपाल
मन्त्री
शिक्षा तथा खेलकुद

च.नं.:-

प्राप्त पत्रको च.नं.:-



निजी सचिवालय
केशरमहल, काठमाडौं
फोन नं. ४४९९४९९
४४९४६९०

मिति:-
२०६५/०३/२२



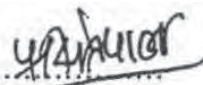
विषय:-

शुभकामना

शिक्षा क्षेत्रमा संलग्न मानव संसाधनको पेसागत कार्यदक्षता अभिवृद्धि/विकासका लागि कार्य गर्दै आएको शैक्षिक जनशक्ति विकास केन्द्रबाट वार्षिक रूपमा प्रकाशित हुँदै आएको "शैक्षिक शिक्षा" को नयाँ अङ्क प्रकाशनको निरन्तरताले मलाई खुशी लागेको छ ।

शिक्षा देश विकासको मेरूदण्ड हो र यसको समग्र विकासका लागि विद्यालयीय शिक्षाको महत्वपूर्ण स्थान रहेको छ । यसै सन्दर्भमा शिक्षा क्षेत्रमा आईरहेका नयाँ प्रविधिलाई आत्मसात गर्दै समाजले चाहेको जस्तो गुणस्तरीय शिक्षा प्रदान गर्ने मानव संसाधनको विकास गर्ने जिम्मेवारी पाएको यस केन्द्रले खोजमूलक र अनुभवले खारिएका विचारका साथै नयाँ चिन्तनहरूको सङ्गालोको रूपमा यो सामग्री प्रकाशन गर्न लागेकोमा धन्यवाद दिन चाहन्छु ।

अन्त्यमा यस पत्रिकामा प्रकाशित शैक्षिक एवम् अनुसन्धात्मक लेख रचनाहरू शैक्षिक क्षेत्रमा कार्यरत र चासो राख्ने सबैका लागि उपयोगी हुने अपेक्षा गर्दै यस प्रकारको प्रकाशनमा हाम्रा अनुभवहरूले सिकाएका पाठहरूका साथै परिवर्तित सन्दर्भमा अपनाउनुपर्ने नयाँ दृष्टिकोणहरूलाई समेत स्थान दिनका लागि शुभकामना व्यक्त गर्दछु ।


प्रदिप नेपाल
मन्त्री



नेपाल सरकार

मा. मोहन सिंह राठौर

शिक्षा तथा खेलकुद राज्यमन्त्री

निजी सचिवालय

केशरमहल, काठमाडौं ।

फोन नं. ४४९९३९३

मिति:- २०६५/३/१२

विषय:- शुभकामना ।



शिक्षा तथा खेलकुद मन्त्रालय अन्तर्गत स्थापना भएको शैक्षिक जनशक्ति विकास केन्द्रबाट वार्षिकरूपमा प्रकाशित हुँदै आएको “शिक्षक शिक्षा” को नयाँ अङ्क प्रकाशनको निरन्तरताले मलाई खुशी लागेको छ ।

शिक्षाको समग्र विकासका लागि विद्यालयीय शिक्षाको महत्त्वपूर्ण स्थान रहेको छ । त्यसैले यो क्षेत्रमा कार्यरत सम्पूर्ण जनशक्तिको क्षमता अभिवृद्धि गर्ने जिम्मेवारी भएको शैक्षिक जनशक्ति विकास केन्द्रले खोजमूलक र अनुभवले खारिएका विचारका साथै नयाँ चिन्तन बोकेका विचारहरूको सङ्कालोको रूपमा यो सामग्री प्रकाशन गर्न लागेकोमा धन्यवाद दिन चाहन्छु ।

अन्त्यमा यस पत्रिकामा प्रकाशित लेख रचनाहरू शैक्षिक क्षेत्रमा कार्यरत र चासो राख्ने सबैका लागि उपयोगी हुने अपेक्षा गर्दै यस प्रकारको प्रकाशनको निरन्तरताको लागि शुभकामना व्यक्त गर्दछु ।


माहनसिंह राठौर
राज्यमन्त्री
शिक्षा तथा खेलकुद



पत्र संख्या:-
चलानी नं.:-

नेपाल सरकार शिक्षा तथा खेलकुद मन्त्रालय

(.....शाखा)



फोन नं. { ४४११७७४
४४१२०१३
४४१८१११
४४१८७८४ }

कोशरमहल,
काठमाडौं, नेपाल ।

मिति:२०६५।३।२२.....

विषय :- शुभकामना

शैक्षिक जनशक्ति बिकास केन्द्रबाट वार्षिक रुपमा प्रकाशित हुँदै आएको "शिक्षक शिक्षा" को छैठौँ अङ्क प्रकाशन गर्न लागेको सबरले मलाई खुशी लागेको छ ।

देश बिकासको मेरुदण्ड भनेको शिक्षा हो र यसको विकासका लागि कार्यरत शिक्षा तथा खेलकुद मन्त्रालय अन्तर्गतको शैक्षिक जनशक्ति बिकास केन्द्रले खोजमूलक र अनुसन्धानात्मक विचारहरुको सङ्कालोको रुपमा यो सामग्री प्रकाशन गर्न लागेकोमा धन्यवाद दिन चाहन्छु ।

आउँदो दिनहरुमा पनि शैक्षिक जनशक्ति बिकास केन्द्रले शैक्षिक क्षेत्रमा कार्यरत र चासो राख्ने सबैका लागि उपयोगी हुने खालका शैक्षिक तथा नयाँ दृष्टिकोणले ओतप्रोत भएका स्तरीय लेखहरु समावेश गर्दै यस प्रकारको प्रकाशनको निरन्तरताको लागि शुभकामना न्यक्त गर्दछु ।

बालानन्द पौडेल
सचिव
शिक्षा तथा खेलकुद मन्त्रालय



नेपाल सरकार

शिक्षा तथा खेलकूद मन्त्रालय

(.....शाखा)



फोन नं. { ४४११७०४
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४४१८१९९
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केशरमहल,
काठमाडौं, नेपाल।

पत्र संख्या:-
चलानी नं.:-

मिति: ...२०६५।३।२५.....

विषय :-

शुभकामना

त्यस केन्द्रबाट वार्षिक रूपमा प्रकाशन गरिने शिक्षक शिक्षा छैटौं अङ्कका रूपमा यस वर्ष पनि प्रकाशन हुन लागेकोमा मलाई खुसी लागेको छ।

शिक्षामा सबैको पहुँच तथा गुणस्तर सुनिश्चित गर्ने तथा व्यवस्थापकीय क्षमताको अभिवृद्धि गर्ने लक्ष्य सरकारले लिएको सन्दर्भमा शैक्षिक जनशक्ति विकास केन्द्रले विगतमा खेलेको भूमिका सराहनीय छ। सबैका लागि आधारभूत तथा माध्यमिक शिक्षा प्रदान गर्ने सन्दर्भमा नेपाल सरकारले विभिन्न उपाय अपनाइएको छ। सरकारवालाहरूलाई शिक्षा क्षेत्रमा भएका गतिविधिहरूबारे जानकारी गराउने उद्देश्यले शैक्षिक जनशक्ति विकास केन्द्रले विविध सामग्री प्रकाशन गर्दैआएको सन्दर्भमा प्रस्तुत शिक्षक शिक्षालाई बौद्धिक खुराकका रूपमा हेर्ने गरेको पाएको छ।

यस अङ्कमा प्रकाशित लेख-रचनाहरू शैक्षिक क्षेत्रमा कार्यरत तथा अन्य सरकारवालाहरूलाई उपयोगी हुनुका साथै यसले समेटेका सामग्रीहरूले शिक्षाको पहुँच, गुणस्तरीयता तथा व्यवस्थापकीय क्षमताजस्ता उद्देश्य पूरा गर्न सम्बन्धित सबै पाठकहरूलाई मार्गदर्शन गर्नेछ भन्ने विश्वासका साथ यस प्रकाशनमा संलग्न सबैलाई धन्यवाद दिन चाहन्छु।

श्रीहरप्रसाद पाण्डे
सचिव

दुई शब्द

शिक्षामा पहुँच र समन्याय सुनिश्चित गर्न तथा गुणस्तर र सान्दर्भिकताको वृद्धि गरी उत्पादित जनशक्तिलाई अन्तर्राष्ट्रिय प्रतिस्पर्धाका लागि समेत तयार गर्न शिक्षकको महत्त्वपूर्ण भूमिका रहन्छ । शिक्षा तथा खेलकुद मन्त्रालयअन्तरगतको मानव संसाधनको विकास गर्ने संस्थाको रूपमा जिम्मेवारी पाएको यस केन्द्रले केन्द्रमा विभिन्न प्रकारका पेशागत तालिमहरू, विषयगत गोष्ठीहरू सञ्चालन गर्दै आइरहेको छ भने शैक्षिक तालिम केन्द्रहरू मार्फत् शिक्षकहरूलाई प्रमाणीकरण तथा व्यवस्थापकहरूलाई व्यवस्थापन तालिम पनि प्रदान गरिरहेको छ । हरेक क्षणको नयाँ परिवर्तनहरूले नयाँ विचारको प्रतिस्थापन गरिरहेको अवस्थामा कार्यरत जनशक्तिलाई नयाँ ज्ञान र सीपले अद्यावधिक बनाइराख्न विभिन्न साधन र माध्यमहरूको खाँचो पर्दछ । यस तथ्यलाई मनन गरेर यस केन्द्रबाट नियमित रूपमा “शिक्षक शिक्षा” नामक वार्षिक पत्रिका प्रकाशन हुँदै आइरहेको छ ।

अहिले पाठकहरूसमक्ष खोजमूलक, अनुसन्धानात्मक र नयाँ विचारहरूको सँगालोको रूपमा ‘शिक्षक शिक्षा’ को छैठौँ अङ्क ल्याउन लागेका छौं । हाम्रो यस प्रकाशनले शिक्षाक्षेत्रका कार्यरत शिक्षा प्रशासक, योजनाकार, अनुसन्धानकर्ता, व्यवस्थापक, शिक्षक, अभिभावक र विद्यार्थीहरूलाई समेत उल्लेख्य सहयोग पुऱ्याउन सकोस् भन्ने हाम्रो अपेक्षा रहेको छ ।

यो समाग्रीलाई यस रूपमा प्रकाशन गर्न योग्य तुल्याउन आआफ्नो क्षेत्रबाट सहयोग गर्नुहुने सम्पूर्ण विद्वान लेखकहरू, विशेषज्ञहरू, अनुसन्धानकर्ताहरू, सम्पादन कार्यमा सङ्लग्न सदस्यहरू लगायत टाइपिङ, लेआउट डिजाइन र भाषिक शुद्धतामा योगदान पुऱ्याउनु हुने सम्पूर्ण महानुभावहरू धन्यवादका पात्र हुनुहुन्छ ।

अन्तमा, यस प्रकाशनको निरन्तरता र गुणस्तरीयताका लागि यहाँहरूको रचनात्मक सल्लाह र सुझावहरूले महत्त्वपूर्ण सहयोग पुऱ्याउने भएकाले यसका लागि शैक्षिक जनशक्ति विकास केन्द्र हार्दिक अपेक्षा राख्दछ ।

असार, २०६५

डा.रामस्वरूप सिन्हा
कार्यकारी निर्देशक
शैक्षिक जनशक्ति विकास केन्द्र ।

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सिकागो विश्वविद्यालयको परीक्षा बोर्डका सहनिर्देशक बेन्जामिन एस. ब्लुमले शैक्षणिक उद्देश्यहरूको वर्गीकरणसम्बन्धी अवधारणा प्रस्तुत गरे। उनले संयुक्त राज्य अमेरिकाभरका उपलब्धि मापनसम्बन्धी विशेषज्ञहरूको एउटा समिति बनाए। ब्लुम र उनका सहयोगीहरू Max Englehart, Edward Furst, Walter Hill, and David Krathwohl मिलेर सन् १९४९ देखि काम सुरु गरी सन् १९५६ मा शैक्षणिक उद्देश्यहरूको वर्गीकरणको ढाँचा (Framework) प्रकाशित गरे जसलाई Taxonomy of Educational Objectives नाम दिइयो। पछि त्यसलाई ब्लुमको ट्याक्सोनोमीको रूपमा चिन्न थालियो। विभिन्न किसिमका सिकाइका लागि विभिन्न किसिमको संज्ञानात्मक प्रक्रियाको आवश्यकता पर्दछ। संज्ञानात्मक प्रक्रियालाई क्रमबद्ध रूपमा राख्न सकिन्छ। उच्चतहको संज्ञानात्मक प्रक्रियाका लागि निम्नतहको संज्ञानात्मक प्रक्रियाले आधार प्रदान गर्दछ। यी कुराहरू ब्लुमको ट्याक्सोनोमीको मुख्य धारणाहरू हुन्। ब्लुम र उनका साथीहरूले प्रस्तावित गरेका ६ ओटा तहहरू यस प्रकार छन्:

तह १: ज्ञान

तह २: बोध

तह ३: प्रयोग

तह ४: विश्लेषण

तह ५: संश्लेषण

तह ६: मूल्याङ्कन

यी तहहरूमध्ये पहिलो, दोस्रो र तेस्रो तह केन्द्रीकृत (convergent) सोचाइ प्रक्रियासँग सम्बन्धित छन्। पहिलो र दोस्रो तहको प्रयोग तेस्रो तहमा हुन्छ। माथिल्लो तीन तहलाई विकेन्द्रीकृत (Divergent) सोचाइ प्रक्रियासँग सम्बन्धित छ। यी तीन तह प्रायः एक अर्कोसँग खप्टिएका (Overlap) हुन्छन् जसलाई संयुक्त रूपमा उच्चतहको सोचाइ (Higher order thinking) भन्ने गरिन्छ।

ब्लुमको ट्याक्सोनोमीको प्रयोग आधा शताब्दी अघिदेखि शिक्षक तथा पाठ्यक्रम निर्माताहरूद्वारा अनवरत रूपमा हुँदै आएको छ। धेरै शिक्षाविद्हरूले यसलाई उपयोगी मानेका छन् किनकि यो सरल छ, बुझ्न सजिलो छ र सिकाइका क्षेत्रमा धेरै उपयोग गर्न सकिन्छ। उद्देश्यमा आधारित पाठ्यक्रम (Objective based curriculum) को सन्दर्भमा यसको विकास भएको भए तापनि उपलब्धिमा आधारित पाठ्यक्रम (Outcome based curriculum) मा पनि यसलाई प्रयोग गर्न सकिन्छ।

* प्राविधिक अधिकृत, शैक्षिक जनशक्ति विकास केन्द्र

यसका सीमितताहरू पनि छन् जस्तै यो संज्ञानात्मक क्षेत्र (Cognitive Domain) मा बढी प्रयोग हुन्छ । अन्य क्षेत्रहरूलाई यसले विस्तृत रूपमा समेट्न सकेको छैन । ब्लुमको ट्याक्सोनोमीको Brady (1992) लगायत विभिन्न लेखकहरूबाट आलोचना भएको पाइन्छ । केही विद्वानहरूले ज्ञान र मानव सिकाइ प्रक्रियासम्बन्धी वर्तमान सिद्धान्तहरूलाई यसले समेट्न सक्दैन भन्ने गरेको पाइन्छ । ब्लुमको ट्याक्सोनोमीको विकास यस्तो समयमा भएको थियो जुन बेला व्यवहारवाद (Behaviorism) को बोलवाला थियो । यसको तात्पर्य यो होइन कि अहिले यो सान्दर्भिक छैन । यसका केही क्रम (Hierarchy) अझै पनि वैध (Valid) नै मानिन्छन् । यसै सन्दर्भमा Anderson/Krathwohl (2001) ले Taxonomy for Learning, Teaching and Assessing नामबाट ब्लुमको Taxonomy को परिमार्जन गर्ने प्रयास गरेका छन् । उनीहरूले संज्ञान (Cognition) र सिकाइलाई नयाँ तरिकाले व्याख्या गरेका छन् ।

परिमार्जित Taxonomy मा आधारभूत धारणा उही रहे तापनि यसलाई विभिन्न किसिमले विस्तारित गरिएको छ । जस्तै संज्ञानात्मक प्रक्रिया र ज्ञानको वर्गीकरण गरिएको छ । यसलाई सूचीकृत रूपमा तलको तालिकामा प्रस्तुत गरिएको छ ।

ज्ञानका आयामहरू (The Knowledge Dimension)	संज्ञानात्मक प्रक्रियाका आयामहरू (The Cognitive Process Dimension)					
	सफुनु (Remember)	बुझ्नु (Understand)	प्रयोगगर्नु (Apply)	विश्लेषण गर्नु (Analyze)	मूल्याङ्कन गर्नु (Evaluate)	निर्माण/ रचना गर्नु (Create)
तथ्यगत (Factual)						
अवधारणगत (Conceptual)						
कार्यविधिगत (Procedural)						
Meta Cognitive						

यस Taxonomy मा संज्ञानात्मक प्रक्रियाका आयामहरू ब्लुमको Taxonomy सँग केही मेल खाएको देखिए तापनि मुख्य तीनवटा परिवर्तनहरू मौजुद छन् । यस परिमार्जनलाई तीन किसिमले विश्लेषण गर्न सकिन्छ :

(क) शब्दावली (Terminology) मा परिवर्तन

- माथिको तालिका अनुसार छ प्रकारका तहलाई संज्ञाको सट्टा क्रियापदले जनाएको छ । यसको कारण यो हो कि, ट्याक्सोनोमीले विभिन्न प्रकारको सोचाइलाई प्रतिविम्बित गर्दछ भने यो सोचाइ सक्रिय प्रक्रिया हो । क्रियापदले कार्य (Action) लाई वर्णन गर्दछ ।

२. ज्ञान तहलाई पुनःनामकरण गरिएको छ । ज्ञान भनेको सोचाइको रूप होइन तर सोचाइको प्रतिफल (Outcome or product) हो । ज्ञान शब्द सोचाइको तह वर्णन गर्न अनुपयुक्त भएकोले यसलाई संझ्नु (Remember) भन्ने शब्दले प्रतिस्थापन गरिएको छ ।
३. बोध (Comprehension) र संश्लेषण (Synthesis) लाई क्रमशः बुझ्नु (Understand) र निर्माण (Create) शब्दले प्रतिस्थापन गरिएको छ जसले सोचाइको स्वरूपलाई अझ बढी स्पष्ट रूपमा प्रतिबिम्बित गर्दछ ।

(ख) बनोट (Structure) मा परिवर्तन

१. एक आयामिक ट्याक्सोनोमीलाई सोचाइका प्रतिफलहरू (ज्ञानका रूपहरू) थपेर द्विआयामिक बनाइएको छ । तथ्यगत, अवधारणागत, कार्यविधिगत र मेटाकग्निटिभ गरी ज्ञानका चार रूपहरूलाई समावेश गरिएको छ ।
२. जटिलताका आधारमा क्रम निर्धारण गरिएको छ । निर्माण/रचना (Create) लाई मूल्याङ्कन (Evaluate) भन्दा पछि राखिएको छ । समालोचनात्मक सोचाइ (Evaluate) भन्दा रचनात्मक सोचाइ (Create) बढी जटिल भएकोले यसलाई उच्च तहमा राखिएको छ । कुनै पनि व्यक्ति रचनात्मक नभईकन पनि समालोचनात्मक हुन सक्दछ तर रचनात्मक उत्पादनका लागि समालोचनात्मक सोचाइको जरुरत पर्दछ ।

(ग) जोड (Emphasis) मा परिवर्तन

१. परिमार्जित ट्याक्सोनोमीले उपयोग (Use) लाई जोड दिएको पाइन्छ । यो पाठ्यक्रम योजना, शिक्षण तथा उपलब्धि लेखाजोखाका लागि बढी उपयोगी साधन हो ।
२. परिमार्जित ट्याक्सोनोमीले वृहत् क्षेत्रलाई समेट्ने प्रयास गरेको छ । ब्लुमको ट्याक्सोनोमी प्राथमिक तहका लागि बढी उपयोगी मानिन्थ्यो । तर यो परिमार्जित ट्याक्सोनोमी प्राथमिक, माध्यमिक र उच्च शिक्षाका लागि पनि उत्तिकै उपयोगी मानिएको छ ।
३. यस परिमार्जित ट्याक्सोनोमीले Subcategory को व्याख्यालाई जोड दिएको छ । निर्माणवादी सिकाइ सिद्धान्तअनुसार विद्यार्थीलाई सिकाइ प्रक्रियाको सक्रिय सहभागी मानिन्छ । विद्यार्थीहरूले सूचना प्राप्त गरेपश्चात् त्यसबाट आफ्नै तरिकाले अर्थ निर्माण गर्दछन् । निर्माणवादी सिकाइले विद्यार्थीहरूको संज्ञानात्मक प्रक्रियालाई जोड दिन्छ । अर्थ निर्माणको निर्माणवादी प्रक्रिया (Constructivist approach) मा पूर्वज्ञानको क्रियाशीलताका साथसाथै संज्ञानात्मक प्रक्रिया समावेश हुन्छ (Anderson and Krathwohl, 2001) । यसबाट स्पष्ट हुन्छ कि को यो परिमार्जन निर्माणवादी सिकाइ सिद्धान्तमा आधारित छ ।

Anderson/Krathwohl को सुझावका आधारमा Roy Killen (2004) ले संज्ञानात्मक प्रक्रियाको आयाम (Cognitive Process Dimension) लाई यसरी प्रस्तुत गरेका छन् ।

संज्ञानात्मक प्रक्रिया	सिकारुले गर्नुपर्ने कार्य (What learners are required to do)	कार्य क्रियापद (Action verb) का उदाहरण
सफुनु (Remember)	लामो स्मरण (Long-term memory) बाट सान्दर्भिक ज्ञान निकाल्नु (Retrieve)	Recognize, recall, define, describe, identify, list, match, reproduce, select, state
बुझ्नु (Understand)	सूचना र धारणा (Concept) बाट अर्थ निर्माण गर्नु	Paraphrase, interpret, classify, summarize, infer, compare, discuss, explain, rewrite
प्रयोग गर्नु (Apply)	कुनै कार्यविधि (Procedure) अपनाउनु, दिइएको अवस्थामा कुनै तरिका (Technique) प्रयोग गर्नु	Change, demonstrate, predict, relate, show, solve, determine
विश्लेषण गर्नु (Analyze)	सूचनाहरूलाई टुक्रा गरी ती टुक्राहरूको एकआपसी सम्बन्ध र सम्पूर्ण उद्देश्य/बनोटसँगको सम्बन्ध निर्धारण गर्नु	Analyze, compare, contrast, organize, distinguish, examine, illustrate, point out, relate, explain, differentiate
मूल्यांकन गर्नु (Evaluate)	निश्चित आधार (Criteria) वा मापदण्डका आधारमा निर्णय गर्नु (Make judgments)	Comment on check, criticize, judge, critique, discriminate, justify, interpret, support
निर्माण गर्नु (Create)	अवयवहरू (Elements) लाई सँगै राखी Coherent or functional whole को निर्माण गर्नु, अवयवहरूलाई पुनसङ्गठन गरी नयाँ ढाँचा निर्माण गर्नु	Combine, design, plan, rearrange, reconstruct, rewrite, generate, produce

Anderson / Krathwohl ले ज्ञानको आयामलाई निम्नानुसार वर्गीकरण गरेका छन् ।

ज्ञानको प्रकार	उपप्रकार	उदाहरण
Factual knowledge (Basic knowledge required to work in a discipline)	Knowledge of terminology	Names of parts of a machine
	Knowledge of specific details	Sequence of elements in a Periodic Table. Dates of events in history
Conceptual knowledge (Knowledge of how things are related)	Knowledge of classification and categories	Types of western music, forms of business ownership
	Knowledge of principles and generalizations	Newton's law of motion, Pythagoras theorem
	Knowledge of theories, models and structures	Theory of evolution, Information processing model of cognition
Procedural knowledge (Knowledge of how to do things)	Knowledge of subject specific skills and algorithms	Skills used in drawing a house plan, algorithm for multiplying fraction
	Knowledge of subject specific techniques and methods	Interviewing techniques, scientific method of inquiry
	Knowledge of criteria for determining when to use	Criteria to judge the feasibility of using cooperative learning as a teaching strategy

	particular procedures	
Meta cognitive knowledge (Knowledge of cognition in general, and knowledge and awareness of one's own cognition and how to control one's thinking processes)	Strategic knowledge	Knowledge of flowcharting as a means of showing relationships among elements of a process
	Knowledge about cognitive tasks	Knowledge of the cognitive demands of particular tasks. Knowledge of the ways in which understanding is typically tested by teachers.
	Self-knowledge	Awareness of one's own knowledge of level. Knowledge of one's personal strengths and weaknesses in learning tasks

कुनै पनि Taxonomy लाई स्थिर (Rigid) रूपमा प्रस्तुत गर्न हुँदैन किनकि यो कुनै अकाद्व्य वा ध्रुव सत्य (Absolute truth) नभई केवल सिकाइसम्बन्धी सोचाइ (Thinking about learning) को निर्देशिका हो भन्ने मान्यता राख्ने गरेको पाइन्छ । कतिपय संज्ञानात्मक प्रक्रियाका आयामहरू (Dimensions of Cognitive Process) एक आपसमा खप्टिएका पनि हुन्छन् । जेहोस् यस Taxonomy ले उपलब्धिमा आधारित शिक्षाको सन्दर्भमा उपलब्धि (Outcome), शिक्षण र लेखाजोखा (Assessment) का लागि एउटा प्रारूप (Framework) प्रदान गरेको छ ।

Taxonomy को उपयोग

उपलब्धि, शिक्षण प्रक्रिया र लेखाजोखाका सम्बन्धमा Taxonomy का तीन उपयोगिताहरू यस प्रकार छन् ।

- प्रत्येक उपलब्धि (Outcome) को Taxonomy table सँग दुई प्रश्नका आधारमा सम्बन्धित (Mapping) हुन्छ । उपलब्धिका लागि कस्तो प्रकारको संज्ञानात्मक प्रक्रिया आवश्यक पर्दछ ? र उपलब्धि प्रदर्शन गर्ने क्रममा कुन प्रकारको ज्ञानलाई सिकारुले लिएको (Deal गरेको) हुन्छ ? जस्तै: “विद्यार्थीहरूले सार्क सदस्य राष्ट्रहरूको नाम भन्न सक्ने छन्” मा विद्यार्थीले तथ्यगत सूचना (Factual information) सम्झनु पर्ने हुन्छ । यो सूचीको पहिलो लहरको पहिलो स्तम्भको कोठा (Cell) सँग सम्बन्धित छ । “विद्यार्थीहरूले एकात्मक शासन प्रणाली र संघात्मक शासन प्रणाली तुलना गर्न सक्ने छन्” मा विद्यार्थीहरूले अवधारणागत सूचना (Conceptual information) लाई विश्लेषण गर्नुपर्ने हुन्छ । यो सूचीको Conceptual knowledge/Analyze प्रतिच्छेदन भएको कोठा (Cell) सँग सम्बन्धित छ ।
- Taxonomy Table मा उपलब्धिको Mapping भइसकेपश्चात् शैक्षणिक प्रक्रियाको छनोट गरिन्छ । माथिको पहिलो उदाहरणमा उपलब्धि तथ्यगत सूचनाको संझाइसँग सम्बन्धित भएकोले प्रत्यक्ष शिक्षण, ड्रिल, अभ्यासलाई शैक्षणिक प्रक्रियाको रूपमा प्रयोग गर्न सकिन्छ ।

माथिको दोस्रो उदाहरणमा उपलब्धि अवधारणागत सूचनाको विश्लेषणसँग सम्बन्धित भएकोले सहयोगात्मक सिकाइ, परियोजना विधिलाई शैक्षणिक प्रक्रियाको रूपमा प्रयोग गर्न सकिन्छ ।

३. त्यसपछि सम्बन्धित उपलब्धिका लागि उपयुक्त लेखाजोखा प्रक्रिया छनोट गर्नुपर्ने हुन्छ । माथिको पहिलो उपलब्धिका लागि लेखाजोखा सरल हुनसक्छ । जस्तै “सार्क सदस्य देशका नामहरूको सूची तयार गर ।” दोस्रो उपलब्धिका लागि लेखाजोखाका एकभन्दा बढी उपायहरू हुनसक्छन् । जस्तै “एकात्मक शासन प्रणाली र संघात्मक शासन प्रणालीका तीन भिन्नताहरू उल्लेख गर्नुहोस् ।” यो प्रश्न सरल खालको तुलनाका लागि मात्र उपयुक्त छ । यसमा भिन्नताहरू संकेत पनि लेख्न सक्दछन् । यसको सट्टा “एकात्मक शासन प्रणाली र सङ्घीय शासन प्रणालीको बनोट र कार्यका आधारमा भिन्न छन् भन्ने कुरा पुष्टि गर्नुहोस् ।” यो प्रश्न उपलब्धि लेखाजोखाका लागि बढी उपयुक्त देखिन्छ । यस्तै खालका प्रश्नहरूबाट उच्च तहको विश्लेषण क्षमताको लेखाजोखा गर्न सकिन्छ ।

यी माथिका प्रक्रिया अनुसरण गरिएमा शिक्षकहरूले (क) उपलब्धि उपयुक्त छ छैन (ख) शिक्षण विधि उपयुक्त छ छैन (ग) लेखाजोखा प्रक्रिया उपयुक्त छ छैन भन्ने कुरा निर्धारण गर्न सक्दछन् ।

यस Taxonomy का सीमितताहरू पनि छन् ।

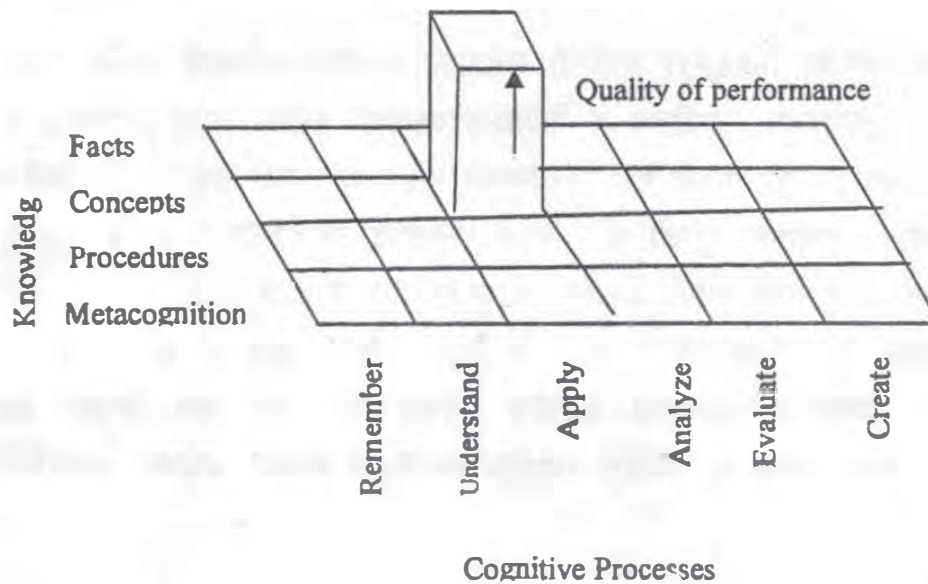
प्रथमतः यस Taxonomy का Category हरू एक आपसमा खट्टिएका छन् । विशेष गरी संज्ञानका माथिल्ला तीन तहहरू (विश्लेषण, मूल्याङ्कन र रचना) बढी खट्टिएका छन् । यी सोचाइ प्रक्रियाका अन्तरसम्बन्धित समूह हुन् ।

द्वितीयतः हासिल गर्न खोजिएको सिकाइको गुणस्तर (हासिल गरेको उपलब्धिको स्टान्डर्ड) को स्पष्ट व्याख्या गर्ने क्षमता सन्दर्भमा यो Taxonomy मा सीमितता रहेको पाइन्छ ।

Anderson र Krathwohl को Taxonomy को विस्तार

Anderson र Krathwohl को Taxonomy लाई Roy Killen (2004) ले विस्तार गरेका छन् । उनले उपलब्धिको गुणस्तरलाई जोड दिएका छन् । Anderson/Krathwohl को Taxonomy मा संज्ञानात्मक प्रक्रिया र ज्ञान दुई आयाम मात्र भएको उनले त्यसमा अर्को आयाम सिकाइको गुणस्तर थपेका छन् । शिक्षकले विद्यार्थीको सिकाइको गुणस्तरका बारेमा निर्णय गर्नु आवश्यक हुन्छ । जस्तै : “विद्यार्थीहरूले दिगो विकासको अवधारणा व्याख्या गर्नसक्नेछन्” भन्ने सिकाइ उपलब्धिलाई लिऔं । यो उपलब्धि Understand Conceptual Knowledge अन्तरगत पर्दछ । यसका लागि हामीले उपलब्धि लेखाजोखा गर्दा उपलब्धिको गुणस्तरमा विविधता पाउन सकिन्छ । उक्त गुणस्तरलाई पनि विभिन्न तहमा बाँड्नु पर्ने हुन्छ । अर्थात् एउटा स्तर तयार गर्नुपर्ने हुन्छ । यसका लागि त्रिआयामिक सूचीलाई Level या Achievement देखाउने एउटा आयाम थपी त्रिआयामिक बनाउन सकिन्छ । तल

चित्रमा दिइएको स्तम्भको उचाइले Apply conceptual knowledge मा भएको outcome को level देखाएको छ ।



यसरी यस सूचीमा गुणस्तरको आयाम (Quality Dimension) थपिए पछि “के सिकारूले उपलब्धि हासिल गर्‍यो ? को सट्टामा “सिकारूले उपलब्धि के कति मात्रामा हासिल गर्‍यो ” भन्ने कुरामा ध्यान दिनुपर्ने हुन्छ । अर्थात् उपलब्धि हासिल गर्‍यो वा गरेन ? भन्ने प्रश्नलाई उपलब्धि कुन गुणस्तरको उपलब्धि हासिल गर्‍यो ? भन्ने प्रश्नका आधारमा । त्यस पछि उच्च गुणस्तरको उपलब्धि र निम्न गुणस्तरको उपलब्धि बीचको भिन्नतालाई अडकमा भन्दा पनि शब्दमा व्याख्या गर्नुपर्ने हुन्छ । नेपालको परिप्रेक्ष्यमा पनि यस त्रिआयामिक Taxonomy लाई प्रयोगमा ल्याउन सकेमा सिकाइ उपलब्धि, शिक्षण र लेखाजोखाका पक्षहरूमा सकारात्मक परिवर्तन आउने देखिन्छ ।

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१. परिवेश

नेपाली जनताले केन्द्रीय निरङ्कुश सामन्ती सत्ताद्वारा थोपरेको सबैखाले वर्गीय, जातीय, क्षेत्रीय, लिङ्गीय शोषणदमन, उत्पीडन र विविधीकरणविरुद्ध गरेको विद्रोह (जनबान्दोलन, जनसङ्घर्ष वा जनयुद्ध) का कारण देश राजतन्त्रको समूल नष्ट गरी सङ्घीय लोकतान्त्रिक गणतन्त्र स्थापनाको संघारमा पुगेको छ । शिक्षा सत्ताद्वारा सञ्चालित र निर्देशित हुन्छ । नेपालको अहिलेसम्मको सत्ता भनेको केन्द्रीकृत सामन्ती सत्ता भएकाले यसले त्यस्तो सत्ताको सेवा गर्दै आएको कुरा जगजाहेर नै छ । केन्द्रीकृत सामन्ती सत्ताको समूल नष्ट गरी आत्मनिर्णयको अधिकारका आधारमा सङ्घीय लोकतान्त्रिक गणतन्त्रका रूपमा राज्य पुनःसंरचनातिर देश उन्मुख छ, त्यसैले गणतान्त्रिक शिक्षा प्रणाली आजको आवश्यकता बनेको छ ।

२. वर्तमान शिक्षा प्रणालीका बारेमा केही कुरा

नेपालमा केन्द्रीकृत सामन्ती सत्ताको उदयपश्चात् हिन्दू वर्णाश्रमको मान्यतामा तय गरिएका शिक्षा पद्धति देवकुल, राजकुल, ऋषिकुल र गुरुकुलमध्ये सामन्ती सत्ताले आफ्नो स्वार्थअनुसार गुरुकुल शिक्षापद्धतिलाई आधार बनाएको देखिन्छ । इ.सं. १८१६ को सुगौली सन्धिपश्चात् अर्धसामन्ती-अर्धबौद्धनिवेशिक बन्न पुगेको नेपाल निरङ्कुश सामन्ती राज्यसत्ताको गुरुकुल, कर्मकाण्ड शिक्षामा पुँजीवादी शिक्षाका केही रूप समावेश गर्न थालिएको थियो । तापनि शिक्षाको मूल स्वरूप कर्मकाण्डीय नै रहयो । ब्रिटिस साम्राज्यवाद स्वार्थअनुरूप सर्वप्रथम राणा प्रधानमन्त्री जङ्गबहादुरले वि.सं. १९१० असोज २७ गते दरबारियाहरूका लागि मात्र अङ्ग्रेजी विषयको पढाइ थापाथली दरबारमा सुरु गरे । जसलाई १९३२-३३ सालमा दरबार हाइविद्यालय नामकरण गरियो । वि.सं. १९४२ सालतिरबाट उक्त हाइविद्यालयमा दरबारिया कर्मचारी र राजामुक्त अर्थात् राणामुक्त, बिर्तावाला सामन्तलाईसम्म पढ्ने अनुमति प्रदान गरियो । वि.सं. १९२६-१९२७ नारायणहिटी पाठशाला, १९३२ मा दिङ्ला संस्कृत पाठशाला, १९४२ मा तीनधारा संस्कृत पाठशालाजस्ता शैक्षिक संस्था खोली दरबारिया शासकवर्ग गुरु, पुरोहित र दरबारका आसेपासेलाई कर्मकाण्डीय सामन्ती स्तुतिगानका माध्यमबाट सामन्तवादी शिक्षा प्रणालीको प्रारम्भ गरियो ।

* केन्द्रीय अध्यक्ष, अखिल नेपाल शिक्षक सङ्गठन

वि.सं. १९७५ सालमा साम्राज्यवादीको दबाबलाई समेत छ्याल गर्दै त्रिचन्द्र कलेजको स्थापना गरियो । कलेजको उद्घाटनपश्चात् राणा प्रधानमन्त्री चन्द्रशमशेरले आफ्नै खुट्टामा बन्चरो हानेको अभिव्यक्ति दिनुले नागरिक शिक्षित भएमा राणा शासन रहँदैन भन्ने बुझाइबाट शासकहरूमा कसिको त्रासदी थियो भन्ने कुरा सहजै अनुमान गर्न सकिन्छ । नेपालमा हिमातीलगायतका केही सीमित क्षेत्रमा सीमित रहन पुगेको गुम्बामा दिइने बौद्ध शिक्षा, सत्तल, पिँढीमा दिइने सर्वसाधारणको शिक्षा, तराई तथा केही सहरहरूमा संचालित इस्लामिक मदरसाहरू राज्यसत्ताबाट पूर्ण उपेक्षित छन् भने हिन्दू वर्णाश्रममा आधारित कर्मकाण्डीय संस्कृत शिक्षा राज्यको पूर्ण लगानीमा सञ्चालित गरिएको छ । बहुभाषिक, बहुधार्मिक देशमा एउटा धर्मसँग मात्र सम्बन्धित शिक्षालाई 'काखा' र अन्य धर्मसँग सम्बन्धित शिक्षालाई 'पाखा' को नीति सामन्ती सत्ताले अँगालेको छ । राज्यले कुनै धर्मलाई संरक्षण दिने कुरा नै अवैज्ञानिक हो त हो नै । अव्यावहारिक र जनविरोधी कार्य पनि हो ।

२००७ सालको राजनीतिक आन्दोलनपछि राणा, राजा र काङ्ग्रेसका बीचमा भारतीय शासकले गराइदिएपछि धोकापूर्ण "दिल्ली सम्झौता" मा टुङ्गियो । २००७ सालमा प्रजातन्त्र आयो बनियो । तर, तीन वर्षपछि मात्र २०१० सालमा राष्ट्रिय शिक्षा योजना आयोग (नेपालमा शिक्षा-२०११) लागू गरी शिक्षाको प्रचारप्रसार गर्न खोजियो । तर, शिक्षाको स्वरूप भने सामन्ती नै रह्यो । २०१७ सालमा 'राजा' महेन्द्रको सैनिक 'कु' पछि 'सर्वाङ्गीण राष्ट्रिय शिक्षा समिति -२०१८' द्वारा जनतालाई भ्रम पार्ने गरी शिक्षा आयोग गठन गरियो । '२०२८-२०३२ सालको राष्ट्रिय शिक्षा पद्धति' ले शिक्षामा नियोजन गर्ने नीति अवलम्बन गर्‍यो । यो नै सामन्तवाद र साम्राज्यवादको प्रभाव विस्तार गर्ने । शिक्षानीतिको व्यवस्थित र केन्द्रीकृत योजना थियो । यसले गुणस्तरीय शिक्षाका नाममा शिक्षामा निजीकरण र व्यापारीकरणका लागि ढोका खोलिदियो र साम्राज्यवादी शिक्षालाई खुला गरिदियो । त्यसपछि पुनः भ्रम सिर्जना गर्न 'शाही उच्च शिक्षा आयोग २०३९' बनाइयो । २०४६ सालको जनआन्दोलनपछि बनेको संसदीय सरकारले 'राष्ट्रिय शिक्षा आयोग-२०४७' गठन गर्‍यो । जसले शिक्षामा निजीकरण र व्यापारीकरण गर्ने मार्ग खुला गर्‍यो । हालसम्म त्यसैको निरन्तरता छ ।

३. क्षेत्रगत आधारमा आधारभूत शिक्षामा पहुँचको अबस्था

नेपालमा कहिले आधारभूत आवश्यकताको नारा ल्याएर शिक्षालाई महत्त्व दिन खोजिएको, कहिले शिक्षाको उज्यालो घामबाट कुनै पनि बालबालिकाले बञ्चित हुन नपरोस् भन्ने जस्ता तोकप्रिय हुन खोज्ने अभियान सुरु गरेका अभिनय गरेर होस् अथवा सन् १९९० को दशकबाट सबैका लागि शिक्षाको नारा लगाएर होस् कम्तिमा आधारभूत शिक्षामा सबैको पहुँच पुगोस् भन्ने अभिप्रायले कार्यक्रमहरू अधि बढाइएको छ भनिन्छ । त्यति हुँदाहुँदै पनि क्षेत्रगत आधारमा साक्षरताको दर निम्न अनुसार देखिएको छ ।

क्र.सं.	क्षेत्र वा उपक्षेत्रको नाम	साक्षरता दर	क्र.सं.	क्षेत्र वा उपक्षेत्रको नाम	साक्षरता दर
१-	सुदूर पश्चिमाञ्चल	४६.७	४-	मध्यमाञ्चल	४८.१
क-	उच्च पहाड	३९.५	क-	उच्च पहाड	४९.६
ख-	पहाड	४४.८	ख-	पहाड + उपत्यका	५८.८
ग-	तराई	५५.९	ग-	पहाड - उपत्यका	५९.८
२-	मध्यपश्चिम	४३.७	घ-	उपत्यका मात्र	७२.२
क-	उच्च पहाड	३९.८	ङ-	तराई	४३.९
ख-	पहाड	४५.८	५-	पूर्वाञ्चल	५३.९
ग-	तराई	५३.५	क-	उच्च पहाड	५०.६
३-	पश्चिम	५६.६	ख-	पहाड	५६.४
क-	उच्च पहाड	५५.८		तराई	५४.७
ख-	पहाड	६०.३	
ग-	तराई	५३.५	

स्रोत : Nepal Regional Strategy For Development by Hark Gurung

क्र.सं.	४ वर्षका बालबालिकाको सङ्ख्या	महिलाको सङ्ख्या	जम्मा पढ्ने सङ्ख्या	पढ्ने महिला सङ्ख्या	जम्मा पढ्ने प्रतिशत	पढ्ने महिला प्रतिशत
१-	६९८३०८	३०५९८५	२४७९३०	११०७९८	४०	३६
२-	५-१० उमेरका बालबालिकाको सङ्ख्या	महिलाको सङ्ख्या	जम्मा पढ्ने सङ्ख्या	पढ्ने महिला सङ्ख्या	जम्मा पढ्ने प्रतिशत	पढ्ने महिला प्रतिशत
३-	४५८३९६७	२२४७२०६	३९२८६८४	१७८३३६६	८५.७	७९.३
४-	९-१५ उमेरका बालबालिकाको सङ्ख्या	महिलाको सङ्ख्या	जम्मा पढ्ने सङ्ख्या	पढ्ने महिला सङ्ख्या	जम्मा पढ्ने प्रतिशत	पढ्ने महिला प्रतिशत
५-	४५९४९९९	२५५४९८३	१६९७६७	६९२३४९	३५.८	२७.९

स्रोत:- Population Census 2001, National Report / School Level Education Statistics of Nepal, 2002 (२०५९)

माथि एउटा साक्षरताको तथ्याङ्क तालिका दिइएको छ । त्यसलाई अध्ययन गर्दा मध्यपश्चिमको साक्षरता दर केवल ३९.८ र काठमाडौं उपत्यकाको मात्र साक्षरता दर ७२.२ छ । यी दुईओटाको औसत निकाल्दा साक्षरता दरको औसत ५२ हुन्छ । पाँचओटा विकास क्षेत्रको औसत साक्षरता दर निकाल्दा ४९.८ हुन आउँछ । तर, माथि प्रस्तुत गरिएका सबै स्थानहरूको औसतलाई समावेश गर्दा त्यो ५३.७ हुन्छ । यसलाई नै आधार मानेर नेपालको साक्षरता प्रतिशतका रूपमा प्रचारप्रसार गरिएको छ । यथार्थमा एकातिर आघातमा बढी नेपाली निरक्षर नै छन् । अर्कोतर्फ विद्यालय जाने उमेरका बालबालिका र विद्यालय गएका

बालबालिकाको तथ्याङ्क समावेश गरिएको छ । पूर्व प्राथमिक विद्यालय नदेखेका बालबालिका ६० प्रतिशत छन् । अझ बालिकाको सङ्ख्या ६४ प्रतिशत छ । यो तथ्याङ्कलाई अध्ययन गर्दा १० लाख २६ हजार ३७३ जना बालबालिकाले विद्यालयको आँगनसम्म देख्न पाएका छैनन् । बीचको छ वर्षमा जनसङ्ख्या बढेकाले यो सङ्ख्या स्वतः बढ्छ । विद्यालय जाने उमेरका लाखौं बालबालिका बालमजदुर बनेका छन् । खोलामा गिट्टी कुट्ने, होटलहरूमा भाँडा माइने, बाल यौनशोषणको सिकार भन्ने, खाते र मगन्तेको रूपमा समेत भौतारिन बाध्य छन् ।

त्यसैले पहिलो कुरा, ती बालबालिकाको अधिकारको ग्यारेन्टीसँग जोडिएको छ । हुन त २५ हप्ताको किताब किन्न नसकेर, बालबालिकाको गाँस, बास, कपास र स्वास्थ्यको पूर्ण व्यवस्था नभएर पढ्न नपाएका जनताका छोराछोरीका नाममा शिक्षा तथा खेलकुद मन्त्रालयले १०० अमेरिकी डलर मूल्य पर्ने ल्यापटप कम्प्युटर बाँड्ने योजना *एक बालक एक ल्यापटप कम्प्युटर कार्यक्रम (One Laptop Computer Per Child Programme)* लागू गरेको घोषणा गरिसकेको छ ।

यो त भयो, नेपालको शिक्षामा पहुँचको कुरा, साक्षरता भएका र शिक्षा पाएकाहरूको हविगत हेरौं । अहिले साक्षर भएका र पढेर शैक्षिक योग्यता प्राप्त गरेकाहरू नै बेरोजगार बनिरहेका छन् । निरक्षरहरूको बेरोजगार प्रतिशत २.७ प्रतिशत छ । केही वर्ष विद्यालय गएका २.७ प्रतिशत, कक्षा ३ देखि ५ सम्म पढेका ३.५ प्रतिशत, कक्षा ६ देखि १० सम्म पढेका ४.६ प्रतिशत र कक्षा ११ भन्दा माथि पढेकाहरू ९.४ प्रतिशत छ । (कें.त.वि.), २००४, पृ. ४८)। उमेर समूहको बेरोजगारीको स्थिति हेर्दा १५ देखि १९ वर्षका ५.७ प्रतिशत, २०-२४ वर्षका ६.४ प्रतिशत र २५-४४ वर्षका ३.६ प्रतिशत बेरोजगार छन् । तथ्याङ्कको यस प्रकृतिले जतिजति उच्च तहको शिक्षा लिँदै जान्छन्, बेरोजगारीको सङ्ख्या बढ्दै जाने, उत्पादनशील उमेर समूहका मानिसहरूको बेरोजगारी बढ्दै जाने गरेको देखाउँछ ।

शिक्षामा भएको निजीकरण र व्यापारीकरणले एकातिर गुणस्तरका नाममा शिक्षा असाध्यै महँगो बन्दै गएको छ । बिनातगानीमा साम्राज्यवादलाई चाहिने दक्ष जनशक्ति उत्पादन गरिदिएको छ । निजी विद्यालयले उत्कृष्ट विद्यार्थीहरूलाई बिनापारिश्रमिकमा निजी विद्यालयका विज्ञापनका मोडलका रूपमा प्रयोग गरेको छ । यस प्रणालीले दुईखाले नागरिक उत्पादन गर्दछ । जसले विभेदीकरण बढिरहेको छ र वर्गउत्थानमा सहयोग पुर्याएको छ ।

यसैकारण, लाखौं शिक्षित युवाहरू अन्तरराष्ट्रिय श्रमबजारमा बेचन बाध्य छन् । विशिष्ट प्रतिभाहरू विदेश पलायन हुँदैछन् । विद्यालय शिक्षा भनौं वा सम्पूर्ण तहको शिक्षासँग

उब्जेको अर्को मुद्दा शिक्षा र रोजगारीसँग सम्बन्धित छ । जतिजति शिक्षाको स्तर बढ्दै जान्छ, उतिउति बेरोजगारको मात्रा बढ्दै गएको कुरा वर्तमान तथ्याङ्कले देखाउँछ । शिक्षानीति तथा कार्यक्रम निर्माण र कार्यान्वयनको तहका लागि यो ज्यादै जटिल चुनौति हो ।

माथिको अध्ययनबाट हामी यो निष्कर्ष निकाल्न सक्छौं पहिलो अहिले पनि जनसङ्ख्याको ठूलो भाग निरक्षर छ र त्यसलाई साक्षर बनाइनुपर्दछ । दोस्रो, विद्यालय जाने उमेरका लगभग १३ प्रतिशत बातबाटिका विद्यालय जानबाट वञ्चित छन् । तिनीहरूलाई विद्यालय जाने अधिकार सुनिश्चित गरिनुपर्दछ । तेस्रो र अत्यन्त महत्त्वपूर्ण कुरा भनेको शिक्षा पाएको वा साक्षर भएको व्यक्ति नै बढी बेरोजगार छ । यसको निचोड आउँछ, शिक्षा केवल शिक्षामा मात्र सीमित छ । यो व्यावहारिक र व्यवसायमूलक छैन । निष्कर्षमा आउँदा सिङ्गो शिक्षा प्रणाली ठीक छैन । यसमा आमूल परिवर्तन गरिनुपर्दछ ।

४. शिक्षासम्बन्धी केही कुरा

संयुक्त राज्य अमेरिकाले लागू गरेको 4Ls (Learning, Life, Liberty & Love) सोभियत रुस हुँदा पहिलो पटक उठाएको Technical & Vocational Education Universal, Free & Compulsory, जापानको Building a satisfactory and autonomous life, Adopting themselves to social realities, Creatively solving there difficulties भारतको Education should related to productivity / work oriented / experience based / skill centered चीनको Education for workers and peasants / illumination of illiteracy र अहिले नेपालमा लागू हुन लागेको 'अन्तरिम तीनवर्षे शिक्षा योजना' मा लेखिएको Salable for world of work को छ ।

५. शिक्षालाई कसरी परिभाषित गर्ने ?

शिक्षा भनेको अधिरचना र संस्कृतिको चेतनाको विकास गर्ने क्षेत्र हो । शिक्षाले शारीरिक श्रम र मानसिक श्रमलाई व्यवस्थित र सरलीकृत गर्न सहयोग गर्नुपर्दछ । त्यसो भएको हुनाले जबसम्म मानिसको चेतनामा आधारभूत रूपले परिवर्तन ल्याइँदैन, देश र समाजको आमूल परिवर्तन हुन पनि सक्दैन र समाजको उत्पादन शक्तिको विकास गर्न पनि सकिँदैन । त्यसैले आमजनसमुदाय र मूल रूपमा श्रमिक जनसमुदाय बहुसङ्ख्यक किसान, मजदुर र दलित, महिला, जनजाति/गायतका सम्पूर्ण जनतालाई शिक्षा सर्वसुलभ गराइनुपर्दछ । शिक्षाको सर्वव्यापकता सर्वसुलभ हुन्छ किनकि अहिले नै सीमित धनीहरूले र सम्भ्रान्तवर्गका मान्छेहरूले मात्र शिक्षा आर्जन गर्ने र बहुसङ्ख्यक जनताले शिक्षाबाट वञ्चित हुने स्थिति छ । त्यसले गर्दा नै वर्गीय विभेद भइराखेको छ । असमानता बढिराखेको छ । धनी भन् धनी

हुँदै जाने र गरिब भन् बढी गरिब हुनुको मूल कारण शिक्षा क्षेत्रको असमानता हो । शिक्षालाई जनताको मौलिक र नैसर्गिक अधिकार संविधानतः नै व्यवस्था गरिनुपर्दछ । र, राज्यले सबैलाई अनिवार्य र निःशुल्क शिक्षा दिनुपर्दछ । त्यो सर्वसुतम् हुनुपर्दछ । त्यसैले शिक्षाको जोड सर्वसुतम् बनाउनका निम्ति साक्षरतामा मुख्य जोड हुनुपर्दछ । प्रारम्भिक खालको शिक्षा सबैलाई साथै प्रौढ र अरू जो पहिले वञ्चित छन्, निरक्षर छन्, अहिलेको तथ्याङ्कले पनि भन्डै ५० प्रतिशतभन्दा बढी मान्छेहरू निरक्षर छन्, तिनीहरूलाई साक्षर बनाइदिनुपर्दछ । यसका लागि एउटा अभियान नै चलाएर सबै मान्छेलाई साक्षर बनाउने पहिलो प्रयत्न हुनुपर्दछ । न्यूनतम शिक्षा सबैलाई उपलब्ध गराउने प्रयत्न हुनुपर्दछ । यति भयो भने आमूल सामाजिक-सांस्कृतिक परिवर्तन हुन्छ, त्यसले विकासको ढोका खुल्छ । यो सबभन्दा महत्त्वपूर्ण कुरा हो ।

६. सिद्धान्तिक अवधारणा

(क) शिक्षाले गरिब जनताको राजनीतिको सेवा गर्नुपर्दछ । शिक्षालाई वर्गसङ्घर्ष, उत्पादन सङ्घर्ष र वैज्ञानिक प्रयोगका कामसँग जोड्नुपर्दछ । मानसिक श्रमलाई हस्तकृत श्रमसँग जोड्ने, सिद्धान्तलाई व्यवहारसँग जोड्ने र आंशिक समय काम गर, आंशिक समय अध्ययन गर, अध्ययन गर्दा काम गर भन्ने पद्धतिलाई व्यवहारमा उतार्ने हुनुपर्दछ । जसबाट विद्यार्थीहरूले नैतिक, बौद्धिक, शारीरिक र सांस्कृतिक विकास गर्दै समाजवादी चेतना र संस्कृति भए सचेत श्रमशक्ति उत्पादन गरोस् ।

(ख) विद्यार्थीको मुख्य काम अध्ययन गर्नु हो तापनि विद्यार्थीहरूले अरू कुरा पनि सिक्नुपर्दछ । त्यसो भन्नुको अर्थ हो, आफ्नो अध्ययनको अतिरिक्त तिनीहरूले अध्ययनको कामलाई औद्योगिक काम, खेतीको काम, सैन्य काम, सांस्कृतिक कामसँग जोड्दै, प्रतिगामी र यथस्थितिवादीहरूलाई आलोचना गर्न सांस्कृतिक क्रान्तिमा भाग तिनुपर्दछ । विद्यार्थीहरूलाई सर्वप्रथम वर्गसङ्घर्ष र दुई कार्यदिशाबीचको सङ्घर्षलाई बुझ्न सक्ने, लडाकु योद्धा हुनसक्ने किसिमले तालिम दिनुपर्दछ । अनि मात्र विद्यार्थीले प्राप्त गरेको वैज्ञानिक र प्राविधिक ज्ञानलाई वास्तविक प्रयोग गर्न सकिनेछ ।

(ग) विद्यालयले आफ्ना सबै कार्यमा विद्यार्थीको धारणा र विचारधारा रूपान्तरण गर्ने खालको उद्देश्य राख्नुपर्दछ ।

(घ) जनसमुदायलाई सचेत, जागरुक र इच्छुक बनाउँदै शिक्षा क्षेत्रमा जनताको सहभागिता, निगरानी, हस्तक्षेप र नियन्त्रणलाई सुनिश्चित गरेर मात्र शैक्षिक प्रतिक्रान्तिलाई रोक्दै शिक्षामा क्रान्तिलाई निरन्तर गर्दै त्यसलाई विकास र समृद्ध गर्न सकिन्छ ।

(ङ) अभिभावक (जनसमुदाय), विद्यार्थी र शिक्षकहरूको चाहनाको उचित संयोजन नै २१औं शताब्दीको लोकतान्त्रिक शिक्षा हो जसलाई जनवादी शिक्षा पनि भन्न सकिन्छ । विद्यार्थीहरूले सैद्धान्तिक ज्ञान प्राप्त गर्ने मात्र होइनन् । त्यसैले उनीहरूको शिक्षालाई प्रयोगात्मक काम र जनताका कामसँग जोडिनुपर्दछ । शिक्षकहरू विद्यालयको कार्यको साथै जनकार्यसँग पनि जोडिनुपर्दछ ।

जनता (अभिभावक) का कार्यहरूलाई शैक्षिक कार्यहरूसँग जोड्नुपर्दछ, पाठ्यक्रम र पाठ्यपुस्तकमा सैद्धान्तिक ज्ञानलाई प्रयोगात्मक कार्य र शैक्षिक कार्यलाई जनकार्यसँग संयोजन गरी निर्माण, प्रयोग र विकास गरिनुपर्दछ । २१औं शताब्दीको नयाँ विचारका आधारभूत सिद्धान्तका आधारमा सरल पाठ्यपुस्तक तयार र विकास गरी नियमित र व्यवस्थित पठनपाठनको आरम्भ गरिनुपर्दछ ।

(च) सङ्घर्षका क्रममा आफ्नो राजनीतिक चेतना उकासेर मात्र गरिब जनताको शैक्षिक क्रान्तिको नेतृत्वमाथि स्थायी पकड जमाउन सकिन्छ ।

राजनीति हरेक कुराको सञ्चालक नेता तथा केन्द्रीय शक्ति (आत्मा) हो । शैक्षिक क्षेत्रमा राजनीतिको काम शिक्षण संस्थाहरूमा विद्यार्थीको चिन्तन बदल्न अभिप्रेरित गराउने हुनुपर्छ 'राजनीति भनेको फोहोरी खेल हो' भन्ने गलत अवधारणालाई हटाउनुपर्छ ।

(छ) विद्यार्थीहरूको विचार, चिन्तन रूपान्तरण गर्ने कार्यमा हाम्रो सहभागिता सही र क्रान्तिकारी कार्यक्रमको निम्ति हामीमाथि विश्वास गरिएको उत्तरदायित्व हो । यो त अझै उच्च र झनै कठिन आग्रह पनि हो, जसलाई हामीले आफैलाई मजदुर, किसान र सैनिक सिपाहीबाट पुनःशिक्षित गराउँदै जाने व्यवस्था मिलाउनुपर्दछ ।

आमजनसमुदायबाट आमजनसमुदायकै लागि भन्ने आमकायदिशा अवलम्बन गर्न अपरिहार्य छ । शिक्षकले विद्यार्थीको सेवा गर्नुपर्दछ शिक्षकको भूमिका विद्यार्थीहरूलाई स्वयं चिन्तन मनन गर्न, समस्याहरूको अध्ययन गर्न र उनीहरूको क्षमता अभिवृद्धि गराउन सहयोग पुर्याउने हुनुपर्दछ । त्यसकारण शिक्षकले विद्यार्थीहरूबाट सिक्नुपर्दछ र उनीहरूको बीचमा अनुसन्धान गर्नुपर्दछ ।

(ज) पुरानो शैक्षिक व्यवस्था, शैक्षिक पद्धति र अध्यापन प्रणालीलाई रूपान्तरण गरिनुपर्दछ । हातसम्म चलिआएको विद्यालयको गतिविधिलाई पूर्ण परिवर्तन गरिनुपर्दछ ।

(झ) नम्र र दूरदर्शी बन्नुपर्दछ, अहङ्कार तथा उताउलोपनाको विरुद्धमा उभिनुपर्दछ ।

(ञ) आत्मनिर्भर होऊ, कडा परिश्रम गर, सबै निर्जीव मूर्तिहरू र अन्धविश्वासहरू दिमागबाट फ्याँकेर यसबाट मुक्त होऊ भन्ने भनाइलाई सूत्रवाक्य बनाउनुपर्दछ ।

(ट) विद्यालय जाने समयावधि घटाउनुपर्दछ । पाठ्यक्रम छोटो, मूर्त र ठोस हुनुपर्दछ । पाठ्यसामग्री पूर्णरूपले रूपान्तरण गरिनुपर्दछ । कुनै कुरामा रहेको जटिल सामग्रीलाई सरलीकरण गर्न सुरु गर्नुपर्दछ ।

७. नीति तथा कार्यक्रम यस्तो बनाउँदा कस्तो होला ?

- (क) लोकतान्त्रिक शिक्षाको मूल चरित्र राष्ट्रिय, लोकतान्त्रिक र वैज्ञानिक हुनुपर्नेछ ।
- (ख) शिक्षा क्षेत्रमा संघात्मक राज्यसत्ताको मुख्य काम जनताको सांस्कृतिक स्तर अभिवृद्धि गर्नु, सामाजिक तथा राष्ट्रिय पुनःनिर्माणका निमित्त लाल र निपूर्ण जनशक्ति उत्पादन गर्नु र सामन्ती, दलाल र जनविरोधी विचारधाराको सट्टा जनताको सेवा गर्ने प्रगतिशील, वैज्ञानिक विचारधाराको विकास गर्ने हुनुपर्दछ ।
- (ग) लोकतान्त्रिक गणतन्त्रात्मक शिक्षाले आमजनसमुदायमा देशप्रेम, जनताप्रति आदर, सङ्घीय लोकतान्त्रिक गणतन्त्रको विधानमा आस्था, श्रमप्रति श्रद्धा र सामूहिक सम्पत्तिप्रति चासो भाव पैदा गर्ने हुनुपर्दछ ।
- (घ) शिक्षालाई सर्वसुलभ, निःशुल्क र अनिवार्य गराइनुपर्दछ । विशेष जनसाक्षरता अभियान सञ्चालन गरेर नै निरक्षरता उन्मूलन गरिनुपर्दछ । शिक्षालाई श्रमसँग जोडेर अगाडि बढाउनुपर्दछ । शिक्षालाई व्यावहारिक र जीवनोपयोगी बनाउनुपर्दछ ।
- (ङ) प्रकृतिविज्ञान र समाजविज्ञानको सन्तुलन मिलाएर शिक्षा प्रदान गरिनुपर्दछ । उच्च शिक्षा विज्ञान तथा प्रविधि शिक्षामा उचित र आवश्यक ध्यान पुऱ्याउनुपर्दछ ।
- (च) पुराना पाठ्यपुस्तक खारेज गरेर नयाँ मूल्य र मान्यताअनुसारका पाठ्यपुस्तक तयार गरिनुपर्दछ । सबैलाई प्राथमिक तहसम्म आफ्नै मातृभाषामा शिक्षा दिलाउने व्यवस्था मिलाउनुपर्दछ ।
- (छ) सबैलाई स्वस्थ, मनोरञ्जन र खेलकुदको उचित व्यवस्था गरिनुपर्दछ ।
- (ज) नेपाली जनताले गरेको वीरतापूर्ण जनआन्दोलन, जनक्रान्तिमा अभिव्यक्त भावना र चाहनामा संश्लेषित विचारका आधारभूत कुराहरूका बारेमा सरल पाठ्यपुस्तकहरू तयार गरी नियमित र व्यवस्थित पठनपाठन आरम्भ गरिनुपर्दछ ।
- (झ) शिक्षा प्राप्त गर्नु मान्छेको नैसर्गिक अधिकार हो । यदि यो मान्यतालाई स्वीकार गर्ने हो भने शिक्षालाई निजीकरण र व्यापारीकरण गरिनुहुँदैन ।
- (ञ) समाजमा अत्यन्त पछाडि परेका उत्पीडित जनजातिहरूलाई शिक्षामा विशेष अधिकारको ग्यारेन्टी गरिनुपर्दछ ।

अ- अनौपचारिक शिक्षा

- (क) जनसाक्षरता अभियान
निश्चित अवधि किटान गरी आफ्नो विशेषता र विशिष्टतामा योजना र कार्यक्रम बनाई जनसाक्षरता अभियान सञ्चालन गरिनुपर्दछ । यसलाई निरक्षरता उन्मूलन गर्ने मूल लक्ष्यका साथ राजनीतिक र वैचारिक चेतनास्तर वृद्धि गर्न, जीवनपद्धतिमा सुधार गर्न, सामूहिक र संगठित जीवनयापन गर्न, सांस्कृतिक रूपान्तरण गर्न वैज्ञानिक र व्यवस्थित रूपमा नयाँ

चेतनाको विकास गर्न महत्वपूर्ण माध्यमका रूपमा विकास गरिनुपर्दछ । यदि प्रभावकारी कार्यक्रम बनाउँदै लागू गरियो भने जनसाक्षरता अभियानबाट बहुआयमिक उपलब्धि हासिल गर्न सकिनेछ । साक्षरताको हकमा उनीहरूले अपनाउँदै आएको पेसालाई आधुनिकीकरण गर्न प्रेरित गर्ने हुनुपर्दछ । जनतालाई साक्षर बनाउनका लागि निरक्षरता उन्मूलन अभियान कार्यक्रम लानुपर्दछ्यो । यो अभियानलाई कार्यान्वयन गर्न कुनै समस्या छैन । उदाहरणका लागि युद्धकालीन अवस्थामा नै रोल्पा, रुकुम र सत्यानमा नमुना गाउँहरू घोषणा गर्दै लगियो । यसको परिणाम अत्यन्त उत्साहप्रद पनि रह्यो ।

साक्षरतालाई अनौपचारिकतामा मात्र सीमित गर्ने परिपाटीको अन्त्य गरी छोटो समयमा औपचारिकतामा सीप र कलामा भएको क्षमता र दक्षताको मापन गरी योग्यता बनाउने प्रक्रियाको थालनी गरिएकाले निरक्षरलाई साक्षर, साक्षरलाई शिक्षित बनाउनेतिर उन्मुख छ । जनयुद्धले विकास गरेको सीप, दक्षता भएका मान्छेहरूलाई साक्षर बनाउनेबित्तिकै विशेष योग्यतासहितको दक्ष शिक्षित जनशक्तिमा रूपान्तरण गर्न सकिने थुप्रै आधार तयार भएकाले विद्रोहको चेतना र शिक्षाको चेतना संयोजन गर्नाले देशभक्त, जनतान्त्रिक, जनजीविकाको ग्यारेन्टी गर्न सजिलो पर्दछ । त्यसैले परम्परागत रूपमा रटान लगाउँदै आएको अनौपचारिक (Non-formal, informal, unformal) लाई औपचारिकता दिनुपर्ने आवश्यकता बोध भएको छ । यसका लागि निरक्षरता उन्मूलनका लागि ~~प्याक्ज~~ कार्यक्रम बनाएर निश्चित वर्षभित्र पूरा गर्ने लक्ष्य राखिनुपर्दछ । यसका लागि आवश्यक जनशक्तिका रूपमा स्थानीय शिक्षक र एकस्तरसम्मको विद्यार्थीलाई उपयोग गर्ने योजना बनाइनुपर्दछ । साथै, यसअघि गैरसरकारी संस्थाहरूले सञ्चालन गरेका योजनाहरूको गहिरो अध्ययन गरेर शिक्षा लिन जरुरी छ किनभने नेपाल अत्यन्त पिछ्छिएको देश हो ।

आ- शिशु स्याहार केन्द्र

दुई वर्षदेखि चार वर्षसम्मका बालबालिकाहरूलाई शिशु स्याहार केन्द्रहरू खोलेर तिनीहरूलाई मानवीय गुणको ज्ञान दिताउने, घरपरिवार, चालचलन, अनुशासन, लेखपढतन्त्रागतका सामान्य ज्ञान दिइनुपर्दछ । यस्ता शिशु स्याहार केन्द्रहरू दुई प्रकारका हुनेछन् : पहिलोमा, प्रत्यक्ष नेतृत्वमा स्थानीय सरकारमार्फत सहिदका छोराछोरी, सेनाका छोराछोरी र असहाय बालबालिकाहरू पर्नेछन् । दोस्रो, केन्द्रीय वा सङ्घीय नीति/निर्देशनमा सरकारको नेतृत्वमा जनसमुदायको सहभागितामा सामुदायिक शिशु स्याहार केन्द्रहरू सञ्चालन गर्न सकिनेछ ।

इ- विशेष शिक्षा

दृष्टिविहीन, सुस्त श्रवण र बहिरा तथा लाटो र सुस्त मनस्थिति भएकाहरूका लागि विशेष अधिकारका रूपमा राज्यले नै विशेष शिक्षा प्रदान गरिने व्यवस्था गरिनुपर्दछ ।

८. शिक्षाका तह, उद्देश्य र विषयसूची

(क) प्राथमिक तह- कक्षा १ देखि ५ सम्म

यस तहमा ५ वर्षदेखि ८ वर्षसम्म उमेरका बालबालिकाहरू पर्नेछन् र प्रत्येक कक्षाहरू ६-६ महिने अवधिको राख्न सकिनेछ । यस तहमा विद्यार्थीहरूलाई आधारभूत ज्ञान दिन जोड गरिनेछ । खासगरी यस तहका बालबालिकाहरूमा भौतिकवादी तरिकाले सोच्ने, आत्मविश्वास जगाउने, अन्धपरम्परा र अन्धविश्वासबाट मुक्त गराउने, मिहेनती, स्वाभिमानी, इमानदार र स्वावलम्बी बनाउन प्रेरित गरिनेछ । यस तहमा पनि विद्यार्थीको दैनिक जीवनसँग जोडेर उक्त काममा आत्मनिर्भर रहनु भन्नाका लागि बहुप्राविधिक शिक्षा राख्नुपर्दछ ।

विषयहरूको सूची

- (१) भाषाशिक्षा (मातृभाषामा जोड, नेपाली र अङ्ग्रेजी)
- (२) गणित
- (३) विज्ञान, स्वास्थ्य र वातावरण
- (४) समाजविज्ञान (दर्शन, राजनीति, राजनीतिक अर्थशास्त्र, इतिहास, संस्कृति र सैन्यविज्ञान)
- (५) हस्तकला, चित्रकला

(क) प्राथमिक तह कक्षा १, २ र ३

क्र.सं.	विषय	कक्षा-१		कक्षा-२		कक्षा-३	
		पूर्णाङ्क	पाठ्यभार	पूर्णाङ्क	पाठ्यभार	पूर्णाङ्क	पाठ्यभार
१.	भाषाशिक्षा	१००	७	१००	७	१५०	८
२.	समाज विज्ञान	१००	६	१००	६	१००	६
३.	विज्ञान, स्वा. र वातावरण	१००	५	१००	५	१००	५
४.	गणित	५०	३	५०	३	१००	५
५.	हस्तकला, चित्रकला	५०	३	५०	३	५०	३
जम्मा		४००	२४	४००	२४	५००	२७

प्राथमिक तह कक्षा ४ र ५

क्र.सं.	विषय	कक्षा ४		कक्षा ५	
		पूर्णाङ्क	पाठ्यभार	पूर्णाङ्क	पाठ्यभार
१	भाषाशिक्षा	१५०	१०	१५०	१०
२	गणित	१००	६	१००	६
३	समाजविज्ञान	१००	६	१००	६
४	विज्ञान, वातावरण स्वास्थ्य शारीरिक शिक्षा	१००	७	१००	७
५	तलितकला	५०	५	५०	५
जम्मा		५००	३४	५००	३४

(ख) निम्न माध्यमिक तह (कक्षा ६ देखि दसम्म)

यस तहमा ९ देखि १३ वर्षसम्मका बालबालिकाहरू पर्नेछन् । प्रत्येक कक्षाहरू ६/६ महिनाका राख्न सकिनेछ । यस तहमा प्राथमिक तहमा सिकेका विषयवस्तुहरूमा अलि गहन तरिकाले अध्यापन गराउनुपर्नेछ र दर्शन, सौन्दर्यशास्त्र र सैन्यविज्ञानसम्बन्धी न्यूनतम र आधारभूत ज्ञान दिनुपर्नेछ । यस तहमा नेतृत्व, क्लाससम्बन्धी र जुम्फार भावनाको विकास गर्न जोड गर्नुपर्नेछ । यस तहमा बहुप्राविधिक शिक्षालाई विशेष जोडका साथ समावेश गरिनुपर्दछ । यदि समयावधिमा ध्यान दिने हो भने यसलाई पनि प्राथमिक तहमा राख्न सकिन्छ ।

क्र.सं.	विषय	कक्षा-६		कक्षा-७		कक्षा-८	
		पूर्णाङ्क	पाठ्य भार	पूर्णाङ्क	पाठ्य भार	पूर्णाङ्क	पाठ्य भार
१.	भाषाशिक्षा : -भाषा, व्याकरण साहित्य र कला)	१००	५	१००	५	१००	५
२.	गणित	१००	५	१००	५	१००	५
३.	विज्ञान तथा प्रविधि	१००	६	१००	६	१००	६
४.	स्वास्थ्य र शारीरिक शिक्षा	५०	३	५०	३	५०	३
५.	समाजविज्ञान-(भूगोल, इतिहास, राजनीतिशास्त्र, दर्शन, कानून, संस्कृति, नागरिक जीवन, सैन्यविज्ञान, जनसङ्ख्या तथा वातावरण, राजनीतिक अर्थशास्त्रका आधारभूत अध्ययन)	१००	६	१००	६	१००	६
६.	पूर्वव्यावसायिक शिक्षा : कृषि तथा सहकारी	१००	५	१००	५	१००	५
७.	ऐच्छिक भाषा : मातृभाषा, नेपाली, अङ्ग्रेजी, हिन्दी	५०	४	५०	४	५०	४
	जम्मा	६००	३४	६००	३४	६००	३४

(ग) माध्यमिक तह

यस तहमा १२ वर्षदेखि १४ वर्षसम्म उमेरका विद्यार्थीहरू अध्ययन गर्नेछन् । यो समय विद्यार्थी जीवनको सर्वाधिक महत्त्वपूर्ण समय हो । त्यसैले यो शिक्षा क्षेत्रको सबभन्दा महत्त्वपूर्ण तह हुनेछ । यस तहमा विद्यार्थीहरूको चातुर्यिक नेतृत्व क्षमता विकास गर्न र सर्वाङ्गीण विकास गर्न जोड दिइनेछ । यस अवधिमा विद्यार्थीहरूमा विश्वदृष्टिकोण स्पष्ट पार्नेखालका पाठ्यक्रम, पाठ्यपुस्तक तयार गरी अध्यापन गराउनुपर्दछ । यो तह पूरा गरिसकेपछि देशलाई आवश्यक पर्ने आधारभूत दक्ष जनशक्ति पूर्ति गर्न सकिनेछ । यस तहमा विद्यार्थीहरूलाई लाल र निपुण बनाउन जोड दिनुपर्दछ । यहाँ लाल भन्नाले देशभक्त जनतान्त्रिक र दक्ष भन्नाले देश विकास र जनताको सेवा गर्ने शक्तिका रूपमा हेर्दा बेस होला । व्यावसायिक र बहुप्राविधिक शिक्षालाई यसै तहबाट जोड्नुपर्दछ । भूगोल माध्यमिक

शिक्षा राष्ट्रिय विकासका निम्ति चाहिने दक्ष जनशक्तिको जग हुनुपर्दछ । यस तहसम्मलाई आधारभूत तह मान्ने र १० कक्षासम्म भए पनि ७ वर्षमा पूरा हुनेगरी पाठ्यपुस्तक र पाठ्यक्रमहरू बनाइनु वैज्ञानिक र व्यावहारिक हुन्छ । अहिले कक्षा ११ र १२ लाई पनि यसमा समावेश गर्ने तर्क आएको छ । यदि यस तहसम्मलाई आधारभूत शिक्षाको मान्यता दिने हो भने माध्यमिक तहको शिक्षा मान्न सकिन्छ । तर, यसलाई पूर्ण निःशुल्क बनाइनुपर्दछ ।

यस तहमा पाठ्यक्रम निम्नानुसार राख्न सकिनेछ :

(१) भाषासाहित्य र कला

(२) गणित

(३) विज्ञान तथा प्रविधि

(४) समाजविज्ञान (कुनै तीन इच्छाधीन)

इतिहास, भूगोल, राजनीतिकशास्त्र, राजनीतिक अर्थशास्त्र, नागरिकशास्त्र, दर्शनशास्त्र (सामान्यतः सबै र विशेष गरेर जीवन (दर्शन अथवा संसार बदल्ने आधारभूत ज्ञान), विधिशास्त्र, शारीरिक शिक्षा तथा सैन्यविज्ञान, वातावरण र संस्कृति ।

(५) व्यावसायिक शिक्षा (कुनै दुई इच्छाधीन)

कृषि तथा जनसहकारी, औद्योगिक शिक्षा, वाणिज्यशास्त्र, लेखा, जनप्रशासन, सामुदायिक स्वास्थ्य, कम्प्युटर विज्ञान, शिक्षा, सौन्दर्यशास्त्र, वातावरण तथा जनसङ्ख्या, सूचनाप्रविधि र पत्रकारिता, खाद्यविज्ञान, जलस्रोत विज्ञान, वनविज्ञान, विद्युत, जलविद्युत, पर्यटन आदि

(६) अतिरिक्त इच्छाधीन- एक

मातृभाषा (नेवारी, मगरखाम, गुरुङ, तामाङ, थारू, डोटेल, मैथिली, अवधी, हिन्दी, राई, लिम्बू आदि), अङ्ग्रेजी ।

(घ) उच्च तह

यो तह खासगरी अनुसन्धानमूलक र खोज हुनेछ । अध्ययन, अनुसन्धान र अन्वेषण गर्ने कुरामा उचित र आवश्यक ध्यान दिनुपर्दछ । व्यावसायिक र बहुप्राविधिक शिक्षालाई यसै तहबाट व्यावसायिक रूपान्तरण गरिनुपर्दछ । यसलाई उत्पादनसँग जोड्नुपर्दछ । क्रमिक रूपमा यहाँसम्मको शिक्षालाई निःशुल्क बनाइनुपर्दछ र उत्पादनसँग जोड्नुपर्दछ ।

दिक र कालबाहेक सबै सापेक्ष हुने भएकाले जनताको भावना, आवश्यकता र युग परिवर्तनसँगै र शिक्षा क्षेत्रको विकास सँगसँगै यससम्बन्धी नीति तथा कार्यक्रम ठोस, मूर्त र कामकाजी बनाउँदै लगिनुपर्दछ ।

९. निःशुल्क, अनिवार्य र सार्वभौम नीति : स्रोत र साधनको प्रश्न

शिक्षामा कसले लगानी गर्नेभन्दा पनि पहिले शिक्षा के हो भन्ने अवधारणा स्पष्ट हुनुपर्दछ । जब शिक्षा जनताको, आमजनसमुदायको मौलिक अधिकारका रूपमा स्वीकारिन्छ भने त्यो मौलिक अधिकार भनेकै राज्यले त्यसको ग्यारेन्टी गरिनुपर्छ । नत्र मौलिक अधिकार भन्नुको केही पनि औचित्य हुँदैन । त्यसैले शिक्षामा राज्यको स्वतः त्यो दायित्व बन्दछ । यो अवधारणा पहिले नीतिगत रूपमा स्वीकार गर्नुपर्छ । कि त यसमा असहमति हुनुपर्नेछ । शिक्षा नैसर्गिक अधिकारमा नपर्ने तर्क राख्ने भनेको सिधै लोकतन्त्रविरोधी, जनतन्त्रविरोधी, सामन्ती र फासिस्ट खालको तर्क हुन्छ । होइन, जब जनताको मौलिक अधिकार हो भन्नेबित्तिकै राज्यको दायित्व बन्छ भन्ने कुरा आउँछ । त्यो आइसकेपछि अब त्यसका निमित्त साधन स्रोत कसरी जुटाउने कुरा दोस्रो कुरा हो । त्यसका निमित्त राज्यको आफ्नो कर असुली गर्ने, आर्थिक लगानी र प्राप्तिका जुन स्रोतहरू हुन्छन्, तिनी स्रोतहरूबाट शिक्षाको व्यवस्था गर्ने हो । अरू पनि थुप्रै स्रोतमा शिक्षा कर लगाउन सकिन्छ । शिक्षाका लागि भनेर छुट्याइएको बजेटको सदुपयोग गर्ने, भ्रष्टाचार, फजुल खर्च रोक्ने, सामन्ती, नोकरशाही संरचनामा अरबौं रुपियाँ खर्च हुन्छ त्यसको कटौती रोक्ने । कथित शान्तिसुरक्षा भनेर सेना र पुलिसमा बीसौं अरब रुपियाँ खर्च गरिएको छ । ती चिजहरूबाट कटाएर अथवा साधन स्रोत दुरुपयोगलाई रोक्ने, सीमित सामान्तवर्गले अरबौं रुपियाँ खर्च गरेर लुकाएर राखेको छ, त्यसलाई रोक्ने, सामान्तका नाइकेहरूको सम्पत्ति राष्ट्रियकरण गर्ने, साधनस्रोतको उपयोग गर्ने यसबाट प्राप्त थोरै मात्र शिक्षामा लगानी गर्ने हो भने पनि पुग्दछ । मुख्य रूपमा शिक्षालाई राज्यको दायित्व मान्ने कुरा नै प्रमुख कुरा हो । त्यसो भइसकेपछि राज्यको बजेटबाट पहिलो प्राथमिकताअनुसार नै शिक्षामा लगानी गरिनुपर्दछ र इतिहासमा हेर्ने हो भने जुन देश जति अल्पविकसित हुन्छ, प्रारम्भिक विकासको चरणमा हुन्छ, त्यहाँ शिक्षामा राज्यले नै दायित्व लिएको हुन्छ । यदि राज्यले दायित्व लिएको हुँदैनथ्यो भने युरोप र अमेरिकातगायतका देशहरू अहिले विकासको यसस्तरमा पुग्दै पुग्दैनथे । जापानदेखि लिएर सबै जति पनि विकसित देशहरूमा शिक्षामा राज्यले दायित्व लिएकै छ र अहिले पनि आफूलाई विश्वको सबैभन्दा धनी र एक मात्र महाशक्ति मान्ने अमेरिकामा १२ कक्षासम्मको विद्यालये शिक्षा पूरै निःशुल्क दिन्छ, अनिवार्य गराउँछ । पुँजीवादको १ नम्बरको अभ्यास गर्ने देश भनेको ठाउँमा त शिक्षालाई एउटा मुनाफा नभनीकन राज्यको दायित्व मानिन्छ भने हाम्रो जस्तो पिछडिएका देशहरू जहाँ मिश्रित अर्थतन्त्र लागू गरिन्छ । भनिन्छ, पुँजीवादको पूरै विकास भएको छैन, त्यहाँ शिक्षालाई मुनाफामुखी भन्ने प्रश्नै आउँदैन । यो केही सीमित स्वार्थी तत्त्वहरूले अगाडि सारेको कुतर्क मात्रै हो । यो भ्रममा पटककै पर्नु हुँदैन । यसपछि सशुल्क र निःशुल्कको कुरै उठ्दैन । शिक्षा निःशुल्क, अनिवार्य र सार्वभौम हुनुपर्दछ भन्नेमा विवाद रहँदैन । जहाँसम्म अहिलेको शिक्षामा भएको निजीकरण र व्यापारीकरणको कुरा छ, त्यसलाई राष्ट्रियकरण गरिनुपर्दछ । कसरी गर्ने

बारेमा योजना बनाइनुपर्दछ । अहिले तत्कालका लागि बरु माध्यमिक तहसम्मलाई निःशुल्क र अनिवार्य गर्नुपर्दछ । उच्च शिक्षामा क्रमिक रूपमा निःशुल्क गरिनुपर्दछ । महिला, दलित, जनजाति, गरिब, असहायका लागि शिक्षामा विशेष अधिकार सुनिश्चित गर्न उनीहरूको गाँस, बास, कपास, स्वास्थ्य र शिक्षाको पूर्ण ग्यारेन्टी गरेर मात्र यस तप्कामा शिक्षा पुऱ्याउन सकिन्छ । नत्र भने 'सबैका लागि शिक्षा' जस्तै बन्न पुग्छ ।

१०. केन्द्रीकरण/विकेन्द्रीकरण, पाठ्यक्रम/पाठ्यपुस्तक र भाषाको प्रश्न

सङ्घात्मक लोकतान्त्रिक गणतन्त्रात्मक राज्यको परिकल्पना गरिएको छ । त्यसमा उत्पीडित जाति, जनजातिको राष्ट्रियताका आधारमा गणराज्यको परिकल्पना गरिनुपर्दछ । तर, मूलभूत शिक्षा- विज्ञान एकीकृत र केन्द्रीकृत नै हुन्छ । विज्ञान कसैले तोकिएको जस्तो अलगअलग हुँदैन । त्यसैले आधारभूत शिक्षाको नियम र पाठ्यक्रम एउटै बनाउनुपर्दछ । यदि एउटै बनाउन सकिने भने असमानता र अवैज्ञानिकता हुन्छ । त्यसैले आधारभूत शिक्षाको पाठ्यक्रम एउटै बनाउनुपर्दछ । मूलभूत पाठ्यक्रम केन्द्रीकृत र एकीकृत नै हुनुपर्दछ । त्यसले जनताको मुक्तिभन्दा पनि अर्को खालको विखण्डनमा पर्ने खतरा बढी हुन्छ । यस विषयमा स्पष्ट हुन जरुरी छ । आधारभूत वैज्ञानिक शिक्षाको पाठ्यपुस्तकको प्रणाली हो, विकेन्द्रीकरणमा ध्यान दिने भन्ने पक्ष भनेको विभिन्न जातीय आधारमा राज्य भएका हुनाले जातिहरूको भाषा र संस्कृति आर्थिक संरचना फरक हुन्छ । जातीय राज्य भनेको मूलतः भाषिक, सांस्कृतिक, आर्थिक राज्य हो । भाषागत रूपमा फरक हुने हुनाले त्यही चिजलाई फरक भाषामा दिनुपर्दछ । विषयवस्तु सारतत्त्व एउटै हुन्छ । रूपपक्ष अथवा भाषापक्ष प्रत्येक गणराज्यमा त्यहाँको मूल भाषा बहुसङ्ख्यक जनताले बुझ्ने भाषा हो । त्यही भाषामा शिक्षा दिइनुपर्छ । यो दुईवोटामा अन्तर हुनुहुँदैन । भाषामा फरक हुन्छ भन्नुको अर्थ त्यसको विषयवस्तु पाठ्यपुस्तकको सारतत्त्व नै फरक हुन्छ भन्ने अर्थमा बुझिनु हुँदैन । फेरि एउटै केन्द्रीकृत शिक्षा भन्नाले भाषा पनि एउटै भनेर बुझ्नुहुँदैन । यी दुईथरी अतिवादीबाट बचेर त्यसको सारतत्त्व र मूल पाठ्यक्रम एकीकृत र केन्द्रीकृत हुने तर त्यसको रूपपक्ष र भाषागत पक्ष फेरि विकेन्द्रीत आफ्नो गणराज्यअनुरूप फरकफरक हुन्छ ।

राज्यले दायित्व लिने नाममा असाध्यै नोकरशाही ढङ्गले लागू गर्ने त्यो एउटा अति हो भने अर्को सामुदायिक भनेर पूरै परोक्ष ढङ्गले राज्य आफ्नो जिम्मेवारीबाट विमुख हुने जुन अर्को पक्ष हो । यी दुवै बेठीक तरिका हुन् । मूल दायित्व राज्यकै हुनुपर्छ । पाठ्यक्रम निर्माण गर्ने, नीतिनिर्माण गर्ने, पाठ्यभार बहन गर्ने, सबै त्यस राज्यमै हुनुपर्दछ । तर त्यसको व्यवस्थापन जनपक्षीय हुनुपर्दछ । पहिलेकै जस्तो नोकरशाही प्रकारको राज्यले सिधै नियन्त्रण गर्ने, शिक्षकहरू पनि अभिभावक, विद्यार्थी र जनताप्रति उत्तरदायी हुनु नपर्ने, अभिभावकको पनि कुनै चासो सहभागिता नहुने, एकातिर विद्यार्थी जो आफ्नो जीवनप्रति अर्थ राख्ने शिक्षा

त्यसको नीतिनिर्माण र परीक्षा प्रणालीतिरगायतमा विद्यार्थीको कुनै सहभागिता नरहने जुन सोच छ, त्यसको अन्त्य हुनुपर्दछ । मूल दायित्व आर्थिक दायित्व राज्यको हुँदाहुँदै पनि व्यवस्थापन स्थिति मूलतः शिक्षक, विद्यार्थी र अभिभावक लोकतान्त्रिक जनसमिति कमिटी प्रणाली निर्माण गरेर सामूहिक ढङ्गले सञ्चालनदेखि लिएर पाठ्यपुस्तकको निर्माण परीक्षा प्रणालीको निर्धारण आदि विषयमा लोकतान्त्रिक अभ्यास गराउनका निम्ति शिक्षक, विद्यार्थी र अभिभावकको तीनमा एक्को सिद्धान्तबनुसार प्रत्येक तहमा सहभागी गराएर त्यसको व्यवस्थापन गराउने विधि अपनाउनुपर्दछ ।

११. मूल्याङ्कन विधि परीक्षा प्रणाली

परीक्षा प्रणाली भनेको पनि एउटा अवधारणामा आधारित कुरा हो, शिक्षालाई के मान्छन् भन्ने कुराको लेखाजोखा गर्ने माध्यम हो । शिक्षालाई जब मानिसको चेतना, संस्कार र संस्कृतिमा बृद्धि, मान्छेको श्रमक्षमताको वृद्धिको साधनका रूपमा लिन्छौं, यसलाई नैसर्गिक अधिकारको रूपमा मान्छौं भने परीक्षा प्रणाली पनि स्वतः नै त्यसबनुकूल हुन्छ । तर, शिक्षा त्यसो नमानेकन र खालि नोकरशाह र कारिन्दा उत्पादन गर्ने र कसैका दासहरू उत्पादन गर्ने अथवा सीमित व्यक्तिहरूले मात्र प्राप्त गर्ने सुविधाको साधन हो भन्ने ठान्ने हो भने परीक्षा प्रणाली पनि त्यहीअनुरूप धेरैभन्दा धेरैलाई अनुत्तीर्ण गराएर केही मात्रामा पास गराउने हुन्छ । यदि त्यसो नगरीकन शिक्षा भनेको सबै मान्छेले पाउनेपर्ने अनिवार्य विज हो, मौलिक अधिकार हो भन्ने हो भने परीक्षा प्रणालीलाई धेरैभन्दा धेरै मान्छेहरूलाई उत्तीर्ण हुन् भन्ने ढङ्गले डिजाइन गर्नुपर्दछ । तर अहिलेको शिक्षा प्रणाली भनेको धेरैभन्दा धेरै मान्छे अनुत्तीर्ण हुन् भन्ने ढङ्गले गर्ने गरी डिजाइन गरिएको छ र सीमित केही मान्छेहरू सम्पन्न उपल्लो वर्गमा कक्षोन्नति गर्ने ढङ्गले नै अहिलेको परीक्षा प्रणाली बनाइएकाते यो गलत छ । चाहे एसएलसी होस्, चाहे अन्य कुनै परीक्षा नै होस् । यस्तो प्रणालीको अन्त्य गरिनुपर्दछ । यसका निम्ति कस्तो एउटा माध्यम अपनाउने त भन्दाखेरि के लाग्छ भने जुन युवा बातबालिकाहरू हुन्छन्, उनीहरूलाई आतङ्कित असाध्यै त्रसित पर्नेखालको परीक्षा प्रणालीभन्दा पनि उनीहरूलाई उनीहरूको साँच्चै नै सोच्ने क्षमताको कतिको विकास भएको छ भन्ने जाँच्ने तरिकाले परीक्षा प्रणालीलाई डिजाइन गरिनुपर्दछ । यसो गर्दाखेरि घोकेर कण्ठ गर्ने उसको स्मरणशक्तिको मात्र नापो नाप्नेभन्दा पनि उसले साँच्चै नै विषयवस्तुलाई कसरी बुझ्दछ, जीवन र जगतलाई कसरी बुझ्दछ, आफ्नै ढङ्गले दुनियाँमा उभिन सक्छ कि सक्दैन, श्रम गर्न सक्छ कि सक्दैन भन्ने जाँच्ने तरिकाले परीक्षा प्रणालीलाई सरल बनाइनुपर्दछ । एक तहसम्म विद्यार्थीहरूलाई असाध्यै प्रतिस्पर्धात्मक ढङ्गले र उसको खालि कति घोक्न सक्छ भन्ने तरिकाले नाप्नेभन्दा पनि किताबलाई खुल्लै राखिदिएर आवश्यक पर्दाखेरि पाठ्यपुस्तक प्रयोग गरेर पनि परीक्षा लिन सकिने बनाइनुपर्दछ । अहिलेको दुनियाँमा यति धेरै प्रविधिको विकास भएको छ । स्रोतसाधनहरूको विकास भएको छ कि ज्ञानको त ठूलो भण्डारै छ । यी

सबै त मान्छेले एकैचोटि स्मरण गरेर घोकेर कण्ठ गरेर सम्भव छैन । त्यसैले मुख्य कुरा त त्यो सूचना र जानकारी कहाँ पाइन्छ भनी जान्ने कुरा नै प्रमुख कुरा हो । खुलेरै किताब, आधुनिक प्रविधि र साधनहरूको कन्सल्ट गरेरै परीक्षा लिन लगाइयो भने त्यो नै सही मूल्याङ्कन हुन्छ । एउटा यो भयो भने अर्को नम्बरिङ् गर्ने प्रणाली छ, त्यसलाई अनावश्यक ढङ्गले प्रतिस्पर्धी बनाउनुभन्दा बरु परीक्षामा पाएको अङ्कका आधारमा स्तर छुट्याउन सकिन्छ । आखिर मान्छेको क्षमता नाप्ने कुरा हो । अनावश्यक खालको प्रतिस्पर्धा अङ्कनले कटुता बढाउँदछ । यसो गर्दा सहकार्य बढ्दछ । त्यस्तो तह भयो भने त्यसले परीक्षा प्रणालीलाई सहज र सरल बनाउँछ । अनावश्यक बोझ र बोझिलो परीक्षा प्रणाली बन्दैन । व्यक्ति-व्यक्तिको कटुता र प्रतिस्पर्धात्मकभन्दा पनि सहयोगात्मक र खोजमूलक परीक्षा प्रणाली गर्न सही हुन्छ ।

१२. केही थप कुराहरू

विद्यार्थी भनेका नयाँ समाज निर्माताका रूपमा आत्मसात् गरिनुपर्दछ । त्यसैगरी शिक्षक शिक्षा सुधारका कुञ्जी हुन् । तर, नेपालको सन्दर्भमा ठीक उल्टो सबैभन्दा उपेक्षित बनाइएको छ । पेसाको कुनै ग्यारेन्टी छैन । अस्थायी बनाइराख्ने, त्यसैका आधारमा सबैखाले भ्रष्टाचार गर्ने गरिएको छ । वास्तवमा शिक्षकलाई अस्थायी बनाइराख्ने पद्धतिको अन्त्य गरिनुपर्दछ र त्यसका लागि राष्ट्रिय आयोग बनाइ रिक्त र थप दरबन्दीहरूमा कम्तीमा वर्षको एकपटक परीक्षा लिई स्थायी गरिनु वैज्ञानिक र व्यावहारिक हुन्छ । अथवा विद्यालय प्रवेशसँगै स्थायी हुनुपर्ने जेजति प्रक्रिया अपनाइन्छ, त्यसअघि नै गर्नुपर्दछ । शिक्षण पेसालाई मर्यादित बनाउने, समाजको सम्मानित पेसाका रूपमा कदर गर्ने र संस्थागत गर्ने माथिदेखि तलसम्म त्यो प्रक्रिया र कार्यशैलीको विकास गर्नेतिर जोड हुनुपर्दछ ताकि समाजमा शिक्षण पेसा अथवा शिक्षा क्षेत्र भनेको सबै सिङ्गो समाजले यस्तो मानोस् कि यो नै हाम्रो भाग्य, हाम्रो भविष्य, हाम्रा बालबच्चाहरू कस्तो हुने र कस्तो बनाउने हो भन्ने सबै कुरा निर्धारण गर्ने भएकाले सबैले यहाँसम्म मान्नुपर्छ । मिहिनेत गर्नुपर्छ भन्ने भाव जगाउने त्यसखालको एउटा संस्कार बसाउने राज्यको योजना हुनुपर्दछ ।

विद्यालयमा अहिलेको संरचनालाई हेर्दा विद्यालय कर्मचारीको आवश्यकता पर्दछ । त्यसैले शिक्षकसहर सहसुविधाको ग्यारेन्टी गरिनुपर्दछ । शिक्षाको पूर्ण दायित्व राज्यले लिने भएपछि शिक्षण पेसामा देखिएका सबैखाले समस्याको हल गरिनुपर्दछ ।

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आधुनिकतावाद, उत्तरआधुनिकतावाद तथा परिवर्तित सन्दर्भमा शिक्षकको नयाँ भूमिका

डा. गोविन्दराज भट्टराई*

प्रस्तावना

वर्तमान समय एउटा नयाँ मोडमा उभिएको छ। यो परिवर्तनको सङ्घारमा छ। देशमा आएको व्यापक परिवर्तनले हामीलाई नयाँ दिशातिर ठेलिरहेको छ। हरेक प्रकारका परिवर्तनहरूले आकार लिन थालेकोले गर्दा पुरानोबाट छुट्टिने र नयाँतिर प्रवेश गर्ने परिस्थितिमा हामी उभिएका छौं। यसबेला अलिकति अन्योल छ, अलिकति अस्थिरता पनि लामो यात्राको क्रम त्यस्तै हुन्छ। यी सारा कुराले स्थिरत्व प्राप्त गर्ने छन्, जीवन्तता पनि चल्तिरहने छ।

हाम्रो शिक्षा प्रणालीले पनि परिवर्तन मागेको छ। पाठ्यक्रम भित्रै पस्ने बेला भएको छ। त्यसै पनि हाम्रा विद्यमान पाठ्यक्रम परिमार्जनको प्रतीक्षा गरिरहेकै थिए, अझ यो सांस्कृतिक/राजनीतिक परिवर्तनको परिदृश्यले तिनीहरूलाई समय सापेक्ष बनाउनु पर्ने बेला आएको छ। मानिएका धेरै मूल्य फेरिएका छन्।

अबको नयाँ समयमा शिक्षकको भूमिका पनि बदलिनु पर्ने बेला आयो। एउटा रङ्गमञ्चमा अभिनय गर्दागर्दै अर्को स्टेजमा प्रवेश गर्ने बेला आयो। हाम्रा समस्त मूल्य मान्यताहरू आधुनिक परिस्थितिबाट क्रमिक रूपले उत्तरआधुनिकतातिर सर्दैछन्। त्यसैले अबको शिक्षकले नयाँ परिस्थितिका लागि आफूलाई तत्पर बनाउनुपर्दछ। यस सन्दर्भमा म यी दुई पद र तिनमा अन्तर्निहित अर्थको छोटो व्याख्या गर्न चाहन्छु।

आधुनिकता/आधुनिकतावाद

सन् १८९० देखि १९५०सम्मको कालावधिलाई विश्वका साहित्यिक, ऐतिहासिक, दार्शनिक, शैक्षिक सबै सन्दर्भमा 'आधुनिक' मानिएको छ। अरूको तुलनामा नेपालमा आधुनिककाल धेरैपछि आयो र यसको अवधि पनि छोटो रह्यो, पचास वर्ष जति।

आधुनिक कालको सबै कुरा आधुनिकतावादी हो। यस कालका अर्थात् आधुनिकतावादका तीनवटा अभिलक्षण थिए :

- (क) अनुभूतिको एकत्वमा विश्वास
- (ख) सत्यको सार्विकता (विश्वव्यापिता) मा विश्वास
- (ग) सत्यको सर्वकालिकतामा विश्वास।

* प्राध्यापक (अङ्ग्रेजी), त्रिभुवन विश्वविद्यालय

यसै अनुसार कला रचियो, साहित्य बनियो, धार्मिक राजनीतिक विश्वासहरू बनिए, संस्कृति निर्माण भयो । शिक्षाका सिद्धान्तहरू पनि यही विश्वासमा आधारित भए ।

उत्तरआधुनिकता/उत्तरआधुनिकतावाद

आधुनिककाललाई जोड्ने नयाँ समय हो उत्तरआधुनिकता । विश्वमा यो चलेको चार दशक भयो । नेपाली कला-साहित्य-शिक्षा आदि सबै क्षेत्रमा यसका प्रभावहरू देखिन थालेका छन् । यसका प्रमुख लक्षण के छन् भने—

- (क) अनुभूतिमा एकत्व होइन विविधता हुन्छ, त्यसैले
- (ख) सत्यको स्वरूप र प्रकृति सार्विक हुँदैन
- (ग) यो सर्वकालिक पनि हुँदैन, त्यसैले
- (घ) हाम्रो यात्रा सधैं नवीनतातिर हुन्छ ।

वर्तमान परिप्रेक्षबाट हेर्दा आधुनिकता भनेको उत्तरआधुनिकताले असन्तोष प्रकट गरेर त्यसमाथि प्रतिक्रिया जनाएको चरित्रको संयोग हो । त्यसरी यो आफैं परिभाषित हुन्छ । तर यी दुई काल पृथक र एक आपसमा नजोडिएका तत्त्व होइनन् । एउटा काल अर्कोमा आएर विस्तारै जोडिन्छ यद्यपि त्यहाँ आआफ्ना विशेषता सुरक्षित रहेका हुन्छन् । आधुनिकतावाद एउटा आद्य रूप हो जसबाट विस्तारै उत्तरआधुनिककालको क्रमिक विकास भयो । यो सँगै त्यो पनि केही अंशमा बाँचिरहेको छ ।

आजका कतिपय चिन्तक-दार्शनिकहरू यी दुईमध्ये एउटातिर आफू ढल्केको कुरा प्रकट गर्न चाहन्छन् । तर त्यस्तो द्विचर विभाजनले सत्यलाई विखण्डित गरिदिन्छ र आंशिक बनाइदिन्छ किनभने पछिल्लोमा अधिल्लो फेरि अन्तर्निहित हुन्छ । उत्तरआधुनिकता एउटा तरल र अस्थिर लाग्ने धारणा भएकोले आधुनिकतावाद पनि त्यहाँ पसिरहेको हुन्छ किनभने त्यो कालले नै यो काललाई निरन्तरतासँगै जोड्यो फेरि त्यो कालमा एउटा युग टुङ्गिएर यो जन्मियो । सानो पाठो नहुकिन्जेल माउसँगै उफ्रे कुदेजस्तो ठान्दा हुन्छ । नयाँ जन्मेको पनि हो भिन्न अस्तित्व तर दूध नछुटिन्जेल आमा सँगसँगै छ । छुटेपछि पनि बथानमा बेलाबेला भेट हुन्छ यद्यपि तिनीहरूको चिनारी आआफ्नो भइसकेको हुन्छ ।

सबैभन्दा प्रष्ट कुरा के छ भने आधुनिकतावादले तार्किकतामा र वैज्ञानिक हेतुवाद (हरेक कुराको कारण खोज्ने) को सर्वोच्चतामा अटल विश्वास राख्यो । यसले सम्पूर्ण यथार्थता बोधगम्य कुरा हो भन्नेमा विश्वास गर्‍यो हाम्रा विचार र धारणाहरूको समग्रता प्रस्तुत गर्न सकिन्छ, बोध गराउन र ग्रहण गर्न सकिन्छ हाम्रा विचार र धारणाहरू स्पष्ट र निरूपणीय हुन्छन् अनि मानिसहरूमा संस्कृति र इतिहास विविध भएपनि एउटा सार्विक अनुभूतिले ती सञ्चालित हुन्छन् भन्नेमा विश्वास गर्‍यो । यी चारैओटा कुरालाई उत्तरआधुनिकताले असत्य मान्दछ । कसरी भने यथार्थताको समग्र रूप र स्वरूप भेटिएन, हाम्रा अवधारणाहरू निरूपेय रहेनछन्, सत्यहरू खण्डित र संस्कृतिपिच्छे आंशिक अनि भिन्न हुँदा रहेछन्, समग्रता एउटा कल्पना मात्र रहेछ । त्यसैले सत्य समयसापेक्ष, व्यक्तिसापेक्ष, समाजसापेक्ष

हुन्छ । आधुनिकतावादीहरूले यी सबै कुरा स्वीकारेका हुन्थे जगतप्रति उनीहरूका विश्वास त्यस्तै हुन्थे दृष्टिकोण त्यस्तै हुन्थे ।

उदाहरणका लागि आधुनिकताका दुई महानतम चिन्तक सिगमन्ड फ्राइड र बर्ट्रान्ड रसेललाई हेरौं— उनीहरू जगतको (प्रकृतिको/सत्यको) समग्रतामा र पूर्वनिर्धारिततामा विश्वास गर्दथे । तिनै चिन्तक उत्तरआधुनिकतामा उदाएका भए उनीहरू ती कुरा भ्रामक हुन् भन्थे होलान् जस्तो कि डेरिडा, पौलडिम्यानहरू आज भन्दैछन् । यसरी हेर्दा मानिसले युगलाई आकार दिन नसक्थो रहेछ बरु युगले उसको सोचलाई आकार दिने रहेछ । हामी सबै युगसँगै बगेका छौं, कोही कोही मात्र युगभन्दा माथि, तल, पर भएका छन् र तिनीहरूले दुःख पाएका छन् । असमयमा बुझिएको सत्यको पनि काम नहुँदो रहेछ ।

फ्राइडले स्वप्नको व्याख्या गर्न प्रस्तावित गरेको परिकल्पना, चेतन-अवचेतनका प्रस्तावनाहरू सारा संस्कृति, भूगोल, इतिहासका सीमा छेडेर सर्वत्र, सदैव लागू हुने ध्रुवसत्य हुन् भन्ने लागेको थियो । यी मौलिक र सार्विक मानवीय चरित्र पत्ता लागे होलान् भन्ने थियो । तर आज त्यो अडान असत्य भनौं अर्धसत्य भइसक्यो । त्यसैगरी बर्ट्रान्ड रसेलले 'लजिकल पोजिटिभिज्म'द्वारा भाषा र अर्थको विषयमा एउटा वैज्ञानिक पद्धतिको प्रस्तावना गरेका थिए, जसले यथार्थताको सम्पूर्ण एवम् समग्र बोध हुन्छ भन्ने थियो । दुवैले शक्तिशाली आधुनिक धारणा प्रस्तुत गरे— इतिहासभरि, संस्कृतिभरि सर्वत्र अर्थहरूको (अर्थात् सत्यहरूको) समग्र स्वरूप बुझ्न-बुझाउन सकिन्छ भन्ने ठाने । तर आज ती सत्यहरू आशिकमा भरिसके ।

मनोविज्ञान र दर्शनको मात्र कुरा होइन, साहित्यिक आधुनिकतावादले पनि साहित्यिक कृतिलाई समग्रताको वा जगतको प्रतिनिधित्व गर्ने शक्ति ठान्दथ्यो । धेरैले सार्विकताको प्राधान्यमाथि विश्वास गर्दथे । यस्ता आधुनिक लेखकले आफ्ना कृतिद्वारा मानव अस्तित्वविषयक सर्वकालिक कुरालाई छोएका छौं भन्ने ठान्दथे । उनीहरू समष्टिगत र समग्र चित्र प्रस्तुत गर्नु भन्ने विश्वास राख्दथे । यस प्रकारले आधुनिकतावादले कुनै सन्देह नराखी वैज्ञानिक हेतुवादमा, तर्कमा, प्राचीन शास्त्रमा वा दर्शनमा विश्वास राख्दथ्यो । हाम्रो शिक्षा पनि यही दर्शनले सञ्चालित थियो ।

यसरी हेर्दा उत्तरआधुनिकता बुझ्नलाई आधुनिकतालाई एउटा केन्द्रीय चेतनाको रूपमा बुझ्नुपर्दछ । त्यसदेखि यताको क्रमिक विचलन र परिवर्तनले नै हो उत्तरआधुनिकतालाई जन्माएको । उत्तरआधुनिक संकथनले आधुनिकतावादका धेरै केन्द्रीय अवधारणाहरूलाई असत्य ठान्दछ— जस्तो कि सत्य वा अर्थ भन्ने कुरा न स्वयंसिद्ध हुन्छ न विश्वव्यापी छ तर यो अनेक प्रकारका सामाजिक ऐतिहासिक तत्त्वहरूको संयोगले निर्मित र निर्धारित हुन्छ । फेरि हरेक सत्य सापेक्षताले निर्मित हुन्छ । हरेक निर्धारण अस्थायी हो । अर्को परिस्थितिहरूको संयोगमा त्यो बदलिन्छ । यसरी हेर्दा नयाँ आविष्कार भन्ने कुरा पुराना मूल्यको पुनरसंयोजन मात्र हो । हाम्रो नयाँ विचार पुरानाको विनिर्माण हो, पुरानै ता

होइन । त्यसैले उत्तरआधुनिक मूल्यहरू आधुनिक लेखक चिन्तकका विचार र प्रयोगको विस्तार र परिमार्जन पनि हो । त्यसकारणले आधुनिकतावाद भनेको विचार, धारणा, शैलीको यस्तो क्षेत्र हो जसतिर उत्तरआधुनिककाल बारम्बार फर्केको छ, तिनीहरूलाई हेर्दै टाढा भएको छ, परिवर्तित भएको छ । सँगसँगै पछिल्लिर छोड्न चाहेको, बदल्न खोजेको अतीतको आलोचना गर्दै हिँडेको छ । त्यहाँ अनन्तसम्म चलिरहने एउटा विरोधाभास छ । नेपाली लेखक कलाकारले शिक्षक एवम् संस्कृतिकर्मीले यस्ता संरचना र विशेषताहरू बुझ्नु आवश्यक छ ।

उत्तरआधुनिक प्रविधिहरू

उत्तरआधुनिक दर्शन फ्रेन्च दार्शनिक ज्याक डेरिडा (१९३६-२००४) को उत्क्रमणकारी चिन्तनबाट जन्मेर अधि बढेको हो । डेरिडाको बाल्यकाल अन्जेरियामा बित्यो । त्यहाँ उनी भाषिक/धार्मिक अल्पसङ्ख्यकमा पर्दथे । उनी विद्यालयमा हेपिएको अनुभव गर्दथे । धेरै हेपिए पनि उनलाई त्यत्तको प्रतिरोध गर्ने हुँदा निस्काशन पनि गरियो । त्यसको अपमान र पीडाले गर्दा उनीभित्र विस्तारै एक क्रान्तिकारी दार्शनिकको जन्म हुन थाल्यो ।

पछि उनको परिवारै फ्रान्समा बसाइँ सन्यो । उनले त्यहाँ पढे, पढाए, दर्शनको विद्यार्थी भएकाले उनले अनेक चिन्तन र विचारमा जीवन समर्पित गरे अनि एक उत्क्रमणकारी दर्शन जन्माए । त्यो हो विनिर्माणवाद (डिक्न्स्ट्रक्सन) तर विनिर्माणवाद डेरिडाका अनेक सिद्धान्त मध्ये एक हो । यस्ता अरू धेरै छन् । तिनीहरूमा आधारित भएर हेर्दा मात्रै उत्तरआधुनिकतावादको जरो फेला पर्दछ ।

डेरिडाको विचार र सिद्धान्त वर्तमान विश्वको साहित्य, संस्कृति, शिक्षा सर्वत्र लागू हुन्छ । यसलाई बुझ्न छोटोटा सूत्र सम्झे पुग्दछ । ती हुन्—

- १) एकलता/द्विचरता— कुनै पनि एकलताको सिद्धान्तको अन्त्य भयो, हुनुपर्छ । द्विचरताको पनि अन्त्य हुनुपर्छ । अनिमात्र बहुल विचार, सिद्धान्त, नवीन सत्य आउँछ ।
- २) अनुपस्थिति— नगरिएका, नसोचेका, अमान्य ठहरिएका कुरा वा काममा सत्य लुकेको हुन्छ । त्यसर्थ दृश्यभन्दा अदृश्य, उपस्थितिभन्दा अनुपस्थिति बढी महत्त्वपूर्ण हुन्छ ।
- ३) सन्देह— सन्देहबाट सत्य आउँछ । जिज्ञासा, कौतुहल, विद्यमानप्रति असन्तुष्टि र सन्देह प्रकट हुनुपर्छ ।
- ४) केन्द्रभञ्जन— भाषा, संस्कृति, धर्म, परम्परा, शिक्षा, दर्शन सबै कुराका केन्द्रहरू भत्काउनु पर्छ । तिनीहरूका सीमा अस्थिर गराउनु पर्छ । नयाँ सोच र विचारका नयाँ केन्द्रको निर्माण भइरहनु पर्छ ।
- ५) उत्क्रमण— हरेक पुरानोकुरा उत्क्रमित हुन्छ, उल्टाइन्छ । नयाँले त्यो प्रतिस्थापित हुन्छ ।
- ६) खेल/अनन्तता नित्य नवीन— जगत् शब्दहरूको खेल हो । नयाँ शब्दको प्रयोग हुनुपर्छ । शब्द सँगै कर्म पनि आउनेछन् । यसको अर्थ हुन्छ शब्दको अथवा विचारको—
(क) पुनरपरिभाषा— हरेक पुरानो कुरा पुनरपरिभाषित हुनुपर्छ, अधिको परिभाषा काम लाग्दैन ।

(ख) प्रतिस्थापना- हरेक पुरानो कुरालाई नयाँले प्रतिस्थापित गर्नु पर्छ ।

(ग) विनिर्माण- सबैकुरा विनिर्मित हुन्छ, जसको अर्थ हुन्छ । नयाँ व्याख्या र पुनरनिर्माण ।

शिक्षकको नयाँ दर्शन

वर्तमान अवस्थामा सभ्यताको जगै बदलिएको छ, बदलिँदैछ । यो स्थानीय रूपले मात्र नभै विश्वपरिस्थितिमै अर्को हुँदैछ, ग्लोबल परिस्थितिले र आइटीले हामी पनि विश्वसँग अभिन्न हुँदैछौं । हाम्रा मूल्यहरू प्रदूषित भनौं मिश्रित भएका छन् । अहिलेको शिक्षकले नयाँ दर्शनको दृष्टिकोणले हेर्न सिकनुपर्छ, सोच्न सिकनु पर्छ, बोल्न, लेख्न र पढाउन सिकनुपर्छ । अबको शिक्षकले पाठ्यक्रम, पाठ्यपुस्तक र विद्यार्थीका आफ्ना सारा दृष्टिकोणमा विश्वास होइन सन्देह गर्न सिकनुपर्छ । सम्पूर्ण शिक्षा पद्धतिमाथि नै पुनर्विचार र पूर्ण सन्देह गर्ने समय आएको छ ।

द्विचरता (डाइकोटोमी) को अन्त्य र बहुलता/विविधताको समर्थन अनि सहअस्तित्वको खोजी गर्न जान्नु पर्छ । एउटा नियमले, अवधारणाले, केन्द्रीयताले धेरैको अकल्याण गर्दछ । धेरै नयाँ केन्द्र उदात्तनु पर्छ- सोचका, व्यवहारका, कर्तव्यका । हाम्रो परम्पराले यो कि त्यो, पाप कि पुण्य, राम्रो कि नराम्रो, स्वदेश कि विदेशमध्ये एक छान्न बाध्य गराउँछ, तेस्रो स्थिति, चौथो विकल्पको बारेमा हाम्रो सोच बन्द गरिदिएको हुन्छ । धर्मले, संस्कृतिले दर्शनले, परम्पराते बनाएको बाटोभन्दा बाहिर अर्को बाटो छ कि त्यो पत्ता लाग्ने समय आएको छ ।

हाम्रो अभ्यास, परम्परा, सोचाइ, मान्यता- ती पल्टाएर हेर्दा एउटा नयाँ सत्यको उपस्थिति हुन्छ । मार्जिनल, सीमान्तकृत जाति, वर्ग, भूगोल, विषम परिस्थितिलाई हेरेर तिनीहरूलाई महत्त्व दिनुपर्छ । सोचका, व्यवहारका, प्रवृत्तिका, भाषाका, संस्कृतिका, राजनीतिक प्रणालीका सबै कुराको पुरानो केन्द्र भञ्जित हुन्छन्, सीमा बदलिन्छन् र नयाँ आउँछ । पुरानाको अब पुनरपरिभाषा हुनुपर्छ, पुनरव्याख्या हुनुपर्छ विनिर्मित हुनुपर्छ । मिश्रितता र विविधता/बहुलताले वर्तमान जगत् चल्दछ । शिक्षाका सबै पक्षमा त्यही स्वीकार गर्नुपर्छ ।

नारी/जनजाति/दलित सिमान्तकृत आदि अब केन्द्रमा आउनु पर्छ । नित्यनवीन नयाँ समयमा हामीले चलाउने धर्मको सिद्धान्त पनि नयाँ हुनुपर्छ, साहित्यको नयाँ, कलाको नयाँ, संस्कृतिको नयाँ, शिक्षाको नयाँ । अझ त्यसमाथि राजनीतिको सिद्धान्त नयाँ हुनुपर्छ । कुनै पनि पुरानो सिद्धान्त वा दर्शनले नयाँ समयलाई हाँक्न सक्तैन । प्रत्येकको मनमा एउटा सन्देह हुनुपर्छ, सन्देहवाद । कुनै वर्तमानप्रति चित्त बुझाउने वा ठुक्क हुने ठाउँ छैन । निरन्तर नयाँ नयाँ सांख्यिकार, दर्शन र आविष्कार प्रोत्साहित भइरहनुपर्छ । हाम्रो पाठ्यक्रम योभन्दा भिन्न हुन सक्तैन ? हाम्रा पाठ्यपुस्तक अन्य प्रकारका हुन सक्छन् कि ? त्यसो भए कस्तो ? शिक्षण पद्धतिमा बैकल्पिकता आउन सक्छ कि ? शिक्षकको, विद्यार्थीको, शिक्षालयको, शिक्षा पद्धतिको, शिक्षण उद्देश्यको परम्परित मान्यता के छ, परिभाषा के छन् ? ती अन्तिम सत्य हुन् ? हामीले तिनमा सन्देह गर्नु पर्छ । यसरी नै विकल्प आउँछन् । त्यसो त

समयले क्रमिक रूपमा परिवर्तनहरू ल्याइरहेकै छ । हाम्रो शास्त्रले छोरालाई पाँच वर्षसम्म लालनपालन गर्नु भन्छ, त्यहाँदेखि १६ वर्षसम्म पिट्नु, त्यसपछि मित्रवत् व्यवहार गर्नु भन्छ । हामी धेरै वर्ष त्यसले चल्याौं ।

यसले 'छोरा' लाई मात्र ध्यान दियो, छोरीलाई स्थानै दिएन । यसले बाबुलाई मात्र अधि सान्यो, आमालाई गौण राख्यो । यसले छेत्री-बाहुनलाई ध्यानमा राख्यो, अरू जाति र संस्कृतिलाई ओझेलमा पार्यो । आजको शिक्षाले ती कुरा उल्ट्याउँदै ल्याएको प्रस्ट हुँदैछ । शिक्षालयमा जाति छुट्याउँदैन, भाषा भेद हुँदैन, लिङ्ग भेद हुँदैन । छोरा वा छोरी दुवैलाई समान शिक्षा हुन्छ, आमा बाबु दुवैको उही जिम्मेवारी हुन्छ । समावेशी शिक्षा, शिशु कक्षा, पूर्व बाल्यावस्था, सहशिक्षा, केही उदाहरण हुन् ।

नारीको कतै स्थान थिएन । अझै हामी गुरुकुल भन्छौं । गुरुकुलभित्र गुरुआमाको स्थान कहाँ छ ? 'गुरु-शिष्य परम्परामा शिष्याको स्थान कहाँ छ ? यी वञ्चनाका कथा हुन् । आज आएर प्रत्येक विद्यालयमा शिक्षिकाको आवश्यकताको नारा यो अतीतको सुधार हो । आजको शिक्षामा, पाठ्यक्रम, पाठ्यपुस्तक, पठनविधि, शिक्षणविधिमा ठूलो परिवर्तन आइरहेछ । विद्यमान परिस्थितिप्रति किन मानिस अझै असन्तुष्टि प्रकट गर्दछन्, उनीहरूले कस्तो शिक्षाको अपेक्षा गर्दछन्, कुनकुन कुरा कसरी नयाँ भइदिए हुन्थ्यो जस्तो ठान्दछन् ती आवाज पनि बुझ्दै गर्नुपर्दछ । एकातिर सूचना प्रविधिले अर्कातिर ग्लोबलताले परिवर्तनका अकल्पनीय फड्का मारिरहेको तथ्य हेर्नुपर्दछ । यतिखेर हजारौं वैकल्पिक बाटा र सोचहरू छन्, तिनलाई व्यवहारमा उतार्नुपर्दछ ।

अबको नयाँ शिक्षकले यी नयाँ सिद्धान्त मनमा राखेर हिँड्नुपर्दछ, व्यवहार गर्नुपर्दछ ।

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१ पृष्ठभूमि

प्रजातन्त्रको विकाससँगै सरकारले स्वीकार गर्नुपर्ने वित्तीय जिम्मेवारीप्रति नागरिकको चेतना खुलेको कारणले नागरिकहरूले आफूलाई सक्रिय रूपमा विभिन्न पक्षमा अधिकार खोज्न थालेका छन् । विभिन्न किसिमका नागरिक समूह तथा नागरिक समाजले खुलेर आफ्नो मागलाई सरकारसमक्ष प्रस्तुत गरेका छन् । नागरिक समूहले विश्वभरि नै सामाजिक परिचालन गरी सरकारलाई प्रभाव पार्न ठूलो प्रयत्न (exerting) गर्दै आएका छन् । उनीहरूले सरकारी क्रियाकलापको अनुगमन मात्र गर्ने होइन, बरु सरकारको निर्णय प्रक्रियामा समेत हस्तक्षेप पार्नेछन् । नागरिक इच्छा विपरीत लामो समयसम्म एकलै नै राज्यका सम्पूर्ण क्रियाकलाप सम्पन्न गर्न सक्ने रूपमा सरकार निरन्तर रहिरहन सक्तैन । सरकारले अन्ततोगत्वा सार्वजनिक सेवालाई उपभोक्तामुखी बनाई नागरिक समाजको आवश्यकता प्रति जिम्मेवार भई रचनात्मक कार्य गर्नुपर्छ । यसै सिलसिलामा सर्वोच्च लेखापरीक्षण संस्थाहरूको अन्तरराष्ट्रिय सङ्गठन International Organization for Supreme Audit Institution (INTOSAI) द्वारा प्रकाशित हुने गरेको International Journal of Government Auditing को April, 2006 मा प्रकाशित 'Audit and Civil Society: The Korean Experience' नामक रचनामा आधारित भएर यो लेख तयार पारिएको छ । यो लेख Board of Audit and Inspection of Korea का आयुक्त 'Commissioner HO-Bum Phun' ले लेख्नु भएको हो । त्यस्तै सन् २००७ मा सोही जर्नलमा प्रकाशित 'Expanding Collaboration Between SAI and Civil Society' का लेखक श्री विवेकराय कुमारको लेखलाई पनि यसको आधार बनाइएको छ । लेखकले उक्त लेखमा भारत, मेक्सिको, दक्षिण कोरिया, अर्जेन्टिना, दक्षिण अफ्रिका र फिलिपिन्समा नागरिक समाज सम्मिलित भएर हुने गरेको लेखापरीक्षणका अभ्यासहरूको बारेमा चर्चा गरेका छन् । जे भए पनि सरकारी लेखापरीक्षण पृष्ठभूमि (background) मात्र रहेर भन्दा पनि खुला लेखापरीक्षणको विधि तथा प्रणाली मार्फत नागरिक समाजकै सहयोगले जाँचबुझ परीक्षण गरी प्रतिवेदन तयार गर्नका लागि ढोका खुल्दै आएको छ ।

नागरिक समाजलाई लेखापरीक्षणमा सहभागी गराउने उद्देश्यले वासिङ्गटनस्थित अन्तरराष्ट्रिय बजेट आयोजना र संयुक्त राष्ट्र सङ्घीय आर्थिक सामाजिक विभाग (UNDESA) मा कार्यरत एकजना विज्ञबाट सरकारी खर्च तथा सोको लेखालाई नागरिक समाजले अनुगमन गरोस् भन्ने

* नायब महालेखापरीक्षक, महालेखा परीक्षकको कार्यालय

हिसाबले एउटा वृहत् निर्देशिका तयार गर्न लागेका छन् । साथै राष्ट्रिय लेखापरीक्षण संस्था र नागरिक समाजबीचको संयुक्त अभ्यास तर्जुमा गरी लेखापरीक्षण प्रक्रियामा जन सहभागिताको अवसरलाई फराकिलो पार्ने कार्यमा नेतृत्वदायी प्रयत्न (leading endeavour) गरेका छन् । साथै निजले खुला लेखापरीक्षण प्रणाली (an open audit system) का बारेमा अनुसन्धान पनि गर्ने र अन्तराष्ट्रिय बजेट अयोजना (IBP) र INTOSAI बीच सम्पर्क बढाउन प्रयत्न गर्नेछन् ।

२. नागरिक र लेखापरीक्षणको सम्बन्ध

लेखापरीक्षणको महत्त्वपूर्ण भूमिका (Key role) भनेको सरकारी क्रियाकलापमाथि तेश्रो दृष्टिकोणबाट जाँचबुझ तथा परीक्षण गरी सत्यतथ्यको मन्तव्य (reliable view) दिनु हो । नागरिक समाजबाट सरकारी सेवा सञ्चालन र नागरिक सेवा उपर आलोचनात्मक विचार प्रस्तुत गर्न र नागरिकका उद्देश्य प्राप्तमा सरकारी क्रियाकलापबाट प्रत्यक्ष सहभागिता जनाउनु रहेको छ । तसर्थ यी दुवै बीचका कार्यको अन्तरसम्बन्ध एकै प्रकृतिको रहेको देखिन्छ । नागरिक समाज र लेखापरीक्षण गर्ने निकाय सरकारी क्रियाकलापको नतिजाका बारेमा एक आपसमा आदानप्रदान (share) गर्ने र उपभोग गर्ने कार्यमा सहभागी हुन सक्छन् । उदाहरणका लागि, एकातर्फ नागरिक समाजले सरकारलाई आधारमानी प्रस्तुत भएको महालेखापरीक्षकको लेखापरीक्षण प्रतिवेदनको आलोचना गर्न सक्छन् । अर्कोतर्फ नागरिक समूहबाट सूचना तथा जानकारी लिएर सरकारी क्रियाकलापको जाँच परीक्षण गर्नेछन् । तसर्थ Supreme Audit Institution (SAI) ले नागरिक समाजलाई सहकारी तथा परिपूरकको भूमिका खेल्ने रूपमा हेर्न सकेका छैनन् ।

जे भए तापनि SAI / Civil Society को बीचमा कहिलेकाहीँ स्वार्थमा द्विविधा (conflict of interest) बारे प्रश्न उठ्न सक्छ । उदाहरणका लागि नागरिक समाजको इच्छा बमोजिम लेखापरीक्षण गर्दा पारदर्शी हिसाबले कार्यान्वयन गर्नेछन् । हुन त नागरिक समाजले लेखापरीक्षण प्रतिवेदनको माध्यमद्वारा सरकारी क्रियाकलापको आलोचना र निगरानी गर्न सक्नेछन् । नागरिक समाजले कहिलेकाहीँ आफूलाई ठूलो प्रभाव पर्ने निर्धारित क्षेत्रको सर्वोच्च लेखापरीक्षण संस्था (SAI) बाट हुने आशा गर्न सक्छन् । संसारभरि नै सरकारी क्रियाकलाप उपर नागरिक समाजको चासो बढेको छ । उनीहरूले लेखापरीक्षणबाट नियमन भए नभएको विषयमा भन्दा पनि कार्यमूलक हिसाबले सरकारद्वारा सञ्चालित कार्यक्रमको मितव्ययिता, प्रभावकारिता, दक्षता, कार्यकुशलता र उपयोगी तवरले सञ्चालन भएको सम्बन्धमा अझ बढी चासो राख्छन् । त्यस्तै कुनै खराब आचरण, पद अनुसारको काम र व्यवहार गर्न नसकेका सरकारी कर्मचारीले बुद्धिमतापूर्वक तथा कानुनले कैफियत कार्य भनेर सङ्केत गर्न नसक्ने परिवेशको फाइदा लिएर स्रोतसाधनको व्यक्तिगत प्रयोग र दुरुपयोग गरेमा समाजिक

लेखापरीक्षणको कार्यविधि अपनाई परीक्षण गर्दा समाजबाट उम्कन नसक्ने हुनाले समाजप्रति नै जवाफदेही बन्न पुग्छ । तसर्थ लेखापरीक्षणको दायरामा सरकारी कार्यक्रम तथा क्रियाकलापको परीक्षण तथा मूल्याङ्कनमा नागरिक समूहले पनि भाग लिन सक्ने हिसाबले अधि बढाएको छ ।

नागरिक समाजका प्रतिनिधि सरकारी लेखापरीक्षण कार्यटोसीमा प्रत्यक्ष वा अप्रत्यक्ष रूपमा सहभागी हुने अनुमति दिइनेछ । तर पनि प्रत्यक्ष सहभागिता गराउँदा महालेखापरीक्षकको स्वतन्त्रता कायम नै राख्ने हिसाबले यस मामिलामा उचित होसियारी र विवेकशील (Prudence) बाटोको विकल्प आवश्यक पर्नेछ । तसर्थ, SAI ले लेखापरीक्षण गरिने निकाय र बाह्य प्रभाव नहुने हिसाबले स्वतन्त्रता र निष्पक्षता भने कायम राख्नेछ । उदाहरणका लागि अप्रत्यक्ष सहभागिताको आवश्यकता लेखापरीक्षणको योजना तर्जुमा गर्नेदेखि नै सल्लाहकारको रूपमा हुने विषयले महालेखापरीक्षकको विशेषज्ञताको स्तरमा बृद्धि हुनेछ । यदि यस्तो सेवा पर्याप्त नहुने भएमा यसलाई राम्रो सुझावको रूपमा लिइने छ । नागरिक समाजको इच्छा र गुनासालाई SAI ले पूर्णरूपमा आत्मसात् गर्न नसकेको अवस्थालाई यस परिपाटीले सही तरिकाले सञ्चार गरिदिने छ ।

३. साझेदार

Borard of Audit and Inspection (BAI) को नागरिक समाजसँगको साझेदारी (Partnering) को अनुभव BAI सँग नीतिसम्बन्धी सुझाव दिन सल्लाहकार समिति गठन भएको छ । जसले महालेखापरीक्षकको रूपमा अध्यक्षलाई सल्लाहकारको हैसियतले सुझाव दिन्छ । उक्त समितिमा नागरिक समूहमा सक्रिय हुने विभिन्न विद्या (Walks of life) का विशेषज्ञ समावेश गरिन्छ । निजहरू बाह्य पक्षसँग समेत खुला, पारदर्शी र रचनात्मक (open, frank and constructive) तरिकाबाट छलफल गरी सुझाव लिएर BAI बाट हुने लेखापरीक्षणमा सहभागी हुनेछन् । तिनीहरूबाट शुद्ध रूपमा (Purely) विचार तथा सुझाव आएको हुन्छ भन्ने कानुनी आधार भने रहदैन ।

Policy advisory committee को अतिरिक्त BAI अन्तर्गत लेखापरीक्षण सञ्चालन गर्ने प्रत्येक Bureau सँग आफ्नै सल्लाहकार समूह पनि हुन्छ । समूहका सदस्यहरूमा भने सारोकारवालासहित प्राथमिकता (primarily) का रूपमा प्राध्यापक वा अनुसन्धानमा संलग्न निकायबाट प्रतिनिधित्व हुनेछ । जसबाट निजहरूको पेसागत ज्ञान (Professional knowledge) लाई उपयोग (share) गर्न सकिन्छ । निरीक्षण बोर्ड BAI र कोरियन नागरिक समाज बीचको सम्बन्धको विकासले अन्य राष्ट्रबाट SAI लाई सेवा पुर्याउने तरिका सम्बन्धमा एउटा उपायोगी उदाहरण बनेको छ । निम्न लेखिएका विभिन्न उपायका प्रस्तुतीले नागरिकको आशा र आवश्यकतालाई सन्तुष्ट पार्ने कार्य पूरा गर्न विभिन्न किसिमका व्यवस्था

मिलाइ नागरिकको विचार, मन्तव्य र स्रोत (Input) लाई आफ्ना लेखापरीक्षण क्रियाकलापमा समावेश गरेको छ ।

नागरिक समाज र BAI ले एक आपसकामा उत्साहित एवम् स्वीकारयोग्य सम्बन्ध स्थापित गरेको उदाहरण छ । नागरिकका आवश्यकता पूरा गर्ने, उपयुक्त संयन्त्रको विकास गर्ने तथा तिनीहरूको विचार समेत लेखापरीक्षण क्रियाकलापमा प्रतिबिम्बित हुन्छ । यति भएर पनि सर्वोच्च लेखापरीक्षण संस्था SAI को Core value जस्तै Independency, integrity र objectivity दिएर लेखापरीक्षण कार्यमा नागरिकको सहभागिता र निगरानीसँग सहमत हुने गरी कुनै पनि सम्झौता गरिनु हुन्न । अर्थात् लेखापरीक्षणमा नागरिक समाजको सहकार्यबाट सर्वोच्च लेखापरीक्षण संस्थाको स्वतन्त्रतामा आँच र पेसागत संवेदनशीलतामा पुग्न हुदैन ।

यसै गरी सोही Jurnal मा प्रकाशित Audit Profile: Office of the Controller General of Venezuela को बारेमा Controller General Mr .Dosbaldo Russian ले लेखेको लेखको सन् २००२ मा भेनेजुयलामा ऐनमा भएको परिवर्तनले लेखापरीक्षणको काम सम्पन्न गर्न जनसहभागिताको व्यवस्था गरेको छ । साथै लेखापरीक्षण कार्यमा नागरिक सहभागितालाई अर्थपूर्ण बनाउन आवश्यक अवस्थाको सिर्जना गरी लेखापरीक्षण संयन्त्रलाई पूर्णता दिनेछ भन्ने उल्लेख भएको छ । नागरिक समाज विकास भञ्चले सहस्राब्दी विकास लक्ष्य प्राप्त गर्न नागरिक समाजको सहकार्य विना सम्भव देखेको छैन ।

४. Advance Notice Audit System

अग्रिम सूचना लेखापरीक्षण व्यवस्था नागरिक सद्भाव, सहयोग र सहभागितालाई उत्साहित गर्न BAI ले केन्द्रीय लेखापरीक्षण अवधि र योजनामा नागरिकहरूको चासो उल्लेख हुन पाओस् भन्ने हिसाबले Advance Notice Audit System (ANAS) लाई कार्यान्वयनमा ल्याएको छ । यस व्यवस्थाको उपयोग गरी BAI ले नागरिकको गुनासो र कार्यकारीको टोलीमा देखिने दुर्बल अभ्यास (Poor Practices) जस्ता वास्तविकतालाई लेखापरीक्षणमा प्रतिबिम्बित गराउने हिसाबले केही जानकारी प्राप्त गर्न सकिने छ ।

५. Citizen Audit Request System

लेखापरीक्षणको काम समयमै, दक्षतापूर्वक सम्पन्न गर्न तथा सरकारी लेखापरीक्षणलाई विश्वसनीय बनाउन भ्रष्टाचार विरुद्ध ऐनको प्रावधानअनुसार लेखापरीक्षण बोर्ड (BAI) n] July 7, 2001 मा Citizen Audit Request System लागू गरेको छ । यसले कानुनी व्यवस्थाको उल्लङ्घन र भ्रष्टाचारले सार्वजनिक हित (Public Interest) लाई गम्भीर रूपमा रहेको हुन्छ । तसर्थ, नागरिकले सार्वजनिक संस्थामा लेखापरीक्षणका लागि अनुरोध गर्न सक्छ । तर गोप्यता, सुरक्षा, आपराधिक अनुसन्धान, अदालतमा परेका मुद्दा, दण्ड सजायको

व्यवस्थापन आदि विषयमा भने लेखापरीक्षणका लागि अनुरोध गर्न मिल्दैन । कोरियाको लेखापरीक्षण बोर्ड BAI मा स्थापित मान्यतामा लेखापरीक्षण Citizen Audit Request System अनुसार प्राप्त पत्रको आधारमा नागरिक लेखा परीक्षण Citizen Audit Request Screening Committee ले लेखापरीक्षण गर्न मिल्ने नभिल्ले निर्णय गर्छ । अनुरोध अनुसार लेखापरीक्षण गर्न मिल्ने स्वीकृति भएमा BAI ले लेखापरीक्षण गरी सोको नतिजा अनुरोधकर्तालाई उपलब्ध गराई सो कामको प्रभावकारिता बढाउँछ ।

यो प्रणाली सामान्य नागरिक समेतलाई बृहत् रूपमा जानकारी (Widely Known) भएकोले अनुरोध पत्रहरूमा वृद्धि हुँदै जानेछ । यस्ता माग उपर उचित प्रतिक्रिया दिन सर्वोच्च लेखापरीक्षण संस्था (BAI) ले बाह्य विशेषज्ञ सम्मिलित समितिको गठन गर्ने संरचना बनाएको छ भने उक्त समितिको अध्यक्षता बाह्य विशेषज्ञले गर्नेछन् ।

Civil Petitions Reception and Citizen Audit System अनुसार नागरिक उजुरीको स्वागत गर्ने प्रणाली अर्थात सेवाग्राहीबाट सरकारी निकायप्रति भएको उजुरीलाई दृष्टिगत गर्न लेखापरीक्षण बोर्डले नागरिक गुनासा स्वागत कार्यका लागि BAI ले Civil Petitions Reception Function स्थापित गरेको छ । पिठि, फ्याक्स, इमेल, टेलिफोन वा अन्य कुनै सञ्चार साधनका माध्यमबाट हिनामिना, गुनासा र दुरुपयोगप्रति उजुरी गर्न सकिन्छ । स्थानीय सरकारले पनि नागरिकका गुनासा र पीडालाई दृष्टिगत गर्न नागरिक लेखापरीक्षण प्रणाली (Citizen audit system) को व्यवस्था ल्याएको छ । Citizen Auditor सरकारी अधिकारी नभए पनि उजुरी उपर छानविन तथा पुनरावलोकन गर्न निश्चित अवधिका लागि नियुक्त गरिएको हुन्छ । Citizen Auditor ले आवश्यक देखेमा लेखापरीक्षण गरी लेखापरीक्षणको नतिजा उजुरीकर्तालाई दिन सक्नेछ ।

६. लेखापरीक्षणप्रतिवेदनको पूर्ण विवरण

माथि उल्लेख गरेअनुसार सार्वजनिक रूपमा लेखापरीक्षणको पूर्ण विवरण दिइँदैन अर्थात सारांशमा मात्र प्रस्तुत गरिन्छ । तर पनि नागरिकको सङ्ख्या, नागरिक समूह र राजनीतिज्ञले भने पूर्ण विवरणको माग गरेका छन् । नागरिकका मागप्रति सकारात्मक हुँदै सार्वजनिक रूपमा लेखापरीक्षणको पूर्ण विवरण (Full Texts) नै जारी गर्ने निर्णय गरे तापनि राष्ट्रिय हिसाबले महत्त्व राख्ने सुरक्षा र गोप्यतासम्बन्धी विषय भने प्रकाशित गरिने छैन ।

७. Oversight of the BAI – BAI ले आफ्नो आन्तरिक संरचनाभित्रको अभ्यासमा बलियो आन्तरिक नियन्त्रण प्रणाली लागु गरेको छ । BAI लाई उक्त बोर्डका लेखापरीक्षकबाट आचार संहिताको उलङ्घनका सम्बन्धमा उनीहरूको व्यवहार तथा आचरणको समेत अनुगमन र निगरानी गर्ने अधिकार छ । Inspector General बाट BAI का लेखापरीक्षकको

निजी जीवनको पनि परीक्षण र जाँचबुझ गर्ने काम हुन्छ । यसमा तिनीहरूको क्रियाकलाप सामाजिक आलोचना (social criticism) भित्र नपरेको होस् । यति हुँदाहुँदै पनि (nevertheless) नागरिक समाजले लेखापरीक्षण बोर्ड (BAI) बाट हुने अनुगमन र निगरानी (oversight) व्यवस्था अपर्याप्त भएकोले आन्तरिक नियन्त्रण प्रणालीमा पारदर्शिता गर्नु आवश्यक भएको गुनासो व्यक्त गरेका छन् । नागरिक समाजको योग्यता र सरकारी पक्षबाट आएका सरकारी लेखापरीक्षक BAI Inspector General लाई मुख्य आन्तरिक लेखापरीक्षकको रूपमा संस्थागत गर्ने योजना रोखेको छ ।

समाजले भारत, मेक्सिको, दक्षिण कोरिया, अर्जेन्टिना, दक्षिण अफ्रिका र फिलिपिन्समा सरकारी लेखापरीक्षणमा नागरिक समाजको सम्मिलित हुने निम्न प्रयत्न गरेका छन् :

क्र.सं.	देश	मार्फत	दायरा	कार्य सम्पादन भएको
१.	भारत	मजदुर किसान रक्ति सङ्गठन (MKSS) सार्वजनिक सुनावाइ मञ्च	ग्रामीण क्षेत्रमा भएका स्थानीय विकास खर्चको सामाजिक लेखापरीक्षण	सार्वजनिक निर्माण कार्यको लेखापालन र अभिलेखको जाँच भएको, जातसाजी र कपटपूर्ण अभिलेखको उदाहरणलाई पहिचान गर्ने, ज्याला भुक्तानी कामदारका नाम सत्य नभएको बारे ।
२.	मेक्सिको	Fundar नामक बजेट अनुसन्धान तथा वकालत (advocacy) संस्था	स्वास्थ्य मन्त्रालयबाट HIV/Aids सुचनाको निरोधक कार्यक्रमसम्बन्धी सयौं पेज लेखा भिकाई स्वतन्त्र रूपमा भ्रष्टाचारका क्षेत्र पहिचान गरेको	Fundar को finding लाई सर्वोच्च लेखापरीक्षण संस्थाले अनुसन्धानका लागि सहयोग गरेको , दुरुपयोग भएको रकम असुल गर्ने, व्यवस्थापकीय भित्र भएको थलजल (discretionary) अधिकारमा नीतिगत परिवर्तन र व्यवस्थापनमा नै परिवर्तन ल्याएको,

३.	दक्षिण कोरिया	Citizens for economic Justice वित्तीय क्षेत्र अधिकार सम्बन्धी मामिलामा काम गरेको पुरानो गैर सरकारी संस्था	लेखापरीक्षण र अनुसन्धान गर्नका लागि सार्वजनिक आयोजनामा भएका भ्रष्टाचार तथा लेखापरीक्षण गरेको	लेखापरीक्षणबाट पार पाएको भए तापनि भ्रष्टाचारीलाई कारवाहीका लागि मुद्दा राखेको, खरिद नीतिलाई सार्वजनिक अभियानद्वारा परिवर्तन गराएको ।
४.	अर्जेन्टिना	Civil Association for Equality and Justice (ACIJ) मानव अधिकारसँग सम्बन्धित	सर्वोच्च लेखापरीक्षण संस्थाको सार्वजनिक लेखापरीक्षणको पुनरावलोकन गर्ने बिम्बा पाएको आयोग र लेखापरीक्षणका सुझावलाई कार्यान्वयनमा ल्याउने	व्यक्ति ले ती अभिलेख हेरी लेखापरीक्षणका सुझावको प्रतिक्रिया आयोगले सुधार गर्नुपर्ने कार्यमा पछि परेको ।
५.	दक्षिण अफ्रिका	विधायक समेत एगबिजि Service Accountability Monitor (PSAM)	सरकारी निकायलाई वित्तीय अपचलन र लेखापरीक्षणबाट भ्रष्टाचार हुन सक्ने भनी औल्याएको	लेखापरीक्षणमा पहुँच हुन नपाएका अभिलेखहरूलाई उजागर गर्ने, वित्तीय व्यवस्थापन प्रणालीलाई मजबुत र भरपर्दो बनाउन सार्वजनिक अभियानको नेतृत्व गर्ने ।
६.	फिलिपिन्स	Concerned Citizens of Abra for Good Government	आफ्नो अधिकारक्षेत्रमा पूर्वाधार कार्यक्रमको अनुगमन गर्न स्थानीय निकायबाट समेत सहभागितामूलक लेखापरीक्षण सञ्चालनमा आएको छ ।	ठेक्का सम्झौतामा उल्लेख भएका बुँदासँग नर्मस अनुसार भएको खर्चको भिडान गर्नु

८. तुलनात्मक अध्ययन

केही दातु समुदाय र नागरिक समाजबाट सरकारको जवाफदेहीतालाई बलियो बनाउन महालेखापरीक्षक र नागरिक समाजको सहकार्यबाट लेखापरीक्षणको थालनी भएको छ । माथि उल्लिखित अध्ययनले नागरिक समाज र महालेखापरीक्षकबीच सहकार्य हुनु आवश्यक छ । कार्यगत सम्पर्कमा आएपछि केही समस्या तथा चुनौती पनि देखा पर्न सक्छन् । बजेट तथा नीतिका प्राथमिकतासम्बन्धी अध्ययन केन्द्रले नागरिक समाज र सर्वोच्च लेखापरीक्षण संस्था बीचको सहयोगी सम्बन्धबाट नै सरकारी क्रियाकलाप र खर्च हिसाबको अनुगमन गर्न नागरिक समाजको सहभागिता जुटाउने प्रयास हुनेछ । नागरिक समाजको क्रियाकलाप बढेको कारणले सर्वोच्च लेखापरीक्षण संस्थाले विद्यालयबाट पारित भएको लेखापरीक्षण कार्यविधिको कार्यान्वयनमा नागरिक समाजको महत्त्वपूर्ण भूमिका हुन्छ ।

१०. निष्कर्ष

नागरिक समाजबाट सक्रिय निगरानी (Active Oversight) आलोचना, सहभागिता तथा सरकारी क्रियाकलापमा नागरिक जागरुकताले सरकारी निकाय र अधिकारीलाई होशियारीमा राख्छ । नागरिकको अधिकारसँग सम्बन्धित पक्षमा उचित महत्त्व दिएर कार्यान्वयन गर्ने नीतिको तर्जुमा गर्छ । नागरिक समाजको एउटा शक्तिले सरकारको अधिकारलाई सीमित गर्ने र चुनौती दिने नभइकन सरकार र नागरिक समाजसँग सहभाव तथा सहकार्य बढाउने काम गर्छ भन्ने दृष्टिकोण राख्नुपर्छ । सामाजिक लेखापरीक्षण सामाजिक अनुसन्धानको विषय पनि बनाउनु पर्छ । नागरिकको निगरानी (Oversight) र सहभागिताले लेखापरीक्षणका कारण अपना सकारात्मक भावनालाई अझै मजबुत पार्ने (Fortify) र लेखापरीक्षणमा भएको अधिकार शक्तिको दुरुपयोगबारे पत्ता लगाउन मद्दत गर्छ । साथै एउटा उखान जोड्नुले अर्थ राख्न सक्छ भने जस्तै समयमा नै गल्ती सच्याए गल्ती बिलाएर जान्छ, नसच्याए कुहिएर बस्छ । तसर्थ वित्तीय व्यवस्थापनसँग सम्बन्धित कयौ विसङ्गतिहरूलाई पनि उचित समयभित्र सच्याएर नियमसम्मत बनाउनु जरुरी हुन्छ ।

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नयाँ नेपालको शिक्षा नीति

- धर्मेन्द्र बास्तोला*

१. प्रस्तावना

सन १८१६ को सुगौली सन्धिदेखि हाम्रो देशमा अर्धसामन्ती र अर्धऔपनिवेशिक उत्पादन सम्बन्ध विद्यमान रहँदै आएको छ । मुलुकमा जुन प्रकारको उत्पादन सम्बन्ध हुन्छ, त्यसैअनुरूप मानवीय चेतना र सामाजिक संस्कृतिको विकास हुनु अनिवार्य हुन्छ । देशको सामन्ती र नोकरशाही उत्पादन सम्बन्धबाट शासक वर्गमा पैदा हुने चेतना पनि सामन्ती र नोकरशाही हुनु स्वाभाविक हो र त्यसको प्रभाव समाजका सबै क्षेत्रमा पर्नु स्वभाविक हो । देशमा एकातिर सामन्ती उत्पादन पद्धति हुने र अर्कोतिर समाजका हरेक क्षेत्रमा साम्राज्यवादी उत्पीडन र हस्तक्षेप भैरहने हुँदा शिक्षा, स्वास्थ्य, रोजगारीतयायत समाजका समग्र क्षेत्रमा अहिलेसम्म जनताले पराधीन र परमुखापेक्षी बन्नु परेको छ । मुलुकका जनता तबसम्म सार्वभौम बन्न सक्दैनन्, जबसम्म तिनले आफ्नो भाग्य र भविष्यको निर्माण आफ्नै हातले गर्न सक्दैनन् । अधिकारविहीन, अशिक्षित जनता भएको राज्यबाट देशको समग्र उन्नति र प्रगति गर्न नसकिने कुरा पनि स्पष्ट छ । नेपालमा विद्यमान अर्धसामन्ती र अर्धऔपनिवेशिक राज्यव्यवस्थाको अन्त्य गरी जनतालाई सार्वभौम बनाउन इतिहासमा धेरै सङ्घर्षहरू भएका छन् । नेपालको कम्युनिस्ट आन्दोलनले आधा शताब्दीदेखि क्रान्ति सम्पन्न गरी स्वाधीन र सम्पन्न देशनिर्माण गर्ने प्रयत्न गर्दै आएको थियो । इतिहासका जटिल अन्तरसङ्घर्ष र वैचारिक सङ्घर्षको भट्टीबाट खारिदै मार्क्सवाद-लेनिनवाद-माओवादको वैज्ञानिक विचारबाट निर्देशित नेपाल कम्युनिस्ट पार्टी (माओवादी) ले २०५२ साल फागुन १ गतेदेखि सशस्त्र विद्रोहको झन्डा उठायो । साम्राज्यवादी विश्व व्यवस्थाभित्र रहेको देश नेपालमा सशस्त्र विद्रोहको शङ्खघोष गर्नु सम्पूर्ण नेपाली जनताको आत्मनिर्णयको अधिकारका लागि एउटा महान् विद्रोह थियो । जुन विद्रोहका कारण आज नेपालबाट राजतन्त्रको अन्त्य भैसकेको छ र देशको सामन्तवाद र नोकरशाही ढलाल पुँजीवाद घर्मराइरहेको छ । आज देश पुराना उत्पादन सम्बन्धहरूको अन्त्य हुँदै नयाँ जनवादी उत्पादन सम्बन्धको विकासको प्रक्रियामा अगाडि बढिरहेको छ । यस प्रकारको परिवर्तनतर्फ उन्मुख समाजलाई हामीले नयाँ नेपालको नामकरण गरेका छौं ।

नयाँ नेपालमा राज्यबाट अपनाइने शिक्षा नीति कस्तो हुनुपर्छ, राज्यको शिक्षा क्षेत्र व्यक्तिर्केन्द्रित हुने या समाजर्केन्द्रित हुने, शिक्षालाई वैज्ञानिक, व्यावहारिक र जनमुखी बनाउने या एकाङ्गी अव्यावहारिक, परम्परावादी तथा व्यापारमूलक बनाउने ? यी यस्ता मुद्दाहरू हुन्

* राजनीतिज्ञ

जसको कारणले देशका लाखौं विद्यार्थीहरू आन्दोलित रहँदै आएका छन् र अहिले यी प्रश्नहरूमा बौद्धिक जगत्मा देशव्यापी रूपमा बहस चलिरहेको छ । राजतन्त्रको अन्त्य भैसकेको र गणतन्त्र स्थापनासँगै नयाँ नेपाल निर्माणको सङ्क्रमणकालमा शिक्षा जस्तो सम्बेदनशील विषयमा यसरी बहस चल्नु राष्ट्रिय जागरणको परिचय पनि हो ।

यस सन्दर्भमा शिक्षा क्षेत्रका समस्याहरूलाई निम्न बुँदाहरूमा छलफल गर्नु सान्दर्भिक हुनेछ :

- १) आजका शैक्षिक समस्याहरू
- २) शिक्षासम्बन्धी राज्यको दृष्टिकोण कस्तो हुनुपर्छ ?
- ३) शैक्षिक समस्याहरूको समाधानका विधिहरू

२. आजका शैक्षिक समस्याहरू

वर्गीय समाजमा शिक्षाको स्वरूप पनि वर्गीय हुने कुरामा दुईमत हुन सक्दैन । नेपालको शासन व्यवस्था निरङ्कुश राजतन्त्र र नोकरशाही दलाल पुँजीवादीहरूले सञ्चालन गर्दै आएको नेपालको शिक्षा पनि त्यस वर्गको आवश्यकताअनुरूपको हुने कुरा स्पष्ट हुन्छ । उत्पादनका साधनहरूमाथि अभिजात वर्गको नियन्त्रण हुनाले शिक्षामाथि उसको नियन्त्रण रहँदै आएको छ । जसका कारण सामाजिक जीवन, मूल्य र प्रतिष्ठाका लागि शिक्षाप्राप्तिको समयदेखि नै आत्मिक दासताको प्रदर्शन गर्नु सामाजिक बाध्यता हुने गरेको छ । तसर्थ, “बुर्जुवा राज्य व्यवस्थामा, चाहे त्यो राजतन्त्र होस् वा गणतन्त्र, विद्यालय जनसाधारणका लागि आत्मिक दासताको”^१ साधन हुने गर्दछ । नेपाल लामो समयदेखि राजतन्त्र र विगत १२ वर्षदेखि संसदीय व्यवस्थाबाट अगाडि बढेको भए पनि यी दुवै परिस्थितिमा विद्यालयहरूको उद्देश्य छात्र छात्राको हितबाट होइन, प्रभुत्वशाली वर्ग वा पुँजीवादीवर्गको हितद्वारा निर्धारित हुने गरेको छ, तर यी दुवै परिस्थितिका शिक्षानीतिहरूमा भिन्नता हुने नै गर्दछ ।

सामान्यतया विद्यालयको उद्देश्य सम्पूर्ण विद्यालयीय शिक्षा पद्धतिको संरचना, विद्यालय जीवनको सम्पूर्ण व्यवस्था, विद्यालय शिक्षा एवम् चरित्रनिर्माणको सम्पूर्ण अन्त्य निर्धारण गर्नु हो । देशमा जुन वर्गको सत्ता रहेको हुन्छ विद्यालय शिक्षा पद्धतिको गठन, विद्यालय जीवनको सम्पूर्ण व्यवस्था, विद्यालय शिक्षा एवम् चरित्रनिर्माणको सम्पूर्ण अन्त्य त्यस शासक वर्गको चरित्र, उसको वर्गीय स्वार्थ र त्यसअनुरूपको उसको शिक्षानीति हुने गर्दछ । नेपालमा सामन्ती अधिनायकवादीहरू तथा नोकरशाही दलाल पुँजीवादीहरूको सत्ता चल्ने गरेको परिवेशमा यो वास्तविकताअनुसार यहाँको शिक्षा पनि सामन्त, दलाल तथा नोकरशाहहरूका लागि एक प्रकारको हुने गरेको छ र गरिब नेपाली जनताका लागि अर्को प्रकारको विद्यालयको व्यवस्था तथा पठनपाठनको पद्धति तय गरिएको छ । प्रभुत्वशाली वर्गका बालबालिकाहरूका लागि लक्षित गरिएका आवासीय विद्यालयहरूको उद्देश्य यस्ता व्यक्तिहरू

^१ नदेज्वा क्लूपसकाया, श्रम शिक्षा र चरित्र निर्माण पृ ७३

उत्पादन गर्नु रहेको छ जसले शिक्षाबाट जीवनको आनन्द लिन सकोस् र सामान्य साक्षर जनतामाथि शासन चलाउन सकोस् । नेपालमा यस्ता विद्यालयका ताक्षणीक नमुना ठूला-ठूला बोर्डिङ विद्यालयहरू हुन् । यस प्रकारका विद्यालयहरू अक्सर राजनेताहरू, सम्पन्न परिवारहरू, जागिरदार तथा सुदुखोरहरू, नोकरशाही दलाल पुँजीपतिहरू तथा सामन्त जमिन्दारका छोराछोरीहरूको अध्ययनका लागि बनाइएका छन् । निम्नमाध्यम र निम्न वर्गका बालबालिकाहरू यस्ता विद्यालयमा आर्थिक सामाजिक कारणले पढ्न सक्दैनन् । रहर र बाध्यताले पढी नै हाले पनि उनीहरूको भविष्य त्यहाँ बन्न सक्दैन ।

नेपालका कतिपय विद्यालयहरू निम्नमाध्यम वर्गका बालबालिका पढ्ने स्तरमा निर्धारित गरिएका छन् । यस प्रकारका विद्यालयहरूको ध्येय नोकरशाहका कर्मचारी तथा यस प्रकारका बौद्धिक व्यक्तित्वहरू तयार गर्नु हुन्छ, जसले समाजको निश्चित अंश अधिकार प्राप्त गर्ने कुराको बदला जनतामाथि शासन गर्ने प्रभुत्वशाली वर्गलाई सहयोग गर्दछ । अधिक सङ्ख्याका माध्यमिक या उच्च माध्यमिक विद्यालयहरूको उद्देश्य केवल विभिन्न तहका बहिदार तथा क्लर्कहरू र बुर्जुवा वर्गका प्रशिक्षित चाकरहरू तयार गर्नु रहेको छ ।

जहाँसम्म प्राथमिक र निःशुल्क विद्यालयहरूको सवाल छ, नेपालको सामन्ती तथा नोकरशाहीवर्गले आम गरिब नेपालीहरूका छोराछोरीहरूलाई शिक्षा दीक्षादेखि उसको जीवनसम्म आफ्नो नियन्त्रणमा राख्ने, उद्देश्यमान नयाँ पुस्तामाथि आफ्नो अनन्त प्रभाव बनाइ राख्ने उद्देश्यले निर्धारित गरेको छ । देखाउनका लागि यो शिक्षा कक्षा ५ सम्म अनिवार्य र निःशुल्क पनि रहेको छ । यस प्रकारका आम विद्यालयहरू राष्ट्रको उन्नति गर्ने सचेत, जागरुक र जिम्मेवार नागरिक उत्पादन गर्ने पाठशाला नभैकन, देशको परिवर्तनकारी उदीयमान जनशक्तिलाई सुशुप्त रूपले पक्षाघात (Paralised) गर्ने कैदखानाका रूपमा स्थापित गरिएका छन् । यहाँ विद्यालयी शिक्षा निःशुल्क छ । तर अत्यधिक बालबालिकाहरूलाई कक्षा ५ मै फेल गरिन्छ, त्यहाँबाट उम्केका विद्यार्थीलाई कक्षा ८ मा फेल गरिन्छ, त्यहाँबाट उम्केको लाई एसएल्सी टेस्टमा फेल गरिन्छ र त्यसपछिका विद्यार्थीहरूलाई एसएल्सीमा फेल गरिन्छ । मार्क्सले स्पष्ट पार्नुभएको थियो कि पुँजीपति वर्गले कसरी नगण्य कानूनी प्रावधानहरूबाट बाँचेर निस्कने बाटो खोज्दछन् र कसरी उदीयमान पिँढीलाई मानसिक एवम् शारीरिक रूपले अपाङ्ग बनाउँछन्² । कानूनी हिसाबले प्राथमिक शिक्षा निःशुल्क भए पनि आँकडाहरूले बताउने गरेका छन् कि देशभरमा कक्षा १ मा भर्ना भएको विद्यार्थीको केवल ५ प्रतिशतले प्रवेशिका परीक्षासम्म पुग्दछन् र उत्तिर्ण गर्नेहरूको सङ्ख्या त्योभन्दा कम हुने गर्दछ । यस प्रकारका विद्यालयहरूमा विद्यार्थीहरूलाई केही मात्रामा जानकारी दिइन्छ, त्यहाँ केवल लेख्न पढ्न मात्र सिकाइन्छ, जसले आफ्नो कार्य स्थानको अनुशासन नियम या सरकारी आदेश

² नदेज्वा कृष्णकाया, श्रम शिक्षा र चरित्र निर्माण पृ ७३

पढ्न सक्दैन, आफ्नो हस्ताक्षर गर्न सक्दैन, मामुली हिसाबसम्म गर्न सक्दैन अथवा पानीको मिटर र बिजुलीको मिटरसम्म हेर्न सक्दैन, यसरी केवल साक्षर जन समुदायमाथि शासन चलाउन ती शासक वर्गका लागि सजिलो होस् भन्ने उद्देश्यबाट नै यी विद्यालय स्थापना गरिएका छन् ।

कुनै कारणले यसप्रकारका कैदखानाबाट उम्कन सफल भएका विद्यार्थीहरूलाई हेन्यौ भने हामीले पाउने छौ कि उनीहरू टाँगामा अड्काइएका घोडाजस्तै एकोहोरा बनाइएका हुन्छन् र त्यो ज्ञान यो सर्तमा दिइएको हुन्छ कि छात्र छात्राहरूले सामन्ती तथा नोकरशाही पुँजीवादी विचारधारालाई निशर्त आत्मसात् गर्नेछ ।

शिक्षाको परिभाषा विभिन्न विद्वानहरूले जसरी गरे पनि शिक्षाताई आत्मिक तहमा बोध गर्ने काम मार्क्सवादीहरूले नै गरेका छन् । सामन्तवाद र नोकरशाह पुँजीवादहरूले शिक्षामा परिवर्तनलाई यसको रूप (Form) को परिवर्तनका रूपमा लिँदै भ्रम छर्ने कार्य गरेका छन् भने अन्तर्वस्तुका रूपमा आफ्नै वर्गस्वार्थको शिक्षालाई शिक्षाको रूपमा परिभाषित गरेका छन् । अन्तरवस्तुमा शिक्षा भनेको वस्तुको गति (matter in motion) को अध्ययन गर्ने क्षमताको विकास गर्ने विधि हो, यस क्षमताले व्यक्तिको ज्ञानको अर्थ, त्यसलाई प्रयोग गर्ने सीपको खोजी र त्यसैअनुरूपको अभिवृत्ति क्षमताको विकास गराउँछ । अर्थात् जीवन बोध, व्यवहार र अभिवृत्तिगत क्षमताकै आधारमा व्यक्ति/समाज शिक्षित बन्दछ । यहाँ ज्ञान भनेको समाजविज्ञानदेखि रसायन विज्ञान, जीवविज्ञान, यान्त्रिक विज्ञानलगायत भौतिक जगतमा विकास भएका जति चिजहरू छन् त्यसको सहायताबाट वस्तुको गति, त्यसको विकास र त्यसको रूपान्तरणको प्रक्रियाको बोध गर्ने क्षमता हो । यस प्रकारको ज्ञान मानिसले वर्ग सङ्घर्ष, उत्पादनका लागि सङ्घर्ष र वैज्ञानिक प्रयोगको बिघीबाट हासिल गर्दछ । यो ज्ञानले मात्र मानिसलाई आवश्यकताको बोध गराउँछ, र आवश्यकताको बोधले स्वतन्त्रताको अभ्यास गर्ने अवसर दिन सक्दछ । आवश्यकता र स्वतन्त्रताका विषयमा हेगेलको प्रस्तावनालाई समर्थन गर्दै ड्युहरिग मत खण्डनमा एङ्जेलसले भन्नु भएको छ, “आवश्यकता केवल त्यो हदसम्म अन्धो हुन्छ जुन हदसम्म त्यसलाई बुझ्न सकिदैन । स्वतन्त्रता प्राकृतिक नियमबाट स्वतन्त्र हुने कुरासँग सम्बद्ध छैन, परन्तु यी नियमहरूलाई ज्ञानमा र यो ज्ञानको सहायताले यी नियमहरूबाट निश्चित उद्देश्यहरूका लागि योजनाबद्ध ढङ्गबाट काम गर्ने सम्भावना पैदा हुन सक्दछ, त्यसको सम्भावनामा निहित हुन्छ”⁴ । वस्तुतः मानिस-मानिस तथा मानिस र जनावरमा यसकारणले भिन्नता देखिन्छ कि वस्तुको गतिको नियम बुझ्ने कुरामा मानिस-मानिसमा भिन्नता रहन्छ र जनावरले त्यसलाई बुझ्ने सक्दैन । जसले वस्तुको गतिलाई बुझ्न सक्छ त्यसले मानवजातिको हितको निम्ति परिवर्तन गर्न सक्दछ । समाज विज्ञानको सन्दर्भमा

³ Mao Tsetung: Where does correct ideas come from?

⁴ Fredric Engel: Anti Duharing, progressive publication Mosco PP183-84

मार्क्सले भन्नु भएको छ, “दार्शनिकहरूले विभिन्न विधिबाट विश्वलाई केवल व्याख्या गरेका छन्, तर प्रश्न विश्वलाई बदल्ने हो”⁵ । हाम्रो देशमा प्रचलित शिक्षा समाजलाई परिवर्तन गर्न सक्ने सचेत र स्वतन्त्र मानिसको विकास गर्नेमा होइन, शिक्षा सामान्तका लागि तिरो उठाउने बहिदारहरू, कार्यालयका स्तर्कहरू, र बढीभन्दा बढी, साम्राज्यवादी उत्पादनसम्बन्ध भित्रको श्रम बजार (labour market) बिक्रीहुने श्रमशक्तिका रूपमा विकास गर्ने रहदै आएको छ । यसरी तुलना गर्दा एउटा शिक्षित व्यक्ति सामाजिक मूल्यका हिसाबले केवल किसानले फलाउने त्यो आलु बराबर हुन्छ, जसमा जति बढी लगानी गरिन्छ त्यति नै धेरै फस्टाउँछ र त्यसले बजारमा त्यति नै धेरै मूल्य प्राप्त गर्दछ । जसको कारण राजतन्त्रात्मक मुलुक होस या पुँजीवादी, त्यहाँको उदीयमान नयाँ पुस्ता भ्रष्टीकृत भएको हुन्छ, अपराधीकृत बनाइएको हुन्छ । जब सचेत जनताले यस प्रकारको पाखण्डी शिक्षाको परिवर्तनको माग गर्दछ, तब यो प्रतिक्रियावादी वर्गले ठूलोस्वरले त्यसको विरोध गर्दछ, रुवाबासी गर्दछ, र विभिन्न संयन्त्र मार्फत आफ्नो सुरक्षा गर्छ र आफ्नो शिक्षानीतिको रक्षा गर्दछ । तर यो शिक्षा, जसको विनास हुने त्रासमा ऊ यति रुवाबासी गर्छ, अधिकांश जनताका लागि त्यो दासताको आत्मदहन बाहेक केही हुन सक्दैन र मेसिन जस्तै काम गर्ने प्रशिक्षण बाहेक केही हुन सक्दैन । नेपालमा अहिले बुर्जुवा वर्ग र कथित शिक्षाविद्हरू शिक्षामा वर्ग हुँदैन, राजनीति हुँदैन, शिक्षा मार्क्सवादी र गैरमार्क्सवादी हुँदैन भन्दै शिक्षाको रूपान्तरण र यसको रूपान्तरणकारी भूमिका विरुद्ध कम्मर कसेर लागेको कुरालाई यसकै उदाहरणका रूपमा लिनु पर्ने हुन्छ ।

३. शिक्षासम्बन्धी राज्यको दृष्टिकोण कस्तो हुनुपर्छ ?

महान् जनयुद्धले पैदा गरेको नयाँ नेपालको नयाँ सामाजिक परिस्थितिमा मुलुकमा शिक्षा कस्तो हुनु पर्छ भन्ने सन्दर्भमा अहिले व्यापक बहस चलिरहेको छ । एकातिर शिक्षाको प्रश्नलाई कतिपय संसदवादी पार्टीहरूले चुनावी नारामा सीमित गर्न पुगेका छन् र अर्को तिर हाम्रो पार्टी नेकपा माओवादीले यसलाई जनताको नैसर्गिक अधिकारका रूपमा निःशुल्क र अनिवार्य गर्ने प्रतिबद्धता गरेको छ र देशको शिक्षाको चरित्र व्यावहारिक, वैज्ञानिक र जनमुखी हुनुपर्ने अडान राख्दै आएको छ ।

शिक्षा कस्तो हुनु पर्छ भन्ने सन्दर्भमा कार्ल मार्क्स भन्नुहुन्छ, “शिक्षामा हाम्रो अभिप्राय तीन कुरामा छ, १) बौद्धिक शिक्षा, २) शारीरिक विकास (जिम्नेस्टिक फौजी तालिम आदि) ३) पोलिटिकल शिक्षा जसले सबै उत्पादन प्रक्रियाको सामान्य वैज्ञानिक सिद्धान्तसँग परिचित गराउँछ, साथसाथै बालबालिका र किशोरहरूलाई सबै उत्पादन कार्यबाट प्राप्त औजारहरूको प्रयोग गर्न सिकाउँछ ।”⁶ सन् १९१८ मा पार्टी कार्यविशालको मस्यौदा तयार गर्दा लेनिनले

⁵ Karl Marx, collected works vol I, P 14

⁶ नरेन्द्रा कृष्णकाया, श्रम शिक्षा र चरित्र निर्माण पृ ५२

भन्नुभएको थियो, “यो कुरा निश्चित गरिनु पर्छ कि १६ वर्षसम्मका युवा युवतीहरूलाई अनिवार्य, सामान्य एवम् पोलिटेक्निक (अथवा उत्पादनका सबै शाखका सिद्धान्त र व्यवहारसँग परिचित गराउने) शिक्षा उपलब्ध होस् । शिक्षा बालबालिकाहरूको सामाजिक उत्पादन गर्ने श्रमका साथ घनिष्ट सम्बन्ध होस्” । लेनिनले गर्नु भएको यस परिभाषा नेपालको सन्दर्भमा पनि उत्तिकै महत्त्व राख्दछ ।

एकाइसौं शताब्दीको पहिलो दशकभित्रै नेपाललाई आर्थिक, राजनीतिक, सामाजिक र सांस्कृतिक रूपले नयाँ ठाउँमा पुर्‍याउन शिक्षामा आमूल परिवर्तन गर्नु अनिवार्य हुने छ । यसै सन्दर्भमा हाम्रो पार्टीले नयाँ नेपालको प्रारम्भिक शिक्षा नीति कस्तो हुने भन्ने सन्दर्भमा निम्न बुँदाहरू स्पष्ट गरेको छ । हाम्रो पार्टी नेकपा (माओवादी)ले नयाँ नेपालमा “हालको शिक्षामा व्याप्त व्यापारीकरणको अन्त्य गरी कक्षा १२ सम्म सबैलाई निःशुल्क शिक्षाको व्यवस्था गरिने छ” भनेको छ । हाम्रो प्रतिबद्धतापत्रमा भनिएको छ, “शिक्षालाई जीवन र उत्पादनसँग जोडिने छ । प्राविधिक र पोलिटेक्निक शिक्षालाई विशेष जोड दिइने छ । औपचारिक शिक्षाबाट बन्चित ठूलो जनसङ्ख्या र विशेषतः दशवर्षे जनयुद्धको दौरानमा क्रान्तिकारी आन्दोलनमा संलग्न युवायुवतीहरूलाई शिक्षामा पहुँच पुर्‍याउन खुला विद्यालय तथा विश्वविद्यालयको स्थापना गरिने छ” । प्रतिबद्धतापत्रमा अगाडि भनिएको छ, “तिनमा व्यावहारिक ज्ञानबाट हासिल शिक्षालाई समेत जीवनपर्यन्त शिक्षाको रूपमा मान्यता दिने विशेष व्यवस्था गरिने छ” । “प्रत्येक स्वायत्त राज्यमा कमसेकम एक विश्वविद्यालय स्थापना गरिने छ । कृषि तथा वन, इन्जिनियरिङ्ग, मेडिसियन, सूचना प्रविधि, व्यवस्थापन आदि क्षेत्रमा अन्तराष्ट्रिय स्तरका विशिष्ट शिक्षण तथा अनुसन्धान केन्द्रहरू स्थापना गरेर विदेशी विद्यार्थी तथा अनुसन्धानकर्ताहरूलाई समेत आकर्षित गर्ने नीति लिइने छ”^७

नयाँ नेपाल निर्माणका लागि हाम्रो पार्टीबाट व्यक्ति गरिएका प्रतिबद्धताहरू नेपालको आजको ऐतिहासिक आवश्यकतालाई प्रतिबिम्बित गर्ने गरी तयार पारिएका छन् ।

यो ऐतिहासिक आवश्यकतालाई पूरा गर्न राज्यले केवल शिक्षालाई मात्र एकाङ्गी रूपमा विकास गर्न सम्भव हुँदैन । यसको विकासका लागि शिक्षाको साथसाथै रोजगारीमा पनि विकास गर्न आवश्यक हुनेछ । शिक्षा सम्बन्धमा नीति निर्माण गर्दा यो कुरामा ध्यान दिनु आवश्यक छ कि यो नीतिबाट समाजिक शिक्षाको काम यसप्रकारले सङ्गठित गर्न मदत मिलोस् जसबाट उदीयमान पुस्ता सामन्ती तथा पुँजीवादी समाजको आमूल परिवर्तन गर्न सक्षम होस्^८ ।

^७ उद्दिष्ट पृ ५८

^८ नेकपा माओवादीको प्रतिबद्धता पत्र पृ ३७-३८

^९ नदेज्दा कृष्णकाया, श्रम शिक्षा र चरित्र निर्माण पृ ४६

यसप्रकारको शिक्षा त्यतिबेला मात्र सम्भव हुन सक्छ, जब आम नागरिकलाई देशको अहिलेको स्थितिबाट आगामी दश वर्षमा कहाँ पुऱ्याउने भन्ने उद्देश्य/लक्ष्य (Objective/Goal) का साथ पठनपाठन गराइन्छ । अहिले दिने गरिएको मोनोटेक्निक शिक्षा खारेज गरिन्छ र देशव्यापी रूपमा पोलिटेक्निक शिक्षाको व्यवस्था गर्नुपर्छ । यसप्रकारको शिक्षाको व्यवस्था केवल निश्चित सामाजिक परिस्थितिमा मात्र गर्न सकिन्छ, किनकि यसप्रकारको शिक्षा व्यावहारिक, वैज्ञानिक र जनमुखी यसकारणले हुँदैन कि त्यसको सञ्चालन जनवादीहरूको हातमा रहेको हुन्छ, तर यसकारणले हुन्छ कि उसको उद्देश्य परिवर्तित समाजको आवश्यकताअनुरूप हुने गर्दछ । विश्लेषण गर्दा जोकोही पनि यो निष्कर्षमा पुग्दछ कि औपचारिक या अनौपचारिक रूपमा दिइने परम्परागत कोरा साक्षरता अभियानको कुनै अर्थ र महत्त्व रहन सक्दैन । पोलिटेक्निक शिक्षा प्रणालीले नागरिकलाई केवल साक्षर मात्र बनाउँदैन, समाजमा आवश्यक पर्ने उत्पादनको विकासका लागि आफ्नो सीप र ज्ञानको प्रयोग गर्न सक्षमसमेत बनाउँछ ।

वैज्ञानिक, जनवादी तथा जनमुखी शिक्षा प्रणालीमा कक्षा १२ सम्म निःशुल्क तत्काल लागू गर्न सकिन्छ । हाम्रो जस्तो पुँजीको विकास नभएको देशमा आधारभूत उद्योगहरू, कृषि उत्पादन र कृषि औजारहरूका बीचको सम्बन्ध, साना र ठूला उद्योगहरूका बीचको सम्बन्ध, कृषि र ठूला उद्योगहरूको सम्बन्ध, खनिज तथा जलस्रोतको विकास र प्रयोगसँग सम्बन्धित प्राविधिक, सैद्धान्तिक र व्यावहारिक शिक्षा पोलिटेक्निक क्षेत्रभित्र समावेश गरिनुपर्दछ । यसले देशको विकासलाई एउटा स्तरसम्म पुऱ्याउने छ जो हामीले आगामी १० वर्षभित्र यौटा निश्चित मापमा पुऱ्याउन खोजिरहेका छौं ।

नेपालको पुरानो सरकारले शिक्षा क्षेत्रमा राज्यको दायित्वलाई शून्यमा झारेर त्यसमा विदेशी तथा अन्तराष्ट्रिय वित्तीय कम्पनीहरू, गैरसरकारी संस्थाहरू, तथा व्यक्तिगत सम्पत्ती लगानी गर्ने लगानीकर्ताहरूलाई जिम्मा दिने गरेको छ । मुनाफाका लागि चलेका वित्तीय कम्पनीहरूको सहयोग र नियन्त्रणमा कुनै देशको शिक्षा सञ्चालन हुनु आफैमा ठूलो बिडम्बना हो । शिक्षालाई आत्मनिर्भर नगरी विदेशी पुँजी र त्यसको नियन्त्रणमा शिक्षा प्रदान गर्ने व्यवस्था गर्नु आत्मघाती कदमबाहेक केही हुन सक्दैन । त्यस्तै गरी १२ कक्षासम्म निःशुल्क शिक्षा दिनु पर्ने अहिलेको आवश्यकतामा केही जिल्लामा मात्र कक्षा ८सम्म निःशुल्क गर्ने र ५ वर्षभित्र सबै जिल्लाहरूमा निःशुल्क गर्ने सरकारी नीति भएको पाइन्छ¹⁰ । त्यसै गरी सरकारले शिक्षामा आफ्नो भूमिकालाई शून्य गरी व्यक्तिगत लगानी र मुनाफामा शिक्षामाथि व्यापार गर्न दिएको कारण शिक्षा माथिको व्यापारीकरण अर्को समस्या देखा

¹⁰ Content and spirit of the SSR document

पर्दछ । कक्षा ५ सम्म निःशुल्क भन्ने पनि यस नीतिको अन्तर्यमने विद्यार्थीहरूलाई अपाङ्ग बनाउने रहँदै आएको छ । नयाँ नेपालभित्र यसप्रकारको आडम्बरको अन्त्य गरिने छ र आम नागरिकका लागि व्यावहारिक, वैज्ञानिक र जनमुखी शिक्षा दिने व्यवस्था गरिने छ ।

४. शैक्षिक समस्याहरूका समाधानका विधिहरू

नेपालको शैक्षिक समस्याका सन्दर्भमा केही सैद्धान्तिक एवम् राजनीतिक विषयहरूमा छलफल गरिसकेपछि नयाँ नेपालको शैक्षिक अवधारणा र त्यसमा आउने समस्याको समाधानका बारेमा यहाँ सङ्क्षेपमा केही बुँदाहरू प्रस्तुत गरिएको छ :

१. शिक्षा क्षेत्रमा देखा पर्ने समस्याहरू समाधान गर्न र यसका नीतिगत प्रश्नको हल गर्नका लागि शिक्षक, विद्यार्थी र अभिभावकहरूका चाहनाहरूको समायोजन गर्ने मालेमावाद र प्रचण्डपथीय मान्यतालाई अग्र स्थानमा राखी शैक्षिक समस्याको समाधान खोज्ने प्रयत्न गरिनुपर्दछ ।
२. शिक्षा नागरिकको नैसर्गिक अधिकार हो भन्ने मान्यतालाई व्यावहारिक रूप दिन आम नेपाली जनतालाई निःशुल्क शिक्षा प्रदान गर्नु पर्छ । देशको सङ्घीय ढाँचाअनुरूप हरेक स्वायत्त गणराज्यहरूले जनताको आफ्नो मातृभाषामा उच्च शिक्षासम्म हासिल गर्न पाउनु पर्छ । यसका लागि राज्यले नै स्पष्ट भाषानीतिको निर्णय अवलम्बन गर्नुपर्छ र त्यही आधारमा केन्द्र तथा स्वायत्त राज्यहरूले शोधकार्य समेत आफ्नो मातृभाषामा गर्न पाउने व्यवस्था गर्नुपर्छ । त्यसका लागि उपयुक्त भौतिक पूर्वाधारको व्यवस्था गरिनुपर्छ । जसमा हरेक स्वायत्त गणराज्यहरूमा कम्तीमा एक विश्वविद्यालय, कलेजहरू र विद्यालयको व्यवस्था गरिनु पर्छ । विद्यालयमा, पाठ्यपुस्तकहरूको उचित व्यवस्था, देशको आर्थिक उत्पादनका तथा सामाजिक विकासका लागि आवश्यक पर्ने खनिज तथा जडिबुटी, जल तथा सौर्य उर्जा, वायु तथा ग्यास, जीव तथा नाभिकीय एवम् विकीरणीय तत्वहरूको अनुसन्धान गर्ने प्रयोगशालाहरू उपलब्ध हुनु पर्छ, कापी कलम मसी आदि आवश्यक सामग्रीहरूको उत्पादन र आपूर्तिको व्यवस्था तथा त्यसको उत्पादन गर्ने यन्त्रशाताको अनुसन्धान र निर्माण गरिनु पर्छ ।
३. जातीय तथा क्षेत्रीय स्वायत्त गणतन्त्रको विकास र मातृभाषामा शिक्षाको व्यवस्था गर्दा अन्धराष्ट्रवाद, जातीय तथा क्षेत्रीय अहंकारवाद, नेपाल र विश्वका कुनै पनि भाषाप्रति घृणा तथा विद्वेष पैदा हुने पुँजीवादी मान्यताको अन्त्य गरिनु पर्छ र मानवीय तथा सर्वहारा वर्गीय अन्तराष्ट्रियतावादीको विकास गरिनु पर्छ ।

- ४ निशुल्क शिक्षाका लागि आर्थिक स्रोतको व्यवस्था राज्यले गर्नु पर्छ र निरपेक्ष निःशुल्कको व्यवस्था कुनै पनि राज्यले गर्न सक्दैन, सापेक्षतामा रोजगारीको सिर्जना गरी त्यसको आम्दानीलाई शिक्षा र स्वास्थ्यमा व्यवस्थापन गर्नुपर्छ ।
- ५ शिक्षालाई व्यवहारसँग जोड्नुपर्दछ । कृषिमा औद्योगीकरण, कलकारखानाहरूको विकास, इन्जिन तथा यन्त्रको विकास, वायो तथा सौर्य इन्धनको विकाससँग विद्यार्थीको अध्ययन प्रक्रियालाई जोडी त्यसको सामाजिक प्रयोग गर्ने व्यवस्था गरिनुपर्दछ । यस प्रक्रियाले मात्र शिक्षालाई व्यवहारसँग जोड्न सक्दछ ।
- ६ विद्यार्थीलाई मानवसमाज, मानव जाति विकास, वर्गसङ्घर्षको विकास, वस्तु तथा जगत्को उत्पत्ति विकासको इतिहासमा दक्ष गराइनुपर्दछ ।
- ७ विद्यमान सरकारी विद्यालयहरू जो शिक्षा प्रदान गर्ने प्रश्नमा निकम्मा देखिन्छन्, त्यस्ता स्कुलमा पोलिटेक्निक शिक्षा प्रणाली लागू गरी तिनलाई प्रभावकारी बनाइनुपर्छ ।
- ८ निजी क्षेत्रमा चलेका विद्यालयहरूलाई नियमन, नियन्त्रण, निगरानी र अनुगमन गर्दै यसप्रकारका विद्यालयहरूलाई व्यापारमुखी नभईकन देशको शिक्षा नीतिलाई पूरा गर्ने सहयोगीका रूपमा विकास गरिनुपर्दछ । त्यसका लागि उनीहरूको पुँजीको लगानी तथा व्यक्तिगत शारीरिक एवम् बौद्धिक श्रमको सुरक्षा गरिनु पर्छ । यस प्रकारका विद्यालयहरूबाट भएको आम्दानीबाट राज्यले निश्चित प्रतिशतमा शिक्षा कर लिनुपर्छ र कुनै कारणले शिक्षामा राम्रो सेवा पुऱ्याउने विद्यालयहरू छतरामा पर्ने वा आर्थिकरूपले टाट पल्टने अवस्था आउँदा राज्यले त्यसलाई सम्झी डीको व्यवस्था गरी राहत दिनु पर्छ र एउटा निश्चित बिन्दुमा निजी क्षेत्रबाट चलेका विद्यालयहरूलाई सरकारी विद्यालयहरूमा समाहित गर्नुपर्दछ ।
- ९ शिक्षा क्षेत्रमा काम गर्ने शिक्षकहरूको क्षमता र जिम्मेवारीको विकास नयाँ स्तरमा गरिनुपर्दछ । अहिले निजामती कर्मचारीमा अयोग्य मानिएका वा लोकसेवामा अनुत्तीर्ण भएका शिक्षितहरू शिक्षा क्षेत्रमा उपयुक्त मानिने गलत र हानिकारक संस्कार रहेको छ । यो संस्कारको व्यावहारिक रूपले अन्त्य गरिनु पर्छ र शिक्षण पेसालाईसम्मानित, मर्यादित र जिम्मेवारीपूर्ण बनाइनु पर्छ ।
- १० विद्यार्थीको मूल्याङ्कन र परीक्षा प्रणाली उसको प्रगतिलाई रोक्ने, निरुत्साहित गर्ने र मानसिकरूपले अपाङ्ग बनाउने नभईकन सरल, विद्यार्थीलाई शिक्षामा विकास गर्न उत्साहित गर्ने र प्रगतिउन्मुख बनाइनु पर्छ । विद्यालय तथा कलेज तहसम्म पुग्दा पाठ्यसामाग्रीको तर्जुमा तल्लो तहको शिक्षा सर्वत्वमुखी र बहुआयामिक बनाइनु पर्छ र उच्च तहलाई विशिष्टीकरण गरिनु पर्छ ।

- ११ विद्यार्थीको विद्यालय, कलेज र विश्वविद्यालयको उमेर सकेसम्म कम गरिनुपर्छ र सामान्यतया २० वर्षमा स्नातकोत्तर र २३ वर्षमा विद्यावारिधीको उपाधी प्राप्त गर्न सक्ने गरी निर्धारण गर्नु पर्छ ।
- १२ राज्यको गलत शिक्षानीतिको कारण औपचारिक शिक्षाबाट बन्वित नागरिकहरूलाई उनीहरूले जीवनमा आर्जन गरेको सीप र ज्ञानका आधारमा निश्चित मापदण्ड भएको औपचारिक शिक्षास्तर प्रदान गर्नु पर्छ र त्यस प्रकारका व्यक्तिहरूले आफ्नो क्षमता अनुसार कलेज या विश्वविद्यालयमा अध्ययन अनुसन्धान गर्न पाउने व्यवस्था गरिनुपर्छ ।
- १३ जनयुद्धको क्रममा औपचारिक शिक्षा प्राप्त गर्न नपाएका योद्धाहरू, क्लाकर्मिहरू, साहित्यकार तथा आम जनसमुदायहरूका लागि निश्चित समयको पोलिटेक्निकल कोर्स गराइनु पर्छ र उसको ज्ञान र सीपलाई उच्च शिक्षासम्मको निश्चित मापदण्ड निर्धारण गरी औपचारिक शिक्षाको मान्यता दिनुपर्छ ।
- १४ संविधान सभाको चुनाव भैसकेपछि नयाँ संविधानमा शिक्षासम्बन्धी यी नीतिहरूलाई स्पष्ट किटान गरिनु पर्छ र त्यसको व्यावहारिक कार्यान्वयन तुरुन्त गरिनु पर्छ ।
१५. पाठ्यक्रमनिर्माण, पाठ्यपुस्तक लेखन तथा पाठ छनोट जस्ता विधिहरूलाई वैज्ञानिक र व्यवस्थित बनाउन पाठ्यक्रम निर्माता र लेखकहरूलाई तालिम सञ्चालन गर्न पाठ्यक्रम विकास केन्द्रहरूलाई सक्षम र सशक्त बनाउनुपर्छ ।
१६. शिक्षकहरूलाई सक्षम र सीपयुक्त शिक्षणमा संलग्न गराउन उपयुक्त तालिमको व्यवस्था गरिनुपर्छ । यसका लागि शिक्षकको तालिम पाठ्यक्रमलाई व्यावहारिक वैज्ञानिक र विद्यार्थीकेन्द्रीत ढङ्गको बनाउनुपर्छ र शिक्षक तालिम शिक्षण-सिकाइको अङ्ग बनोस् भन्नाका लागि विद्यालयीय वा विद्यालयमा आधारित तालिमहरू सञ्चालन गर्नुपर्छ । शिक्षण पेसा मर्यादित बनोस् भन्ने उद्देश्यले योग्य शिक्षकहरूलाई मात्र शिक्षा क्षेत्रमा प्रवेश गराउनुपर्छ र तिनको क्षमता विस्तारका लागि सङ्घीय राज्यहरूमा समेत केन्द्रीय र स्थानीय स्तरमा तालिम केन्द्रहरू सञ्चालन गरिनुपर्छ । यसका लागि तालिम केन्द्र र तालिमलाई प्रमाणपत्र थाप्ने थलो नभई पेसागत सक्षमता (Professional Competence) मा आधारित विषय बनाउनुपर्छ ।
१७. परीक्षा प्रणालीलाई सहज र सामान्य बनाउन विद्यार्थीको निरन्तर मूल्याङ्कन र प्रगतिका आधारमा कक्षा चढाउने नीतिलाई व्यवस्थित गरिनुपर्छ । यसका लागि अव्यवस्थित र अवैज्ञानिक परीक्षा प्रणालीको समस्त आधारहरूलाई ध्वस्त पार्दै विद्यार्थीको वास्तविक सिकाइ प्रगति, व्यवहार र अभिवृत्तिमुखी विकासको मापन गर्ने गरी परीक्षा र मूल्याङ्कन प्रणालीको विकास गरिनुपर्छ ।

यसरी मात्र शिक्षासम्बन्धी देखा परेका अहिलेका समस्याहरूको समाधान गर्न सकिने छ ।

१.१ भाषिक कोड

भाषा परिवर्तनशील वस्तु हो । परिवर्तनका क्रममा भाषामा विभिन्न भेदहरू जन्मिन्छन् । मानिसहरूले अवसरानुसार भाषाको प्रयोग गर्दा तिनीहरूका भाषामा परिवर्तन गरेका हुन्छन् । यसरी हुने विविध परिवर्तित भेदमा नै भाषा जीवन्त रहेको हुन्छ । अर्थात् एक अर्थमा त्यस्ता विविध भेदहरूको समग्रता नै भाषा हो । भाषाका भेद भन्नाले समान किसिमको वितरणमा हुने भाषिक प्रकारहरूको समूह भन्ने बुझिन्छ । भाषा वा भाषाका भेदहरूलाई कोडको रूपमा चिनाउने गरेको पाइन्छ । कोड शब्दको प्रयोग यस कारण उपयोगी मानिन्छ किनभने यो तटस्थ छ । भाषिका, भाषा, शैली, स्तरीय भाषा, पिजिन, क्रिओल जस्ता शब्दको प्रयोगमा संवेगात्मकता पैदा हुन सक्छ तर यसको विपरीत तटस्थ शब्द 'कोड' कुनै त्यस्तो प्रकारको विशिष्ट व्यवस्थालाई बुझाउन प्रयोग हुन सक्छ जसलाई दुई वा दुईभन्दा बढी व्यक्तिहरू संप्रेषणका लागि प्रयोग गर्छन् । यस अर्थमा उल्लिखित यी सबै शब्द कोड हुन् ।

भाषावैज्ञानिकहरूको के मान्यता रहेको छ भने भाषाको कुनै पनि भेद नैसर्गिकरूपले कुनै अर्को भेदभन्दा उत्तम हुँदैन । सबै भाषाहरू र कुनै पनि भाषाका सबै भेदहरू समान हुन्छन् भन्ने उनीहरूको भनाइ छ । त्यस्ता भाषा वा भाषाका भेदले तिनका प्रयोक्ताका आवश्यकताहरूलाई पूर्ण गर्न सक्छन् । यसमा पिजिन र केही निर्मित भाषा, जसलाई न्यूनीकृत र विकृत पारिएको हुन्छ (जस्तै: शारीरिक अपाङ्ग भएका व्यक्तिहरूको भाषा) लाई अपवादको रूपमा लिने गरिन्छ किनभने परिभाषानुसार नै यी भाषाका सीमित भेद हुन् । तर सामाजिक मान्यता यो विचारसँग मेल खाँदैन । समाजका धेरै मानिसहरू केही भाषाहरू र तिनका केही भेदहरू अरू भाषा वा भेदभन्दा उत्कृष्ट हुन्छन् भन्ने कुरामा विश्वास गर्छन् । केही भाषाहरू विकसित र सुन्दर हुन्छन्, त्यसैले तिनमा अभिव्यक्तिको सामर्थ्य बढी रहन्छ तर केही त्यस्ता अविकसित वा पिछडिएका भाषा हुन्छन् जसमा अभिव्यक्तिको सामर्थ्य न्यून रहन्छ भनेर कतिपय व्यक्ति, सामाज वा राष्ट्रले समेत भाषाप्रति असमान दृष्टि राखेको हुन्छ । अर्को शब्दमा भन्नु पर्दा सामाजिक कारणले मात्र नभएर संज्ञानात्मक दृष्टिले समेत व्यक्तिगत लाभ वा हानी जस्ता कुरा भाषिक कोडको प्रयोगमा निर्भर रहन्छन् भन्ने कुरा व्यापक रूपमा विश्वास गरिएको पाइन्छ ।

* सहप्राध्यापक, विचन्द्र क्याम्पस

भाषिक समुदायका सबै सदस्यहरूले समान रूपमा प्रयोग गर्ने भाषाको विशिष्ट वा उत्कृष्ट भेद नै स्तरीय कोड हो । यसमा समाजद्वारा प्रदत्त प्रतिष्ठान रहेको हुन्छ । जुन सामाजिक सदस्यहरू यसको प्रयोग गर्छन् तिनलाई यसले सामाजिक लाभ प्रदान गर्छ र तिनका दैनिक जीवनका अवसरहरूलाई बढाउँछ । समाजमा भाषाको प्रतिष्ठित भेद भनेर त्यस्तो भाषिक स्वरूपलाई चिन्ने गरिन्छ जसप्रति अरू भाषिक भेदका वक्ताहरूले प्रतिस्पर्धाको भावना राखेका हुन्छन् । त्यही प्रतिष्ठित भेदले नै यथा समयमा स्तरीय कोडको मान्यता प्राप्त गर्छ ।

स्तरीय कोडका सम्बन्धमा प्रायशः भन्ने गरिन्छ कि यो लिखित हुन्छ । यसका विशेषतः व्याकरण र शब्दकोशमा एकरूपता अथवा कोडीकरणको मात्रा उच्च रहेको हुन्छ । सामाजिक समुदायले यसलाई प्रतिष्ठित भेद मान्छ र यसको प्रयोग उच्च प्रकार्यका लागि गर्छ । तर स्तरीय भेद बन्नलाई लिखित नै हुनुपर्छ भन्ने मान्यता सर्वस्वीकार्य हुन सक्ने र यो कुनै शासकको भाषा हुनुपर्छ भन्ने पनि होइन । भाषाको स्तरीय कोड निर्धारणका आधार चयन, कोडीकरण, स्वीकृति र कार्यविस्तारलाई मान्ने गरिएको पाइन्छ । अन्य स्थानीय भेदमध्येबाटै भाषाको स्तरीय भेद निर्धारण गरिएको हुन्छ । त्यसैले यस्तो भेदलाई धेरै अर्थमा स्थानीय भेदको मिश्रित रूप पनि भन्न सकिन्छ । यस्तो भाषामा नियमितता र एकरूपताको मात्रा बढी हुन्छ । अर्थात् स्तरीय भेद कोडीकृत हुन्छ । वक्ताद्वारा मानकको स्वीकृतिविना स्तरीय भेदले जीवन्तता प्राप्त गर्न सक्ने । तसर्थ स्तरीय कोड सर्वस्वीकार्य हुन आवश्यक छ, अर्थात् समाजका विभिन्न भाषाभाषीले आपसमा सम्पर्क गर्दा माध्यमको रूपमा त्यस्तो कोडलाई मान्यता दिएको हुनुपर्छ । यस अर्थमा भाषिक समुदायबाहिर पनि स्तरीय कोडले महत्त्व पाएको हुन्छ । स्तरीय कोडको प्रयोग क्षेत्र व्यापक हुन्छ । राज्यसत्ताका हरेक निकायमा यसको प्रयोग हुन्छ । वस्तुतः स्तरीय कोड सरकारी निकायमा हुने सम्प्रेषणको त्यस्तो उपयोगी र फलदायी माध्यम हो जसले आफ्ना प्रयोक्तालाई पद र शक्तिको रूपमा भौतिक पुरस्कार प्रदान गर्छ । यसका साथै न्याय, शिक्षा, सञ्चार र ज्ञानविज्ञानका विभिन्न क्षेत्रका अतिरिक्त साहित्यिक, धार्मिक, सांस्कृतिक र राजनीतिक आदिका फाँटमा पनि भाषाको स्तरीय कोड नै प्रयोग गरिन्छ । अतः स्तरीय कोडले समाज वा राष्ट्रमा उच्चतम प्रतिष्ठा पाएको हुन्छ र यो सामान्यतया भाषालाई मातृभाषाका रूपमा बोल्ने शिक्षित व्यक्तिहरूको बोलाइ र लेखाइमा आधारित हुन्छ । यो त्यस्तो कोड हो, जुन पुस्तक र पत्रपत्रिकाको रूपमा मुद्रित हुन्छ, राष्ट्रिय र अन्तरराष्ट्रिय सञ्चार माध्यमबाट प्रसारणका लागि योग्य ठानिएको हुन्छ, विद्यालयमा सिकाइन्छ र माध्यम भाषाको रूपमा प्रयोग गरिन्छ । यस्तै गरी यसमा मानक व्याकरण र शब्दकोश तयार पार्नाका साथै दोस्रो मातृभाषाभाषीलाई यही कोड सिकाइन्छ ।

कतिपय भाषिक समुदायमा केही वक्ताहरूद्वारा भिन्नाभिन्नै अवस्थामा उही भाषाका दुई वा दुईभन्दा बढी भेदहरू प्रयोग गरिएको पाइन्छ । यसको सर्वपरिचित उदाहरणको रूपमा ग्रीक र अरबी भाषाका स्तरीय भेद र क्षेत्रीय भेदलाई लिन सकिन्छ । यी भाषाका धेरै वक्ताहरू घरपरिवार र समान भाषिका क्षेत्रका वक्ताहरूमा स्थानीय भेद प्रयोग गर्छन् तर अरू भाषिकाका वक्ताहरूसँग अथवा सार्वजनिक अवसरमा सम्प्रेषण गर्दा स्तरीय भेद छनोट गर्छन् । समान भाषिक समुदायमा भाषाका दुई भेदहरू प्रयोग भएका नितान्त भिन्न उदाहरणहरू पनि पाइन्छन् । बगदादमा किस्चियन अरबीहरू तिनीहरू आफूबीच कुराकानी गर्दा किस्चियन अरबी भाषिका प्रयोग गर्छन् भने मिश्रित समुदायमा अन्तरक्रिया गर्दा सामान्य बगदाद भाषिका अर्थात् मुस्लिम अरबीमा बोल्छन् । यसरी एउटै भाषाका दुई भिन्न भेदलाई चिनाउने क्रममा चार्ल्स फर्गुसन (Charles Ferguson) ले भाषाद्विरूपता (Diglossia) को अवधारणा ग्रीक, स्विस्, जर्मन र हाइटी क्रिओलको छनोट गरी यी प्रत्येकका भिन्न भेदको भिन्न प्रयोगको ऐतिहासिक परम्परालाई उल्लेख गरेका छन् । उनको भनाइअनुसार भाषा द्विरूपताको तात्पर्य हो, एउटै भाषाका दुई पृथक् भेदहरू कार्यगत रूपले अलगअलग अवस्थामा प्रयोग हुन आउनु । सामाजिक कार्यका आधारमा प्रयोग हुने भाषिक स्वरूपको अध्ययन गरेर उनले हरेक भाषिक समुदायमा एउटै भाषाका उच्च र निम्न भेद हुन्छन् भनेका छन् र एउटै भाषाका त्यस्तै प्रयोगगत दुई अवस्था 'भाषाद्विरूपता' हो भन्ने उनको भनाइ छ ।

फर्गुसनका अनुसार भाषाद्विरूपताको एउटा महत्वपूर्ण अभिलक्षण उच्च र निम्न भेदका लागि कार्यको विशिष्टीकरण हो । एक किसिमको परिस्थितिमा केवल उच्च भेद उपयुक्त मानिन्छ भने अर्को किसिमको परिस्थितिमा निम्न भेदको मात्र प्रयोग हुन्छ । त्यसैले यी दुई भेद आपसमा खप्तिने सम्भावना न्यून रहन्छ । मन्दिर, मस्जिद वा चर्च आदि धार्मिक केन्द्रमा हुने धार्मिक प्रवचनमा, संसदीय वा राजनीति भाषणमा, विश्वविद्यालयीय प्राध्यापनमा, राष्ट्रिय समाचार प्रसारणमा, समाचारपत्रको सम्पादकीय र समाचार कथा, तथा चित्र परिचयमा भाषाको उच्च भेद प्रयोग हुन्छ भने हली, गोठाला, नोकरचाकर, कारिन्दा, बेरा, पियन आविलाई अड्डाउँदा वा निर्देशन दिँदा, परिवार, सहपाठी, साथीसँग कुराकानी गर्दा, रेडियो तथा टेलिचलचित्र प्रसारणमा, राजनीतिक व्यङ्ग्य चित्रको परिचयमा र लोक साहित्यमा भाषाको निम्न भेद प्रयोग हुन्छ भने फर्गुसनको भनाइ छ । यसरी फर्गुसनले भाषिक समुदायमा एउटै भाषा वा कोडका सामाजिक प्रयोगका अवस्थाका आधारमा उच्च र निम्न कोड हुन सक्ने यथार्थलाई देखाएका छन् ।

बबेलायती समाजशास्त्री बेसिल बर्नस्टिन (Basil Bernstein) का शैक्षिक सामग्रीसँग सम्बन्धित कार्यहरू विशेषतः बेलायत र जर्मनीमा निकै प्रभावशाली मानिएका छन् । व्यक्तिको सामाजिकीकरणको प्रक्रियालाई अर्थात् कसरी केटाकेटीहरू समाजमा विशिष्ट सांस्कृतिक परिचय प्राप्त गर्छन् र आफूलाई त्यसअनुरूप ढाल्छन् भन्ने विषयलाई उनले आफ्नो चिन्तनको केन्द्रबिन्दु बनाएका छन् । भाषिक समुदायभित्र व्यक्ति बोलीका भेदहरूको अध्ययनअनुसन्धानका सन्दर्भमा उनलाई अगुवा अन्वेषक मान्ने गरिन्छ । भाषा र संस्कृतिका बीचको सम्बन्धबारे अभिव्यक्त बर्नस्टिनका विचारहरू धेरै मात्रामा हर्फ (Whorf) बाट प्रभावित छन् । बर्नस्टिन भाषालाई कुनै त्यस्तो वस्तु ठान्छन् जसले संस्कृतिलाई पनि प्रभाव पार्छ र संस्कृतिबाट पनि प्रभावित हुन्छ । एउटा बालक कुनै विशिष्ट भाषिक वातावरण र संस्कृतिमा हुँदा त्यस वातावरणको र संस्कृतिको भाषा सिक्छ र त्यो शिक्षण अर्को पुस्तालाई हस्तान्तरण गर्छ । यस प्रसङ्गमा बर्नस्टिन विशेष प्रकारको सामाजिक संरचना र त्यस्तो सामाजिक संरचनामा मानिसले भाषा प्रयोग गर्ने तरिकाका बीच प्रत्यक्ष र पारस्परिक सम्बन्ध रहन्छ भन्ने कुरामा विश्वास गर्छन् । विशेष प्रकारको सामाजिक संरचनाले विशेष प्रकारको भाषिक चालचतनताई निर्देशन गर्छ र त्यसको सट्टामा त्यो चालचतनले मौलिक सामाजिक संरचना पुनः उत्पन्न गराउँछ । परिणमतः एउटा त्यस्तो चक्र घटित हुन्छ, जसमा निश्चित सामाजिक ढाँचाहरू निश्चित भाषिक ढाँचाहरू उत्पन्न गर्छन्, जसले पुनः सामाजिक ढाँचाहरू उत्पन्न गर्छन् र यो क्रम चलिरहन्छ ।

एक्लाएकलै पनि व्यक्तिहरू सम्प्रेषणको प्रक्रियामार्फत् तिनीहरूका सामाजिक भूमिकाहरू सिक्छन् । तर यो प्रक्रिया सामाजिक समूहपिच्छे फरक हुन्छ किनभने सबै सामाजिक समूहहरू समान किसिमका हुँदैनन् । यसका साथै समाजमा व्यक्तिका भूमिकागत भिन्नताहरू पनि रहिरहन्छन् । त्यसैले भिन्न सामाजिक समूहहरूले प्रयोग गर्ने भिन्न भाषिक प्रकारको अध्ययन बर्नस्टिनका लागि प्रमुख चासोको विषय बनेको देखिन्छ । समाजमा भाषाका दुई नितान्त भिन्न भेदहरू प्रयोग हुन्छन् भन्ने उनको दाबी छ । उनले ती दुईमध्ये एउटा भेदलाई विस्तारित कोड (Elaborated Code) र अर्को भेदलाई सीमित कोड (Restricted Code) भनेका छन् ।

बर्नस्टिनले उक्त दुई कोडलाई सामाजिक सन्दर्भमा हुने सम्प्रेषणका भिन्न प्रकारका रूपमा चिनाउने प्रयास गरेका छन् । सीमित कोडमा शब्दभण्डार पनि सीमित नै हुन्छ । यसमा शब्दहरूको न्यूनीकृत/श्रेणी रहनाका साथै 'छ', 'छैन' वा 'हो, होइन' जस्ता प्रश्नार्थक अभिव्यक्तिको मात्रा अधिक रहन्छ र ऊ, त्यो, तँ, तिमी जस्ता सर्वनामको प्रयोग व्यापक हुन्छ । मध्यम वर्ग र श्रमिक वर्गका केटाकेटीहरूलाई आधार मानेर बर्नस्टिनले गरेको

अध्ययनले श्रमिक वर्गका केटाकेटीमा सीमित कोडको प्रयोग हुने गरेको देखाएको छ । यस कोडका प्रयोक्तामा भाषिक भण्डार सीमित हुनाले व्यापक अङ्गविश्लेष र अप्नुहारिक अभिव्यक्तिले शाब्दिक सम्प्रेषणताई प्रबल बनाउने प्रवृत्ति रहन्छ । यसमा भाषिक विकल्पको क्षेत्र साँगुरो हुन्छ । सरलीकृत व्याकरण व्यवस्था, कमजोर वाक्यगठन, सामान्य संयोजकको पुनरावृत्ति, आश्रित वाक्यको न्यून प्रयोग, विशेषण र क्रियाविशेषणको स्थिर र सीमित प्रयोग एवम् अभिव्यक्तिगत पुष्तीकरण सीमित कोडका विशेषता हुन् । सीमित कोडका तुलनामा विस्तारित कोड शब्दभण्डार, व्याकरण र प्रयोग क्षेत्रका दृष्टिले सबल, परिष्कृत र प्रतिष्ठित मानिन्छ । यसमा वाक्यात्मक र कोशीय विकल्पहरूको व्यापकता रहन्छ । वाक्यरचना जटिल हुनका साथै यसमा आश्रित्व तत्त्व र संयोजकको प्रयोग धेरै हुन्छ । त्यस्तै गरी विस्तारित कोडमा आत्मवाचक सर्वनाम 'म' बारम्बार दोहोरिएर प्रयोग हुन्छ भने विशेषण र क्रियाविशेषणहरू पनि निकै प्रयोग हुन्छन् । यो धेरै सुस्पष्ट, खला एवम् उदार हुन्छ र यसले भाषिक सम्भावनाका सम्पूर्ण क्षेत्रमा काम दिन सक्ने क्षमता राख्छ ।

यसरी बर्नस्टिनले वर्गीय आधारमा एउटै भाषाका दुई भिन्न कोडको संरचनागत र स्वरूपगत असमानताबारे चर्चा गर्दै सीमित कोडको प्रयोग माथिल्लो वर्गमा पनि हुन सक्ने तर निम्न श्रमिक वर्गमा विस्तारित कोडको प्रयोगचाहिँ हुन नसक्ने बताएका छन् । यसमा उनको थप भनाइ के पनि रहेको छ भने कुनै पनि भाषाका हरेक वक्तासँग सीमित कोडको पहुँच रहेको हुन्छ र कसैलाई पनि अवसरअनुसार यो कोड प्रयोग गर्न कठिनाइ हुँदैन किनभने यो परिचितहरूका बीच प्रयोग हुने आत्मीयताको भाषा हो ।

१.५ शिक्षणमा कोड छनोट

शिक्षणको माध्यम भाषाको रूपमा स्तरीय कोड छनोट गरिएको हुन्छ । यो कोड सामाजिक दृष्टिले प्रतिष्ठित, भाषिक संरचनाका दृष्टिले परिष्कृत र मानकीकृत, अधिकतम प्रकार्यमा प्रयुक्त एवम् ज्ञानविज्ञान र विचारको सक्रियतामा दक्ष मानिन्छ भन्ने कुरा माथि उल्लेख भइसकेको छ । शिक्षणको माध्यम भाषामा नियमितता, एकरूपता, सुस्पष्टता र प्रयोगसम्मत मानकीकरण निर्धारण भएको हुन्छ र हुनुपर्छ भन्ने मान्यताअनुरूप नै हरेक विद्यालयहरूले यस प्रयोजनका लागि स्तरीय कोड अर्थात् भाषाको उच्च कोड तथा विस्तारित कोडको छनोट गरेका हुन्छन् । तर यसरी शिक्षण माध्यमको रूपमा फाइदा प्राप्त गर्न सक्तैनन् भन्ने बर्नस्टिनको भनाइ छ । उनको भनाइअनुसार विद्यालयमा प्रयोग हुने विस्तारित कोडका कारण विशेषतः निम्न श्रमिक वर्गका बालबालिकाहरू समस्यामा पर्छन् किनभने उनीहरू सीमित कोडमा मात्र अभ्यस्त हुन्छन् तर माथिल्लो वर्गका बालबालिकाले विस्तारित र सीमित दुवै कोड प्रयोग गर्न सक्ने हुँदा विद्यालयको शिक्षणमा निम्न वर्गका बालबालिकाभन्दा उनीहरू बढी सहज र लाभान्वित अवस्थामा हुन्छन् । विद्यालयमा निम्न वर्गका बालबालिकाताई

विस्तारित कोड प्रयोग गर्ने क्षमताको विकास गराउँदा तिनीहरूको सांस्कृतिक ढाँचामा पनि परिवर्तन हुन सक्छ र त्यसले गम्भीर सामाजिक र मनोवैज्ञानिक असर उत्पन्न गराउने सम्भावना रहन्छ । अन्ततोगत्वा यसको परिणाम शैक्षणिक असफलता हुन सक्छ भन्ने बर्नस्टिनको धारणा छ ।

बर्नस्टिनको सिद्धान्तका आधारमा धेरै अध्ययनहरू भएका छन् । ती मध्येकै एकजना हेन्डर्सनले गरेको अध्ययन यहाँ उल्लेखनीय हुन आउँछ । उनले सयजना आमा र तिनीहरूका सात वर्षका बालबालिकाले प्रयोग गरेको भाषाको अध्ययन गरेका थिए । अध्ययनको क्रममा आमाहरूलाई मध्यम वर्गको समूह र श्रमिक वर्गको समूह भनी दुई वर्गमा विभाजन गरिएको थियो । अध्ययनको प्रतिवेदनले के देखायो भने श्रमिक वर्गका आमाहरूको तुलनामा मध्यम वर्गका आमाहरू स्पष्ट र सङ्क्षिप्त वर्णन र तिनीहरूका बालबालिकाका प्रश्नका उत्तरमा सूचना दिने अभिव्यक्ति प्रयोग गर्छन् । यसका साथै आमाहरूका अभिव्यक्तिहरूले तिनीहरूका बालबालिकाप्रति भावनात्मक वा अनुभवजन्य अभिव्यक्ति प्रकट गर्ने र नैतिक मान्यताहरू सम्प्रेषण गर्ने जस्ता काम पनि गरेका हुन्छन् । निम्न वर्गका बालबालिकाको तुलनामा मध्यम वर्गका बालबालिकाहरू भाषामार्फत् वस्तु र व्यक्तिसँग सम्बन्ध राख्ने मान्यताप्रति अभिमुख हुन्छन् र उनीहरूका लागि त्यस्तो सहज व्यवस्था प्राप्त हुन्छ जसमार्फत् ज्ञान प्राप्त गर्न सकिन्छ । यसरी हेन्डर्सनका निष्कर्षहरूले पनि सामाजिक वर्गहरू तिनीहरूको भाषा प्रयोगका आधारमा भिन्न हुन्छन् र यस्ता भिन्नता पुस्तौपुस्ता सदैव जान्छन् भन्ने बर्नस्टिनका सिद्धान्तलाई समर्थन गरेका छन् ।

१.६ निष्कर्ष

कुनै पनि प्रचलित भाषामा दुई भिन्न कोडको अवस्था रहन्छ र ती भिन्न कोड प्रयोग हुने अवसरहरू पनि भिन्न हुन्छन् । यसका साथै समाजमा हुने उक्त कोडको प्रयोगमा पनि वर्गीय भिन्नता रहन्छ । अर्थात् समाजमा जुन अवसरमा भाषाको उच्च, स्तरीय वा विस्तारित कोड प्रयोग गरिन्छ, त्योभन्दा भिन्न परिस्थितिमा निम्न सामान्य वा सीमित कोड प्रयोग हुन्छ । हरेक भाषिक समुदायको यो भाषिक यथार्थ हो । तर समुदायका सबै भाषिक सदस्यमा उक्त प्रकारका दुवै कोड सुलभ हुँदैनन् । विभिन्न अध्ययनहरूले के देखाएका छन् भने निम्न श्रमिक वर्गमा भाषाको सीमित कोड मात्र प्रयोग हुन्छ भने माथिल्लो वर्गमा विस्तारित र सीमित दुवै कोड प्रयोग हुन्छन् । यो भाषिक अवस्थाले गर्दा समाजमा निम्न वर्गका र उच्च तथा मध्यम वर्गका अभिभावक तथा तिनका बालबालिकाबीच पनि वर्ग भिन्नता स्पष्ट रूपमा देखापर्छ र यो अवस्था पुस्तौपुस्ता चलि रहन्छ । कतिपय अनुसन्धानका निष्कर्षहरूले देखाइसकेका छन् कि जो स्तरीय, उच्च वा विस्तारित कोडमा विशिष्ट क्षमता राख्छ उसका लागि समाज वा राष्ट्रमा अवसरका अनन्त सम्भावनाहरू रहन्छन् र त्यस्ता उपलब्ध अवसरबाट ऊ प्रशस्त

लाभान्वित हुन्छ, तर सीमित कोड मात्र प्रयोग गर्ने वक्ताहरू त्यस किसिमका अवसरहरू प्राप्त गर्न र लाभ आर्जन गर्नबाट वञ्चित रहन्छन् । विशेष गरी कोडगत भिन्नताले विद्यालय जाने निम्न श्रमिक वर्गका बालबालिकालाई समस्या पारेको हुन्छ । किनभने विद्यालय आउँदा उनीहरू जुन भाषिक कोड या सामाजिक संस्कृति बोकेर आउँछन् विद्यालयमा त्योभन्दा भिन्न भाषिक कोड र संस्कृति प्रयोग भएको हुन्छ । विभिन्न मुलुकहरूले विद्यालयमा हुने भाषिक या सांस्कृतिक प्रयोग र निम्नवर्गका भाषिक कोड र आर्जित संस्कृतिका बीचको अन्तराल दूर गर्ने प्रयास गरेको पाइन्छ । हाम्रो जस्तो अविकसित मुलुकमा त भन्नु टड्कारो वर्गभेदको स्थिति स्विकार्नै पर्ने सत्य बनेर रहेको छ । वर्गीय भाषा तथा संस्कृति र विद्यालयी भाषा तथा संस्कृतिको अध्ययन अनुसन्धान गरी यी दुईका बीचको असमानता न्यून गर्नेतिर ध्यान पुऱ्याउनु हाम्रो सन्दर्भमा पनि आवश्यक देखिएको छ ।

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तालिमको मूल्याङ्कन तथा तालिम कार्यक्रमको प्रभावकारिताबीचको अन्तरसम्बन्ध

श्यामसिंह धामी*

सारांश

गुणस्तरीय शिक्षाको विकासका लागि तालिमलाई आवश्यक मानिन्छ । व्यक्तिको आवश्यकता तथा इच्छाअनुरूप तालिमको विकास तथा सञ्चालन गर्न सकेमा मात्र तालिमको उपादेयता हुन्छ । तालिमको प्रभावकारिता सुनिश्चित गर्न तालिमलाई प्रणालीको रूपमा सञ्चालन गर्नुपर्दछ । यसमा तालिमको सञ्चालन तथा प्रयोगलाई प्रणालीका तत्वका रूपमा विकास गरिनुपर्दछ । यिनीहरूका बीच निरन्तर अन्तर्क्रिया तथा सहकार्यबाट मात्र तालिमलाई प्रभावकारी रूपमा सञ्चालन गर्न सकिन्छ ।

तालिमको प्रभावकारिता सुनिश्चित गर्न तालिम कार्यक्रमको विकासदेखि नै व्यक्ति तथा संस्थाको आवश्यकताअनुसार तर्जुमा गर्ने, सहभागितामा आधारित भै कार्यान्वयन गर्ने, सिकेका ज्ञान र सीपहरू कार्यस्थलमा प्रयोग गर्ने कुराले निर्धारण गरेको हुन्छ । तालिमले शिक्षणसिकाइमा गुणस्तरीयता हासिल गर्न सहयोग गर्दछ । तालिमले शिक्षकहरूको पेसागत क्षमता विकास गरेको हुन्छ । शिक्षकको पेसागत क्षमता विकास गर्न तालिम मात्रले पुग्दैनन् । यसका लागि कार्यवातावरण, उत्प्रेरणा जगाउने अन्य प्रावधान जस्ता पक्षहरू महत्त्वपूर्ण हुन्छन् । संस्था तथा व्यक्तिको विकासका लागि तालिम कार्यक्रम विकास गरिनुपर्दछ । तालिम कार्यक्रमलाई एउटा चक्रीय प्रक्रियाको रूपमा लिइन्छ । जसमा तालिम तर्जुमा तथा कार्यान्वयनदेखि मूल्याङ्कनसम्म विभिन्न चरणहरू पार गरिन्छन् । तालिम कार्यक्रमको मूल्याङ्कन तथा अनुगमनबाट प्रभावकारिताको मापन गर्न सकिन्छ । तालिमका क्रियाकलापहरूलाई व्यावहारिक बनाई कार्यान्वयन गर्ने तथा कार्यस्थलमा प्रयोग गर्न व्यक्तिगत कार्ययोजना बनाउने तथा तालिमपश्चात् व्यक्तिको कार्यसम्पादनमा भएको गुणात्मक बृद्धिलाई तालिमको प्रभावकारिताको मापन गर्ने सघानका रूपमा लिन सकिन्छ । तालिम मूल्याङ्कनले तालिमले प्रदान गरेका सीपहरू र ती सीपहरू सहभागीहरूले कति हदसम्म हासिल गर्न सकेको छ सोको कार्यस्थलमा प्रयोग गर्न सक्ने सम्भावनाको लेखाजोखा गर्दछ ।

तालिमको मूल्याङ्कनले तालिम कार्यक्रमको प्रभावकारिता तथा सहभागीको क्षमता विकासको अवस्थाका बारेमा लेखाजोखा गर्दछ । तर तालिममा सिकेका सीपहरू प्रयोग नहुने प्रवृत्तिले तालिमको उपादेयता माथि नै प्रश्न चिन्ह खडा गरेको हुन्छ । हरेक तालिम प्रदायक संस्थाहरूका लागि तालिममा सिकेका सीपहरू प्रयोग गर्ने गराउने कुरा समस्याका रूपमा रहेको छ । तालिम मूल्याङ्कनको कार्य प्रभावकारी हुन सकेन भने तालिमको प्रयोग कार्यस्थलमा हुन सक्दैन । त्यसैले तालिम सञ्चालन गर्ने संस्था तथा व्यक्तिले तालिम मूल्याङ्कनका साधन तथा प्रविधिहरूका विकास तथा प्रयोग गर्नु आवश्यक हुन्छ । तालिमबाट व्यक्ति तथा सङ्गठनको कार्यसम्पादनमा सुधार भई गुणस्तरीय सेवा

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उत्पादन तथा प्रवाह हुने कुराको अपेक्षा गरिएको हुन्छ । यसका लागि तालिमलाई व्यक्ति तथा संस्थाको आवश्यकतामा आधारित तथा मूल्याङ्कन कार्य व्यावहारिक बनाइनुपर्दछ । यस लेखमा तालिम मूल्याङ्कनका सैद्धान्तिक तथा व्यावहारिक अवधारणाहरू तथा साधन, उपायहरूका बारेमा छलफल गरी तालिमलाई व्यावहारिक बनाउने खालका विषयवस्तु पस्कने प्रयास गरिएको छ । यी विषयवस्तुहरू विभिन्न अध्ययन अनुसन्धान तथा तालिममा अभ्यासका आधारमा सङ्कलन गरी प्रस्तुत गरिएका हुन् ।

१. परिचय

मानवीय स्रोतव्यवस्थापनव्यन्तर्गत कर्मचारी नियुक्ति कर्मचारी विकास, कर्मचारीलाई उत्प्रेरित गर्ने, तथा कर्मचारीको सुरक्षा गर्ने कार्यहरू पर्दछन् । जनशक्तिको क्षमताको विकास गर्न तालिम आवश्यक मानिन्छ । तालिम व्यक्ति तथा संस्थाको व्यावसायिक क्षमता विकास गर्न सञ्चालन गरिन्छ । त्यसले तालिम सञ्चालन गर्नका लागि तालिमको आवश्यकता पहिचान व्यक्ति तथा संस्थाको क्षमताअनुसार गरिएको हुन्छ । पहिचान भएको आवश्यकताका आधारमा तालिम विषयवस्तु निर्धारण गरी तालिम सञ्चालन गर्नु पर्ने हुन्छ । तालिमको विकास तथा सञ्चालन कार्यलाई एउटा चक्रीय रूपमा गरिन्छ । तालिम विकास तथा सञ्चालनको चक्रमा तालिम कार्यक्रमको मूल्याङ्कन गरिन्छ । हरेक व्यक्तिले एउटा अवस्थामा सिकेका सीपहरूको प्रयोग अर्को अवस्था तथा वातावरण प्रयोग गर्नु पर्ने हुन्छ । त्यसैले तालिम विकास, सञ्चालन तथा प्रयोगको एकिकृत रूपमा तालिम प्रणालीको आवश्यकता पर्दछ । यस्तो प्रणाली समयसापेक्ष रूपमा सुधार तथा परिवर्तन गरिएको हुनुपर्दछ । तालिममा सिकेका सीपहरूको मूल्याङ्कन गर्ने विभिन्न उपायहरू प्रयोग गरिन्छ ।

तालिमको प्रभावकारिता तालिमको विकास, सञ्चालन तथा प्रयोगका आधारमा गरिने कार्यक्रमहरूको कुशलता तथा गुणात्मकतामा निर्भर गर्दछ । तालिम उपलब्धिको मूल्याङ्कन गरी गर्न सकिन्छ । Kirkpatrick (1958) ले तालिम उपलब्धिको मूल्याङ्कनलाई ४ तहमा मूल्याङ्कन गर्न सकिने भनेका छन् । ती हुन् : सहभागीको प्रतिक्रियास्तर, सिकाइकोस्तर, व्यवहार परिवर्तनकोस्तर तथा कार्यसम्पादनस्तर तहको मूल्याङ्कन । उनका अनुसार तालिमले व्यक्तिले सिकेको सीपले व्यक्तिको व्यवहारमा परिवर्तन गरेको हुनुपर्दछ र सो परिवर्तनले समग्र सङ्गठनको कार्यसम्पादनको स्तरमा सुधार गर्नुपर्दछ । Training is a solution of the problem but not all problems. त्यसैले तालिमको प्रभावकारिता सुनिश्चित गर्न तालिम विकास, सञ्चालन, प्रयोगबीचको अन्तरसम्बन्धका साथै तालिम प्रणालीमा संलग्न निकायहरूको क्षमतामा तथा प्रतिबद्धतामा भर पर्ने हुन्छ । विद्यमान अवस्था भनेको तालिमको विकास एउटा तथा सञ्चालन अर्को पक्षले गरेका हुन्छ भने त्यसको प्रयोग गराउने निकाय तथा व्यक्ति फरक हुन्छ । अर्थात् तालिम प्रणालीका तीनै अङ्गहरूबीच अन्तर्क्रिया फितलो हुन गएको पाइन्छ । यसले तालिमको प्रभावकारितामा प्रत्यक्ष असर पारेको हुन्छ । सैद्धान्तिक रूपमा हेर्दा तालिम मूल्याङ्कनलाई तालिमको उपलब्धि मूल्याङ्कन तथा प्रक्रिया मूल्याङ्कनलाई समेटेको पाइन्छ ।

तालिमको उपलब्धि मूल्याङ्कनले सहभागीहरूले तालिममा सिकेको सीपको प्रयोग गरी व्यक्तिको कार्यसम्पादनको स्तरको लेखाजोखा गर्दछ । यसले सहभागीले पूर्वनिर्धारित उद्देश्यहरू प्राप्त गरेको

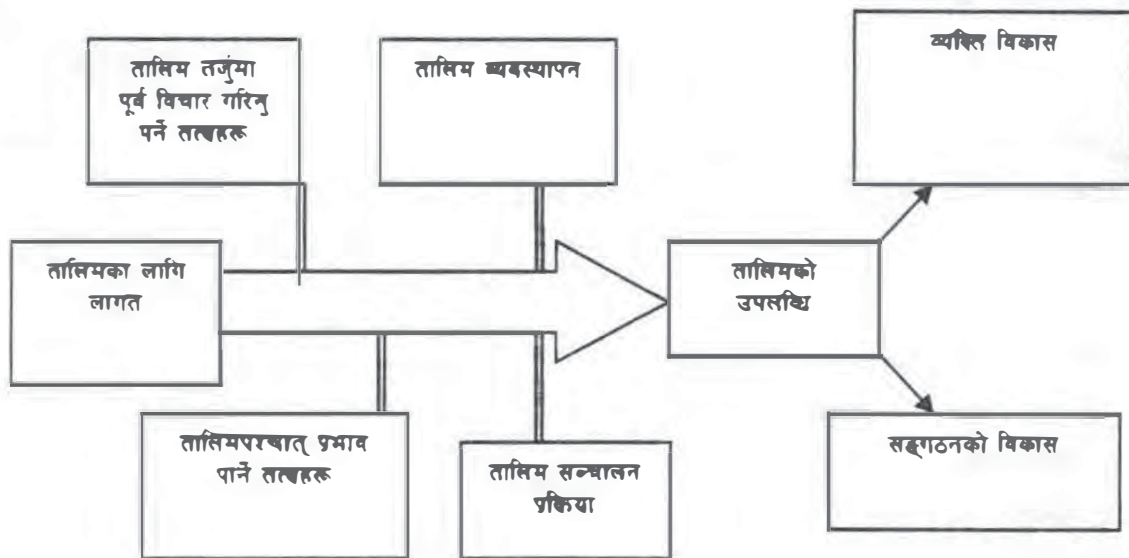
नगरेको कुराको निर्धारण गर्दछ । जुन कुरासँग तालिम कार्यक्रमको प्रभावकारिता सुनिश्चित गर्न सहयोग गर्दछ ।

तालिम कार्यक्रमको प्रभावकारितालाई कार्यान्वयन प्रक्रियाको रूपमा लिइन्छ । यसले तालिम सञ्चालनका क्रियाकलापहरू तथा अनुभवहरूको मूल्याङ्कन गर्दछ । यसका लागि अनुगमन तथा मूल्याङ्कन कार्यक्रम तर्जुमा गरि कार्यान्वयन गरिन्छन् । प्रक्रिया मूल्याङ्कनले प्रशिक्षक तथा सहभागीहरूको बीचको अन्तर्क्रिया, प्रशिक्षण विधि, तालिम सामग्रीको प्रयोग तथा वातावरणको सहयोगको मूल्याङ्कन गरी तालिम कार्यान्वयनको वास्तविक स्थिति तथा अवस्था पत्ता लगाई तालिम कार्यक्रम कार्यान्वयनमा सुधार गर्न पुष्टपोषण प्रदान समेत सहयोग गर्दछ । प्रक्रिया मूल्याङ्कनले तालिमको पाठ्यक्रम तथा कार्यक्रम कार्यान्वयनको मूल्याङ्कन गर्दछ । त्यसैले उपलब्धि तथा प्रक्रिया मूल्याङ्कनको विधिबाट समग्र तालिम प्रणालीको मूल्याङ्कन भइरहेको हुन्छ । अन्त्यमा यसले तालिमको प्रभावकारिताको समेत मूल्याङ्कन गरेको हुन्छ ।

२. तालिम विकास तथा मूल्याङ्कनका मोडलहरू

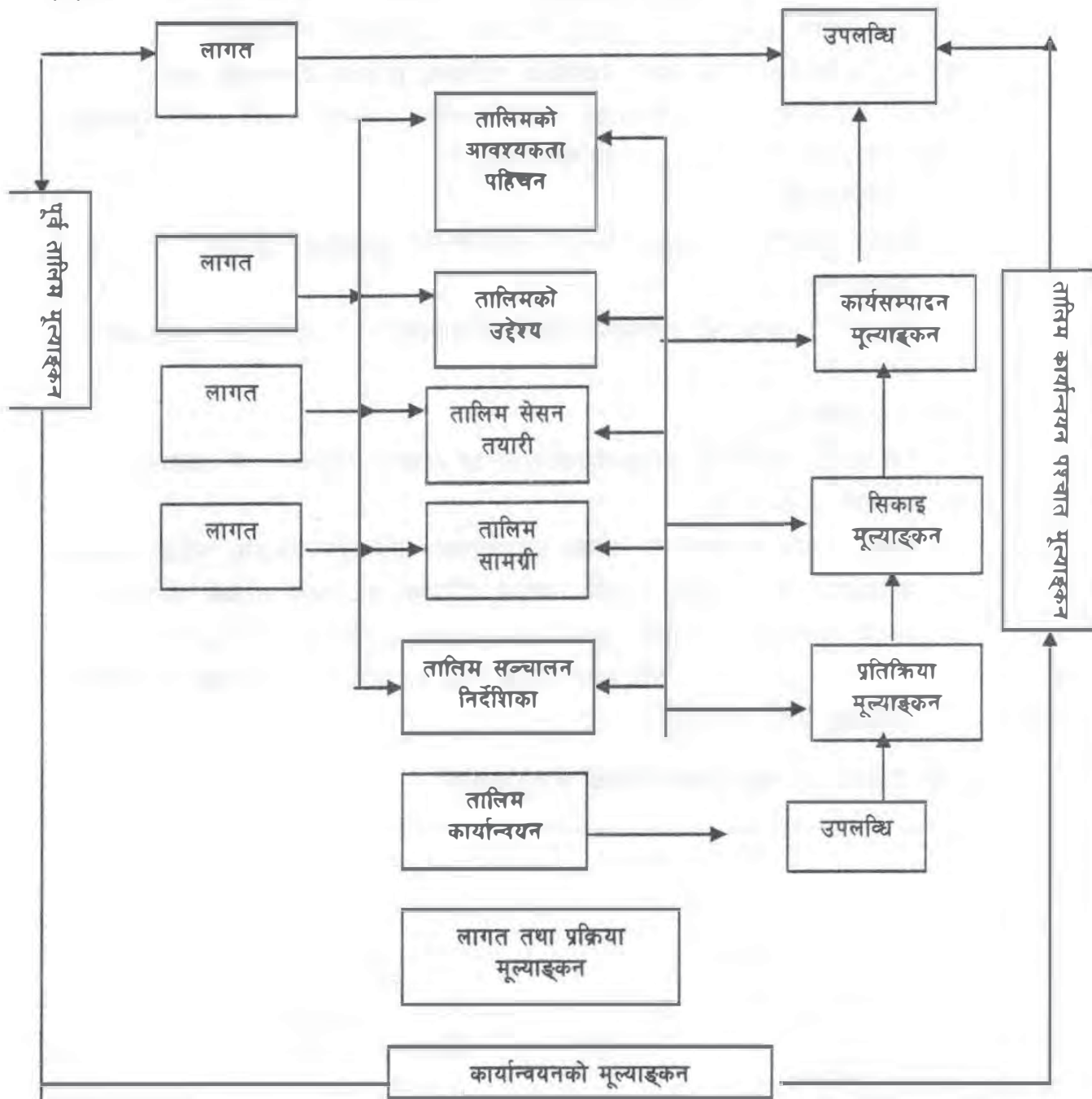
२.१ तालिम तर्जुमा तथा उपलब्धि मोडलको

अवधारणा



यो अवधारणा Lynton (2000)ले विकास गरेका हुन् । उनका अनुसार तालिम कार्यक्रमलाई एउटा प्रणालीका रूपमा हेरिनुपर्दछ भनेका छन् । तालिम तर्जुमा तथा कार्यान्वयन गर्दा निश्चित चरण पूरा गर्नुपर्दछ । ती हुन् : तालिम तर्जुमा गर्दा विचार पुऱ्याउनु पर्ने पक्षहरू, तालिमका लागि लागत, तालिम सञ्चालन प्रक्रिया, तालिम व्यवस्थापन तथा तालिम पश्चातका क्रियाकलापहरू आदि । तालिमले तालिम प्राप्त गर्ने व्यक्ति तथा सङ्गठनको उद्देश्य हासिल गर्नमा सहयोगी हुनुपर्छ । यस मोडलले तालिमको मूल्याङ्कन प्रक्रिया तथा उपलब्धिको मूल्याङ्कनमा जोड दिनु पर्ने कुरा देखाएको छ ।

૨.૨ સામાન્ય વિકાસ પ્રણાલીગત હાથમ



Sah (1991) ले माथि उल्लेख गरिएको उपागमले तालिमको मूल्याङ्कन तीन चरणमा गर्नु पर्ने हुन्छ : तालिम सञ्चालन हुन पहिला, तालिम सञ्चालनको अवधिमा तथा तालिम कार्यान्वयनपश्चात मूल्याङ्कन । तालिमको प्रभावकारिता मूल्याङ्कन एउटा चक्रीय प्रणालीको रूपमा लिन सकिन्छ । अर्थात् यस मोडलले पनि तालिम मूल्याङ्कन विधिहरूमा प्रक्रिया तथा उपलब्धि मूल्याङ्कनका रूपमा अधि सारेका छन् ।

२.३ Kirkpatrick को तालिम मूल्याङ्कनको मोडल

एक जना विद्वान् Kirkpatrick (1958) ले तालिम कार्यक्रमको मूल्याङ्कन ४ ओटा तहमा गर्ने कुराको उल्लेख गरेका छन् । सहभागीले तालिममा सिकेका सीपहरूको मूल्याङ्कन तथा सिकेको प्रयोगबाट प्राप्त नतिजाको स्तरको समेत लेखाजोखा गर्ने गरी मूल्याङ्कन देहायअनुसार गर्नु पर्ने कुराको उल्लेख गरेका छन् :

१. प्रतिक्रिया तह

यसमा सहभागीले तालिमप्रति देखाउने प्रतिक्रियालाई मूल्याङ्कन गरिन्छ ।

२. सिकाइ तह

यस तहमा सहभागीले तालिममा सिकेका विषयवस्तु तथा सीपहरूको मूल्याङ्कन गर्न सकिन्छ ।

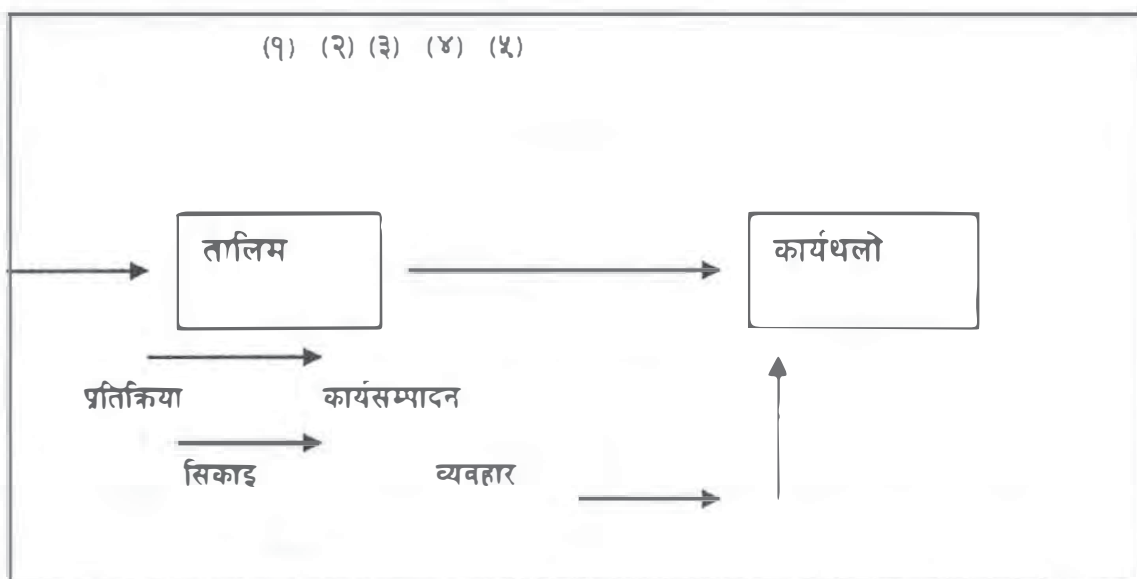
३. कार्यसम्पादन तह

यस तहमा सहभागीको कार्यसम्पादनको स्तरका आधार मूल्याङ्कन गर्न सकिन्छ ।

४. परिणाम (नतिजा) तह

संस्थामा व्यक्तिले सम्पादन गरेका परिणामबाट ग्राहकको जीवनमा परेका प्रभावको मूल्याङ्कन गर्न सकिन्छ । माथि उल्लेख गरिएका तहहरूको तालिम कार्यान्वयनका बेलामा सहभागीको प्रतिक्रिया, प्राप्त ज्ञान र सीपको मूल्याङ्कन गर्न सकिन्छ भने बाँकी २ तहको मूल्याङ्कन तालिम कार्यान्वयनपश्चात् वा कार्यसम्पादनको स्तर तथा त्यसको प्रभावबाट मात्र थाहा हुन्छ ।

२.४. तालिम तथा कार्यसम्पादनबीचको अन्तरसम्बन्ध



माथिको चार्टअनुसार तालिमको मूल्याङ्कन कार्य केवल तालिम प्रदान गर्ने संस्थाको मात्र जिम्मेवारी होइन यसका लागि तालिममा सिकेका सीपहरूको प्रयोग गर्ने संस्था तथा व्यक्तिको हात हुन्छ । त्यसैले तालिमको विकास तथा सञ्चालन मात्र प्रभावकारी भएर पुग्दैन यसका लागि प्रयोग गर्ने संस्था तथा निकायको सक्रियता महत्त्वपूर्ण हुन्छ ।

३.

तालिम मूल्याङ्कनका विधि तथा साधन

तालिम कार्यक्रम तथा सहभागीहरूको क्षमताको मूल्याङ्कन गर्न विभिन्न विधि तथा साधनहरूको प्रयोग हुने गरेको पाइन्छ । यसलाई देहायअनुसार उल्लेख गरिएको छ ।

१. Pre test and Post test

तालिममा आउनुभन्दा पहिलाको सिकाइको अवस्था तथा तालिम सम्पन्न भएको अवस्थाको मूल्याङ्कन गर्न सकिन्छ । दुवैका लागि एउटै किसिमका प्रश्नहरू तयार गर्न सकिन्छ ।

२. प्रतिविम्बन वा स्व:मूल्याङ्कन

यसको प्रयोग हरेक दिन वा सेसनमा गर्न सकिन्छ । यसबाट विषयवस्तु वा तालिमप्रति सहभागीहरूको प्रतिक्रिया लिन सकिन्छ । जस्तै : तलका प्रश्न पढी एक मिनेटभित्र जवाफ दिनुहोस् ।

तालिममा नयाँ विषयवस्तु केके थिए ? यो भन्दा पहिला के थाहा थियो ? के म यो कुरा विधि प्रयोग गर्दथे ? भोलि कक्षामा कुनकुन कुरा प्रयोग गर्न सक्छु ? कसरी प्रयोग गर्न सक्छु ? आफ्ना साथीहरूलाई कुनकुन कुरा जानकारी गराउन सक्छु ?

३. ORID विधि

यसमा देहायका प्रश्नहरूबाट सहभागीको सिकाइको अवस्था मूल्याङ्कन गर्न सकिन्छ ।

अ. उद्देश्यको तह (Objective level = O): पुनःस्मरण : तालिममा सिकेका विषयवस्तुहरू केके हुन्?

आ. प्रतिविम्बन तह (Reflective level = R): प्रतिक्रिया: तालिममा सिकेको सबैभन्दा महत्त्वपूर्ण विषय कुन थियो ?

इ. विश्लेषण तह (Interpretive level = I) किन? तालिममा सिक्नका लागि सबैभन्दा बढी प्रभाव पार्ने तत्त्व कुन हो?

ई. निर्णयको तह (Decisional level = D) कसरी ? तालिममा सिकेका कुराहरू कसरी प्रयोग गर्नु हुन्छ ?

४. Kirkpatrick 4 levels का आधारमा तालिम कार्यक्रमको मूल्याङ्कन गर्न देहायका साधनहरूको प्रयोग गरी तालिमको प्रभावकारिता मापन गर्न सकिन्छ :

सिकाइ ↓ साधनहरू	प्रतिक्रिया	सिकाइ	व्यवहार	नतिजा
प्रश्नावलीहरू तथा प्रतिवेदन				
लिखित परीक्षा तथा प्रदर्शन				
अभ्यास तथा प्रदर्शन				
उपभोक्ता सर्वेक्षण				
कर्मचारी सर्वेक्षण				
अन्तर्वार्ता				
कार्यसम्पादन मूल्याङ्कन				
अवलोकन				

सङ्गठनको आर्थिक उपलब्धि				
कार्यसम्पादन सूचकमा प्रभाव				
समूह तथा महाशाखाका कार्यसम्पादन सूचकको अवस्था				
व्यक्तिको कार्यसम्पादन सूचकको अवस्था				
व्यवस्थापकको विचार				
व्यक्तिमा लगानीकर्ताको मान्यता				

माथिका साधनहरू ४ ओटा तहमा प्रयोग नहुन पनि सक्छ । त्यसका कुन साधन उपयुक्त छ भनी तालिम प्रदायक संस्थाले छनौट गर्नु पर्ने हुन्छ ।

४. तालिम कार्यक्रमको मूल्याङ्कन CIPP (context, input, process, product)

(क) निम्नआधारमा तालिम कार्यक्रमको मूल्याङ्कन गर्न सकिन्छ :

(Context) सन्दर्भ मूल्याङ्कन छ वा छैन ?

१. उपभोक्तहरूका बारेमा सूचनाको मूल्याङ्कन गर्ने गरेको छ ?
२. व्यवस्थापकहरूसँग समस्या पहिचानका लागि छलफल गरियो ?
३. सरोकारवाताहरूसँग तिनका समस्याहरू बारेमा छलफल गरियो ?
४. कार्यक्रमको लक्ष्यको लेखाजोखा हुन्छ ?
५. कार्यावातावरणका बारेमा सूचना लिने कार्य भयो ?
६. सन्दर्भ मूल्याङ्कनको प्रतिवेदन बनाइन्छ ?

(ख) सागत मूल्याङ्कन

७. कार्यक्रमको रणनीतिको मूल्याङ्कन गरियो ?
८. वैकल्पिक रणनीतिहरू केके छन् ?
९. स्रोतव्यवस्थापनको अवस्था कस्तो छ ?
१०. कार्ययोजना तथा कार्यतालिका बनाइएको थियो ?
११. लागत मूल्याङ्कनको प्रतिवेदन बनाइन्छ ?

(ग) प्रक्रिया मूल्याङ्कन

१२. कार्यक्रम कार्यान्वयनका बेसामा मूल्याङ्कन समूहलाई अनुगमन, अवलोकन, तथा सूचना व्यवस्थापनमा संलग्न गराउनु हुन्छ ?
१३. प्रगति विवरणसँगै क्रियाकलापहरूको, समस्याहरू, तथा लागतको अभिलेख तयार गर्नुहुन्छ ?
१४. प्रगति विवरणको लेखाजोखा गर्ने क्रममा सरोकारवाताहरूसँग अन्तर्घात लिने गर्नु भएको छ ?

१५. कार्यक्रमको विवरण अघावधिक गर्ने गर्नु हुन्छ ?

१६. प्रक्रिया मूल्याङ्कनको प्रतिवेदन बनाइन्छ ?

(घ) उपलब्धि मूल्याङ्कन

१७. मूल्याङ्कन समूहलाई कार्यक्रमबाट फाइदा पाउने व्यक्तिहरू तथा समूहहरूको विवरण बनाउनमा संलग्न गराउनु हुन्छ ?

१८. सेवाप्रदायहरूको आवश्यकता तथा कार्यक्रमबाट प्रदान गरिएको सेवाबीच तुलना गर्नुहुन्छ ?

१९. सरोकारवालाहरूसँग कार्यक्रमले समुदायलाई पारेको प्रभावका बारेमा अन्तर्वार्ता लिने गरिन्छ ?

२०. कार्यक्रमले कति हदसम्म लक्षित समूहलाई सेवाहरू प्रदान गर्‍यो सोको मूल्याङ्कन भयो ?

२१. उपलब्धि मूल्याङ्कनको प्रतिवेदन बनाइन्छ ?

तालिममा प्रयोग गरिएका प्रशिक्षण विधिहरू कति उपयोगी थिए । यसलाई देहायको स्केल प्रयोग गरी मूल्याङ्कन गर्न सकिन्छ । धेरै सफल भए ५, सफल ४ अलि अलि सफल ३ मध्यम खासको २ धेरै असफल १ असफल ० सही उत्तरमा गोलो घेरा लगाउनु होस् ।

मूल्याङ्कनका आधार

सन्तुष्टिको तह

१. प्राक्टिकल प्रदर्शन	५	४	३	२	१	०
२. समूहमा छलफल	५	४	३	२	१	०
३. प्रशिक्षण विधिहरू	५	४	३	२	१	०
४. पावर प्वाइन्टको प्रस्तुति	५	४	३	२	१	०	
५. तालिममा प्रयोग गरिएका सामग्री	५	४	३	२	१	०	
६. तालिमका कार्यपत्र	५	४	३	२	१	०	
७. केस अध्ययन तथा Simulations	५	४	३	२	१	०	
८. परियोजनाकार्य तथा जिम्मेवारी	५	४	३	२	१	०	
९. तालिम सामग्री(TRM)	५	४	३	२	१	०	
१०. समूहमा प्रशिक्षण विधि	५	४	३	२	१	०	

कुन विधि जसलाई तालिममा प्रयोग गर्न चाहनु हुन्छ । उल्लेख गर्नुहोस् ?

व्यवस्थापन तालिम कार्यक्रमको मूल्याङ्कन गर्न प्रयोग गरिने फारम यस प्रकार छ :

१. तालिम पाठ्यक्रमको मूल्याङ्कन : यसमा तालिमको विषयवस्तुको गहनता र पर्याप्तता, विषयवस्तुको क्रमबद्धता, तालिम सामग्रीका उपलब्धता तथा उपयोगिता, भाषाको कठिनाई,

परियोजना कार्यमा सहयोग तथा क्षेत्रभ्रमण आदिका बारेमा सहभागीहरूबाट मूल्याङ्कन गरिन्छ ।

२. विषयवस्तुको प्रयोगका सन्दर्भमा : सहभागीहरूको कार्यसम्पादनमा सहयोग पुऱ्याउने खालका केही विषयवस्तुको सूची बनाउन लगाउने गरिन्छ ।
३. तालिममा प्रदान गरिएका सीपहरूले सहभागीको कार्य सम्पादनमा सहयोग पुऱ्याउने गरेको छ ? त्यस्ता सीपहरूको सूची बनाउन लगाउने ।
४. तालिम कार्यान्वयनको मूल्याङ्कन : कार्यान्वयन प्रक्रिया, प्रशिक्षकको क्षमता, तालिम सञ्चालकहरूको भूमिका, समय विभाजनको अवस्था, कम्प्युटर तथा अन्य सहयोगका बारे, सवारी साधन, खाजा, तालिम सामग्री, तालिम कक्ष, सहभागीबीचको सञ्चारजस्ता पक्षहरूमा सहभागीबाट कार्यान्वयनको पक्षमा मूल्याङ्कन गर्न लगाइन्छ ।
५. प्रशिक्षण कार्यको मूल्याङ्कन देहायको ढाँचामा गरिन्छ ।

सि.न.	विषयवस्तुहरू	प्रस्तुतीकरण			प्राक्टिकल सीपहरू			
		धेरै प्रभावकारी	प्रभावकारी	सन्तोषजनक	धेरैजसो प्रदान गरिए	मध्यम	कम	

तालिमका बारेमा थप जानकारी

सहभागीको कार्यसम्पादन मूल्याङ्कनका आधारहरू

- सहभागिता
- परियोजना कार्य
- सिकाइ परीक्षा
- कम्प्युटर सीपहरू

समूह कार्यको मूल्याङ्कनका आधार

सि.न.	कार्यसम्पादन	स्केल:			
		.२५	.५०	.७५	१
१	नेतृत्व क्षमता				
२	समूहमा अन्तरक्रिया				
३	सामूहिक भावना				
४	गुणस्तरीय काम				
५	सिकाइ				
६	समयपालना				
७	समूह ढाँचा				
८	समूहमा कार्य गर्ने उत्सुकता				
९	समूहको कार्य उद्देश्यमा स्पष्टता				
१०	प्रस्तुतिकरण				

तालिम मूल्याङ्कनका समस्या तथा चुनौति

- तालिम नीति : शिक्षक तथा कर्मचारीको क्षमता विकास तालिम नीति तथा सोको कार्यान्वयनका विभिन्न स्रोतको अभाव तथा संस्थागत क्षमताको कमी, मानवीय साधन विकास नीतिसँग तालिम नीतिको समन्वय आदि ।
- मागमा आधारित तालिम कार्यक्रम तर्जुमा : तालिमलाई व्यक्ति तथा संस्थाको आवश्यकतामा तर्जुमा गर्नुपर्ने ।
- तालिम कार्यान्वयन प्रभावकारिता : तालिम लिएको शिक्षक तथा कर्मचारीको कार्य सम्पादनले विद्यार्थी शिक्षण सिकाइमा तात्त्विक असर नपर्नु ।
- तालिम प्रदायक संस्थाहरूबीच समन्वय तथा संस्थागत क्षमता : तालिम लिने तथा दिने बीचको सम्बन्ध, तालिम प्रदायक संस्था तथा लिने व्यक्ति र संस्थाहरू बीचको सहकार्यमा अस्पष्टता रहनु ।
- आर्थिक स्रोत तथा भौतिक स्रोतको अवस्था:
- तालिममा नयाँ प्रविधि तथा विधि
- तालिममा सिकेका सीपहरू तथा कार्यसम्पादनबीचको सम्बन्ध
- तालिम मूल्याङ्कन तथा प्रयोगको सयन्त्र

निष्कर्ष

तालिमको मूल्याङ्कनलाई तालिम तर्जुमादेखि तालिम कार्यान्वयनको चरणसम्मको अवस्थामा गरिने कार्यको रूपमा लिइन्थ्यो । तर आजभोलि तालिमको मूल्याङ्कन तालिमले व्यक्ति तथा संस्थाको क्षमतामा भएको परिवर्तनलाई मापन गर्नुपर्दछ भन्ने मान्यता राख्दछ । त्यसकारण तालिम मूल्याङ्कनको कार्यलाई चक्रीय प्रक्रियाको रूपमा लिनुपर्दछ । तालिमको मूल्याङ्कनका सिद्धान्त तथा विधिहरूको विकास गरिएका छन् तर यिनको प्रयोग हुन सकेको देखिँदैन । शिक्षक तथा कर्मचारीको तालिम लिनुभन्दा पहिलाको व्यवहार तथा नतिजामा परिवर्तन भएको गुनासो व्यापक रहेको कुरा विभिन्न अध्ययन अनुसन्धानले देखाउँछ । त्यसैले तालिमप्रदायक संस्थाले सिद्धान्त तथा विधिलाई समयसापेक्ष तालिम मूल्याङ्कन कार्यक्रममा उपयोग गर्न सकेमा तालिमको प्रभावकारिता सुनिश्चित गर्ने आधार प्रदान गर्न सक्छ । Kirkpatrick (1958) का अनुसार तालिम मूल्याङ्कनका चार तह सहभागीको प्रतिक्रिया, सिकाइ, व्यवहार तथा नतिजाको मूल्याङ्कन हुन् । यी चारवटा तहमा गरिने मूल्याङ्कन आज पनि उत्तिकै सान्दर्भिक छन् । तालिमको मूल्याङ्कनमा प्रयोगका लागि अन्य साधनहरूमा लागत प्रभावकारिता, सान्दर्भिकता, कार्यक्रमको दिगोपनाको मूल्याङ्कनलाई गर्ने साधनका रूपसमेत लिने गरिन्छन् । तालिम प्रभावकारिता मापन गर्न समग्र तालिम चक्रअनुसारको कार्यहरूको मूल्याङ्कन गर्नु एउटा पक्ष हो भने तालिममा सिकेका सीपहरूको प्रयोग र त्यसबाट उसको कार्यसम्पादनबाट व्यक्ति तथा संस्थाको नतिजामा आएको परिवर्तन अर्को पक्ष हो । अतः तालिमले

व्यक्तिको क्षमता तथा दक्षता विकास गर्नुको साथै सङ्गठनको उद्देश्य हासिल गर्न सहयोग गर्नुपर्दछ ।
यसबाट नै तालिम कार्यक्रमको प्रभावकारिता सुनिश्चित गर्न सकिन्छ ।

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नेपालको सन्दर्भमा शिक्षामा समावेशीकरणका लागि सामाजिक विविधताको पहिचान

शुक्लदेव सापकोटा*

१. विषय प्रवेश

समाज विकासको गतिसँगै नवीनतम धारणाहरूको प्रादुर्भाव हुँदै जान्छ । समावेशीकरणको धारणा विशेष आवश्यकताको कारणबाट विकसित भएको हो । विश्वव्यापी रूपमा विशेष शिक्षा (special education) सम्बन्धी अवधारणाको सुरुआत सुविधाविहीन तथा अपाङ्ग बालबालिकाका लागि भएको हो । सामान्य बालबालिकाभन्दा फरक वातावरणमा शारीरिक एवम् बौद्धिक अवस्था असामान्य भएका बालबालिकाहरूलाई उनीहरूको प्रकृतिअनुसार विशेष व्यवस्था अपनाई, विशेष तालिम प्राप्त शिक्षकबाट शिक्षणसिकाइ गर्ने प्रक्रियालाई विशेष शिक्षा भनिन्छ । त्यस्तै नियमितरूपमा भाषिक, सामाजिक, शारीरिकतयागतका कारणले विद्यालयमा जान नसकेका बालबालिकाहरूलाई उनीहरूमा पर्नजाने बाधा हटाई सामान्य बालबालिकाका साथमा पढ्न पाउने अनुकूल वातावरण तयार गरी भेदभावरहित परिवेशमा शिक्षा दिने कार्यक्रम नै शिक्षामा समावेशीकरण हो ।

२. पृष्ठभूमि

सन १९८१ मा संयुक्त राष्ट्र सङ्घले अन्तरराष्ट्रिय अपाङ्ग दिवस मनाउने क्रममा “समान अवसर र समान सहभागिताको” कार्यक्रम पारित गरी सबै सदस्य राष्ट्रले अपाङ्ग बालबालिकाहरूका लागि शिक्षा र तालिम दिन निर्देशन गर्दै १० वर्षे कार्ययोजना बनायो । यसरी अन्तरराष्ट्रिय अपाङ्ग वर्ष मनाउने क्रमसँगै अपाङ्गहरूका लागि शिक्षा र तालिमको विस्तार हुँदै गएको पाइन्छ । यसभन्दा पनि अगाडि युरोपमा सुस्तश्रवण, सुस्तमनस्थिति, दृष्टिविहीन एवम् शारीरिक अपाङ्गहरूका लागि विशेष विद्यालयहरू खोल्नेक्रम बढेको पाइन्छ । १९ औं शताब्दीमा आइपुग्दा शिक्षाका ज्ञाताहरूले अपाङ्गहरूलाई साहित्य, सङ्गीतजस्ता खासखास विषयहरू सामान्य विद्यालयहरूमा पढाउन सुरु गरे । यो तरिका लोकप्रिय बन्दै गयो र अभिभावकहरूले मनपराउन थाले भने अपाङ्ग बालबालिकाहरूले पनि अन्य सामान्य बालबालिकाहरूका साथमा सिक्न पाउँदा आफूमा रहेको कमीलाई महसुस गर्न पाएनन् । यसरी विशेष आवश्यकता भएका बालबालिकाहरूलाई सामान्य बालबालिकाहरूसँगै रहेर साधारण विद्यालयमा अध्ययन गर्न पाउने प्रक्रिया सुरु भएको पाइन्छ ।

सन १९८१ को अन्तरराष्ट्रिय अपाङ्ग दिवसको उपलक्ष्यमा विश्वव्यापीरूपमा अपाङ्गहरूका लागि सबै तह र क्षेत्रमा समान अवसर र सहभागिताको कार्यक्रम प्रस्ताव पारित गरेको, १९८२ मा संयुक्त राष्ट्र सङ्घले UN Decade of Disabled persons, १९८३ मा World Programme of Action in Favour of Disabled person कार्यक्रम, १९८९ मा

* प्राविधिक अधिकृत, शैक्षिक जनशक्ति विकास केन्द्र

बालअधिकार महासन्धि पारित, १९८३-२००२ का लागि एसिया प्यासिफिक अपाङ्ग दशक कार्यक्रम मनाउने कार्य भएको पाइन्छ । त्यस्तै सन् १९९० मा थाइल्यान्डको जोमटिएनकोसम्मेलनले सबैका लागि शिक्षा कार्यक्रम पारित भएपछि समावेशीकरणसम्बन्धी विषयले अझ बढी प्राथमिकता पाएको छ ।

नेपालका सन्दर्भमा समावेशी शिक्षाको ऐतिहासिक पृष्ठभूमिलाई हेर्दा वि. सं २०२१ सालमा लेबोरेटरी मा. वि., कीर्तिपुरमा दृष्टिविहीनका लागि एकीकृत कार्यक्रम, २०२३ सालमा नक्सालस्थित बालमन्दिरको हाताभित्र बहिरा बालबालिकाको विद्यालयको स्थापना, २०२६ सालमा नेपाल अपाङ्ग सङ्घको स्थापना, २०३० सालमा शिक्षा मन्त्रालयअन्तर्गत विशेष शिक्षा परिषद्को स्थापनाका साथसाथै देशका विभिन्न स्थानमा बहिरा, दृष्टिविहीन र सुस्तमनस्थिति बालबालिकाहरूका विद्यालयहरू स्थापना हुँदै गएको पाइन्छ ।

राष्ट्रिय र अन्तरराष्ट्रिय रूपमा विशेष शिक्षाको विकाससँगै समावेशी शिक्षाको अवधारणाते चर्चा र महत्त्व पाएको छ । यसै कारणले गर्दा राज्यले समेत समावेशीकरणका लागि देशमा भएका जाति, जनजाति, अल्पसङ्ख्यक, दलित, आदिवासी, महिला, द्वन्द्वप्रभावित आदिका लागि विशेष व्यवस्था गर्ने उद्देश्यले नीति, नियम, ऐनकानून आदिमा विशेष व्यवस्था गरी कार्यान्वयनमा ल्याएको छ ।

३. विविधताको पहिचान

राज्यले समाजमा भएका सामाजिक विविधताको पहिचान गरी तिनको सम्बोधन गर्ने तथा राज्यका सबै निकायहरूमा उनीहरूको प्रतिनिधित्व र पहुँच पुर्याउनुपर्दछ । त्यसैका लागि सामाजिक विविधताको पहिचान गरेर मात्र त्यसलाई व्यावहारिक स्वरूप प्रदान गर्न सकिन्छ । नेपालका सन्दर्भमा यस्ता सामाजिक विविधताको सङ्क्षिप्त चिनारी देहायअनुसार प्रस्तुत गरिएको छ :

(क) भाषिक विविधता

भाषा विकास नियमित र क्रमबद्ध किसिमबाट हुने गर्छ । बालबालिकाहरूमा भाषा विकास जुनसुकै भाषिक पृष्ठभूमिमा भएपनि एकैखाले चरण र प्रक्रिया बमोजिम हुन्छ तर सबै बालबालिकामा हुने विकास भने एकै गतिमा हुँदैन । खासगरी भाषा सिकाइमा बालबालिकाहरूको आफ्नै व्यक्तिगत कारण, लक्षित भाषा प्रयोगको वातावरण, लक्षित भाषाको आवश्यकता आदि जस्ता आन्तरिक र बाह्य कारणहरू प्रबल रहन्छन्, जसका कारण बालबालिकामा भाषिक उपलब्धि निर्धारण हुने गर्दछ र तदनुसार विकासको मात्रा पनि निर्धारण हुन्छ । नेपालको जनगणना २०५८अनुसार नेपालमा विभिन्न भाषा बोल्ने वक्ताहरूको अवस्था यस्तो रहेको छ :

१. नेपाली	११०५३२५५	२	मैथिली	२७९७५८२
३. भोजपुरी	१७१२५३६	४	थारु	१३३१५४६
५. तामाङ	११७९१४५	६.	नेवार	८२५४५८

७.	मगर	७७९११६	८.	बबघी	५६०७४४
९.	बान्तवा	३७१०५६	१०.	गुरुड	३३८९२५
११.	लिम्बू	३३३६३३	१२.	बाजिका	२३७९४७
१३.	उर्दू	१७४८४०	१४.	राजवंशी	१२९८८३
१५.	सेर्पा	१२९७७१	१६.	हिन्दी	१०५७६५
१७.	चाम्लिङ	४४०९३	१८.	सन्थाल	४०१९३
१९.	चेपाङ	३६८०७	२०.	दनुवार	३१८४९
२१.	घनगर	२८६१५	२२.	सुनुवार	२६६११
२३.	बङ्गाली	२६६०२	२४.	मारवाडी	२२६३७
२५.	माझी	२१८४१	२६.	थामी	१८९९१
२७.	कुलुङ	१८६८६	२८.	धिमाल	१७३०८
२९.	मङ्गिका	१५८९२	३०.	याक्खा	१४६४८
३१.	थुलुङ	१४०३४	३२.	साङ्पाङ	१०८१०
३३.	भुजेल	१०७३३	३४.	दराई	१०२१०
३५.	खालिङ	९२८८	३६.	कुमाल	६५३३
३७.	थकाली	६४४१	३८.	छन्त्याल	५९१२
३९.	साङ्केतिक	५७४३	४०.	तिम्बती	५२७७
४१.	दुमी	५२७१	४२.	जिरेल	४९१९
४३.	बाम्बुले	४४७१	४४.	पुमा	४३१०
४५.	योल्मो	३९८६	४६.	नाछिरिङ	३५५३
४७.	दुरा	३३९७	४८.	मेचे	३३०१
४९.	पहारी	२९९५	५०.	लेप्चा	२८२६
५१.	बोटे	२८२३	५२.	बाहिङ	२७६५
५३.	कोई	२६४१	५४.	राजी	२४१३
५५.	हायु	१७४३	५६.	ब्यांसी	१७३४
५७.	याम्फू	१७२२	५८.	घले	१६४९
५९.	खेदिया	१५७५	६०.	छालिङ	१३१४
६१.	लोहरूङ	१२०७	६२.	पन्जावी	११६५
६३.	चिनिया	११०१	६४.	मङ्गोजी	१०३७
६५.	मेवाहाङ	९०४	६६.	संस्कृत	८२३
६७.	काङ्के	७९५	६८.	राउटे	५१८
६९.	किसान	४८९	७०.	चुराटे	४०८
७१.	बराम	३४२	७२.	तिलुङ	३१०
७३.	जेरुङ	२७१	७४.	दुङमाई	२२१
७५.	क्रिया	१५९	७६.	लिङ्खिम	९७

७७. कुसुन्डा	८७	७८. सिन्धी	७२
७९. मुन्डा	६७	८०. हरयाणवी	३३
८१. मगही	३०	८२. साम	३०
८३. कुमाली	२३	८४. कागते	१३
८५. जोन्खा	१०	८६. कुकी	९
८७. छिन्ताङ	८	८८. मिजो	८
८९. नगमिसे	६	९०. लोमी	४
९१. आसामी	३	९२. सघानी	२
९३. <u>नामनखुलेको</u>	<u>१६६३४०</u>		
जम्मा	२,२७,३६,९३४		

खासगरी परिवार, समाज र धार्मिक र सांस्कृतिक भूमिकाले बातबालिकामा सिकने जाँगर र उत्प्रेरणालाई गहिरो प्रभाव पारेको हुन्छ । आफ्नो विद्यालयमा विशेष शिक्षा कार्यक्रम सञ्चालन गरेपछि पनि यी तत्वहरूले असर पार्छन् । विशेष शिक्षाको आवश्यकताका बारेमा जनजागरण र स्वीकार्य कार्यक्रम सञ्चालन गर्दा बातबालिकाप्रतिको पारिवारिक मूल्य, धार्मिक र सांस्कृतिक विश्वास र सामाजिक दृष्टिकोणलाई बुझ्नुपर्छ ।

(ख) धार्मिक र सांस्कृतिक विविधता

धार्मिक र सांस्कृतिक शब्दले मानिसको समूहले विश्वलाई कसरी हेरेको छ, कसरी विश्वासको सिर्जना गरेको छ, वस्तुको मूल्याङ्कन, विचार तथा अनुभव गरेको छ र तिनको व्यवहार कस्तो छ भन्ने कुराको वर्णन गर्छ । धर्म र संस्कृति एकअर्काका पर्यायका रूपमा रहन्छन् । कुनै पनि समाजको संस्कृति त्यहाँको धार्मिक परम्परासँग गाँसिएर आएको हुन्छ । नेपालमा रहेका विभिन्न धर्मका अनुयायीहरूको आआफ्ना धर्मअनुसारका सांस्कृतिक परम्परा, चाडपर्व, जात्रा, मेला आदि मनाउने समाज र घरपरिवारमा त्यसैअनुसारका प्रचलनहरू रहेका हुन्छन् । त्यसैले शिक्षणसिकाइमा यस्ता यस्ता धार्मिक र सांस्कृतिक परिवारबाट आएका बातबालिकाहरूका लागि उनीहरूका परम्पराको सम्मान गर्दै अरूप्रति पनि त्यस्तै भावनाको विकास गराउनु पर्दछ । केन्द्रिय तथ्याङ्क विभागबाट प्रकाशित तथ्याङ्क वर्ष पुस्तक २००३ अनुसार नेपालमा रहेका धार्मिक अनुयायीहरूको अवस्था यस्तो छ :

१) हिन्दू	१८३३०१२१
२) बौद्ध	२४४२५२०
३) इस्लाम	५९४०२३
४) किरात	८१८१०६
५) जैन	४१०८
६) क्रिस्चियन	१०१९७६
७) सिख	५८९०

८)	बहाई	१२११
९)	अन्य	७८९९४
जम्मा		२,२७,३६,९३४

समुदायभित्र मानिसले अन्य व्यक्तिसँग गर्ने सञ्चार, समयको उपयोग, भावना व्यक्त गर्ने तरिका, काम र खेलमा गरिने सम्पर्क जस्ता मुख्य कार्यहरूको एउटा बनावट नै संस्कृति हो भनी अर्थ्याउन सकिन्छ । यस किसिमको परिवेशका बालबालिकाहरूले अन्तर्क्रिया गर्ने अवसर पाउँछन् । जति अन्तर्क्रिया र भाषाको प्रयोग हुने अवसर बातबालिकाले पाउँछन् त्यति नै भाषा विकासको क्रम तीब्र हुन्छ भन्ने अनुसन्धानले पुष्टि गरेको छ । त्यसैले कक्षाकोठाभित्र पनि भाषिक प्रयोगको वातावरण निर्माण हुनुपर्छ ।

मानिसका विभिन्न समूहको विकास, व्यवहार, मूल्य र मान्यता, आचरण आदि कुराहरूमा विभिन्न धार्मिक र सांस्कृतिक मापदण्डका कारण भिन्न हुन्छन् । भाषादण्ड भन्नाले मानिसहरूको सामूहिक दृष्टिकोण, सदस्यहरूको समझदारी, विश्वास र आचरण भन्ने बुझिन्छ ।

विभिन्न धार्मिक र सांस्कृतिक पृष्ठभूमिबाट आएका बालबालिकाहरूलाई सामूहिक पाठ्यक्रमबमोजिम सिक्नका लागि बालबालिकामा आएको समाजको पृष्ठभूमि बुझ्नुपर्छ र सोहीअनुरूपको कक्षाकोठा तथा विद्यालयको वातावरण तयार गरी सिक्ने कार्यमा सहयोग प्रदान गर्नुपर्छ । उदाहरणका लागि धार्मिक र सांस्कृतिक अनुभवको भिन्नताको कारणबाट कुनै बालबालिका कक्षामा बोल्न गाह्रो मान्ने हुन्छन् । यस किसिमको कठिनाइको स्रोत थाहा पाएपछि कक्षामा उसले बोल्नुपर्ने अवस्थामा उपयुक्त प्रकारको सहयोग उपलब्ध गराई बातबालिकालाई निर्धक्कसँग बोल्नमा सहयोग गर्नुपर्दछ ।

धार्मिक र सांस्कृतिक भिन्नतासम्बन्धी ज्ञानलाई राम्ररी प्रयोग गर्न सकेमा बालबालिकाको भाषिक विकासमा फाइदा पुग्नसक्छ । भिन्नता बालबालिकाको कमजोरी होइन भन्ने कुरा राम्ररी बुझ्नुपर्छ । बालबालिकामा भएका विभिन्न मूल्य र मान्यता, विभिन्न प्रकारबाट गरिने सञ्चार र शैली, सिक्ने तरिकाहरू, उद्देश्य र इच्छाहरूलाई विचार गरी बातबालिकालाई अयोग्य ठान्नु हुन्न । कोहीकोही अरूको धर्मसंस्कृतिभन्दा आफ्नो धर्मसंस्कृति उच्चकोटिको छ भन्ने विचार गर्छन् । धर्मसंस्कृतिप्रतिको आफ्नो धारणाबारे सजग भई आफूमा कुनै किसिमको पक्षपातको भावना छ भने त्यसलाई समीकरण गर्ने कार्यमा सतर्कता अपनाउनु जरुरी छ ।

(ग) जातीय

जातीय समूह भन्नाले मानिसहरूको त्यो एकीकृत समूह हो, जसले एक वा एकभन्दा बढी सांस्कृतिक विशेषताहरूका आधारमा परिचय गराउँछ । कुन मुलुकबाट उसका पूर्वजहरू आएका हुन् । जाति, धर्म, भाषा, विश्वास, राजनीतिक इच्छा, आर्थिक चाहना र व्यवहारका शैलीहरू कस्ता छन् आदि । नेपालमा धेरै जातीय समूह छन्, कक्षाकोठामा विभिन्न जातीय

पृष्ठभूमिबाट आएका बालबालिकाको मिश्रण हुन सक्छ । त्यस्ता जतीय समूहको पहिचान गरी उनीहरूले प्रयोग गर्ने भाषा शैली र लब्जको पहिचान गर्न सकिन्छ ।

विभिन्न जातीय समूहमा बालबालिकाहरू आफ्नो घरमा आफ्नै भाषामा बोलिचाली गर्छन् । यसै कारणले गर्दा विद्यालयमा बोलाइसम्बन्धी सञ्चार समस्या उत्पन्न हुनसक्छ । मातृभाषा नेपाली नभएका (घरमा नेपाली भाषा नबोल्ने/नेपाली भाषा दोस्रो भाषा भएका) बालबालिकाहरूले नेपाली भाषा नबुझ्ने वा राम्ररी बोल्न नसक्ने हुन्छन् । अथवा तिनले नसुन्न सक्छन् वा कुनैकुनै बोलीका आवाजहरू स्पष्ट छुट्याउन नसक्ने हुन सक्छन् । विभिन्न सामाजिक जातिबाट आउने बालबालिकाहरूले उनीहरूको मूल्य, मान्यता र आचरण निर्धारण गर्ने कार्यमा प्रभावकारी भूमिका खेल्न सक्छन् । सामाजिक जाति, व्यक्ति वा परिवार कुन सामाजिक अवस्थामा छन् भनी देखाउने सूचाङ्क हो । यसलाई जात, वार्षिक आय, व्यवसाय, शिक्षाको मात्रा र बस्ने ठाउँ जस्ता कारणहरूले निर्धारण गरेका हुन्छन् । भाषाको प्रयोग गरी दैनिक वार्तालाप गर्ने कार्यमा धेरैजसो बालबालिका धेरै सिपालु हुन्छन् । तर गरिब परिवारबाट आएका बालबालिका नेपाली भाषाका पाठ्यपुस्तकमा प्रयोग गरिएका शब्दहरू आफूले घरमा प्रयोग गर्ने गरेका बोलिचालीका भाषामन्दा भिन्न भएको कारणबाट त्यस्ता बालबालिकाताई पाठ्यपुस्तक पढ्न र शिक्षकले बोलेका भाषा बुझ्न कठिनाई पर्न सक्छ ।

सुविधाविहीन बालबालिकाले धेरै अनुभव गर्ने अवसर प्राप्त गरेका हुँदैनन् । ती अभिभावक, जसले आफ्ना बालबालिकासँग कामको अनुभव वा दैनिक घटनाबारे कुराकानी गर्छन्, उनीहरूले आफ्ना बालिकालाई सिकाइतिर डोच्याइरहेका हुन्छन् । यस किसिमबाट सिकने अवसर जुन बालकले घरमा पाउँदैन ऊ सिकाइको अवसरबाट वञ्चित हुन्छ ।

अवसरबाट वञ्चित बालबालिका विद्यालयमा राम्रो गर्न उत्प्रेरित नहुन सक्छन् किनभने तिनका आमाबाबुले शिक्षाको महत्त्व बुझेका हुँदैनन् । जुन आमाबाबु आफैं शिक्षित छैनन् तिनले आफ्ना बालबालिकालाई कसरी राम्रो अध्ययन गर्ने भन्ने कुरा बताउन पनि सक्दैनन् ।

(ड) सुस्तश्रवण एमव् बहिरा

वातावरणको वरपर जति पनि विविध ध्वनि छन्, हामी कानकै माध्यमबाट याहा पाउँछौ । यहाँ कान भन्नाले बाहिर देखिने भागमात्र होइन, यो सम्पूर्ण सुन्ने क्षमता (श्रवण क्षमता) को परिचायक हो । सुस्त श्रवण भन्नाले सुन्ने क्रियामा असमर्थता भन्ने बुझिन्छ । तर यस्तो असमर्थताको मात्रा धेरै थोरै जति पनि हुन सक्छ । सुन्ने क्षमता मापनको एकाइ डेसिबलमा निर्धारण गरिएको छ र त्यसैका आधारमा श्रवण क्षमताको हास यति मात्रामा भएको छ भनी निर्धारण गरिन्छ ।

२०५६ पौष ५ गते प्रकाशित नेपाल राजपत्रमा उल्लेख भएअनुसार “सुन्ने क्षमता ६५ डेसिबल देखि ८० डेसिबल भन्दा कम भई कान कम सुन्ने, स्पष्टसँग बोल्न नसक्ने, सुन्लाई कानमा श्रवण यन्त्र राख्नु पर्ने अवस्थालाई सुस्तश्रवण भएको मानिने छन् । यसैगरी सोही राजपत्रमा उल्लेख भएअनुसार “सुन्ने क्षमता ८० डेसिबलसम्मको आवाज नसुन्ने, अस्पष्ट बोल्ने वा

बोल्न नसक्ने वा सञ्चारका लागि साङ्केतिक भाषा प्रयोग गर्ने अवस्थालाई बहिरा मानिने छ ।” उक्त कानुनी परिभाषाअनुसार सुन्ने क्षमताको मात्रा ६५ डेसिबलदेखि माथिका कान कमसुन्नेलाई मात्र सुस्तश्रवणअन्तर्गत समेटिएको देखिन्छ तर चलनचल्ती र अन्तरराष्ट्रिय चलनअनुसार सुन्ने क्षमता ३५ डेसिबलसम्मलाई सामान्य र त्यसभन्दा बढी सुन्ने क्षमताको मात्रा चाहिने सबैलाई सुस्तश्रवणअन्तर्गत राख्ने गरेको पाइन्छ ।

सुस्तश्रवण भएका बालबालिकाको पहिचान बच्चाको जन्मको लगत्तै पछि उसले देखाउने लक्षणका आधारमा गर्न सकिन्छ । बच्चामा देखिएका त्यस्ता लक्षणहरू एकपटक मात्र होइन दुईतीन पटक अवलोकन गरेर मात्र निश्चित गर्नुपर्दछ । उनीहरूमा सुस्तश्रवण कहिले देखापऱ्यो भनेर बुझ्न सजिलो पार्नका निमित्त उनीहरूले देखाउने लक्षणका आधारमा बच्चा जन्मेदेखि विद्यालय गएको समयावधिसम्मलाई विचार गरी छुट्याउन सकिन्छ ।

(च) मेधावी

देश, काल तथा समाजको संस्कृति आदिले मेधावी कसलाई भन्ने प्रश्नको उत्तरमा भिन्नता ल्याएको देखिन्छ । उदाहरणका लागि प्राचीन ग्रीसले राम्रो वक्तालाई र रोमले इन्जिनियर र सिपाहीलाई एकैसाथ इज्जत गरेबाट यस कुराको पुष्टि हुन्छ । त्यस्तै प्राचीन सामाजिक परिवेशमा तेज, मेधावी ठहरिएको बालबालिका उच्च प्राविधिक विकास भएको अहिलेको समाजको आँखामा मेधावी नठहरिन पनि सक्दछ । मेधावी बालबालिका ती हुन् जो बौद्धिकता, सिर्जनशीलता र शैक्षिक प्रतिभाका हिसाबले आफ्ना साथी, समूह वा आफूभन्दा माथिल्लो कक्षाका साथीहरू भन्दा पनि उच्च क्षमता प्रदर्शन गर्दछन्, जसले बुद्धि, शिक्षा, नेतृत्वको क्षमता, साहित्य, कला, खेलकुद र सिर्जनात्मकतामध्ये कुनै एकमा उल्लेखनीय प्रतिभा प्रदर्शन गरेका हुन्छन् । मानसिक र शारीरिक उमेरको हिसाबले पत्याउनै नभिल्ले बौद्धिक क्षमता भएको, पत्याउनै नसकिने प्रकृतिको शब्द छान्ने र तिनलाई राम्रोसँग प्रयोग गर्ने क्षमता भएका, कुनै सत्यतथ्य घटनाको अपत्यारिलो संस्मरण गर्नसक्ने क्षमता भएको, कुनै विषयवस्तुका सम्बन्धमा आश्चर्य लाग्दो ज्ञान प्रस्तुत गर्ने, कुनै खास समस्याको समाधान निकाल्दा पत्याउनै गाह्रो पर्ने प्रकृतिको जटिल विचारधाराको सुन्दर संयोजन, तार्किक विचार र भावनात्मक सङ्केत प्रस्तुत गर्ने, एउटै कुरामा लामो समयसम्म ध्यान केन्द्रित गर्नसक्ने र हरेक कुराका बारेमा प्रश्नहरू सोधेको सोध्यै गर्ने र त्यसका कारणहरू/तर्कहरू खोज्ने आदि विशेषता भएकालाई मेधावी भनिन्छ ।

(छ) शारीरिक अपाङ्ग

शारीरिक अपाङ्ग भन्नाले कुनै व्यक्तिमा जन्मजात रोग वा दुर्घटनाबाट चोटपटक लागी शरीरका कुनै भागमा देखापर्ने असमर्थता भन्ने बुझिन्छ । केही बालबालिका जन्मदाखेरि नै विभिन्न कारणवश शरीरका सबै वा कुनै भाग सामान्य रूपमा विकसित हुन नसकी शारीरिकरूपमा अपाङ्ग भई जन्मन्छन् । त्यस्तै जन्मँदा सामान्य अवस्थाका बालबालिका पनि विभिन्न कारणवश शरीरका कुनै अङ्गप्रत्यङ्गमा दुर्घटना भई, चोटपटक लागी अथवा कुनै रोगको विकृतिका कारण शारीरिक अपाङ्ग हुन पुग्छन् । यस्ता शारीरिक अपाङ्गपन प्रत्यक्ष

देख्न सकिने हुनाले शारीरिक अपाङ्ग बालबालिकालाई सजिलै छुट्याउन सकिन्छ । अधिकांश शारीरिक अपाङ्ग बालबालिका यस्तै भए तापनि केही बालबालिकामा भने यसरी झ्वाट हेर्दा प्रत्यक्ष देख्न नसकिने शारीरिक अवरोध भएका पनि हुन्छन् । सरकारले शारीरिक अपाङ्गतालाई देहायबमोजिम परिभाषित गरेको छ : “जन्मजात वा जन्मपचात् दुर्घटना वा रोगले गर्दा भएको शारीरिक कमजोरी वा विकृतिका कारण दैनिक जीवनयापनका कार्यहरू गर्न असक्षम व्यक्तिलाई शारीरिक अपाङ्ग मानिने छ ।”

(ज) सिकाइक्षमता कमजोर

सिकाइ असक्षमता भएका बालबालिका बहिरा, दृष्टिविहीन, सुस्तमनस्थिति जस्ता प्रस्टसँग देखिने अपाङ्गपन भएका बालबालिका होइनन् । सिकाइ असक्षमता भएका बालबालिकाको जानकारीका आधारमा सिकाइ असक्षमताको अर्थ र परिभाषा बुझ्नुपर्ने हुन्छ । शिक्षकले सिकाइ असक्षमताको परिभाषालाई मूलधारणा जस्तै- कुनै पनि बालबालिकामा सिकाइ असक्षमता भएको मान्न प्रष्टरूपमा उनीहरूको क्षमता र सिकाइको प्राप्तिमा भिन्नता देखिनुपर्छ । यस्तो क्षमता र प्राप्तिबीचको भिन्नतालाई छोटो अवधिसम्म मात्र देखिएमा त्यसलाई सिकाइ असक्षमता भएको मानिँदैन भन्ने कुरामा स्पष्ट हुनुपर्दछ ।

सिकाइ असमर्थता भन्नाले भाषा, बोली, पढाइ र सञ्चारसँग सम्बन्धित सीपहरूको विकासमा गडबडी/अवरोध भएका बालबालिकाको समूह हो । यसअघि यस्ता बालबालिकालाई विभिन्न विज्ञद्वारा आ-आफ्नो दृष्टिकोणले कसैले मस्तिष्कमा खराबी, कसैले मस्तिष्कले न्यूनतम मात्राले काम नगरेको, त कसैले स्नायुमा खराबीपना भएकाले पढ्नमा असमर्थता, बोल्ने प्रक्रियामा असमर्थता आदि भनेर परिभाषित गरिएको पाइन्छ ।

सिकाइ असक्षमता यसैले गर्दा हो र यही नै कारणले भएको हो भन्न खास किटानी भई नसकेको परिप्रेक्ष्यमा यसको सर्वमान्य परिभाषा बनिसकेको नभए तापनि अमेरिकाको सिकाइ असक्षमता भएकाहरूका लागि काम गर्ने संस्थाहरूको राष्ट्रिय सहपरिषदले १९८१ मा दिएको परिभाषालाई नै धेरैले आधिकारिक मान्दै आएको कुरा स्पष्ट छ । सन् १९८१ मा उपयुक्त संस्थाले गरेको परिभाषाअनुसार “सुनाइ, बोलाइ, पढाइ, लेखाइ, तार्किक अथवा गणितीय योग्यता प्राप्त गर्नमा सामूहिक विषमताको व्यवहार प्रदर्शनले गर्दा उपलब्धिको प्राप्तिमा पर्ने कठिनाइहरू नै सिकाइ असक्षमता हो, जसको सम्बन्ध व्यक्तिको आन्तरिक गडबडीसँग रहन्छ । व्यक्तिको हुने यस्ता व्यवहारहरू केन्द्रीय स्नायुप्रणालीकै अवरोध वा गडबडीको कारणले हो भन्ने पूर्वानुमान गरिएको छ ।”

(झ) आत्मकेन्द्रित

आत्मकेन्द्रित अवस्था पूर्ववाल्यावस्थामा देखापर्ने प्रवृत्ति हो । यस प्रवृत्तिमा पछि आफैं क्रमशः सुधार देखापर्दछ । स्वाभाविक अटेरी बालकले आदेश वा अनुरोधलाई अवज्ञा अवहेलना गर्दछ भने आत्मकेन्द्रित बालकमा यी कुरा स्वतःस्फूर्त रूपमा आउँदछन् । यति मात्र होइन यस्ता बालबालिका आफ्नै संसारमा रमाउँछन् आफ्नै हिसाबले काम गर्छन्, चाहे त्यो काम

वाह्यसंसारका लागि अस्वाभाविकै किन नलागोस् । कसैको उपेक्षाभाव, वंशाणुगत विकृति र सङ्क्रमण एवम् चोटपटकमध्ये कुनै एक वा सबै कार्य कारकतत्त्व बन्न सक्दछन् । उपेक्षा होइन, स्नेह भावको माध्यमबाट बालकको स्थितिमा सुधार ल्याउन सकिन्छ । न्यून सामाजिक सम्बन्धका कारण यिनमा भाषाको विकास रोकिने हुँदा शिक्षकले आधारभूत कुरामा पनि यिनीहरूलाई अभ्यास गराउँदै अगाडि बढ्नुपर्ने देखिन्छ ।

(ज) बहुअपाङ्ग

कुनै बालकालिका वा व्यक्तिमा दुई वा दुईभन्दा बढी अपाङ्गपना रहेको हुन्छ भने त्यस्ता बालबालिका वा व्यक्तिलाई बहुअपाङ्ग भनिन्छ । जस्तै: कुनै बालबालिका वा व्यक्तिमा संयुक्तरूपमा देख्न र सुन्न सक्ने क्षमताको कमी छ वा पटकै छैन भने बहिराअन्धा (Deaf blind) भनिन्छ । यो जन्मजात हुन सक्छ वा पछि पनि हुन सक्छ । त्यस्तै कसैमा देख्न नसक्ने तथा शारीरिक अपाङ्गता मिसिएको, कसैमा सुन्न, देख्न एवम् सुस्तमनस्थिति मिश्रित वा मस्तिष्क पक्षघातसमेत भएको हुनसक्छ ।

सरकारले नेपालराजपत्रमा मिति २०५६/९/५ मा प्रकाशित गरेको अपाङ्गता निर्धारण गर्न तोकेको मापदण्डमा बहुअपाङ्गताको उल्लेख गरिएको छैन । त्यसैले अन्य अपाङ्गतालाई परिभाषित गरे भैं सरकारले बहुअपाङ्गताको उल्लेख गरिएको छैन । त्यसैले अन्य अपाङ्गतालाई परिभाषित गरे झैं सरकारले बहुअपाङ्गताको पनि परिभाषा गर्नुपर्ने हुन्छ ।

जिन. जी. कोन (Kohn) काअनुसार “आधारभूत विकासका कार्यहरू : बस्न, उठ्न, हिड्न, दिशापिशाव गर्न, खान र सञ्चार गर्नमा कठिनाई पर्ने बालबालिकालाई बहुअपाङ्ग भनिन्छ ।”

मांशपेशीको कमजोरी तथा कडापन अथवा ज्ञानेन्द्रियहरू जस्तै : दृष्टि, श्रवण, स्पर्श, ज्ञान र व्यवहारमा अवरोध आउनाले बहुअपाङ्ग बालबालिकालाई आधारभूत विकासका लागि दैनिक जीवनमा आइपर्ने क्रियाकलापहरू गर्न अति कठिनाई पर्दछ ।

(ट) संवेगात्मक असन्तुलन

विद्यालयमा अध्ययनरत बालबालिका सबैले एउटै किसिमको व्यवहार तथा संवेग देखाउँदैनन् । कोही उदण्ड स्वभावका हुन्छन् भने कोही लाज मान्ने, समूहमा बस्न नरुचाउने र नैराश्यता देखाउने पनि हुन्छन् । कोही ज्यादै भोकी तथा अटेरी पनि हुन्छन् । कहिलेकाहीँ बालबालिकाको त्यस्तो असामान्य व्यवहार शिक्षकका लागि ठूलो समस्या बनेर देखा पर्दछ । समयमै विशेष ध्यान नपुऱ्याएमा उदण्ड भन् उदण्ड भएर जाने र सङ्कोची भन् बढी सङ्कोची भएर जान्छन् । यस्तो प्रवृत्ति संवेगात्मक र व्यावहारिक अवरोध भएका बालबालिकामा देखा पर्दछन् ।

बालविकासअनुरूप बालबालिकामा देखिनुपर्ने स्वाभाविक व्यवहारको सट्टा प्रतिकूल व्यवहारको विकास हुँदै गएमा त्यसलाई संवेग एवम् व्यवहारमा देखिने असन्तुलन भनिन्छ । अमेरिकी विज्ञ कफम्यानको भनाइअनुसार “संवेगात्मक एवम् व्यवहारगत अवरोध भएका बालबालिका त्यस्ता

हुन् जो आफ्नो वातावरणसित प्रतिक्रिया जनाउँदा समाजले स्वीकार नगरेका र अथवा आफैलाई असन्तोषजनक लाग्ने कार्य गर्छ, तर जसलाई समाजले स्विकारेका र आफैलाई सन्तुष्टि हुने व्यवहार सिकाउन सकिन्छ ।”

विभिन्न विज्ञहरूले यसलाई विभिन्न ढङ्गबाट परिभाषित गरे तापनि यस्ता बालबालिकाले समाजले नस्विकारेका व्यवहार देखाउँछन् भन्ने कुरामा सबै नै सहमत देखिन्छन् । यस्ता बालबालिकाले देखाउने अस्वाभाविक व्यवहारलाई चार आयामबाट हेर्न सकिन्छ - गति (Rate), अवधि, स्थान निरूपण र परिमाण । गति भन्नाले यस्तो व्यवहार कहिलेकहिले हुन्छ, अवधि, भन्नाले यस्तो व्यवहार कति समयसम्म कामय रहन्छ, स्थान निरूपण भन्नाले यस्तो व्यवहार गर्दा देखाउने शारीरिक अवस्था वा चाल र परिमाण भन्नाले यस्तो व्यवहार गर्दा प्रयोग भएको बल भनेर बुझ्नुपर्दछ ।

(ठ) दलित

नेपाली परिवेशमा संवैधानिक परिवर्तन २०२२ आउनु अघिसम्म चार वर्ण- ब्राह्मण, क्षेत्री, वैश्य र शूद्रमध्ये शूद्र वर्णान्तर्गत राखिएका व्यक्तिहरू दलित मानिन्थे । शूद्र वर्णलाई अछुत कोटिमा राखिने परम्परा थियो र वर्तमान संविधानले कानूनले दलित समुदायलाई अरूसरह अधिकार दिए तापनि व्यवहारमा यो अझै पूरै कार्यान्वयन भइसकेको छैन । नेपालको सन्दर्भमा दलित भनी छुट्याइएकाहरू यसप्रकार छन् -

१. लोहार	२. सुनार	३. कामी	४. दमाई	५. सार्की
६. वादी	७. गाइने	८. कसाई	९. कुसुले	१०. कुचे
११. च्यामे	१२. पोडे	१३. चमार	१४. धोवी	१५. दुसाध
१६. तत्मा	१७. डुम	१८. बातर	१९. खत्वे	२०. मुसहर
२१. सन्याल	२२. सतार	२३. हलखोर (मेस्तर)		

दलित भनेका धापमा परेका वा निर्दयतापूर्वक दबाइएका जनता हुन् । दलित भनेका- शिक्षाको महत्त्वलाई बुझिनसकेका त्यसबाट पन्छाइएका, जातीय भेदभावबाट सिर्जिएको गरिबीका मारमा परेका, वि.सं २०२२ अघिको कानूनअनुसार छोइछिटो हाल्नुपर्ने, सामाजिक विभेदको कारणबाट राज्यसत्ताबाट ठगिएका, अरू उच्चवर्गका आसमा जीवन निर्वाह गर्न विवश समुदायहरू हुन् ।

(ड) आदिवासी, जनजाति र भाषिक अल्पसङ्ख्यक

नेपाल बहुभाषिक मानिसहरूको बसोबास भएको देश हो । यहाँ नब्बेभन्दा बढी भाषाका वक्ताहरू रहेका छन् । नेपाली भाषा दोस्रो भाषाका रूपमा बोल्ने आदिवासी जनजातिका विद्यालय जाने उमेरका बालबालिका यस कोटि वा वर्गीकरणभित्र पर्दछन् । यसअनुसार सरकारले आदिवासी जनजातिको सूचीभित्र सूचीकृत गरेका जनजातिहरू यो कोटिभित्र पर्दछन् । जसमा-

१. किसान	२. कुमाल	३. कुसवाडिया	४. कुसुन्डा	५. गनगाई
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६. गुरुङ	७. चेपाङ	८. छन्त्याल	९. छैरोतन	१०. जिरेल
११. फाँगड	१२. डोल्पो	१३. ताङवे	१४. ताजपुरिया	१५. थकाली
१६. तामाङ	१७. थारू	१८. तोप्केगोला	१९. तीनगाउँले थकाली	
२०. थामी	२१. थुदाम	२२. दनुवार	२३. दराई	२४. दुरा
२५. घानुक(राजवंशी)	२६. धिमाल	२७. नेवार	२८. पहारी	२९. फी
३०. वनकरिया	३१. बाह गाउँले	३२. बरामो	३३. बोटे	३४. भुजेल
३५. भोटे	३६. मगर	३७. मेचे (बोडे)	३८. मुगाली	३९. याक्खा
४०. मार्फातीथकाली	४१. राउटे	४२. राई	४३. राभी	४४. लार्क
४५. राजवंशी(कोचे)	४६. लिम्बु	४७. लेप्चा	४८. माभी	४९. ल्होपा
५०. ल्होमी(शिङ्सावा)	५१. बालुङ	५२. व्यासी	५३. सेर्पा	५४. सियार
५५. सतार (सन्थाल)	५६. सुनवार	५७. सुरेल	५८. हायु	५९. ह्योल्मो

“भाषिक अल्पसमूहका बातबालिका ती हुन् जसको मातृभाषा नेपाली नभएर अन्य कुनै छ र नेपाली उनीहरूले दोस्रो भाषाका रूपमा सिक्नुपर्दछ ।” बालकले पहिलो भाषा घरपरिवारको वातावरणमा आफ्नो उमेरको वृद्धिसँगसँगै परिवारका सदस्यहरूको बोलिवालीबाटै सिक्दै जान्छ भने दोस्रो भाषा उसले छिमेक, वातावरण र विद्यालयबाट सिक्न सुरु गर्दछ । भाषिक अल्पसङ्ख्यक बालकको पहिलो भाषाको क्षेत्र र कार्यक्षेत्र सीमित हुन्छ, यसो हुँदा बालकले आफ्नो उन्नति र प्रगतिको निमित्त राष्ट्रभाषा सिक्नैपर्ने हुन्छ, जुन वास्तवमा उसको दोस्रो भाषा हो । यसरी राष्ट्रभाषा दोस्रो भाषा हुने जेजति जाति छन् ती सबै अल्पभाषी हुन् ।

यी सबै अल्पभाषी बालबालिकाका निमित्त राष्ट्रमा छुट्टै विद्यालयको व्यवस्था छैन, अतः यिनीहरूले मूलप्रवाहमै समाहित भएर मूलप्रवाहको निमित्त तयार गरेकै विद्यालय, पाठ्यपुस्तक, शिक्षक, शिक्षण विधि र मूल्याङ्कनको परिपाटी भएर अधि बढ्नुपर्छ ।

(ढ) बाटो विराएका र सडक बालबालिका

बढ्दो सहरीकरण, गरिबी, राम्रो लाउने, मीठो खाने लोभ वा अल्पबुद्धिका कारण र सडकबाटक्ले बाँडेका मीठो सपनामा बहकिएर वा अन्य कारणले घर छाडेर सडक पेट्टीमा बस्ने सडक बालकबालिकाको सङ्ख्या विकासोन्मुख मुलुकमा धेरै र विकसित मुलुकमा थोरै सङ्ख्यामा भेटिने गरेको छ । यही समुदायलाई हामीले सडक बातबालिका भन्ने गरेका छौं । सडक बालक कुनै पनि समाजको सामाजिक र आर्थिक दबावको पराकाष्ठाको परिणति हो । छोटो वाक्यमा भन्नुपर्दा सडकबालक समाजका अति गरिब वर्गका उपज हुन् । परिवारको सदस्यहरूले जनजीवन निर्वाहका लागि कठिन परिस्थितिको अनुभव गर्दछन् त्यो अवस्थामा परिवारकै मूलीले पनि पाँचवर्ष माथिका आफ्ना बातबालिकालाई परिवारको आवश्यकताको पूर्तिका निमित्त सक्दो काम गर्न प्रोत्साहित गर्दछन् । यो प्रोत्साहनले नै बालकलाई सजिलोसँग पैसा आर्जन गर्न सडकबालक बन्न प्रेरित गर्दछ । “सडक बातबालिका ती बातबालिका हुन् जसले आफ्नो अधिकांश समय आफ्नो परिवारबाट टाढा सडकमा बिताउँछन् वा जसको आफ्नो परिवारमा कोही छँदैछैन” । बाटो विराएका र सडक बातबालिका भनेका- जातीय वा

धार्मिक र सांस्कृतिक भेदभावका कारण सुविधाबाट वञ्चित, एकपल्ट घरबाट सडक ओर्लेपछि घर फर्कन नमान्ने, आमाबाबुबाट अपहेतिल भएर सडकमा ओर्लेका र सडकमै बस्ने, सडकमै कमाउने, सडकमै खाने, सुत्ने, जीवन निर्वाह गर्ने र सडकमै आफ्नो समूहका बीचमा समाजिकीकरण हुने बालबालिका सडक बालबालिका हुन् ।

(ण) शरणार्थी /विस्थापित

विभिन्न भाषा, धर्म, संस्कृति, रीतिरिवाज, परम्पराको अनुशरण गर्ने जनसमुदायको जमघट समाज हो । जहाँ समाज हुन्छ, त्यहाँ सामाजिक उतारचढाप, आँसुहासो, दुःखसुख, आदिका घटना घट्दै रहेका हुन्छन् । सानै छँदा आमाबाबुको मृत्यु हुनु, बाढी, पहिरो, भूकम्प जस्ता दैवीप्रकोपको कारण परिवारका सबै सदस्यको मृत्यु हुने एवम् विशेष कारणवश आमा बाबु दुवैको पहिचान हुन नसक्नु आदि कारणबाट पनि बालबालिका अनाथ बन्न पुग्छन् । अनाथ बालबालिका पालनपोषण तथा शिक्षाका लागि सरकारी तथा केही गैरसरकारी संस्थाहरूले अनाथातयको व्यवस्था गरेको पाइएको छ

समाजमा घटेका विभिन्न दुर्घटना, दैवी प्रकोप, राज्यद्वारा सञ्चालित षडयन्त्रका कारण एउटा ठूलो समुदाय, ठूलो जनसङ्ख्या आफूले वसिँदिछि बस्दै आएको, आफूले भोगचलन गर्दै आएको राज्यद्वारा प्रायोजित सञ्चालित षडयन्त्र सुरु हुनु अघि त्यहीँ राज्यले उसको नाममा प्रमाणित गरेको जग्गा जमिन छोडी अर्को राष्ट्रमा शरणार्थी बन्न पुग्दछ वा जिउज्यान माथिको खतरालाई दृष्टिगत गर्दै सुरक्षित स्थानमा बसाई सर्न पुग्दछन् ।

राज्यद्वारा सञ्चालित प्रायोजित षडयन्त्रका कारण देशै छोडेर अर्को देशमा शरण लिन पुग्नु शरणार्थी बन्नु हो भने समाजमा घटेका दुर्घटना वा दैवी प्रकोपका कारण आफ्नो जायजेया छोडी त्यहीँ राष्ट्रको सुरक्षित स्थानमा सर्न बाध्य हुनु विस्थापित हुनु हो ।

(त) द्वन्द्वप्रभावित

द्वन्द्वप्रभावित बालक कसलाई भन्ने भन्ने सन्दर्भमा राष्ट्रपिच्छेका आआफ्ना परिभाषा छन् । नेपालका प्रसङ्गमा द्वन्द्वप्रभावित बालकको परिभाषा निम्नअनुसार गर्न सकिन्छ - द्वन्द्वप्रभावित बालक ती हुन् जो राज्यसंयन्त्र वा राज्य विरुद्धको विद्रोहमा, विद्रोहद्वारा आमाबाबु वा हेरचाह गर्ने व्यक्तिको हत्या गरेका कारण टुहुरा वा विस्थापित हुन पुगेका हुन्छन् । राज्यले यस किसिमका अनाथ बालबालिकाका निमित्त आवासीय विद्यालयको व्यवस्था गरेको देखिँदैन । सरकारको दृष्टिमा परेका अनाथ बालबालिका बालमन्दिरमा राखिएको देखिन्छ, जहाँ उनीहरूले आवासको साथै शिक्षा पनि प्राप्त गर्दछन् । त्यस्तै, सिविनले पनि खतरायुक्त स्थितिका बालबालिकाको निमित्त त्वबलकक्ष जफम को व्यवस्था गरेको देखिन्छ । यहाँ बालबालिाहरूलाई छोटो अवधिको निमित्त मात्र राखिन्छ र उनीहरूको सम्भाव्य खतरा टर्नासाथ शिक्षाको व्यवस्था सुरु गराइन्छ । सरकारले आतङ्कद्वारा आतङ्कित टुहुरा बालबालिकाका निमित्त आवश्यक पर्ने परामर्श केन्द्र स्थापना गर्नुपर्दछ । यसो हुँदा शिक्षाको

सुविधा नपाएका बालबालिकाले नियमित विद्यालय जाने अवसर पाउँछन् र अरूसरह नै यिनको पठनपाठन एवम् मूल्याङ्कन हुन्छ ।

राज्यले समावेशीकरणको मान्यतालाई मूर्तरूप प्रदान गर्न समाजमा भएका यस किसिमका भाषिक, धार्मिक र सामाजिक लगयतका विविधतालाई सम्बोधन गरी उनीहरूको चौतर्फी विकासका अवसर र परिवेश तयार गर्नुपर्दछ । यसबाट नै शिक्षामा समावेशीकरणको अवधारणाताई लागू गर्न सकिन्छ ।

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आधारभूत तथा प्राथमिक शिक्षामा लगानी बढाउनुपर्ने क्षेत्रहरू

- सोभियतराम विष्ट*

देश विकासमा शिक्षाले पुर्‍याउन सक्ने योगदानलाई बोध गरी यसमा गरिनु पर्ने लगानीमा पनि व्यापक रूपमा बृद्धि गर्नुपर्ने देखिएको छ । आजको युगमा सरकारले गर्ने खर्चको क्षेत्र भनेको पूर्वाधारको विकास र सामाजिक क्षेत्रको विकास हो । सामाजिक क्षेत्रअन्तर्गत शिक्षा प्रमुख रूपमा आउँछ । तलको तालिकाले देखाएअनुसार शिक्षाको लगानीमा क्रमशः बृद्धि हुँदै आए तापनि जनआन्दोलन २ बाट जनताले अपेक्षा राखेका चाहना, देशको अन्तरिम संविधानले शिक्षालाई अधिकारको रूपमा स्थापना गरेको सन्दर्भ र माध्यमिक शिक्षासमेत कानुन बनाएर निशुल्क गर्नुपर्ने व्यवस्था भएकाले हालको २८ अरब, ३९ करोड अर्थात् कुल बजेटमा १६.८ प्रतिशत बजेटको व्यवस्थाले शिक्षा क्षेत्रले अङ्गीकार गरेको खर्चको माग धान्न सक्ने अवस्था छैन ।

तालिका १

नेपाल सरकारको शैक्षिक बजेट (विगत र वर्तमान) एक विश्लेषण

शिक्षा बजेट										
शिक्षा बजेटको विश्लेषण (२०५६/०५७ देखि २०६४/०६५ सम्म)										
रु.हजारमा										
क्र.सं.	वर्ष	कुल सरकारी बजेट	जम्मा शिक्षा बजेट	शाला खर्च	पूँजीगत खर्च	भारदार	वैदेशिक			
							वसुली	भण्डार	प्रतिशत	वैदेशिक सहायता %
१	२०५६/५७	७७२३८२२६	१०१७६०७४	८१०३८६१	१२७२२१३	७५२७८०६	१५२७८०	११२०२८८	१३.१७	२६.०२
२	२०५७/५८	९१६२१३३५	११७४९५७९	१०१९५७७३	१५५३८०६	९१६३४८४	१७०१३९९	८८४६९६	१२.८२	२२.०१
३	२०५८/५९	९९७९२२९९	१४०७२८४७	१२६७५९८६	१३९६८६१	११९१०१४९	२०९७५१२	३६५९६४	१४.१०	१७.५०
४	२०५९/६०	९६१२४७९६	१४४०२४२९	१३२०४२८७	११९८९३४	११५०७४५५	२११५९६३	७७८३०	१४.९८	२०.१०
५	२०६०/६१	१०२४०००००	१५६९१३७४	१४२०७५७५	१४०५६९९	१२३८४९५६	२१७३०५५	१०५५२६३	१५.२५	२०.६८
६	२०६१/६२	१११६८९१००	१८०५९६५४	१६६८४६४३	१३७५०७९	१२६२९५७७	३०७९१३०	२३६६९५७	१६.१७	३०.११
७	२०६२/६३	१२६८८५१००	२१३५०४४७	१९१४९७०३	२१००७४४	१५४६६३०२	३७९१८५	२०५२९६०	१६.७५	२७.२२
८	२०६३/६४	१४३९१२३००	२३००५५२५	२११७८४३७	१८२७०८८	१६४९१०३०	४०२५६९४	२५६०८०९	१५.९९	२८.६३
९	२०६४/६५	१६८९१००००	२६११००००	२५७४४५१९	२६४५४८९	२६४५११०	५५४५५०९	२२०५५८९	१६.८०	२७.३१

उपक्षेत्रको बजेट बाँडफाँड

क्र.सं.	क्षेत्र	शाला खर्च	प्रतिशत	पूँजीगत खर्च	प्रतिशत	कुल बजेट	प्रतिशत
१	आधारभूत तथा प्राथमिक तह	१४६५८३२४	९०.३	१५७०४००	९.७	१६२२८७२४	५७.२
२	माध्यमिक तह	६०२६१५६	९०.१	६५८६७५	९.९	६६८४८३१	११.०
३	उच्च शिक्षा तह	२८४६९००	९१.०	२८२७००	९.०	३१२९६००	११.०
४	प्राविधिक शिक्षा	३६८५३५	८९.२	८४९६०	१८.८	४५३६९५	१.६
५	शैक्षिक विकास (युवा तथा खेलकुद समेत)	३०३६९४	९८.९	५९२५	१.९	३०९६१९	१.१
६	अनुसूचित तथा शैक्षिक प्रशासन	१५४०९१०	९७.३	४२६२१	२.७	१५८३५३१	५.६
	जम्मा	२५७४४५१९	९०.७	२६४५४८९	९.३	२८३९००००	१००.०

स्रोत : नेपाल सरकारको रातो किताब

उपर्युक्त तालिकाअनुसार शिक्षामा विनियोजित गत दस वर्षको बजेटलाई हेर्दा कुल राष्ट्रिय बजेटको १२.८२ प्रतिशतदेखि १६.८० प्रतिशतसम्म रहेको देखिन्छ । यसले कुनै खास क्रम (Pattern) अँगालेको देखिन्छ । वैदेशिक सहयोगको रकमलाई हेर्ने हो भने पनि यो रकमबाट

* पूर्व उपसचिव, शिक्षा तथा खेलकुद मन्त्रालय

शिक्षा बजेटको २० देखि ३० प्रतिशतसम्म खर्च बेहोरिएको देखिन्छ । आर्थिक वर्ष २०६४/२०६५ को बजेट रकम र प्रतिशत दुवैको हिसाबले हातसम्मको शिक्षाको बजेट सबभन्दा ठूलो छ र खर्चका आधारमा आधारभूत तथा प्राथमिक क्षेत्रको हिस्सा ५७.२ प्रतिशत रहेको छ । यो खर्चको ठूलो हिस्सा शिक्षक तलबमा हुन्छ । यिनै परिवेशमा रहेर आधारभूत तथा प्राथमिक शिक्षाको क्षेत्रमा राज्यले केकेमा लगानी बढाउनु पर्छ भन्ने विषयमा प्रस्तुत लेखमा चर्चा गर्न खोजिएको छ ।

(क) सुविधायुक्तबाट सुविधाविहीनसम्म पुग्ने

शिक्षा विभागले निकालेको २०६३ को फ्लास प्रतिवेदनअनुसार अझै पनि १२.८ प्रतिशत बालबालिकाहरू विद्यालयबाहिर रहेका छन् । यो समूह भनेको अति विपन्न, गरिब, कठिन र जोखिमपूर्ण अवस्थामा रहेका, टुहुरा, अपाङ्ग सडक बालबालिका आदि हुन् । प्रायः विपन्न भौगोलिक क्षेत्रमा बसोबास गर्ने बालबालिका, दलित तथा लोपोन्मुख अति सीमान्तकृत र सीमान्तकृत जनजाति समुदायका बालबालिकाहरू यो समूहमा पर्छन् । यसमा पनि छात्राहरूको सङ्ख्या बढी छ । निःशुल्क शिक्षा र नगण्य मात्राको छात्रवृत्ति वितरणका आधारमा मात्र यो समूहका बालबालिकालाई विद्यालयमा आकर्षित गर्न सक्ने अवस्था छैन किनभने यो समूहका बालबालिकाले काम गर्दा त भोकै पर्छन् भने काम नगरी खानपाउने अवस्था छैन अनिवार्य प्राथमिक शिक्षाको प्रसङ्ग पनि आएको छ । कानुनद्वारा नै अनिवार्य गराएपछि सबै बालबालिका विद्यालय भर्ना हुन कर लाग्छ भन्ने केही मानिसहरूको भनाइ छ । तर, अनिवार्य भनेको कानुन लादनु कदापि होइन बरु बालबालिकालाई विद्यालय पठाउन अन्य विकल्पहरूको पहिचान गरी सहज बनाउनु हो ।

हाल प्राथमिक तहमा अध्ययनरत बालबालिकाको सङ्ख्या ४५ लाख रहेको छ । यो सङ्ख्या सहजै देखिने विद्यार्थी सङ्ख्या हो । खुद उमेरसमूहका बालबालिकाको सङ्ख्या ३३ लाख रहेको छ । यो सङ्ख्याभित्र ८७.२ प्रतिशत बालबालिका पर्छन् भने बाँकी १२.८ प्रतिशत बालबालिका भनेका करिब ५ लाख छन् । अब यो समूहलाई कसरी विद्यालय शिक्षाको मूल प्रवाहमा समाहीकृत गर्ने केही सुझावहरू प्रस्तुत गरिएको छ :

(ख) विद्यालय भर्ना तथा स्वागत कार्यक्रमलाई निरन्तरता दिने

२०६२ को शैक्षिक सत्रदेखि विद्यालय भर्ना तथा स्वागत कार्यक्रम सञ्चालनको अनुभव सरकारसँग रहेकोछ । यो कार्यक्रमबाट पर्याप्त सङ्ख्यामा विद्यार्थीहरू विद्यालयमा भर्ना त भए तर तयारी विनाको भर्नाले विद्यार्थीलाई विद्यालयले टिकाउन सकेन, फलतः विद्यार्थीहरूले विद्यालय छाडे । अब यो कार्यक्रमलाई प्रभावकारी रूपमा कार्यान्वयन गर्न विद्यार्थी भर्नाको प्रक्षेपणसमेत गरी आवश्यक मात्रामा भवन, फर्निचर तथा शिक्षकको तयारी गरेर मात्र विद्यार्थी भर्ना गरियो भने भर्ना भएका विद्यार्थीहरू टिकाउन सकिन्छ र सबैका लागि शिक्षाको उद्देश्य पूरा हुन मदत पुग्ने रहेछ भन्ने पाठ सरकारले सिक्नो ।

(आ) दातृ निकाय सकारात्मक भएको अवस्थाको फाइदा लिने

सन् २०१५ भित्र देशका सबै बालबालिकाका लागि प्राथमिक शिक्षा दिने प्रतिबद्धता राज्यले राष्ट्रिय तथा अन्तरराष्ट्रिय मञ्चहरूमा व्यक्त गरेअनुरूप दातृ निकायहरू पनि राज्यको यो प्रतिबद्धतालाई सघाउन तयार छन् । यो कार्यमा उनीहरू सावधानीपूर्वक सरकारको कार्यप्रणालीको तौरतरिकालाई नियालिरहेका छन् । सरकार खुला र यथार्थ रूपमा प्रस्तुत भएमा र दिइएको सहयोग निष्पक्ष र पारदर्शी रूपमा लक्षित समुदायमा पुग्नसक्छ भन्ने कुराको सुनिश्चितता भएमा, देशमा सुशासन भएमा हरेक तह र तप्कामा लैङ्गिक तथा जातीय समावेशीकरणको प्रक्रिया अवलम्बन गरिएमा दातृ निकायबाट उपलब्ध हुने सहयोगको मात्रामा कमी हुने अवस्था देखिँदैन । त्यसैले सरकारले दातृ निकायको विश्वास जित्न र थप रकमका लागि सौदाबाजी गर्न सकेमा यो समूहका लागि शिक्षाको व्यवस्था गर्न सरकारलाई मदत पुग्ने छ । तर सहयोग भने ऋणको रूपमा होइन अनुदानको रूपमा हुनु आवश्यक हुन्छ । विश्व बैङ्क जस्तो ऋणप्रवाह गर्ने संस्थाले समेत नेपालको शिक्षा विकासका लागि अनुदानमा जोड दिन थालेको छ ।

(इ) अनिवार्य प्राथमिक शिक्षाको कार्य प्रारम्भ गर्ने

प्राथमिक शिक्षाताई अनिवार्य गर्ने कुरा नयाँ होइन । यो अभ्यास धेरै अगाडि चितवन र भापा जिल्लामा लागू भएको हो । तर अभिभावकको चेतनास्तरमा भएको कमी, कार्यक्रमको सफलता पर्खने धैर्यता र सफलताका लागि गर्नुपर्ने न्यूनतम तयारी तथा व्यवस्थापनका अभावमा यो कार्यक्रमले सफलताको गति लिन सकेन । हाल आएर सबैका लागि शिक्षा सफल पार्ने कार्यमा यो कार्यक्रमको सान्दर्भिकता बढेको मात्र होइन अनिवार्य पनि भएको छ । यसलाई सफल पार्न कडा कानून होइन प्रोत्साहनका कार्यक्रमलाई अनिवार्य शिक्षासँग आबद्ध गर्न सकेमा वा राज्यले प्रदान गर्ने सेवासुविधालाई यो कार्यक्रमसँग सँगसँगै लान सकेमा विद्यालयमा विद्यार्थी भर्नामा बृद्धि भई “सबैका लागि शिक्षा कार्यक्रम” सफल हुनमा मदत पुग्छ ।

(ई) आयआर्जनका कार्यक्रमको व्यवस्था पर्ने

विद्यालयमा भर्ना हुन बाँकी समुदायका बालबालिकाहरू प्रायः गरिब वर्गमा पर्ने, बालबालिकाले समेत काम गर्नुपर्ने र आयआर्जनका कुनै उपाय नभएकाले आयआर्जन गर्ने खालका कार्यक्रमहरू गरिब अभिभावकहरूमा पुर्‍याउन सकेमा विद्यार्थी भर्नामा बृद्धि भई “सबैका लागि शिक्षा कार्यक्रम” सफल हुन मदत पुग्दछ । आयआर्जनका लागि सरकारले वित्तीय संस्थाहरूसँग समन्वय गरी पूँजीको व्यवस्था गर्नुपर्ने, सीप दिने संस्थाहरूसँग समन्वय गरी सीप प्रदानका लागि व्यवस्था मिलाउनुपर्ने, सहकारीको माध्यमबाट समूह गठन गर्नुपर्ने, हाल सञ्चालनमा रहेको रोजगारीका लागि सीप परियोजनाजस्ता कार्यक्रमहरू सञ्चालनमा तिब्रता ल्याउनुपर्ने, उत्पादनमूलक उद्योग व्यवसायहरूसँग समन्वय गरी पूरक उत्पादन र रोजगारीमा बृद्धि गर्नुपर्ने तथा गैरसरकारी संस्थाहरूसँग समन्वय गरी यी कार्यको रेखदेख र अनुगमनमा सहयोग पुर्‍याउनु पर्ने हुनसक्छ । सरकारको नीति तथा कार्यक्रममा नै यो

व्यवस्था प्रस्ट रूपमा भएमा दातृ समुदायलाई समेत यसप्रति आश्वस्त पार्न सकिने र विद्यार्थी भर्नामा बृद्धि भई गरिबी निवारणमा समेत सकारात्मक असर पर्छ ।

(उ) खाद्य तथा प्रोत्साहनका कार्यक्रममा निरन्तरता दिने

हाल विश्व खाद्य कार्यक्रमद्वारा प्रदान हुँदै आएको पिठो (बालबालिकाका लागि दिवा खाजा र गर्भवती महिलाका लागि पौष्टिक प्याकेज) र छात्रा तेल कार्यक्रमले विद्यार्थी भर्नामा सकारात्मक प्रभाव पारेको देखिन्छ । विश्वखाद्य कार्यक्रम आफैले गरेको एक अध्ययनअनुसार तेल कार्यक्रमले छात्रा भर्नामा २८ प्रतिशतले बृद्धि भएको देखाएको छ । तर हालै आएर विश्व खाद्य कार्यक्रमले आफ्नो स्रोतमा कमी आएकोले यो सहयोगलाई विकास सहयोगबाट आकस्मिक सहयोगको रूपमा स्थानान्तरण गरिएको र नेपालमा द्वन्द्वको अवस्था नरहेको कारण यो सहयोगलाई अन्य अफ्रिकी तथा ल्याटिन अमेरिकी देशहरूमा केन्द्रित गरेको कुरा उल्लेख गरेको छ । त्यसैले आधारभूत तथा प्राथमिक शिक्षामा लगानी गर्ने क्षेत्र भनेको गरिब र भोका बालबालिकालाई खाजाको व्यवस्था गर्न सरकारी प्रयास यथेष्ट मात्रामा हुनुपर्छ । यसबाट विद्यार्थी भर्ना सङ्ख्यामा बृद्धि हुन मदत पुग्छ । यो हामीले सिकेको पाठ हो ।

(ख) सेवायुक्तबाट सेवाविहीनहरूसम्म

विद्यार्थीलाई विद्यालयमा भर्ना गरी उनीहरूलाई विद्यालयको पहुँच उपलब्ध गराउँदैमा सबैका लागि शिक्षाको उद्देश्य पूरा हुँदैन । विद्यालयमा उनीहरूले कक्षा कोठामा पढ्न पाउनु पर्छ, शिक्षा नियमावलीले तोकेको हिमालमा १ शिक्षक बराबर ४० विद्यार्थी, पहाडमा १ शिक्षक बराबर ४५ विद्यार्थी र उपत्यका तथा तराईमा १ शिक्षक बराबर ५० शिक्षक विद्यार्थी अनुपातका आधारमा शिक्षकको सेवा प्रत्येक विद्यार्थीले पाउनु पर्ने हुन्छ । यसै गरी बस्ने फर्निचरको व्यवस्था हुनुपर्ने हुन्छ तर हाम्रा विद्यालयहरूमा यो अवस्था नभएका कारण विद्यार्थीहरू यी सुविधाबाट वञ्चित रहेका छन् । सरदर रूपमा हेर्ने हो भने कुल विद्यार्थी सङ्ख्या ४५ लाख २५०० शिक्षक सङ्ख्या लगभग ९३ हजार भएबाट शिक्षक विद्यार्थी अनुपात १ शिक्षक बराबर ४८ मात्र देखिन्छ । तर विद्यालयको अवस्था हेर्ने हो भने श्री शिक्षा तथा खेलकुद मन्त्रालयले थप ३९ हजार प्राथमिक शिक्षक आवश्यक भएको तथ्याङ्क सार्वजनिक गरेको छ । त्यो सङ्ख्यामध्ये यस आर्थिक वर्षमा आठ हजार प्राथमिक शिक्षकको राहत वा प्रतिविद्यार्थी लागत अनुदानको रूपमा शिक्षक अनुदान स्वीकृत भएको छ ।

कक्षाकोठाका आधारमा विद्यार्थीलाई सेवा प्रदान गर्ने अर्थमा पनि शिक्षा मन्त्रालयले प्रकाशित गरेको तथ्याङ्कअनुसार थप ५१ हजार कक्षाकोठाको आवश्यकता देखाएको छ । तर यो आर्थिक वर्षमा केवल ६ हजार मात्र कक्षाकोठा निर्माणका लागि बजेटको व्यवस्था भएको छ । यसरी असमान किसिमले विद्यालयहरूमा विद्यार्थी सङ्ख्यामा बृद्धि हुनुमा दुर्गम स्थानमा विषयगत शिक्षकको अभाव हुनु, सहरीकरण, रोजगारका अवसर र देशमा चलेको द्वन्द्व नै हो । यसका लागि सरकारले निम्नानुसारको व्यवस्था गर्नु पर्ने सुझाव प्रस्तुत गरिएको छ :

- (अ) विद्यार्थी सङ्ख्याअनुसार पाठ्यपुस्तक तथा सिकाइ सामग्रीहरू समयमै उपलब्ध गराउन शिक्षा तथा खेलकुद मन्त्रालयले आफ्ना सम्बद्ध निकायमार्फत प्रभावकारी कार्यक्रम सञ्चालन गर्नु पर्ने ।
- (आ) राष्ट्रिय तथा अन्तरराष्ट्रिय सरकारी, गैरसरकारी, युएन एजेन्सी, स्थानीय निकाय, । समुदायसँग समन्वय र सहकार्य गरी कक्षाकोठा निर्माणमा तिब्रता ल्याउनु पर्ने । साथसाथै स्वच्छ विद्यालय वातावरण, खानेपानी, शौचालय तथा शान्तिपूर्ण विद्यालय वातावरण निर्माणका लागि सबै सरोकारवालाको प्रतिबद्धता प्राप्त गर्नुपर्ने ।
- (इ) विद्यार्थी सङ्ख्याअनुसार शिक्षकको व्यवस्था गर्नुपर्ने । हाल शिक्षक विद्यार्थी अनुपात कम भएका जिल्ला तथा विद्यालयबाट बढी भएका विद्यालयहरूमा पद मिलान गर्न शिक्षा मन्त्रालय/शिक्षा विभागले राजनीतिक पहल गर्नुपर्ने ।
- (ई) विस्थापित भई विद्यालयहरूमा विद्यार्थीको चाप बढेका विद्यालयका विद्यार्थीका हकमा अब विस्थापित हुनुपर्ने अवस्था नभएकाले उनीहरूलाई आफ्नो साविकको स्थानमा पुनः स्थापन गराउन श्री शान्ति तथा पुनर्निर्माण मन्त्रालयले अधिसारेको विस्थापित व्यक्ति पुनः स्थापन कार्यक्रमको प्रभावकारी कार्यान्वयनमा सबैका तर्फबाट सघाउनुपर्ने ।

(ग) सम्बोधितहरूबाट अम्बोधितहरूसम्म पहुँच पुऱ्याउने

विद्यालयमा भर्ना भइसकेपछि पनि विद्यार्थीहरूले सिकाइमा निरन्तरता देलान् भन्ने आधार छैन । ठूलो सङ्ख्यामा रहेको बीचैमा विद्यालय छाड्नेको सङ्ख्याले यो कुरा पुष्टि गर्दछ । २०६२ सालको शैक्षिक सत्रमा जेठ ७ गते लिएको विद्यार्थी भर्नाको तथ्याङ्क र सोही शैक्षिक सत्रको चैत्र २३ गते लिएको अन्तिम परीक्षामा सम्मिलित विद्यार्थीहरूको तथ्याङ्क तलको तालिकामा प्रस्तुत गरिएको छ :

तालिका २

कक्षा	विद्यार्थी भर्ना सङ्ख्या	परीक्षामा सम्मिलित विद्यार्थी सङ्ख्या	जम्मा कक्षा छाड्ने विद्यार्थी	प्रतिशत
१	१,६५९,३८८	१,१८२,१९३	४७७,१९५	२८.७६
२	८५६,१३२	७१४,८१७	१४१३१५	१६.५१
३	७१२,६८०	६०२,६४०	११०,०४०	१५.४४
४	६६८,९४९	५६२,३८८	१०६,५६१	१५.९३
५	६०५,४५९	५०६,८४२	९८,६१७	१६.२९
जम्मा	४,५०२,६९७	३,५६८,८८०	९३३,८१७	२०.७४

यो अवस्था किन आयो ? यो एक प्रकारको शैक्षिक क्षति हो । यो समस्या आउनुका लागि जिम्मेवार कारणहरू धेरै हुनसक्छन् । तल केही कारणका बारेमा छलफल गर्ने प्रयास गरिन्छ:

(अ) शिक्षकले सबै बातबतिकाताई शिक्षण सिकाइमा समेट्न नसक्नु

विद्यार्थी विद्यालयमा भर्ना भएपछि उनीहरूले आफूलाई शिक्षकबाट अरू विद्यार्थीले पाएसरहको सम्मान र शिक्षकको ध्यान आफूमा केन्द्रित होस् भन्ने चाहन्छन् । तर त्यो

पाउँदैनन् र उनीहरूले लैङ्गिक, जातीय, उमेर, सांस्कृतिक वा बौद्धिकजस्ता हरेक किसिमबाट जानी वा नजानी शिक्षकले गर्ने व्यवहारद्वारा उपेक्षित हुन सक्छन् । यो उपेक्षा उनीहरूका लागि विद्यालय छोड्ने कारक बन्दछ । त्यसैले सबै विद्यार्थीहरूलाई समावेशी हुने किसिमबाट कसरी शिक्षण गर्ने, कस्ता बालकेन्द्रित शिक्षण विधिहरूको प्रयोग गर्नु भन्ने विद्यार्थीलाई विद्यालयमा टिकाउन सकिन्छ भन्ने विषयमा शिक्षकलाई तालिम दिई उनीहरूको क्षमता अभिवृद्धि गर्नमा सरकारले पर्याप्त मात्रामा लगानी बढाउनु पर्छ ।

(आ) पाठ्यपुस्तकलगायतका सामग्रीहरू विद्यार्थी मैत्री नहुन्

बालबालिकाहरू आफूले पढ्ने सामग्रीहरू आफ्नो संस्कृति र परिवेशसँग मिल्दो र सान्दर्भिक होस् भन्ने चाहन्छन् । पढेका कुरा उनीहरूलाई अर्थपूर्ण र रुचिपूर्ण हुनुपर्छ । अनि मात्र उनीहरूको पढनमा रुचि जाग्छ । त्यसैले पाठ्यपुस्तकको प्रस्तुतीकरण तरिका बाल रोमाञ्चक हुनु आवश्यक छ । यस्ता पाठ्यपुस्तक लेखनमा सरकारी लगानी पर्याप्त हुनुपर्छ भन्ने मान्यता राखिएको छ ।

(इ) विद्यालय र कक्षाकोठा बालमैत्री हुन नसक्नु

विद्यालय र कक्षाकोठा रमाइलो भए विद्यार्थी कक्षाकोठामा धेरै समय बस्न चाहन्छ । उसको विद्यालयप्रति आकर्षण बढ्छ र उसले विद्यालय छोड्दैन । त्यसकारण रमाइलो र गुणस्तरीय किसिमले कक्षाकोठाको व्यवस्थापन गर्न शिक्षकको व्यवस्था र विद्यालय निर्माणका साथसाथै कक्षाकोठा व्यवस्थापनमा पनि सरकारी लगानी बृद्धि हुनुपर्छ भन्ने हो । यो कार्य गर्नका लागि बालमैत्री विद्यालयसम्बन्धी शिक्षक तालिममा सरकारले पर्याप्त मात्रामा लगानी बढाउनु पर्ने देखिन्छ ।

(घ) सफलताबाट असफलतातर्फको यात्रा

विद्यालयमा भर्ना भएका विद्यार्थीहरूको ठूलो सङ्ख्या वार्षिक परीक्षामा असफल हुने गर्छन् । यो असफलताका पछाडि धेरै कारणहरू छन् । चाहे त्यो शिक्षकले पढाएको कुरा विद्यार्थीहरूले नबुझेको होस् वा पाठ्यसामग्रीको स्तर ती समूहका विद्यार्थीहरूका लागि सुहाउँदो नभएर होस् वा ती विद्यार्थीहरूको बौद्धिक विकास अपेक्षित रूपमा नभएको होस् वा साथीसङ्गतका कारण पढाइप्रति ध्यान नपुगेर होस् वा अभिभावकका कारण घरमा सिकाइको वातावरण नभएर नै किन नहोस् यो भनेको निश्चय नै ठूलो शैक्षिक क्षति हो ।

यो असफलतामा रहेका ठूलो सङ्ख्याका विद्यार्थीहरूलाई सफल बनाउन सकियो भने केवल शैक्षिक क्षति मात्रै कम हुने होइन । ती विद्यार्थीहरूको वर्ष दिनको कार्यअवसर (Opportunity cost) पनि यसभित्र पर्दछ जुन ठूलो रकम हुन आउँछ । त्यसकारण बढी सङ्ख्याका विद्यार्थीहरू सफल बनाउनका लागि निम्नानुसारका कार्यक्रमहरू अघि सारी सोको प्रभावकारी रूपमा कार्यान्वयन र लगानी बृद्धि गर्ने समेत गर्नु आवश्यक छ । त्रिभुवन विश्वविद्यालय, शिक्षा विकास तथा अनुसन्धान केन्द्र सेरिङले २००९ देखि नियमित रूपमा ६३

ओटा विद्यालयमा सञ्चालनमा गरेको Longitude अध्ययनले के देखाएको छ भने २००१/२००२ मा कक्षा १ मा भर्ना भएका १०० जना विद्यार्थीमध्ये २००५/२००६ को शैक्षिक सत्रमा आएर ती विद्यार्थीहरूको सङ्ख्या २२ पुगेबाट ७८ प्रतिशत विद्यार्थीहरू हराएको देखिन्छ । ती सङ्ख्यामा ठूलो हिस्सा असफल हुनेमध्येकै हो ।

(ब) शिक्षकको क्षमता अभिवृद्धि गर्नु

सामान्यतया प्रभावकारी शिक्षणसिकाइ हुनसक्थ्यो भने विद्यार्थीहरू परीक्षामा सफल हुन्छन् भन्ने बुझाइ सबैमा रहेको हुन्छ । त्यसैले प्रभावकारी शिक्षणसिकाइ गर्नका लागि शिक्षकहरूको ज्ञान, सीप र अभिवृत्तिको हिसावले क्षमता अभिवृद्धि गर्नु, उनीहरूको शिक्षण पेसाप्रति प्रतिबद्धता कायम गराउन के कसरी सकिन्छ सोकार्य गर्नु, उनीहरूलाई एउटा सिर्जनशील शिक्षकको रूपमा विकास गर्नु र पेसाप्रति मर्यादित र राम्रो आचरणको बनाउनका लागि सबै क्षेत्रबाट प्रयास हुनु आवश्यक हुन्छ । सरकारले शिक्षकहरूको सेवासुविधामा पर्याप्त ध्यान दिनुपर्ने पक्ष एकातर्फ छ भने उनीहरूको क्षमता र योग्यता बढाउनका लागि पनि ठूलो धनराशि खर्च गर्नुपर्छ । अनि अर्को पक्ष कुनै पेसामा असफल वा नविकेका व्यक्तिहरू शिक्षकमा जागिर खान्छन् भन्ने मान्यता पनि रहेको छ । केही हदसम्म यो सत्य पनि हो । यो मान्यतालाई चिरेर उत्कृष्ट र माथिल्ला श्रेणीमा उत्तीर्ण भएका व्यक्तिहरूलाई शिक्षक पदमा प्राथमिकताका साथ नियुक्ति दिने परिपाटीको व्यवस्था मिलाउनु सकिथ्यो भने विद्यार्थीको असफलतालाई घटाउन सकिने हुनसक्छ । विद्यार्थी सफल पार्ने अन्य कार्यहरूमा विद्यालयमा सिकाइ वातावरणको सिर्जना, विभिन्न प्रकारका सिकाइ समूहहरूको निर्माण र प्रयोग, व्यक्तिगत तथा सामूहिक सिकाइमा समन्वय, सहयोगात्मक सिकाइ प्रक्रिया, शैक्षिक सामग्रीको प्रयोग, मेन्टरिङ, उपचारात्मक सिकाइ आदि अपनाउनका लागि शिक्षकहरूको सीप विकास गराउनु पर्छ ।

(बा) निरन्तर मूल्याङ्कन प्रणाली अवलम्बन गर्नु

विद्यार्थीहरूको सिकाइउपलब्धिताई निरन्तर रूपमा मूल्याङ्कन गरी उनीहरूलाई क्षमतावान बनाई कक्षोन्नति गर्नु निरन्तर मूल्याङ्कन प्रणालीको अवधारणा हो । यो सन्देश विद्यार्थीहरूलाई पढाउँदै नपढाए पनि पास गर्न सकिन्छ भन्ने रूपमा हाम्रा विद्यालयहरूमा प्रवाहित हुनपुग्यो । यसले गुणस्तरमा चासो राख्ने व्यक्तिहरूका लागि समेत खल्लो लाग्यो । यसो हुनुका पछाडि सही सन्देश प्रवाह हुनसक्नु हो ।

साना कक्षाका लागि बालबालिका नियमित भई कक्षामा पढेमा, कक्षाका लागि आवधिक रूपका पूरा गर्नुपर्ने सिकाइउपलब्धि पूरा गरेमा र उनीहरूमा हुनुपर्ने सङ्ज्ञानात्मक विकास, शारीरिक विकास, सामाजिक विकास तथा संवेगात्मक विकास भएमा परीक्षाबाटै विद्यार्थी सफल गराउनु पर्छभन्ने कुरामा कुनै तुक छैन । निरन्तर मूल्याङ्कन कार्यक्रम लागू गर्नका लागि शिक्षकहरूले केही मेहनत गर्नुपर्ने हुन्छ र सरकारले पनि विद्यार्थीहरूको नियमित अभितेख राख्नुपर्ने भएको कारणले बढी खर्च गर्नुपर्ने हुन्छ ।

(ड) रोजगारबाट बेरोजगारतर्फको यात्रा

बालबालिकाहरू विद्यालयमा सिक्नुको मुख्य उद्देश्य तत्काल रूपमा ज्ञान, सीप र अभिवृत्ति सिक्ने भए तापनि दीर्घकालीन रूपमा भने रोजगारी प्राप्त गरी आयआर्जन गर्नु र जीवनलाई प्रगतितर्फ डोर्‍याउनु हो । समाजका अग्रज वा समकक्षी परिवारका बालबालिकाले विद्यालयमा पढेर उनीहरूको जीवनमा आएको परिवर्तन अन्य बालबालिकालाई पढाउने प्रेरणास्रोत हुनसक्छ । कतिपय शिक्षित व्यक्तिहरू बेरोजगार हुँदा अशिक्षित बेरोजगारभन्दा बढी खतरा हुने कुरा हामीले थाहा पाएका छौं । हाल देशमा शिक्षित बेरोजगारको सङ्ख्या ३२ % रहेको अनुमान छ । यो तथ्याङ्कले अन्य नपढेका युवायुवतीलाई पढ्नका लागि दुरुत्साहित गर्छ । सरकार तथा परिवार दुवैको ठूलो लगानी हुने र विद्यार्थी आफैंको ठूलो श्रम र समयको खर्च हुने तर प्रतिफल प्राप्त नहुने भएपछि राज्यले यसमा गहिरिएर सोच्नु आवश्यक देखिन्छ । जस्तै:

- के विद्यालयमा दिइने शिक्षाले रोजगारीका लागि चाहिने सीप दिन नसकेको हो ?
- के विद्यालयमा दिइने शिक्षाले श्रमबजारमा विद्यमान रोजगारीसँग सामिप्यता राख्न नसकेको हो ?
- के रोजगारीका अवसरहरू पर्याप्त छैनन् ? जहाँ शिक्षित वर्गले काम पाउन् ।
- के विद्यालय शिक्षाले स्वरोजगार उद्यमशीलता सिर्जना गर्नसक्दैन ?

यदि यस्तै अवस्था रहिरहेमा अनुत्पादक र सीपविहीन जनशक्ति मात्र शिक्षाले उत्पादन गर्ने हुन्छ, जसबाट बेरोजगारको सङ्ख्या बढ्न गई राज्यले भार थाम्न सक्दैन । अर्कोतर्फ देशले ठूलो धनराशि कमाउने रेमेन्टान्स पनि अदक्ष कामदारले कमाएको रकम हो । कठिन शारीरिक श्रमको लगानीमा थोरै प्रतिफलको रूपमा यो रकम भित्रिएको छ । यदि देशको शिक्षाले विदेशी श्रमबजारमा कार्यरत ती नेपाली युवायुवतीलाई सीपयुक्त बनाउन सकेको भए सायद हाल प्राप्त भइरहेको रकममा निश्चय नै बृद्धि हुने थियो । अतः सरकारले रोजगारी शिक्षामार्फत युवाशक्तिलाई देशको विकास निर्माणमा लगाउन, स्वरोजगारका क्षेत्र पहिचान गरी उद्यमशीलताको विकास गर्न र विदेशी श्रमबजारमा माग भएको जनशक्ति तयार पार्न निम्नानुसारको क्षेत्रमा लगानी लगानी गर्नुपर्ने आवश्यकता देखिएको छ :

- प्राविधिक तथा व्यावसायिक शिक्षामा हाल राज्यले गर्दै आएको खर्चमा बृद्धि गर्नुपर्ने ।
- श्रमबजारको सूचना व्यवस्थापन प्रणाली खडा गरी सोका आधारमा योजनाबद्ध प्रक्षेपणसहित सीप प्रदान गर्ने संस्थाहरू स्थापना गर्ने ।
- रोजगारमूलक उद्योग स्थापना गर्न प्रोत्साहन गर्ने र सरकारी सुविधा उपलब्ध गराउने ।
- स्वरोजगार सिर्जनाका लागि समूहगत रूपमा विनाधितो कर्जा प्रवाह गर्ने ।
- निजी तथा सामुदायिक संस्थासँग सहकार्य गरी सीप प्रदान गर्ने संस्थाहरू स्थापना गर्ने र रोजगारीका अवसरहरू सिर्जना गर्ने ।

शिक्षक विकास तथा व्यवस्थापनका चुनौतिहरू

- हर्कप्रसाद श्रेष्ठ*

शिक्षक विकासका अवधारण

शिक्षण सिकाइ वा अनुभव वा ज्ञानको आदानप्रदान गर्न प्रत्यक्ष एवम् अप्रत्यक्ष रूपमा गुरु, शिक्षक, सहजकर्ता, सल्लाहकार, पथप्रदर्शकका रूपमा व्यक्तिको संलग्नता रहन्छ। औपचारिक शिक्षा प्रणालीमा शिक्षकको भूमिका र कार्यलाई एक महत्त्वपूर्ण तत्त्वका रूपमा स्वीकार गरिएको छ। समयको विभिन्न कालखण्डमा शिक्षा प्रणाली तथा व्यवस्थापनमा परिवर्तन हुँदै आएको छ। नयाँ सहस्राब्दी विकासको सुरुवातसँग शिक्षा प्रणाली तथा त्यसको व्यवस्थापन गर्न लागि परेका छन्। शिक्षण सिकाइ कार्यका लागि एक महत्त्वपूर्ण तत्त्वका रूपमा शिक्षक र पेसागत विकास हो भन्ने कुरा स्वीकार गरिएको छ। समाजले अन्ततः के पनि स्वीकार गरेको छ भने शिक्षा पद्धतिमा सुधार तथा परिवर्तन ल्याउन वाहकका रूपमा शिक्षकलाई लिइएको छ। शिक्षको व्यवस्थापन र विकास सही रूपमा नभएमा शिक्षण सिकाइ प्रक्रियामा सुधार नआउने भएकाले यसको व्यवस्थापन र विकासमा बढी ध्यान दिन थालिएको छ।

शिक्षक तथा शिक्षा सेवाप्रदाय व्यक्तिको कार्यप्रतिको धारणा पेसाको रूपमा ग्रहण हुनुपर्छ भन्ने मान्यता रहेको छ। यदि यसलाई नै आधार मान्ने हो भने उक्त कसरी राखी शिक्षकलाई ढाँच्ने हो भने आम शिक्षक उपयुक्त स्तरमा पर्ने सम्भावना देखिँदैन। शिक्षण पेसालाई विम्यामस्थल (Waiting Platform) का रूपमा लिने गरेको पाइन्छ। यसका लागि प्रमाण र रिपोर्ट हेर्दा विश्वमा केही मात्र पुष्टि हुने आधार

(Guskey & Huberman, 1995) भेटिन्छ। धेरैजसो शिक्षक, विद्यालय प्रशासकहरू आफ्नो पेसा र दक्षताप्रति लगनशील तथा जिम्मेवार भई विभिन्न अवस्थामा आइपर्ने माग र चुनौतिहरूको सामना गर्न सक्षम छन्। यी शिक्षक तथा विद्यालय प्रशासकका लागि पेसागत दक्षता विकास गराउन आवश्यक छ। उनीहरूका लागि पढीय मानमर्यादा मात्र नभई नयाँनयाँ अवसरको मौका खोज्ने तथा सिक्ने वातावरण सिर्जना गर्नुपर्छ।

विश्वव्यापीकरणले सिक्ने सिकाउने क्षेत्रलाई असीमित र व्यापक पारेको छ। अबको सिकाइ र शिक्षण पाठ्यक्रम, पाठ्यपुस्तक, विद्यालय, शिक्षकमा मात्र सीमित रहेन। विद्युतीय सञ्चार प्रविधिका विभिन्न माध्यमहरूबाट विश्वको नवीनतम ज्ञान, प्रविधि प्राप्त गर्ने खुला अवसर दिएको छ। शिक्षक एक सहजकर्ताका र मार्गदर्शकका रूपमा रहनुपर्ने र सिकारूले सिक्ने कुराको खोज, अनुसन्धान आदिमा आधारित हुन पुगेको छ। बदलिँदो परिस्थितिसँगै शिक्षक व्यवस्थापनको व्यापक क्षेत्रलाई समेट्नका लागि शिक्षक एक नीति निर्माणकर्ता, प्रशिक्षक, प्रशासक, योजना निर्माणकर्ता र कार्यान्वयनका

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जिम्मेवार व्यक्ति भएकाले पेसागत दक्षतामा सघाउ पुग्ने अवसर प्राप्त हुनुपर्ने, खोज अनुसन्धानको मौका र सोका लागि सामग्रीहरूको उपलब्धता हुनु जरुरी छ ।

एक आदर्श शिक्षण पद्धति त्यो हो जसले शिक्षार्थीले के सिक्छ ? कसरी सिक्छ ? त्यसको शिक्षार्थीमा पर्ने उपयुक्त सकारात्मक ज्ञान, सीप र अभिवृत्ति नै हो । विद्यार्थीलाई कसरी सिकाउने र एक कुशल शिक्षक बन्ने भन्ने कुरा लामो अध्ययन, प्रयोगात्मक अभ्यास, विशेषज्ञको निर्देशन तथा निगरानीबाट प्राप्त हुन्छ तापनि केही विशिष्ट ज्ञान, मानवीय मूल्य र प्रवृत्तिको विकास भने व्यक्तिमा आफूभित्र हुन्छ, आफैले अन्तरआत्मादेखि नै विकास गर्नु जरुरी हुन्छ ।

एक दक्ष शिक्षकले के सिकाउने र कसरी सिकाउने (Knowing what and knowing how) र सिकाउने कुरा किन सिकाउने, कहिले सिकाउने (Knowing why and knowing when? Calberhead & Shorrocks, 1997) भन्ने दक्षता हुनुपर्छ । विभिन्न खोज तथा अनुसन्धानले के देखाएको छ भने शिक्षकको पेसागत दक्षता विकास गर्ने कुरा निरन्तर प्रक्रिया (Lifelong process) हो जुन शिक्षकको तयारी अवस्थादेखि सुरु भई निवृत्त हुने अवस्थासम्म जारी रहन्छ ।

शिक्षक व्यवस्थापनको प्रमुख चुनौति भनेको शिक्षण पेसाप्रति योग्य र दक्ष व्यक्तिको आकर्षण बढाउने, शिक्षक विकास उपयुक्त ढङ्गले गराउने, प्रवेशपूर्व तयारी, प्रवेशपश्चात् पेसागत दक्षताको विकास गर्ने र शिक्षक पेसामा प्रवेश गरेकालाई रोकि राख्ने (Retention) जस्ता समस्या र चुनौति विकसित देश तथा विकासोन्मुख देशमा रहेको छ । एक कुशल र दक्ष शिक्षक तयार पार्न २०औँ वर्ष लाग्ने गर्छ भने उसको निवृत्तपछि आपूर्ति गर्ने शिक्षक सोही सीप र दक्षताको नहुने भएकोले अबको एक दशकमा निवृत्त हुने शिक्षकको सङ्ख्या सबै देशमा उल्लेख्य भएकोले विश्वव्यापी रूपमा नै शिक्षक आपूर्ति तथा व्यवस्थापन एक ठूलो समस्याको रूपमा आएको छ । यसका लागि शिक्षक आपूर्ति, भएका शिक्षकलाई रोक्न (Retention) शिक्षक शिक्षामा सुधार गर्ने, पूर्वसेवाकालीन शिक्षक तयारीमा जोड दिने, शिक्षकका दक्षता वृद्धि गर्ने कार्यका लागि खोज अनुसन्धान कार्यमा जोड दिनुपर्ने कुरा औल्याइएको छ । यसका लागि अन्तरराष्ट्रिय तवरमा पहल गर्ने प्रतिबद्धता जाहेर गरिएको छ ।

शिक्षक व्यवस्थापनमा अन्तरराष्ट्रिय पहल

सर्वप्रथम शिक्षकका अवस्था सम्बन्धमा ५ अक्टुबर, १९६६ मा पेरिसमा एक अन्तरसरकारीसम्मेलन भएको थियो । यससम्मेलनले शिक्षालाई आधुनिकतातर्फ उन्मुख बनाई आधुनिक समाजको सिर्जना गर्न शिक्षकले महत्त्वपूर्ण योगदान भएकाले यसमा शिक्षकले प्रमुख भूमिका खेल्नुपर्ने आवश्यकता औल्याइएको थियो । त्यसको ३० वर्षपछि सन् २००६ मा उक्त घोषणापत्रको पुनरावलोकन गर्दा कतिपय अवस्थामा शिक्षक व्यवस्थापनबाट धेरै उत्पादनमुखी कार्य भएको पाइएको छ । वर्तमान खुला विश्वबजार र ज्ञानमा आधारित अर्थव्यवस्था (Knowledge based economy) का निम्ति उपयुक्त शिक्षा व्यवस्थाको माग बढ्न गएको छ । भू-धरातलीय विकास र अवस्थाअनुसार मानवीय संसाधनको माग फरक हुने गरेको छ । विश्वव्यापी सहमतिका आधारमा सहस्राब्दी विकासका लक्ष्य (Millennium Development Goal) निर्धारण गरिएको र सबै राष्ट्रले पूरा गर्ने प्रतिबद्धता जाहेर

गरेको अवस्था छ । त्यस्तै शिक्षा क्षेत्रमा पनि अनिवार्य प्राथमिक सर्वोपरि शिक्षा (Universal and Compulsory Education for All, 2001) को समेत विश्वव्यापी घोषणा भई सन् २०१५ सम्म लक्ष्य पूरा गर्ने सबै देशबाट प्रतिबद्धता जाहेर भएको छ । विश्व परिवेशमा विकासोन्मुख देशहरूमा पनि शिक्षा प्राप्त गर्नुपर्छ भन्ने जनचेतना वृद्धि भएको र प्राथमिक तहको शिक्षाले मात्र न्यूनतम माग पूरा नगर्ने भएकाले ती देशहरूमा आधारभूत शिक्षाको पहुँच बढाउन माध्यमिक शिक्षाको विस्तार गर्न जनदबाव बढ्दै गएको छ । शिक्षाको पहुँच बढाउन विद्यार्थी सङ्ख्याको वृद्धिको साथै हजारौँ शिक्षक थप गर्नुपर्ने अवस्था रहेको छ । माध्यमिक तथा उच्च माध्यमिक तहमा विषय शिक्षकहरूको माग बढ्दै गएको छ । उच्च शिक्षा त्यसमा पनि प्राविधिक तथा नयाँनयाँ विषयको माग बढ्दै गएकोले ती विषयका दक्ष जनशक्ति आपूर्ति गर्न कठिनाई परेको छ । विश्वव्यापीकरणले रोजगारी तथा पेसा व्यवसाय पनि खुला भएकोले सुविधा सम्पन्न देशमा जनशक्ति पलायन हुने दर उच्च रहेको छ । यसको टड्कारो समस्या खासगरी विकासोन्मुख देशले भोग्नु परेको छ ।

विश्वको बदलिँदो सन्दर्भमा जनशक्ति उत्पादन गर्ने प्रत्यक्ष सरोकार राख्ने शिक्षकको दक्षतालाई गरिवी निवारण, सामाजिक रूपान्तरणको वाहक, नैतिक चरित्र तथा सदाचार जस्ता गुणको विकास गरी समाजमा उत्पन्न हुने द्वन्द्व, हिंसाको निराकरण, स्वास्थ्य तथा सामाजिक सचेतना विकास गर्ने, लैङ्गिक विभेद कम गराउने, मानवअधिकार तथा बालअधिकारको संरक्षण गर्ने वाहकका रूपमा लिइएको छ । त्यस्तै गरी सहस्राब्दी विकासका लक्ष्य (Millennium Development Goal) लक्ष्य र शिक्षाको अनिवार्य प्राथमिक सर्वोपरि शिक्षा (Universal and Compulsory Education for All, 2001) को लक्ष्य पूरा गर्ने प्रमुख कारक पात्र (Key actor) का रूपमा प्रस्तुत गरिएको छ । यसका लागि शिक्षाको भूमिका समुदायदेखि राष्ट्रिय तहसम्म जनशक्ति आपूर्ति गर्ने कार्यसँग जोडिन पुगेको छ ।

विश्वव्यापी रूपमा शिक्षक शिक्षाको नीति तथा कार्यक्रमको पुनरावलोकन गर्दा गरिवीको वितरण हेर्दा विगत ४० वर्षमा शिक्षकको अवस्था र स्तरमा उल्लेख्य प्रभाव र परिवर्तन आएको छ । तर अफ्रिकी तथा एसियाका विकासोन्मुख देशहरूका लाखौँ शिक्षक गरिवीकै अवस्थामा नै छन् । पेरिस घोषणापत्र (1966) पछिको भएका उपलब्धि सन्तोषजनक छैन । विकासोन्मुख देशको अवस्थालाई ध्यानमा राखी शिक्षक आपूर्ति, पेसामा भएकालाई थामी राख्ने, शिक्षक शिक्षा नीतिमा सुधार गर्ने र पूर्वसेवामा रहेका शिक्षकहरूलाई दक्षता बढाउने सीप हासिल गर्ने अवसर र अभ्यास गरी पेसागत विकासलाई निरन्तरता दिनुपर्छ ।

शिक्षक व्यवस्थापनको अभ्यासका ढाँचाहरू

शिक्षक व्यवस्थापनका मुख्यतया ३ प्रकारका ढाँचा प्रचलनमा आएका देखिन्छन् । पहिलो प्रकारको केन्द्रीय रूपमा नियन्त्रण तथा व्यवस्थापन (Centralized -fully control by the central authority) गर्ने गर्ने गरिएको पाइन्छ । यस प्रकारको व्यवस्थापन खासगरी दक्षिण एसियाली देशहरू थाइल्याण्ड, बर्मा, पाकिस्तान, भारत र नेपाल आदिमा पाइन्छ । दोस्रो पूर्णरूपमा स्थानीय निकायमा विकेन्द्रीत व्यवस्थापन (Decentralized fully managed at the local level) ढाँचाको व्यवस्थापन धेरैजसो विकसित देशहरूमा पाइन्छ । जापान, अस्ट्रेलिया, बेलायत र धेरै युरोपियन देशमा विकेन्द्रीत व्यवस्थापन

पाइन्छ । तेस्रो प्रकारको ढाँचा केन्द्रीय रूपमा समन्वयात्मक निर्देशित विकेन्द्रीकरण र स्थानीय रूपमा व्यवस्थापन (Coordinated decentralized centrally directed but locally managed) केही देशहरूमा लागू गरिएको पाइन्छ । नेपालको सन्दर्भमा समुदायबाट व्यवस्थापन गरिएका विद्यालयमा यो ढाँचाको व्यवस्थापन गर्न खोजिएको छ ।

विश्वव्यापी रूपमा स्वीकार शिक्षक व्यवस्थापनका आधार

- शिक्षकको तयारी र विकास गर्दा योग्य व्यक्तिलाई पेसाप्रति आकर्षण गर्ने प्रावधान राख्ने ।
- पेसामा प्रवेश गरेका लागि स्थायित्व कायम गराउन अन्य पेसाभन्दा बढी सेवा सुविधा, मान्यताको स्तर उच्च बनाउने ।
- शिक्षक छनोटमा दक्ष र तालिम प्राप्त व्यक्ति छनोट गर्ने प्रक्रिया अबलम्बन गर्ने
- शिक्षक व्यवस्थापनमा सबै तहमा लैङ्गिक समता कायम गर्ने नीति लिने ।
- शिक्षकको सूचना प्रवाह (Teacher Management Information System) चुस्त र दुरुस्त राख्ने व्यवस्थामा जोड दिने ।
- तहगत रूपमा विषयगत तथा विशेषज्ञता प्राप्त शिक्षक आपूर्तिमा जोड दिने ।
- शिक्षकहरूको बसाइँसराइ तथा पेसा छाड्ने कारण पत्ता लगाई समस्या निरूपण गर्ने कदम चाल्ने ।
- देशको भौगोलिक अवस्था र जनघनत्वका आधारमा शिक्षकको व्यवस्थापनमा सङ्ख्याका आधारमा वितरणमा र उपयोग समरूपता कायम हुने नीति लिने ।
- शिक्षकको पेसागत दक्षता विकास गर्ने अवसर प्रदान गर्ने ।

विश्वव्यापी सन्दर्भमा शिक्षक आपूर्ति तथा स्थायित्वका चुनौतिहरू

विश्वव्यापी रूपमा नै शिक्षण पेसामा जवान, परिपक्व, दक्ष र योग्य व्यक्तिलाई आकर्षण गर्नु चुनौति नै रहेको छ । शिक्षकको माग र आपूर्ति मिलाउन सकिने अवस्था छैन । युरोपियन देशहरूमा प्राथमिक तहमा दक्ष शिक्षक आपूर्ति गर्न कठिनाई नभए तापनि माध्यमिक तहमा विषयगत रूपमा आपूर्ति गर्न सजिलो छैन । विकासोन्मुख देशहरूमा न्यूनतम योग्यता तथा तालिम नभएका शिक्षकहरूले स्थान पाइरहेका छन् भने योग्य र दक्ष सीप भएका व्यक्ति बाहिर रहेका छन् ।

सबसहारीयन अफ्रिका

- सबैज्का लागि शिक्षाको लक्ष्य पूरा गर्न योग्यता नपुगेका र तालिम अप्राप्त शिक्षकहरू कार्यरत रहेको दक्ष शिक्षक आपूर्तिको लागि बाधक रहेका
- तलव र सुविधा अन्य पेसा भन्दा कम भएको
- एच्.आइ.भी. र एड्सबाट दक्ष शिक्षक सङ्क्रमित हुनु र कार्यरत अवस्थामा नै मृत्यु (केनिया र नामिबिया) हुनु ।

- Burkino Faso मा आन्तरिक रूपमा शिक्षक आपूर्ति हुनसक्ने अवस्था नभएकोले सन् २००५ को अफ्रिकन प्रतिवेदनले आपत्कालीन अवस्था घोषणा गरी शिक्षक आपूर्ति गर्नु पर्ने सुझाव दिएको ।
- UNESCO को उच्च विशेषज्ञको बैठकले शिक्षक आपूर्तिको अभाव क्षेत्र औल्याएको ।
- Transparency International ले सन् २००६ मा गरेको अध्ययनले शिक्षक आपूर्तिमा सरकारी घुसखोरी बढी भएकोले सीमित बेतनभोगी शिक्षकहरू मारमा परेका ।
- कार्यरत शिक्षक वा शिक्षकका लागि तयार जनशक्ति युरोप तथा अमेरिकामा बसाइँसराइ तथा पलायन भै जाने ।
- स्रोतका अभावमा सन् २००६ मा शिक्षकका लागि Para professional व्यक्तिबाट केही महिनाको तालिम दिई शिक्षक आपूर्ति गर्ने नीति लिइएको । ठेक्का (Contract) र आंशिक समयका (Part time) लागि काममा लगाउने व्यवस्था गरिएकाले शिक्षक आपूर्ति भए तापनि गुणस्तरमा प्रभाव पर्ने अवस्था रहेको ।

दक्षिण र पश्चिम एसिया

UNESCO ले सन् २००६ गरेको एक अध्ययनअनुसार यस क्षेत्रमा शिक्षक अभाव मृगरिचिका (Looming) जस्तै भएको सन् २०१५सम्म सबैङ्का लागि शिक्षाको लक्ष्य पूरा गर्न सम्भव नहुने । यस अवधिका लागि थप ३.५ मिलियन शिक्षक आवश्यक पर्ने अनुमान गरेको छ ।

देश	जगेडा प्राथमिक शिक्षक		शिक्षक प्रवाह			सन् २०१५मा आवश्यक पर्ने	
	सन् २००४	सन् २०१५	फरक	सेवानिवृत्त हुने	सन् २०१४सम्म		
अफगानिस्तान	६८	१७२	१०७.८	७६.७	१८०.५		
बङ्गलादेश	३२७	४५३	१२५.७	२७२.२	३९७.९		
भारत	३०३८	२९८८	४८.८	२१०८.८	२१०८.८		
इरान	३६५	३३२	३३.६	२१६.४	२१६.४		
नेपाल	११२	११३	०.७	८०.६	८१.२		
पाकिस्तान	४३२	६०६	१७४.२	३६२.२	५३६.४		
श्रीलङ्का	७३	६८	-४.९	४५.७	४५.७		

स्रोत: UNESCO, 2003. (IIEP) Report

संयुक्त राज्य अमेरिका तथा अन्य देशहरूको अभ्यास

- स्थानीय रूपमा शिक्षकको अभाव रहेको छ । अध्ययन प्रतिवेदनले पनि यसलाई समस्याको रूपमा देखाएको छ । राज्यले शिक्षकको अभाव पूरा गर्न केही विशेष कार्यक्रम जस्तै Troops to teachers प्राजेक्टका माध्यमद्वारा निवृत्त सैनिकहरूलाई शिक्षणको मौका दिने गरेको छ । आर्थिक सुविधा र विशेष आर्कषणका स्किम प्रदान गरिएको छ ।

- निवृत्त हुने शिक्षकको सङ्ख्याको तुलनामा बढ्दो विद्यार्थी सङ्ख्याका आधारमा शिक्षक आपूर्ति हुन नसकेको ।
- नर्सिङ पेसापछि सबभन्दा बढी पेसा छाड्ने (High turnover) अवस्था अमेरिका, अस्ट्रेलिया र केही युरोपियन देशहरूमा रहेको छ ।
- ५ वर्षको सेवा अवधिपछि ४०-५० प्रतिशतले पेसा छाड्ने (अमेरिका, अस्ट्रेलिया र केही युरोपेली देशहरू) जस्ता अवस्थालाई सङ्क्रमण स्वरूप मानिएको छ ।
- जति मात्रामा योग्य शिक्षक प्रवेश गर्‍यो उति नै बढी पेसा छाड्ने दर बढ्ने गरेको छ ।
- विशेषज्ञता आवश्यक पर्ने क्षेत्रमा (कक्षा ७-१२ मा) एक तिहाइ विशेषज्ञताविहीन रहेका छन् ।
- कतिपय युरोपेली देशहरूमा (५ देखि १० वर्ष अवधिमा) बढी उमेरका शिक्षकको सङ्ख्या बढी रहेकोले समस्याका रूपमा रहेको ।
- कतिपय देशमा शिक्षक पेसा र निजामती सेवा बीचको सुविधामा अन्तर (जर्मनी र फ्रान्स) भएका कारण शिक्षक पेसामा कम आकर्षण हुने गरेको पाइएको ।
- विकासोन्मुख देशहरूमा स्तरगत तालिम र योग्यता पुगेका शिक्षक आपूर्ति गर्ने कम योग्यता भएका शिक्षकबाट स्थान ओगटी राखी रहेको अवस्था वा पेसागत सङ्घ सङ्गठनका दवावमा कमयोग्यता र तालिम नभएका शिक्षक भर्ना गर्नु पर्ने र स्थायी गर्नु पर्ने अवस्था रहेको ।
- शिक्षक व्यवस्थापन केन्द्रीकृत नीति र अस्थायी शिक्षक आपूर्ति गर्ने जिम्मेवारी स्थानीय निकायलाई प्रदान गरिँदा स्थानीय दवावभन्दा माथि उठेर योग्य र दक्ष व्यक्ति भर्ना गर्न असमर्थ (नेपाल) हुनु ।
- दक्षिण पश्चिम एसिया क्षेत्रमा मात्र सन् २०१५सम्म सबैका लागि शिक्षा कार्यक्रमको लक्ष्य पूरा गर्न ३.५ मिलियन शिक्षक आवश्यक पर्ने (नेपालमा आगामी ३ वर्षका लागि ६० हजार शिक्षक आवश्यक) अध्ययन प्रतिवेदनले औल्याएको छ ।
- शिक्षक व्यवस्थापनमा लैङ्गिक समता र अन्य न्यून सङ्ख्यामा रहेका असक्त तथा जनजातिको संलग्नता कमी (नेपाल, पाकिस्तान, भारत, बङ्गलादेश) रहेको ।
- शिक्षकको वितरण देश भित्रको औगोलिक अवस्था र विद्यालयको अवस्थाअनुसार दुर्गम स्थानमा समान रूपमा वितरण हुन नसकेको - एक शिक्षकका विद्यालय, २ शिक्षकका विद्यालयको सङ्ख्या उल्लेख्य (नेपाल, भारतको मध्यप्रदेश, पाकिस्तान) हुनु ।
- शिक्षकहरूको अनुपस्थितिको दर उच्च (१५ प्रतिशत मध्यप्रदेश, १४ प्रतिशत नेपाल, १६ प्रतिशत पाकिस्तान र ११ प्रतिशत श्रीलङ्का) रहने गरेको छ ।
- शिक्षक भर्ना वा आपूर्ति कार्य र नीतिमा फरक व्यवस्था स्थायी तहबाट भर्ना भएका, केन्द्रबाट भर्ना भएका, पूर्ण वेतन भोगी, आंशिक, करार, स्वयंसेवी र समुदायबाट नियुक्त आदि शिक्षकको अवस्था र हैसियतमा फरक (नेपाल, पाकिस्तान, भारत) हुने भएकाले स्थायित्व गर्न कठिनाई पर्ने

गरेको । लामो समयसम्म अस्थायी भई बीचमा पेसा छाड्ने र पेसाप्रति शिथिलता उत्पन्न हुने स्थिति ।

- सामुदायिक विद्यालयसंग सम्बद्ध शिक्षकहरू विभिन्न राजनीतिक सिद्धान्त र विचारधारामा संलग्न हुने दलको भातृसङ्गठनका रूपमा प्रस्तुत हुने सङ्घ सङ्घठनमा आबद्ध हुने (नेपाल) पेसागत विकासको सवालले कम महत्त्व पाउने गरिएकोले संस्थागत विद्यालय र सामुदायिक विद्यालयको शिक्षण र स्तर बीचको उल्लेख्य फरक देखिने गरेको ।
- पेसाप्रति श्रीलङ्काभन्दा कम तलवमान र सन्तुष्टिको कमी पाकिस्तान, नेपाल, मध्यप्रदेश, भारतमा रहेको ।
- शिक्षकको सूचना प्रवाह (Teacher Management Information System) को भरपर्दो चुस्त, दुरुस्त राख्ने (नेपाल, मलावी, युगान्डा र केही अफ्रिकन देशहरू) व्यवस्था हुन नसकेको
- शिक्षक व्यवस्थापनअन्तर्गत आपूर्ति, मिलान तथा शिक्षकको उपयोग गर्ने स्पष्ट नीति र कार्ययोजनाको अभाव (केही अफ्रिकी देशहरू) रहेको ।

कार्यान्वयनमा आएका केही उत्तरदायी नीतिहरू

विभिन्न अध्ययन तथा पूर्वकार्यान्वित कार्यक्रमका पृष्ठपोषणका आधारमा केही देशहरूमा अभ्यासमा आएका कार्यक्रमहरू देहायबमोजिम रहेका छन् । उपयुक्त लागतका आधारमा शिक्षक आपूर्तिको तथा व्यवस्थापनका लागि पाकिस्तानमा दुर्गम भौगोलिक अवस्था र विद्यार्थी जनसङ्ख्याका आधारमा बहुवर्ग शिक्षणका लागि शिक्षकको तयारी तथा व्यवस्थापन गरिएको छ । नेपालमा पनि यसप्रकारको व्यवस्था हुन गइरहेको छ । भारतको मध्यप्रदेशमा शिक्षाकर्मीका रूपमा एक तिहाइ वेतनमा स्थानीय शिक्षक आपूर्ति गर्ने व्यवस्था गरिएको छ । नेपालमा राहत अनुदानका रूपमा केही रकम विद्यालयलाई उपलब्ध गराउने र सो बजेटको परिधिभित्र रही अस्थायी रूपमा स्थानीय शिक्षक नियुक्त गर्ने व्यवस्था रहेको छ । हाल मौजुदा शिक्षा नियमावलीले शिक्षक पेसामा प्रवेश गर्न अध्यापन अनुमतिपत्र र तालिम अनिवार्य गरेको छ । शिक्षक पेसामा महिलाको सङ्ख्यामा वृद्धि गर्ने नीति लिने सन्दर्भमा भारतको मध्य प्रदेशमा ३३ प्रतिशत महिलाका लागि छुट्टाइएको, नेपालमा एक विद्यालयमा एक महिला शिक्षक राख्नुपर्ने व्यवस्था र पाकिस्तानमा तल्लो योग्यताको महिला शिक्षक राख्ने प्रावधान रहेको छ ।

नेपालको सन्दर्भमा शिक्षक विकास तथा व्यवस्थापनका अवसरहरू

विश्वव्यापी रूपमा शिक्षक विकास तथा व्यवस्थापनका लागि धेरै प्रकारका खोज अनुसन्धान भएका र विभिन्न देशमा भएका अभ्यासहरूको अनुभवका आधारमा के कस्तो व्यवस्थापन गर्ने भन्ने नीति लिने भन्ने एकिन गर्न सजिलो भएको छ ।

शिक्षक विकास तथा व्यवस्थापनका लागि अन्तरराष्ट्रिय सङ्घसंस्थाहरूको विशेषज्ञ सेवा तथा वित्तीय अनुदान तथा सरल ऋण सहयोग प्राप्त हुने अवस्था रहेको छ । शिक्षक विकास तथा व्यवस्थापनका लागि समुदायमा आधारित गैरसरकारी सङ्घ-संस्थाहरूको विशेषज्ञता र संलग्नता बढ्दै गएकोले सरकारले नै गर्नुपर्ने अवस्था छैन । शिक्षक तयारीका लागि योग्य व्यक्तिको आपूर्ति प्रतिस्पर्धाबाट गर्न

सकिने अवस्था रहेको छ । सरोकारवाताहरूको शिक्षक विकास र व्यवस्थापनप्रति सकारात्मक सोचाइ भएकाले कार्यक्रम कार्यान्वयन गर्न कठिनाई पर्ने अवस्था रहेको छैन । यसप्रति सरकारको लगानी र संलग्नता रहिआएको अवस्था छ । बैदेशिक सहयोग र सुलभ ऋण सहयोग पनि प्राप्त हुने अवस्था भएकाले सोको सही सदुपयोग हुने वातावरण सिर्जना गर्न सकेमा अपेक्षित विकास हुन सक्ने देखिन्छ । देशमा बढ्दो बेरोजगारी र शिक्षाप्रति सर्वसाधारणको चासो बढेकाले शिक्षक पेसामा प्रवेश गर्न चाहाने दक्ष र योग्य व्यक्तिको कमी रहने अवस्था छैन ।

शिक्षक शिक्षाको विकासलाई सुदृढ गर्नका लागि शिक्षा तथा खेलकुद मन्त्रालयले २०६३ सालमा तालिम नीति पारित गरी कार्यान्वयनमा ल्याएको छ । यसमा ४ ओटा क्षेत्र तोकिएको छ । जस्तै प्रवेशविन्दुमै तालिमको आवश्यकता, शिक्षक विकास कार्यक्रम, तालिमको गुणस्तर र मापदण्ड र तालिममा समन्याय । यस बाहेक उक्त नीतिले व्यवस्थापन तालिम, तालिम व्यवसायी व्यवस्था विकास, संस्थागत प्रबन्ध आदिलाई पनि समेटेको छ । शिक्षक विकासका लागि एसियाली विकास बैङ्कको सहूलियत ऋण सहयोगमा सन् २००४ देखि ५ वर्षे शिक्षक शिक्षा आयोजना (Teacher Education Program, TEP, 2004-08) कार्यान्वयनमा आइरहेको छ ।

नेपालमा हासम्मको शिक्षक विकासको भ्रलक: कुल शिक्षक र अनुपात

तह	कुल शिक्षक	महिला	पुरुष	प्रतिशत	विद्यालय शिक्षक अनुपात	विद्यार्थी शिक्षक अनुपात	तालिम प्राप्त अनुपात
प्राथमिक	९५५०३	३६१४७	५९३५६	३७.८	३.४	४५.२	७५.५
नि.मा.	२६७१६	५४४४	२१२७२	२०.४	३.०	४८.७	१०४.९
माध्यमिक	१९३८६	१९५५	१७४३१	१०.१	३.६	३५.०	५२.६

तालिम प्राप्त शिक्षकको स्थिति

तह	पूरा ता.प्रा.			आंशिक ता.प्रा.			तालिम अप्राप्त		
	महिला	पुरुष	जम्मा	महिला	पुरुष	जम्मा	महिला	पुरुष	जम्मा
प्राथमिक	५६.८	६१.७	५९.९	१८.०	१६.७	१७.१	२५.२	२१.६	२३.०
नि.मा.	५१.७	४५.०	४६.४	१७.९	२४.९	२३.५	३०.४	३०.०	३०.१
माध्यमिक	६८.८	६६.३	६६.६	११.४	१५.१	१४.८	१९.८	१८.५	१८.६

स्रोत: शिक्षा विभाग: Flash Report 2007

पेसागत विकासका लागि नीतिगत व्यवस्था र सुझाव

१. शिक्षकको पेसागत विकासको सोच कार्यान्वयन गर्न दीर्घकालीन प्रक्रिया (Long-term process) हुनुपर्छ ।
२. पेसागत विकासको प्रत्यक्ष प्रभाव विद्यार्थीको सिकाइ र शैक्षिक सुधारमा पर्ने भएकाले यसको सफल तथा प्रभावकारी कार्यान्वयन हुनुपर्छ ।

३. यसको योजना निमार्ण, सहयोग र स्रोत व्यवस्थित रूपले गरिनुपर्छ र प्रभावकारिताको अध्ययन गर्नुपर्छ ।
४. शिक्षकहरूलाई पेसागत विकास हुने र अवसर प्राप्त हुने कार्यक्रमको प्रारूप तयार गर्न र लागू गर्ने अनुभव गर्न उत्साहित गर्नुपर्छ ।
५. शिक्षकलाई एक शिक्षक र दक्ष पेसाकर्मीका रूपमा विकास गर्ने अवसर र सहयोग पुर्याउनु पर्छ ।
६. शिक्षकका माग, चाहना र इच्छाअनुसारको कार्यक्रमको तर्जुमा गर्नुपर्छ ।
७. शिक्षण सिकाइसँग सम्बन्धित संस्थाहरू बीच शिक्षकको पेसागत विकासमा सहकार्य हुनुपर्छ ।
८. अन्य सङ्घसंस्थाहरूले खास खास कार्यक्रमका लागि आर्थिक रूपले सहयोग गर्नसक्ने हुनुपर्छ ।
९. पेसागत विकासका धेरै मोडलहरू निरन्तर उपलब्ध हुनु पर्ने ।
१०. उच्चप्रविधि र दूर शिक्षाको माध्यमको अधिकतम उपयोग गरिनु पर्छ ।
११. एक अर्को कार्यक्रममा दोहोरोपन आउन दिनु हुँदैन ।
१२. पूर्वसेवाकातीन शिक्षक प्रशिक्षणको अवधिमा बढोत्तरी गरी दक्ष जनशक्ति तयारीमा जोड दिनुपर्छ ।
१३. पेसागत विकासका कार्यक्रमलाई पाठ्यक्रमसँग र तालिमको विषयवस्तुसँग आबद्ध गर्नुपर्छ ।
१४. दक्ष शिक्षक मात्र स्तरीय शिक्षा प्रदान गर्ने माध्यम हो तापनि शिक्षक नै सबै प्रकारको विकासको सर्वेसर्वा होइन । विद्यालयमा उपयुक्त स्रोत साधनको उपलब्धता पनि हो ।

सन्दर्भ सामग्री

शिखेम (२०५८) : विद्यालय शिक्षाको प्रस्तावित कार्यनीति र कार्यान्वयनको अवधारणापत्र २०५८, काठमाडौँ : शिक्षा तथा खेलकुद मन्त्रालय ।

शिवि (२०६४) : स्मारिका, २०६२, भक्तपुर : शिक्षा विभाग ।

शैजविके, (२०६३) : परिवर्तित सन्दर्भमा शैक्षिक व्यवस्थापन प्रणालीको पुनरावलोकन रा.प. प्रथम श्रेणीका अधिकृतहरूका लागि ५ दिने गोष्ठीको प्रतिवेदन, भक्तपुर : शैक्षिक जनशक्ति विकास केन्द्र ।

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‘School leadership’ as a major domain of school effectiveness

- Dr. Bhawani Shankar Subedi*

Abstract

“How effectively is the school leadership contributing to students’ learning and success?” was one of the research questions addressed in a recent study. This article presents a conceptual framework, design summary and findings on that research question. The research was related to a comprehensive case study research of 28 randomly selected high performing as well as low performing clusters of schools in Nepal with reference to school efficiency measures. The past three years’ SLC examination results was also learn into counteraction. In conformity with the initial assumption of the study, findings indicate that ‘a firm and stable school leadership is a precondition for students’ learning and success in the examinations’.

This article, is a glimpse of indicative data and summary of findings only on ‘school leadership’ as one of the major domains of school effectiveness study.

Background questions

If results of the SLC examination are any indicators of school effectiveness, what are the factors that influence the results? Why is it that only a few schools are performing reasonably well while many others are not only performing poor but also struggling to justify their own existence and survival? Is it that all private schools are doing equally well and all government supported schools are producing poor results? What are the factors that inhibit or facilitate school effectiveness in terms of the SLC examination results?

What actually happens in the classrooms? Is teaching geared towards student learning and performance? Does this process follow any findings from research on effective teaching? How do students participate? Do they contribute to overall learning and their own achievement? Are the teachers committed and enthusiastic? How are ‘corporate identities’ and ‘school cultures’ established or maintained?

How is the school leadership influencing effective teaching and learning? Do teachers make self-assessment based on students’ learning and subsequent achievement? How do students perceive their success or failure? Are parents concerned about the extent of success or failure? How do school management committee members react to the situation? Are they doing enough for improving the results? What are the factors that discriminate good and bad performance in terms of results? Is good performance

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rewarded? Is bad performance punished? What are the evidences or instances that exist and do verify answers to such inquiries?

Need for the case study research

Figures do not speak of the intent. Actions speak louder than words. Figures and numbers often fail to capture the realities about beliefs that are held so strongly. Beliefs and perceptions held by the stakeholders guide their ways of thinking, reacting and behaving in response to certain situations. Discovery of grounded truth and reality of the phenomenon is possible only through qualitative research methods such as comprehensive case studies.

Case study is the study of an instance in action. In an attempt to catch the close-up reality, case studies illustrate events and consequences in temporal, geographical, organizational, institutional or other contexts as boundaries comprising the case. Case studies constitute a narrative description of actions and reactions of people involved with specified roles and functions. In other words, case study approach to educational research emphasizes interpretation of 'cause' and 'effect' in terms of actors and events, recognizing that 'context' is a powerful determinant of both the 'causes' and their 'effects'. Case studies take into account specific instances and their contexts with reference to real people in real situations. Case study outcomes are often more powerful than numerical analyses as they investigate the reality in-depth and report the complex dynamic and unfolding interactions of events, human relationships and other factors constituting the case.

Process and outcome of the study

From a large sample of schools taken for a previous quantitative study, and taking into account the SLC results of the past three consecutive years, 28 schools were identified as a sub-sample for this case study. Fourteen schools were taken from among those identified as high performers and 14 from the category of low performers. Tools and processes for data collection were developed. These included observation instruments, narrative note-taking techniques, in-depth interviews and probing techniques and focus group discussions. A team of 18 researchers was involved. The team received a one week orientation and training about the process, tools and expected outcomes. Team members were then assigned to two schools, for at least two weeks in-depth study at each school, to collect qualitative case study data by utilizing tools and techniques recommended and tried out for appropriate situations. Twenty eight different case study reports were then clustered into two- 'high performing' and 'low performing' schools.

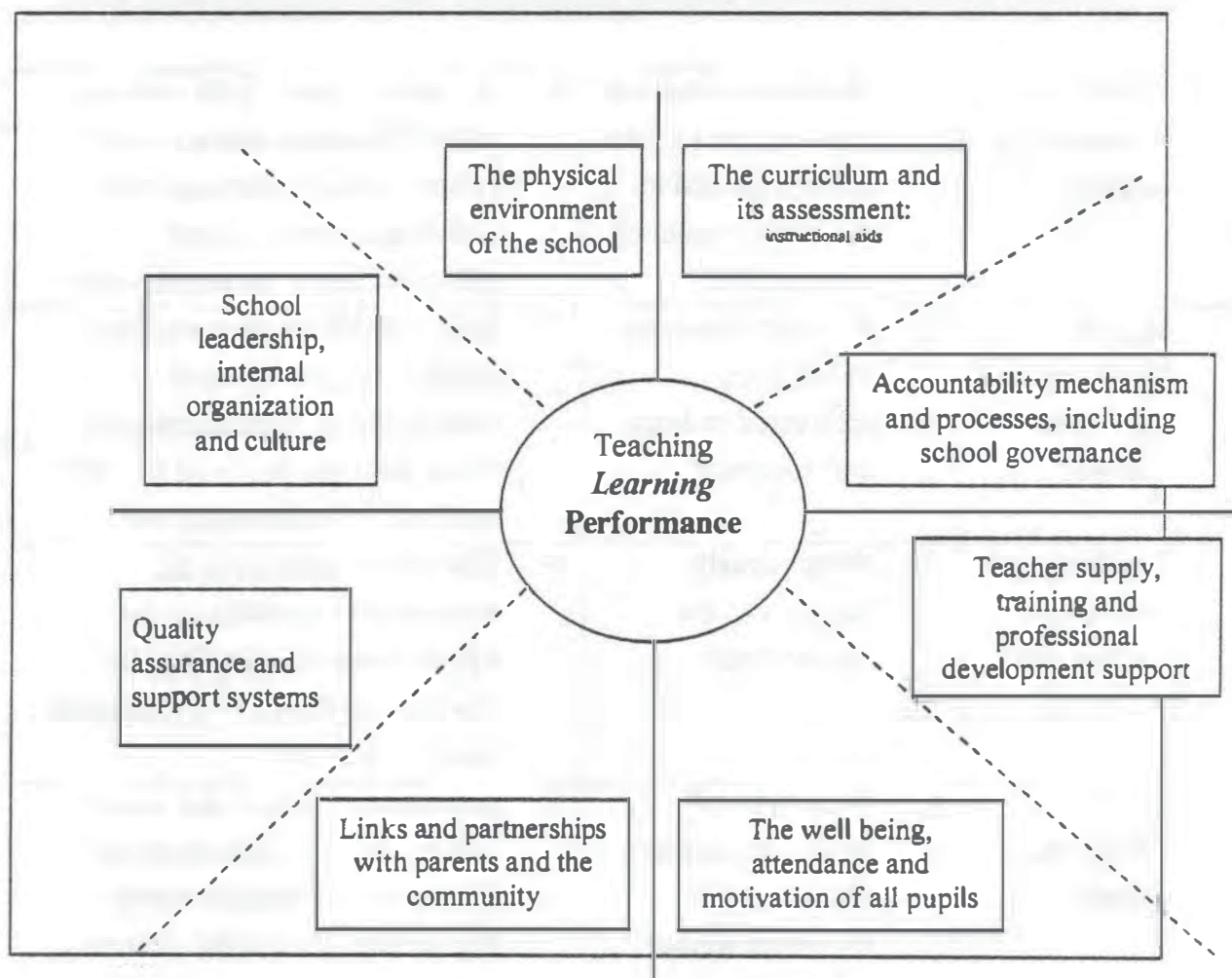
Outcome of this study was the identification and rank of factors leading to 'high' as well as 'low' performance of schools with reference to the SLC examination results. Triangulation of the narratives and other field data were utilized for comparison of

school effectiveness in terms of the 'causes and 'effects' leading to the extent of success or failure.

Recommendations included strategies to enhance school effectiveness by maintaining or enhancing those factors that lead to higher rate of success in the SLC examination results. Likewise, conditions and factors that lead to higher rate of failure were identified and strategies were recommended for eliminating or at least reducing the effect of such inhibiting factors. All stakeholders such as students, teachers, school leaders, parents, curriculum developers, examiners, educationists, planners, financiers, donors and the government agencies could benefit from the outcome of the study.

Major domains of school effectiveness

Twenty four major domains of school effectiveness were identified. Each of these domains consisted of a number of elements or areas associated with different aspects of the life of a school. Those domains and areas were classified and then clustered into eight main aspects of school effectiveness. This was based on the emerging trends of school effectiveness research.



Major domains of school effectiveness

The following themes, research questions and initial propositions were derived from the major domains, areas included in the domains and aspects of school effectiveness research.

Study themes, key research questions and initial propositions

Themes	Research Questions	Initial Propositions
1. Physical Facilities and Environment of the School	1. How conducive is the physical and environmental condition of the school to learning and performance?	1) Physical facilities and environmental conditions in and around the school are directly proportional to the extent of learning and degree of success in the examination.
1. School Leadership	2. How effectively is the school leadership contributing to students' learning and success?	2) A firm and stable school leadership is a precondition for students' learning and success in the examination.

1. Quality and Adequacy of teachers	3. How committed are the teachers to their profession and to the achievement of learners?	3) A reputed school with a strong team of teachers and a corporate culture always produces students with higher learning and performance in the examination.
1. Student Motivation to Learn and Succeed	4. To what extent are the students motivated to learn and succeed?	4) Elite and higher class students exhibit a higher level of motivation to learn and perform better than the poor and low caste students in the examination.
1. Teaching and Learning Environment	5. What actually happens in the classrooms?	5) The rate of success in the examination depends on the effectiveness of teaching that uses scientific methods and appropriate audio-visual aids.
1. School Culture and Climate	6. What type of school culture and climate could influence school effectiveness?	6) An effective school has a good public image of having strong values and norms that lead to higher rate of students' learning and success in the examination.
1. External	7. What type of	7) Autonomous schools with little or

Support, Supervision and Patronage of the School	autonomy, support and services could increase school effectiveness in terms of results?	no external support or influence produce higher rate of success in the examination.
Concerns, Claims and Issues About Student Performance and School Effectiveness	8. How do different actors react to factors that influence students' performance in the SLC exam?	8) Actors show their indifference with the high rate of failure in the SLC examination because they are not serious about their claims, concerns or issues.

Glimpses of aspects of 'School leadership'

Effective leadership in the school effectiveness literature is clearly a complex concept. Previous studies have maintained that head teacher leadership is the most critical success factor that alone can make or ruin the school. This study equally counts on the role of the school management committee (SMC), especially of the chairperson of the committee. Whilst effective leadership includes direct effects on students through a head teacher's own teaching or involvement with students, teachers and parents directly, it is important to remember that truly effective leadership involves maximizing the indirect influences of others in the drive to achieve high performance. Head teacher leadership involves micro-political skills, coalition-building, psychotherapeutic interventions in school cultures to remove any 'sick' relationship patterns, and manipulation of performance standards or success factors are all devices used by effective head teachers as school leaders.

"Since the Headmaster is solely responsible for demonstrating good performance of the students and teachers he should not be under SMC's pressure. We have never persuaded him to recruit our supporters". SMC Chairperson of an effective public school in an interview.

"The headmaster and teachers have taken the school matters very well. They understood our spirit. They are self-disciplined." Father of a graduate who passed SLC with distinction last year.

"Our Head sir has learned enough how to exercise administration". Teachers of an effective school in a focus group discussion.

'How effectively is the school leadership contributing to students' learning and success?' This was one of the important research questions included in this study. Head teachers of effective schools are found relatively more stable, firm, confident and result oriented. All their time, effort and energy has been found geared towards students' achievement and

positive social image of the school. Such head teachers of high performing schools have won the trust and confidence of other stakeholders, too. The following statements directly quoted from some other stakeholders do support the findings about the critical role of the head teacher, for example.

"I seldom face any pressure in my work in School." A head teacher's remark in an interview.

"The teachers are loyal to their jobs and we have more trust on the headmaster." Mother of a class 9 student talking to the researcher in a tea shop near the school.

"If the pillar (miyo) is good, the other things become good themselves. If the ploughman is efficient, ploughing becomes effective. The headmaster is able to do so". Teachers describing the headmaster in a focus group.

"Let the headmaster supervise the school. Why do we supervise?" Chairperson of the school management committee (SMC) in an interview.

"Head sir has done a wonderful contribution to bring this school at this stage".

A science teacher's version about the head teacher of his school in an interview.

On the contrary, head teachers and school management committees (SMCs) of other type of schools are found behaving in a very different way. Lack of trust and confidence, accountability and discipline and unclear intents are likely to have made those schools literally 'ineffective'. Blaming each other for non-performance and poor performance have been traced as a recurring patterns of behavior.

"He can not give right decision on right time. He changes his decision immediately after somebody presses him. Without any information he sometime goes out and comes late from the Terai and Simikot in the name office work". SMC chairperson expressing his frustrations about the head teacher.

Maoists punished the former head teacher on charges of sex abuse, biasness, misuse of school budget, and conspiracy. Teachers and students accepted the first three as true (researcher's note).

Head teachers of some of those schools, on the other hand, do not seem to accept the fact that their leadership can be an inspiration to students and teachers. Preconceived notion that the head teacher cannot influence to get much done is prevalent, for example.

"Active leadership alone is not sufficient for good results. There are so many causes behind school performance". "Head teacher alone cannot do much."

Head teacher of a low performing school.

Refuting the head teacher's claim that SMC chairperson and its members are politically motivated and are not concerned about school improvement, the chairperson defends:

"Had they not been active, it would still remain a primary school." SMC Chairperson talking about SMC members.

Frustrated head teacher with a clear lack of commitment and accountability characterized some of the low performing schools. Frequent transfers from one school to another, low motivation to perform high, lack of credibility among teachers and the community are identified some of the prominent factors that contributed to lack of firm and stable head teacher leadership in the case of ineffective schools. Thus, findings indicate that the initial proposition about the theme on school leadership, as stated in the design of this study 'a firm and stable school leadership is a precondition for students' learning and success in the examination' holds true.

Factors influencing Head Teacher leadership

- Originality and characteristics
- Training and education
- Recruitment process
- Experience as a head teacher
- Teaching experience
- Day to day activities (everyday practice)
- Relationship with staff, community members, parents, students, district administrators, etc.
- Leadership style (authoritarian/dictatorial, bureaucratic, task-oriented, democratic/participatory, political, cultural/transformational)
- People's perceptions and opinions about the leadership role of the head teacher
- Instructional leadership
- Political affiliation, if any
- Perceived degree of autonomy to make decisions in school related matters
- Perceived efficacy

Conclusions and recommendations

Conclusions on school leadership

1. 'School leadership' is a fundamental determinant factor of school effectiveness. Schools with a firm and stable head teacher or principal are 'effective'. Head teachers of effective schools receive essential support from the school management committees, especially of the chairperson of the committee.
2. Head teachers of low performing schools exhibit lack of commitment. They express frustrations and complaints about the SMC, local community, parents, teachers and the government for lack of support from them.

3. Head teachers of high performing schools do not agree that they face any threat or pressure from parents, SMC, DEO or the community. They are respectful and genuinely claim that they deserve it. They are committed to school performance.
4. A school becomes 'ineffective' primarily due to lack of firm and stable leadership. Characteristics of ineffective public schools in Nepal include; headmaster without power and authority, complete absence of teacher accountability, teachers politically divided and indulged in conflict, indifference with students' performance, bad performance being rewarded and subsequent burnout and non-performance.
5. All effective schools have 'active and stable' head teacher. This study is consistent in conclusion with the conclusions of previous studies on school leadership that 'a head teacher alone can make or ruin the school.'

Recommendations on school leadership

One of the most consistent findings of this study is that the leadership exhibited by the head teacher or principal of the school is key to school effectiveness. A firm and stable head teacher is required for any school to be effective. It is strongly recommended to MOES and all DEOs as well as SMCs that:

1. The head teacher of any school be appointed for a term of minimum 5 years, with defined goals to achieve and with a provision of 2 times extension of the term based on efforts and performance assessed by all primary stakeholders (students, teachers, parents, graduates, SMC and DEO) using 'achievement' and 'image' criteria.
2. The head teacher be given all essential authority, responsibility and accountability to lead and manage the school. This should include authority to select and recommend all the teaching and non-teaching staff of the school.
3. Teachers and staff be employed in the school or transferred from or to the school only with the head teacher's prior written approval/formal request.
4. Head teachers be recognized and/or rewarded (using objective and transparent criteria) for efforts exhibited to improve school performance.

(Extracts from a synthesized final report on school effectiveness case study research conducted for 'SLC Study Team' and submitted to MOES/ESAT/DANIDA in June, 2005).

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Teacher Training for Quality Teaching

- Bhupendra Hada*

The Context

Teaching is a complex job. It seems easy in looking but challenging in reality. The act of teaching is dynamic, adventurous and indispensable experience. In order to provide quality teaching teacher must be trained as a trained teacher can understand the psychology of students and start the lesson accordingly. A trained teacher can motivate the students and influence his students through the use of differentiated teaching techniques. Hence, quality of education is contingent on the training of teachers which is inevitable for an enabling school environment.

It is rightly pointed out by some educationists that qualitative improvement of a society depends upon primarily on trained teachers and their qualitative training. The process of development of a country depends upon the quality of its teachers and for this reason, teaching is regarded and the noblest among all professions (Sharma, 1997: 17, cited in Kafle and Aryal, 2000: 114). Therefore, in the expanding world of education, teacher education / teacher training has become a highly challenging and contributing experience.

Quality of Education

Quality can be defined from various perspectives. Pfeffer and Coote (cited in Nariwal, 2001: 2) have remarked "Quality is a slippery concept". It is slippery, because it has such a variety of meanings and the word implies different things to different people. Much of the confusion over the meaning of quality arises, because it can be used both as an absolute and relative concept. Quality in this sense is used to convey status and positional advantage.

School is regarded as a holy place, where the child starts his / her career from formal education. In other words, the child begins his / her future career through school. In this reference, parents are regarded as the responsible persons, where the children learn culture, value and norms of society from their parents, before going to school. Thus, home is the first agency of education for children. In this connection, Talcot Parsons (cited in Haralambos and Herald, 1980: 175) argued that school acts as a bridge between the family and society as a whole, preparing the child for his adult role. Hence, the

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school plays vital role to prepare the children as good citizens and disciplined human beings through the quality teaching by the trained teacher.

In the same way, Ranjit (2007: 100) specified quality education as obviously viewed in terms of inputs and outputs of education. This means that quality is assessed by looking at conditions (inputs) believed to be essential and desirable to produce quality and by looking at evidences (outputs) that the school does achieve.

Ranjit (2007: 100) further expressed that measures of quality education differ from institution to institution. Reports and studies reveal that there are no universally accepted mechanism to measure the real quality. Researches have come up with indicators of quality education categorized into teacher, student, curriculum, physical and financial infrastructures and other measures. Some measures of quality are used more widely in improving education in several countries, such as:

- (a) Measurement of literacy / illiteracy ;
- (b) Enrolment ratios; and
- (c) Measurement of educational attainment by level of quality of formal schooling.

Similarly, Nariwal (2001:2) reported that quality in education is a pervasive but elusive concept – it is multifaceted and embraces three broad aspects, such as (a) goals; (b) the process deployed for achieving the goals; and (c) how far goals are achieved. Quality therefore plays a dominant role not only in higher institutions of learning but also in primary schools which lay the foundation of learning for every child. Studies have shown that poor quality of primary education is one of the grave problems of universalization and this is dependent on the general educational achievement of the learners or mastering the competencies at the end of class VI. The factors behind this minimum competence therefore needs to be looked into in a wider perspective taking into conditions within and outside school. The factors within and outside school will be considered as the major points of focus that affect the achievement or quality of primary education.

Likewise, Grisay and Mahlck (1982, cited in Ranjit, 2007: 100) had suggested the following in evaluating quality of the educational systems:

1. The extent to which the products or results of the education provided (i.e. the knowledge, skills, and values acquired by the students / children) meet the standards stipulated in the system's educational objectives, and
2. The extent to which the knowledge, skills and values acquired are relevant to human environmental conditions and needs.

Grisay and Mahlck (1982, cited in Ranjit, 2007: 100) further believed that the notion of quality can not be limited to student results alone, it should also take into account their determinants, i.e. the various means such as the provision of teachers, building,

equipments, curriculum, textbooks, and the teaching – learning process, etc. Therefore, the general concept of quality of education is composed of three interrelated dimensions: the quality of human and material resources available for teaching (inputs), the quality of teaching practices (process), and the quality of results (outputs and outcomes).

Among the issues regarding quality of education the main ones are:

- Improvement of learning achievement
- Promotion of literacy
- Installation of a system of monitoring and conducting learning achievement and educational programs
- Upgrading teacher competencies
- Strengthening of linkages
- Wise allocation of resources

(Ranjit, cited in NCED, 2007: 100)

Teacher's Role for the Improvement of Quality Education

The success of an educational institution depends upon its teacher's sensitive role. He / she should mould the students' aesthetic and intellectual personality. Teaching is one of the key aspects of teacher education which unfolds a world of knowledge, information, experiences and values related to human beings (Kafle and Aryal, 2000: 113). Thus, teaching is an art and teacher is an artist. A trained teacher can influence the students through his/her ingenuity his/ her gesture as an artist shows his / her art on the dais. Teacher's role is therefore indispensable for the effective and meaningful learning of students.

An effective teacher is one who has the skills and knowledge of how to bring about learning and the desire for learning in those who are being taught. More recently, the literature on teaching has identified that effective teachers are those that ascribe no blame to the students for not learning. Instead, the effective teacher searches for a remedy in terms of content, method or feedback to the students with some learning difficulty. Put simply, *the problems of not being able to learn lies in the curriculum not in the student*. The teacher accepts a professional responsibility to find a way that the student can learn. The teacher has no hard and fast recipe for an individual's problems. Teaching is not a technical activity that can be prescribed by rules or formulae. Rather, it is a complex activity. Hence, teaching is a complex process that involves interaction between the learner, the teacher and the curriculum (Cumming, 2003: 95).

In this reference, educationist Burton (cited in Chauhan, 1983: 4) elaborated teaching in these own words as:

" Teaching is the guidance, stimulation, direction and encouragement of learning".

Guidance means to guide the learner to develop his / her capabilities, skills, attitude, and knowledge to the maximum for an adequate adjustment in the external environment.

Similarly, stimulation means to cause motivation in the learner to learn new things. It is to create an urge to learn. Likewise, direction means that the teaching is not a haphazard activity, but it is a goal directed activity, which leads to predetermined behavior.

In the same way, the last key word is the encouragement of learning to encourage the learner to acquire maximum learning.

Morrison (1934, cited in Aggarwal, 1995: 34) stated that teaching is an intimate contact between a more personality and less nature, one which is defined to further the education of the later.

Bruce Joyce and Well (1972, cited in Aggarwal, 1995: 35) argued that teaching is a process by which teacher and students create a shared environment including set of values and beliefs which in turn color their view of reality.

Swami Vivekananda (1902, cited in Aggarwal, 1995: 39) accepted the role of the teacher in teaching as, " The true teacher is he / she, who can immediately come down to the level of the students.

From the discussion, it is revealed that teaching is to cause the child to learn and acquire the desired knowledge, skills and also desirable ways of living in society. The major purpose of teaching is to help the student to respond to his / her environment in an effective way. Therefore, a trained teacher can play pivotal role to provide quality education through his / her effective and meaningful teaching. Thus, teaching will become effective and attractive, if these definitions of various scholars are followed strictly by all the teachers.

Evolution of Training of Teachers

In general, the definition of training is that it is the process of behavior shaping, because training shapes the behavior of a toward perfection. The trained teacher can influence the students through the delivery of meaningful learning experiment to the students.

Nepal has moved through a myriad of teacher education system over the years since the dawn of democracy in 1951. The first teacher training institution was established in Nepal in 1949 to train teachers for Basic schools (about 55 schools). However, the training program as discontinued in 1953. The College of Education was established in 1956, a degree granting college for teacher education program was a milestone in the history of education in Nepal. The College of Education provided one year and three year B. Ed. course to produce teachers for secondary school. Similarly, the Mobile Normal Schools (Primary Teacher Training Centers) ran the 10 - month primary school

teacher training program to train the primary school teachers. The normal schools trained about 9, 000 teachers during the years of 1956 and 1971 (Rana, 2007: 27).

The government took the decision to operate 10 – month teacher training for the primary school teachers in 1992. The decision of government to provide basic teacher training of 150 hours only for the primary school teachers was implemented in 1988 and continued until 1991. Primary Education Project was started in 1985 to bring effectiveness in primary education. In 1992, another project Basic and Primary Education Project (BPEP) started with major emphasis on teacher training.

The 10 – month in-service teacher training packages were developed for the primary school teachers, four packages each consisting of 2 .5 months (330 hours). The training for the school teacher has been categorized into pre-service and in-service. The in-service training of the teachers is considered to be the whole sole responsibility of the Ministry of Education, whereas pre- service training is the responsibility of the Tribhuvan University, and campuses affiliated to Tribhuvan University and other training institutions.

Regarding the issue of training of teachers, Faculty of Education (FOE) and Higher Secondary Education Board (HSEB) are involved in pre- service teacher training and teacher education. Basic and Primary Education Program (BPEP), National Center for Educational Development (NCED), Distanc Education Center (DEC), and Secondary Education Development Project (SEDP) are the institutions involved in providing in-service trainings. Among them, NCED is considered as an umbrella institution for the primary teacher training and SEDP is responsible for Lower Secondary and Secondary level teacher training (Rana, 2007: 27 – 29).

In the same way, the 10 – month primary teacher training program (PTT) is divided into four phases, each of 2.5 months' duration. The first and the fourth phases of PTT program are being conducted by NCED, whereas the second and the third phases are being implemented by DEC (Distance Education Center). In the present context, NCED has established 34 Primary Teacher Training Centers known as Educational Training Centers (ETCs), to conduct the PTT program. Prior to conducting the first phase of the training, the trainers of ETCs receive training manual as well (Shrestha, 2000: 115).

Bista (2002: 64) added that, pre- service and in-service training programs are operated for the development and progress of teacher's capability and ability.

Following Table-1 Shows the trained teachers / school ratio by level from 2003 – 2005 in the country.

Table - 1
Trained Teacher / School Ratio by Level, 2003 – 2005

Level	2003	2004	2005
Primary	1.4	1.3	1.3
Lower Secondary	1.0	1.0	0.9
Secondary	2.0	2.1	1.9

(Source: DOE, 2006).

The data on trained teachers in schools from 2003 – 2005 illustrate that trained teachers are still lacking in primary; lower secondary, and secondary schools. The ratio is almost constant at primary level and slightly decreased at lower secondary and secondary level in 2005 compared with 2003 and 2004. Hence, the government must give opportunity to school teachers for the training to provide quality teaching in schools. A low trained teacher / school ratio suggests an inadequate number of trained teachers which may result in lower student performance. A high trained teacher / school ratio points out greater number of trained teachers in schools and better performance of students.

Training of Teachers for Improvemng Teaching

Training is a challenging and skillful job. It needs both the knowledge and skill to manage the classroom instruction and to bring desired changes in learners' behavior. Knowledge can be acquired by the studying concerning subject areas, but the skill of teaching can only be developed through a systematic training process. Therefore, teacher training may be needed for the following reasons:

- Teacher training provides the knowledge of different methods of teaching to trainee teachers. Teachers can be capable to use different methods according to the present situation.
- Training develops the skill of planning of instruction. A trained teacher can plan his / her lesson effectively to manage his / her activities for maximizing the output.
- Teacher can know and express about the theories of learning from training. He / she can use this knowledge for effective and meaningful classroom teaching.
- Training provides the teachers with the skills to develop characteristics of students. A trained teacher can plan his / her teaching in classroom according to the maturity level of students.
- Teacher training also familiarizes the teachers with factors affecting the learning of the students. The trained teachers become able and efficient to utilize these factors to develop attractive, effective and meaningful learning in students.

- Training also prepares the teachers to develop the skills of evaluation. Teachers can use evaluation effectively to assess the learning of students for the purpose of providing feedback and also judge their achievement (Rana, 2007: 30).
- Training also develops the skill of preparation and use of instructional materials. In the Nepalese perspective, all government aided schools can not buy the necessary instructional materials to operate the classes. To make teaching learning situation, meaningful, instructional materials play the vital role. Without instruction of materials, students can not learn and retain the lesson in long term. A teacher can use the low cost no cost materials, such as plastics, useless dots, different plants, flowers, paper rocket, useless bottles for his / her classroom to clear the lesson. The teachers can make their teaching more meaningful by using appropriate low cost no cost instructional materials.
- Training also prepares the teachers to be aware about the qualities of a good teacher.

Following are the characteristics of a good teacher, such as:

- (a) A good teacher is recognized by good knowledge of the subject matter and commanding voice.
- (b) A good teacher knows how to teach the students and inspire them to be attend time to learning.
- (c) A good teacher deals with the students efficiently and behaves with them in polite manner.
- (d) A good teacher is enthusiastic for learning and is eager to good provide feedback to students.

Thus, training can develop above significant and indispensable qualities in teachers.

- Teacher training also develops the skill of guidance and counseling among the teachers. A trained teacher must provide proper guidance and counseling to the students.
- A trained teacher not only becomes a good teacher but also a good planner and administrator in the field of education (Rana, 2007:30)

How to Achieve Quality Teaching

In order to provide effective teaching learning situation, following points should be considered.:

- Teacher should demonstrate the various instructional materials. In Nepal, schools cannot afford and buy the high cost materials. Teacher can demonstrate without cost and low cost instructional materials, such as pieces of stone, small and big pieces of paper, plants, soil, sand, bottle, useless battery, pieces of cloth, useless tube, leaves of plant, fruits, useless dots, and old and useless pieces of garments, etc in the

classroom. Thus, a teacher can use these materials for the meaningful and quality instruction in the classrooms.

- Develop teacher education or teacher training as a professional program.
- A training institution should be developed as a student centered learning with democratic environment.
- Encourage participatory teaching and improved classroom management.
- Have competency based evaluation for course completion (Shrestha, 2001).
- Multimedia package for in-service teachers including the use of radio and self instruction modules involving face to face contact with experienced teacher trainers should be developed (Shrestha, 2001: 59).
- Physical infrastructures make the educational institute sound, and attractive and they help to make learning environment meaningful.
- Regular Parent teacher interaction enhances students' progress.
- Class supervision makes the teacher efficient and able in his / her teaching. Therefore, regular supervision at all levels should be comedout to ensure effective and meaningful teaching.
- Recognize outstanding public contributions for effective performance (Shrestha, 2001: 59). These contributions enhance to run the classes regularly and to raise the quality of education by the trained teachers.

From the above suggestions, it can be concluded that quality teaching is necessary and inevitable for future career of the students and for the nation as well, because to- day's students are tomorrow's pillars of the nation. If our educational standard does not go in perfect harmony with the developmental process of the world, the products of education won't be able to face the complex situations (Upreti, 1997:3). Hence, these suggestions are meant for enabling the teachers to provide quality education at all levels of education by the trained teachers.

Conclusion

It is a universal truth that the learning from present and past experiences, quality and competency of teachers and effective management of schools / colleges determine the quality of education. Studies reported that much of the problem related to the quality of education will be solved , if high quality training is provided to teachers. Similarly, unstimulating and unproductive teachers will eventually be discarded by students and they will be increasingly discharged of their duties by the school management (Shrestha, 2004: 8). It is in this context that teacher's training institutions have to play vital professional role and produce teachers through an interactive mode so that they will feel fully equipped and supported in adjusting and making their place in the profession of

teaching. In order to fulfill our country's wishes, the country must emphasize on the production capable of teaching force to provide quality education to the country.

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Learning and Teaching of English in Nepalese Public Schools: A Retrospective-Prospective Glance

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Abstract

This paper has attempted to review the English Language Teaching and Learning situation in Nepalese schools from the past to present, with a view to outline the future possible tract to be followed. The development of teaching and learning English has been examined in the historical context of Nepal, with particular emphasis on the changes occurred in the position occupied by it in the national curriculum structure. Moreover, the challenges faced by teachers and learners in the contemporary situation are also discussed. Despite the problems and challenges, some possible favourable conditions are also indicated, which can be considered as the 'assets' that can be exploited towards change in an intelligent way, in the days to come. It is, hereby, stressed that in the Nepalese context, teaching of English must be reorganized in the national curriculum towards consolidating bilingual education – so that English can be developed alongside the national language/s, and it will become an instrument for national development, not simply the “pipeline of brain drain”.

Introduction

Despite the situation of not having the native speaking society, the English language has occupied a very significant place in Nepal nowadays – particularly in the academic, professional and technological fields. Besides, it has a long history in Nepalese education. In this connection, it seems highly relevant to examine its position in school education and analyze its teaching-learning from past to present with a view to outline the necessities to be considered for strengthening its role for the benefit of the nation in the coming days. This paper aims to discuss these major dimensions related to English Language Teaching (ELT) in Nepalese schooling – so that it would be helpful in understanding the context associated with the role of ELT in Nepalese education.

Historical Background

Some scholars are of the opinion that the English language might have been introduced in Nepal during the rule of the Malla dynasty in the 17th century. This seems true to examine an inscription at *Hanuman Dhoka*, from which we know that Pratap Malla (a

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famous king who had ruled Kantipur during the period 1641-74) knew 14 languages including English (Awasthi, 1979). But definitely English had not occupied any significant social status at that time, so it was far from being popular. We do not know how the king knew English at that time. It has been said that there were some Christian missionaries working in Nepal during the ruling of Malla dynasty and they might have played some role in injecting the English language and culture in the country in one way or another.

In the history of Nepal, when the unification process started under the leadership of king Prithvi Narayan Shah, the king exiled these missionaries from the country after gaining victory over the Malla dynasty ruling in Kathmandu valley. Prithvi Narayan Shah, having a strong feeling of nationalism, was skeptic over the influence of foreign language and culture in Nepalese land. He might have taken this step to protect the nation from the influence of the British Empire ruling over the Indian sub-continent at that time.

When the Ranas came into power, the attitude of Nepalese rulers towards the British Empire was changed, and they began the policy of maintaining friendly relationship with the British rulers in several ways. Consequently, it changed their attitude towards the English language and its teaching and learning. The name of the then Prime Minister Jung Bahadur Rana is often remembered in connection with the initiation of modern education in the country. He had opened the first modern school in 1853 – named as ‘Durbar High School’, which was not only the first school but also the first English medium school, and it marked the beginning of “institutionalized English based education in Nepal”. (Parajuli, 2002: 81)

However, Durbar High School at that time was basically meant for educating the children of the ruling class family, having no access for the public. Despite this, people gradually began to realize the importance of English language education, and schools were opened in various parts of the country accordingly. A middle school was opened in Siraha in 1915, and Patan High School was established in 1924, which was started as a middle school in the beginning and upgraded to a high school in 1932 (ibid.). Similarly, a middle school was opened in Bara, Bhavanipur in 1927 and another one in Nepalgunj in 1928 (Sharma, 2003). These were the only English medium schools before 1950 in the country. The rulers at that time did not want to extend education that much – perhaps due to the fear of public awareness which could be the threat against their ruling. In this way, a very limited number of people did actually get benefit from education. Consequently, the spread of English through schooling was limited to a small handful of people, particularly those belonging to the ruling family and elites.

Thus, ELT had already begun in Nepalese education prior to 1950. However limited in terms of the population getting benefit from the teaching and learning of English, it is often acknowledged that the attitude and motivation of the Rana rulers (prior to 1950) was highly positive towards English “although they were not in favour of mass education.” (Bhatta, 2002: 9)

Besides a limited population getting benefit from learning English through school education prior to the 1950s, another reason of spreading English in the country during that period was “...the influence of the British Indian Army, which Nepalese were allowed to join” (Awasthi, 1979: 3). The army men had learned some English during their regiment; and after they came back to the country, their previous learning became the source of inspiration for their children and next generation to learn English.

In the decades of 1950s and 60s, there was massive increase in the number of schools in Nepal, and people’s awareness towards modern education began to grow without limit. As a result, thousands of schools were established in the country and the number of students also increased drastically. Despite the increase of students’ population, the problem of quality education began in the country from this period itself, which affected the learning and teaching of English as well.

In the history of Nepalese education, the National Education System Plan (NESP) introduced in 1971 is always remembered as a landmark, which was basically the attempt of nationalizing education. With this plan, the vernacular Nepali language was promoted as the medium of instruction from the school to the college level, but focus on English became a low priority (Parajuli, 2002). This decline in priority was reflected in the policy of not making English a compulsory subject in the schools, which was compulsory earlier. The schools were allowed to choose any of the United Nations’ (UN) languages as a compulsory subject to be taught, but almost all schools opted to offer English instead of other UN languages for the lower secondary and secondary levels (Awasthi, 1979). Thus, during the 1970s and 80s, almost all schools continued the teaching of English in the country despite the difficulties faced by learners and teachers; and this situation is continuing till now.

Since English is not spoken natively in the country and learners are studying it as a compulsory subject of instruction, several problems related to its teaching and learning were observed. After the 1990s, it was felt that the government needed to make special institutionalized effort for improving the teaching- learning situation of English and other languages in the country. Accordingly, the High Level National Education Commission (1998) recommended for establishing an autonomous institute called “Language Study and Training Academy”. To quote from Jha’s (1995: 117) recommendation: “...a permanent institute – such as, for example, the Central Institute

of English in Hyderabad, India – for training English teachers at the secondary and post secondary levels should be established...”. But this recommendation has not yet been implemented.

By the turn of the century, it was felt that one of the reasons associated with the poor quality of teaching and learning English in the country was due to the “ineffective language policy” (Mishra, 1998) of not placing it in the school level curriculum right from the beginning of schooling. During the entire period of 5 decades (from 1950s to 90s), English was taught in the government or public schools only from grade 4 as a compulsory subject, and learners seemed to lack the foundation in it, which affected their learning in the later years in severe ways. Considering the importance of beginning English language instruction from the start of schooling, government followed the policy to introduce English in the course right from grade 1 in primary education. This policy was decided in 2001, and came into implementation from the academic year 2002-03.

Nowadays, though the general government policy is to teach English from grade 1 in schools, thousands of private and boarding schools have introduced it from the pre-primary level in practice. Basically, Nepalese school education is divided into two wings from the point of view of medium of instruction: one with Nepali and the other with English medium.

English in the School Curriculum Structure

In an attempt to give a retrospective account of English language teaching-learning in the country, it seems worthwhile to have a look into the status of English in the school curriculum from past to the present. From the beginning of the ‘Democratic Era’ in the country since 1950 till now, we can notice some changes from time to time regarding the place of English in the national curriculum. Some of the major points related to the change are discussed here.

In 1956, the Nepal National Education Commission had suggested to implement the policy of teaching English as a compulsory subject for a period of 5 years, from 6th to 10th grade (Pandey 1956). From the year 1961-62, on the basis of the recommendation given by the Supreme National Education Committee formed by the government, the following weightage was offered to English at the school level (HMG, 1961-62):

- a) 100 full marks for class 6, 7 and 8
- b) 200 full marks for class 9 and 10

As stated earlier, NESP (HMG, 1972) followed the policy of teaching one of the UN languages (which may or may not be English) as a compulsory subject in the schools from class 4 to 10, with 100 full marks in each class, giving 10% of the school time in the subject for the lower secondary (class 4 to 7) and 12% time for the secondary (class 8 to 10) level. Earlier, English had remained a compulsory subject of instruction in the

schools of the country right from the establishment of Durbar High school in 1853 to the introduction of NESP in 1971 (Awasthi, 1979). With the NESP, English in the high school level was reduced to 100 full marks from the earlier 200 full marks. And, its compulsory status in the curriculum no longer remained, although most of the schools in the country preferred English to the other UN languages. Thus, we can say that, compared to the previous situation, NESP played role in reducing the strength of English to some extent.

In 1992, the National Education Commission clearly stated that English, without any alternative, would be taught in the schools from the 4th to 10th grades, with 100 full marks for each class. Thus, the 'compulsory' status of the language in the school curriculum was maintained again from primary to the secondary level. However, there was no attempt to shift towards giving more than the weightage of 100 full marks to English, unlike prior to NESP (i.e. before 1972). This situation is still in practice.

Existing Pedagogical Situation and Problems

It is often remarked that the teaching and learning of English has suffered a lot from several problems in Nepalese schools. The situation is considered so pitiable that some people have even commented it to be "an impossible situation" (Awasthi, 1995: 32), which is explained briefly in the paragraphs that follow.

- 1) Problem of being a foreign language: So, far, English has been considered as a foreign language (FL) rather than a second language (L2) for Nepalese people (Jha, 1995; Awasthi 1995); and it has even been remarked that its FL status cannot be changed so easily (Bhattarai, 2001). Naturally, learning an L2 is more problematic for a child than acquiring his mother tongue; and FL learning takes place entirely in a novel situation, making the process of learning further complicated – so is the case of English in most parts of Nepal.
- 2) Learners' family background: Among other things, sociolinguistic factor has played a major role in making the learners' standard very poor in English. Lack of parental education is a significant factor associated with the students' learning problems in general and the learning of English in particular. In a study carried out by the Basic Primary Education Project (BPEP) in 1998 (reported by Tripathi, 2000a), a large majority of parents had reported that the children did not get assistance at home in addition to their learning at school. When parents are uneducated, there is little possibility for the children to get help from them.

Besides, it is also important to note that students are very frequently absent in the schools due to their priority of household jobs particularly in the seasons of agricultural activities such as cultivation and harvesting. (ibid.)

- 3) Teachers' standard of language: Teacher's command over subject matter is one of the factors playing an important role in the quality of teaching-learning. In the case of ELT, command over the subject matter involves knowledge of the English language. Researchers are of the opinion that English language teachers in Nepalese schools do not have the required level of proficiency in English (Bhatta, 2002). In Kerr's (1994) findings, the standard of teachers teaching English in the high school level in Nepal, in general, ranged from just grade 5 to grade 8 standard of the native speaker students. Thus, higher level of achievement can, naturally, not be expected from learners when their teachers have a poor command over the language.
- 4) Lack of competent and committed teaching staff: It has been pointed out that government policy regarding the training of schoolteachers has been inconsistent "because sometimes it is made obligatory and sometimes it is optional" (Awasth, 2003: 26). This, in turn, has influenced the teachers' community in such a way that, in several cases, they do not feel the need for training. Lack of well-trained English teachers in the schools of Nepal has been one of the prime matters contributing to the difficult situation of ELT in the country (Jha 1995). Besides, there is a lack of "professional competence, motivation and commitment in the teaching community", which has been "...a highly harassing problem that ELT in Nepal has been facing..." (ibid.: 113).
- 5) Lack of proper educational management and accountability: One of the most significant problems in several public schools of Nepal is the lack of proper management – resulting into inefficient instructional quality. In public schools, "there are no provisions that make the teacher accountable to the community and its children..." (Parajuli, 2002). This, in turn, is affecting the situation of teaching and learning English in these schools in a very severe way, although the situation may not be very bad in the case of private schools.
- 6) Insufficient budget allocated to education: It is often remarked that the government, due to the budget constraint, has not appointed the required number of teachers in schools; as a result, several schools are running with a small number of teaching staff for a large number of students. In such a situation, teachers have a very heavy work load – due to which English teachers in the schools often say that they do not have sufficient time for the preparation of teaching before going to the class (Tripathy, 2001b). In many cases, a teacher has to teach 6-7 periods a day in the public schools, especially in the remote rural areas.

- 7) Large class size: Another problem associated with the poor ELT situation in the classrooms throughout the country is a large size of students' population in the class. Whereas the Education Act (HMG, 1971) had prescribed 40 students in a class as the maximum number to be maintained, if we observe classrooms in the public schools nowadays we will see sometimes the teacher-student ratio at 1:85. (Jha, 1995).
- 8) Insufficient physical facilities: Schools have suffered a lot from the scarcity of proper physical facilities including well-equipped libraries, laboratories and other essential teaching equipments. Keeping the physical facilities in the schools aside, it is the bitter truth that "no teacher training institution is equipped with even a language lab." (Awasthi, 2003: 26.)
- 9) Wrong practices of teaching: We can notice the following practices in schools, which have led towards disappointing teaching-learning consequences.
 - a) Excessive dependence on mother tongue: In the English classroom, maximum use of Nepali (the learners' mother tongue or lingua franca) is often observed (Chaudhary, 2000), which is sometimes found to the extent of having no opportunity for the learners to listen and speak English. Since most public schools have Nepali as the medium of instruction, the only opportunity for the students to get exposure to English is the period of 45-minute English class. When they have no opportunity of practising the language in the classroom, there is very little possibility of its development. As Bhattarai (2001: 15) has mentioned, more than 80% teaching hours are consumed by Nepali language in the schools, and this is very often extended to 100%, having little time to use English for classroom conversation. Although excessive use of Nepali in English classrooms might have facilitated the learners' understanding in some way, it has been proved a great obstacle towards developing their productive competence. (Khanal, 2004)

In a classroom observation (Tripathy, 2001a), a trained teacher in a school taught a lesson to the 5th graders. The lesson was meant for a dialogue practice. But instead of making the students participate in oral conversation or dialogue, the teacher read out the conversation loudly and translated it sentence-by-sentence into Nepali, leaving the practice of conversation aside. Thus, right from the beginning level of ELT, even if teachers are trained, the ideas they have got from training have rarely been applied in practice. Instead, mere use of L2-L1 translation has been followed very widely in practice.

- b) Lack of innovative teaching: Innovative methods and techniques are rarely utilized in teaching. Teachers are often found using the lecture method (Chaudhary, 2000:

Tripathee, 2001b), with no teaching aids like maps, charts, pictures, etc. (Chaudhary, *ibid.*) “There is no good interaction in the classroom between teacher and students. Students’ participation in the class is minimal, and they do not acquire communicative skills.” (Tripathee, *ibid.*: 25). Most teachers play a “dominant role” in teaching (Chamlagain, 2004: 36) instead of encouraging the students to participate actively in learning activities. Question-answer method is found in use in the classrooms as the only method employed for teacher-student interaction, but other techniques such as dialogues or conversations and discussions are generally avoided. Even if the question-answer technique is found in use, it is not used in an effective and creative way because they are mostly based on ‘rote learning’ rather than meant for fostering creative thinking and use of language. (Tripathee, 2000b).

One of the ways of making the teaching of language effective is to closely examine the problems faced by learners, based on their performance in testing. On the basis of such an examination, a good ELT practitioner can identify the learners’ problems and give additional treatment for their remedy. But this kind of practice is rarely found in the schools. Teachers do not conduct diagnostic tests (Tripathee, 2001a), and there is no attempt to provide remedial treatment for the solution of learners’ problems.

- c) Some malpractices: At the high school level, learning and teaching of English is affected negatively by the teachers’ tendency to finish the course hurriedly rather than paying attention to make learning effective – as a result, students are not guided in a proper way. Worst of all, there is a wrong promotion system practised in schools (*ibid.*): whether the students have secured pass marks or not in one or many subjects, they are automatically promoted to the next upper grade. In the study of students’ progress records in some schools, Wasti (1998) had found that all the students not securing pass mark in English in the lower class had been promoted to the 10th grade. This situation seems to have arisen due to the pressure from the students’ parents to some extent. As Wasti (*ibid.*: 15) has put it: “...most of the guardians show their concern only for the promotion of their children but they never worry about their achievements in different subjects. This attitude has stood as a hindrance to learning English.”

Such malpractices, in effect, have worsened the situation instead of doing anything good.

Learners’ Achievement Standard

Education can be approached at two layers: process and product. After having a critical analysis of the situation and problems in the teaching-learning processes discussed

above. it seems worthwhile to have a brief look into the impact of the process as well – which is related to the product and it is measured in terms of learning achievement.

If we examine the current trend of students' achievement standard in English, we will notice a disturbing picture, from primary to secondary level of Nepalese schooling. According to the BPEP study carried out in 1998 (reported by Bhatta, 2002), the average achievement of grade 5 students under the new curriculum introduced after the 1990s was 20.7%, contrasted to the average achievement of 21.1% under the previous curriculum. Thus, these statistics show that even after the curriculum change, the standard did not progress at all.

The situation at the secondary level is also not very satisfactory, though there are variations from place to place and from school to school to some extent. As Giri (1981: 16) had mentioned, "over 75% of the students who enter the campuses for higher education can neither comprehend plain prose nor produce acceptable sentences...". This situation reflects the poor English standard of the school level products. Moreover, it was found that the standard of English among the students studying in the high schools of rural areas is much poorer than those studying in the urban areas of the country, in connection with their performance in reading comprehension and oral production (ibid.). In the same way, Jha (1995: 111) has remarked: "...the School Leaving Certificate Graduates' overall grasp of the English language is generally found to be lower than expected, and most of them find it very difficult to cope with the standards of the English language courses in various universities."

To assess the current situation regarding the achievement of secondary school graduates in English, the data given below will tell us the past 8 years' result of School Leaving Certificate (SLC) examination. On the basis of the data, we can see the average national standard of the high school graduates in compulsory English.

Table 1: S.L.C. result (regular) of the past years in English (written exam)

Year	Pass percentage	Average mark
2054 B.S. (1998 A.D.)	63.4	35.4 (full mark 100)
2055 B.S. (1999 A.D.)	66.3	35.9 „
2056 B.S. (2000 A.D.)	85.4	43.7 „
2057 B.S. (2001 A.D.)	59.5	29.9 (full mark 80) = 37.4%
2058 B.S. (2002 A.D.)	56.9	28.9 „ = 36.1%
2059 B.S. (2003 A.D.)	54.4	34.8 „ = 43.5%
2060 B.S. (2004 A.D.)	71.2	41.45 „ = 51.8
2061 B.S. (2005 A.D.)	58.4	28.9 „ = 36.1
2062 and 063, not available		

Source: Office of the Controller of Examinations (His Majesty's Government of Nepal), School Leaving Certificate Examination Statistics 2058, 2059, 2060 and 2061

To see the result in English from the year 1998 to 2005 as given in the table above, it is quite clear that except for the year 2000 and 2004, more than one-third of the total students' population failed every year. While one can say that the pass percentage is more than failure percentage every year, we must remember that one-third of the entire population remaining unsuccessful is definitely a very large number when we consider the figure nationally. If we see the average mark of the students, it has ranged from 35.4% to 51.8% during these years. Except for the year 2000, 2003 and 2004, the average figure for every year has not been significantly greater than the "pass mark" level, (which is 32%). Except for the year 2004, the average achievement level has always remained below the line mark of 50%. Thus, from the overall statistics, we cannot claim the trend to be satisfactory.

It has often been stressed that one of the reasons associated with the learners' poor standard in English is associated with the state of this language not being the medium of instruction in public schools. According to Sharma et al. (reported by Bhattarai, 2001), there were a limited number of schools with a limited number of students in the country before 1950, and textbooks in mathematics, science and other subjects were available only in English. Thus, ultimately, English became the medium of instruction then, and therefore students' standard of achievement in English used to be high. After the 1950s, "students gradually started to lose their grip over English" (ibid.: 10). The main causes of the deteriorating situation in the standard of students' English, after 1950s, were: i) increasing number of students and insufficient number of teachers, ii) very small number of trained teachers, iii) lack of enthusiasm in teaching and learning English, and availability of Mathematics and Science books in Nepali medium, etc.

In one way or the other, the above-mentioned problems are still prevailing in Nepalese public schools, which have led the situation towards the learners' poor standard in English. Despite this reality, ELT has a fairly wide scope in the country, since its demand is increasing day by day.

Future Direction

From the recent developments in Nepalese education, we can notice the spread of English-medium schools to a remarkable extent – due to the increasing demand of parents for English. As a result, not only the schools running in the private sector but also those supported by the government or managed by the community are introducing extra English courses in addition to the prescribed English language course books.

Despite the lack of quality, the number of university graduates with specialization in English is increasing every year – and they are, naturally, willing to work in teaching field. Thus, there would not be lack of manpower for English language teaching that much in schools in the days to come, despite the problem of quality in them.

Though the status of English in Nepalese context, so far reported in literature, is that of FL, in recent times there are some clear indications that this language is gradually orienting itself towards the status of SL. This can be claimed based on the huge amount of literature published and read by thousands of readers in English, the widely extended English speaking environment in thousands of English medium schools (within the compound at least), growth of mass media (FM radios, televisions, and newspapers) giving news and other programmes in English, etc. The drastic increase in the population of university graduates specializing in English, combined with the changing sociolinguistic context just described, can be a favourable situation for the growth of English language learning and teaching in the days to come, although there are challenges.

One of the serious causes leading to the problems in ELT (including in education as a whole), as discussed earlier, is related to lack of professional commitment and accountability among the teaching staff. If we examine the root cause of most of the problems discussed earlier, we will notice that unwillingness to work properly rather than lack of the facilities or lack of conducive environment is the most important factor associated with the problematic situation in many cases. This sort of ‘inertia’ towards change in the existing situation or towards new/innovative working style is found among a large mass of teachers’ population in the country – particularly among the teachers of old generation. If the government is willing to make any new intervention in Nepalese education in order to address this problem, it should implement the programme of replacing the teachers of old generation by the energetic new generation, and employing the teaching staff in the vacant positions through fair competition. Any new intervention like ‘golden handshake’ to the old generation teaching staff could be a suitable programme in this regard – which could open the door for the entry of new generation towards teaching profession. Only the new generation cadres can play role towards ‘educational transformation’, that can lead to a sound pedagogic environment, from which the overall teaching-learning situation, not only the teaching of English, would be improved to a remarkable extent.

Besides, the school level curriculum needs to be reformulated with the goal of developing learners’ skill for translation from English to Nepali and vice-versa. Since the most immediate need for the nation in the coming days will be the production of human resources that can easily communicate in both the languages, we must not ignore to

address this need in the organization of our pedagogic programmes. If we plan our curriculum in such a way that it will enable the future citizens to contribute much towards the progress and prosperity of the nation, development of English must not be considered in isolation but always in relation to the national (and even the local) language/s. Imparting the bilingual skills should be our goal – which can help in strengthening the role of English for national development, not simply for preparing the “pipeline of brain drain”, in the days to come.

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Literacy and poverty: The grassroots level perspective

Dattaraya Dahal *

The Context

The incidence of literacy has increased from 2048 to 2058(CBS, 2000). Similar increasing trend is noticed in schooling. However, if this figure is further disaggregated in terms of social groups based on poverty, the scenario may become completely different. Despite the efforts made in the past, literacy status has not changed as expected. Many important changes have been made in this sector but the return is still much lower than expected.

Similarly, poverty may be understood as a condition in which a person or community is deprived of, and or lacks the essentials for a minimum standard of well-being and respectable life. A person is considered poor if his or her consumption or income level falls below some minimum level necessary to meet basic needs. Meanwhile, a strong economy depends upon an educated, skilled and competent citizenry. According to Washington (1999), low levels of literacy are linked with lower wages, lower levels of employment, and more frequent spells of unemployment, thus contributing to poverty. The education level is one important indicator of poverty. Literacy helps to families by providing opportunities to learn together and by helping to ensure critical early stimulation for the children.

An in-depth research like ethnographic study is very useful for assessing the relationship between literacy and poverty.

Introduction of the study area

Tatopani VDC lies on Arniko Highway at Sindhupalchok district, 114 km from capital city, Kathmandu. The total population of the VDC is 5555 with 1110 households (2854 male & 2601 female). Among them 31 % are Sherpas and 7% Dalit community. (NFEC HH survey, 2007). The survey of economic standard shows that 11.8% as high level, 34.7 % as medium level, 37.4% as low level and 16.1% as very low level people live in the VDC. Meanwhile, the main professions of the population are agriculture (34%) and labour (12.5 %). The literacy status is 50.9 % (41.5 % female and 59.8 % male) at the VDC (VEP, 2007). Thus, the literacy gap among male and female is 18.3 % point which is lower than the national standard.

Still, most of the people are illiterate, though, it was a priority of government. Most of the people are from Sherpa community where women are more illiterate compare to

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male. And, it is one of the popular entry/exit point for business and most of the people are engaged in importing goods from Khasa(China).

There are single Lower secondary and secondary school and seven primary schools at the VDC. Except ward four, the settlements are scattered to basic infrastructure is said to be lacking due to expensive mode of transportation.

In this context, the aim of the study is to make on-depth analysis of the literacy program at Tatopani VDC through ethnographic approach to the study. For this, I have selected a case of Mantri, Sunita and Pashang. Based on the interaction and discussion notes, I have studied their livelihood conditions and gathered their views on literacy and poverty.

Methodology

In this study, in addition to the direct observation of the researcher, several rounds of interviews and interactions were completed with informants their views on literacy and poverty. Further analysis was done how literacy has been affecting the living conditions based on their relevant key words, phrases and narrations.

The researcher became familiar with their background and thus easily engaged them in an interaction to explore more about their situation. In order to improve the reliability and validity of the information, rigorous interactions were done in different sittings and basic information was triangulated by crosschecking with their neighbor and avoiding inconsistencies.

Back ground of the informants

Mantri

Mantri, generally, denotes a portfolio of a minister but here it is the real name of a 18 year old boy who works as a 'Pale' (Guard), popularly known as 'Rachhaka' who care about the goods in the container. He comes from an economically poor family background. Altogether seven family members live in a stone roofed house with two rooms. He went to school and studied two and half years in grade one at Tatopani lower secondary school. His location is on the Chinese boarder which is one of the most famous customs offices for import and export. In this connection, his main responsibility is to watch whether police men or tax officer would capture the pieces of goods from the container during the period of checking. In this way, his ordinary service earns him money to help the family.

Mantri is numerically literate through hotel rather than the school. Before joining this 'Pale' post, he had been at a hotel named 'Family guest house' as a waiter where he learnt to count money and to find out how much he received as 'tips' for the service by the customers. Thus, he acquired the numeracy skills through non formal learning arrangements.

Sunita

Sunita is 28 years of age, female, and living with large (nine) family. She is from Kavre district, Milche VDC ward eight, Mahankal. Her family migrated to Tatopani in search of work.. She used to go to literacy class before she studies in Chaitanya Multiple Campus, Banepa. She is the youngest daughter in the family. Her two (two of two) brothers and herself are going to formal schooling. Her mother became literate through literacy class and the remaining family members were illiterate. Her family's economic condition is poor. She got a scholarship from JICA/JMA up to SLC. Currently, she got girls' scholarship for plus two level from the campus.

Pashang

Pashang is a 42 year old male resident of Tatopani VDC ward nine, with six family members. He used to go to the adult literacy class for six months. He is now quite happy with his capacity to write and sign his name rather than putting 'Lyapche' on the paper. His house is about one and half hours walking distance from Tatopani Bazar. In his family, only one son and two daughters are literate out of six. His wife is still interested to join literacy class but there is no access due to lack of facilitator (teacher) to run the class. Only one boy has passed the SLC and from the whole village and he went to Kathmandu for study. The facilitator's eligible qualification is SLC. Pashang is a 'Jhole/Poke' (a business man whose profession is import and export of goods in a hand bag with small quantity) businessman.

Analysis and interpretation

What is literacy?

In Nepal, literacy is generally defined as the ability to read, write and do simple calculation with understanding. According to ideological model, literacy is a continuum with no single, simple, individual competency which can be called literacy but a social practice in which people engage in their own ways. According to the autonomous model, literacy is defined as a single technical skill. It associates itself with progress, civilization, individual freedom and social mobility. It sees through the consequences of cognitive skills (3R). Literacy is an issue related to basic needs and improvement of health, nutrition, population, agricultural technique, family life and other societal issues.

Literacy and job opportunity: Theoretical perspective

According to functionalist, literacy is regarded as central to helping people obtain and retain employment, which is the key to moving them from dependency toward greater self-sufficiency. This concept is based on the assumption that there are jobs for the poor who are able to improve their literacy skills (Hornbeck and Salamon, 1991). However, the Nepali economy currently does not produce enough jobs that pay sufficiently well to

create pathways out of poverty (Wilson, 1996) and, job loss and low wages are unequally distributed across races/ethnicities (PAF, 2006).

Without availability of jobs that pay a living wage, literacy education loses its value and appeal. Literacy alone cannot overcome the effects of class and race on access to educational and employment opportunities (D'Amico, 1999).

There is considerable debate among economists as to the causes of unemployment. Keynesian economics emphasizes unemployment resulting from insufficient effective demand for goods and service in the economy (cyclical unemployment). Others point to structural problems, inefficiencies, inherent in labour markets (structural unemployment). Classical or neoclassical economics tends to reject these explanations, and focuses more on rigidities imposed on the labor market from the outside, such as minimum wage laws, taxes, and other regulations that may discourage the hiring of workers (classical unemployment). Yet others see unemployment as largely due to voluntary choices by the unemployed (frictional unemployment). On the other extreme, Marxists see unemployment as a structural fact of helping to preserve business profit and capitalists.

Teaching literacy to eliminate poverty

If the primary purpose of literacy education is to eliminate poverty, then literacy programs and practices must be redesigned to fit various conceptions of poverty and its causes (Shannon 1998). Literacy must be viewed as a social issue that is linked to class, gender, and race oppression, and it must be linked to efforts that redress social inequities (Auerbach, 1993). Knowledge construction is the means by which individuals and societies determine what is real and true (Howard, 1999). Knowledge is never neutral. It is constructed by those who hold power in social institutions, including education (Apple, 1993). Mantri says, "Many of my neighbors used to go to literacy classes but they have remained in the same condition as before one." He further added:

"Mingma had enrolled thrice in literacy class and was able to write her name and sign in the document. Very few have utilized their skill in their daily life i.e. dialing a telephone, reading sign board and letter from their son from abroad."

It is clear that literacy program is on the one hand, lacking and is in over supply and misused, on the other. Likewise, all the literate persons are not able to raise their income. He said, "Most of the literate person's family go to health post, send their children to school and their living style has been changed." Now it is clear that literacy has helped to raise awareness among the people and increased awareness has helped to raise developmental activities in the society which in turn helps to income generation in the family. Earning has a direct relationship to the poverty. Thus, literacy is a key tool for development (UNESCO, 2005). The other informants have agreed with Mantri. Thus, it

is seen that literacy, generally, has helped bring a positive change to ward development which ultimately helps to reduce poverty.

"Most of the literacy classes are run in Chhetri-Bahun's houses and facilitators are appointed from their community." (Field notes, 2007). It means knowledge and power is mostly, held by upper caste people.

Literacy encourages to bring critical reflection on individual experiences and calls for social analysis and social change (Auerbach, 1992). Literacy programs can encourage learners from marginalized communities to counter the effects of internalized oppression and to view themselves as members of the larger society. Perhaps, then, the prevailing definition of literacy will be changed meaning as social action.

Literacy and poverty as social status

Literacy helps a person to read his own personal documents and develop confidence to deal with officials (field notes, 2007). Ultimately, it helps people in many ways. It gives social reputation and self identity. According to Mantri,

"Once I received a letter from a girl. She wrote the letter in mixed languages Nepali and English. Her handwriting was illegible which made me difficult to read and understand English word. Hence, I went to my nearest friend Norbu who had passed grade seven. He translated English word in to Nepali and finally he laughed at the words. Moreover, he helped me by writing a reply to her. When the reality was known the girl, my girl friend, became angry and ultimately she disappeared from me. I became very sad and feeling that if I were literate, she would have been still with me."

He further added that *"Literacy is the symbol or status of an individual."*

Sunita said, *"If there is a discussion about education in my village, most of the villagers start to show my performance as an example which makes me very glad"*. The above (both) narration shows that literacy is a social status of an individual. She remembers those days when 'Thulabada' (elites) generally did not come to her house. If there is a lower grade work then, only 'Thulabada' would come to her home for the ordering labor. Otherwise, nobody likes to visit her home. But right now, they have started to ask about her healthcare and request for social work. Similarly, Pashang said:

"Once I went to the VDC office with 'Manjurinama' (authorized letter) for 'Bridda Bhatta' (elderly allowance) of my father, and when the time came for receiving the money, I had to sign on the paper. I did 'Lyapche' (finger print), the Mukhiya started to laugh. I got surprised and asked him for the reason of laughing; he replied that you are young and smart looking but contrary to my expectation you did 'Lyapche'. Then I realized that anyway I have to learn to sign my name. And, now, I am able to sign my name which makes me feel proud".

The above narration shows that literacy is linked with social prestige.

"When we go to VDC offices to take 'sifarisi patra' (recommendation letter) for citizenship, the 'sachib' (secretary) asks for our signature. Those who can sign, proudly says that they can do so but those who cannot sign they will bow down their head" (Field notes: 8/9/07).

This shows that illiterate people feel hesitance to be forward. It means there is a difference in personality or identity between the literates and illiterates. Mantri said, *"When I was at a hotel as a waiter, most of the customers used to call me 'Kancha'. I was curious why they didn't call me with my name. In the beginning they used to ask my name. These days I am getting respect from them as they call me 'Mantri babu'. As my earning has increased with Rs. 5000/month and I can read, write and do calculation my status has been promoted. Now I always wear a shirt and a pant with tie."*

This statement indicates that level of earning and education is one of the indicators of social status.

Similarly, Sunita said, *"When I was small, I used to go to attend the 'bhoj' where my neighbor ordered me to clean the dishes. But now their voice is changed. They started to call me as 'Chhori' (daughter) as a guest, not as a servant."*

Thus, in the societies, educated people with better earning have a higher social prestige compared to that of illiterate person. However, it is not always true that only literate people have reputation. We can see that many illiterate people have high social value and status in their society. In general, literate people also have an opportunity to be near with powers (economic) which help raise their social value. Being literate is related to wealth. The higher a person's level of literacy, the higher the earnings. The conditions of wealth and literacy are highly correlated (D'Amico, 1999) but it is important not to compare literacy with wealth. Increase in literacy does not necessarily cause an increase in wealth, nor does greater amount of wealth necessarily improve literacy. Therefore, wealth is probably not a good barometer of "what it means to be literate."

Literacy and poverty reduction

Literacy provides learners with opportunities to clarify their own attitudes and values, encouraging them to take a stance on issues (ERIC, 2003).

"Literacy skill has helped me in so many ways. First, it gave me self-esteem. I learned that I can learn, read and write a lot better. As a result, I am studying 2nd year I. Ed Program. I'm also working on my stitching skills. Stitching is really an exciting work for me. I never thought I could learn how to stitch", said Sunita.

The interpretation of the above narrations can be that she got an opportunity to study at higher level with literacy skills. Literacy helps to the people by providing them with

functional skills. As a result, one can engage in self earning scheme which helps to reduce poverty. Sunita said,

"When I was a small child, my mother used to go to literacy class with me. There I got an input that if all old age women can learn, why cannot I? All my mother's class fellow being encouraged me for schooling. But there was no school nearby home. Therefore, I started to read with my mother in the literacy class for three months for the first time. Then after, I joined women literacy for another six months."

It is clear that with literacy skills, Sunita is able to enroll herself in the campus. Likewise, *"My two daughters also come to the class with me. It has helped them to develop their self-esteem. I know they are ready to go to school. I've learned a lot of ideas and mannerisms with my kids as we spend time together"* said, Pashang. Similarly, Mantri said, *"Right now, I am able to read and make simple calculation so that I got the job of a 'Pale'".*

With the above statements, it is clear that most of the people are far from proper education due to lack of such opportunities. Nearly, 11 percent primary school going age children are out of school (DOE, 2007). In such condition, literacy helps raise awareness by providing information to the people to upgrade themselves for the changed world. Definitely, the level of learning is associated with the level of earning. Better earning raises people's social status. Mantri remembers those days when they did not have food and nobody behaved well. But now, the situation has changed. Through literacy, people will develop confidence and move in right direction. Ultimately, it helps for searching better job, better life and reduces poverty.

Pashang said, *"Before joining literacy class, I used to smoke and drink 'Raksi' (alcohol). But after this class I dropped all bad habits. Now my health is good and I have saved money."* These statements indicate that indirectly helps save money or earn it. No doubt, better earning helps to reduce poverty. Similarly, Sunita says, *"Now a days most of the women are able to read and write. They have 'charpi' (toilet) at their home. They know how to make 'Jeevan jal' at the time of diarrhea and send their 'Buhari' to 'Mahila swayam sebika' (health worker) for delivery. They can help their children in doing homework."* These remarks indicate that awareness is in increasing trend. Literacy can help in many ways but at the same time, it can happen through demonstration effect or other effects too. Again, Pashang said, *"Many villagers are selling their vegetables in Tatopani Bazar with good price and they are farming non seasonal vegetables which are sold at expensive price. This and all happened after being literate. First they joined literacy class and just after being literate they formed a group who was provided with farming training by the DEO. This narration shows that literacy is required for both knowledge and skill. It empowers people and help reduce poverty."*

Literacy and socio economic condition

When I asked them, what they would like to learn, if given a chance, instead of having literacy ? Mantri preferred to learn driving which could allow him to earn more money. Mantri thought that literacy could help him to improve job opportunity. Similarly, Sunita would like to be a teacher and thus she is studying I. Ed. Likewise, Pashang, wants to learn Chinese language so that he can strike better deal with Chinese business men. The need of individuals varies according to their condition. Their understanding of economic power motivated them toward income generation. It is obvious that an increase in income will help them lead better lives and thus reduce poverty. As they are interested in job training, more literacy skills will allow them to prepare for a better future. Literacy could thus be a survival skill and a skill for earning.

Thus the environment for practicing literacy and the socio economic conditions in which literacy skill is used are much more important obligation. Taking into account the needs of the people, in general, and the needs of the poor in particular, the aim of literacy programmes should be to instill knowledge, skills and attitudes in reading, writing and numeracy based on needs and problems (UNESCO 1988).

Literacy is thus more than the acquisition of reading and writing skills; it is also a social practice or social currency, and, as such, a key to social mobility (Gee,1991). Sunita said:

"I am working for a women's group as a secretary. Every month the members have to deposit 20 Rs/ member. It started since 2058 BS. Now our fund is more than one lakhs. We provide money as a loan to the member's with minimal interest rate. Some members are investing on business, goat/sheep rearing and poultry. They are paying their loan timely and some of them had bought some land too. We have a pressure for loan. Because, there is a high demand for it. The criterion to be eligible group to be the member of the least literate through literacy programme. If all requirements are fulfilled then Govt. provides matching fund & skill training for the group."

The above discussion indicates that literate women are forming groups and involving themselves in income generation. It directly helps to reduce the poverty. But all literate women are not able to join such group. The govt. quotas are very few and the provision is for only women. So it is necessary to expand it in the targeted area.

Literacy capacity building and poverty

In Nepal, there is a major need to develop systems and capacities that enable people to engage in development as an ongoing process. Capacity building is thus at the heart of literacy program. Capacity is directly linked with professional development, motivation, knowledge and skill. In literacy classes, participants learn by slotting new knowledge into what they already know from experiences. It is the learning based on reflection.

Mantri said, *'when I was unable to read and make simple calculation, I committed many mistakes at the hotel where I worked. The hotel owner used to punish me. But, as I improved myself I got a chance to work as an accountant and order taker. As a result, I received better salary.'* Sunita remembers her illiterate days by saying that her brother was in Malaysia and he used to send a letter every month. But her father used to go to the teacher for reading and writing a reply. Similarly, Pashang said, *"Before knowing reading, it was very difficult for me to make telephone call to my son who lived in Kathmandu"*.

Literacy thus helps people to build up their capacity eventually leading them to generate income. In Nepal, there is a provision for skill training after the completion of basic literacy (NFEC, 2007) but there is no guarantee that they all will be able to join the skill training due to shortage of the quota (NFEC report, 2007).

Conclusion

Literacy is a prerequisite for participation in any developmental work whether by disadvantaged and socially excluded group or by the advantaged. Literacy is invariably a form of preventive social cure. If people are given the tools to manage their lives for them selves, they will be less of a burden on the social system. Small businesses start up and micro credit schemes can promote employment and the economy needs participants to have an essential knowledge and skills as its driving forces. Economic developments reduce poverty.

Literacy practices must be infused into community's way of life before they can become relevant as a tool for development in the community. Instead of worrying about literacy it would be better to encourage the integration of literacy practices into life of the community people before commencing any literacy programme. According to Mantri, literacy can only have meaning in a society that has fully incorporated the benefits according from literacy into real life.

Literacy is as simple as encouraging the development of mediator and share useful information among the community members. I would say that development promotes literacy and literacy not only promotes development but also help to reduce poverty. Literacy campaign will raise social status, better living standards and ultimately, drives peoples towards the accomplishment of the EFA and MDG goals.

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Reflection and Critical Pedagogy

Gopal Prasad Bashyal*

Abstract

Nowadays teacher education programmes focus on the necessity to life teachers beyond the necessary technical skills of instructional and management toward a process where they can feel safe to put their own work into a wider social, cultural and political context. In this consideration, this article attempts to justify reflection and critical pedagogy as the most effective means for improving teacher's performance. There is a hope for them to be professional applying reflection and critical pedagogy approach in the delivery of instruction.

Background

The classrooms that we teachers inherit are most complex. The students bring diverse identification regarding religion, caste, mother tongue, financial condition, family education, culture, history, society, region, politics etc. Likewise the students have individual differences i.e. mental, physical capabilities, emotions, needs, desires, interests, aptitude and attitude. They also differ in prior knowledge and experiences. The teachers are expected to deliver the educational goods demanded by society as well as to develop citizens for mankind. They are often obsessed with the mastery of technical skills for instruction and class management. They often say "Tell me how to do it". I think there is much more to do them being simply technical.

Teachers need to develop critical categories through which they can analyze their school performance. They need to examine their educational goals and revisit their promises as teachers. They need to ask themselves what is needed for them to become their own best teachers. They should appreciate their own histories and cultural experiences. If they can appreciate their own backgrounds, they can better appreciate the heritage and culture of their own students.

Change for Professionalism

First teachers the need to be ready for changes. They are expected to integrate theory and practice, analyze them critically and implement change. Therefore teachers need to have a critical insight into their roles in schools and to examine critically the value of the knowledge they teach and the function of schooling in society.

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The teachers are mostly on pressure of classroom and do not have much reflection time because the focus is on activity, not reflection. But they are constantly in need of self renewal, i.e., re-create themselves over and over again. For their development, they need much more than mastery of certain teacher behaviours associated with student achievement; they need to involve in critical reflective thinking about their work. They need to be reflective, critical and inquiring. These qualities can be developed by i) the analysis of classroom interaction based on observation and interview, ii) case studies focusing on texture and context, and iii) examining their own practice: reflective and contextualized knowledge. These processes allow them to be self-understanding and self-determining.

A model teacher aspiring to be a professional practitioner would have accumulated a body of substantive knowledge, have some specific skills, and have developed a degree of technique and engaged in what is generally termed reflective teaching.

Defining Reflective Practice

Reflective practice is a mode that integrates or links thought and action with reflection. It involves thinking about and critically analyzing one's actions with the goal of improving one's professional practice. Engaging in reflective practice requires individuals to assume the perspective of an external observer in order to identify the assumptions and feelings underlying their practice and then to speculate about how these assumptions and feelings affect practice.

According to Schon (1988), the stage is set for reflection when "knowing-in-action"--the sort of knowledge that professionals come to depend on to perform their work spontaneously--produces an unexpected outcome or surprise. This surprise can lead to one of two kinds of reflection: reflection on action, which occurs either following or by interrupting the activity, or reflection in action, which occurs during (without interrupting) the activity by thinking about how to reshape the activity while it is underway.

Some others have defined reflective teaching in the following ways.

"Reflective teaching is deliberating on experience and that of mirroring experiences" -
Pernington

"Self inquiry and critical thinking can help teachers move from a level where they may be guided largely by impulse, intuition, or routine, to a level where their actions are guided by reflective and critical thinking"-Richards

"Critical reflection is a response to a past experience and involves conscious recall and examination of the experience as a basis for evaluation and decision making and a source for planning and action."-Farnell

"Reflection is viewed as a process of becoming aware of one's content of the influence of societal and ideological constraints on previously taken-for-granted practices, and gaining control over the direction of these influences."-Habermas

"Reflective teaching is related to self-directed, continuous learning."-Kim

"Reflection is what allows us to learn from our experiences: it is an assessment of where we have been and where we want to go next."-Wolf

Reflective teaching is a cyclical process because once we start to implement changes then the reflective and evaluative cycle begins again: What are we doing? Why are we doing it? How effective is it? How are the students responding? How can we do it better? are some of the questions the reflective practitioner tries to answer.

The teachers have to keep learning, keep finding new things, because the teachers who still teach the ways they did ten years ago, the students will not listen to them. They are outdated. "The truly reflective teacher is one who makes instructional decisions consciously and tentatively, critically considers a full range of pertinent contextual and pedagogical factors actively, seeks evidence about the results and continues to modify these decisions as the situation warrants." The teachers have personal choices about the way they think, feel and behave as teachers and how teachers can become aware of learning atmosphere they create and how the moment by moment choices they make can affect the learning environment of their students. Thus reflective teaching is an enriching, empowering and enduring experience.

Critical Pedagogy for Innovations

A critical pedagogy is needed to manage the complex social system of the classroom and diagnose the need of individual students. There is always confusion about teacher's role in the society: transmission or transformation. In many ways the passing on of knowledge - transmission - remains the basic quest of schooling. This really ignores the experiences and potentialities of the students. Their creativity is lost and they become more dependent on the teachers. How can we encourage the teachers to build new narratives rather than retell the old stories? Yes, we can put emphasis on building rather than retelling, on producing rather than reproducing. Now the pedagogical paradigm has been shifted towards transformation and teachers can collaborate with the students and other stakeholders, e. g. community people, colleagues, educationists, education administrators etc to transform. The major concern is to capitalize the knowledge of stakeholders for classroom practice. Critical pedagogy calls for collaboration. Teachers are the agents who work in complex social situation and who have the power to help transform. But is difficult to practice it in existing "teacher is everything" school environment. We need to realize first that knowledge and production of knowledge can be made less external so that transformation is possible though it takes a longer time.

Critical pedagogy encourages teachers to view their practice critically and complexities of the educational process through various lenses. There we find some traditions are established as sacred and treated as immutable and rarely examined. The teachers are also not encouraged to be analytical and time is rarely given for such a reflective process. The time has come to work on changing this stained reality.

Critical pedagogy encourages teachers to be open to the students for sharing their stories - stories of their experiences, culture, knowledge, language etc so that they will be able to walk into a class with confidence and be known as an interesting, firm but fair teacher. Teacher stories must not simply be devices to instruct or to draw student stories, they must be true stories narrated in a critical fashion. Affirmation and critique go hand in hand.

Ways of Developing Reflection and Critical Pedagogy

Recommendations are made as below so that teachers can develop reflective teaching and critical pedagogy.

- a) Daily journal / teacher's diary: - Teachers require to maintain journal in which they record daily experiences, feelings, emotional responses, and analysis of observations and teaching. These journals are interactive in nature. Journal writing provides little time from their busy schedule to make connections or discover discrepancies between practice, theory, personal feelings and values. It is meant for exploring articulating their understandings and feelings about the actions, ideas, and environment.
- b) Cross disciplinary sharing:-There could be a seminar or sharing sessions among the teachers of different subjects in the school. This seminar provides a forum for the teachers to communicate through which they share experiences, stories, knowledge, feelings, reactions and ideas. It is an opportunity to examine their own experiences.
- c) Observation: - Teachers must invite other teachers to observe their classes and they should observe others' classes. They should follow all the pre-observation, observation and post-observation stages of observation. It must be a professional support, not administrative one. The observer and observe should agree on the area of observation before observation takes place. Observation helps teachers to build confidence and empowerment that allows them to experiment with various methodologies, strategies, and techniques and test educational theories in the prevailing situation.
- d) Recording lesson: - It is somehow impossible in our area. However, if it is possible, it will be very fruitful to self-analysis and critique of one's lesson. The records of lessons help teachers analyze various aspects of their own and their students' behaviors and strategies as well.

- e) Student feedback: - Students are a good source of reflection and critical pedagogy. The teachers need to develop a set of questionnaires or observation checklist and give different students to respond on them. The instruction should be quite clear so that observation would be more objective. Likewise informal talks with the students will also provide a lot of insight about teacher's performance. Sometimes a formal sitting with the students is necessary.

The Authorship

In addition to these recommendations, a teacher must muse on his own performance. Some questions would help teachers make recollections purposeful. For example, 'What did I teach today?' 'What was the question that most of the students could not answer?' 'Was the sentence confusing?' 'Could they answer when it is told differently?' Just find five minutes at any time on the day and recollect what you did, what the responses were. Think about the better choices and implement them, evaluate their effects and bring a novel idea every time and become a teacher. **YOU ARE THE AUTHOR OF THE BEST STRATEGY FOR YOU.**

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Classroom Transformation Towards Better Pedagogical Practices

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Classroom practice is the core of all quality aspects of education. There can be no expectation of quality assurance without better pedagogic approach in a classroom to ensure child- centered learning. However classroom practices, except in few innovative cases, have remained limited to teacher lecturing and student rote learning practice. This issue has continued despite the fact that many researches have pointed out its negative impact since long time. Many researches in the past have listed scores of reasons for no change in the classroom practices and accordingly government has made several provisions to address them – classroom renovation/ construction, curriculum reform, short term and long –term teacher training, and provisions of textbooks and instructional materials. However, a breakthrough does not seem to be forthcoming. Questions arise – why are the changes for better pedagogic conditions process so challenging? What are the crucial factors and approaches that help ensure better transformation of the classroom? This article dwells on the needed classroom transformation reflecting on these questions and some of the researches conducted recently in the area, particularly the researches conducted under the Formative Research for EFA.

These critical questions call for re-examination of general perceptions of the teachers, students and parents regarding -- what constitute teaching learning and what to follow and expect in teaching and learning?

One of the important aspects of classroom transformation relates to perception and efforts towards quality education. Central to this aspect is the question – what is valued as quality education? What are the factors and indicators considered important? A study on “Basic Enabling Conditions for Quality School Education” (CERID/FRP, 2007) that focused on the Successful Schools for Developing Norms and Standards for School Monitoring shows that the policy level stakeholders mostly identified high retention rate, high success rate, high cycle completion rate, and relevant contents for meeting daily life needs of students as major indicators of quality education. This explains the focus of the government efforts towards better situation in education – tying up incentives for disadvantaged children to better attendance and completion of the classes and classroom construction support to ensure better learning environment. There have been improvements in the country in terms of classroom space, student enrollment, attendance and completion rates (CERID, FRP, Longitudinal System Indicator Study 2004; 05; 06;

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07). However, classroom observations often point out that the classes are conducted in the same old fashion – teacher lecturing by reading from the book and students reading from the book trying to memorize the passage as much as possible (FRP, study 2002; 03; 045).

The longitudinal system indicator studies (CERID/FRP) show that the classroom size on the average is not so big. Except for the classes in some urban schools, the class size is fairly small, in some schools as small as 7 children. But even in the small classrooms, teachers tended to teach in the same fashion – reading from the texts and asking children to read the texts to memorize. The other often pointed out problem for poor classroom practice is the lack of adequate number of teachers. However, the studies also point out that even in the schools where there were 3 teachers and less than 30 children, the situation was not much different. Rather the teachers used the situation to take leave on rotation basis and the teachers who remained in the school followed the same old way.

The problem also did not relate to the teacher qualification as most of the teachers meet the minimum qualification criteria and that almost one in every five teachers has qualification more than the minimum. The problem even did not relate to teacher training as every alternate teacher has already attended some kind of training. Every one in three teachers has completed one year training.

Was there problem in the training system then? This question seems to attract many interesting discussions. A study conducted in 2004 (CERID/FRP) shows that from the curriculum point of view the training provided by the government (10-months teacher training or 12-days modular skill training) has given due attention to the need for child centered learning and appropriate pedagogic approach. The delivery of training is however varying from trainer to trainer and class to class. Dilution of the intensity was noted in terms of delivery of content and most importantly, the methodological coverage and practice. Many of the training classes seemed to have ignored the importance of practice by teaching about the practice instead of focusing on hands on work experience. Both the trainer and the trainee in many cases emphasized on gathering information and conceptual knowledge so that the training could be expressed verbally rather than through practical experiential learning. Moreover, the important thing is that even the skills learned during training did not seem to have come to use in the actual class for the children. Perhaps the training could not inculcate the value of transforming the classroom practice and culture of child centered learning, or the training listing only the various concepts and methods, failed to practice the pedagogy by not giving serious message regarding the practice of classroom pedagogy. Perhaps we all are engrossed by the need for knowledge in the form of understanding and memorizing than practicing out

knowledge. If such is the condition, then there is a need for an extraneous intervention to break the situation for better alternatives.

An action research conducted in some villages of Kabhre and Kapilvastu (CERID, 2003) shows that extraneous intervention is helpful when the intervention is oriented to start the process of internal realization and initiatives rather than the thrust for the change. The action research considered that quality education could not be expected in the situations where physical facilities such as per student space as per the norm, drinking water facility and toilets are hardly available. In many schools such facilities are to be found largely missing. The study also perceived that schools will be successful in terms of their performance when SMC and PTA dispensed their prominent roles to promote physical and academic environment of their schools. Most importantly, the research approach believed that practice of common sense by all the stakeholders including the teachers, students, parents and school management alone can bring visible improvement in the schools and classrooms. Qualification enhancement and training can follow the improvement initiatives.

The experience of the action research showed that the challenge in the change process was to break the tradition and the perceptions that overwhelmed the teachers and the school community in complying or blindly following the long practiced rituals of classroom teaching—teacher teaching and student rote learning from the texts. The risk of chaotic outbreak of conflicts and altercations in trying to bring the issue in collective discussion on the basis of common sense, indicating that without taking the risk there could be no real break through. For the deserving transformation, the stakeholders have to discuss and reflect on the problems, their causes and the responsibilities. Usually, at the onset, finger pointing ensued naturally from parents to the teachers, teachers to the students and the parents, to the head teachers and by the head teachers, to the SMCs and even the government and by the same on to the teachers, students, and parents. The experience gained through the action research in the two districts showed that it was exhaustive some time, but it was possible to overcome the issues and settle to constructive reflection by taking steps on common sense towards better change.

It was noted in the action research that listening to subordinates such as the seniors including the teachers, listening to the children for improvements in the class, or the head teachers and the teachers, and listening to the parents was rather a difficult exercise to begin with. On the other hand, such listening was necessary for bringing changes collectively. The breakthrough however also brought some pattern of changes: changes at early grades worked better and sustained effectively. Changes in the grades I, II and III class rooms with better learning environment such as carpeted floor, low level tables,

painted walls and nicely displayed various educational materials brought revolutionary changes.

Researches (CERID, 2007) conducted in some better performing community schools as well as in the institutional schools (so called private schools) where innovative approaches were being undertaken with the support of organizations like UNICEF, Save the Children, Plan Nepal along with local NGOs in Ilam, Morang, Kavre, Kaski, Myagdi, Banke, and Dadledhura supported the importance of the experience of the earlier action research conducted by CERID. The innovative programs covered in this study were mainly that of SC/N (Child-friendly Schools -- CFS program), UNICEF/Nepal in which IFCD provided technical support (Innovative Child-centered Teaching Learning Process -- CCTLP), COPE, and WE (Quality Education Resource Package -- QERP). Two of the programs, ETC (Integrated Community Development -- ICD programs), and Dual Audience-Interactive Radio Instruction program of DEC covered in this study were the programs already completed few years back. Piloting of local curriculum in Rasuwa was also covered in the study.

The researches also revealed other important aspects for breakthrough and their sustenance: in all good performing schools, there were utmost efforts to maintain the class regularity and meeting the norms; in all such schools classes were run for 200 days which is very close to 220 days as mandated by the Education Regulations. It was also found that in the successful schools, continuous assessment of students and feedback to the students and parents were followed. This led them to reflect on the students' performance and subsequently, take up essential initiatives for further improvement and better achievement.

Many of these schools were also facing the issues and the concerns as in other schools -- concerns regarding high student-teacher ratio. Teachers with qualification of SLC pass only were facing difficulties to teach upper primary grades. The need for better qualified head teachers, trained and skilled for academic leadership and for carrying out efficient in-house teacher training and performance monitoring was also felt. Absence of the provision for evaluating teachers' performance, late distribution of the text books, and unavailability of TGs and other support materials for teachers remained challenges for the school community to achieve the quality that they envisioned.

These innovative projects demonstrated that collaboration with government organizations and partnership with NGOs and other civil society organizations for the implementation of project-based activities signify a prompt move specifically for monitoring and professional backstopping for better pedagogical processes.

Evolving attractive classroom environment particularly by displaying instructional materials and using them in the students' learning process, and managing flexible seating arrangement presented the school management as being visibly innovative. This new method of class room arrangement provided physical comfort to both the students and the teachers in making teaching learning activities increasingly motivating. The study on 'Basic enabling conditions for quality education' also made the same revelation which makes it pertinent to conclude that a better class room environment is an essential requirement for promoting qualitatively enriched learning.

- Emphasis on collective reflection towards building shared vision, knowledge and understanding among the stakeholders on the child-centered learning was found to be a crucial requirement for transformation of classroom practices through pedagogical processes. Teachers trained with emphasis on better pedagogical processes and changes in the classroom environment led the school teachers to realize and change their approach. Such efforts brought turning points in teachers' understanding, beliefs and behaviors. They attached more significance to 'no corporal punishment', 'group work', 'more interaction', 'play way method in learning', and 'less rote memorization'. On the other hand, micro training basically geared towards building teachers' capacity in using curriculum, developing lesson plans, preparing and using instructional materials including songs and games in the classroom was found functional and effective in bringing changes in the classroom practice. Such practical training along with the material and technical support (in the projects) also motivated the teachers to use curriculum for the preparation and delivery of the lesson plan.

Similarly, training/orientation of SMC and PTA members, community people, and parents (through their involvement in the project activities) were found crucial in broadening their insight regarding better class room practices. They also developed confidence to visit and observe teaching learning activities in the class room. This development was found helpful in building shared vision and better understanding about child-centered pedagogy.

These discussions show that it is possible to bring improvements in our schools and classrooms towards better pedagogic process and quality of education by motivating the teachers. However, a crucial question arises at this juncture – how to ensure the transfer of conditions of the projects to other non project schools? Do we need projects in each and every school to bring a national level change? One thing is for sure, that each and every school need to have projects for changes and the technical and material support to undertake the projects. Now that we have the understanding and the experiences about what is needed, serious planning and strategies are needed to address the needs.

Here are some of the suggestive factors and aspects to consider for such planning and strategies:

- Student-centered education should be envisioned, reflected and brought to the focus in all educational government documents and curriculum.
- Collaborative efforts engaging government institutions, community, parents have to be emphasized .
- Local implementing offices such as DEO and RCs need to be geared and capacitated for monitoring and technical backstopping.
- Visible improvement in the classroom display and seating arrangement in the schools with emphasis on practice of using curriculum for preparation and delivery of the lesson in the class is a must. Flexibility should be there for the teachers to schedule teaching learning as per curriculum needs.
- School and classroom environments have to be improved to ensure interactions among the teachers and students and to facilitate student engagement in learning activities with teacher taking the facilitation role. There should be availability as well as use of the instructional materials in the classroom.
- Building shared vision, knowledge and understanding is a must. Common sense approach with doable, incremental, step-wise development is important.
- Teacher training should emphasize on discussion, demonstration and practice. Provision of materials and practice on material use during training is a must. There is a need to stop/discourage the tendencies of “let us get the information and knowledge and we can/will do it later”. Provision of follow-up and technical backstopping is equally important.
- The changes should come as a comprehensive whole in the beliefs and practice to instill a culture of knowledge based practice. Not just imparting knowledge or letting the traditional practice continue will do the justice.
- The objective of school education is to facilitate citizenship building with the focus on facilitating the children to grow to their full potential. Parents and community are also part of the whole process of children’s education. Therefore school and classroom transformation will be comprehensive and sustainable only with the participation of parents and the community in the whole process.

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Training Curriculum for Secondary Teachers

- Dr. Kedar N. Shrestha *

Background

When Nepal started the programme of training the secondary teachers in 1957, the College of Education adopted the adapted version of Secondary Teacher Training Curriculum of the University of Oregon, USA. It was a 4-year B. Ed. course offered to SLC graduates. Simultaneously, it also offered a 1-year B. Ed. course for the Bachelor degree holders. Later, College of Education offered a 2-year B. Ed. course for those who had Intermediate Certificates. At present, Faculty of Education, T.U. offers following structures of teacher training:

One- year teacher training leading to B. Ed.

Three- year teacher training leading to B. Ed.

Two- year proficiency Certificate Level for Lower Secondary Teachers

Kathmandu University offers a one- year Post- Graduate Diploma in Education (PGDE) to produce trained secondary teachers. Other universities of Nepal like Balmiki Sanskrit University, Purbanchal University also offer one- year B. Ed. programme. The university programmes have been designed as pre-service training. National Centre for Educational Development (NCED) offers a 10-month in-service training which combines face to face training, school-based training and distance training as a training process.

Glimpse of the Curriculum for Secondary Teachers Training (Pre-service training)

Tribhuvan University

As stated earlier, Tribhuvan University offers two programmes for the training of secondary teachers.

One-year B. Ed. Programme

Course Structure

Requirements	Total Weightage	600 marks
Foundations		300 marks
Philosophical and sociological Foundations of Education		100
Educational Psychology		100
Curriculum and evaluation		100

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Specialization (English Specialization for example)	200 marks
Fundamentals of Language and Linguistics	100
English Language Teaching Methods	100
Practice Teaching/ Practicum	100 marks

Three- year B. Ed. Programme

Course Structure

Requirements	Total Weigtage	1500 marks
Communication Skills		200 marks
Nep. 300 General Nepali	100	
Eng. 300 General English	100	
Foundations (Professional Core Areas)		400 marks
Ed. 301	Philisophical and Sociological Foundations of Education	100
Ed. 302	Educational Psychology	100
Ed. 303	Curriculum and Evaluation	100
Ed. 398	Practice Teaching or	
Ed. 399	Practicum	100
Specialization		600 marks

The following courses for the three- year B. Ed programme will be offered:
With five papers in each area of specialization and one paper on pedagogy.

- English Language Education
- Nepali Language Education
- Math Education
- Science Education
- Health and Physical Education
- Social Studies: History, Economics, Political Science and Geography Education
- Vocational Education
- Education

Electives

Two courses will be offered any subject areas as prescribed by the concerned 200 marks

Subject Committees

Course Cycle

शिक्षक शिक्षा

1st Year:	Nep. 300	General Nepali
	Eng. 300	General English
	Ed. 301	Philosophical and Sociological Foundation of Education
		Specialization I
		Specialization II
2nd Year:	Ed. 302 Educational Psychology	
	Ed. 303 Curriculum and Evaluation	
		Specialization III
		Specialization IV
		Specialization VI
3rd Year:	Specialization V	
	Elective I	
	Elective II	
	Elective III	
	Ed. 398 Student Teaching/ Ed. 399 Practicum	

Kathmandu University

PGDE leading to M. Ed. (Pre-service training)

Course Structure

Core Courses	9 Credit hrs
Foundation of Education	3 Cr. hrs
Human Development and learning theories	3 Cr. hrs
Curriculum Studies	3 Cr. hrs
Specialization (English for example)	18 Credit hrs
Introduction to Linguistics	3 Cr. hrs
Second Language acquisition	3 Cr. hrs
English language teaching methods	3 Cr. hrs
Literature in English language classroom	3 Cr. hrs
Action research in ELT	3 Cr. hrs
Curriculum design and materials Development	3 Cr. hrs

Internship/ practicum 5 Credit hrs

Duration - One year

Kathmandu University has a B. Tech Ed. programme to prepare the instructors of technical schools. This programme is implemented by Training Institute for Technical Instructors (TITI). B. Tech Ed. used to be a 3-year programme. K.U. decided to extend it to a four-year programme. The reasons for the extension are as follows:

S. No.	Changes		Justifications
	3 – Year Programme	4- Year Programme	
1	3 yr Programme	4 yr Programme	University Requirement
2	106 Cr. Hr.	131 Cr. Hr.	Time increment as well as to prepare specialized graduate according to KU standard four years and market demands
3	OSU (0-6 Modules)	OKS (Occupational Knowledge & Skill)- 8 Modules	To provide theoretical class inputs as well as laboratory / practical inputs in terms of fixed courses not the loose experiences only as it was in the past.
4	Teaching/ Research Assistantship- 15 Cr. Hr	<ul style="list-style-type: none"> - Research Methodology -5 Cr. hr - Research/ Teaching Internship-10 Cr. hr. 	<ul style="list-style-type: none"> - To provide first theoretical and practical inputs - To provide an environment to do research as well as teaching in terms of internship (The word assistantship removed)
5	5 Modules/ Semester	4 Modules/ Semester	<ul style="list-style-type: none"> - Experience showed very hectic schedule in the past both for instructors ad students with significant impact on quality when there were 5 modules/ semester

National Centre for Educational Development (NCED) (In-service training)

NCED developed competency- based curriculum in line with the three broader aims for developing the secondary teachers with additional content knowledge, application skills, and attitudinal changes in them. This ten months secondary teacher-training curriculum is designed on the basis of teaching competencies identified by the Training Need Assessment (TNA). It consists of three modules. The first and the third modules both consist of two segment: training centre-based training (face to face) followed by school based training. Second module is based on distance learning. The curriculum has been designed specifically to address the needs of secondary mathematics teachers.

Structure of Curriculum

The structure of curriculum and training hours are given below:

Module 1		Module 2	Module 3		Total Hours
Training Centre Based (Knowledge and skill focused)	School Based (Application focus)	Distance Mode (Knowledge focus)	Training Centre Based (Knowledge and skill focused)	School Based (Application focus)	
132 Hours (1 month)	198 Hours (1.5 Month)	660 Hours (5 Month)	132 Hours (1 Month)	198 Hours (1.5 Month)	1320 Hours (10 Month)

Examples of Module of one course (Mathematics)

Competency 1: Describe curriculum development movements in mathematics in the world and explain the intention of the existing curriculum of mathematics competencies.

Competency 2: Analyze different learning theories and use them in promoting students learning mathematics through instruction (15 hrs for 1 month)

Competency 3: Lead students to construct concept, discover relationships, and develop knowledge and algorithmic skills (15 hrs for 1 month)

Competency 4: Develop communicative skills of mathematics in students (6 hrs for 1 month)

Competency 5: Select and plan proper teaching strategies and apply them effectively (27 hrs for 1 month)

Competency 6: Selecting, developing and using instructional materials to enhance learning (30 hrs for 1 month)

Competency 7: Select or construct valid and reliable assessment instruments/ tools for mathematics. (15 hrs for 1 month)

Competency 8: Plan and implement mathematical lessons (9 hrs for 1 month)

Examples of Generic Mathematics

Competency 1: Diversity management

Competency 2: Collegial learning

Competency 3: Extend professional capabilities

Competency 4: Knowledge of value and beliefs systems

Competency 5: Educational planning

Competency 6: Communication and organization

Competency 7: Learning facilitation skills

Competency 8: Inter and intra personal dealing

Competency 9: Human rights education

Competency 10: Reflection of own performance

Competency 11: Evaluation of students' abilities

NCED in-service training of secondary teachers has adopted multiple delivery approach combining face-to-face, distance training and school-based training. The curriculum content also had adopted mixed approach: courses having the mixture of content and pedagogy rolled into one. An exercise to identify professional, generic and content in the course was attempted. Following is the outcome of the exercise on Social Studies Curriculum.

Module 1: 132 hours 1 month (Training centre based) Total 10 percent

Pedagogy	4 percent
Generic	... percent
Professional	1 percent
Content (Knowledge)	5 percent

Module 1: 198 hours 1.5 months (School based) Total 15 percent

Pedagogy	5 percent
Generic	... percent
Professional	10 percent
Content (Knowledge)	... percent

Module 2: Distance Mode (Knowledge focus) 5 months Total 50 percent

Pedagogy	11 percent
Generic	22 percent
Professional	3 percent
Content (Knowledge)	24 percent

Module 3: Training Centre based (Knowledge and skill focus) 1 month Total 10 percent

Pedagogy	2 percent
Generic	5 percent
Professional	2 percent
Content (Knowledge)	1 percent

Module 3: School based (Application focus) 1.5 month Total 15 percent

Pedagogy	5 percent
Generic	... percent
Professional	10 percent
Content (Knowledge)	... percent

Reflection on the present status

There has never been a comprehensive study on the effectiveness of the lower-secondary and secondary level teachers training provided in Nepal. There is, however, widespread opinion that the teacher training programmes are defective and these programmes do not produce qualified skilled teachers. These opinions are not based on any scientific and comprehensive study and these are no empirical evidence. TU is the largest institution which produces nearly 10,000 trained persons per year. KU has a very small programme. Other universities run the teacher training programmes without their own faculty at central level.

The general criticism against the pre-service training of lower-secondary and secondary teacher training programmes is reported to be as follows:

- Trained teachers in I. Ed. or B. Ed. degrees are weak in the content knowledge compared to those who graduate from other disciplines like humanities, science etc.
- The level of their skill in pedagogy also has been found inadequate. Trained teachers do not demonstrate their teaching skill in the classroom.
- Teachers who have received one-year B. Ed. are preferred by schools because they possess adequate content knowledge to perform as competent subject teachers.
- The FOE/TU teacher training curriculum is not revised to maintain its relevance in terms of the content and pedagogy.
- The internship/ practicum/ practical part of the programme is extremely ineffective resulting into non-transfer of training skill by teachers in the classrooms.

Kathmandu University has introduced an innovative secondary teacher training programme with the following innovative features:

- The first year of M. Ed. programme is a concentrated secondary training offering Post Graduate Diploma in Education. The first year M. Ed. which culminates in PGDE is a recognized teacher training for secondary teachers.
- The programme has been designed for single subject specialization with relatively less emphasis in core courses and more emphasis on methodology and content plus an intensive internship/ practice teaching.

Other universities like Purbanchal University, Balmiki Sanskrit University also offer one-year B. Ed. In general, they have adopted the curriculum structure and pedagogical practices of Tribhuvan University.

Issues on the selection of training content for training curriculum for secondary teachers with reference to Nepal.

One can enter into a never ending debate on the structure of teacher-training curriculum because of the ever-rising demands on the teacher to perform better in the classrooms. One can come across a bewildering variety of the structures and contents of training courses used in both the economically strong countries and economically handicapped countries. The variety of the curriculum are in the following areas:

Subjects included in the training curriculum

One can find mainly three kinds of contents in the training curriculum.

- Professional (Professional education, Curriculum, Evaluation etc)
- Generic (Courses that help produce good competent teacher)
- Contents (Additional content knowledge in the area of specialization)

Training duration and training delivery

Generally, one finds three types of institutional trainings provided to the secondary teachers;

- A longer- duration academic degree-oriented course of three to four years in which content-knowledge is blended with professional-knowledge plus the practical exposure in teaching.
- A short- duration academic degree oriented training of about one academic year with mainly professional course plan practical training offered to those who required the academic qualification.
- A short-term training of shorter duration of about 1-5 month to fulfill the training demands of the schools.

Training Courses

In general, teacher training all over the world provide the following courses as core courses. The name of the courses and weightage of the courses can vary:

Philosophical foundation of Education
Social/ psychological foundation of Education
Social-anthropological foundation of Education
Educational psychology/ Psychology in Education
Curriculum development
Educational assessment/Evaluation/ Psychometrics
Child development and learning
Research in education

The training includes the professional courses that are directly related to the teaching of the subjects. As secondary level requires a subject teacher, the professional courses are

offered to help teachers teach the subject with adequate content knowledge and skill. For example,

Professional Course

English

- Introduction to Linguistics (3 Cr)
- Second Language Acquisition (3 Cr)
- English Language Teaching Methods (3 Cr)
- Literature in English Language Classroom (3 Cr)
- Action Research in ELT (3 Cr)
- Curriculum Design and Material Development (3 Cr)
- Internship / Practicum (5 Cr)

Generic Subjects

Some training institutions have adopted a system of providing those subjects in the training in category of generic subjects that provide useful professional exposure. A wide variety of subject can be put in "Generic Category". Following are some such subjects that are grouped in generic category:

- Diversity education (NCED Curriculum)
- Collegial learning, NCED
- Values education, Philippines
- Professional ethics in teaching, Philippines
- Education movements, USA
- School health education
- School and Community

Practical/ Practice teaching/ Practicum: Placement and duration

Teachers training programmes emphasize on the exposure of trainees to actual teaching to acquire practical experience of teaching the students. But, the duration and placement for practical experience vary. Some training institutions with planned small enrollment provide the provision for early exposure in practical. They, also, make the provision for interaction in the face-to-face session while the trainees are having practical training. Larger institutions with large enrollments have the tendency to place the practice teaching close to the end of training. Efforts are made by some institution to spread the practice teaching for a longer duration.

Educationists do not agree on the percentage / portion of time for practice teaching in the total training duration. In general, 10-15 percent of training duration is provided for this activity. In fact, it is not the duration but the process which determines effectiveness of the practical training. Some institution, still, make use of the trainers heavily to supervise

the practice teaching. However, training institution in overseas countries have adopted the mentoring system. The practicing students are mentored by the experienced mentor teacher of the schools.

Training, Academic degrees and teaching licensing

Training of teachers has been reorganized not only as skill training provided in the training institution. It is a major part of higher education competing with the other technical education like Engineering Medicine, Agriculture etc. In many countries many teacher training institutions have been developed as universities of education and normal schools (Teacher Training) have been developed into multi-discipline universities. Many countries restrict the enrollment in teacher training programme to match the production with the need of the countries and many more countries emphasize on quality in the training of teachers because they believe that teachers training set the quality of the national education system. In some country like Canada, they are extremely conscious to maintain quality. They have very rigorous admission test and the tuition fee is even more expensive than for engineering study.

In general, training for teachers is provided by the universities in the form of academic degrees. But, they tailor their courses according to the identified needs of the government to meet the government requirement. For example, in the Philippines, universities offer four-year Bachelor of elementary education and Bachelor of Secondary Education. They also provide Teacher Certificate Programme for Bachelor degree holders as a preparation for licensee examination. In India, NCERT, NCTE and UGC prescribe courses to be offered by the universities. In the USA, secondary teachers are certified on the basis of the subject s/he teaches. Teachers are certified to teach science, math's etc. S/he has to take additional training to receive the credential for multiple-subject. No one can be a tenure teacher without the teaching credential or license.

Alternative Curriculum Framework

The basis of the formulation of the teacher training curriculum framework is the curriculum of school education. Teachers are trained to equip them with the skill, knowledge and attitude to provide effective instruction in the classroom. Teacher training curriculum is invariably matched with the school curriculum because the objective of school curriculum can be achieved only through the competent teachers. In general, the teacher training programme itself sets its objective to clearly delineate the purpose of the training. Dr. Wagley has quoted Cochran-Smith the question that relates to the questions related to the preparation of teachers:

1. The attributes question: What are the attributes and qualities of good teachers, prospective teachers and /or teacher education programmes?

2. The effectiveness questions: What are the teaching strategies and processes used by effective teachers? What teacher education processes ensure that prospective teachers learn these strategies?
3. The knowledge question: What should teachers know and be able to do?
4. The outcomes question: What should be the outcomes of teacher education be for teacher learning, professional practice, and student learning? How, by whom, and for what purposes should these outcomes be documented, demonstrated, and or measured?

These questions about the attributes of effective teachers have been conceived by teacher educators following different traditions such as academic tradition, social efficiency tradition, development tradition and social reconstructions tradition. Nepal's pre-service training curriculum continued to follow the academic tradition to a great extent. The NCED in-service training curriculum has made an attempt to adopt some concepts of social efficiency and reconstruction list tradition. Need of major reform in the secondary teacher training has been generally felt. Both extensive and intensive exercise for the curricular exercise will have to be undertaken. Keeping in view the policy of the government to emphasize on one-year, Teacher Preparation Course (TPC), following alternative curriculum frameworks can be considered:

A

	100 %
30%	Core Subject
10%	Content Subject
40%	Pedagogy
20%	Student teaching

C

	100 %
50%	Core/ Generic Subject
30%	Pedagogy
20%	Practicum

B

	100 %
40%	Core Subject
10%	Content Subject
30%	Pedagogy
20%	Student teaching

D		
	100 %	
30%	Core Subject	
10%	Content Subject	
60%	Practicum	Pedagogy

Explanation of the Alternative Framework

Keeping in view the present curriculum of Secondary teacher training in Nepal and the courses offered in India, Philippines, Bangladesh, USA, UK, the four alternative

framework has been suggested for consideration. Each alternative has its own merits and demerits. The following is the explanation of the alternatives:

Alternative A

- Less time is provided to the core subjects
- Provision of providing content (subject) is available
- Relatively higher percentage of time is given for pedagogy
- Student teaching has relatively been higher priority

Alternative B

- Core subjects are provided relatively higher percentage of time
- Provision is made to provide some content knowledge
- Pedagogy is provided relatively less priority

Alternative C

- Core subjects with some generic subjects have predominance in the course
- Pedagogy has less priority

Alternative D

- Core-subjects are given less priority
- Advanced knowledge on content is provided
- Pedagogy has been provided priority
- Student Teaching starts from the second-half of the training programme.

Conclusion

Curriculum reform for pre-service training of Secondary teachers is an immense task. The reform should include all dimensions of training: the contents, the method of delivery and training materials. So far, very little has been attempted. A review of the present status can be the first preliminary attempt. It should be followed by numerous other activities like selection of contents, choice of delivery structure and the mode of practical training. If the selection of the curriculum structure is done properly, it would be easier to initiate other activities.

So far, the whole exercise and discussion has been concentrated on 10-month training with the focus on teaching the secondary grade (9-10 grades). The Ministry of Education and Sports is found to be seriously considering to bring about major reform in school sector. One major reform is to change the present school structure of 1-5 grade primary, 6-8 lower secondary, and 9-10 secondary and 11-12 higher secondary to 1-8 primary and 9-12 secondary. Regarding the qualification of teachers, the SSR has stated the following.

The minimum qualifications for teachers will be: (i) I.Ed. or higher secondary education certificate with relevant teacher preparation course for basic education. (ii) M.Ed or Masters Degree qualifications with relevant teacher preparation course for secondary level. However, teachers with B.Ed. or Bachelor level qualifications with teacher preparation courses will also be eligible to teach at the secondary level (grades 9-10).

A special Teacher Preparation Course will be made compulsory as an independent professional degree on the top of the minimum academic qualification to enter the teaching profession.

These statements have far reaching implications in the teacher training programme. As SSR still emphasizes on the 10-month teacher preparation programme, the efforts to improve the present one-year B. Ed/ PGDE programme would still be relevant.

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Should Life Skills be incorporated into school education?

Mohan P. Bhurtel*

Background

Why do we send our children to schools? The answer is obvious 'to educate them, hold a degree and make them eligible to apply for a job or pursue any other profession or business. Even after holding a degree and starting a job or career, many people fail to achieve what they aspire in life. This confirms that only school education may not be enough for children to lead a successful life in the society. Behind this failure, there might be scores of reasons. But one thing is for certain that the students of today lack life skills. However, life skills are not livelihood skills.

Every individual is unique and has a distinct way of life. Some have become successful in making their life happy and prosperous, whereas others have felt it to be disastrous.

It all depends on a person to make his/her life blissful or miserable. For that, he/she must have the knowledge of Life Skills. If followed properly, life skills can make our life delightful, successful and prosperous.

Why Life Skills?

Only a few people lead a smooth and blissful life without problem, stress and tension. Majority of the unsuccessful people blame other people or other external factors for their failure. They are not ready to accept their weaknesses. They do not realize that these weaknesses are to a large extent caused by the lack of life skills. Hence life skills are very significant in making our life comfortable. Our children should realize the significance of life skills at early school age.

In addition, life skills help recognize ourselves and make us understand others. They are very important to help us manage our life by ourselves. Children can learn from these skills how to relate themselves to others successfully, amiably and profitably. These skills teach them to establish good interpersonal relationship with the people around them, whether it is their work environment or daily life.

Similarly, we can make good decision and solve problems effectively. Apart from its use in our individual life, life skills have been found to be useful in our professional life as well. The skills like rapport building, interpersonal relationship, understanding people, communicating effectively, managing emotions, making good decisions, solving problems are very useful to live a successful life. Therefore, life skills should be taught to children at an appropriate time of their schooling.

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What are life skills?

Life skills are the skills that make our life function smoothly and give pleasure of living. There are 10 life skills viz. Self-Awareness, Critical Thinking, Empathy, Effective Communication, Interpersonal Relationship, Managing Emotion, Managing Stress, Creative Thinking, Problem Solving and Decision Making. Each of these skills is briefly described below:

1. Self-Awareness

We teach our children to look at others and critique. We never encourage them to look into themselves and analyze behavior and attitude. This is our weakness. At times we have experienced that going into oneself is a tremendously difficult journey. We may try, but we achieve very tiny result. Sometimes even the result is questionable and doubtful.

Self-awareness is the ability to understand oneself, one's own feelings, desires, characters, strengths and weaknesses. This is the foundation of all other life skills. It is not easy to get a true picture of oneself, because we tend to look at ourselves through others' eyes - biased, colored and partial and we can't separate the negative things and ways we are treated from who we are.

2. Critical Thinking

When we fail to recognize ourselves, the skill called 'critical thinking' will help us. Critical thinking is the ability to evaluate information and experiences objectively. It is the ability to assess motives, biases, views, values and other factors that affect our life.

In our life, at times we are in such situations where we are either in dilemmas or 'what-to-believe' sort of crisis. At such times, critical thinking is immensely important. Thinking critically means probing into matters using the terms like *what, why, when, where, how, which* etc. This skill helps us think from different angles and assess various factors. Critical thinking is exceptionally crucial in assessing oneself and others. Lack of critical thinking sometimes leads you to quick and thoughtless decisions and the situation is aggravated. Later we repent bitterly.

3. Empathy

Another important skill needed in life is 'Empathy'. This refers to the ability of a person to understand other's feelings being in his/her position or place. It is different from just concern or sympathy. If we can put ourselves in another person's shoes and understand his/her feelings, needs, desires etc, this is called empathy. In some cases like a sad demise of someone known to us, we express our

sympathy or pity just by words, but if we are empathetic to them, we really feel the pain and shed tears.

This is a very important skill in our life. Ability to understand children, husband, wife, people in offices, and neighborhoods would make work and life easier and more comfortable. Parents with empathy to their children can prove to be successful in managing their families. Parents can understand their children's needs and desires. They can express themselves how much they understand and care for their children. In schools and offices, teachers or bosses with empathy can win the heart and endear themselves to their students and fellow-workers. If you do not understand others, how can you expect others to understand you?

4. Effective Communication

We have seen people having numerous problems due to ineffective way of communication. Inability to express effectively may cause a big problem in our family as well as in our professional life. Sometimes lack of proper communication gives rise to misunderstanding, suspicion, skepticism and distrust.

Human being is endowed with an extraordinary and idiosyncratic quality of verbal communication. Effective communication is the ability to express ourselves both verbally and non-verbally, in which we express our views, opinions, feelings, desire, needs, fears etc. and also ask for advice and suggestions from others.

Some easier tips for effective communication could be:

- It is better to have a clear goal before communicating
- Listening properly
- It is better to be aware of body movement, gestures and gesticulations (body language).
- It is better to know the right time for communication.
- It is better to create a 'win-win' situation for both the receiver and the sender.

One of the 10 magic components, effective communication helps us go ahead in our personal and professional life smoothly and efficiently. Lack of effective communication skill can spoil your image and relationship with others personally and professionally.

5. Interpersonal Relationship

A good interpersonal relationship brings people closer. Why do we like one person's company very much and detest being with another person? It is because of his/her good interpersonal relationship. It is his/her positive thinking and attitude. It is love and appreciation that he/she expresses for others. It is his/her

good communication that makes interpersonal relationship deep, intense and eternal.

Some people are very quick in establishing good interpersonal relationship. If we try to observe them, we find that they try to relate themselves in positive way to the people they interact with. They display love and appreciation generously. They are bestowed with positive attitude. As long as they keep relationship, it is friendly and enjoyable. They can even end up relationship positively and constructively.

6. Creative Thinking

Creative thinking is a much sought-after quality in human life. It is the ability to think beyond our direct experiences and explore the possibilities and alternatives available around us to solve the problem. For example: There is a girl studying in class 9 with a colossal aim of being a doctor or engineer in life. The father decides to marry his daughter to someone. The girl is disappointed for she knows her dreams are going to be shattered. She can't see any other solutions, but suicide. For this girl, suicide seems to be the only solution of the problem, because she could not think beyond creatively. Creative thinking could have given her plenty of solutions like taking help from her teacher to convince her father; she could take help from her friends; she could talk to her uncle/aunt or any other relatives or important people from the community etc. etc. There could be dozens of alternatives, if thought creatively.

Like the girl in the above example, sometimes we are obstructed from thinking creatively because of our old thinking pattern. We get our mind locked in a conventional closet and the key is lost. In order to think creatively and broadly, we must break the lock and go beyond.

7. Manage Emotion

Many people are slaves to their emotions. They can't control or manage their emotions. When some one is excited or angry or ashamed or feeling guilty, he/she is said to be in the grip of emotion. There could be various reasons behind this emotion. The important thing is the ability to manage emotion and get out of it. How? First you recognize your negative emotions in you, then analyze what effects they have on you and finally take actions to eliminate the causes of your negative emotion and come out of the cage.

Managing emotion is very important in our family as well as professional life. Sometimes, we are furious with our family members and disappointed in our office. If this negative emotion persists, it is definitely going to hamper our performance and spoil our relationship with persons either in family or job. At

such times, the skills like critical thinking and empathy could help you a great deal.

8. **Managing Stress:** Frequently heard cliché is '*I am in a tension today*'. Why do people get into tension? There are numerous reasons. If emotions are not wisely managed, people surely get into stress. Stress is something which we confront and have to cope with willy-nilly a number of times in our daily life. The magnitude of stress varies from case to case. No matter how huge or tiny a stress is, we are psychologically afflicted. Hence the ability to manage stress is immensely significant.

The first step to cope with the stress is to identify the source and how it is affecting us. After the source is identified, try to detect the causes. Finding out causes will automatically lead you to alternative solutions available around you. Choose the best one and implement it. For example: Changing the physical environment or changing the lifestyle could be helpful sometimes. There could be hundreds of similar solutions around us.

9. **Decision Making**

Children can make decisions from the moment they can recognize people. So how many decisions have you made in your life? Probably uncountable? 'How many' and 'What' may not be more important here. How you made those decisions is more important. Ability to make good and responsible decisions is a life skill. If you can craft win-win situation or make acceptable decisions, you are a successful and efficient decision maker. In order to make good decisions, a decision maker should thoughtfully analyze pros and cons and weigh costs and benefits. Consequences of his decisions must be foreseen. Upon completion of this scrupulous analysis, he/she should hunt for possible options. Only then a good decision acceptable to all can be made.

10. **Problem Solving**

We can't think of life without obstacles or problems. It is a part of our life. We can't expect every moment of our life to be like 'Utopia' or full of happiness. Problems are sometimes inevitable and unavoidable. We must learn to live with them. Several of us are scared of problems and consequently frustrated. We haven't learnt to take problems easily. It is scary. Hence, we tend to escape from problems. In most cases, we take problems negatively. We are not aware that negative attitude towards problems can cause mental and physical stress.

Therefore, we need to learn this skill to make our life easier and less frustrating. There are some common tips that can be applied in our everyday life.

First of all understand the problem. Ensure whether it is a real problem or not. Or you are worried for no reason at all. If it is a problem, then analyze and identify its causes. Brainstorm the solutions. Now you have a number of solutions. Decide on the best solution and then take action.

However, the situation is not always the same. There might be some problems which can't be solved right away. You may not have instant solution of that problem. Now what to do? The best way would be: take it easy and learn to live with it. Meanwhile, be vigilant and look for the opportunities to solve the problem and take positive actions when the opportunity knocks at your door. Positive thinking is the key to solving a problem. Do not get disheartened. Motivate your own mind to work hard. Trust yourself that sooner or later you can find the solution. Make attempts to focus on the part you can have an influence on.

Conclusion

After 1980s, life skills gained popularities all over the world. People began to realize that life skills are useful for school children and adults to make their life successful and delightful. These skills have been very effective for children with tendency to be perverted towards wrong directions. Parents can understand their children and vice versa. Therefore, it's high time we could ponder over life skills to be incorporated into school education. We know that the skills such as empathy, managing stress and emotions, better interpersonal relationship, communication skills, making good decisions and solving problem are going to be very useful to make a student a complete personality with integrity and make his/her life worthy, peaceful and successful.

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Books on life skills published by UNICEF

Emotional Intelligence and Training

Dr. Ram Swarup Sinha*

The Context:

The rules of work are changing. We are being judged by a new yardstick; not just by how smart we are, or by our training and expertise, but also by how well we handle ourselves and each other. Third yardstick is increasingly applied in choosing who will be hired and who will not, who will be let go and who retrained, who passed over and who promoted. The new rules predict who is most likely to become a star performer and who will most prove to derailing. And, no matter what fields we work in currently, they measure the traits that are crucial to our marketability for future jobs. These rules have little to do with what we were told was important in school; academic abilities are largely irrelevant to this standard. The new measure takes for granted having enough intellectual ability and technical know-how to do our jobs; it focused instead on personal qualities, such as initiative and empathy, adaptability and persuasiveness.

If one works in a large organization, even now, one is probably being evaluated in terms of these capabilities, though one may not know it. If one is applying for a job, one is likely to be scrutinized through this lens, though again no one will tell so explicitly. Whatever the job, understanding how to cultivate these capabilities can be essential for success in one's career. If one is part of a management team, one needs to consider whether one's organization fosters these competencies or discourages them. To the degree our organizational climate nourishes these competencies, the organization will be more effective and productive. One will maximize one's group's intelligence, the synergistic interaction of every person's best talents (Goleman, 1998).

What is Emotional Intelligence?

"Emotional intelligence" refers to the capacity for recognizing our own feelings and those of others for motivating ourselves, and for managing emotions well in ourselves and relationships. It describes abilities distinct from but complementary to academic intelligence, the purely cognitive capacities measured by IQ. Many people who are book smart but lack emotional intelligence and the working people who have lower IQ's may excel in emotional intelligence skills.

These two different kinds of intelligence - **intellectual and emotional** - express the activity of different parts of the brain. The intellect is based solely on the workings of the neocortex, the more recently evolved layers at the top of the brain, in the more ancient

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subcortex; emotional intelligence involves these emotional centers at work with the intellectual centers.

Among the most influential theorists of intelligence to point out the distinction between intellectual and emotional capacities was Howard Gardner, a Harvard psychologist who in 1983 proposed a widely regarded model of "multiple intelligence". The list of seven kinds of intelligence includes not just the familiar verbal and math abilities, but also two "personal" varieties: knowing one's inner world and social adeptness. Salovey and Mayer defined emotional intelligence in terms of being able to monitor and regulate one's own and others feelings, and to use feelings to guide thought and action, while they have continued to fine-tune the theory. This theory includes these five basic emotional and social competencies as given below:

- **Self-awareness:** Knowing what we are feeling in the moment and using those preferences to guide our decision making having a realistic assessment of our own abilities and well grounded sense of self-confidence.
- **Self-regulation:** Handling our emotions so that they facilitate rather than interfere with the task at hand, being conscientious and delaying gratification to pursue goals, recovering well from emotional distress.
- **Motivation:** Using our deepest preferences to move and guide us toward our goals, to help us take initiative and strive to improve, and to persevere in the face of setbacks and frustrations.
- **Empathy:** Sensing what people are feeling, being able to take their perspective and cultivating rapport and attunement with a broad diversity of people.
- **Social skills:** Handling emotions in relationships well and accurately reading social situations and networks, interacting smoothly, using these skills to persuade and lead, negotiate and settle disputes for cooperation and teamwork.

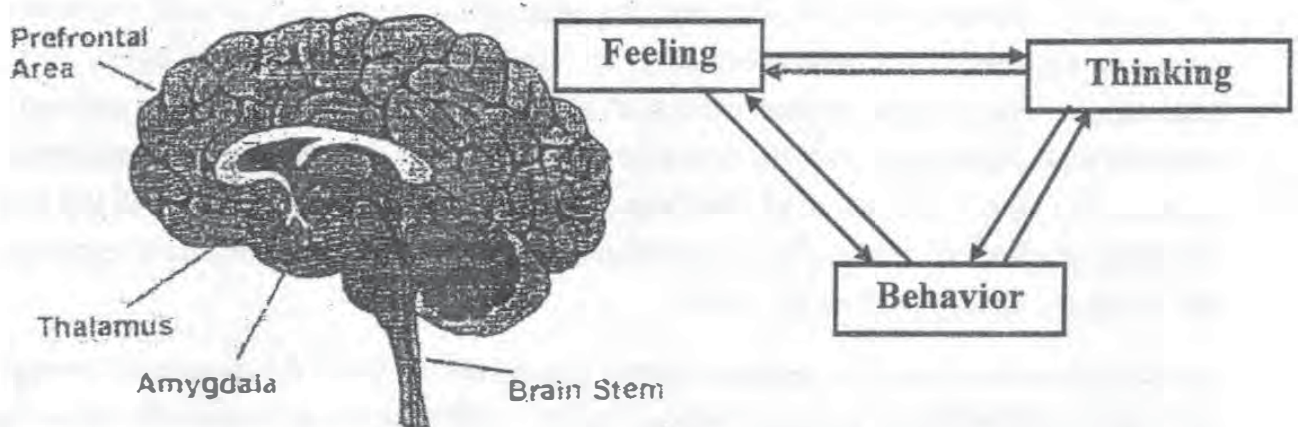
Claude Steele (1997), the Stanford psychologist who studied the power of stereotype threat, offers some. From his understanding of the emotional dynamics that undermine performance in minority group members, Steele created a program of "wise strategies" that change those dynamics for the better. Here are some aspects of Steele's program that match strategies used by companies to make the work place congenial for people of all kinds:

- Optimistic leaders
- Genuine challenges
- Emphasis on learning
- Affirming the sense of belonging
- Valuing multiple perspectives

- Role models
- Building self-confidence through Socratic feedback

Therefore, the emotion is a feeling and range of distinctive thoughts, psychological and biological states and range of propensities to act. In a sense, we have two brains, two minds and two different kinds of intelligence: **Rational and Emotional**. How we do in life is determined by both; it is not just IQ, but emotional intelligence too matters. Emotional intelligence is about managing feelings/thoughts/moods for managing self and social relationship. Daniel Goleman (1998) talks about two minds, rational and emotional; which are interconnected and semi-independent. Emotional mind informs rational mind and rational mind refines and sometimes vetoes the inputs of emotions.

The Human Brain



As a human being man has hundreds of emotions and their blends; some are:

- Anger, sadness, fear, enjoyment, love, surprise, dislike, shame.
- Each emotion prepares the body for a very different kind of response.
- With anger blood flows to the hands, making it easier to grasp a weapon or strike at a foe.
- With fear blood goes to the large skeletal muscles such as legs, making it easier to flee.
- Happiness increases activities in brain centers that inhibits negative feelings and fosters an increase in available energy.
- Love entails a body wide reaction that generates a general state of calm and contentment, facilitating cooperation.

Training and Emotional Intelligence

How can we best educate young people for the new world of work? For our children, this includes an education in emotional literacy; for those already at work it means cultivating our emotional competence. All this of course, demands rethinking the notion

of the "basics" in education. Emotional intelligence is now as crucial to our children's future as the standard academic fare.

Parents around the world are waking up to the need for a broader preparation for life than the traditional school curriculum has offered. The collaboration for social and emotional learning at the University of Illinois at Chicago reported that more than 150 different literacy programs are being used today by thousands of American schools. And from all parts of the world- Asia, Europe, the Middle East, the Americas, Australia- comes news of similar programs springing up.

Generally, understanding deep attitudes and related values are harder to change than work habits. For example, an ethnic stereotype is less readily altered than is what a person says and does in the presence of someone from that group. Motives like the need for achievement and personality traits like affability can be up graded or modified, but the process is lengthy. So too, with building underlying capacities like self awareness, managing distressing emotions, empathy, and social skill. At the neurological level, cultivating a competence means extinguishing the old habit as the brain's automatic response and replacing it with the new one. The final stage of measuring a competence comes at the point when the old habit loses its status as the default response and the new one takes its place. At that point, the behaviour change has stabilized making a replacement to the old habit unlikely (Goleman, 1998).

Training programs that offer people a chance to practice the desired competence through well-focused simulations, games, role playing, and other such methods can offer a strong beginning for practice. But with more complicated simulated job tasks, computerized business games, role playing, team problem solving exercises, and large-scale simulations of an entire organizational reality, the results tend to be mixed. It is often unclear precisely what skills such simulations are meant to cultivate; there typically is little or no attention paid to exactly what competencies are being practiced. Moreover, merely taking part in game or exercise is not the same as learning. The overall recommendation for such simulations and games is that they be carefully planned, focus on specific competencies that are clearly described to participants, and end with a debriefing of the experience. They should also be used in conjunction with (rather than a replacement for) coaching and feedback, reinforcement and on the job practice (Gray and Christmas 1996).

Computer aided instruction, a current vogue in training, has limits when it comes to offering practice for emotional competence. While they have real promise in terms of individualized instruction, self pacing, private opportunities for rehearsal and practice, immediate feedback on progress and remedial assistance, and the like computer aided

techniques are generally better suited for training in technical skills than for developing personal and interpersonal capabilities.

But an overemphasis on technology at the expense of essential human contact- especially when it comes to practicing competencies could be a great mistake. One review of training trends observes wryly "It is often the mundane and low technology factors of a training system that make the difference between a successful training program and wasted organizational resources" and these low-tech- factors are people with the essential competencies of emotional intelligence.

The ancient brain centers for emotion also harbor the skills needed for managing ourselves effectively and for social adeptness. Thus these skills are grounded in our evolutionary heritage for survival and adaptation. Most training programs have embraced an academic model - but this has been a drastic mistake, wasting millions of hours and billion of dollars, what's needed is an entirely new thinking about what it takes to help people boost their emotional intelligence (Simon & Schuster, 1996).

Issues in Training

Some issues regarding training are given below:

- No evaluation measure is perfect, self-evaluations are inerrable to skews from people wanting to look good, and when it comes to assessing emotional competence, there is the question of whether someone low in self awareness can be trusted to accurately evaluate her/his own strengths and weakness. While self evaluation can be helpful (and candid) if people trust that the results will be used for their own good, without this trust they can be least reliable.
- The usefulness of self evaluation depends on the purpose, theme and context.
- Evaluations by other people are susceptible to another set of skews. When office policies are involved, for example 360 degree feedback may not always offer a pure reflection of the person being evaluated.
- Organizational policies can make it particularly difficult for executives in the topmost tiers to get candid evaluations.

Ways forward

Past studies mostly focused on pathology life style of most depressed, angry or sad people. Recently, there is much study in positive emotions and positive psychology. Positive feeling about a person or an object gets us to approach it like a delicious food. Negative feelings get us as to avoid it, just like a repulsive smell. The consequences of negative attitude may end with bitterness, ill health, create negative environment, high stress level for themselves and for others. They also pass on their negative behaviour to others around them and to future generation. Positive emotions broaden intellectual,

social and physical resources and build up reserves that we can draw when there is threat or opportunities (Broad and Build Theory). When we are in positive mood, mental set is expansive, tolerant and creative (open to new ideas and new experiences). People like to better friendship, love, coalitions more likely to cement and good health. The vast power of positive thinking, positive attitude and positive emotions in human being is updated. The success, the happiness and satisfaction depends upon the best way one can tap these resources.

Our level of emotional intelligence is not fixed genetically nor does it develop only in early childhood. Unlike IQ which changes little after our teen years, emotional intelligence seems to be largely learned, and it continues to develop as we go through life and learn from our experiences- our competence in it can keep growing. In fact, studies that have tracked people level of emotional intelligence through the years show that people get better and better in these capabilities as they grow more adept at handling their own emotions and impulses at motivating themselves, and at honing their empathy and social adroitness. There is an old fashioned work for this growth in emotional intelligence maturity (Ulric Neisser, 1987)

Conclusion

Emotional intelligence expanding abilities in knowing one's emotions- recognizing the feeling as it happens, and managing emotions is handling feelings so they are appropriate. The question stands that how best can we manage these emotions? Anyone can become angry- that is easy. But to be angry with the right person to the right degree at the right time, for the right purpose and in the right way, this is not easy (Aristotle, The Nicomachean Ethics) Finally, it can be said that "Winners don't do different things, they do things differently (Shiv Khera). Thinking about the future in one's career or life, how does one think one can capture the power of positive attitude to make one's work pleasant, meaningful and satisfying? Ability to be aware of one's own feeling, be aware of others' feeling, to differentiate amongst them, and to inform to guide one's thinking and behaviour. Happy Living Longer (Acharya, 2007)

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Motivation a Gateway to Teaching and Learning

Shiv Ram Pandey*

Abstract

This article defines motivation; deals with some emerging theories of motivation; presents some forces that affect motivation of teachers and students and finally concludes with some feelings of writer regarding motivation.

I begin writing this article with a small poem pertaining to motivation.

Motivation

- A source of success; a force of inspiration
- A sense of curiosity and humour; a wonderful warm-up
- Perfect presentation and practice; eager to excite and activate
- Believe in question and answer; active attention
- Perfect participation; interactive classroom
- Talented and tactful teacher; studious students
- Gracious groups; attractive activities
- Searched and researched; and I found
- It is none other than main matter of motivation.

The aforementioned poem apparently highlights motivation as an indispensable vehicle on the part of teachers and students who give their body and soul to make teaching and learning process meaningful, successful and effective.

Introduction

The task of motivating students is very challenging and demanding for the teachers. Motivation helps to account for behavior more easily. Without motivation an organism wouldn't behave. At this juncture, I would like to remember a Chinese saying, that is, "If you give a man fish, you feed him for a day, but if you teach him how to fish, you feed him for life". It apparently tells us that teaching means providing motivating techniques to the learners. It really leaves a very good impression on the part of the learners. Therefore, learning to learn is more important than just learning things.

Historically, the word motivation comes from the Latin 'mover' which meant 'to move'. That is why motivation makes a person do something. Herbert L. Petri (1986) discusses motivation is the concept we use when we describe the forces acting on or within an organism to initiate and direct behavior. We also use the concept of behavior. More

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intense behaviors are considered to be the result of higher levels of motivation. Additionally, we often use the concept of motivation to indicate the direction of behavior.

Motivation being purely a psychological factor, affects learning. While learning a second or foreign language, some learners do better than others because they are better motivated. As we know that a hope of success is better motivation than fear of failure. Thus, motivation is regarded as something which initiates, energizes, compels and prompts an individual to act or behave in a particular way or manner for attaining some particular goals, target or purpose.

Theories of motivation

There are most well-known contemporary theories of motivation in psychology. Different theories have explained the ways of motivating students differently. They are briefly discussed below:

Expectancy value theory

Brophy (1999) Eccles and Wigfield (1995) say that the main motivational components are expectancy of success; the value attached to success on task. Motivation to perform various tasks is the product of two key factors the individual's expectancy of success in a given task and value the individual attaches to success on that task. The greater the perceived likelihood of success and the greater the incentive value of the goal, the higher the degree of the individual's positive motivation.

Self-worth theory

As Covington (1998) says that the main motivational component in this theory is perceived self-worth. People are highly motivated to behave in ways that enhance their sense of personal value and worth.

Goal setting theory

Locke and Latham (1990) say that human action is caused by purpose and for action to take place, goals have to be set and pursued by choice. Goals that are specific and difficult lead to the highest performance provided the individual to show goal commitment.

Goal orientation theory

The main motivational components, according to Ames (1992) are mastery goals and performance goals. Mastery goals which focused on learning the content are superior to performance goals which focused on demonstrating ability and getting good grades in that they are associated with a preference for challenging work and intrinsic interest in learning activities and positive attitudes towards learning.

Self-determination theory

The motivational components according to Deci and Ryan (1995) and Vallerand (1997) are intrinsic and extrinsic motivation. Intrinsic motivation concerns behaviour performed for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity. Extrinsic motivation involves performing behaviour as a means to an end that is to receive some extrinsic reward e.g. good grades or to avoid punishment.

Intrinsic Motivation

Intrinsic motivation is motivation from within and the desire someone feels to complete a task, including natural curiosity. Intrinsic motivation is anything we do to motivate ourselves without rewards from an outside source. In relation to learning, one is compelled to learn by a motive to understand, originality from their own curiosity (Rehmke-Ribbary 2003). When intrinsic motivation is mastered in a student, extrinsic motivation becomes null. This student will now be motivated to do things for himself without the presence of a tangible reward. This child will have much hope for success in the future.

Extrinsic Motivation

Extrinsic motivation is the will to do something based on encouragement from an outside source. When a child completes a task or behaviour based solely on a reward, there is no permanent change. The child will only repeat the action again for another reward. Kohn (1994) says, "A child promised a treat for learning or acting responsibly has been given every reason to stop doing so when there is no longer a reward to be gained". Grades are probably the most positive examples of extrinsic motivation.

Social Motivation

Weiner (1994) and Wentzel (1999) say that the main motivational component is environmental influence. Here, what happens is a great deal of human motivation stems from the socio-cultural context rather than from the individual.

Theory of planned behaviour

The main motivational components of this theory according to Ajzen (1998), Eagly and Chaiken (1993) are attitudes, subjective norms, perceived behavioural control. Attitudes exert a directive influence on behaviour because someone's attitude towards a target influences the overall pattern of the person's responses to the target. Their impact is modified by the person's subjective norms and perceived behavioural control of performing the behaviour.

Forces Affecting Motivation

Quality education can't even be imagined without the quality, competence and dedication of the teachers. Mc Grath (2003) says that the teachers should have some responsibility in their job such as regularity, punctuality, prompt submission of student progress reports, willingness to work in team and creativity in teaching.

Dahal (1988) says that teachers' teaching quality depends upon their competency in contents and methods of teaching. Hence, teaching force should be well-prepared and motivated for achieving quality education through quality teaching. It is expected that motivated teachers will work hard, teach better and will ultimately improve the quality of education. Automatically students can take much with motivated teachers.

Hargreaves (1997) says that good teaching is not just a matter of being efficient, developing competence, mastering techniques and possessing the right kind of knowledge: it also involves emotional works. It is infused with pleasure, passion, creativity, challenge and joy. It is a passionate vocation. I think that a motivated teacher is a good source of love, affection, inspiration, joy, merriment and entertainment.

A good environment is the main attraction for healthy, lovely, competitive and effective learning. The main responsibility of teachers is to create suitable learning environment where students can be arranged in their task and construct their own knowledge. As Wiles & Bondi (1986) say, "students are individuals with unique characteristics and interests. They should have an equal opportunity to learn based on their needs, interests and abilities. Students can learn best in an environment that is pleasant and democratic. For this purpose the role of the teacher in the classroom should be as a facilitator. Teacher should always emphasize that students learning may be affected more by what teachers do and what they say. The seeds of dignity and self-worth that we plant in students' heart and mind will forever live with them. For example the enthusiasm and spark of joy we bring to our classroom sets the tone for whatever curriculum is present.

Harris (1991) has given the following clues in order to motivate the students:

Explain, reward, care, have students participate, teach inductively, satisfy students' needs, make learning visual, use positive emotion to enhance learning and motivation and remember that energy sells.

There are no magic motivational buttons that can be pushed to make people want to learn, work hard and act in a responsible manner. Similarly no one can be directly forced to care about something. Facilitation, not control should be the guiding ideas in attempt to motivate human (Martin Ford 1992)

I think it is important for motivating teachers to have positive relationship with the students on a personal and not just on an academic level. Teachers who share warm personal interaction with their students who respond to their concerns in an emphatic manner and who succeed in establishing relationship of mutual trust and respect with the learners are more likely to inspire them in academic matter than those who have no personal ties with the learners. Of course this again is highly culture-sensitive issue.

“Building trust in a classroom is a slow process and results from many incidents in which the teacher has responded honestly and dependably. It is easy to trust trustable students but it is untrustable students who need systematic trust building experiences while some students may occasionally abuse their trust. They need repeated opportunity to learn and practice this character trait.” (Raffini 1993)

In my understanding a good teacher should build up trust in the class. He should be trustworthy and praiseworthy in order to motivate the students. A class contains both trustable and untrustable students. It is easy to motivate the trustable ones but it is very difficult to motivate the untrustable ones. However, a good teacher should try to motivate the untrustable ones.

Concluding Remarks

Finally, we shouldn't forget the fact that in order to motivate the students the teacher himself or herself should be motivated in the process of teaching and learning. To my knowledge, 'life is not life without delight.' The happiness, merriment, entertainment and betterment come after we teach our students motivationally and effectively. Every one has a certain dream to become a good person in a society. A teacher is one who has to transform students' dreams and desires into the real destination. After all, we are always in the process of change. Before we change other we have to learn how to change ourselves. To do this what we need is reflection. I fully believe that where there is no reflection, there is no perfection. Perfection comes through environment, education experiences and exposure. Education can be given through the process of motivation using lots of methods in the classroom. To my belief, variety and change are the spices of life. A motivated teacher should create varieties in the classroom in the process of teaching and learning. The success of teachers' teaching depends on how successfully, effectively and differently he uses motivational techniques while teaching in the classroom.

In my opinion, if there is a good teacher in the class, students really get excited. The students get highly emotional and motivated to learn more and more. Again if the students find a good environment in the class, they get better motivated.

As we know that helping is better than winning. Therefore, a good teacher should extend helping hands to solve the problems of students. Through cooperation and collaboration, teaching learning activities can be made more effective.

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Structures and mechanisms of community participation in school management

Tanka Nath Sharma, Ph.D.*

Introduction

Quality education system is one that succeeds in meeting its own goals; one that is relevant to the needs of children, communities and society; and one that fosters the ability of children to acquire knowledge and critical learning skills (GEC, 2002). Global Campaign for Education stated that a high dropout rate in schools is not only the result of poor quality, but if effective learning is not taking place in schools, parents are more likely to withdraw children from school early or not send them at all. Improving quality of education is therefore essential to achieving the 2015 goal of universal access to education. Without active involvement of the community in school management quality improvement is not possible.

Educating children is a fusion among the curriculum, teacher and the learner (students) given the favorable learning environment (Gowin, 1994). Curriculum is expected to be relevant to needs and expectations of the learner and the community. Teacher is required to be committed to the children's learning having expertise in teaching with innovative ideas and approaches to maximize learning. Effective teaching requires teachers' understanding of learners' readiness to learning and exploring and applying innovative teaching strategies. To better understand the students (learners) and to identify the best teaching approaches suitable to the learners, frequent interaction of teachers with parents is essential. Learners' willingness to learn is single most criteria of educating. Similarly, without community support and involvement, school alone cannot create appropriate learning environment to enhance children's willingness to learn. Quality education requires the collective efforts of teachers, students, parents and community. This paper presents concept and importance of community involvement in school management and issues and challenges associated to it.

Emerging Guiding Concept

The most striking feature of educational system in Nepal and other developing nations today is change. Nepal's dramatic shift toward open economies, democratic governance, and commitment for decentralization has made education crucial to continued economic success and social development. Global competition requires workers with foundational knowledge who understand science and technology and can adapt to rapidly changing conditions. Democratic rule requires citizens who are better informed and more

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responsible. The decentralization of public administration is placing a new emphasis on citizen participation, autonomy, and responsibility in district and municipal settings.

Successful schools do not operate in isolation. They build connections to parents and communities as a way to strengthen relationships in support of the students, and as a way to better understand students so that teaching can be tailored to them as individuals. Communities offer a wide range of resources that are valuable to schools and the families they serve. These resources include people who volunteer their time in the school, organizations that offer enrichment opportunities, businesses that offer career-related information and workplace experiences, and agencies that provide various social services for students and families. Communities too are rich in untapped resources that can benefit children. International experiences revealed that when families and community members volunteer their time and talent in the schools, both schools and students increase their capacity to do more and to do it better. Therefore, it has been realized in many countries that community involvement is vital to the effective teaching and learning.

Empowering local community to take charge of educating their children is the foundation of effective school community relation. The shift to increase community control of schools can be seen as a move to enhance and reframe democratic right and participation. Instead of top-down administrative decision-making, a broader base of institution should be included in shared educational decision making. These reforms to empower community present educators with new and previously unknown challenges.

The professional school as an entity needs broader and inclusive boundaries that can capture educational needs and expectations of people from various background and status such as social class, gender, race, economic status and ideologies. The social exclusion is to be replaced by multiple voices and multiple concerns about school, its performance and management. Part of the teachers' and administrators' education has to be learning how to change organizational structures to reframe school-community relations as collaborative effort to relate to and communicate with community in all their diversity. To be a professional educator would include the ability to relate to and team with a variety of people and organizations - such as parents, citizens, and social agencies. Educational administrators and educators should be prepared to change their traditional ways of managing school and educating children and to shift toward intense community participation in the process of managing school.

Education is a major concern of the community and their participation and involvement in school management is essential because:

1. Parents have a right to be involved in managing schools where their children are receiving education.

2. Schools can learn from parents' intimate knowledge of their children. No one knows the child better than their parents, and parents and community members are likely to take a child's perspective and to advocate the children's rights in making occupational decisions.
3. Involvement of the community facilitates the relation between the school and community. Relationship with parents and community may be a way to avoid unexpected intrusions and to reduce antagonism between community and school. Bringing parents, teachers and school together in shared decision- making is a way to reduce "adversarial relations" and to contribute to better decision making.
4. Community can provide much needed resources and other volunteer support to the school, such as financial, free labor and expertise.
5. The involvement of community can improve school accountability and make school more responsive to community needs.
6. Enhancing community and parents' participation in the school may help increase students outcome. In other words, community's involvement enhances parental involvement and parental involvement in schooling in itself is believed to have positively affected children's 'achievements, attitudes, and aspiration, even after student ability and family socioeconomic status are taken into account.

In developed countries, community participation in the management of schools demonstrated a lot of benefits that included ownership of the schools by communities, willingness of the communities to support the schools financially and materially, and the schools becoming a democratic environment. According to Epstein (2000), the following six standards have to be met for effective involvement of communities in school management:

1. Communication: Communication between home and school is regular, two-way, and meaningful.
2. Parenting: Parenting skills are promoted and supported.
3. Student Learning: Parents play an integral role in assisting student learning.
4. Volunteering: Parents are welcome in the school, and their support and assistance are sought.
5. School Decision Making and Advocacy: Parents are full partners in the decisions that affect children and families.
6. Collaborating with Community: Community resources are used to strengthen schools, families, and student learning.

In short, the involvement of the community in the school makes good sense for several reasons: to gain access to knowledge that parents have of their children; to make better decision; to enhance learning opportunities; and to build support for schools. School may need to work with parents and others in the community, not by demanding more

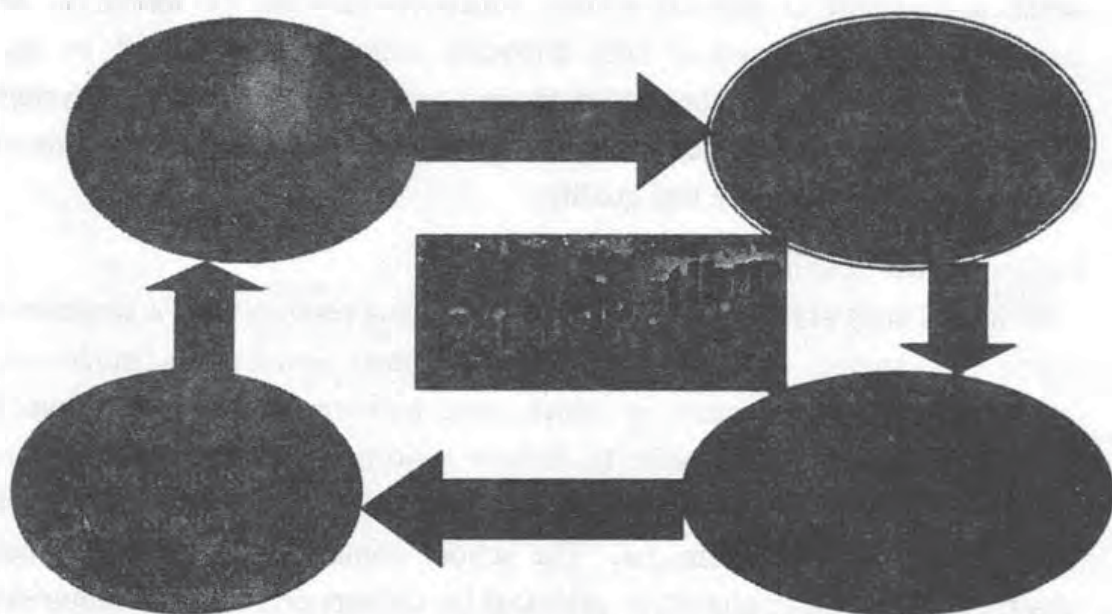
from them, but by focusing on the people of the community and their needs and by figuring out how the community can be an integral part of the educational conversation.

Community partnership is a natural expansion of the parent-school partnership. In a community you can get concerned community members, elected officials, business representatives, religious leaders, and many others involved in ways that support student learning. The framework below describes the process and capacity of involvement of community in school management:

Community Participation Stages

Community participation and involvement follows the process exhibited in Fig. 1 below. Participation and involvement of the community in the management and improvement of school follows the following process if we want to accomplish the desired level of outcomes. First, the community should have an access to be in the school, learn about the school and observe what goes on in the school. This process raises curiosity among the community members. The second step would be to make community aware of the situation and make them realize the importance of their involvement in schools where their children are receiving education. With the realization of the importance of their involvement in the management process of the school where their children are learning, they will be ready to get into the process of involvement. Active involvement will lead to decision making and be a part of school governance. These stages of involvement are sequential and communities are expected to practice step by step process of participation and involvement in order to take responsibility of school management.

Fig 1: Community Involvement Model



Modalities of Community Involvement in School Management

Many modalities are discussed in international arena, however, there are some terminologies used in common. Some of such terminologies are : “Grass – root approach”, “Top down approach” , Bottom up approach”, “Upstream approach”, “Trickle down approach”, “self help approach”, “Integrated approach”, “Basic needs approach”, “Localization” and “Decentralization”. Whatever terminologies are used for community participation, the participation and involvement of communities can be promoted through the following modalities or approaches:

1. First Approach: Volunteer involvement, or influence on right –based outcomes through political or administrative engagement.
2. The second approach: Active, affective or indifferent involvement in management schools,
3. Third approach: Institutional involvement e.g. serving as the members of management committee or parent teacher association or as members of NGOs/CBOs
4. Fourth Approach: Natural involvement of parents, teachers, students without whose improvement school can not be functional.

In terms of governance and management, schools can be categorized in to following types:

1. Shared responsibility of central and local government but managed locally

A shared responsibility between state and local government for educating children is the main theme of this model from which the central government establishes a mechanism through which the funds are channeled to local government based on agreed per child cost percentage and local government has to supplement additional needed costs to schools through their collected revenues. The local government is made accountable to provide quality education through the formation of school boards/ committee/ trustees with adequate authority represented by the major stakeholders (parents, teachers, students and community members). A system of accountability and assessment based on set standard would be in operation to ensure transparency, performance and quality.

2. Publicly funded /publicly managed

This model does not empower governing body and resembles as a caretaker body of school for smooth running of schools. In other words, this model represents bureaucratic decentralization by which some authority are given to lower level of units, even to schools, in order to address local needs. The government units like education division/ block/ circuit control over schools through the provision of school supervisor and principal. The school committee might be formed under chairmanship of local inhabitant/ principal for the support of school requirements but

the resources required for school maintenance is basically met by public fund. However, partnership for quality education can be established with corporate bodies. The Parent Teacher Association (PTA) is generally found in the form of advisory form. Even so, school is made responsible to make their progress in parent meeting.

3. *Publicly funded /community managed*

This model advocates the spirit of partnership between government and the local community. The school governing board, usually elected or nominated by community groups to represent them, comprise of parents, community members, teachers, and students (non-voting power). The basic feature of this model is deregulation, semi-autonomy, parental domination, and accountability tied with transferred authority. The government is made responsible for providing basic operational cost including salary cost of teachers and the community is made responsible to supplement additional funds to bridge the gaps along with the authority of staffing, budgeting and implementing school plan.

4. *Privately funded and managed*

This model suggests an institution, established by a separate act or procedure having own control over management and finance. Such schools are operated and managed within the general regulatory framework of the government. The structure of governance and areas of services are clearly defined in their laws/ by laws submitted in the process of establishment. Privately funded and managed schools are either profit making or non-profit making. Investors and founders have the full authority and school management committee serves in the advisory capacity.

International Practices

Sliwka & Istanc, (2006) reviewed the structure and practices of community involvement in school management of various countries. Based on the review, structure and practices of some countries is presented in the following section.

In Denmark, parents have long played an essential role in running of schools, including the *folkeskolen*. The role of parents in school decision-making was further strengthened in 1990 with the creation of boards of school governors. Each board consists of 5-7 representatives among parents whose children go to school, including two representatives from school and two from students. The board of governors is responsible for developing guidelines for school's activities, approving the school budget and deciding the curriculum and staff matters. A report published in 2001 claimed that Danish parents are very committed to their children's schooling and spend an average of three hours in a month at the school.

In England, the governance of schooling consists of enhanced power at the center combined with much greater autonomy of decision-making by schools themselves. Each school has its own governing body which consists of 9-20 governors per school represented from and appointed by different stakeholders. For example, parents and staff members elect their respective governors, whereas, additional community governors are nominated by the governing body. The main functions of the board of governors are: (a) to provide a strategic direction, (b) act as critical friends, (c) ensure accountability, and (d) participate in decision-making in wide range of areas. The governing boards also play a core role in staffing a school, dealing with new appointments, staff appraisal and grievances.

In Finland, parents play a significant role in school development after the new Basic Education Act of 1999, which requires schools to be developed in cooperation with parents. The schools can design their own curricula based on the National Framework of Core Curriculum. This process, including parent-teacher meetings, school festivities, parents' meetings, discussion events and one-to-one discussions between individual teachers and parents, has brought school operations closer to parents. Similar decentralization forms of situation and parental involvement prevail in Poland as well.

In Austria, a school's autonomy scheme was initiated since 1980s for enhancing the involvement of parents and students in school management. A board is constituted from parents' representatives elected by representatives and voted by parents of students in each class. Teachers' and students' representatives are also included in the board, which is chaired by the principal. Since 2000, elected school boards consisting of parents and other community representatives control the management of schools and its employees. Spanish parents can participate in the school management through two parent associations: Spanish Confederation of Parent Associations (CEAPA) and National Catholic Confederation of Parents (CONCAPA).

The new policy has been initiated for greater parent and community involvement in school management in Japan. The newly introduced 'school councilor system', aims to promote the cooperation of community, residents and parents in the life of the school. The 'school councilor system' also aims to make plans, evaluate the performance for quality enhancement and make achievements of the school management accessible to a wider public in order to create a strong accountability. In addition, Japan has created provisions for the establishment of so-called community schools (similar to Nepal), which are sensitive to local needs and co-managed by community representatives who recruit the school principal through an open-application and selection system.

In 1993, UNICEF granted the Children's Peace Award for Education to the Government of the State of Minas Gerais, Brazil in recognition of its unprecedented efforts to reduce grade repetition by decentralising its education system. The purposes of decentralizations were to: (a) strengthen school administration, (b) provide financial, administrative and pedagogical autonomy, (c) develop and enhance human resources working in education, (d) make the evaluation of teaching independent and (e) integrate the state and the municipality to achieve a single public network of education.

Under the decentralized framework of education in Brazil, the school board having the authority and responsibility of school management typically consists of six members of the external community (students and parents) and six members of the internal community (teachers and school employees), which is chaired by the elected principal (Machado, 1996). At present, the principal cannot determine about the schools including utilizing the resources without the approval of the board. Studies in Brazil claimed that that there is a high correlation between the degree of community involvement and student's achievement. Another significant change in direction saw principals elected by the communities they served, rather than appointed as was the case before. A school's first step towards autonomy is the freedom to choose its own principal. To mobilise the school community you need a principal who is a leader. Due to the provision of selecting the principal by the community and their active involvement in managing schools, the teachers and principals are reported to have greater accountability to parents and students.

Believing that the administrative and financial issues are starting to work well, planners are now beginning to address pedagogical issues and to request that all schools be granted pedagogical autonomy. The idea is to allow local schools to create learning environments that are relevant to the students' daily lives. Brazilian experience demonstrated that for pedagogical autonomy to take effect, it is first necessary that financial and administrative autonomy be consolidated. The program evaluation report revealed that involvement of the community in school management contributed to the increase in enrolment, remarkable fall in grade repetition rates, and increase in the school's request for teacher training and retraining as per their needs, improve in teachers' satisfaction and enhanced readiness of community to participate in improving schools without additional cost.

A similar effort was made in Botswana by empowering community to participate in school management (Lucky, 1996). The government proposed that the community schools would be based on community financing and stressed community participation in school management, curriculum development, utilization of school facilities and improvement in the quality of school. Because of poor communication between the

government and local communities, inadequate financial resources for school construction, inability to address community needs in the curricula, low education levels of community members, teachers' inability to link instruction with the local culture, community school scheme failed in Botswana.

Community Involvement in School Management in Nepal

There were no schools in the ancient period in Nepal. Children were taught at their homes or in "Gurukuls" in respect to social norms, values, faith and ideals of life. Education was also provided through Sanskrit education centers, Buddhist "Gumbas" or "Bahals", Muslim religious centers (Madarasa) and Guthis. In the passage of time, community used to keep teachers to teach their children by raising money to pay the teacher's salary with a provision for food and shelter for the teacher. This practice marked the beginning of the community participation in education or educating their children.

In the Rana Period (prior to 1951), education was restricted to the general public. Schools were not allowed to open even if the community wanted. There were very limited numbers of schools only for the children of the ruler class and elite. Only after the dawn of democracy in 1951, people were free to open schools for their children. Communities all over the country started to open up school with their own resources and initiative. The government gradually joined hands with the community in the development of schools with the provision of grants. Majorities of the schools set up under the popular initiative were operated mainly on the basis of different types of support available from the people in the communities.

The introduction of Panchyat polity in the country brought changes in the education policy. The government appeared to be more interested in consolidating the structure of educational administration in the country. The government was also anxious to implement programs of mass appeal from the national perspective as well as international demands for the universalization of education. It is interesting to note that there have been quite a few genuine efforts in this period for implementing the recommendations of various commissions. One of them was the idea of universal free primary education and the vocationalization of secondary schools (Shrestha, 1982).

In spite of these development measures and changes, management of individual schools at the local level remained basically unaffected in general. The schools established by people remained to be managed by the school managing committees. The government maintained the policy of partial assistance for schools operated under private or community support. It continued to provide differential annual financial grants to schools. The SMCs had responsibility and authority to generate funds to operate schools, to appoint teacher and teachers and fix payment of their salaries (Shrestha, 1982). At that

time, the financial sources of schools were mainly the student fees and donation of land by some wealthy families or landowners.

With the inception of National Education System Plan (NESP 1971-76) the state policy in education transformed from a position of least involvement of the community to a position of highest involvement of government in the educational development of the country. NESP was an outcome of experiences and recommendations made by various commissions and experts. Through NESP, for the first time in the country, investment in education was officially recognized as an investment in national development.

The NESP brought notable structural as well as administrative changes in the education system of Nepal. The school education was put under the Directorate of Education placed in each of the regions (originally 4 and later 5 in number in 1982). District Education Office was made the main field agency for the administration and supervision of the system of school education. The school education was structured as 3 years of primary education, 4 years of lower secondary and 3 years of secondary level. The secondary education had three streams as general, vocational and Sanskrit. Different types of schools existing before the implementation of the NESP were brought under the umbrella of national schools governed by a national curriculum structure. The highest body responsible for the implementation of the program was National Education Committee.

In order to secure local support zonal and district level education committees were formed. The responsibility to mobilize the local resources rested with the district education committees. Above all, the total school administration was made responsible to district education office. In the beginning, the plan had no provision of school level committees like the school management committee in the pre-NESP period. Later in 1974 School Assistance Committees were formed. These committees were not provided with management authorities. They were made ancillary bodies to the DEOs. This arrangement had adverse effects in community support to education. With the increased government control over school management and funding a significant fall in local participation was observed. The plan gave a general feeling among the common people of the country that education was nationalized and communities had no role to play in the management and development of schools. Because of the nationalization of the education system in Nepal, community involvement and community's sense of ownership continued to be faded away (Pant, 2001).

Community involvement in schools after the restoration of democracy

There was a provision for School Management Committee after 1991 for managing public schools. The District Education Office used to nominate management committee usually under the influence of political party in power. The Chairperson and the

members of the management committee were less concerned with the quality of education since their children were not enrolled in those schools.

In spite of the importance of parents' involvement and their potential contribution to the school improvement efforts, their role in supporting quality learning in the school is often ignored. In the past, parents had no say in the relation to school management legally. A study has reported that only very few schools invited parents in schools to discuss child learning (Bista and Carney, 2001). The same study found only 10% of the total parents making inquiry about their children's learning. Based on the findings, the Institutional Analysis team made two generalizations about school-community relations. First, parents did not see themselves as having any defined responsibilities for the learning of their children. Second, teachers ignored the fact that parents and community could play an important role in supporting quality learning.

Current Structure of Community Involvement in School Management

The government has now realized that the local communities should be involved to manage schools. The Tenth Plan (NPC, 2003) emphasized to transform the school management authority to the local community in order to enhance the quality of education and promote the sense of ownership among the members of the community. Considering the importance of the involvement of parents, community members, social workers, several literatures and international development agencies supported the idea of involving the local community members as the most appropriate decision makers of schools affairs (Brays, 1999; World Bank, 2001; DANIDA, ADB, 2003); HMG/ADB/DANIDA, 2002). Such involvement expected to enhance the process of decentralization and transform the school as a self managed school. Due to the immense pressure from the international community and government's own realization of the importance of community involvement in school management, Education Act (Seventh Amendment) (2001) was passed and laid the foundation for decentralization of management of public schools. The 7th amendment of the Education Act has empowered the SMC and contributed to facilitating the process of decentralization. The ultimate intent of the 7th amendment was to ensure better educational management, empower the capacity and competencies of local bodies and communities in educational planning, management, organization, evaluation, supervision and control over the schools. The Act was also instrumental to protect the local level interests and tried to make SMC more responsible.

Structure and Practices of Community Involvement in School Management:

The new provision for the SMC in the 7th Amendment has wide implications in the implementation of educational programs and plans. The composition and structure of School Management Committee expected to have a significant influence in improving

the management efficiency, efficiency related to planning, monitoring, supervision and evaluation of the schools, forming and implementing educational programs at the schools and quality improvement. Besides, enhancing public participation in school affairs, and strengthening school community relations, the new provision of forming and functioning of SMC anticipated to have positive impact in schools. More specifically, the Act opened up the avenues for wider participation of the community in developing school improvement plans and engaging in solving emerging problems within the schools.

There is a legal provision for electing four representatives from guardians or parents including one female member in the management committee. These members and chair person of SMC are elected from the gathering of parents/guardians of students studying in that school. The ward chair person of the respective ward will join the committee. One representative elected by the teachers, one educationist and donor representative or founder member nominated by the SMC will also become the member of the committee. The Head Teacher serves as the Member Secretary of the committee. For schools running technical and vocational courses, there is a provision for nominating two representatives of local Chamber of Commerce and Industries. The school supervisor or resource person of respective school is invited as a non-voting member in the SMC. This management committee structure is as powerful as any committee or school board structure of developed countries where community involvement in school management is effective.

Nepal has another community involvement and support structure- Parent Teacher Association (PTA) - to facilitate students learning. The SMC will organize a gathering of parents and teachers to elect minimum three and maximum eleven member Executive Committee of PTA. PTA's main purpose is to enhance participation of the community in the educational reform process and strengthen the relations between the community and schools. Main functions of PTA will be to assure the quality of teaching learning, advise the school about fees structure, and communicate the parent and community about the educational programs of the school. PTA is the supporting wing of SMC for enhancing education quality.

Provision of District Education Committee and Village Education Committee is another effort that attempted to facilitate the process of decentralization in the one hand and worked as a foundation for promoting the local participation in schooling affairs on the other. Due to the absence of elected representatives from District Development Committee and Village Development Committee, DEC and VEC currently are non-functional.

Reflecting the widely shared public perception that nationalization of schools was a mistake, the Seventh Amendment of the Education Act was passed in 2001, which articulated the policy of devolving school management responsibilities to communities (Awasti & Lekhak, 2005). In 2002, the government embarked on the transfer of management of public schools all the way down to the community level, by offering all communities the option of taking over public primary schools financed on a block grant basis, subject to meeting some basic prerequisites. Transfer of management of public schools to communities is one of the basic strategies of the Tenth Five-Year Development Plan and the Poverty Reduction Strategy Paper aimed at achieving the Education for All and MDG targets by raising the efficiency of investments in school education. The lessons learned from this will help to achieve the EFA/MDG targets.

With assistance of the World Bank, the government has started handing over the management of the government schools to the communities from the fiscal year 2002/03 to provide timely and standard education in those schools (World Bank, 2003). By the year 2006, the government schools handed over to the communities comprise 1,973 primary schools, 208 lower secondary schools and 109 secondary schools. During the fiscal year 2003/04, the local communities refused to take over the management of the government schools due to the ongoing conflict in the country, but after the restoration of peace in the country, more and more communities are being attracted towards taking over the management of the schools. Joshi (2006) claimed that positive results are observed in decentralized schools. Department of Education has issued guidelines for the purpose of clarifying the roles of community, government, financing modalities and other requirements of management transfer (DOE, 2004). The directive has attempted to clarify management-related mechanisms such as teacher management, school improvement plan support, school community relations, and arrangements concerning monitoring, evaluation and supervision of schools. However, teachers' community is strongly opposing the government's policy of transferring school management authority to schools.

Issues and Challenges

Although participation and involvement of community in school management has produced positive results and improved performance in schools in many countries, Nepal is experiencing several issues and challenges in the process of transferring school management authority to the respective communities and facilitating them to resume the responsibility. Some of the pertinent issues are as follows:

1. *A Bureaucratic national system with a decentralized education agenda:* A centrally controlled education administration system is reluctant to share power with the community. Such reluctance is reflected in the existing Education Act in which the community involved SMCs are provided with adequate

responsibilities without authority. Our cultural practice, values and work system is restraining the power sharing, facilitative, collaborative approach. The attitudes toward community influence our work system and the practices needed to promote decentralization in which national system adopts democratic culture of openness and trust in the need of the hour (Koirala, 2003). The challenge is how to transform centralized bureaucratic national system into a decentralized, democratic and facilitative system of administration.

2. *Participation of hard core group in school management:* Legal provision for participation of community groups in school management does not guarantee the equitable representation of hard core groups and poor communities whose children represent the majority in the Nepalese public schools. The challenge is how to address the diversity of demand and create a mechanism allowing the “clients” of education to express their interest with regards to the provision and structure of schooling.
3. *Collaborative Support from Teachers’ community:* Teachers are the main players of school reform process. They facilitate community participation and involvement in school affairs and inspire and mobilize community groups in school improvement initiatives. Research findings (Gamge & San Antonio, 2006) show that allowing teachers and stakeholders to take part in decision making results in employee satisfaction, motivation, morale and self-esteem. In many countries, the Head Teacher leads the empowered School Board consisting of the community representatives. How to make teachers’ community supportive towards transferring school management authority to the local communities in Nepal is a challenge.
4. *Communication and interaction with the stakeholders:* Much of the problems concerning involvement of community in school management and empowering them to take charge of school affairs have stemmed from inadequate information, interaction and communication. Prior to implementing the scheme of transferring school management responsibilities to the communities, there had to be adequate interaction and communication between the government and the stakeholders (Koirala, 2003).
5. *Institutionalization of Community Participation:* Structure alone can not bring communities closer to school management. There has to be an established system of facilitating, inspiring and responding environment to promote community involvement and participation in school affairs. The challenge is how to institutionalize such practices in schools.

6. *Quality and competitiveness of public schools:* The main purpose of involving community in school management is to enhance quality, create conducive physical and learning environment for children, ensure transparency and accountability in school management and improve overall performance of school. The challenge is how to bring such changes through community participation in school management
7. *Monitoring and accountability assessment:* Authority and autonomy go along with accountability. How empowered communities are to be made accountable to the results they produces is a consideration to be made. The challenge is to develop a realistic and implementable accountability system to ensure accountability at all levels of education management.
8. *Many unanswered questions and issues:* There are many unanswered questions concerning transformation of school management authority to local community. Some of the questions or issues are related to: funding mechanism, head teacher and teachers' role, alienated SMC, teachers professional development, teachers' job security and accountability, teachers/head teachers more to be responsible to DEO than to the SMC, SMCs are kept in darkness, dominant involvement of elites in the SMC, inadequate support and facilitation to enhance SMC's capacity to manage schools, control mechanism, SMC's authority to select teachers/principals etc.

Reflection

Schools in Nepal are way behind in responding to the new demands. More children go to school now than ever, but the education that most receive falls far short of the requirements for economic success and social advance. The national assessments of grade 3, 5 and annual School Leaving Certificate examination results demonstrated very poor academic performance of students indicating that community schools are performing the way they should.

The problems are striking. Nepal has high repetition and dropout rates, with nearly a third of all primary students repeating a grade each year. Only half the students who begin primary school will complete the cycle, leaving far too many children without a basic mastery of language and mathematics. A cohort analysis done by World Education demonstrated that 85% of the students enrolled in grade one drop school before completing secondary education.

Teachers tend to be poorly trained, have a low status, and have few incentives for professional excellence. Pedagogy is dominated by the "frontal" model that rewards the memorization of facts and fails to develop student capacities to question, explore, work

in groups, and learn on their own. Many schools are constrained with inadequate teachers' positions. Neither the government is providing the salary for additional teachers nor can the community afford to hire them from the local resources.

Educational systems are also remarkably inequitable. Students from the poorest families score dramatically lower on achievement tests than do middle- and upper-class children. Most primary-school repeaters are poor and attend low-quality public schools. For much of the region, good education is still a privilege of the wealthy and upper-middle classes, given the constraints posed by expensive private schools. This scenario in school education is not only the case of Nepal; it applies to many of the developing countries having similar economies.

The question arises does the scheme of involving community in school management improve the situation described above? The answer to this question is not easy. With adequate support from the government, strong leader who can build trust among stakeholders and inspire community to actively involve in school affairs may make the difference (Gamge & San Antonio, 2006). School leaders wishing to enhance the level of trust among the stakeholders in their school should endeavor to achieve a balanced representation in the school council, utilize committees appropriately, share more information with other stakeholders, provide adequate time to do school businesses, focus on teaching learning to make the overall functioning of decentralized schools highly effective.

Suggestions

1. Community readiness to accept the responsibility is an essential prerequisite for community involvement in school management. Adequate time and effort need to be applied making community ready (ability and willingness) to resume the responsibility. The government should follow sequential steps of participation and involvement namely access, awareness, involvement and decision making.
2. Clear information through active interaction with the community is essential to sustain community involvement. The following initiatives are needed to create the environment to encourage community to participate in school affairs:
 - a. Adequate legal base for community participation in school management,
 - b. Capacity development of community members to manage resources at the community level,
 - c. Empower community by involving them in the decision process by developing school leader capable of introducing innovative approaches of education management by encouraging decentralization, involvement and collaborative school governance (Gamage & San Antonio, 2006).

- d. Make community aware of the importance of community participation and involvement in school management.
3. The government should provide the facilitative support to the community during the initial years to make community active and capable of executing assigned management responsibilities of school management. There has to be adequate input in the capacity development of the SMCs , PTAs, and VECs.
4. Active involvement of head teacher and teachers in promoting participation of community in school management is very essential. Therefore, the government should negotiate with teachers to adopt the comfortable structure, system and practices acceptable to them so that they will be the active partners of decentralization process.
5. The government should come with the clear view concerning the funding structure, teacher management, and accountability assessment, reward structure of superior performance, capacity development and professional development scheme and clarification of roles of major stakeholders.

Conclusions

Decentralization is advocated by several policy documents and several literatures (NPC, 2001; MOES, 2003; GON/ADB/DANIDA, 2002; CERID, 2004; Joshi, 2006). These literatures advocate that decentralization in education should be the main strategy for implementation of basic and primary education. It has been anticipated to have a strategic shift from centralized and bureaucratically controlled management to community controlled and school-based planning and management in collaboration with various partners such as local bodies, NGOs, INGOs and CBOS (MOES, 2003). It is well accepted fact the schools were created, developed and managed by the communities. It is their right to manage the schools where their children are studying. Since the school education is public good, it is the responsibility of the government to support, facilitate and empower communities to effectively manage the schools and ensure the quality of learning in schools.

The strategy of decentralization and involvement of community in school management is considered as the key to success to education development and reforms. Transferring the school management authority is a strong strategy for school improvement but not the end solution. Access to information, awareness, and involvement in the day to day affairs are the initial steps for enhancing the capacity of community members to take part in decision making related to school affairs. To ensure the proper utilization of authority and resources, an accountability assessment system should be in place.

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A Review on What Works in Girls' Education: Evidence and Policies from the Developing World

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Usha Bhandari*

Education of girls is one of the most effective means of enhancing the quality of life of all people in the world. Yet in many countries, girls' participation in school lags significantly behind that of boys. Various researches confirm that investing in girls' education delivers high returns not only for educational attainment, but also for more sustainable families, women's empowerment, income growth, and productivity. In this book the authors summarize the extensive body of research on the state of girls' education in today's developing world; the impact of educating girls on families, economies, and nations; and the most promising approaches to increasing girls' enrollment and educational quality. It also presents a wide range of data strongly supporting the need for governments and other stakeholders to invest in girls' education.

The book is divided into six major sections. Section one opens with the fact of persistent problem of the tens of millions of girls across the developing world growing up without receiving the most basic education. This information is presented as an acute crisis with the elaborated examples from rural and poor areas of sub-Saharan Africa, the Middle East, and South Asia. This section further elaborates on how the commitment from more than 180 governments to provide quality education to every boy and girl by 2015 is firmly established and endorsed as one of the eight United Nation's Millennium Development Goals.

In section two the authors have presented extensive evidences from developing countries that show huge economic and social benefits of education especially of girls. The evidence on the returns to girls' education is divided into four broad categories:

- Increased income and productivity;
- Smaller, healthier, better-educated families;
- Prevention of HIV/AIDS and other diseases
- Women's empowerment.

To elaborate each of these categories, the authors have referred to many research evidences. They have referred many evidences from World Bank studies about how

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educated women are more likely to enter the formal labor market; how education leads to economic growth; how female education and development can reinforce each other etc. Similar studies from Africa, Asia, and Latin America are presented to reveal the fact that women with more education have smaller, healthier, and better-educated families. Many studies have proven that education expands women's horizons, opens up better earning opportunities, and improves women's position in the family and society. The authors have further highlighted the evidences from Uganda, Kenya and Zambia to reveal that educated girls are less likely to contract HIV infection. Similarly, they have further elaborated evidences regarding how educated women are empowered and have ability to raise voice against domestic violence, genital mutilation etc.

The authors have raised question to policy makers, donors and parents in section three by saying that if education benefits girls, their families, and society, why do we not see more girls being educated for longer periods of time? They further advocate that effective government intervention to get girls in school is a must and education for girls will have to be of lower cost and better quality to convince more parents to invest in girls' education.

Section four is aimed at policymakers. The authors have suggested a package of policies and programs in four areas to improve girls' access to and achievement in education. These are:

- making girls schooling affordable, either through direct fee reductions or through scholarships and grants;
- building local schools that are close to girls' homes, and which encourage involvement of the local community and provide flexible scheduling;
- making schools more girl-friendly, which may include providing separate latrine facilities, ensuring privacy and safety in line with cultural requirements and discouraging stereotypes of girls in teaching;
- ensuring high quality in education - sufficient teacher-training, smaller class-sizes and adequate supplies of books and other materials.

Further, they insist that to achieve these conditions, political will is needed at the country level to invest in girls' education. Comprehensive national education strategies that are backed up by budgetary provisions are crucial for plans to become a reality and commitment is needed from policy level to ensure that political as well as financial resources are made available.

Referring to research evidences, the authors highlight three critical components in section five which, if addressed successfully, can make rapid progress and reach universal education. These components are:

- Leadership and Political Will at the Country Level

- Developing Comprehensive, Nationally Owned Strategies
- Mobilizing Internal and External Resources

The final section is the conclusion which is a summary of whole discussions covered in previous five sections. The authors have concluded this book by pointing out few major points such as educating children (girls and boys both) is an achievable and attainable goal; investing in girls delivers high returns for economic growth; national and international commitment, political leadership and serious efforts are likely to yield impressive results. Finally, they consider issues of girls education as a problem with a known cure.

Another beauty of this book is the case studies from three countries namely Brazil, Uganda and Indonesia which reveal the real picture of their endeavor to achieve universal education for both girls and boys.

The book contains an extraordinary wealth of data and rich discussion. It ranges from the inclusion of narrow technical information on need of girls' education to the broad concerns of involvement of national international donors, policy makers and all those stakeholders together to achieve and attain girls' education for the overall development of a country. However, the details of research evidences serve as too much food which is not easy to digest. At the same time, the reader may develop narrow information on past interventions only rather than thinking on what can be done scientifically to attain girls' education in sustainable form in the days ahead.

Although it would be impossible to bring together all the diverse perspectives and contributions under one unified recommendation, the concluding part of this book tried to develop ideas for certain concrete steps to attain girls' education. Overall, this book highlights in great details the issues and challenges faced by many developing countries to achieve girls' education for long term. Thus, this book can be considered as a treasure, full of useful facts and figures.