

शिक्षक शिक्षा

Teacher Education



National Centre for Educational Development, Sanothimi, Bhaktapur

शिक्षक शिक्षा Teacher Education

वर्ष ५, अङ्क १, जेष्ठ, २०६४

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सल्लाह

रामस्वरूप सिन्हा
लक्ष्मीप्रसाद खत्री
विष्णुप्रसाद थैव

सम्पादन

डा. बासुदेव काफ्ले
रामहरि श्रेष्ठ
सुकदेव सापकोटा
मदननाथ

रमेश भट्टराई
बालकृष्ण चापागाई
यादवचन्द्र निरौला
प्रमोद शाह

चन्द्रप्रसाद लुईटेल

नेपाल सरकार
शिक्षा तथा खेलकूद मन्त्रालय
शैक्षिक जनशक्ति विकास केन्द्र
सानोठिमी, भक्तपुर
२०६४

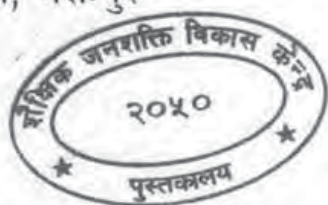
प्रकाशक

नेपाल सरकार

शिक्षा तथा खेलकुद मन्त्रालय

शैक्षिक जनशक्ति विकास केन्द्र

सानोठिमी, भक्तपुर



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@ शैक्षिक जनशक्ति विकास केन्द्र, २०६४

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

आवरण डिजाइन

● रुद्रमणि शर्मा



नेपाल सरकार

मा. प्रदिप नेपाल

मन्त्री

शिक्षा तथा खेलकुद



निजी सचिवालय

केशरमहल, काठमाडौं

फोन नं. ४४११४९९

४४१४६९०

मिति:- २०६४/०२/१८

विषय:- शुभकामना



शैक्षिक जनशक्ति विकास केन्द्रबाट वार्षिक रुपमा प्रकाशित हुँदै आएको “शिक्षक शिक्षा” पत्रिका यस वर्ष पनि शिक्षा क्षेत्रसँग सम्बन्धित विभिन्न खोजमूलक तथा विचारप्रधान सामाग्रीहरु समावेश गरी पाँचौं अंकको रुपमा प्रकाशन हुन लागेको थाहा पाउँदा खुसी लागेको छ ।

शिक्षासम्बन्धी नीति, योजना तथा कार्यक्रमहरुको तर्जुमा, कार्यान्वयन, अनुगमन तथा सुधार कार्यहरुलाई प्रभावकारी ढंगले अघि बढाउन दक्ष तथा तालिमप्राप्त जनशक्तिको महत्वपूर्ण भूमिका रहन्छ । यस सन्दर्भमा स्थापनाकालदेखि नै त्यस केन्द्रले विभिन्न लामो तथा छोटो अवधिका तालिमहरुमार्फत शिक्षक एवं शिक्षा क्षेत्रमा कार्यरत कर्मचारीहरुको क्षमता विकास गराई मुलुकमा प्रशिक्षित शैक्षिक मानवस्रोतको विकासमा पुऱ्याएको योगदान उल्लेखनीय रहेको छ । यस सन्दर्भमा विगत चार वर्षदेखि यस केन्द्रबाट भइरहेको “शिक्षक शिक्षा” को प्रकाशनलाई पनि यसै दिशातर्फ उन्मुख एक सुधारात्मक पाइलाको रुपमा लिन सकिन्छ भन्ने मलाई लागेको छ ।

अन्त्यमा विगतका अंकहरुजस्तै पत्रिकाको यस अंकमा प्रकाशित शैक्षिक सूचना, जानकारी एवं शिक्षाप्रद लेख रचनाहरु पनि मुलुकको शैक्षिक उन्नयनसँग प्रत्यक्ष अप्रत्यक्ष रुपले सम्बन्धित एवं यस क्षेत्रमा चासो राख्ने सम्बन्धित सबैका लागि उत्तिकै उपयोगी सावित हुनेछन् भन्ने विश्वास लिँदै आगामी वर्षहरुमा पनि प्रकाशनको निरन्तरताको कामना गर्दछु ।

(Signature)

प्रदिप नेपाल

मन्त्री

शिक्षा तथा खेलकुद



नेपाल सरकार

मा. मोहन सिंह राठौर

शिक्षा तथा खेलकुद राज्यमन्त्री

निजी सचिवालय

केशरमहल, काठमाडौं ।



फोन नं. ४४१९३९३

मिति:- २०६४/२/१६

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 खुसी लागेको छ ।

शिक्षाको समग्र विकासका लागि विद्यालयीय शिक्षाको महत्वपूर्ण 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 विचारहरुको सङ्कालोको रूपमा यो सामग्री प्रकाशन गर्न लागेकोमा धन्यवाद दिन चाहन्छु ।

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

मोहन सिंह राठौर

मोहनसिंह राठौर

राज्यमन्त्री

शिक्षा तथा खेलकुद



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नेपाल सरकार
शिक्षा तथा खेलकुद मन्त्रालय



केशरमहल, काठमाडौं
फोन नं. :- ४४११५९९

शुभकामना



शैक्षिक जनशक्ति विकास केन्द्रबाट वार्षिक रुपमा प्रकाशित हुँदै आएको शिक्षक शिक्षाको पाँचौ अङ्क प्रकाशन हुन लागेको जानकारी पाउँदा मलाई खुसी लागेको छ ।

यस केन्द्रले शिक्षक तालिम तथा शिक्षा तथा खेलकुद मन्त्रालयलाई आवश्यक पर्ने व्यवस्थापकीय सीपको विकास गराउने कार्यमा खेलेको भूमिका सराहनीय छ । यसै क्रममा खोजमूलक र अनुसन्धानात्मक विचारहरुको सँगालोका रुपमा प्रकाशन हुन लागेको यो सामग्री शिक्षाकर्मी, शिक्षाविद्, अभिभावक तथा विद्यार्थीहरुलाई उपयोगी तथा ज्ञानबर्धक हुनेछ भन्ने विश्वास लिएको छु ।

अन्त्यमा, यस प्रकाशनसँग सम्बद्ध सबैलाई हार्दिक धन्यवाद व्यक्त गर्दै आउँदा दिनहरुमा पनि प्रकाशनको निरन्तरताका लागि शुभकामना व्यक्त गर्दछु ।

बालानन्द पौडेल
का.मु. सचिव

17-11-1911



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दुई शब्द

शिक्षामा पहुँच र समन्याय सुनिश्चित गर्न तथा गुणस्तर र सान्दर्भिकताको वृद्धि गरी उत्पादित जनशक्तिलाई अन्तर्राष्ट्रिय प्रतिस्पर्धाका लागि समेत तयार गर्न शिक्षकको महत्वपूर्ण भूमिका रहन्छ । शिक्षा तथा खेलकुद मन्त्रालय अन्तरगतको मानव संसाधन (विशेषतः विद्यालय तहको शिक्षासँग सम्बन्धित) को विकास गर्ने शीर्षस्थ संस्थाका रूपमा जिम्मेवारी पाएको यस केन्द्रले केन्द्रमा विभिन्न प्रकारका पेशागत तालिमहरु, विषयगत गोष्ठीहरु सञ्चालन गर्दै आइरहेको छ भने शैक्षिक तालिम केन्द्रहरु मार्फत शिक्षकहरुलाई प्रमाणीकरण शिक्षक तालिम पनि प्रदान गरिरहेको छ । प्रतिस्पर्धाको यस युगमा हरेक क्षण नयाँ नयाँ घटनाहरुले नयाँ विचारको रूप धारणा गरिरहेको अवस्थामा कार्यरत जनशक्तिलाई नयाँ ज्ञान र सीपले अद्यावधिक बनाइराख्न विभिन्न साधन र माध्यमहरुको खाँचो पर्दछ । यस तथ्यलाई मनन गरेर यस केन्द्रबाट “शिक्षक शिक्षा” नामक वार्षिक पत्रिका प्रकाशन हुँदै आइरहेको छ ।



अहिले पाठकहरुसमक्ष खोजमूलक, अनुसन्धानात्मक र नयाँ विचारहरुको सँगालोको रूपमा शिक्षक शिक्षाको पाँचौ अङ्क ल्याउन लागेका छौं । हाम्रो यस प्रकाशनले शिक्षा क्षेत्रमा कार्यरत शिक्षा प्रशासक, योजनाकार, अनुसन्धानकर्ता, व्यवस्थापक, शिक्षक, अभिभावक र विद्यार्थीहरुलाई समेत उल्लेख्य सहयोग पुऱ्याउन सकोस् भन्ने हाम्रो अपेक्षा रहेको छ ।

यो सामग्रीलाई यस रूपमा प्रकाशन गर्न योग्य तुल्याउन आ-आफ्नो क्षेत्रबाट सहयोग गर्नुहुने सम्पूर्ण विद्वान लेखकहरु, विशेषज्ञहरु, अनुसन्धानकर्ताहरु, सम्पादन कार्यमा सङ्लग्न सदस्यहरु लगायत टाइपिङ, ले-आउट डिजाइन र भाषिक शुद्धतामा योगदान पुऱ्याउनु हुने सम्पूर्ण महानुभावहरु धन्यवादका पात्र हुनुहुन्छ ।

अन्तमा, यस प्रकाशनको निरन्तरता र गुणस्तरीयताका लागि यहाँहरुको रचनात्मक सल्लाह र सुझावहरुले महत्वपूर्ण सहयोग पऱ्याउने भएकाले यसका लागि शैक्षिक जनशक्ति विकास केन्द्र हार्दिक अपेक्षा राख्दछ ।

जेठ, २०६४

रामस्वरूप सिन्हा
कार्यकारी निर्देशक
शैक्षिक जनशक्ति विकास केन्द्र

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- Shyam Singh Dharmi

परिचय

शैक्षिक संस्थाका लागि निश्चित गरिएका शिक्षणसिकाइ गतिविधिहरू, छनोट भएका सामाजिक, सांस्कृतिक सन्दर्भ र व्यक्तिगत परिवर्तनका अवस्थाहरूसमेत भएको शैक्षणिक कार्यक्रमलाई पाठ्यक्रम भनिएको पाइन्छ । राष्ट्रिय पाठ्यक्रमले निश्चित गरेका सिकाइ उपलब्धिहरू हासिल गर्नलाई एकवर्षभित्रमा अनिवार्यरूपले सम्पन्न गर्ने शिक्षणसिकाइका गतिविधिको योजना निश्चित गरेको हुन्छ । यसलाई शिक्षाको गतिशील प्रक्रियाको रूपमा लिइन्छ । यसको क्षेत्र ठूलो र फराकिलो छ । पाठ्यक्रम सिकारु, अभिभावक, शिक्षक, अध्येता वा अनुसन्धाता कसका लागि भन्ने सन्दर्भलाई नियाल्दा पाठ्यक्रम औपचारिक शिक्षाका गतिविधि सञ्चालन गर्न शिक्षक तथा विद्यार्थीका लागि, अनौपचारिक गतिविधिको माध्यमबाट शिक्षाको मूल अभियानमा सबैलाई समाहित गर्न, अभिभावकले आ-आफ्ना बालबालिकको सिकाइको विकासमा सुनिश्चित हुन, खुलासिकाइ र अन्य शिक्षणसिकाइका गतिविधिमा विश्वसनीयता कायम गर्न तयार गरिएको शैक्षिक कार्यक्रमलाई नै पाठ्यक्रम भनिन्छ । मानिसले के सिकिरहेको छ ? के गर्दैछ ? उसको क्षमता कति छ ? भन्ने कुराको निश्चित गर्न पाठ्यक्रम तयार गरिन्छ । मानिसले सिकाइका लागि गरेको विश्वासभित्र ज्ञान, सीप, सामान्य र उच्च प्रकृतिको धारणा रहेको पाइन्छ । यसले निर्धारित शैक्षिक योजनाको माध्यमबाट शिक्षणसिकाइप्रतिको दृष्टिकोणलाई स्पष्ट गरेको छ । सिकाइको माध्यमबाट सिकारुले ज्ञान, सीप तथा धारणाको अतिरिक्त गरेर सिकने जस्ता अतिरिक्त क्रियाकलाप जस्ता गतिविधिको माध्यमबाट समग्र सिकाइतर्फ पाठ्यक्रमले काम गरेको अनुभव गर्न सकिन्छ ।

पाठ्यक्रममा ती गतिविधिहरूको व्यवस्था गरिएको हुन्छ जसमा के सिकने ? किन सिकने ? कसरी सिकने ? कहाँ सिकने ? कसले सिकने र कसरी सिकाउने ? जस्ता कुरालाई समेटिएको हुन्छ । तोकिएको संस्थाले तोकिएको अवधिमा निश्चित उमेर समूहका सिकारुलाई दिइने ज्ञान, सीप र धारणालाई समावेश गरिएको शैक्षिक योजनालाई पाठ्यक्रम भनिन्छ । सिकाइको विषयवस्तु पाठ्यक्रममा समावेश गरिएको हुन्छ र यस्तो विषयवस्तु समावेश गर्दा तत्कालीन समाजका गतिविधि, परम्परा र संस्कृतिका विषयवस्तुलाई व्यक्तिमा हस्तान्तरण गर्ने रूपमा हेरिएको हुन्छ । औपचारिक, अनौपचारिक र खुलासिकाइलाई अघि बढाउन ज्ञान, सीप र धारणासँग सम्बन्धित विषयवस्तु समावेश गरिएको विवरण नै पाठ्यक्रम हो । विद्यालयको पाठ्यक्रमले सिकारुको शारीरिक, बौद्धिक, सामाजिक र व्यक्तिगत विकासमा मदत पुग्ने गरी शिक्षण सिकाइका क्रियाकलापहरूको संस्थागतरूपले व्यवस्थापन गरिएको खाका नै पाठ्यक्रम हो । पाठ्यक्रममा शिक्षण संस्थाका औपचारिक तथा अनौपचारिक शैक्षिक कार्यक्रम र अतिरिक्त क्रियाकलापहरू पनि

* उपमचिव शिक्षा तथा खेलकुद मन्त्रालय

समावेश गरिएको हुन्छ । विद्यालयका यी सबै गतिविधिलाई स्वाभाविक गतिविधिका रूपमा लिइएको पाइन्छ । यस्ता प्रकृतिका कार्यक्रमले विद्यालयमा सम्बन्धित सरोकारवाला व्यक्तिसँग स्तरीय सम्बन्ध कायम हुन्छ । सबैमा समान अवसर, मूल्य र मान्यताको स्थापना, उपयुक्त शिक्षण विधिको स्थापना गर्न मदत गरेको हुन्छ ।

पाठ्यक्रमलाई पुनर्उत्पादित सामग्रीका रूपमा पनि लिइएको पाइन्छ । केको छनोट गर्ने ? कसरी गर्ने ? कसले गर्ने र यसको नतिजा केके हुने ? जस्ता पाठ्यक्रमसँग सम्बन्धित मुद्दाहरूलाई कुनै पनि विषयको वा तहको पाठ्यक्रमले सम्बोधन गर्नु जरुरी ठानिन्छ । संज्ञान छनोटको मुख्य आधार समाज हो । सामुदायिक सरोकार, मुद्दाहरू यसका समकालीन समाजका माग तथा आधारहरू हुन् । यसकै आधारमा पाठ्यक्रमको व्यवस्थापन गरिएको हुन्छ । पाठ्यक्रमको बनिसकेको खाकामा भएका सामग्रीहरूको विश्लेषण र पुनः संयोजन हुने कारणले यसलाई पुनर्उत्पादित सामग्रीको रूपमा लिइएको पाइएको छ । व्यक्ति र समाज दुवैलाई यसले हेरेको हुन्छ । पाठ्यक्रम निर्माण तथा व्यवस्थापन गर्दा यी तथ्यलाई ख्याल गरेर व्यवस्थापन गरेको खण्डमा त्यस किसिमको पाठ्यक्रम बढी नै व्यवस्थित भएको मानिन्छ ।

- पाठ्यक्रममा सबै अनुभव निहित हुन्छ जसलाई विद्यालयद्वारा शिक्षाका उद्देश्य प्राप्त गर्न उपयोग गरिन्छ ।
- मानिसको ज्ञान र अनुभवको सार नै पाठ्यक्रम हो ।
- कस्तो उद्देश्य प्राप्त गर्ने ? केके अनुभवलाई समावेश गर्ने ? समावेश भएका अनुभवलाई कसरी सङ्गठित गर्ने ? निर्दिष्ट उद्देश्य प्राप्त भएनभएको कुराको मूल्याङ्कन गर्ने आधारभूत कुरालाई पाठ्यक्रमका रूपमा लिइन्छ ।
- आवश्यकता, रुचि, क्षमता आदिलाई ख्याल गरी तयार गरिएको शैक्षिक कार्यक्रमलाई पाठ्यक्रम भनेर चर्चा गरिएको पाइन्छ ।

भाषापाठ्यक्रम निर्माणका आधारहरू

विद्यालय पाठ्यक्रमको विश्वव्यापीरूपमा मुद्दाहरू उठिरहेको वर्तमान अवस्थामा मुख्यरूपले विभिन्न सिद्धान्तहरूको आधारमा भाषाको पाठ्यक्रम निर्माण गरिएको भेटिन्छ । विशेषरूपमा निम्नानुसारका दृष्टिकोणका आधारमा भाषाको पाठ्यक्रम निर्धारण गरिएको पाइएको छ ।

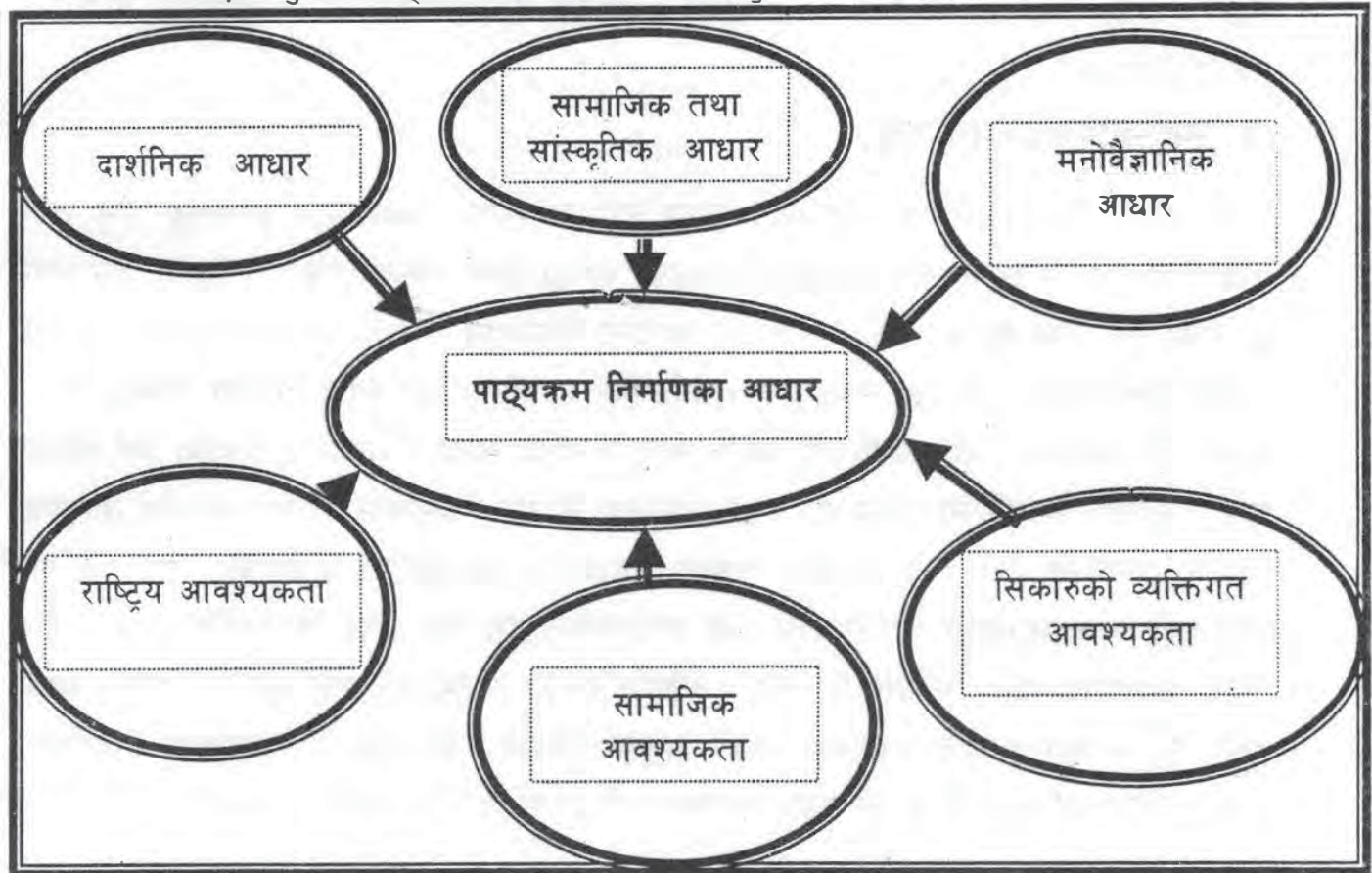
● सिकारुको आवश्यकतासम्बन्धी आधार

संज्ञान पाठ्यक्रमको मूल आधार हो । विद्यार्थी/सिकारुको आवश्यकता युगीन, सामाजिक, व्यावहारिक जस्ता छोट्टै नहुने कुराहरू उनीहरूको आवश्यकतासँग आवद्ध हुन्छन् । यस सिद्धान्तका आधारमा भाषाको पाठ्यक्रम निर्धारण गर्दा मनोवैज्ञानिक रूपमा सिकारुको

शारीरिक तथा बौद्धिक विकास र बालबालिकाको तहगत विकाससँग आवद्ध गरेर सिकाइका सामग्रीको व्यवस्थापन गरिएको हुन्छ ।

● सामाजिक जीवनसँग सम्बन्धित आधार

सामाजिक मूल्य र मान्यताका आधारमा भाषासिकाइको लागि के सिकाउने ? किन सिकाउने ? जस्ता शिक्षाका लक्ष्य र जीवनदर्शनमा आधारित भएर पाठ्यक्रमको निर्माण गर्न जोड दिएको हुन्छ । सिकारुको समाज, त्यस समाजले प्रचलनमा ल्याएका सामाजिक मूल्य र मान्यता, भाषा र सञ्चार तथा त्यस समाजको वर्तमान यथार्थ जस्ता तथ्यका आधारमा भाषा पाठ्यक्रमको निर्माण भएको हुन्छ । पाठ्यक्रमको निर्माण देहायअनुसार रहेको पाइएको छ ।



(स्रोत :- Dubin, F. and Olshtain, E.(1988). Course design developing programs and materials for language learning. Cambridge; Cambridge University Press.)

प्रत्येक विषयको पाठ्यक्रम निर्माण गर्दा माथि चित्रमा उल्लेख गरिएको प्रक्रियाका आधारमा पाठ्यक्रमको निर्माण गरिएको हुन्छ । चित्रमा देखाएकै आधारमा पाठ्यक्रम निर्माण गर्दा सबभन्दा पहिले सिकारु को हो ? उसको अवस्था कस्तो छ ? त्यसको पहिचान हुनु आवश्यक छ । सिकारुको मात्र पहिचानले सिकाइ प्रभावकारी हुँदैन । शिक्षक त्यसको अर्को महत्वपूर्ण पक्ष हो । सिकाइको आवश्यकता भनेको बनेको पाठ्यक्रमलाई कसरी कार्यान्वायन गर्ने र यसका चुनौतीहरू कके छन् ? त्यसको आँकतन गरी कार्यान्वयनको योजना बनाउनु तथा त्यसको कार्यान्वयन गर्न प्रारम्भ गर्नु

अर्को महत्वपूर्ण पक्ष हो । भाषाको पाठ्यक्रम निर्माण गर्दा सम्बन्धित देशको भाषानीति तथा भाषिक योजनाले नै दार्शनिक आधारको काम गरेको हुन्छ । यसको अर्को पक्ष हो राज्यले अवलम्बन गरेको मातृभाषासम्बन्धी नीति पनि हो । विद्यमान सन्दर्भमा हेर्दा राज्यले भाषाको विकास कसरी गर्ने, कसरी प्राथमिकीकरण गर्ने ? कहाँ र कसरी नियन्त्रण गर्ने ? को हो सिकारु ? शिक्षक, किन ? यसको मूल प्रयोजन के हो ? कार्यान्वयन कसले र कसरी गर्ने जस्ता यसका तथ्यहरू नै भाषाको पाठ्यक्रम निर्माणका मुख्यमुख्य आधारहरू हुन् । भाषाले विभिन्न क्षेत्रमा खेल्ने, खेल्न सक्ने भूमिका जस्तो - शिक्षा, प्रशासन, सञ्चार र विज्ञान तथा प्रविधि समेतलाई आधार बनाएर भाषाको पाठ्यक्रम निर्माण गरिएको हुन्छ । भाषाको पाठ्यक्रम निर्माणप्रक्रियामा निम्नलिखित आधारलाई लिइएको पाइन्छ :

(१) भाषालाई निश्चित गर्नु

जम्पेरोज (१९६८) ले भाषाको पाठ्यक्रम तयार गर्दा सर्वप्रथम (Language Setting) गर्नु जरुरी हुन्छ र भाषाको पाठ्यक्रमलाई कस्तो पाठ्यक्रमको रूपमा राख्ने त्यसको पहिले नै किटान हुनु जरुरी छ, भन्ने तर्क अघि सारेका छन् । कुनै पनि भाषाको पाठ्यक्रम निर्माण गर्ने क्रममा त्यस भाषाको सञ्चार गर्न सक्ने क्षमतालाई नियालिन्छ । तोकिएको भाषासिकाइका लागि विभिन्न निकाय, संस्था, व्यक्ति वा समाजबाट दरो सहयोगको जरुरी पर्दछ र यस्तो सहयोग सञ्चारबाट प्राप्त गर्न सजिलो हुन्छ । सञ्चारको अवस्था कस्तो छ भन्ने सबैक्षण गरेपछि पाठ्यक्रममा समावेश गर्न लागिएको भाषाले समाजमा खेल्न सक्ने भूमिका समेतको आकलन गर्न सकिन्छ । स्थानीय सम्प्रदाय तथा सिकारुको सिकाइसम्बन्धी आवश्यकता यस पाठ्यक्रमले पूरा गर्न सक्छ वा सक्दैन भन्ने कुराको समेत अवलोकन पहिले नै गरिएको हुन्छ । कुनैपनि देशको राष्ट्रभाषाले सबै भाषाको सम्मान गरेको हुन्छ तर लक्षित भाषाले समाजमा कस्तो भूमिका निर्वाह गर्न सक्छ ? प्रभावकारी सिकाइलाई कसरी अघि बढाउने ? यी तथ्यले भाषा निश्चित गर्ने कामलाई सङ्केत गरेको हुन्छ ।

भाषाको पाठ्यक्रम बनाउँदा बसाइँसराइ, एउटा भाषासमुदायबाट अर्को भाषासमुदायमा जाने श्रमिकहरू, पर्यटक र अन्य भाषा प्रयोग हुने मूलका व्यक्तिको लागि र शिक्षणसिकाइको सामान्य प्रयोजन वा अनिवार्य विषयका रूपमा समावेश तयार गरिएका पाठ्यक्रमले एउटै उद्देश्यको परिपूर्ति गर्न सक्दैन भन्ने तर्कलाई सुमानले (१९६८) अघि बढाएका छन् । किनकी यसप्रकारका मानिसहरू त्यो समाजमा स्थायीरूपमा रहँदैनन् । यसप्रकारका मानिसहरू थोरै समयमात्र रहन सक्ने हुनाले यस प्रकारका सिकारुको सिकाइ अस्थायी किसिमको हुनेहुनाले यस्तो प्रयोजनका लागि बनाइने भाषाको पाठ्यक्रम विशेष प्रकृतिको हुन्छ र अनिवार्य बनाइएको आधार पाठ्यक्रमका लागि तयार गरिएको पाठ्यक्रम सामान्य प्रकृतिको हुन्छ । पाठ्यक्रममा समावेश गरिएको भाषाको सामाजिक आवश्यकता अर्थात् त्यो भाषाले सामाजिक गतिविधिमा खेल्न सक्ने भूमिका कस्तो छ ? त्यस भाषालाई प्रशासनले उपयोगमा ल्याउने सम्भावना कस्तो छ ? पूर्णरूपले उपयोग हुने वा आंशिक उपयोग हुने

त्यस कुराले पनि भाषासिकाइलाई प्रभाव पारेको हुन्छ । प्रथमिकता तोक्दा त्यस भाषाको समाजमा बोलाइको अवस्था, सञ्चार गर्न सक्ने गुण वा समुदायको बहुसङ्ख्यक मानिसहरूमा बोधगम्यताको अवस्थासमेतलाई ख्याल गरिन्छ । यसको अर्को महत्त्व भनेको द्विभाषिकता पनि हो । भाषा प्रयोग हुँदै आएको सन्दर्भ, सिकाइलाई सिक्न मदत पुग्ने अवस्था, नयाँ समुदायका लागि छोटो समयमा भाषा सिक्न विशेष पाठ्यक्रम बनाउनु पर्ने अवस्था, भाषा सिकाइका लागि निर्माण हुने भाषिक वातावरण, भाषाप्रतिको विश्वास, वर्तमानमा भाषा प्रयोगको अवस्था, सिकाइको क्रममा अतिरिक्त क्रियाकलाप, विद्यार्थीहरूको शैक्षिक सहभागिता र दैनिक गतिविधिले भाषाको पाठ्यक्रम निर्धारणमा सहयोग गरेको हुन्छ ।

(२) समाजमा भाषा प्रयोगको अवस्था

समाजमा प्रयोग हुने भाषाभाषीहरूमध्येका बढी वक्ता भएका र बोधगम्यता भएका विभिन्न भाषाहरूलाई मातृभाषाका रूपमा उपयोगमा ल्याइन्छ । त्यसरी मातृभाषाका रूपमा उपयोगमा ल्याइने भाषाको भने विभिन्न किसिमका भूमिका निर्वाह गर्न सक्ने दृष्टिले हेरिएको हुन्छ । पाठ्यक्रम निर्माणमा राष्ट्रभाषाका जस्तै मिले किसिमका अन्यभाषाका पनि साभ्रा विशेषतालाई ख्याल गरिएको हुन्छ ।

- सबभन्दा पहिले शिक्षामा यसले खेल्ने भूमिकाको विश्लेषण गरिन्छ, भाषा भनेको शिक्षाको मेरुदण्ड नै हो यसले सबै समुदायका बीचमा पुलको काम गरेको हुन्छ । शिक्षालाई सहज ढङ्गले निरन्तरता दिने र प्रभावकारी ढङ्गले शिक्षणकाइलाई अधि बढाउन पाठ्यक्रम निर्माण तथा शिक्षण सामग्रीको उत्पादनमा समेत यसले मूल भूमिका खेलेको हुन्छ । उच्च शिक्षाको भाषासम्बन्धी आधारभूत आवश्यकता परिपूर्तिका लागि प्राथमिक कक्षादेखि नै भाषाका विभिन्न प्रकृतिका पाठ्यक्रमको व्यवस्था गरिएको हुन्छ । सिकाइलाई प्रभावकारी बनाउन विद्यालय क्रममा नै भाषाको विविध प्रकृतिको पाठ्यक्रमको व्यवस्था गरिन्छ । कुनै पनि भाषालाई पाठ्यक्रममा समावेश गर्दा त्यसले सामाजिक आवश्यकताको मापनलाई ख्याल गरेको छ वा छैन हेरिन्छ । विशेषरूपमा (क) भाषिक उपलब्धिको मापन (ख) समग्रमा पाठ्यक्रम (ग) वर्तमान पाठ्यपुस्तक (घ) शिक्षणविधि, शिक्षक तालिम र भाषा सिकाइप्रति शिक्षक, विद्यार्थी तथा अभिभावकहरूको भावनासमेतको अवलोकनपछि भाषाको पाठ्यक्रमको व्यवस्थापन मिलाइन्छ । यसका लागि खोज्ने र कार्यालयका प्रकाशित सामग्रीसमेतका आधारमा यसले खेल्ने र खेल्न सक्ने भूमिकाको विश्लेषण गरी पाठ्यक्रमको तय गरिएको हुन्छ ।

● श्रमबजारमा भाषाले खेल्ने र खेल्दै आएको भूमिका

भाषाको पाठ्यक्रममा समावेश गरिएका सामग्री वा श्रमबजारमा भाषा विशेषले खेल्ने भूमिकाको विषयमा समेत ख्याल गरेर मात्र भाषापाठ्यक्रम तयार गरिन्छ । कुनै पनि भाषालाई पाठ्यक्रममा समावेश गर्दा देहायका विषयलाई ध्यान दिनु उपयुक्त ठानिन्छ :

- बोलाइको आवश्यकता, अवस्था तथा व्यवहारमा स्वभाविकता छ, छैन र यसमा बोधगम्यताको सन्दर्भसमेत रहेको हुन्छ । कतिपय अवस्थामा श्रमिकहरू अपरिचित भाषा

प्रयोगको क्षेत्रमा गएका हुन्छन् । यस्तो अवस्थामा श्रमिकहरू सरर बोल्न सक्ने हुन सम्भव छैन, त्यसैले यस्ता पाठकका लागि विशेषीकरण गरी उनीहरूलाई व्यावसायिकरूपमा सुविधा हुने किसिमको पाठ्यक्रम बनाइन्छ । यस्तो बोलाइको समावेश गरेर बनाइएका पाठ्यक्रमले श्रमिकहरूको हित तथा जीवननिर्वाहमा समेत सकारात्मक प्रभाव पार्ने हुन्छ ।

- तेखाइको आवश्यकता, श्रमिकहरूलाई आफूले बोलेर मात्र पुग्दैन आफूलाई जरुरी भएका विषयमा लेख्ने, आफ्नो हित तथा दुईपक्षका बीचमा हुने सहमतिसमेतका व्यवहार र संस्कृतिसमेतको जानकारीको श्रमिकहरूकै सुरक्षाका लागि पनि लेखाइ जरुरी हुन्छ । त्यसैले पाठ्यक्रममा समावेश गरिने विषयले समेत लेखाइको स्तरणलाई ख्याल गरेको हुन्छ ।
- व्यावसायिक सामग्रीहरू पढ्न, बुझ्न र प्रयोग गर्न सक्षम हुनु जरुरी हुन्छ । कुनै पनि पेसा वा व्यवसायको आआफ्नै रीति हुन्छ र पेसाको आफ्नो क्षेत्रअनुसारका विशेष प्रकृतिका प्राविधिक शब्दहरू प्रयोगमा रहेका हुन्छन् । त्यस्ता शब्द र तिनीहरूले व्यक्त गर्ने अर्थ, तिनीहरूको प्रयोग सन्दर्भसमेतको जानकारी हुनु जरुरी हुन्छ । यो तथ्यसमेतलाई ख्याल गरी पाठ्यक्रम निर्माण गरिएको हुन्छ ।
- त्यस भाषामा निर्वाधरूपले व्यवहार गर्ने ज्ञान, सीप र धारणाको विकास हुने किसिमका सामग्रीको व्यवस्था गर्नु जरुरी हुनेहुनाले त्यसतर्फ ध्यान दिनु अति नै आवश्यक छ ।
- श्रमबजारको मूल्य निर्धारण प्रक्रियामा समेत भाषाको ज्ञानले प्रभाव पारेको हुन्छ । भाषाको राम्रो ज्ञान भएन भने श्रमबजारमा हुने श्रमको मूल्य निर्धारणमा समेत प्रभाव पार्दछ । श्रमबजारमा लगानीकर्ता वा काम गराउनेहरू स्थानीय भाषाका पारखी नै हुन्छन् तर त्यो क्षमता श्रमिकमा भएन भने श्रमिकहरूलाई नोक्सानी हुने वा हुनसक्ने अवस्था देखिने हुनाले यो सन्दर्भसमेतका आधारमा भाषाछनोट र पाठ्यसामग्री निर्धारण गरिएको पाइन्छ ।
- श्रमबजारका विशेषतासमेतलाई ख्याल गरेर भाषाका पाठ्यसामग्रीको व्यवस्थापन गरिएको हुन्छ ।
- तोकिएको भाषाले आधुनिकीकरणको दिशामा पुर्‍याउने भूमिकासमेतको अवलोकन पछिमात्र त्यस भाषाको पाठ्यक्रम निर्माण गरिन्छ । आधुनिकीकरण शब्द सहज तथा प्राविधिक पक्षसँग बढी सम्बन्धित हुन्छ । पाठ्यक्रमको पाठ्यवस्तु र त्यसको व्यवस्थापनसमेतको ख्याल गरी पाठ्यक्रमको निर्माण गरिएको हुन्छ । यस विषयसँग निम्नलिखित कुराहरू सम्बन्धित रहेको पाइन्छ :
- विज्ञान र प्रविधिले समाजमा ल्याएका नयाँनयाँ प्रयोगले आधुनिकीकरणको क्रममा थप मदत गरेको देखिन्छ । यसले भाषाको पाठ्यक्रम निर्माण तथा व्यवस्थापनमा थप योगदान गरेको छ ।

- विज्ञान र प्रविधिको विस्तार तथा सङ्कुचन र सो कारणले विकसित भएको अवस्थालाई ख्याल गरी मागअनुसार श्रमिकहरूका लागि व्यावसायिक तालिम सञ्चालन गर्ने र उनीहरूलाई सीपमूलक बनाउने सन्दर्भको ख्याल गर्नु जरुरी हुन्छ ।
- विदेशी भाषाभाषी वा सम्पर्क बाहिरका भाषाभाषी समुदायसँग सम्बन्धित मानिसहरूसँग सम्पर्क हुने र हुनसक्ने गरी भाषाको आधुनिकीकरण भएमा त्यस भाषाको माग बढ्छ र विश्वसनीयतामा समेत वृद्धि हुन्छ ।
- पाठ्यक्रमको व्यवस्था गर्दा समाजविकास, मानवसंसाधनको विकास, प्रविधिको उन्नयन, प्राविधिक क्षेत्रको विकास, सामग्रीहरूको उत्पादन तथा त्यसको पूर्वपरीक्षण र प्रयोग जस्ता कुरालाई पनि हेरिन्छ । उच्च प्रकृतिका प्रविधिमा भाषाको प्रयोग, अन्य भाषाबाट अनुवाद गर्ने र त्यसलाई प्रभावकारी तथा यथार्थमूलक बनाउने सन्दर्भसमेतलाई ख्याल गरिन्छ ।
- श्रमबजार र त्यसमा संलग्न हुने श्रमिकको अवस्था, उनीहरूले प्रयोग गर्ने भाषा, उनीहरूको व्यक्तिगत आवश्यकता, सामाजिक आवश्यकता, आवश्यकता परिपूर्ति र जीवननिर्वाहका लागि राखिएका सामग्री आदि विषयहरूलाई लक्षित भाषामा प्राविधिक तथा वैज्ञानिक सोच भएका प्राज्ञिक पत्रपत्रिका प्रकाशित हुन्छन् वा हुँदैनन् भन्ने कुराको ख्याल गर्नु जरुरी हुन्छ ।
- व्यक्ति र समुदायको भाषाप्रयोगसम्बन्धी अवधारणा विशेष गरेर समसामयिक परिवर्तन र त्यसमा समाजले ठानेको सामाजिक आवश्यकता, मानिसलाई लक्षित भाषाप्रति निश्चित सोच बनाउन बाध्य तुल्याएको हुन्छ । त्यस समाजमा मातृभाषी सिकाइको भाषिक वातावरण छ वा छैन ? लक्षित भाषालाई प्रयोग गर्दा समाजमा सहजै देखिने प्रतिक्रिया वा धारणालाई दुई रूपमा विश्लेषण गरिएको पाइन्छ । (क) तोकिएको भाषाको व्यवहार समाजमा निरन्तररूपले गर्ने र त्यस भाषालाई प्रतिनिधित्व गर्ने संस्कृति, (ख) भाषासिकाइको क्रममा तोकिएको भाषाको उपयोग गर्ने र यस भाषाको विकासप्रति प्रतिबद्ध हुने ।

(३) राष्ट्रिय राजनीतिक सन्दर्भ

देशको राजनीतिक अवस्थाका कारणले पाठ्यक्रम निर्माणमा सहयोग गर्ने वा नीति परिवर्तन गर्नेतर्फ योगदान गरेको हुन्छ । देशको प्रशासन, देशसञ्चालनको राजनीतिक ढाँचा, आर्थिक तथा सामाजिक अवस्थाले यसलाई प्रभाव पारेको हुन्छ । मातृभाषाको व्यवस्थापन र प्रयोग, यसका लागि चाहिने आवश्यक भाषिकनीति तथा ऐनकानूनहरूले निर्माण गर्न लागेको पाठ्यक्रममा प्रभाव पारेको हुन्छ । कुनै भाषाका पाठ्यसामग्रीको व्यवस्थापन गर्दा विद्यमान नीति, तालिमको अवस्था, सान्दर्भिक अनुसन्धानात्मक सामग्री आदिका आधारमा विषयवस्तुको निश्चित गर्ने र त्यसका विषयहरूलाई प्राथमिकीकरण गर्ने गरिन्छ । राष्ट्रिय भाषाहरूको राजनीतिसँग गहिरो सम्बन्ध रहेको हुन्छ र यसैको कारण मातृभाषा, राष्ट्रभाषा र भाषामा आधुनिकीकरण वा भाषाकै विषयमा उठ्ने विभिन्न मुद्दाहरूको राजनीतिक रूपमा व्याख्या भैरहेको पाइन्छ ।

- भाषा पाठ्यक्रमको व्यवस्था गर्दा त्यस भाषाका प्रयोगकर्ताको अवस्थालाई हेरेर निर्णय लिनु उपयुक्त हुन्छ । भाषिक बोधगम्यताको सन्दर्भले प्रत्येक समुदायमा महत्त्वपूर्ण भूमिका निर्वाह गरेको पाइन्छ । पाठ्यक्रम निर्माण गरिने भाषाको आवश्यकता कस्तो छ ? यसको सामग्रीको प्राप्यताको सन्दर्भसमेतका आधारमा यसलाई समावेश गर्ने गरिएको हुन्छ ।
- पाठ्यसामग्रीको व्यवस्थापन गर्दा त्यस भाषाको सञ्चार गर्न सक्ने गुण, बहुप्रचलित भाषाबाट संयोजन गर्न सक्ने गुण, सम्बन्धित सिकारुको भाषिक आवश्यकता, सामग्रीको प्राप्यता जस्ता सन्दर्भलाई पनि हेरिनु जरुरी हुन्छ । यसका लागि नागरिक समाजका व्यक्तिहरू, विभिन्न राजनीतिक दलका नेताहरू, सम्बन्धित भाषा प्रयोगकर्तासमेतसँग सोधपुछ, छलफल, अन्तरक्रिया, प्रश्नावली र अनुसन्धानको प्रक्रियाको समेत सहयोग लिइन्छ र प्राप्त निष्कर्षका आधारमा भाषाका पाठ्यवस्तुको व्यवस्थापन मिलाइन्छ ।
- भाषासिकाइको निर्धारित लक्ष्यसम्म पुग्नका लागि पाठ्यक्रम कार्यान्वयनकर्ता शिक्षक र उनीहरूको अनुभवसमेतको उपयोग गर्नु बढी प्रभावकारी ठानिन्छ । भाषाका सामग्रीको छनोट गर्दा कस्ता सामग्रीको छनोट गर्ने ? कसरी गर्ने ? भनेर लक्ष्यित समूहका सिकारुसँग अन्तरक्रिया गरी उनीहरूको अनुभव समावेश गर्नु बढी प्रभावकारी हुन्छ । शिक्षक, सिकारु र सरोकारवालाहरूको अनुभव सङ्कलन गर्दा प्रश्नावलीहरू तयार गरिन्छ । त्यस्ता प्रश्नावलीहरूका आधारमा सामग्री छनोट तथा व्यवस्थापन गर्दा भाषा सिकाइ बढी प्रभावकारी बन्न पुग्छ । खुला तथा बन्द गरी दुवै प्रकृतिका प्रश्नहरू छनोट गर्दा सिकारुको सिकाइ प्रवृत्ति, लक्ष्यित भाषा सिकाइप्रतिको दृष्टिकोणलाई समावेश गरिएको हुन्छ । यसरी तथ्याङ्क सङ्कलन गर्दा भाषाका सामग्री बढी प्रभावकारी बन्न पुग्छन् ।
- अध्ययनबाट भाषाको सामाजिक, राष्ट्रिय, प्राज्ञिक, साहित्यिक तथा शैक्षिक आवश्यकताका आधारमा पाठ्यसामग्रीको व्यवस्थापन गरिन्छ । आवश्यकताको किटान, रोजगारदाता, विश्वविद्यालयहरूका प्राध्यापकहरूसमेतको सहभागिता तथा छलफलका आधारमा नीति बनाइन्छ र त्यसै नीतिका आधारमा राष्ट्रको भाषिक व्यवस्थापनको किटान हुन्छ ।

भाषापाठ्यक्रमका प्रकार

पाठ्यक्रमलाई मुख्य रूपमा (मोरे-१९८८) (क) लुप्त वा सुषुप्त पाठ्यक्रम (Hidden) (ख) औपचारिक पाठ्यक्रम (Formal) गरी दुई किसिमका पाठ्यक्रमको रूपमा चर्चा गरिएको पाइएको छ ।

(क) लुप्त वा सुषुप्त पाठ्यक्रम :- सुषुप्त पाठ्यक्रम त्यो पाठ्यक्रम हो जसले कुनै पनि समाजमा अदृश्य रूपमा रहेर शिक्षण सिकाइका लागि मार्गनिर्देशन गरिहेको हुन्छ । यसको सम्बन्ध मुख्यरूपमा विद्यालयको नजिकको समाजसँग रहेको हुन्छ । यसले सिकारुको सिकाइ प्रवृत्ति, सिकने प्रक्रिया, सिकारुको आफ्नो सिकाइप्रतिको विश्वास, सामाजिक धारणाप्रतिको उसको विश्वास,

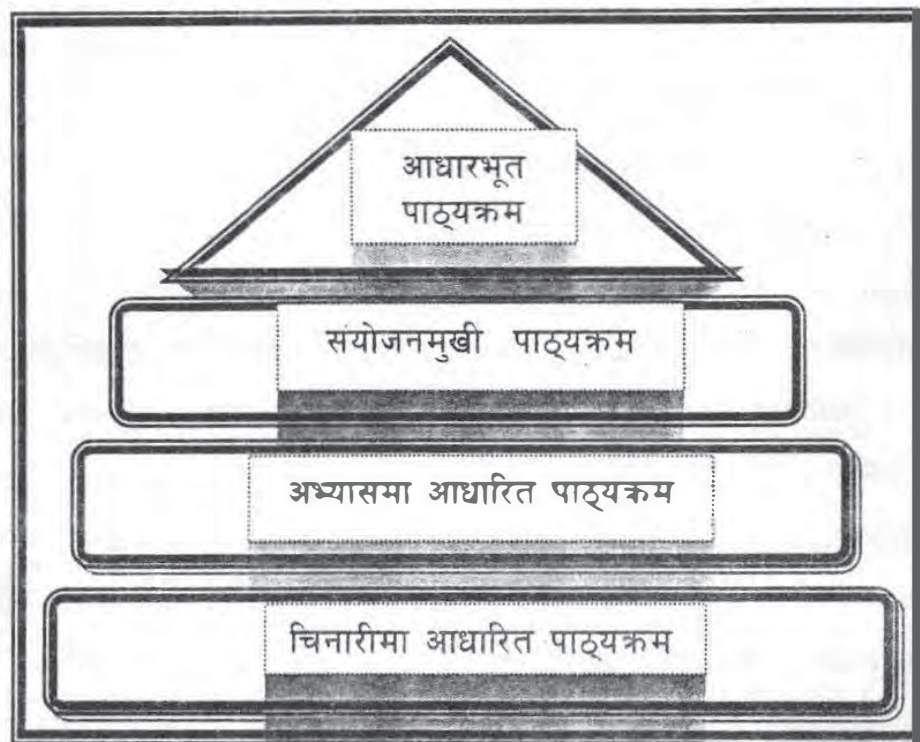
सामाजिक नियमकानुन आदिलाई सङ्केत गरेको हुन्छ । कुनै पनि विषयप्रतिको सिकारुको प्रारम्भिक धारणा, सांस्कृतिक अवस्था र यसले विद्यालयलाई पार्ने प्रभाव, शिक्षकले विनायोजना शिक्षण गर्ने प्रवृत्ति जस्ता सिकाइसँग सम्बन्धित अवस्थालाई (फिलिप ज्याक्सन - १९६८) सुषुप्त पाठ्यक्रमका रूपमा चर्चा गरेको पाइएको छ । विद्यालयमा गएका बालबालिकाहरू आमसमाजका धारणा, सामाजिक मान तथा प्रतिष्ठाका सन्दर्भहरू, शिक्षकप्रतिको सामाजिक तथा व्यक्तिगत दृष्टिकोण जस्ता सिकारुका अन्तरमनसँग सम्बन्धित अवस्थालाई सुषुप्त पाठ्यक्रमको रूपमा चर्चा गरिएको छ । यसलाई अलिखित सामाजिक व्यवहारका रूपमा लिइएको पाइन्छ । यसले निम्नानुसारका सन्दर्भलाई अधि बढाएको छ ।

- अनौपचारिक रूपमा विद्यालयको शिक्षणसिकाइमा मदत पुग्ने, सामाजिक प्रचलन, मूल्य तथा मान्यतासमेतको ख्याल गरेको हुन्छ जसले सिकारुलाई निरन्तररूपमा आत्मविश्वास र कडा परिश्रम गर्ने दिशातर्फ हौसला प्रदान गरि नै रहन्छ ।
- सिकारुको लागि पूर्व निर्धारित लक्ष्यित प्रगतिका लागि मार्गनिर्देशन गर्न र वातावरणअनुसार अधि बढ्ने कुराहरू यसभित्र लुप्तरूपमा रहेको हुन्छ जसका लागि छुट्टै प्रदर्शित सामग्री हुँदैन । केवल व्यावहारिक अनुभव नै यसका आधारभूमिका रूपमा लिइएको हुन्छ ।
- लक्ष्यित शैक्षिक उपलब्धि प्राप्त गर्न समाजले स्थापना गरेका मान्यताले यस पाठ्यक्रमको प्रतिनिधित्व गरेको हुन्छ । यसले निरन्तररूपमा उपलब्धिको अपेक्षा गरेको हुन्छ । मौखिक मान्यता नै यसको आधार हो । यसले विद्यालय सयन्त्र स्वयम् समाजको एउटा अङ्ग हो र यसलाई हाक्ने काम यस पाठ्यक्रमले गरेको हुन्छ भन्ने सन्दर्भलाई (हिवोट्सन् - १९८२) अधि बढाएको पाइन्छ । त्यस्तै विद्यालय सञ्चालन तथा कक्षासञ्चालनको अवस्थासमेतमा यो पाठ्यक्रम अति नै उपयोगी भएको छ । यो विद्यालय सयन्त्रको एउटा आधार पनि हो ।

(ख) औपचारिक पाठ्यक्रम:- शिक्षण सिकाइका विभिन्न प्रयोजनका लागि तयार गरिने पाठ्यक्रमलाई औपचारिक पाठ्यक्रमका रूपमा लिइन्छ । शिक्षणसिकाइका गतिविधिसँग सम्बन्धित, तालिम सञ्चालन र शिक्षाका अन्य प्रयोजनका लागि तयार गरिएका सबै पाठ्यक्रमलाई औपचारिक पाठ्यक्रम भनिएको पाइएको छ । यसको निश्चित ढाँचा हुन्छ र कुनैपनि संस्थाले निश्चित ढाँचामा तोकिएको अवधिका लागि पाठ्यक्रम तयार गरिएको हुन्छ । त्यस पाठ्यक्रमका आधारमा शिक्षण सस्थाहरूले शिक्षणसिकाइका गतिविधिहरू सञ्चालन गरी सिकाइउपलब्धिको मूल्याङ्कनसमेत गरेका हुन्छन् । यो लिखितरूपमा तयार गरिएको एक प्रकारको कानुनी सामग्री नै हो र यसैका आधारमा कसको शिक्षण उपाधि कस्तो छ ? भनेर समकक्षता र पाठ्यांशहस्तान्तरण जस्ता शैक्षिक गतिविधिसमेत सञ्चालन गरिन्छ ।

भाषाको पाठ्यक्रम तयार गर्दा कस्तो पाठ्यक्रम तयार गर्ने ? आधारभूत वा संयोजनमुखी वा अभ्यासमूलक वा चिनारीमूलक पाठ्यक्रम तयार गर्ने यो अर्को पक्ष हो । यी सबै भाषाकै पाठ्यक्रम शिक्षक शिक्षा

भए पनि उद्देश्य वा सिकाइ उपलब्धिको आधारमा त्यसका लागि आवश्यक सामग्री वा पाठ्यवस्तुको संयोजन तथा व्यवस्थापन गरिन्छ ।



(स्रोत : - Tomlinson, C.A, Kaplan, S.N, and et all (2001). The parallel curriculum, a design to develop high-potential and challenge high-ability learners, California; Corwin Press.)

माथिको चित्रमा पाठ्यक्रम निर्माण गर्दा केको आधारमा गरिन्छ वा निर्माण गरिने पाठ्यक्रमको प्रकृतिलाई उल्लेख गरिएको छ । चित्रले विभिन्न प्रकृतिका पाठ्यक्रमलाई उल्लेख गरेको पाइएको छ । यसलाई निम्नानुसार चर्चा गर्नु उपयुक्त हुन्छ :

(१) आधारभूत पाठ्यक्रम

आधारभूत पाठ्यक्रम कुनै पनि तहका सिकारुका लागि तयार गरिएको आधार र अनिवार्य पाठ्यक्रम हो । यस पाठ्यक्रममा ज्ञान, सीप र धारणालाई मूल रूपमा विषयवस्तुको आधार बनाइएको हुन्छ । निर्दिष्ट प्रकृतिका सिकारुको केन्द्रविन्दु र अनिवार्य पाठ्यक्रमका रूपमा विद्यालय तथा उच्चशिक्षा सञ्चालन गर्ने संस्थाहरूले पठनपाठन गराउनुपर्ने गरी विशेष महत्त्वका आधारमा पाठ्यसामग्रीको व्यवस्थापन गरिएको पाइन्छ । भाषाका सञ्चार, शिक्षा, व्यावसायिक क्षेत्र, प्रशासन आदिमा दैनिक उपयोगका दृष्टिले व्यावहारिक हुने गरी सामग्रीको व्यवस्थापन गरिन्छ । पाठ्यक्रमको तोकिएको स्वीकृत ढाँचाका आधारमा यस्तो पाठ्यक्रम बनाइन्छ । संज्ञान, सीप, धारणा तथा बोधको अवस्थाका आधारमा यस्तो पाठ्यक्रम बनाइन्छ । यस पाठ्यक्रमलाई पाठ्यपुस्तकनिर्देशित वा क्रियाकलापमूलक

पाठ्यक्रमका रूपमा लिइएको पाइन्छ । यस्तो पाठ्यक्रमलाई आधारको रूपमा लिइन्छ । विद्यार्थी, तह र निश्चित उमेर समूहलाई ध्यानमा राख्दै यस्तो पाठ्यक्रम बनाइन्छ ।

- तथ्य, धारणा र सिद्धान्तका ढाँचाका आधारमा पाठ्यसामग्रीको व्यवस्थापन हुन्छ । यस्तो व्यवस्थापनका माध्यमबाट प्रयोजन, प्राथमिकता र स्तरणसमेतको ख्याल गरिएको हुन्छ ।
- सामग्रीको व्यवस्थापन गर्दा त्यसमा सामग्रीको उपयुक्त छनोटमा स्तरणको समेत ख्याल गर्ने गरिएको पाइन्छ ।
- सिकारुको उमेर, सिकाइप्रवृत्ति र उनीहरूलाई प्रभावकारी सिकाइका लागि विशेषरूपले ख्याल गर्ने व्यवस्था पाठ्यक्रममा नै समावेश गरिन्छ । सिकारु रहेको तत्कालिक समाजका विभिन्न वर्ग, जातजाति तथा सामाजिक-सांस्कृतिक परिवेश समेतका आधारमा सामाजिक न्यायका दृष्टिले समाहितरूपको पाठ्यक्रम हो यो ।

(२) संयोजनमुखी पाठ्यक्रम

एउटा तह पूराभई अर्को तह प्रवेश नगर्दै वा बीचैमा विद्यालय छाडेर बाहिर रहेका विद्यार्थीहरूलाई पुनः विद्यालय प्रवेश गराउने जस्ता प्रयोजनका लागि यस प्रकारको पाठ्यक्रम तयार गरिन्छ । पूरा गरिसकेको पाठ्यक्रम र प्रवेश गर्ने तहसँग सम्बन्धित अनुशासको आधारमा यस्तो पाठ्यक्रम तयार गरिन्छ । छलफलमा आधारित निश्चित वा तोकिएको समयका लागि तोकिएको क्षेत्रमा जाने प्रयोजनअनुसार त्यस क्षेत्रको जानकारी दिने परिचयात्मक प्रकृतिको पाठ्यक्रम नै संयोजनमुखी पाठ्यक्रम हो । पाठ्यक्रम निर्माण गर्दा पहिले नै कुनै खास लक्ष्य वा उद्देश्यको स्पष्टता रहेको नपाइए तापनि उदार कक्षोन्नति जस्ता अनौपचारिक प्रकृतिले मूल्याङ्कन गरिने क्षेत्रको लागि यो पाठ्यक्रम उपयोगी ठानिन्छ । यो सहयोगी पाठ्यक्रम हो र यस्तो पाठ्यक्रम आधारभूत पाठ्यक्रमकै रूपमा रहेको पाइन्छ ।

- यस पाठ्यक्रमले तोकिएको धारणा, सिद्धान्त, सीप र अन्य तथ्यहरू सिकाउने अभिप्राय लिएको हुन्छ ।
- अभ्यासको अभिप्राय पनि रहेको पाइन्छ ।
- सामान्य ज्ञान दिँदा पनि राजनीतिक, आर्थिक, सामाजिक धारणाको संयन्त्रसमेतको जानकारी हुन्छ । यस्तो पाठ्यक्रम परिमार्जनात्मक प्रकृतिको हुन्छ । यसबाट नतिजाको प्रत्यक्ष रूपमा अपेक्षा गरिँदैन तर सिकारुलाई माथिल्लो कक्षा वा तहको प्रवेशको भने अपेक्षा गरिएको हुन्छ ।
- विद्यार्थीहरूको क्षमता तथा सीप विकासको अभिप्राय राखिन्छ । पुनः प्रयोग तथा धारणा बसाउने अभिप्रायसमेत लिइन्छ । माथिल्लो अध्ययनका लागि यो पाठ्यक्रम बढी नै उपयोगी हुन्छ ।

(३) अभ्यासमा आधारित पाठ्यक्रम

यो आधारभूत पाठ्यक्रमकै पूरकका रूपमा विकसित पाठ्यक्रम हो । यस पाठ्यक्रममा सीपमूलक वा कुनै सीप विशेष सिकाउने वा पर्याप्त अभ्यास गराउने लक्ष्य राखिएको हुन्छ । विषयको आधारभूत सीप र त्यसप्रतिको विश्वास कायम गर्न यो पाठ्यक्रम तयार गरिएको पाइन्छ ।

- वास्तविक तथ्यका आधारमा अभ्यासको अवसर सिर्जना गरिएको हुन्छ । अभ्यासले सिकाइलाई प्रभावकारी बनाउन खेल्ने वा खेल्न सक्ने भूमिका समेतका आधारमा पाठ्यक्रम तयार गरिएको हुन्छ । विशेषरूपले समस्यासमाधानमा आधारित ज्ञान तथा सीपमूलक विषयका लागि यस्तो पाठ्यक्रम तयार गरिन्छ ।
- तथ्याङ्कहरूको सङ्कलन, प्रयोग, विश्लेषण र व्यवस्थित गर्ने जस्ता क्षमता विकासका लागि यस्तो पाठ्यक्रम तयार गरिन्छ ।
- कुनै समस्याको विश्लेषण वा तथ्याङ्कहरूको विश्लेषणका आधारमा कुनै निष्कर्षमा पुग्नका लागि पाठ्यक्रम सहयोगी हुन पुगेको हुन्छ ।
- क्षेत्रको अनुभवका आधारमा समस्याको पहिचान वा सिद्धान्तहरूको स्थलगत अध्ययन र त्यसबाट प्राप्त ज्ञान र सीपका आधारमा प्रमाणित गर्ने काममा यसले मदत गरेको हुन्छ ।

(४) चिनारीमा आधारित पाठ्यक्रम

विद्यार्थीहरूलाई सिकाइका लागि स्वयम् अग्रसर हुने प्रकृतिको पाठ्यक्रम चिनारीमा आधारित पाठ्यक्रम हो । आफ्नो भूमिकाका लागि स्वयं सिकाइको अपेक्षा गरिने हुनाले यसले प्रेरकको काम गरेको हुन्छ । विद्यार्थीलाई उसको रुचिक्षेत्रमा आफै अग्रसर हुने प्रयोजनका लागि यो पाठ्यक्रम तयार गरिएको हुन्छ ।

- भविष्यको सम्भावनालाई उजागर गर्न, आफ्नो अनुभवलाई स्थायित्व दिन, कार्यसम्पादन बढाउन, सचेतना वृद्धि गर्न, आफ्नो रुचिक्षेत्रलाई अभूत बलियो बनाउने प्रयोजनका लागि पाठ्यक्रम तयार गरिएको हुन्छ ।
- भाषाविशेषको चिनारी गराउने, प्रारम्भिक बालबालिकाको अनुभवलाई आधार मानेर थप अध्ययन गर्ने अभ्यास र सिकारुको अवसरले चिनारीका लागि पाठ्यक्रमले मदत गरेको छ ।
- बाल्यावस्थाका अनुभव र विकासात्मक व्यवहारका आधारमा पनि विशेषीकृतरूपमा सामग्रीको व्यवस्थापन गरिन्छ । सस्कृति, व्यवहार, छलफल तथा अन्तरक्रिया, परिवर्तनको सन्दर्भका आधारमा सामग्रीको छनोट, अतिरिक्त क्रियाकलापसँग सम्बन्धित विवरणका आधारमा पाठ्यक्रम निर्माण गरिन्छ । सिकारुको रुचिका आधारमा सिकाइको क्षेत्र पहिचान गरी आफै सिकन प्रेरित गर्ने प्रकृतिको पाठ्यक्रम बढी सैद्धान्तिक नभएर व्यावहारिक प्रकृतिको हुन्छ ।

पाठ्यक्रम निर्माणको अर्को महत्वपूर्ण पक्ष हो बनाइदैं गरेको पाठ्यक्रम कस्तो छ र पाठ्यक्रममा केलाई प्राथमिकता दिएको छ ? निर्माण गर्न लागिएको पाठ्यक्रम विषयवस्तु केन्द्रित हो ? विद्यार्थी केन्द्रित हो ? अथवा केलाई आधार मानेर पाठ्यक्रम तयार गरिएको छ सो कुराले समेत सिकाइमा प्रभाव पारेको हुन्छ । यस आधारमा पाठ्यक्रमका प्रकारलाई यसरी बुझ्न सकिन्छ ।

(१) नियन्त्रित पाठ्यक्रम

देशको शैक्षिक आवश्यकता, समाजिक आवश्यकता र सिकारुको आवश्यकताको विश्लेषण गरी केन्द्रले तयार गरेको पाठ्यक्रमलाई नियन्त्रित पाठ्यक्रम भनिएको छ । विद्यार्थीहरूको स्तर, रुचि र आवश्यकताको विश्लेषणपछि केन्द्रीय निकायले आवश्यक सरसल्लाह, छलफल, अन्तरक्रिया र विषयका दक्षहरूको सहयोगमा यस्तो पाठ्यक्रम निर्माण गरेको हुन्छ । यसमा सिकारुका आवश्यकता र सरकारले आवश्यकता ठानेको विषयसन्दर्भ समावेश गरिएको हुन्छ ।

- शिक्षाको तह र त्यस तहका सिकारुले सिक्नुपर्ने सामग्री समावेश गर्ने उद्देश्य हुन्छ । आवश्यकताको पहिचान गर्दा राष्ट्रिय सन्दर्भ, सामाजिक तथा सांस्कृतिक सन्दर्भ, सामाजिक न्याय, बालअधिकार, बजार विश्लेषण गरेर आवश्यक तयारीकासाथ पाठ्यक्रम तयार गरिन्छ । पाठ्यपुस्तकको तयारी, एकैकिसिमको शिक्षा व्यवस्थापन, परीक्षा प्रणालीमा एकरूपता यस्तो पाठ्यक्रमको विशेषता हो ।
- यसै दृष्टिका आधारमा तोकिएको समयमा केन्द्रले आफ्नै प्रयत्नमा नयाँ सन्दर्भहरूसमेत समावेश गरी पुनः पाठ्यक्रम तयार गरिन्छ । राज्यको राजनीतिक सन्दर्भले यसलाई प्रभाव पारेको हुन्छ । समयसमयमा हुने राजनीतिक परिवर्तनले बदलिँदो परिस्थितिका आधारमा पुनः पाठ्यक्रम परिमार्जन वा नयाँ बनाउने काम हुन्छ । पाठ्यक्रम कार्यान्वयनका लागि शिक्षक तथा विद्यार्थी बढी जिम्मेवार ठानिन्छ ।
- यस्तो पाठ्यक्रम बढी प्रचलित र सर्वमान्य रहेको पाइएको छ । व्यावसायिकता, स्तरीयता, रोजगारमूलक, बजारसर्वेक्षण, व्यावहारिक, जीवनोपयोगी सीपको समावेश जस्ता विशेषतालाई यस पाठ्यक्रममा समावेश गरिएको पाइन्छ ।
- ज्ञान, सीप र धारणाका आधारमा विषयवस्तुको चयन गरिएको हुन्छ । केन्द्रले तयार गरेको संरचनाका आधारमा पाठ्यपुस्तक तयार गरी वा गर्न लगाई कार्यान्वयन गर्ने प्रचलन विद्यमान रूपमा प्रचलित रहेको पाइएको छ । यस्तो पाठ्यक्रम तयारी गरी सिफारिस गर्ने समूह मिश्रित प्रकृतिको हुन्छ । तोकिएका विशेषज्ञ, पाठ्यक्रम केन्द्रका प्राविधिकहरू, विषयगत प्राध्यापकहरू, प्राज्ञिक समूह र सम्बन्धित क्षेत्रका शिक्षकसमेतको सहभागितामा यस्तो पाठ्यक्रम तयार हुन्छ ।

(२) पुनर्जन्तुपादित पाठ्यक्रम

आधुनिक पाठ्यक्रममा समाजका सन्दर्भ समावेश गर्ने र विगत सामग्रीको आधारमा नयाँ वा अर्को पाठ्यक्रमको व्यवस्था गरिने हुनाले पाठ्यक्रमलाई पुनर्जन्तुपादित सामग्रीका रूपमा लिने गरिएको पाइन्छ । नयाँरूपमा पाठ्यक्रम निर्माण गरिए पनि त्यसको आधार निकटअघिको सामग्री हुने हुनाले पनि यस सन्दर्भलाई निरन्तरताको आधार मानेर पुनर्जन्तुपादित सामग्री भनेर चर्चा गरिएको पाइएको छ । सामाजिक समानता, व्यक्तिगत अवसर र न्याय जस्ता कुरालाई यस्तो पाठ्यक्रममा समावेश गरिएको पाइन्छ ।

- सुषुप्त पाठ्यक्रमका विषयहरूलाई प्रारम्भमा यस पाठ्यक्रमले आधारको रूपमा लिएको हुन्छ । समाजका व्यवहारको स्थानान्तरण यसको महत्त्वपूर्ण पक्ष हो । बनिस्केको पाठ्यक्रमको खाकामा पहिले भएका सामग्रीहरूको पुनःसंयोजन हुने कारणले पाठ्यक्रमलाई पुनर्जन्तुपादित सामग्रीका रूपमा लिइएको हुन्छ ।
- समाजमा परम्परित रूपले सञ्चालनमा रहेका व्यवहारलाई परिवर्तित अवस्थाअनुरूप सामाजिक परिवर्तनका लागि प्रेरित गर्ने र त्यसतर्फ अग्रसर रहन यसले मदत गरेको हुन्छ । सामाजिक व्यवहारलाई परिवर्तन गर्ने संयोजनकारी भूमिका निर्वाह गर्ने कार्य शिक्षाले नै गर्दै आएको पाइन्छ । यो आधारमा पनि यसलाई पुनर्जन्तुपादित सामग्रीका रूपमा लिइन्छ । असमान सामाजिक संरचनाले राजनीतिलाई प्रश्रय प्रदान गरेको हुन्छ र यसले राज्यको आर्थिक वितरण तथा अवसरको वितरणमा सामाजिक न्याय कायम गर्न सकिरहेको देखिँदैन । यी कुराले सबैलाई प्रत्यक्ष वा परोक्ष रूपमा नकारात्मक प्रभाव पारेको हुन्छ । यो प्रभावबाट परिवर्तन गरी समान अवसरतर्फ अग्रसर हुन पाठ्यक्रमले प्रेरित गरेको हुन्छ ।

(३) संज्ञानमूलक पाठ्यक्रम

बढीभन्दा बढी विषयवस्तुमुखी वा संज्ञानमुखी विषयवस्तुको भार कायम हुने गरी तयार गरिएको पाठ्यक्रमलाई संज्ञानमूलक पाठ्यक्रम भनिन्छ । यसलाई विषयवस्तुमा आधारित पाठ्यक्रम पनि भनिएको पाइन्छ । परम्परालाई निरन्तरता दिने, विषयलाई केन्द्रबिन्दु बनाउने गरी कार्यालयले तयार गरेको शिक्षणीय आधारको विषयका रूपमा यसलाई लिइन्छ । यसमा मिश्रित प्रकृतिको ज्ञान वा विषयलाई स्थान दिइएको पाइन्छ । सम्भाव्य सकारात्मक क्षेत्रलाई यसको आधार क्षेत्रका रूपमा लिइन्छ । परम्परित पाठ्यक्रमको आधार भनेको सिकारु वा यो तहका सिकारुहरूका लागि यस्तो विषय चाहिएको छ भनेर अनुमान गर्ने हो । यस प्रकारको गुणलाई पाठ्यक्रमले लिएको हुन्छ । सामाजिक नियन्त्रणसँग यसको संयन्त्र जोडिएको हुन्छ ।

- उत्पादन वा रोजगारीका लागि चाहिने ज्ञानको दक्षतालाई यस पाठ्यक्रममा समावेश गरिन्छ ।
सीप र विषय मिश्रित पाठ्यक्रमका रूपमा चाहिने सामग्रीको संयोजन यसको आधार हो ।
- पहिले यसको दार्शनिक आधार तयार हुन्छ अनिमात्र त्यसका लागि चाहिने सामग्रीको सङ्कलन व्यवस्थापन गर्ने काम हुन्छ । विद्यार्थीको आवश्यकताभन्दा विशेषज्ञको सुझावले बढी काम गरेको हुन्छ ।
- शिक्षणीय दृष्टिले विषयहरूको विभाजन गरिन्छ र त्यसैअनुरूपको शिक्षणसिकाइको सिफारिस गरिन्छ । पाठ्यसामग्रीलाई क्रमिकरूपले सिक्न सजिलो हुने गरी विषयवस्तुको छनोट र स्तरण गरिएको हुन्छ । ज्ञानात्मक सन्दर्भलाई औपचारिकरूपले उच्च महत्त्व दिइएको हुन्छ । अन्तर सांस्कृतिक विषयहरूलाई भने कमै महत्त्व दिइन्छ ।
- सामाजिक र शैक्षणिक सन्दर्भलाई बढी नै सचेतताका साथ व्यवस्थापन गरिएको हुन्छ । विषयको सीमाभित्रको शिक्षण गतिविधि विद्यालयको आधार हो । तोकिएको आधारमा विद्यालय सञ्चालन गर्ने दायित्व र जिम्मेवारीलाई विद्यालयले आफ्नो क्षेत्र र सीमाका रूपमा लिएको हुन्छ ।
- ज्ञानले विद्यार्थीको आफ्नो रुचिक्षेत्र र युगीन आवश्यकतालाई नियन्त्रण गरेको पाइन्छ । यसलाई बढी प्राज्ञिक बनाइएको हुन्छ ।

(४) समाजकेन्द्रित पाठ्यक्रम

सामाजिक आवश्यकतालाई आधार बनाई तयार गरिएको पाठ्यक्रमलाई समाज केन्द्रित पाठ्यक्रम भनिएको पाइएको छ । समाजलाई समसामयिक परिवर्तन गर्न त्यसै सम्भव छैन त्यसैले यस प्रयोजनका लागि शिक्षालाई व्यवस्थित ढङ्गले सञ्चालन गरिनु आवश्यक छ । सचेतना बृद्धि गर्न, सामाजिक न्याय, व्यक्तिगत उन्नयन, सामाजिक समस्याको समाधान, आर्थिक उन्नती र जीवनोपयोगी सीप सिकाउने जस्ता उद्देश्य लिई यस्तो पाठ्यक्रम तयार गरिन्छ ।

- व्यक्तिगत सामर्थ्य तथा कार्यगत कुशलता भएको वा प्रवीण नागरिक तयार गरी समाजका हरेक गतिविधिमा संलग्न हुने प्रकृतिको नागरिक तयार गर्ने उद्देश्यअनुरूप पाठ्यक्रम तयार गरिएको हुन्छ ।
- सामाजिक कार्यमा संलग्न रहने, सामाजिक समस्या समाधानका लागि अग्रसर हुने र समाज मेरो हो म पनि यसको एउटा जिम्मेवार सदस्य हुँ भन्ने जिम्मेवार नागरिक तयार गर्ने उद्देश्यले यस्तो पाठ्यक्रम तयार गरिएको हुन्छ ।
- प्राविधिक तथा व्यावसायिक सीप भएको नागरिक तयार गर्ने र समाजका विविध गतिविधिमा दक्ष भूमिका निर्वाहमा अग्रसर हुने प्रकृतिको नागरिकको तयारी यसको अर्को उद्देश्य हो । विद्यार्थीहरू र सामाजिक आवश्यकताका आधारमा पाठ्यक्रम तयार गर्ने पाठ्यसामग्रीको

व्यवस्था गरिन्छ । विद्यार्थीहरूमा बढीभन्दा बढी अवसर सिर्जना गर्ने, सिकाइप्रति पूर्ण सन्तुष्टि प्रदान गर्ने, योग्यता र सीपका आधारमा व्यवहारको परिवर्तन गर्ने, शिक्षाका विभिन्न किसिमका अनुभवहरू हासिल गराउने, र विभिन्न खाले उपलब्धिमूलक काम गर्ने जस्ता काम गर्न यो पाठ्यक्रम तयार गरिएको पाइन्छ ।

(५) बालकेन्द्रित पाठ्यक्रम

सिकारु वा तोकिएको उमेर समूहका बालबालिकाहरूलाई केन्द्रबिन्दु बनाएर तयार गरिएको पाठ्यक्रमलाई बालकेन्द्रित पाठ्यक्रम भनिन्छ । शिक्षक तथा विद्यार्थी दुवैको अवस्थालाई ख्याल गरी पाठ्यक्रम तयार गरिएको हुन्छ । यसलाई विद्यालयकेन्द्रित पाठ्यक्रम भनेर चर्चा गरिएको पाइएको छ । सिकारुहरूको रुचि, क्षमता, योग्यता र सीप जस्ता पक्षलाई यस पाठ्यक्रममा समावेश गरिन्छ ।

- सिकारुको आफ्नो आवश्यकता तथा रुचिलाई समावेश गरी पाठ्यक्रम तयार गरिन्छ । विषयकेन्द्रित र बालकेन्द्रित दुवै पाठ्यक्रमका आधारमा शिक्षकले सिकाइको लक्ष्य निर्धारण गरेका हुन्छन् । विद्यालय, शिक्षक तथा समाज सबैले यो पाठ्यक्रमको अपेक्षा गरेका हुन्छन् ।
- यस्तो पाठ्यक्रम विद्यालयले नै बनाउँदा प्रभावकारी र यथार्थपरक हुन पुग्छ । विद्यार्थीको रुचि-अनुसारका शिक्षणसिकाइका गतिविधि तयार गर्ने, परीक्षाका कार्यक्रमहरू निश्चित गर्ने, अतिरिक्त क्रियाकलापहरू तय गर्ने र विद्यालयको हित तथा सिकाइका तरिका विकासमा योगदान गर्न सक्ने कार्यक्रम बनाउने र कार्यान्वयन गर्ने ।
- यो पाठ्यक्रमले विद्यालयमा प्राज्ञिक तथा व्यावसायिक दुवै प्रकृतिका कार्यको अपेक्षा गरेको पाइन्छ ।
- बालबालिकाहरू आफ्नो उमेरको वृद्धिसँगै शारीरिक तथा बौद्धिक विकास स्वभाविकरूपले हुँदै गएको पाइन्छ । यस क्रममा सिकाइको उपयुक्त वातावरण निर्माण गरिनु जरुरी हुन्छ । यसले रुचिअनुसारको स्वयम्निर्देशित प्रकृतिको पाठ्यक्रमको अपेक्षा गरिएको हुन्छ । विषयको अनुशासन यस क्रममा अस्वाभाविक तथा अप्राकृतिक प्रकृतिको हुन जान्छ ।
- शिक्षकको सिकाइमा प्रभावकारी भूमिका देखिए पनि विषयप्रतिको भूमिका गौण हुन पुग्छ । कक्षाको समूहअनुसार शिक्षणको वातावरण तयार गरिदैन र व्यक्तिगत निरीक्षणका आधारमा सिकाइको वातावरण निर्माण गरिएको हुन्छ ।

भाषा पाठ्यक्रम निर्माणका सिद्धान्तहरू

दुविन वल्स्टन (१९८८) को ढाँचाअनुसार सिकारुको आवश्यकताको पहिचान नभई गठ्यक्रम निर्माण गरिँदा त्यो पाठ्यक्रम अपुरो हुन पुग्छ । त्यसैले पाठ्यक्रम निर्माण गर्न निम्नानुसारका सिद्धान्तहरू रहेका पाउन सकिन्छ ।

१. आवश्यकताको पहिचान

सबै विद्यार्थीको स्तर एकैप्रकारको हुँदैन र एउटा उमेर समूहका सिकारुका लागि केको जरुरी हुन्छ ? अर्थात् त्यस समूहको आवश्यकता के हो ? विद्यार्थीको आवश्यकताका आधारमा पाठ्यक्रमको खाका बनाइने हुनाले आवश्यकताको पहिले नै पहिचान गर्नु जरुरी हुन्छ । विभिन्न समूहका बालबालिकाहरूको बोधक्षमता र व्यक्त गर्ने प्रक्रिया फरकफरक हुन्छ । सर्वेक्षण, सोधपुछ, निरीक्षण र लक्ष्यित समूहका बालबालिकाहरूसँगको छलफल तथा अन्तरक्रियापछि मात्र आवश्यकताको पहिचान हुन सक्छ । कुनै समूहमा भने प्रश्नावली तयार गरेर पनि आवश्यकताको पहिचान गर्नुपर्ने हुन्छ । आवश्यकताको पहिचानका लागि विद्यार्थीहरूको बौद्धिक, मानसिक, शारीरिक, शैक्षिक र सामाजिक आदि पक्षको समेत विश्लेषण गरिएको हुन्छ । यस चरणमा शिक्षणीय सामग्रीको चयन गरिँदैन सिकारुहरूका आवश्यकताको सूची मात्र तयार गरिएको हुन्छ । यसैका आधारमा पाठ्यक्रमका अन्य अङ्गहरूको व्यवस्थापन गरिएको हुन्छ ।

२. उद्देश्यको निर्माण

सामाजिक परिस्थितिको अध्ययनबाट उद्देश्यहरूको निश्चित गर्ने कार्य गरिन्छ । पाठ्यक्रम जहिले पनि समाजसापेक्ष हुन्छ । बालबालिकाको सामाजिक आवश्यकताले तत्कालीन समाजको अवस्थाको आँकलन गरेको हुन्छ र त्यसलाई सम्बोधन गर्ने प्रकृतिको उद्देश्यहरूको निर्माण गर्नु जरुरी छ । बालबालिकाको आवश्यकताको सम्बोधन र समाज विकासका लागि शिक्षा कस्तो बनाउने भन्ने कुरालाई पनि उद्देश्य निर्माणमा ध्यान दिनु जरुरी हुन्छ । सिकारुहरूलाई जीवनोपयोगी सीप सिकाउने र जीवननिर्वाहमा सहज बनाउने शिक्षाको अर्को उद्देश्य हुन्छ यसलाई सम्बोधन गर्ने खालका पाठ्यक्रमका उद्देश्यहरू निर्माण गरिएका हुन्छन् । कुन दर्शनमा आधारित भएर पाठ्यक्रम बनाउन लागिएको हो ? त्यसलाई केन्द्रबिन्दु बनाएर पाठ्यक्रमका उद्देश्यहरूको निर्माण गरिएको हुन्छ । आदर्शले मात्र सबै अवस्थामा काम गर्न सकिरहेको हुँदैन त्यसैले तात्कालिक सामाजिक अवस्थासमेतलाई छ्याल गरेर पाठ्यक्रमको संयोगन गर्नु जरुरी हुन्छ । बालमनोविज्ञान, विशेषज्ञहरूको राय, यथार्थ, ज्ञान, सीप र धारणाको विकास जस्ता अवधारणाको आधारमा शिक्षणीय उद्देश्यहरूलाई निश्चित गरिन्छ । पाठ्यक्रम निर्माणको प्रारम्भिक अवस्थामा नै चरण विभाजन गरी उद्देश्यहरूको निर्माण गरिएको हुन्छ । सामाजिक भावनाको विकास, बालकको जीविकोपार्जनका सीप र समय सदुपयोग गर्न सक्ने सीप जस्ता कुराहरूलाई पाठ्यक्रमका उद्देश्य निर्माण गर्दा प्राथमिकता दिइएको हुन्छ ।

३. विषयवस्तुको छनोट

निर्दिष्ट उद्देश्यका आधारमा पाठ्यवस्तुको छनोट गरिएको हुन्छ । सिकारुको उमेर, स्तर र समयका आधारमा पाठ्यवस्तुको किटान हुन्छ । सरलबाट जटिलतिर, पूर्णबाट अंश र ज्ञातबाट अज्ञाततिर शिक्षण गर्ने जस्ता विद्यमान शिक्षाका सिद्धान्तका आधारमा पाठ्यवस्तुको छनोट गरिन्छ । शिक्षक शिक्षा

आधारभूतकुराको जानकारी पछिमात्र विशेष कुराको शिक्षणसम्बन्धी व्यवस्थापनका लागि यस तथ्यले मदत गरेको हुन्छ । सिकारुको अनुभवसँग मिल्ने विषयलाई प्राथमिकता दिने गरी सामग्रीको सङ्कलन गरिन्छ । पाठ्यवस्तुको छनोट गर्दा बढीभन्दा बढी अभ्यास हुने विषयलाई प्राथमिकता दिइएको हुन्छ । सिकारुमा सन्तुष्टि हुने विषयको व्यवस्थापनलाई यसमा प्राथमिकता दिइएको हुन्छ । परिस्थिति अनुकूल हुने खालका सामग्रीको व्यवस्थापन बढी उपयोगी ठानिन्छ । व्यापकताको आधारमा पाठ्यवस्तुको छनोट गरिन्छ । सिकारुमा रुचि पैदा गर्ने खालका सामग्रीको व्यवस्थापन हुनु बढी जरुरी ठानिन्छ । सामाजिक समस्या र सामाजिक संयोजन हुने खालका विषयको आधारमा पाठ्यवस्तुको छनोट गरिएको पाइन्छ । पहिले सिकेका सामग्री र पछिका सामग्रीको बीचमा एकअर्कोसँग सम्बन्धित बनाई स्तरण हुने गरी पाठ्यवस्तुको छनोट गरिएको हुन्छ ।

४. विषयवस्तुको सङ्गठन

छनोट भएका विषयवस्तुको रखाइको क्रम वा त्यसको व्यवस्थापनलाई विषयवस्तुको सङ्गठन भनिन्छ । सिकारुहरूको उमेर, स्तर र समयलाई आधार बनाएर विषयवस्तुको क्रम व्यवस्थापन मिलाइन्छ । सरल प्रकृतिका सामग्रीलाई पहिले र पछि जटिल प्रकृतिका सामग्रीको व्यवस्थापन हुन्छ । आधारभूत सामग्रीको व्यवस्थापन पहिले हुन्छ भने त्यसकै आधारमा विस्तारित सामग्रीको व्यवस्थापन हुन्छ । विषयवस्तुको व्यवस्था गर्दा सिकारुको अनुभवसँग मिल्ने सामग्रीलाई पहिलो प्राथमिकता दिई पछि विस्तारित प्रकृतिका सामग्रीलाई समावेश गरिन्छ । एकअर्कोसँग सम्बन्धित हुने गरी त्यस्ता सामग्रीहरूको स्तरण गर्ने प्रक्रियाका आधारमा विषयवस्तुको सङ्गठन हुन्छ ।

५. शैक्षिक कार्यकलाप / शिक्षणसिकाइ क्रियाकलाप

पाठ्यक्रममा शिक्षण कसरी सञ्चालन गर्ने ? कुनकुन शिक्षण विधिहरूको उपयोग गर्ने जस्ता कुरालाई समेत समावेश गरिएको पाइन्छ । भाषाशिक्षणका विभिन्न किसिमका तरिकाहरू हुन्छन् कुन विषय वा शीर्षकलाई कसरी शिक्षण गर्ने भनी शिक्षण तरिकाको सूक्ष्मरूपले सङ्केत गरिएको हुन्छ । भाषाशिक्षणका लागि विषयगत विधिहरू हँदैन् । कुनै शीर्षकको शिक्षण क्रममा चारैओटा सीप तथा कुनै पनि शिक्षण विधिको उपयोग हुन सक्छ । यसका लागि आवश्यकताअनुसार व्याख्यान, प्रदर्शन, छलफल, अवलोकन, समूहकार्य आदि तरिकाहरू उपयोगमा ल्याउन सकिन्छ । भाषा सिकाइलाई प्रभावपूर्ण र व्यावहारिक बनाउन विभिन्न शिक्षण विधिहरूको उपयोग हुने गर्दछ । बढीभन्दा बढी प्रयोग वा अभ्यास तथा पुनरावृत्तिको अवस्था सिर्जना गर्ने काम शिक्षणसिकाइ क्रियाकलापभित्र पर्दछ । अभ्यास, पुनरावृत्ति र स्तरणका लागि शिक्षणसिकाइका क्रियाकलापलाई पनि भाषाको पाठ्यक्रममा समावेश गरिन्छ ।

६. शैक्षिक सामग्री

शिक्षण कार्यलाई प्रभावकारी बनाउन प्रयोगमा ल्याइने सहयोगी सामग्रीलाई शैक्षिक सामग्री भनिएको छ । शिक्षणीय उद्देश्यको निर्माण गर्दा नै शैक्षिक सामग्रीको विचार गरिनुपर्ने हुन्छ । शैक्षिक सामग्रीको व्यवस्था गर्दा विषयवस्तुसँग सम्बन्धित हुने गरी व्यवस्था गरिन्छ । शैक्षिक सामग्री निर्माण गरेर वा सङ्कलन गरेर व्यवस्था गरिन्छ । शैक्षिक सामग्रीलाई क्रमिक रूपले व्यवस्थित गर्दैजाने ढाँचाअनुसार राखिन्छ । शैक्षिक सामग्रीहरू श्रव्य, दृश्य वा श्रव्य दृश्य दुवैप्रकृतिका हुनसक्छन् । आवश्यकताअनुसार कहिले कहिले स्रोतव्यक्तिलाई उपयोगमा ल्याइन्छ र त्यस्ता स्रोतव्यक्तिहरू पनि शैक्षिक सामग्रीका रूपमा रहेका हुन्छन् । पाठ्यपुस्तक, शिक्षक निर्देशिकाहरू, विशिष्टीकरण तालिका, टेप, शब्दपत्ती, वाक्यपत्ती, तालिकाहरू भाषा शिक्षणका शैक्षिक सामग्रीहरू हुन् ।

७. मूल्याङ्कन

शिक्षणीय उद्देश्यका आधारमा ज्ञान, सीप र धारणाअनुरूप उपलब्धि आर्जन गरेको वा नगरेको हेर्ने काम पाठ्यक्रमबाट हुने गर्दछ । निश्चित अवधिपछि गरिने मूल्याङ्कनबाट प्राप्त नतिजाका आधारमा शिक्षण क्रियाकलापमा सुधार वा परिमार्जन गर्नेतर्फ यसले निर्देश गरेको हुन्छ । आवधिक परीक्षणका अतिरिक्त साप्ताहिक, मासिक, वा निरन्तररूपले अवलोकन, निरीक्षण र मौखिक वा लिखित कुनै पनि तरिकाबाट मूल्याङ्कन हुन्छ । शिक्षण कार्यको निरीक्षण, विद्यार्थीको उपलब्धिको मूल्याङ्कन पनि पाठ्यक्रमको माध्यमबाट हुने गर्दछ । पाठ्यक्रमको उद्देश्य स्पष्ट भए वा नभएको सन्दर्भका लागि पाठ्यक्रममा मूल्याङ्कनको व्यवस्था गरिएको हुन्छ । विषयका उद्देश्यहरू पाठ्यक्रमसँग मेल खाने वा नखाने त्यसका लागि मूल्याङ्कनको जरुरी हुन्छ । पाठ्यवस्तुको छनोटको अवस्था कस्तो छ ? स्तरणको अवस्था कस्तो छ ? त्यसै गरी प्रयोग भएका स्रोत तथा सामग्रीहरूको समेत अवस्थाको परीक्षणका लागि मूल्याङ्कनको आवश्यकता हुन्छ ।

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शिक्षक व्यवस्थापनको विकेन्द्रीकरण: एक विवेचना

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सारांश

शैक्षिक व्यवस्थापनले विकेन्द्रीकरण र समुदायलाई विद्यालयको व्यवस्थापनमा संलग्न गराउने सन्दर्भमा शिक्षक व्यवस्थापनको विकेन्द्रीकरण एउटा प्रमुख मुद्दाको रूपमा उठाउने गरिएको पाइन्छ । सामुदायिक विद्यालयको व्यवस्थापनमा स्थानीय समुदायलाई जिम्मेवार बनाउने नीति कार्यान्वयन गर्ने सिलसिलामा शिक्षक व्यवस्थापनका सम्बन्धमा विभिन्न कोणबाट टिकाटिप्पणी, समर्थन र विरोधका तर्क र विचारहरूका सन्दर्भमा यस लेखमा यसको नीतिगत पृष्ठभूमि, वर्तमान अवस्था र मुख्य सवालहरूका बारेमा त्यसको धारणागत पृष्ठभूमिसहित छोटो विवेचना गरिएको छ । नेपालको शैक्षिक इतिहासमा गठन गरिएका विभिन्न आयोग र समितिहरूले यसको महत्व र आवश्यकता बारेमा सकारात्मक सुझाव तथा सिफारिसहरू गरेको पाइन्छ । अन्य देशका अनुभवहरूमा शिक्षा व्यवस्थापनको विकेन्द्रीकरण अत्यावश्यक भए पनि कुन पक्षको जिम्मेवारी कुन तहलाई दिने भन्ने कुरा समाज र शिक्षाको अवस्थामा भर पर्ने निष्कर्ष निकालेका छन् । कतिपयले शिक्षक व्यवस्थापनमा केन्द्रीकृत र विकेन्द्रीकृत व्यवस्थापनको मिश्रित तरिका अपनाउनुपर्ने सिफारिस गरेको पाइन्छ । शिक्षक वर्गलाई विकेन्द्रीकृत शिक्षक व्यवस्थापनप्रति सचेत र जिम्मेवार बनाउनु पर्ने, सरोकारवालाहरूको भूमिका र जिम्मेवारीको स्पष्ट किटान गरी उनीहरूमा पेसागत र सामाजिक जिम्मेवारी बोध गराउन नीति कार्यान्वयनका हरेक क्रियाकलापमा संलग्न गराउनुपर्ने र आगामी दिनहरूमा स्थानीय निर्वाचित प्रतिनिधिहरूलाई बढी भन्दा बढी जिम्मेवार बनाउनुपर्ने निष्कर्ष निकालिएको छ ।

१. परिचय

समाजको राजनैतिक, आर्थिक, सामाजिक, सांस्कृतिक परिवेश र विशेषताहरूको प्रत्यक्ष प्रभाव शिक्षा क्षेत्रमा पर्ने गर्दछ । नेपाल यी विभिन्न पक्षहरूको परिवर्तन र सुधारको प्रक्रियामा अगाडि बढिरहेको छ । देशको शिक्षा क्षेत्रका विभिन्न पक्षहरूमा समेत त्यसको असर परेको छ । शिक्षा क्षेत्रमा केही नीतिगत परिवर्तन गरिएका छन् भने केही परिवर्तन गरिने क्रममा रहेका छन् । हालको शिक्षा व्यवस्थामा निःशुल्क प्राथमिक शिक्षा, समाजमा पछि परेको वर्गबाट आएका विद्यार्थीहरूका लागि छात्रवृत्तिको व्यवस्था, शिक्षण पेशामा प्रवेश गर्न शिक्षण अनुमति पत्रको अनिवार्यता, अभिभावकको प्रत्यक्ष सहभागितामा चुनावी प्रक्रियाबाट विद्यालय व्यवस्थापन समितिको गठन गर्ने, विद्यालय व्यवस्थापनको जिम्मेवारी स्थानीय समुदायलाई हस्तान्तरण गर्ने गाउँ शिक्षा समितिको गठन गर्ने, विद्यालयलाई एकमुष्ट अनुदान दिने, विद्यालयको नियमित अनुगमन गर्ने जस्ता नीतिहरू अवलम्बन गरिएका छन् ।

यी नीतिहरूमध्ये विद्यालय व्यवस्थापनको उत्तरदायित्व र अधिकार समुदायमा हस्तान्तरण गर्ने नीति एक हो । शिक्षाको विकास र सुधारका लागि स्थानीय समुदाय र सरोकारवालाहरूको संलग्नता र सहभागिता बढाउने र विद्यालयप्रति अपनत्वको भावना विकास गर्ने उद्देश्यले ल्याइएको नीति र सञ्चालित कार्यक्रमको प्रगतिसँगै विभिन्न कोणबाट सकारात्मक वा नकारात्मक टीकाटिप्पणी, समर्थन र विरोधमा विभिन्न तर्क र विचारहरू व्यक्त भइरहेका छन् । यस कार्यक्रमलाई सफल पार्न शिक्षा विभाग मार्फत् विश्ववैकको ऋण सहयोगमा तीन वर्षे सामुदायिक विद्यालय सहयोग कार्यक्रम सञ्चालन भइरहेको छ । उक्त कार्यक्रममार्फत् १५०० समुदायद्वारा सञ्चालित विद्यालयहरूलाई

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तहगत हिसाबले प्रतिविद्यालय एक लाख एकमुष्ट अनुदान दिने र तीमध्ये निश्चित मापदण्डका आधारमा छानिएका २५० विद्यालयहरूलाई उपलब्धिका आधारमा थप अनुदान दिने, छात्रवृत्तिको व्यवस्था, सक्षमता अभिवृद्धि, अनुगमन र मूल्याङ्कन गर्ने जस्ता कार्यक्रमहरू राखिएका छन् । शिक्षाको विकेन्द्रीकरणका सन्दर्भमा शिक्षक व्यवस्थापन र यसको विकेन्द्रीकरण एउटा महत्वपूर्ण सवाल रहने गर्दछ । नेपालको शैक्षिक व्यवस्थापन र यसको विकेन्द्रीकरणमा शिक्षक व्यवस्थापनको प्रश्न निकै चोटिलो रूपमा उठ्ने गरेको छ । यस लेखमा नेपालको शैक्षिक व्यवस्थापनमा शिक्षक व्यवस्थापनको पृष्ठभूमि र नीतिगत व्यवस्था, शिक्षक व्यवस्थापनका विभिन्न क्षेत्र र रूपहरू र विद्यालय व्यवस्थापनको विकेन्द्रीकरणका सन्दर्भमा शिक्षक व्यवस्थापनका विषयमा उठ्ने गरेका प्रमुख सवालहरू र तिनको निराकरणका बारेमा उल्लेख गरिएको छ ।

२. पृष्ठभूमि

नेपालको शैक्षिक विकासक्रममा विद्यालयको व्यवस्थापनमा स्थानीय समुदाय र सरोकारवालाहरूको संलग्नताको विषय नयाँ भने होइन । परापूर्वकालदेखि नै विभिन्न पाटी, पौवा, मठ र मन्दिरहरूमा शिक्षा लिनेदिने कार्य सञ्चालन गरिएको पाइन्छ । नेपालको संस्कृत र बौद्ध शिक्षा परम्परामा शिक्षकलाई अत्यन्त आदरको दृष्टिले हेर्ने गरिएको पाइन्छ । यस अवस्थामा शिक्षाक्षेत्रमा राज्यको भूमिका नगन्य थियो । शिक्षा लिनेदिने काम गुरुहरूको आश्रम, गुम्बा, मन्दिर आदिमा सञ्चालन हुने गर्दथ्यो । शिक्षा दिने कार्यलाई पवित्र कामको रूपमा हेरिन्थ्यो । गुरुचेलाबीचको सम्बन्ध आत्मीय हुने गर्दथ्यो । समुदायको सहयोगबाट गुरुकुलको जीविका र शिष्यहरूको भरणपोषण हुने गर्दथ्यो । यसरी गुरुकुल, गुम्बा र मदर्सामा विशेषतः धार्मिक र नैतिक शिक्षा दिने परम्परा आजसम्म चलेको पाइन्छ र यस्तो शिक्षालाई राष्ट्रको औपचारिक शिक्षा व्यवसायभित्र समाहित गर्ने प्रयाससमेत भइरहेको छ । शिक्षाको विकास र विस्तार हुने क्रममा औपचारिक शिक्षा प्रणालीको विकास भएपछि यसलाई व्यवस्थित गर्न, राज्यको प्राथमिकता र शासक वर्गको रुचिअनुसारको शिक्षाको व्यवस्था गर्न विभिन्न आयोगहरू गठन गरी तिनीहरूको सिफारिसअनुसार नीतिगत व्यवस्था गर्ने गरिएको पाइन्छ । वि.सं. २०२८ सालमा राष्ट्रिय शिक्षा पद्धतिको योजना लागू गरिनु अघि समुदाय कै प्रयासमा विद्यालयहरूको स्थापना, विकास र विस्तार हुने गरेको पाइन्छ । यस योजनाअनुसार सबै विद्यालयहरूको राष्ट्रियकरण गरिएपछि शिक्षक व्यवस्थापनमासमेत राज्यको नियन्त्रण रहँदै आएको छ । नेपालमा वि.सं. २००७ सालमा प्रजातन्त्रको स्थापना भएपछि शिक्षाक्षेत्रमा गठन गरिएका विभिन्न समिति र आयोग, समिति र योजनाहरू निम्नलिखित तालिकामा प्रस्तुत गरिएको छ :

विभिन्न आयोग, समिति र योजनाहरूले शिक्षक व्यवस्थापनका सम्बन्धमा गरेको व्यवस्था र सिफारिसहरू

राष्ट्रिय शिक्षा योजना आयोग- २०११	राष्ट्रिय शिक्षा पद्धतिको योजना-२०२८	राष्ट्रिय शिक्षा आयोग -२०४९	उच्चस्तरीय राष्ट्रिय शिक्षा आयोग-२०५५
<ul style="list-style-type: none"> प्रधानाध्यापक र स्थानीय प्रबन्ध समितिले शिक्षकहरूका सुविधाहरू र पेसागत नैतिकता र दक्षताको विकासका लागि प्रोत्साहन र 	<ul style="list-style-type: none"> सबै विद्यालयहरूमा तालिम प्राप्त शिक्षक राख्न अनिवार्य गर्ने । प्राथमिक, निम्नमाध्यमिक र माध्यमिक शिक्षकका लागि तोकिएका निम्नतम योग्यता पुगेकाहरूलाई एकवर्षे तालिम दिई शिक्षक 	<ul style="list-style-type: none"> न्यूनतम शैक्षिक योग्यता र १० महिने तालिम लिएकालाई प्राथमिक, निम्नमाध्यमिक र एकवर्षे बि.एड. गरेकालाई माध्यमिक शिक्षकमा नियुक्त गर्ने । प्रशिक्षण प्राप्त गरी अध्यापनमा संलग्न 	<ul style="list-style-type: none"> योग्य शिक्षकहरूको नियुक्तिका लागि स्वायत्त र निष्पक्ष राष्ट्रिय शिक्षक सेवाआयोग गठन गर्ने विद्यालयहरूलाई सरकारी अनुदान कायम राखी सामुदायिकमा परिणत

<p>सहायता दिने व्यवस्था मिलाउने शिक्षक, शैक्षिक व्यवस्थापक र प्रबन्ध समितिका सदस्यहरूको एउटै साझा लक्ष्य भएकोले उनीहरू बीच सहयोगी सम्बन्ध हुनुपर्ने</p> <ul style="list-style-type: none"> योग्यता नभएका र तालिम नपाएकाहरूलाई शिक्षण पेशामा नियुक्ति गर्न नहुने । 	<p>तयार गर्ने ।</p> <ul style="list-style-type: none"> काम गरिरहेका अनुभवी शिक्षकहरूलाई सेवाकालीन तालिम दिने व्यावसायिक शिक्षकहरूलाई तालिम दिने कार्यक्रमलाई व्यापक तुल्याउने । शिक्षक शिक्षणको पाठ्यक्रम आवश्यकता सुहाउँदो बनाउने । तालिम प्राप्त शिक्षकको शिक्षा निरीक्षकले मूल्याङ्कन गर्ने । 	<p>शिक्षकहरूलाई पाँचवर्षमा छोटो अवधिको सेवाकालीन प्रशिक्षण दिनुपर्ने ।</p> <ul style="list-style-type: none"> प्राथमिक तहमा बालबालिकाको मातृभाषा जानेको व्यक्तिलाई शिक्षकमा नियुक्ति गर्नुपर्ने । प्रत्येक विद्यालयमा एकजना महिला शिक्षकको व्यवस्था हुनुपर्ने । नेपालजस्तो भौगोलिक स्थिति भएको देशमा बाहिरी निरीक्षकबाट मात्र सम्भव नभएकाले प्र. अ. लाई तालिम दिई निरीक्षणको जिम्मा दिनुपर्ने, वि.व्य.स. लाईसमेत तालिम दिनुपर्ने । 	<p>हुन सक्ने नीति अंगालिने</p> <ul style="list-style-type: none"> प्रधानाध्यापकको नेतृत्वलाई अधिकार सम्पन्न बनाउने र सामाजिक उत्तरदायित्व बढाउने व्यवस्था गर्ने । शिक्षकहरूलाई शैक्षिक अनुशासनतर्फ प्रवृत्त गराउन र निरीक्षण प्रभावकारी बनाउन वि.व्य.स.लाईसमेत संलग्न गराउने ।
<ul style="list-style-type: none"> नियमित तालिममा सफलतापूर्वक उत्तीर्ण गरेकाहरूलाई प्रमाण पत्र दिनुपर्ने । शिक्षण अनुभव भएकाहरूलाई समेत पछि व्यावसायिक तालिम लिने सर्तमा त्यस्तो प्रमाणपत्र दिनुपर्ने राम्ररी तालिम र प्रमाणपत्र नपाएकाहरूलाई शिक्षण गर्न दिनु नहुने दीर्घकालीन नीति लिनुपर्ने 	<ul style="list-style-type: none"> तोकिएको दुर्गम क्षेत्र र अन्य क्षेत्रमा तोकिएको प्रतिशतअनुसारको शिक्षक तलव र अन्य खर्च सरकारले बेहोर्ने । प्रत्येक जिल्लामा शिक्षा सेवा आयोग गठन गरी यसले शिक्षक भर्ना, पदोन्नति, सरुवा, खारेज गर्ने र शिक्षक विवरण राख्ने काम गर्ने । प्रत्येक जिल्लामा जिल्ला शिक्षा कोष खडा गरी शिक्षक तलवको व्यवस्था गर्ने । समान योग्यता भएका अरूपेशामा काम गर्ने सरह तलव स्केल तोक्ने, ग्रेड थप गर्ने, तालिम भत्ता र दुर्गम भत्ता समेतको व्यवस्था गर्ने शैक्षिक योग्यता, अनुभव, दुर्गम क्षेत्रमा काम गरेको अनुभव, तालिम, अनुसन्धान र उल्लेखनीय काम गरेको आधारमा पदोन्नतिको व्यवस्था । 	<ul style="list-style-type: none"> विद्यालय निरीक्षणलाई एउटा सामुहिक जिम्मेवारीको रूपमा लिनुपर्ने । शैक्षिक व्यवस्थापनलाई बढी प्रभावकारी तथा दक्ष तुल्याउन कार्यान्वयनको तह वा एकाइसम्म अधिकार प्रत्यायोजन गर्नुपर्ने । विद्यालय सञ्चालक समितिलाई विद्यालय सञ्चालन तथा पढाइ भएनभएको निरीक्षण गर्न स्पष्ट जिम्मेवारी दिनुपर्ने, उनीहरूको सक्षमता विकास गर्न गोष्ठी, अभिमुखीकरणको व्यवस्था गर्नुपर्ने । 	<ul style="list-style-type: none"> शिक्षाको व्यवस्थापन र प्रशासनलाई विकेन्द्रीकरण गर्ने, शिक्षण सस्थालाई स्वायत्त र अधिकार सम्पन्न बनाउने । स्थानीय निकाय र गैरसरकारी क्षेत्रको सहभागितालाई प्रोत्साहन दिई शिक्षाको विकास र विस्तार गर्ने । सरकारी लगानीको अधिकांश रकम शिक्षकहरूको तलव भत्तामा खर्च हुने अवस्थामा सुधार गर्ने ।

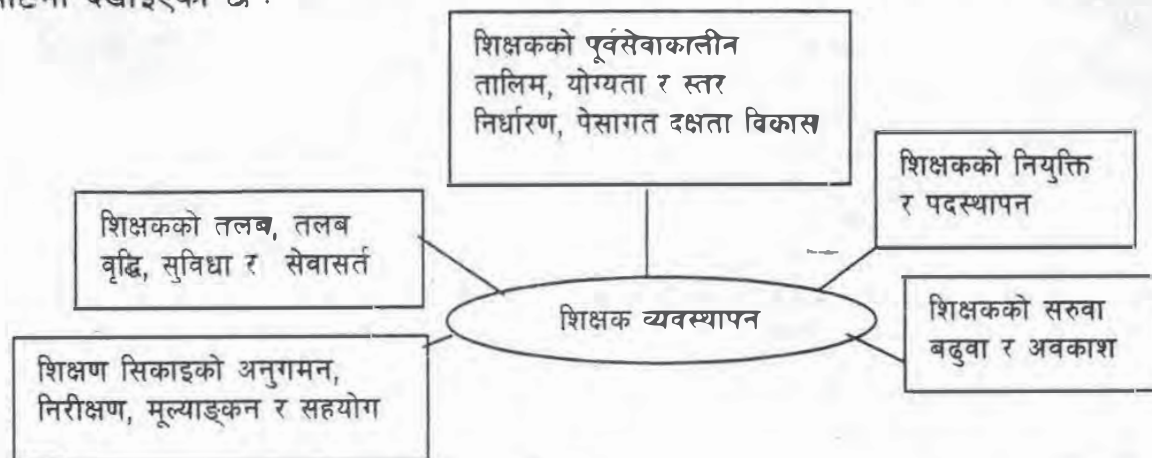
विद्यालयको व्यवस्थापन समुदायमा हस्तान्तरण गर्ने सम्बन्धमा सैद्धान्तिक र अवधारणागत सुझाव तथा सिफारिसहरू एक वा अर्कोरूपमा सबैजसो शिक्षासम्बन्धी प्रतिवेदनहरूमा उल्लेख भएको भए तापनि कार्यनीति रणनीति र कार्ययोजनाको रूपमा वि.स.२०५८ सालमा गठन गरिएको शिक्षासम्बन्धी उच्चस्तरीय कार्यसमितिको प्रतिवेदनमा उल्लेख भएको छ । यस प्रतिवेदनमा प्रस्ताव गरिएका कार्यनीतिहरू यसप्रकार छन्:

- समुदायिक विद्यालयहरूलाई समुदायको मागअनुसार पूर्णस्वामित्व र स्वायत्तता प्रदान गर्ने ।
- शिक्षण पेशामा प्रवेश गर्दा अध्यापन अनुमतिपत्र अनिवार्य हुने र कार्यरत शिक्षकलाई आवश्यक विधि पुर्‍याई अध्यापन अनुमतिपत्र दिने व्यवस्था गर्ने ।
- अध्यापन अनुमतिपत्र प्राप्तमध्येबाट प्रतिस्पर्धा गराई विद्यालय व्यवस्थापन समितिले नै स्थायी नियुक्ति गर्ने संस्थागत विद्यालयमा पनि अध्यापन अनुमतिपत्र प्रणाली लागू गर्ने ।
- कानुनी आधारमा प्रधानाध्यापकलाई अधिकार सम्पन्न बनाउने ।
- सबै सामुदायिक विद्यालयहरूमा एकमुष्ट अनुदान (Block grant) को नीति क्रमशः लागू गर्दै जाने ।
- जिल्ला विकास समिति, गाउँ विकास समिति र नगरपालिकाले स्रोत परिचालन र शिक्षकको नियमितको अनुगमन गर्न विद्यालय व्यवस्थापन समितिलाई सहयोग गर्ने ।
- प्राथमिक शिक्षा पूर्ण निःशुल्क र निम्नमाध्यमिक र माध्यमिक शिक्षालाई सशुल्क गर्ने ।

यी विभिन्न सिफारिस र सुझावहरूका आधारमा विद्यालयको व्यवस्थापन हस्तान्तरण कार्यक्रमलाई कानुनी आधार प्रदान गरी व्यवस्थित रूपमा सञ्चालन गर्न र सफलतासम्म पुर्‍याउन शिक्षा ऐन, २०२८ (आठौँ संसोधन, २०६३) र शिक्षा नियमावली, २०५९ (तेश्रो संसोधन, २०६२) मा आवश्यक प्रावधानहरू राखिएका छन् । जिल्ला विकास समिति, गाउँ विकास समिति, महानगरपालिका, उपमहानगरपालिका, नगरपालिका वा विद्यालय व्यवस्थापन समितिले सम्पूर्ण जिम्मेवारी लिई आफैँले सञ्चालन गर्ने विद्यालयलाई समुदायद्वारा व्यवस्थापन हुने विद्यालयका रूपमा परिभाषित गरिएको छ । व्यवस्थापन हस्तान्तरणसम्बन्धी निर्देशिकाहरू तयार गरी विद्यालयको व्यवस्थापन, वित्तीय व्यवस्था, विद्यालय सुधार, निरीक्षण, अनुगमन र मूल्याङ्कनसम्बन्धी आवश्यक प्रक्रिया र सम्बन्धित संस्था र निकायहरूको भूमिका समेत स्पष्ट पारिएको छ ।

३. शिक्षक व्यवस्थापनका क्षेत्रहरू

शिक्षक व्यवस्थापन र यसको विकेन्द्रीकरणमा ध्यान पुर्‍याउनुपर्ने विभिन्न क्षेत्रहरू तलको चार्टमा देखाइएको छ :



शिक्षक व्यवस्थापन यी विभिन्न क्षेत्रहरूमध्ये कुन पक्षको केकति हदसम्म विकेन्द्रीकरण गर्ने भन्ने कुराको निर्णय गर्नु अत्यन्त चुनौतीपूर्ण कार्य हो । यसमा समाजको आर्थिक, सामाजिक अवस्था, शिक्षासँग सम्बन्धित सरोकारवालाहरूको शैक्षिक र चेतनास्तर र समुदायको विकासप्रतिको रुचि र भावना र शिक्षा प्रतिको प्रतिवद्धता र सक्रियताले महत्वपूर्ण भूमिका खेल्दछ । शिक्षक शिक्षा र

तालिम, योग्यता निर्धारण, स्तरनिर्धारण जस्ता कुराहरू समुदायको स्तरबाट भन्दा केन्द्रीय राज्यस्तरबाटै सञ्चालन गर्नु बढी प्रभावकारी देखिन्छ भने अन्य पक्षहरूमा कति केन्द्रिकृत गर्ने केकति विकेन्द्रिकृत गर्ने भन्ने विषयका स्थानीय अवस्थाको सूक्ष्म अध्ययनका आधारमा निर्णय गर्नु आवश्यक हुन्छ । यसैले शिक्षक व्यवस्थापनका विभिन्न मोडलहरू प्रचलनमा छन् । गेइनर (Gayner, 1998) का अनुसार शिक्षक व्यवस्थापनका निम्नलिखित तीनओटा प्रमुख मोडलहरू प्रचलनमा रहेका छन्:

मोडेल १: यसमा केन्द्रीयसरकारले मापदण्ड, तलबस्केल र बजेटको व्यवस्था गर्दछ । शिक्षक सेवा आयोग वा यस्तै स्वतन्त्र निकायको सिफारिसका आधारमा सरकारले नै शिक्षक नियुक्ति गर्दछ । शिक्षक संगठनहरूसँगको सहमति र सम्झौता केन्द्रमा नै हुने गर्दछ । स्थानीय निकायहरूलाई शिक्षकको तलब वितरण गर्ने, शिक्षक आवास र सुविधाको व्यवस्था गर्ने जस्ता जिम्मेवारी दिइन्छ । यसलाई प्रशासनिक मोडेल भन्ने गरिन्छ ।

मोडेल २: यस मोडेलमा दुईओटा तरिका प्रचलित छन् । पहिलोमा अभिभावकहरूलाई उपभोक्ताको रूपमा लिइन्छ र यस्तो अवस्थामा विद्यालय व्यवस्थापन समिति (School boards) को महत्वपूर्ण भूमिका रहने गर्दछ । स्थानीयस्तरका अधिकार प्राप्त स्थानीय निकायहरूको भूमिका न्यून रहने गर्दछ । दोस्रो तरिकामा विद्यालयको व्यवस्थापनलाई अभिभावक, शिक्षक र समुदायबीचको सहकार्यको रूपमा लिइन्छ । यस्तो अवस्थामा अधिकार प्राप्त स्थानीय निकायको भूमिका बढी महत्वपूर्ण हुन्छ । यसमा विद्यालय व्यवस्थापन समिति र प्रधानाध्यापकलाई शिक्षक नियुक्ति गर्ने, बढुवा गर्ने, तालिम दिने, अनुशासनमा राख्ने, मूल्याङ्कन गर्ने र वर्खास्त गर्ने सम्मको जिम्मेवारी दिइएको हुन्छ । केन्द्रीयस्तरबाट योग्यताको मापदण्ड निर्धारण गर्ने, शिक्षणको अनुगमन गर्ने, कक्षाको आकार, तलब स्केल आदिका सम्बन्धमा नीति नियमहरू बनाउने जस्ता कार्यहरू सञ्चालन गरिन्छन् । पूर्वसेवाकालीन तालिमहरूको व्यवस्था केन्द्रले गर्ने वा विकेन्द्रीत गर्ने दुवै तरिकाहरू अपनाइएको हुन्छ ।

मोडेल ३: शिक्षक व्यवस्थापनको तेस्रो विधिमा केन्द्रको भूमिका न्यूनप्राय हुन्छ । विद्यालयका लागि आवश्यक पर्ने आर्थिक, भौतिक स्रोत र साधनहरू स्थानीय निकाय वा समुदाय र गैरसरकारी संघसंस्थाहरूबाट जुटाइन्छ । विद्यालय वा समुदायलाई शिक्षक नियुक्ति गर्ने, अनुशासनमा राख्ने र उनीहरूको सुपरीवेक्षण गर्ने सम्पूर्ण अधिकार रहन्छ । शिक्षाको मापदण्ड स्थानीयस्तरमै निर्धारण गरिन्छ । पूर्वसेवाकालीन तालिमहरू स्थानीयस्तरमै दिइन्छ ।

हाल नेपालमा व्यवस्थापकीय दृष्टिले तीन प्रकारका विद्यालयहरू प्रचलनमा रहेका छन् । विद्यालयको व्यवस्थापनका साथै शिक्षक व्यवस्थापनका दृष्टिले समेत तिनीहरूको भिन्नाभिन्नै विशेषताहरू रहेका छन् । सरकारी अनुदानबाट चल्ने सामुदायिक विद्यालयको व्यवस्थापन पहिलो मोडेलको नजिक देखिन्छ भने समुदायको व्यवस्थापनमा चलेका सामुदायिक विद्यालयहरू र संस्थागत विद्यालयहरूको व्यवस्थापन दोस्रो र तेस्रो मोडेलसँग मिल्दोजुल्दो छ । हाल प्रचलित ऐन, नियम, नीतिगत निर्देशिकाहरूमा व्यवस्था भएअनुसार नेपालको विद्यालयस्तरीय शिक्षक व्यवस्थापनसम्बन्धी वर्तमान व्यवस्था सङ्क्षिप्त रूपमा निम्नलिखित तालिकामा देखाइएको छ:

नेपालमा शिक्षक व्यवस्थापनसम्बन्धी वर्तमान व्यवस्था

व्यवस्थापन को क्षेत्र	सामुदायिक विद्यालय	समुदायद्वारा व्यवस्थापन गरिएको विद्यालय	संस्थागत विद्यालय
१. शिक्षकको योग्यता र तालिम	<ul style="list-style-type: none"> ● प्रारम्भिक शिक्षकका लागि माध्यमिक शिक्षा उत्तीर्ण वा सो सरहको परीक्षा उत्तीर्ण गरी कम्तिमा १० महिने वा सो सरहको तालिम वा माध्यमिक तहमा ४०० पूर्णाङ्कको शिक्षा विषय लिई परीक्षा उत्तीर्ण गरेको । ● निम्नमाध्यमिक सम्बन्धित विषयमा प्रविणता प्रमाणपत्र तह र १० महिने शिक्षा विषयको तालिम लिएको । ● माध्यमिक शिक्षकका लागि स्नातक तह उत्तीर्ण गरी कम्तिमा १० महिना शिक्षा विषयको तालिम लिएको । 	<ul style="list-style-type: none"> ● तोकिएको योग्यता पूरा गरी शिक्षक अनुमतिपत्र लिएका मध्येबाट शिक्षक नियुक्ति गर्नुपर्ने प्रावधान राखिएको । 	<ul style="list-style-type: none"> ● शिक्षण अनुमति पत्र लिएका र प्रचलित कानून बमोजिम शिक्षक पदको लागि उम्मेदवार हुन योग्यता पूरा गरेका व्यक्तिहरूलाई शिक्षक पदमा नियुक्ति गर्ने व्यवस्था भएको ।
२. शिक्षकको नियुक्ति र पदस्थापन	स्थायी शिक्षकको हकमा शिक्षक सेवा आयोगको सिफारिसमा जिल्ला शिक्षा अधिकारीले र अस्थायी शिक्षकमा बढीमा छ महिनाका लागि विद्यालय व्यवस्थापन समितिले ।	<ul style="list-style-type: none"> ● विद्यालयस्तरको शिक्षक छनोट समितिको सिफारिसमा अध्यापन अनुमति प्राप्त गरेका व्यक्तिहरू मध्येबाट प्रतिस्पर्धा गराइ विद्यालय व्यवस्थापन समितिले शिक्षक र प्र.अ. समेत नियुक्ति गर्ने । 	<ul style="list-style-type: none"> ● विद्यालय व्यवस्थापन समितिले नियुक्त गर्ने ।
३. शिक्षकको तलब, सुविधा र सेवामा	<ul style="list-style-type: none"> ● नेपाल सरकारद्वारा स्वीकृत दरबन्दीमा रहेका शिक्षकहरूको तलब, भत्ता, ग्रेड, सञ्चयकोष वापतको रकम सरकारले अनुदान दिने । ● प्रचलित शिक्षा ऐन र नियमहरूमा स्पष्ट व्यवस्था भएको । 	<ul style="list-style-type: none"> ● नेपाल सरकारले एकमुष्ट अनुदान दिने । ● सामुदायिक शिक्षकको तलब, भत्ता, वार्षिक बृद्धि व्यवस्थापन समितिले तोकेंबमोजिम हुने । ● नेपाल सरकारले यस सम्बन्धमा निर्देशन दिन सक्ने । ● सेवाको सर्त, सजाय र पुरस्कार विद्यालय व्यवस्थापन समितिको निर्णय र अभिभावक भेलाको अनुमोदन गरेअनुसार हुने । ● अन्य व्यवस्था सामुदायिक विद्यालयका अन्य शिक्षक सरह हुने । 	<ul style="list-style-type: none"> ● व्यवस्थापन समितिले नेपाल सरकारले तोकिएको तलब स्केलमा नघटाई शिक्षकलाई तलब दिने कानुनी व्यवस्था गरिएको । ● अस्थायी शिक्षकहरूलाई स्थायी हुने मौका दिन स्थायी शिक्षक पूर्तिसम्बन्धी प्रक्रिया सुरु गर्नुपर्ने कानुनी व्यवस्था गरिएको ।
४. सेवाकालिन तालिम, स्तर निर्धारण र दक्षता वृद्धि	<ul style="list-style-type: none"> ● विश्वविद्यालय, उच्च माध्यमिक विद्यालय, सरकारी र निजी तालिम केन्द्रहरूबाट तालिम दिने संस्थागत संरचना बनाइएको, तालिम कार्यक्रमहरू सञ्चालन भइरहेको 	<ul style="list-style-type: none"> ● सामुदायिक विद्यालयका शिक्षकहरू लागि गरिएको व्यवस्था यसमा पनि लागू हुने अवस्था रहेको । 	<ul style="list-style-type: none"> ● संस्थागत विद्यालयका शिक्षकहरूको पहुँच सरकारी स्तरबाट सञ्चालित कार्यक्रमहरूमा नपुगेको भएपनि अन्य पेसागत संस्थाहरूबाट बेलाबेलामा तालिम, गोष्ठी र भेला हुने गरेको।

५. शिक्षकको वृत्ति विकास र पदोन्नति र सरुवा	<ul style="list-style-type: none"> ● शिक्षकको सरुवाको कानुनी प्रक्रिया तोकिएको । ● जि.शि.अ.ले जिल्लाभित्र, क्षेत्रिय शिक्षा निर्देशकले आफ्नो क्षेत्रभित्र र शिक्षा विभागले नेपाल राज्यभित्र सरुवा गर्न सक्ने व्यवस्था भएको । 	<ul style="list-style-type: none"> ● विद्यालयको प्रत्येक तहमा तोकिएको अनुपातमा श्रेणी कायम हुने र जि.शि.अ.बाट श्रेणीसहितको सङ्ख्या निर्धारण गराउनु पर्ने, व्यवस्थापन समितिले कार्यसम्पादन मूल्याङ्कनका आधारमा बढुवा गर्ने 	<ul style="list-style-type: none"> ● यससम्बन्धी स्पष्ट कानुनी व्यवस्था नभएको । ● विद्यालय र विद्यालय व्यवस्थापन समितिले विद्यालय सञ्चालन कार्यविधि बनाई आवश्यक व्यवस्था गर्न सक्ने अवस्था रहेको ।
६. शिक्षकको सुपरिवेक्षण, अनुगमन, मूल्याङ्कन र सहयोग	<ul style="list-style-type: none"> ● जि.शि.अ.ले शिक्षाको गुणस्तर बढाउन प्र.अ., वि.व्य.स.को बैठक, गोष्ठी वा तालिमको व्यवस्था गर्ने । ● विद्यालय निरीक्षक र स्रोत केन्द्र, स्रोतव्यक्तिद्वारा नियमित सुपरिवेक्षण, मूल्याङ्कन र सहयोग गर्ने । ● प्र.अ.ले शिक्षकको मूल्याङ्कन गर्ने ● जि.शि.अ., विद्यालय निरीक्षकको काम, कर्तव्य र अधिकारमा स्पष्ट व्यवस्था भएको 	<ul style="list-style-type: none"> ● प्रधानाध्यापकको अनुगमन वि.व्य.स.ले गर्ने, वि.व्य.स.को अनुगमन जि.शि.अ.ले गर्ने ● अभिभावक भेलाले अनुगमन समिति बनाई विद्यालय अनुगमन गर्ने र अभिभावक भेलामा प्रतिवेदन दिने, सो समितिले विद्यालयको प्रगति, पठनपाठनको गुणस्तर, शाल्क निर्धारण, नियमितता आदिको अनुगमन गर्ने 	<ul style="list-style-type: none"> ● संस्थागत विद्यालयको अनुगमन जि.शि.अ. विद्यालय निरीक्षकले गर्ने ● विद्यालयका संस्थापक, प्रिन्सिपल र वि.व्य.स.ले गर्ने
७. शिक्षकको अवकास र अवकासपछिको सुविधा	<ul style="list-style-type: none"> ● नेपाल सरकारबाट स्वीकृत दर्बन्दीमा स्थायी नियुक्ति पाई कम्तिमा २० वर्ष नोकरी गरेको शिक्षकले तोकिएअनुसारको मासिक निवृत्तिभरण पाउने ● तोकिए बमोजिम उपादान, उपचार खर्च, शैक्षिक भत्ता र सन्तति वृत्ति र विमा समेतको व्यवस्था भएको 	<ul style="list-style-type: none"> ● आफ्नै स्रोतबाट बेहोर्ने गरी सामुदायिक विद्यालयले नियुक्ति गरेका शिक्षकहरूका सम्बन्धमा निवृत्तिभरण, उपादान, उपचार खर्च र अन्य व्यवस्था लागू नहुने तर वि.व्य.स.ले तोकें बमोजिम सुविधा विद्यालयबाट पाउने 	<ul style="list-style-type: none"> ● विद्यालयले नै आवश्यक व्यवस्था मिलाउन सक्ने

४. प्रमुख समस्या तथा चुनौतीहरू

विद्यालय शिक्षाको विकास र विस्तारमा शिक्षक व्यवस्थापनको महत्वपूर्ण भूमिका रहने कुरामा दुईमत हुन सक्दैन । विद्यालय व्यवस्थापनको विकेन्द्रीकरण र विद्यालयको व्यवस्थापन समुदायमा हस्तान्तरण गर्ने कार्यक्रमको सफलता र यसका सकारात्मक र कमजोर पक्षहरूका बारेमा चलेका बहसहरूमा शिक्षक व्यवस्थापनको विकेन्द्रीकरण एउटा प्रमुख सबालको रूपमा रहदै आएको छ । शिक्षकका पेसागत सङ्गठनहरूले यसको विरोध गर्ने गरेको र यस कार्यक्रमको विपक्षमा राजनैतिक तहसम्म दबाव सिर्जना गर्ने सम्मका कार्यहरू हुने गरेको पाइन्छ । यस सम्बन्धमा उठाइएका केही मवालहरू यस प्रकार छन्:

- शिक्षा राज्यको दायित्व भएको तर यस कार्यक्रमबाट राज्यले शिक्षाको दायित्वबाट पन्छिने नीति लिएको छ ।
- नेपालका समुदायहरू विद्यालय व्यवस्थापनको जिम्मा लिन सक्षम छैनन् । आर्थिक, प्राविधिक र शैक्षिकस्तरको हिसावले समेत असक्षम र कमजोर अवस्थामा रहेको समुदायको जिम्मामा विद्यालयको व्यवस्थापनको सम्पूर्ण जिम्मामा विद्यालय छोडिदिँदा देशको शैक्षिक क्षेत्र भन्ने बिग्रने सम्भावना रहेको छ ।
- नेपालमा गरीबी व्याप्त रहेको गाउँ नै गाउँले भरिएको मुलुक भएकोले स्थानीय स्रोत परिचालन हुने सम्भावना कम रहेको छ ।
- समुदायिक शिक्षकका सेवाकालीन र सेवा निवृत्त भएपछिका सेवासर्त र सुविधाका सम्बन्धमा अनिश्चितता विद्यमान छ ।
- यो कार्यक्रम राष्ट्रको वास्तविक अवस्था र आवश्यकताको अध्ययन नगरीकन दातृ समुदायको रुचि र सिफारिसका आधारमा लागू गरिएकाले सफलतासम्म पुग्ने सम्भावना कमै रहेको छ ।
- राज्यले घुमाउरो तरिकाले शिक्षालाई निजीकरण गर्दै लैजाने नीति लिएको छ । विभिन्न व्यक्ति वा संस्थाको लगानी र व्यवस्थापनमा सञ्चालन गरिएका संस्थागत विद्यालयहरूलाई राज्यले अनुगमन र मूल्याङ्कन गरी राज्यको नीति र कानूनको दायरभित्र ल्याउन सकेको छैन । सामुदायिक विद्यालयको व्यवस्थापन हस्तान्तरण गर्ने नीतिले थप समस्या र विकृतिहरू सिर्जना गर्ने निश्चित छ ।

विशेष गरी शिक्षकका पेसागत सङ्गठनहरूले यस नीतिको विरोध गरेको देखिन्छ । केही विद्यार्थी सङ्गठन र राजनैतिक शक्तिहरूसमेत यस नीतिको विरोधमा देखिन्छन् । शिक्षकहरूको विरोधलाई केही पक्षले समुदायको सबलीकरणलाई शिक्षकले आफ्नो हित विरुद्धको नीतिको रूपमा परिभाषित गर्नाले शिक्षकले समुदायप्रतिको जिम्मेवारीलाई आत्मसात गर्न नसकेको, आफ्नो व्यवसायिक दक्षताको विकास गरी प्रतिस्पर्धात्मक तरिकाले आफ्नो पेसा सञ्चालन गर्न नचाहनाले आफ्नो पेसालाई असुरक्षित हुनेदेखि यस नीतिको विरोध गरेको र समुदायप्रतिको आफ्नो जिम्मेवारी संवेदनशीलताको कमी रहेको भन्ने तर्क गर्नेहरू पनि छन् । राष्ट्रको तगानीको अधिकांश रकम शिक्षकको तलव भत्तामा मात्र खर्च गर्नुपर्ने बाध्यात्मक परिस्थिति र राष्ट्रको लगानीको बढी अंश विद्यार्थीको गुणस्तरीय शिक्षाको व्यवस्था गर्न आवश्यक पर्ने अन्य क्षेत्रमा लगानी गर्नुपर्नेमा सो हुन नसकेको वास्तविकतालाई शिक्षक वर्गले महसुस गर्नुपर्ने देखिन्छ । हालको नीतिअनुसार सामुदायिक विद्यालयका शिक्षकहरूको नियुक्ति, सेवा सर्त र सुविधाहरूमा समुदायको बढी स्वायत्तता देखिएपनि राज्य पक्षले त्यसको उचित कार्यान्वयन भए नभएको निगरानी राख्नुपर्ने र उनीहरूको हित संरक्षणका लागि कदम चाल्न सक्ने प्रावधानहरू राखिएका छन् ।

विद्यालयको प्रभावकारिताको एउटा महत्वपूर्ण विशेषता तालिम प्राप्त र आफ्नो पेशाप्रति उच्च लगाव र प्रेरणा भएका शिक्षकहरूको व्यवस्था गर्नुहुने गर्दछ । यसका लागि शिक्षकको सबलीकरण र उनीहरूलाई विद्यालयको निर्णय प्रक्रियामा सहभागी गराउनुपर्दछ । शिक्षकहरूको पेसागत दक्षता

विकास गर्ने, शिक्षण र व्यवस्थापनका नयाँनयाँ सीपहरूको विकास गर्ने र उनीहरूको पेसाको सुधार गर्ने र समान स्तरको पेशामा समानताको प्रत्याभूति दिने व्यवस्था गरिनुपर्दछ । यसका लागि समुदायको सबलीकरण गर्ने नीति र कार्यक्रमहरू सञ्चालन गर्नुपर्ने देखिन आउँछ ।

विद्यालय व्यवस्थापनको विकेन्द्रीकरणको महत्वपूर्ण पक्षको रूपमा शिक्षक व्यवस्थापनको विकेन्द्रीकरणले सबै ठाउँमा सकारात्मक परिणाम नल्याएको अनुसन्धानहरूले देखाएका छन् । कतिपय अवस्थामा यसले शिक्षणको गुणस्तर, सिकाइउपलब्धि र शिक्षकको नैतिक दायित्व पूरा गर्ने सम्बन्धमा सकारात्मक परिणामहरू देखिएका छैनन् ।

सबभन्दा महत्वपूर्ण कुरा शिक्षक व्यवस्थापनको विकेन्द्रीकरणले विद्यार्थीलाई सिकाउने प्रक्रियामा सुधार ल्याउनुपर्दछ । विकेन्द्रीकरण लगायतका शिक्षामा सुधार ल्याउने नीतिहरूको प्रभावकारीरूपमा प्रतिफल प्राप्त गर्न त्यस्ता प्रस्तावित राजनैतिक रूपमा समर्थन र प्रतिबद्धता हुनुपर्दछ । यसका साथै नीति कार्यन्वयन गर्ने व्यक्ति वा संस्था सक्षम हुनुपर्दछ । यीमध्ये कुनै एउटा प्रभावकारी नभएमा यसबाट अपेक्षित परिणाम प्राप्त नहुने सम्भावना हुन्छ । विद्यालय र शिक्षका व्यवस्थापनको विकेन्द्रीकरणको सफलताका लागि बलियो र सक्षम नेतृत्वको जरुरी पर्ने हुनाले प्रधानाध्यापकको छनोट र क्षमता विकासका विशेष ध्यान दिनुपर्ने देखिन्छ । समूहमा काम गर्न सक्ने, समुदायसँग राम्रो सम्बन्ध राखी परिचालन गर्न सक्ने, विद्यालयका शिक्षक, कर्मचारी, अभिभावक र समुदायका अन्य सदस्यहरूसँग मित्रवत सम्बन्ध राखी उचित नेतृत्व लिन सक्ने प्रधानाध्यापकले मात्र विकेन्द्रीकृत व्यवस्थापनको जिम्मेवारी पूरा गर्न सक्ने हुनाले उनीहरूका लागि उपयुक्त सीप र क्षमता विकासका लागि प्रशिक्षण, तालिम र क्षमतावृद्धि गर्ने कार्यक्रमहरू सञ्चालन गर्नु जरुरी छ । शिक्षक व्यवस्थापनसम्बन्धी विभिन्न ठाउँको अनुभवले विकेन्द्रीकरणको नीतिले एक किसिमको समस्याको समाधान गर्दागर्दै अर्को किसिमको समस्याको सिर्जना गरेको समेत पाइएको छ । यसले एउटै समाजभित्र विभिन्न किसिमका विद्यालयहरूको सिर्जना गरेको छ । शिक्षकहरूको प्रशासन र सुपरिवेक्षण र व्यवस्थापनको कुन तहमा कस्तो काम, कर्तव्य र अधिकार सुम्पने भन्ने कुरा विवादस्पद रहने गर्दछ । विभिन्न विद्यालयहरूमा देखा पर्ने सक्ने असमानता हटाउन केही नीतिगत, कानुनी र कार्यप्रक्रियाहरूमा केन्द्रीय नियन्त्रण हुनुपर्ने देखिन्छ । कतिपय अध्ययनहरूले शिक्षकको व्यवस्थापनमा केन्द्रीकृत र विकेन्द्रीकृत व्यवस्थापनको मिश्रित तरिका अपनाउनुपर्ने निष्कर्ष निकालेका छन् । लक्ष्य निर्धारण, स्रोतको सङ्कलन र वितरण, अनुगमन जस्ता कुराहरूलाई केन्द्रीकृत गरी विद्यालयको दैनन्दिन व्यवस्थापनको प्रक्रियाको मात्र तल्लो निकायमा विकेन्द्रीकरण गर्नुपर्ने निष्कर्ष निकालेका छन् । हालको विकेन्द्रीकरणको नीतिको सूक्ष्म अध्ययन गरी प्राप्त अनुगमनका आधारमा सुधार गर्दै जानु चुनौतीपूर्ण छ ।

५. निरक्षर

हामी एक्काइसौं शताब्दीको पहिलो खुड्किलामा छौं । आगामी दिनहरूमा सूचनाप्रविधि लगायत अन्य प्रविधिले जन्माएका नयाँनयाँ सुविधा जीवनका लागि चाहिने स्रोतहरू प्राप्त गरी सफल र युगसापेक्ष जीवनयापन गर्न तीव्र प्रतिस्पर्धा गर्नुपर्ने तथ्यहरू विभिन्न विद्वानहरूले औल्याएका छन् । यसका लागि भावी सन्ततिहरूलाई तयार गर्ने काम शिक्षा क्षेत्रमा संलग्न सबै र विशेष गरी शिक्षक वर्गको

जिम्मेवारी हो । शिक्षण पेसासमेत अत्यन्त प्रतिस्पर्धात्मक बन्दै गइरहेको छ । यसका लागि यस क्षेत्रमा प्रवेश गरेका र प्रवेश गर्ने तयारी गरिरहेका शिक्षक वर्गले आफ्नो पेसागतदक्षताको विकास गरी आफूलाई सक्षम बनाउने तर्फ आजैदेखि लागि पर्नुपर्ने देखिन्छ । प्रजातन्त्र, सुशासन, नागरिक हकअधिकारका सिद्धान्तहरूले समेत उपभोक्ता समाजको निर्णयाधिकारको पक्षलाई बढी महत्व दिने हुनाले शिक्षा क्षेत्र लगायत राष्ट्रको शासन व्यवस्थामा विकेन्द्रीकरण गर्ने र स्थानीय समुदायलाई बढी भन्दा बढी स्वायत्त र सक्षम बनाउने नीतिहरू भविष्यमा आउने कुरामा शङ्का छैन । त्यस्ता नीतिहरूको निर्माण र कार्यान्वयन कुन रूपमा र कसरी हुने हो भन्ने मात्र हो । विद्यालय र शिक्षकको व्यवस्थापनको विकेन्द्रीकरणको नीतिलाई समेत यसै परिप्रेक्ष्यमा हेरिनु पर्दछ र यसमा आफ्नो भूमिको पहिचान गर्ने तर्फ सम्बन्धित सबै अग्रसर हुनु आवश्यक देखिन्छ ।

शिक्षाको विकेन्द्रीकरण राज्यले अवलम्बन गरेको राष्ट्रिय शासन पद्धतिकै एउटा पक्षको रूपमा हेरिनु पर्दछ । जनताद्वारा चुनिएका प्रतिनिधिहरूले गठन गर्ने केन्द्रीय तथा स्थानीय निर्वाचित निकायहरू जनताप्रति उत्तरदायी हुन्छन् । केन्द्रीय निकायभन्दा स्थानीय निर्वाचित निकायहरू जनताको दैनन्दिन जीवनका आवश्यकताहरूसँग नजिक र घनिष्ट रूपमा सम्बन्धित हुने हुनाले उनीहरूलाई आफ्ना क्षेत्रका आम जनताको साक्षरता र विभिन्न तहको शिक्षा प्रदान गर्ने कार्यक्रमहरूमा प्रत्यक्ष रूपमा संलग्न गराई जिम्मेवार बनाइनु अपरिहार्य देखिन्छ । शिक्षक वर्ग जनताले तिरेको कर, शुल्क आदिबाट तलब सुविधा प्राप्त गर्ने र समाजमा शिक्षाको विकासमा आफ्नो जीवन समर्पित गर्ने प्राविधिक जनशक्ति भएकाले आफ्नो पेसागत जीवनलाई समुदायको विकासको सबभन्दा महत्वपूर्ण पक्षको रूपमा उभ्याउनु पर्ने चुनौतीलाई सामना गर्नेतर्फ अग्रसर हुनुपर्ने देखिन्छ ।

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विद्यार्थीहरूको सिकाइ उपलब्धिमा शिक्षक शिक्षा आयोजनाको द्युसन कार्यक्रमले पारेको प्रभावको अध्ययन[#]

* बालकृष्ण चापागाईं

परिचय

नेपालमा शिक्षाको समग्र विकासका लागि बि.सं. २००७ देखि नै सरकारका नियमित तथा आयोजना/परियोजनामार्फत विभिन्न कार्यक्रमहरू सञ्चालन हुँदै आएका छन् । यसैको निरन्तरतास्वरूप प्रभावकारी र गुणस्तरीय प्राथमिक शिक्षामा सबैको पहुँच पुऱ्याउने र दक्षशिक्षकहरूको व्यवस्था गर्ने समग्र उद्देश्यकासाथ शिक्षक शिक्षा आयोजना (Teacher Education Project) सन् २००२ देखि कार्यान्वयनमा आएको छ । यसका मुख्य चारओटा कार्यक्षेत्रहरू छन् । यसको चौथो कार्यक्षेत्रमा Educating teacher to better serve the needs of girls and other disadvantaged groups भनी स्पष्ट उल्लेख गरिएको छ । यसबाट यो आयोजनाले पनि महिला विशेषतः पिछडिएका तथा सुविधाविहीन समुदायसम्म शिक्षाको पहुँच विस्तार गर्न जोड दिएको पाइन्छ । यसअन्तर्गत -

- पिछडिएका वर्गसम्म शिक्षाको पहुँच वृद्धि गर्न आयोजना अवधिभरमा २५०० जना लक्षित समूहका व्यक्तिहरू विशेषतः महिलालाई शिक्षण पेशामा प्रवेशका निमित्त सक्षम बनाउन पूर्वसेवाकालीन प्राथमिक शिक्षक तालिम प्रदान गर्ने कार्यक्रम,
- शिक्षकतहमा, स्थानीयतहमा र जिल्लातहमा समेत लैङ्गिक / सांस्कृतिक सचेतना तालिम सञ्चालन गर्ने कार्यक्रम,
- विद्यालय व्यवस्थापन समितिका अध्यक्षको संयोजकत्वमा विद्यालय सहयोग समूह गठन गरी त्यसले स्थानीय तहमा शैक्षिक तथा मानवअधिकार/महिलाअधिकार र बालअधिकारसंग सम्बन्धित सचेतना कार्यक्रम सञ्चालन गरी शैक्षिक तथ्याङ्क अद्यावधिक गर्ने,
- विद्यालय सहयोग समूहले विद्यालयमा अध्ययन गर्ने लक्षित समुदायका बालबालिकाहरूका लागि द्युसन कार्यक्रममार्फत उनीहरूको शैक्षिक उपलब्धिलाई बढावा दिने कार्यक्रमहरू सञ्चालन भइरहेका छन् ।

शिक्षक शिक्षा आयोजनाले सुविधाविहीन तथा पिछडिएका समुदाय भनी छनोट गरेका वर्ग विशेषका विशेषतः छात्राहरूलाई शैक्षिक पहुँच र गुणस्तरीयता प्रदान गर्ने उद्देश्यअन्तर्गत एउटा कार्यक्रम द्युसन सञ्चालन गर्नु रहेको छ । यो लेखमा उक्त कार्यक्रमले विद्यार्थीहरूको सिकाइउपलब्धिमा पारेको प्रभावको अध्ययनबाट प्राप्त तथ्यहरूलाई छोटकरीमा उजागर गर्ने प्रयत्न गरिएको छ ।

[#] यस लेखमा समावेश सामग्रीहरू लेखक स्वयम्ले IDEPA (International Diploma on Educational Planning and Administration - 2006) को कोर्स पूरा गर्ने सन्दर्भमा तयार पारेको शोधपत्रबाट लिइएको हो ।

* प्राविधिक अधिकृत, शैक्षिक जनशक्ति विकास केन्द्र

ट्युसन के हो ?

ट्युसनलाई विद्यालय समयभन्दा बाहिरको समयमा विद्यालयका शिक्षक वा कुनै पनि निश्चित समयमा सिकन चाहने सिकारुलाई निश्चित रकम लिएर कुनै व्यक्तिले शिक्षण गर्नु, परीक्षामा सफलता प्राप्त गर्न वा परीक्षामा राम्रो अङ्क ल्याउन अपनाउनुपर्ने सिकाइ क्रियाकलापका बारेमा पथप्रदर्शन वा सहयोग गर्नु हो भनेर बुझ्न सकिन्छ । नेपालको सन्दर्भको कुरा गर्दा शिक्षा लिने गुरुकातीन प्रवृत्तिलाई ट्युसनसँग जोड्न सकिन्छ । राणाकालमा दरबारका शिक्षक भिकाई शिक्षादिने प्रक्रिया सुरु भएको पाइन्छ । नेपालमा नयाँ शिक्षा पद्धतिको योजना लागू भई निजी क्षेत्रलाई विद्यालय सञ्चालन गर्न घमाधम स्वीकृत दिन थालेपछि ट्युसनको प्रचलन बढ्दै गएको पाइन्छ ।

विभिन्न देशहरूमा ट्युसन कार्यक्रम निजी स्तरबाट सङ्गठित वा असङ्गठित दुवैतरिकाबाट सञ्चालन हुँदै आइरहेको छ । Mark Bray (2003) भन्छन् :- निजी ट्युटरले सकारात्मक प्रभाव छाड्न सक्दछ जस्तै: सिकाइउपलब्धि सुधार गर्न, विद्यालयबाहिर पनि विद्यार्थीलाई रचनात्मक क्रियाकलाप निर्माण गर्न तथा ट्युटरको आयलाई टेवा दिने रूपमा । यसले नकारात्मक प्रभावसमेत पार्न सक्दछ जस्तै: मुख्य पाठ्यक्रमको आशयलाई कम महत्त्व दिन सक्ने, नयाँ योजनालाई दबाव दिने, सामाजिक असमानतालाई वृद्धि गर्ने र विद्यालयलाई सिकाइस्थलको रूपमा विकास गर्न नदिने प्रवृत्तिको निर्माण हुन सक्दछ । Foodam र Shofia (2002) भन्छन्: शिक्षकले नै आधामात्र पाठ्यक्रम विद्यालयमा पढाउने र विद्यार्थीलाई ट्युसन पढ्न बाध्य पार्ने रूपमा पनि लिइन्छ । De Silva (1994) ले ट्युसन लिनुपर्ने विभिन्न कारण हुन सक्छन् जसमध्ये शिक्षक र विद्यार्थीको विद्यालयमा गयल हुने प्रवृत्तिले पनि प्रमुख भूमिका खेल्न सक्छ भन्छन् । अप्रभावकारी शिक्षण र विद्यालयलाई महत्त्व नदिने प्रवृत्तिले समेत यसले बढावा पाएको हुनसक्छ । उनले ट्युसन कार्यक्रमलाई एउटा परिपूरक शैक्षिक कार्यक्रमको रूपमा लिनुपर्छ भन्ने ठान्छन् जहाँ विविध कारणहरूले विद्यार्थीहरू नियमित विद्यालयमा उपस्थित हुन सक्दैनन् । शिक्षकहरू शिक्षणक्रियाकलापप्रति गहिरो चासो देखाउँदैनन् भने विद्यार्थीहरूको शैक्षिक उपलब्धिमा न्यूनस्तर हुने, विद्यालयमा टिकाउ दर कमजोर हुने र विद्यालयप्रति नै आकर्षण घटीरहने हुन्छ । तर ट्युसन कार्यक्रमका नकारात्मक प्रभावहरू पनि हुन सक्दछन् । यदि विद्यालयमा शिक्षण गर्ने शिक्षकले नै विद्यालयसमय भित्रै विद्यार्थीहरूलाई ट्युसनको लागि अभिप्रेरित गर्छन भने यो पनि एक प्रकारको शैक्षिक भ्रष्टाचारको रूपमा लिने गरिन्छ । विद्यालयको नियमित कक्षामा शिक्षणप्रति रुचि नराख्ने, ट्युसनमा दिइएका Exam Tips लाई नै सिकाइको सबै थोक मान्ने प्रवृत्तिले तोकिएको तहको आपेक्षित सिकाइउपलब्धि बिना नै विद्यार्थीहरूले त्यो तह राम्रो तरिकाबाट उत्तीर्ण गर्न पनि सक्छन् । यसले विद्यार्थीहरूमा विद्यालयको अनुशासनमा रहन नचाहने बानीको समेत विकास हुन सक्दछ ।

मार्क ब्रे (2003) भन्छन् - Private supplementary tutoring may have positive consequences, e.g. in improving students learning, providing constructive activities for pupils during out of school hours and providing income and शिक्षक शिक्षा

employment for tutors. It can also have negative consequences such as distortion of the main stream curricula, pressure on young people, exacerbations of social inequalities and manipulation of clients by tutors, manipulation problematic, in situations whose mainstream pupils after school hours. In the worst cases, a form of blackmail arises in which the teachers only half of the curriculum during the school day and then require their pupils to pay for the other half during private tuitions.

फन्दम (2002) र सोफिया (2002) बताउँछन् - Some teachers abuse their position by teaching only half the syllabus during school hours and then declaring that if the student want to receive teaching in the second half, then they must come to the after- school tutoring class.

यसै सन्दर्भमा हुसेन (1987) भन्दछन् – Tutoring has covered a great lack of interest on the part of the student. They have reached the point of thinking that as long as they can pay someone who will show them how to pass their examination. They do not need to adapt school classes except when they are required to do so by school regulation.

यहाँ अध्ययन गर्न खोजिएको क्षेत्र भने अलि फरक छ । माथि नै उल्लेख गरिएअनुसार शिक्षक शिक्षा आयोजनाले पहिचान गरेका प्राथमिक विद्यालय तहका र त्यो उमेर समूहका बहुसङ्ख्यक बालबालिकाहरू विद्यालय आइरहेका छैनन् र ती लक्षित समूहप्रति भेदभावपूर्ण व्यवहार हुन जानाले र उनीहरूको आवश्यकताप्रति सचेतना नअपनाइएको कारणले समेत विद्यालयप्रति आकर्षण नभएको र विद्यालयमा आइहाले पनि सिकाइउपलब्धि कमजोर रहेको अवस्था छ भनी पहिचान गरेको थियो । बातबालिकाते महिलाबाट शिक्षा लिँदा उनीहरू बढी प्रभावित रहेको र अझ आफ्नै जातका महिला शिक्षकबाट अध्यापन गरिँदा बढी सुरक्षित महसुस गरेको पाइयो । यसले उनीहरूको भर्ना वृद्धि, सिकाइ उपलब्धिमा वृद्धि, विद्यालयमा टिक्ने दर बढीरहेको समेत विश्वास गरिएको थियो । यसैलाई आधार मानी शिक्षणपेशामा पिछडिएको वर्गको खासगरी महिलाको प्रतिनिधित्व बढाउन पूर्वसेवाकालिन प्राथमिक शिक्षक तालिम छात्रवृत्तिको व्यवस्था गरिएको हो । तर आयोजना सञ्चालन भएपछि हालसम्मको स्थितिलाई हेर्दा लक्ष्यअनुसार लक्षित समुदायका व्यक्तिहरूलाई नै तालिम प्रदान गर्न सकिएको भए तापनि त्यही अनुपातमा उनीहरूले तालिम पूरा गरेपछि शिक्षण पेशामा प्रवेश गरिहाल्ने अवसर सिर्जना हुन सकेको छैन । विविध कारणवश शिक्षण पेशामा प्रवेश नपाउँदासम्म तालिममा सिकेका कुराहरूको पुनर्ताजगी बनाइराख्न र लक्षित समूहका बालबालिकाहरूको शिक्षाप्रति आकर्षण बढोस् भनेर ट्युसन कार्यक्रमको प्रावधान राखिएको हो । यहाँ चर्चा गर्न खोजिएको ट्युसनमा विद्यार्थीहरू आफैले शुल्क तिरेर नभई दलित, जनजाति तथा पिछडिएका समुदायमा पनि विशेषतः छात्राहरूको शैक्षिक उपलब्धिस्तर उकास्ने र उक्त समुदायका

महिलालाई शिक्षण पेशामा प्रवेश गर्न सक्षम बनाउने उद्देश्यका साथ राज्यले नै शुल्क तिर्ने गरि तर्जुमा गरिएको ट्युसन कार्यक्रमको प्रभावको अध्ययन गर्न खोजिएको छ ।

ट्युसन कार्यक्रमको उद्देश्य-

शिक्षक शिक्षा आयोजना माफत सञ्चालन भएको ट्युसन कार्यक्रमका मूलभूत उद्देश्यहरू निम्नानुसार रहेका छन् ।

- लक्षित समूहका विद्यार्थीको सिकाइ उपलब्धि वृद्धि गर्ने,
- विद्यालय छाड्ने दर घटाउने,
- कक्षा चढ्ने दर बढाउने,
- विद्यालय उमेर समूहका बातबालिकाताई विद्यालयतर्फ आकर्षण गर्ने,
- पूर्वसेवाकालिन प्राथमिक शिक्षक तालिमप्राप्त व्यक्तिहरूलाई तालिममा प्राप्त गरेका सीपलाई पुनर्ताजगी बनाई राख्ने,

ट्युसन कार्यक्रमको औचित्य

शिक्षक शिक्षा आयोजनाले पिछडिएका सुविधाविहीन भनी पहिचान गरेका समुदायका बातबालिकाहरूमा विद्यालयप्रति आकर्षण बढ्न सकिरहको छैन र उनीहरूको सिकाइ उपलब्धि तुलनात्मक रूपमा अरू विद्यार्थीहरूको भन्दा कमजोर रहेको छ । त्यसमा निम्नलिखित कारणहरूलाई जिम्मेवार ठानिएको छ ।

- घरको काम र अभिभावकको कामलाई सघाइदिनु पर्ने भएकोले विद्यार्थीहरू विद्यालयमा नियमित हुन सकेका छैनन् । यसले उनीहरूको सिकाइ उपलब्धि कमजोर बनाउँछ र उनीहरूले विद्यालय छाड्ने वातावरण सिर्जना हुन्छ ।
- कमजोर सिकाइ उपलब्धिले कक्षा दोहोर्‍याउने दर बढाउँछ ।
- विद्यालयमा पर्याप्त मात्रामा तालिम प्राप्त महिला छैनन् ।
- आफ्नै समुदाय तथा जात/वर्ग /भाषिक समूहको शिक्षक छैनन् ।
- विद्यार्थीले घरमा समेत सिकाइ वातावरणबाट विमुख रहनुपर्ने स्थिति छ ।

यी अवस्थाहरूबाट आउने समस्याबाट पार पाउनको लागि ट्युसन कार्यक्रमको योजना कार्यान्वयन गरिएको छ । यो कार्यक्रमबाट लक्षित समुदायका बातबालिकाहरूमात्र नभै पूर्वसेवाकालिन प्राथमिक शिक्षक तालिम पूरा गरेका त्यही समुदायका महिलाहरू पनि लाभान्वित हुन सक्छन् भन्ने विश्वास लिइएको छ ।

पिछडिएको समुदायका बातबालिकाको शैक्षिकस्थितिमा सुधार ल्याउन विगतका वर्षहरूदेखि तर्जुमा गरिएका विभिन्न आयोजनाका कार्यक्रमहरूमा विभिन्न रणनीति तथा उद्देश्यहरूको किटान गरिएको छ । राष्ट्रिय प्राथमिकतामा परेका केही कार्यक्रमहरूका लक्ष्य तथा उद्देश्यहरूलाई यहाँ प्रस्तुत गरिएका छन् ।

EFA – Dakar goal 2 states –

Ensuring that by 2015 all children in difficult conditions and circumstances and these belonging to ethnic minorities have access to complete free and compulsory primary education of good quality.

Millennium Development Goal 2 states –

Ensure that by 2015 children every where, boys and girls alike will be complete a full course of primary education.

यिनै उद्देश्यहरू प्राप्तिका लागि सरकारले विभिन्न क्षेत्रबाट कार्यक्रम सञ्चालन गरिरहेको छ ।

शिक्षक शिक्षा आयोजनाको चौथो कार्य क्षेत्रमा भएको ट्युसन कार्यक्रमले पनि यी उद्देश्य प्राप्तिको लागि कोशे दुडुगा थप्न सक्नेछ भन्ने विश्वास लिइएको छ ।

अध्ययनको क्षेत्र र नमुना क्षेत्र

TEP को चौथो कार्यक्षेत्रमा व्यवस्था गरिएका कार्यक्रमहरू देश भरिका निम्नलिखित बार ओटा जिल्लाहरूमा लागू भएका छन् - भोजपुर, ताप्लेजुङ, सुनसरी, महोत्तरी, सिन्धुपाल्चोक, तनहुँ, म्याग्दी, दाङ, बाँके, सुर्खेत, हुम्ला र डोटी । TEP ले यी १२ ओटा जिल्लाको छनोट गर्दा भौगोलिक प्रतिनिधित्व, पिछडिएको वर्गको जनसङ्ख्या र विद्यार्थीको शिक्षामा पहुँच कमजोर रहेको स्थितिलाई नै प्रमुख आधार लिएको कुरा उल्लेख गरेको छ । १२ ओटा जिल्लाका ४०० ओटा विद्यालयहरूमा यो कार्यक्रम सञ्चालन भइरहेका छन् । (हाल यो कार्यक्रम १२ ओटा जिल्लाका ६०० ओटा विद्यालयहरूमा सञ्चालनमा छ) यसैले अध्ययनको समयमा १२ ओटा जिल्ला र ४०० ओटा विद्यालय नै यसको पूरा अध्ययनको क्षेत्र हो । जम्मा १७ ओटा विद्यालय, त्यहाँका ट्युसन पढ्ने विद्यार्थीहरू, शिक्षक र प्रधानाध्यापकहरू, हरेक विद्यालयबाट कम्तीमा तीन जना शिक्षकहरू, ट्युटरहरू, विद्यालय सहयोग समूहका संयोजकहरू अध्ययनका नमुना (Sample) थिए ।

अध्ययनको उद्देश्य

अनुसन्धानको उद्देश्य शैक्षिक जनशक्ति विकास केन्द्रद्वारा लक्षित समूहमा सञ्चालन गरिएको ट्युसन कार्यक्रमले विद्यार्थीहरूको सिकाइउपलब्धि र उनीहरूको शैक्षिक व्यवहारमा पारेका प्रभावको बारेमा अध्ययन गर्नु रहेको थियो । तर यो लेखमा ट्युसन कार्यक्रमले विद्यार्थीको सिकाइउपलब्धिमा पारेको प्रभावको लेखाजोखा गर्न खोजिएको छ ।

अध्ययन विधि र साधन

शिक्षक र प्रधानाध्यापकलाई प्रश्नावली भराई अन्तर्वार्ता लिइएको थियो । विद्यालय सहयोग समूह, ट्युटर र विद्यार्थीहरूसँग अन्तरक्रिया र लक्षितसमूह छतफल गरिएको थियो । विद्यार्थीहरूको प्राप्ताङ्क विद्यालय प्रसाशनको अभिलेखबाट नक्कल गरिएको थियो । यसरी तथ्याङ्क सङ्कलन गर्दा प्राथमिक र द्वितीय दुबै स्रोतहरूको उपयोग गरिएको थियो । सिकाइउपलब्धिमा परेको प्रभावलाई

सङ्ख्यात्मक विधिबाट केलाइएको थियो भने उनीहरूको व्यवहारमा आएको परिवर्तनलाई व्याख्यात्मक तरिकाले केलाइएको थियो ।

अनुसन्धान प्रश्न

अनुसन्धानमा विद्यार्थीहरूको सिकाइउपलब्धिको साथै उनीहरूको व्यवहारमा ट्युसनको प्रभाव कस्तो रहेको थियो भनी अध्ययन गरिएको थियो । तर यहाँ सिकाइउपलब्धिसँग सम्बन्धित अनुसन्धानमा प्रश्नहरू सान्दर्भिक छन् ।

- ट्युसन कार्यक्रमले विद्यार्थीको सिकाइउपलब्धिलाई प्रभाव पार्ने ?
- ट्युसन कार्यक्रमबाट कुन विषयमा सबभन्दा बढी लाभ भयो ?
- केटा र केटीमध्ये ट्युसनबाट को बढी लाभान्वित भए ?
- दलित विद्यार्थी बढी लाभान्वित भए वा जनजाति ?
- गाउँको विद्यालयका विद्यार्थीहरूले बढी लाभ पाए वा सहरी क्षेत्रका विद्यार्थीहरूले ?

अध्ययनको परिसीमा

विद्यार्थीको सिकाइउपलब्धिलाई प्रभाव पार्ने तत्वहरू धेरै हुनसक्दछन् । यहाँ ट्युसन कार्यक्रमले मात्र सिकाइ उपलब्धिलाई प्रभाव पार्न सक्दछ भन्ने पूर्वमान्यता राखिएको छ ।

- शिक्षकको फेरबदल, कक्षाको फेरबदललाई प्रभाव पार्ने तत्वको रूपमा लिइएको छैन ।
- फरक कक्षा भएपनि विषय र विद्यार्थीलाई आधार लिई तुलना गरिएको छ ।
- ट्युटरबाट ट्युसनबाहेक अन्य पेसा अपनाइएको छैन भनी मानिएको छ ।
- सबै ट्युटरको शिक्षण क्षमता समान रहेको छ भनी मानिएको छ ।
- विद्यार्थीहरूले परीक्षामा प्राप्त गरेको प्राप्तिलाई नै सिकाइउपलब्धिको लेखाजोखा गर्ने आधार मानिएको छ ।

कार्यक्रमको लक्षित समुदाय र सञ्चालन प्रक्रिया

दलित जनजाति समुदाय: मानव जन्मदा नै स्वतन्त्र रूपमा जन्मन्छ र हरेकले उत्तिकै अधिकार र अस्तित्व बोकेर आएको हुन्छ । तर शताब्दीऔँदेखि नेपालमा वर्णाश्रम पद्धतिको आधारमा तल्लो र माथिल्लो जात भनी छुट्याइँदै आएको छ । मानवमानव बीच विभेदकारी व्यवहारको प्रादुर्भाव गरेर कथित तल्लो जातका भनी छुट्याइएका र राष्ट्रका विविध अवसरहरूमा पहुँच पुग्नबाट टाढा पारिएका वर्ग दलित हुन् । यिनीहरू सामाजिक रूपमा पनि पछाडि पारिएका जनता हुन् । त्यसरी नै शताब्दीऔँदेखि परम्परागत भेषभूषा, भाषा, संस्कृतिमा हुर्कदै आएका र समाजमा उपलब्ध अवसर र सेवा सुविधा उपभोग गर्नबाट वञ्चित गरिएका समुदाय नै आदिवासी जनजाति हुन् । शिक्षक शिक्षा आयोजनाले यिनै समूहमध्येका विशेष जात समूहलाई पिछडिएका र सुविधाविहीन भनी पहिचान गरेको छ ।

विद्यार्थीहरूको संलग्नता

विद्यालय सहयोग समूहले निम्नलिखित आधारमा द्युसन पढ्ने विद्यार्थीको छनोट गर्ने प्रावधान छ ।

- न्यून आर्थिक अवस्था भएका दलित समुदायका बालबालिका विशेषतः बालिका,
- न्यून आर्थिक अवस्था भएका दलित समुदायका बालबालिका विशेषतः बालक,
- न्यून आर्थिक अवस्था भएका आदिवासी/जनजाति समुदायका बालबालिका विशेषतः बालिका,
- न्यून आर्थिक अवस्था भएका आदिवासी/जनजाति समुदायका बालबालिका विशेषतः बालक,
- सिकाइउपलब्धि कमजोर भएका र विद्यालयमा गयल धेरै भएका न्यून आर्थिक अवस्थामा रहेका प्राय कक्षा ३,४,५ का विद्यार्थीहरू ।

द्युटरको छनोट

निम्नलिखित प्राथमिकताको आधारमा विद्यालय सहयोग समूहले द्युटरको छनोट गर्दछ :

- छात्रवृत्ति कार्यक्रममा पूर्वसेवाकालीन तालिम लिएको महिला सो नभए पुरुष,
- आफ्नै तहबाट पूर्वसेवाकालीन प्रा.शि.ता. लिएको महिला सो नभए पुरुष,
- माथि उल्लिखित दुबै नभए SLC उत्तीर्ण दलित जनजाति महिला सो नभए पुरुष ।

द्युसन सञ्चालन प्रक्रिया र सुविधा

- द्युसन कार्यक्रम विद्यालय सञ्चालन समय बाहेकको समयमा हुने,
- द्युसन कार्यक्रम विद्यालयमा नै हुने,
- द्युसन कार्यक्रम हप्ताको १० घण्टा र प्रतिदिन दुई घण्टामा नवढाई गर्ने,
- द्युसन कार्यक्रम मासिक रु १०००/ प्राप्त गर्ने,
- द्युसन कार्यक्रम वार्षिक रूपमा ६ महिना सञ्चालन हुने ।

विद्यालयीय शिक्षामा दलित, जनजाति र छात्राहरूको स्थिति:-

विभिन्न कार्यक्रममाफत् उक्त उद्देश्यलाई पूरागर्न कार्यहरू भइरहेको सन्दर्भमा केही सूचकहरूको अवस्था तल उल्लेख गरिएको छ ।

भर्नादरको स्थिति

सन् २००४ को विद्यालयीय तथ्याङ्क अनुसार प्राथमिक विद्यालय तहमा दलित र जनजाति विद्यार्थीहरूको भर्ना स्थिति यस प्रकार रहेको थियो ।

खुद भर्नादरको स्थिति

जनसङ्ख्याको भाग ५-९ वर्ष		भर्नाको भाग		भर्ना र जनसङ्ख्याको फरक	
दलित %	जनजाति %	दलित %	जनजाति %	दलित	जनजाति
१३.३	४३.७	८.७	२५.८	४.७	१७.९

कुल भर्नादर

जम्मा			दलित			जनजाति		
केटी	कंटा	जम्मा	केटी	कंटा	जम्मा	केटी	कंटा	जम्मा
१२४.२	१३७.०	१३०.०	१२६	१३४.६	१३०	९४.९	९८.६	९६.८

जनजाति र दलित विद्यार्थीहरूको कुल भर्नादरमा समेत ३३.२ % विन्दुको फरक पर्दछ । यो तथ्याङ्कले जनजाति भन्दा दलितहरूको कुल भर्नादर बढी देखाउँछ ।

छात्रा र छात्रको कक्षा उत्तीर्ण स्थिति

प्राथमिक तहमा २००४ मा गरिएको अध्ययनमा विद्यार्थीको सफलता यस प्रकार रहेको थियो ।

छात्रा र छात्रको उत्तीर्ण स्थिति

परीक्षामा सम्मिलित			उत्तीर्ण			उत्तीर्ण %		
केटी	कंटा	जम्मा	केटी	कंटा	जम्मा	केटी	कंटा	जम्मा
१६३७५२	१९७९०७	३६१६५९	१३९०१७	१६८६९१	३०७७०	८४	८५.२	४५.१

सिकाइउपलब्धि स्थिति

सन २००० र २००१ मा गरिएको एक अध्ययनअनुसार विद्यार्थीको सिकाइउपलब्धि निम्नानुसारको रहेको थियो ।

प्राथमिक तहमा विद्यार्थीहरूको सिकाइउपलब्धि

शिक्षकको तालिमको अवस्था	विषय र औसत अङ्क					
	गणित	अङ्ग्रेजी	नेपाली	सेरोफेरो	विज्ञान	सामाजिक
तालिम प्राप्त नहुँदा	३८	४३	४८	४४	३९.५	४३
तालिम प्राप्त भएपछि	३६	४४	४६	५३	४०	४०

यो नतिजाले शिक्षक तालिम प्राप्त भइसकेपछि पछि पनि विद्यार्थीको सिकाइउपलब्धि खासै बृद्धि भएको देखिँदैन ।

दुस्रोसन्तरे विद्यार्थीको सिकाइउपलब्धिमामा पारेको अध्ययन

विद्यार्थीहरूको सिकाइउपलब्धिलाई प्रभाव पार्ने प्रत्यक्ष र अप्रत्यक्ष धेरै तत्त्वहरू हुन सक्दछन् । तीमध्ये विद्यार्थीहरूको दैनिक जीवनमा सिकाइ प्रक्रियासँग सम्बन्धित तत्त्व भनेका शिक्षकहरू हुन् र उनीहरूको दक्षताको मूल्याङ्कन गर्ने एउटा पक्ष उनीहरूले प्राप्त गरेको शैक्षिक योग्यता पनि हो भन्ने कुरामा दुई मत हुन सक्दैन ।

शिक्षकहरूको शैक्षिक योग्यता, साप्ताहिक भार र घरबाट विद्यालयसम्मको दूरी

अध्ययन गरिएका विद्यालयको तथ्याङ्क अनुसार ५०% भन्दा बढी शिक्षकहरूको शैक्षिक योग्यता आवश्यक न्यूनतम योग्यताभन्दा माथि रहेको छ । ७८% शिक्षकले NCED System बाट तालिम लिएका, ८२% Head Teacher ले NCED System बाट तालिम लिएका पाइयो । शिक्षकको औसत Job experience ११ वर्ष र Head teacher को औसत Job experience १२.५ वर्ष पाइयो । साप्ताहिक भार शिक्षकहरूमा महिलाको ३६, पुरुषको ३४ र औसतमा ३५ पाइयो । Head teacher को साप्ताहिक भार महिलाको ३३, पुरुषको ३० र औसतमा ३१.५ पाइयो । शिक्षकको घरबाट विद्यालयको समय औसतमा २१.५ मिनेट र प्रधानाध्यापकको घरबाट विद्यालयको समय २५ मिनेट रहेको पाइयो ।

परिवारको आयस्रोत र साक्षरताको अवस्था

विद्यार्थीहरूमध्ये ४८% को परिवारको पेसा कृषि र ३७% को पेसा दैनिक ज्यालादारी रहेको र अन्य रूपमा ज्याला मजदुरी नै आयको स्रोत रहेछ । विद्यार्थीमध्ये ५% का अभिभावक सरकारी न्यून वैतनिक स्तरमा काम गरेको पाइयो । विद्यार्थीहरूमध्ये ५८% का बा अशिक्षित र ८३% का आमा अशिक्षित रहेको पाइयो ।

दुस्रोले विद्यार्थीको सिकाइउपलब्धिसाई पारेको प्रभावको अवस्था

शिक्षकहरूमध्ये ३८% ले र प्रधानाध्यापकहरू मध्ये ८०% ले विद्यार्थीको सिकाइउपलब्धि वृद्धि भएको जानकारी दिए । तर विद्यार्थीहरूको मार्कतेजरको अभिलेखले उत्साहजनक स्थिति रहेको देखाउँदैन ।

विद्यार्थीहरूको दुस्रोप्रति रुचिहुनुका कारणहरू

विद्यार्थीहरू दुस्रोप्रति किन रुचि राख्छन् भन्ने जिज्ञासमा निम्नअनुसारका प्रतिक्रियाहरू पाइयो ।

दुस्रोप्रति रुचि हुनुका कारणहरू

दुस्रोप्रति रुचि हुनुका कारणहरू	प्रतिक्रिया दिने सङ्ख्या		जम्मा
	छात्रा	छात्र	
बढी कुरा सिक्न	३४(४४ %)	१६(३२ %)	५०(३९ %)
राम्ररी अध्ययन गर्न	८(१० %)	१८(३६ %)	२६(२०.५ %)
सिकाइउपलब्धि कमजोर भएकोले	१६(२१ %)	१०(२० %)	२६(२०.५ %)

दयसन कार्यक्रममा विद्यार्थीको निम्नलिखित कक्षामा भन्दा राम्रोसँग सोध्न र बढी छलफल गर्न पाएको कक्षामा नबुझ्नेको कुरा सिकन पाइयो भनी ३०% विद्यार्थीहरूले बताएका छन् । धेरै छात्रहरू र धेरै छात्राहरूले यस्तो विचार व्यक्त गरेका छन् । सहीसँग प्रतिश्ठा विद्यार्थीहरूले दयसन पढ्न सक्ने गरेपछि परावर्त समेत पठाइलाई बढी महत्त्व दिएर प्रेरणा दिने गर्नुभएको छ भनी बताए ।

कृम	७८(१००%)	४०(१००%)	१००(१००%)
बढी सहयोग नपाएको	(८)	-	८ (३%)
परावर्त पढ्ने समय नदिएको	८(१०%)	-	८ (३%)
परावर्तसमेत पढ्न होसला पाएको	२९(३५%)	२०(४०%)	४९(३९%)
गह्रकाय गर्न सक्ने र मन लाग्ने भएको	१०(१३%)	-	१०(८%)
बढी जान्ने भएको अनुभूति	८(१०%)	९(१८%)	१९(१३%)
कक्षामा नबुझ्नेको कुरा बुझ्न पाइयो	१९(२२%)	२१(४२%)	३८(३०%)
दयसनबाट प्राप्त गरेको सहयोग	छात्र	छात्रा	जम्मा
	प्रतिक्रिया दिने सङ्ख्या		

दयसनबाट विद्यार्थीहरूलाई प्राप्त भएको सहयोग

कुनै अनुभूति भएको छ भन्ने जिज्ञासामा निम्नअनुसारका प्रतिक्रियाहरू प्राप्त भएका थिए ।

दयसनबाट विद्यार्थीहरूलाई प्राप्त भएको सहयोग

भनी २१% छात्रहरूले बताए ।

आफ्नै कमजोर भागको लागि सिकाइउपलब्धिनाई उच्च प्राप्त गर्न को कार्यक्रममा सहभागी हुने रति रतको नै गणित सिकन पाउने आशाले दयसन पढ्न गएको भनी १२% छात्रहरूले बताएका थिए । पठाइमा गएको बताए भने छात्रहरूले भने यो कुरालाई आफ्नो प्राथमिकताभित्र नपर्ने कुरा बताए । त्यस्तै गएको बताउने विद्यार्थीहरू ३९% थिए । छात्रहरूमध्ये १५% ले जतिमा पास हुने दयसन पढ्न दयसन कार्यक्रममा अध्ययन गर्न अवसर पाउँदा बढी कुरा सिकन पाइन्छ भन्ने विश्वास भएर पढ्न

जम्मा	७८(१००%)	४०(१००%)	१००(१००%)
गणित सिकन	८(१०%)	३(१२%)	१४(११%)
परीक्षामा उत्तीर्ण हुने	१२(१५%)	-	१२(१५%)

तर यस्तो प्रेरणा छात्राले भन्दा छात्रले बढी प्राप्त गरेको कुरा बताएका छन् । छात्राहरूमध्ये १०% ले द्युसनबाट खासै सहयोग नपुगेको र घरबाटसमेत खासै सहयोग नपाएको भनी गुनासो व्यक्त गरे ।

सिकाइउपलब्धि किन कमजोर भयो भन्ने प्रश्नमा विद्यार्थीको उत्तर

विद्यार्थीहरूमध्ये ४५% ले कक्षामा शिक्षकले पढाउदा अरू साथीहरूको क्रियाकलाप पढाइप्रति केन्द्रित नहुनाले सिक्न सकिदैन भने । छात्रभन्दा बढी छात्राको प्रतिक्रिया यस्तो रहेको थियो । विद्यार्थीहरूमध्ये २६% ले आफूलाई अरू सहपाठीले कमजोर छी भनी हेप्ने प्रवृत्तिले गर्दा कहिल्यै सिक्न सकिदैन भन्ने लागेर हरेस खाएको भन्ने उत्तर दिए । यसमा छात्रा भन्दा छात्रको प्रतिक्रिया बढी थियो । शिक्षकले हामीप्रति वास्ता गर्नुहुन्न भनेर १५% विद्यार्थीले प्रतिक्रिया दिए भने १३ % छात्राहरूले शिक्षकहरूको उनीहरूप्रतिको रूखो र असहज व्यवहारको कारणले सिकाइउपलब्धि कमजोर रहेको छ भनी बताए । भाषामा नै समस्या रहेकाले पढाइमा कमजोर हुन पुगेको हो भनी ६% विद्यार्थीले बताए ।

सिकाइउपलब्धिको स्थिति

द्युसन कार्यक्रमको प्रत्यक्ष प्रभाव उनीहरूले वार्षिक परीक्षामा प्राप्त गरेको विभिन्न विषयको प्राप्ताङ्कमा पर्छ भनी मानिएको थियो । यसैलाई आधार मानी विभिन्न पक्षबाट उनीहरूको सिकाइउपलब्धिको तुलनात्मक अध्ययन गरिएको छ । विद्यालयबाट प्राप्त तथ्याङ्कलाई केलाउँदा निम्नअनुसारका स्थिति पाइयो ।

दलित र जनजाति विद्यार्थीहरूको सिकाइ उपलब्धिमा द्युसन कक्षाले पारेको प्रभाव

द्युसन कार्यक्रमको लक्ष्यित समुह दलित र जनजाति समुदायका विद्यार्थीहरू हुन् । यी दुवै समुदायका बालबालिकहरूको सिकाइउपलब्धिमा पारेको प्रत्यक्ष प्रभावलाई उनीहरूले वार्षिक परीक्षामा प्राप्त गरेको विभिन्न विषयको प्राप्ताङ्कको आधारमा तुलना गरी प्रस्तुत गरिएको छ ।

प्राथमिक विद्यालय तहका दलित र जनजाति विद्यार्थीहरूले द्युसन कक्षा पढ्नुअघिको कक्षामा प्राप्त गरेको औसत अङ्क

विद्यार्थीहरू	विषय र औसत अङ्क					
	गणित	अङ्ग्रेजी	नेपाली	मेरोसेरोफेरो	विज्ञान	सामाजिक
दलित	३९	३९	३९	४४	४६	४५
जनजाति	४१	४३	४४	४८	४२	३५

प्रस्तुत तालिकाबाट दलित विद्यार्थीहरूले धेरै विषयमा तेस्रो श्रेणीमा अङ्क प्राप्त गरेको देखिन्छ । विज्ञान र सामाजिक शिक्षामा दोस्रो श्रेणीमा अङ्क छोएको मात्र देखिन्छ । तर आधारभूत कक्षाहरूका (१-३) सबै विषयमा तेस्रो श्रेणीमा अङ्क ल्याएको देखिन्छ । जनजाति विद्यार्थीहरूले आधारभूतकक्षाहरूको मेरोसेरोफेरोमा द्वितीय श्रेणीमा अङ्क ल्याउन सकेको देखिन्छ भने अन्य विषयमा भने यिनीहरूको पनि तृतीय श्रेणीमा अङ्क प्राप्त गरेको देखिन्छ । तर पनि जनजाति विद्यार्थीहरूको भन्दा दलित विद्यार्थीहरूको अङ्क केलाउँदा जनजातिहरूको राम्रो अवस्था देखिन्छ ।

प्राथमिक विद्यालय तहका दलित र जनजाति विद्यार्थीहरूले द्युसन पढेपछिको कक्षामा प्राप्त गरेको औसत अङ्क

विद्यार्थीहरू	विषय र औसत अङ्क					
	गणित	अङ्ग्रेजी	नेपाली	मेरोसेरोफेरो	विज्ञान	सामाजिक
दलित	४१	४३	४३	४७	४७	४४
जनजाति	३७	४०	३९	४९	३९	३७

यो तालिकाले दलित विद्यार्थीहरूले द्युसन कक्षामा अध्ययन गरेपछि सामाजिक शिक्षा बाहेकका विषयको सिकाइउपलब्धिमा वृद्धि गरेको देखिन्छ भने जनजाति विद्यार्थीहरूले मेरोसेरोफेरो र सामाजिक शिक्षामा मात्र केही सुधार गर्न सकेको देखिन्छ ।

सहरी र ग्रामीण क्षेत्रको बालबालिकामा द्युसनबाट देखिएको प्रभावको तुलना

द्युसन कक्षाको प्रभावको अध्ययन सहरी र ग्रामिण आधारमा पनि तुलना गरिएको थियो ।

सहरी र ग्रामीण क्षेत्रका बालबालिकामा द्युसन पढ्नुअघिको कक्षामा प्राप्त गरेको औसत अङ्क

विद्यार्थीहरू	विषय र औसत अङ्क					
	गणित	अङ्ग्रेजी	नेपाली	मेरोसेरोफेरो	विज्ञान	सामाजिक
ग्रामीण क्षेत्र	४१	४०	४४	४५	३९	४३
सहरी क्षेत्र	३४	४४	२८	४३	५०	४१

यो तालिकाबाट ग्रामीण क्षेत्रका विद्यार्थीहरूले मेरोसेरोफेरो बाहेकका विषयमा तेस्रो श्रेणीमा अङ्क ल्याएका छन् भने सहरी इलाकाका विद्यार्थीहरूले भने विज्ञानमा मात्र द्वितीय श्रेणीको अङ्क ल्याउन सकेका छन् भन्ने देखिन्छ । मातृभाषा नेपाली भएर यो विषयलाई सजिलो मान्ने सहरी क्षेत्रका विद्यार्थीहरूसमेत नेपालीमा अनुत्तीर्ण हुनु परेको तथ्याङ्क छ ।

सहरी र ग्रामीण क्षेत्रको बालबालिकामा द्युसन पढेपछिको कक्षामा प्राप्त गरेको औसत अङ्क

विद्यार्थीहरू	विषय र औसत अङ्क					
	गणित	अङ्ग्रेजी	नेपाली	मेरोसेरोफेरो	विज्ञान	सामाजिक
ग्रामीण	४१	४२	४५	४८	४१	३९
शहरी	३९	४४	३३	४५	४९	४५

यो तालिकाबाट ग्रामीण क्षेत्रका विद्यार्थीहरूले द्युसन पढेपछि अङ्ग्रेजी, नेपाली, मेरोसेरोफेरो र विज्ञान विषयमा थोरै मात्रामा अङ्क वृद्धि गर्न सकेका छन् भने अरू विषयमा त भन् कम अङ्क ल्याएका देखिन्छ । सहरी क्षेत्रका विद्यार्थीहरूले पनि विज्ञान र अङ्ग्रेजीमा पहिलेको तुलनामा भन् कम अङ्क प्राप्त गरेका छन् । समग्र अङ्कलाई तुलना गर्दा द्युसनले सिकाइउपलब्धि वृद्धि भएको वा घटेको हो भनेर भन्न सक्ने अवस्था पाइएन ।

लैङ्गिक अवस्थाको आधारबाटमात्र हेर्दा सिकाइउपलब्धिमा पारेको प्रभावको तुलना

द्युसन कार्यक्रमको लक्षित समूह दलित र जनजाति समुदायका विद्यार्थीहरूमा पनि विशेषतः छात्राहरू हुन् । तर विद्यार्थीहरूको पारिवारिक आर्थिक अवस्था र निम्न सिकाइउपलब्धिका आधारमा छात्रहरूलाईसमेत यो कार्यक्रमका लक्षित वर्गका रूपमा लिइएको छ । यहाँ छात्रा र छात्रहरूको सिकाइउपलब्धिमा पारेको प्रत्यक्ष प्रभावलाई उनीहरूले वार्षिक परीक्षामा प्राप्त गरेको विभिन्न विषयको प्राप्ताङ्कको आधारमा तुलना गरी प्रस्तुत गरिएको छ ।

छात्रा र छात्रले द्युसन पढ्नु अघिको कक्षामा प्राप्त गरेको औसत अङ्क

विद्यार्थीहरू	विषय र औसत अङ्क					
	गणित	अङ्ग्रेजी	नेपाली	मेरोसेरोफेरो	विज्ञान	सामाजिक
छात्रा	४१	४०	४३	४५	४८	४३
छात्र	३६	४१	३६	४४	३९	३३

यो तालिकाले छात्राहरूले मेरोसेरोफेरो र विज्ञान विषयमा मात्र द्वितीय श्रेणी तथा अन्य विषयहरूमा तृतीय श्रेणीम अङ्क ल्याउन सकेको देखिन्छ । छात्रहरूले भने सबै विषयमा तृतीय श्रेणीमा अङ्क ल्याएको देखिन्छ ।

छात्रा र छात्रले द्युसन पढेपछिको कक्षामा प्राप्त गरेको औसत अङ्क

विद्यार्थीहरू	विषय र औसत अङ्क					
	गणित	अङ्ग्रेजी	नेपाली	मेरोसेरोफेरो	विज्ञान	सामाजिक
छात्रा	४२	४२	४४	४५	४९	४६
छात्र	३५	४२	३८	५१	३५	३५

छात्राहरूले सामाजिक शिक्षामा र विज्ञानमा द्वितीय श्रेणीमा अङ्क प्राप्त गरेका छन् र अन्य विषयमा तृतीय श्रेणीमा अङ्क ल्याए पनि द्युसन कार्यक्रमबाट थोरै अङ्क वृद्धि गर्न सकेका छन् । तर छात्रहरूले भने मेरोसेरोफेरो, अङ्ग्रेजी र नेपालीमा मात्र थोरै अङ्क वृद्धि गर्न सकेका छन् ।

अध्ययनको प्राप्ति तथा निश्कर्ष

द्युसनबाट विद्यार्थीहरूको सिकाइउपलब्धिमा परेको प्रभावको अध्ययनलाई मात्रात्मक तरिकाले (Quantitative) विश्लेषण गर्दा सिकाइउपलब्धि र द्युसनको बीचमा सकारात्मक सम्बन्ध देखिएन । कुनै विषयमा सामान्य अङ्कको वृद्धि देखिएको छ भने कुनै विषयमा त द्युसन पछि पनि औसत अङ्कमा गिरावट आएको पाइएको छ । औसत अङ्कमा मात्र हेर्दा धेरैजसो विषयमा सानो अङ्कको अन्तरले वृद्धि भएको देखिएको भए तापनि यस्तो अवस्था तथ्याङ्कीय त्रुटिले गर्दा भएको हुन सक्दछ भनी विश्वास गरिएको छ । प्राप्त तथ्याङ्कहरूलाई t-test बाट विश्लेषण गर्दासमेत द्युसन पढ्नु अघि र पढिसकेपछि विद्यार्थीहरूको सिकाइउपलब्धिमा खासै फरक परेको देखिएन । तर अभिभावक, शिक्षक तथा विद्यार्थीहरू यो कार्यक्रमबाट निकै प्रभावित र आशावादी रहेको पाइयो । समग्रमा यो अध्ययनबाट निम्नानुसारका प्राप्ति तथा निश्कर्ष आएका छन् ।

- प्राथमिक विद्यालय तहका दलित तथा जनजातिहरूका बालबालिकाहरूमा अरू विषयभन्दा विज्ञान, सामाजिक शिक्षा तथा यी दुबै र स्वास्थ्य शिक्षाको एकीकृत विषय मेरोसेरोफेरो विषयमा तुलनात्मक रूपमा सिकाइउपलब्धि राम्रो रहेको पाइयो र औसतमा द्युसनले नगन्य मात्रामा भए पनि यी विषयमा सिकाइ उपलब्धि बढाउन सकेको पाइएको छ ।
- द्युसन कार्यक्रमले सहरी क्षेत्रका विद्यार्थीहरूको भन्दा गाउँ क्षेत्रका विद्यार्थीहरूको सिकाइउपलब्धिमा सकारात्मक प्रभाव पारेको पाइएको छ ।
- द्युसन कार्यक्रमले छात्रहरू भन्दा छात्राहरूलाई बढी सहयोग पुऱ्याउन सकेको देखिन्छ ।
- छात्राहरूले कक्षामा उत्तीर्ण हुने कुरालाई बढी महत्त्व दिएको पाइन्छ भने छात्रहरूले बढी अङ्क प्राप्त गर्ने कुरालाई बढी महत्त्व दिएका छन् ।
- विद्यार्थीहरूको सिकाइ उपलब्धिलाई वृद्धि गराउन एउटा पक्षलाई मात्र बढी महत्त्व दिएर मात्र यथेष्ट नहुँदो रहेछ । विद्यालय समयभन्दा बाहेकको समयमा गरेको सानो शैक्षिक सहयोगले नगन्य मात्रामा प्रभाव पार्न सकेको छ ।

- घरमा शिक्षित अभिभावकहरू भएका बालबालिकाहरूको सिकाइउपलब्धि तुलनात्मक रूपमा यस्ता अभिभावकहरू नभएका बालबालिकाहरूको भन्दा राम्रो रहेको पाइयो र ट्युसनबाट समेत घरमा शिक्षित अभिभावक हुने बालबालिकाहरूले बढी फाइदा लिन सकेको देखिएको छ ।
- शिक्षकहरूको औपचारिक शैक्षिक योग्यता र तालिमभन्दा विद्यार्थीहरूको शैक्षिक वातावरण र शिक्षणप्रति शिक्षकको उत्प्रेरणा शिक्षाको गुणस्तरको लागि बढी कामयावी रहेको देखिएको छ ।
- अभिभावकहरूमा तथा स्थानीय समुदायमा ट्युसन कार्यक्रमले सकारात्मक प्रभाव पारेको र भविष्यप्रति आशा पलाएको पाइयो । छात्रवृत्ति जस्ता तत्कालीन र क्षणिक सहयोगभन्दा शिक्षाको गुणस्तर दिगो हुने र सोको उपभोग गर्न पाउने खालका प्याकेज कार्यक्रमहरूप्रति स्थानीय जनताको रुचि र आकर्षण रहेको पाइयो ।
- ट्युसन कार्यक्रमबाट विद्यालयमा विद्यार्थी भर्ना दर, विद्यालयमा उनीहरूको टिकाउ हुने दर र शैक्षिक उपलब्धिमा सुधार आएको अनुभव विद्यालयको छ ।
- घरमा शैक्षिक वातावरणप्रति सकारात्मक अभिप्रेरणा जगाउन पनि छोरा र छोरीलाई समान महत्त्व नदिएको र छोरीलाई नै बढी महत्त्व दिएको पाइएको छ ।
- शिक्षकले आफूप्रति गर्ने भेदभावजन्य र हेपाहा व्यवहारले समेत छात्राहरूको सिकाइउपलब्धिमा प्रभाव परेको भन्ने प्रतिक्रियाले छात्राहरूप्रति गरिने व्यवहारको बारेमा शिक्षक वर्गले सचेतता अपनाउन पर्ने अवस्था आएको छ ।
- पूर्वसेवाकालीन शिक्षक तालिम पूरा हुनासाथ शिक्षण सेवामा प्रवेश गरिहाल्ने स्थिति नभएको हुँदा ट्युटरहरूले तालिममा सिकेका शिक्षण सीपहरूको पुनर्ताजगी गराउने अवसरको रूपमा ट्युसन कार्यक्रम रहेको अनुभव रहेकोछ ।

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विद्यालय व्यवस्थापनको प्रभावकारिता

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१. विद्यालय व्यवस्थापनको धारणा

वर्तमान समयमा विद्यालयलाई स्वःक्रियाशील र स्वयम्मा पूर्ण सामाजिक एकाइको रूपमा एक स्वःसिकाइ गरिरहने विशेष संस्थाको रूपमा हेर्ने गरिएको छ (मा.शि.वि.के., २०५५)। यसरी संस्थागत रूपमा स्वतन्त्र अस्तित्व र अग्रगमनको गति भएको विद्यालयलाई निश्चित शैक्षिक उद्देश्य प्राप्तिको दिशातर्फ उन्मुख गराउने क्रियाकलापलाई नै व्यवस्थापन भन्ने गरिन्छ। सरल रूपमा भन्नुपर्दा व्यवस्थापन त्यस्तो प्रक्रियामुखी र परिणाममुखी सीप हो जसको कुशल प्रयोगबाट मानवीय र भौतिक स्रोतको परिचालनलाई निर्दिष्ट उद्देश्य प्राप्त गर्ने दिशातर्फ उन्मुख गराउन सकिन्छ (Teachers and Teaching, 2003)।

नेपालका सम्बन्धमा विद्यालय व्यवस्थापन भन्नाले विद्यालय व्यवस्थापन समिति, प्रधानाध्यपक र विद्यालयसँग सम्बद्ध निकायले ऐन, नियमावलीद्वारा निर्दिष्ट काम, कर्तव्य र अधिकारको उपयोग या सम्पादन गर्ने प्रक्रियालाई बुझाउँछ। अर्थात् शिक्षा नियमावलीलाई आधार मानेर हेर्दा विद्यालय व्यवस्थापन विद्यालय प्रशासनको रूपमा देखापर्दछ जसले कानुनी आधारलाई बढी र प्रवर्तनात्मक प्रयासलाई कम प्रोत्साहन दिएको देखिन्छ।

विद्यालयलाई व्यवस्थित सामाजिक एकाइको रूपमा हेर्नका लागि र स्वः क्रियाशील सिकाइ संस्थाको रूपमा अगाडि बढाउन तलका कारक विषयहरू बढी प्रभावी भएको देखिन्छ :

- शिक्षकमुखी सिकाइबाट विद्यार्थीकेन्द्रित सिकाइमा जोड
- विद्यालयको जटिलतामा विकास
- सहयोग, सहकार्य र परामर्शयुक्त वातावरणको खोज
- शिक्षकको उपदेशात्मक भूमिकाको रूपान्तरण
- विद्यालयको परम्परागत भूमिकामा ह्रास र
- अन्तरनिर्भरतामा विकास

अतः विद्यालय व्यवस्थापन उपर्युक्त प्रभावि तत्त्वहरूको परिवेशबाट सम्प्रेषित भएर अगाडि बढ्नुपर्दछ अर्थात् नेपालको शिक्षा नियमावलीमा उल्लिखित कम व्यावसायिक बढी प्रशासनिक तौरतरिकाबाट आधुनिक व्यवस्थापनको अवधारणालाई अगाडि बढाउन गाह्रो पर्नेछ।

* प्रा. शिक्षाशास्त्र सङ्काय, त्रि.वि.वि., कीर्तिपुर

२. व्यवस्थापन र प्रभावकारिता

व्यवस्थापनविज्ञ पिटर डुकरका अनुसार प्रभावी व्यवस्थापनबाट मात्रै अपेक्षित प्रभावकारिता (सन्तुष्टि) ल्याउन सकिन्छ । चुस्त व्यवस्थापनले अपेक्षित सफलता दिने र सो सफलता सन्तोषप्रद भएपछि त्यसबाट प्रभावकारिताको (सन्तुष्टिको) जन्म हुने निश्चित छ भन्ने उनको धारणा छ । चाहे त्यो विद्यालयको भौतिक प्रगतितिर होस् वा शैक्षिक उपलब्धितिर लक्ष्यित होस् विद्यालयको प्रभावकारिता र सुधार सन् १९९० को दशकतर्फका मुख्य चासोका विषय थिए र अहिलेसम्म पनि तिनका विषयमा चासो छँदैछ । शिक्षामा गुणात्मकताको कुरा पनि व्यवस्थापनबाट नै निस्क्रेको मुद्दा हो (O'Brien and Draper, 2001) । शिक्षामा गुणात्मकता र यसको दिगोपनामा प्रभावी व्यवस्थापनको देनका कारण विद्यालयको प्रभावकारितामा सुधार ल्याउन कैयौँ परियोजनाहरू सञ्चालन गरिए जसको प्रभाव नेपालमा TEP र SESP जस्ता हालसालैका कार्यक्रममा देखिन थालेको छ । विद्यालय व्यवस्थापन र प्रभावकारिताबीच सम्बन्ध स्थापना गर्न अर्थात् विद्यालय व्यवस्थापनलाई विद्यालयको प्रभावकारितासँग सम्बद्ध गर्ने प्रयासस्वरूप 'विद्यालय स्वःमूल्याङ्कन' लाई बढावा दिने 'विद्यालयको अवस्था विश्लेषण गर्ने' जस्ता कार्यहरूले शैक्षिक क्षेत्रलाई अत्यधिक प्रभावित पाउँ लागेका छन् । अहिले विद्यालय व्यवस्थापन भन्ने वित्तिकै जनस्रोतको व्यवस्थापन, सङ्गठनको व्यवस्थापन र परिवर्तनको व्यवस्थापनलाई संगै राखेर हेर्ने गरिन्छ । विद्यालय व्यवस्थापनलाई प्रभावी बनाउनु भनेको द्वन्द्व व्यवस्थापनको जल्दोबल्दो पक्षलाई लिएर रूपान्तरण र सङ्क्रमणसम्मको व्यवस्थापन गर्नु हो भन्ने बुझिन्छ ।

व्यवस्थापन प्रभावी बनाउनु भनेको :

- विद्यालयलाई प्रभावी नेतृत्व दिनु हो,
- आफ्नो काम, कर्तव्य, अधिकारप्रति शिक्षक कर्मचारीलाई उत्प्रेरित गर्नु हो,
- निर्णय लिनु र कार्यान्वयन गर्नु हो,
- शिक्षक कर्मचारीको पेसागत विकास गर्नु हो,
- स्वःव्यवस्थापन गर्नु हो,
- द्वन्द्व रूपान्तरण गर्नु हो,
- सहकार्य, सहयोग र परामर्शको वातावरण तयार गर्नु हो,
- राष्ट्रिय पाठ्यक्रमलाई स्थानीय आवश्यकतासँग सम्बद्ध गर्नु हो,
- गुणात्मकता, खतरा, स्वास्थ्य र सुरक्षाको व्यवस्थापन गर्नु हो,
- स्रोतको व्यवस्थापन गर्नु हो,
- वातावरणीय व्यवस्थापन अर्थात् उपयुक्त सिकाइ वातावरण निर्माण गर्नु हो,
- परिवर्तनमुखी धारणाको निर्माण गर्नु हो,
- परिवर्तन सहज र सम्भव गराउन पूर्वाधारको विकास गर्नु हो,
- परिवर्तनप्रति व्यवस्थित दृष्टिकोण अपनाउनु हो,

- परिवर्तनकै व्यवस्थापन गर्नु हो र
- सङ्क्रमणकै पनि व्यवस्थापन गर्नु हो ।

तसर्थ प्रभावी व्यवस्थापनले उपचारात्मक दृष्टिकोण अपनाएर विद्यार्थीको सिकाइउपलब्धि बढाउने र विद्यालय स्वयम्ताई सिकाइसङ्गठन (Learning organization) का रूपमा विकसित गर्न आफै क्रियाशील हुनाका साथै पारस्परिक सिकाइ एवम् विचार विनिमयताई जोड दिइन्छ ।

३. प्रभावकारी विद्यालय व्यवस्थापनका सूचकहरू

वैज्ञानिक व्यवस्थापनका विज्ञ Chester A Bernard ले भनेका छन् - गतिशीलता, परिवर्तन र प्रवर्द्धन नै प्रभावकारी व्यवस्थापनका मुख्य सूचक हुन् । विद्यालय व्यवस्थापनमा पनि यिनै सूचकहरूलाई राखेर हेर्न सकिन्छ । पहिलापहिता परिमाणात्मक सूचकहरूमा जोड दिइन्थ्यो भने अहिले गुणात्मक सूचकमा जोड दिने गरिएको छ । अर्थात् केही दशकअघिसम्म प्रभावकारी विद्यालयका सूचकमा विद्यार्थी भर्नामा देखिने वृद्धिलाई लिइन्थ्यो भने हाल आएर विद्यालयीय शिक्षाको गुणस्तर सुधारलाई लिने गरिएको छ । विकासोन्मुख र विकसित देशबीच 'प्रभावकारी' शब्दको परिभाषा पनि अलगअलग हुन सक्दछ, तापनि 'विद्यार्थीको सिकाइ' बढाउने साभ्ना तत्त्वहरूको खोजीमा शिक्षाविद्हरू लागिरहेकै छन् । विद्यार्थीको उच्च सिकाइ उपलब्धिलाई सम्भव बनाउने तत्त्वहरू के हुन् ? यसले सबैको ध्यानाकर्षण गरेको छ किनकि प्रभावकारी विद्यालय व्यवस्थापनले यिनै तत्त्वहरूलाई व्यवस्थित बनाएर विद्यार्थीको सिकाइ उपलब्धिलाई उच्चतम विन्दुमा पुऱ्याउने अभीष्ट राख्दछ । विद्यालयको प्रभावकारिता सदासर्वदा यसको लक्ष्य प्राप्तिसँग सम्बन्धित हुने हुनाले कति उच्चतम रूपमा कति दक्षतापूर्वक सो लक्ष्य हासिल गर्न सकिन्छ भन्ने मुद्दा नै प्रभावकारी विद्यालय व्यवस्थापनसँग सम्बन्धित सूचकहरूको मुद्दा हो ।

UNESCO (2000) ले विद्यालयको प्रभावकारितालाई निम्न सूचकहरूद्वारा केलाउने प्रयास गरेको छ :

- सक्रिय सामुदायिक संलग्नता
- उपलब्धिमुखी नीतिनिर्माण
- प्रभावी शैक्षिक (विद्यालयीय) नेतृत्व
- शिक्षकहरूको निरन्तरता र आपसी मतैक्यता
- व्यवस्थित र सुरक्षित वातावरण
- समयको कुशल व्यवस्थापन
- सिकाइका अवसरको उपलब्धता
- विद्यार्थीको उपलब्धिमापन
- शिक्षकको कार्यसम्पादन मूल्याङ्कन

नेपालको सन्दर्भमा गरिएको अनुसन्धानले (CERID, 2002) विद्यालयको आन्तरिक क्षमताका सूचकलाई नै विद्यालय प्रभावकारिताका सूचकको निर्णायकको रूपमा हेरेको पाइन्छ। उदाहरणका लागि, विद्यालय छाड्ने दर घट्नु, कक्षा दोहोर्‍याउने दर न्यून हुनु र विद्यालयमा कक्षा चढ्ने दर उच्च हुनुलाई प्रभावकारी विद्यालय व्यवस्थापनका सूचकहरूको रूपमा लिइएको पाइन्छ। उक्त अनुसन्धानले विद्यालयको प्रभावकारितालाई यसरी हेरेको पाइन्छ :

- सामुदायिक विद्यालयहरूमा दलित तथा सुविधाविहीन बालबालिकाको भर्ना सङ्ख्यामा वृद्धि,
- कक्षाको आकार (सानो/ठूलो) सँग उपलब्धिस्तरको सम्बन्ध,
- उच्च विद्यार्थी उपलब्धि हुने विद्यालयको कक्षा आकार सानो र प्रतिविद्यार्थी खर्चमा वृद्धि,
- विद्यार्थी नियमितता र निरन्तरता प्रतिविद्यार्थी खर्चमा हुने वृद्धिसँग सम्बन्धित,
- प्रतिविद्यार्थी खर्च बढी हुने विद्यालयको कम शैक्षिक हास,
- विद्यालयको भौतिक अवस्था (सुविधा) को विद्यार्थी भर्ना, उपलब्धि र नियमिततासँग प्रत्यक्ष सम्बन्ध।

उपर्युक्त व्याख्याबाट के स्पष्ट हुन आउँछ भने प्रभावकारी विद्यालय व्यवस्थापनको प्रत्यक्ष नेतृत्वदायी भूमिकामा रहने प्र.अ. वा प्राचार्य वा विद्यालय संस्थापकले आफूलाई पनि नवीकरण गर्दै लगेर आफ्नो पुनः आविष्कार गरी विद्यालयलाई परिवर्तनकारी मात्र नबनाएर दिगो तथा स्थायी परिवर्तनका लागि पहल गर्ने र द्रुततर रूपमा परिवर्तनको सुरुवात गर्ने, ठूला परिवर्तनहरूको अगुवाई गर्ने र तिनको व्यवस्थापन गर्ने (Champy, 1995) अहम् जिम्मेवारी कुशलतापूर्वक विद्यालयीय उद्देश्य पूर्ति गर्ने दिशातर्फ केन्द्रित गर्नुपर्दछ।

४. विद्यालय-प्रभावकारिता : केही मुद्दाहरू

विद्यालय-प्रभावकारिताबारे शिक्षाविद्हरूमा भिन्न धारणा पाइए तापनि अनुसन्धानबाट प्राप्त नतिजाले के देखाएका छन् भने नियन्त्रण र शक्तिमुखी सम्बन्धबाट विद्यालयप्रमुख जति जिम्मेदारी, विश्वास र अधिकारलाई महत्त्व दिने प्रवृत्तितर्फ उन्मुख हुँदै जान्छ, त्यति नै उसको सहकार्यको वातावरण सिर्जना भई प्रभावकारी कार्यपद्धतिको विकासका लागि पूर्वाधार निर्माण हुन्छ (Green, 1995)। विद्यालय प्रभावकारिताको कसी भन्नु नै बालबालिकाको सिकाइ व्यवस्थापनमा आत्मविश्वासको भावना सुदृढ पाउँ लानु हो। सरसर्ती हेर्दा प्रभावकारी विद्यालय व्यवस्थापनमा तलका मुद्दाहरूको उठान भएको पाइन्छ :

- प्रभावकारिताको परिभाषा र प्रयोग
- प्रभावकारिताको मापन-परिमाणात्मक वा गुणात्मक ?

- प्रभावकारी विद्यालय व्यवस्थापन- लक्ष्य निर्देशित वा सिकाइ उपलब्धिमुखी वा भौतिक व्यवस्थापन केन्द्रित ?
 - पुनर्संरचना कि पुनः आविस्कार ? (Reengineering or Reinventing ?)
 - गुणात्मकता कि प्रभावकारिता ?
 - कक्षाव्यवस्थापन कि विद्यालयव्यवस्थापन ?
 - एकल नेतृत्व कि सामूहिक नेतृत्व ?
 - विद्यालयको गति र क्रियाशील सिकाइबीच सम्बन्ध
- तलका कुरामा कुनै शङ्का छैन किनभने प्रभावी विद्यालयमा-

- परिवेश (Context) → लगानी (Input) → प्रक्रिया (Process) → परिणाम (Output) बीच तादात्म्यता हुन्छ,
- प्रेरक र आकर्षक विद्यालय वातावरण हुन्छ,
- शिक्षणसिकाइ प्रक्रिया विद्यार्थी मैत्री हुन्छ,
- लामो समयदेखि विद्यालयमा रहेका दक्ष शिक्षकको बाहुल्यता रहन्छ,
- शैक्षिक सामग्रीको प्राचुर्यता, तिनको उपयुक्तता र प्रयोगमा प्रभावकारिता हुन्छ,
- विद्यार्थीको शैक्षिक उपलब्धि उच्चतम तहमा पुगेको हुन्छ,
- विद्यालयको नियमन, निरीक्षण र अवलोकन एक दैनिकीकै रूपमा गरिन्छ,
- शिक्षक परिवार पेसागतरूपमा प्रतिबद्ध हुन्छ,
- पारस्परिक सहयोग र सिकाइको वातावरण हुन्छ,
- पाठ्यक्रम, पाठ्यपुस्तक, शिक्षक निर्देशिका र उपयुक्त शिक्षक सहयोगी सामग्रीहरूको सहज र आवश्यक उपलब्धता हुन्छ,
- प्रेरक, सहयोगी, उत्साही र प्रतिबद्ध नेतृत्व हुन्छ,
- विद्यार्थीका लागि उच्चतम सिकाइ अवसर/सहभागिताको वातावरण हुन्छ र निरन्तर मूल्याङ्कन/पृष्ठपोषणको अवस्था हुन्छ,
- उच्च शैक्षिकस्तर कायम हुन्छ र विद्यालय सुधार योजना कार्यान्वयन हुन्छ,
- प्रभावी दोहोरो सञ्चार हुन्छ र यो नियमित रूपमा हुन्छ,
- विद्यालयको स्वःमूल्याङ्कन नियमित रूपमा हुन्छ ।

तर यी सम्पूर्ण कुराहरू र विद्यालय व्यवस्थापनका पक्षहरू त्यस बेलामा निस्प्रभावी बन्न पुग्नेछन् जब विद्यालयको नेतृत्वदायी स्थिति अस्थिर र विचलित अवस्थाबाट गुज्रिन्छ ।

५. विद्यालयको सफलता : प्रभावी व्यवस्थापनमा निर्भरता

विद्यालय व्यवस्थापनको नेतृत्वदायी स्थितिमा रहेका प्रधानाध्यापक, वि.व्य.समिति र प्रतिनिधिमूलक शिक्षकहरू सबैको साभ्ना चासोको विषय नै उच्चतम विद्यार्थी उपलब्धि सम्भव गराउन क्रियात्मक अन्तरनिर्भरताको वातावरण निर्माण गर्नु हो । यस्तो वातावरणको निर्माण दुइप्रकारबाट गर्न सकिन्छ :

- विद्यालय व्यवस्थापनले आफूलाई चुस्तदुरुस्त राख्न आत्मनवीकरणको प्रक्रियाबाट जानुपर्ने र
- विद्यालय परिवारलाई सिकाइ आर्जन गर्न उपयुक्त अवसरको सिर्जना गर्नुपर्ने ।

प्रभावकारी विद्यालय व्यवस्थापनको केन्द्रविन्दुमा माथिततको तहगत जिम्मेवारीको सूची नभएर अपेक्षित परिणामसँग आवद्ध व्यक्तिहरू (विद्यालय परिवार) हुन्छन्, जो नियम र औपचारिकतासँग कम बाँधिन्छन् तर लक्ष्यसँग घनिष्ट सामीप्य राख्दछन् (Ubben and Hughes, 1997) । भनाइ नै छ “यदि हामी व्यवस्थापनमा बस्ने व्यक्तिहरू समाधानका अङ्ग बन्न सक्दैनौं भने, हामीहरू समस्याका अङ्ग त पक्कै बन्छौं ।”

शैक्षिक दृष्टिले खुम्चिदै गएको विश्वमा आत्मनिर्भरताबाट अन्तरनिर्भरताको स्थितिमा सङ्घसंस्था सङ्गठनहरू पुगिरहेकै बेला विद्यालयले पनि यस कदममा साथ नदिँदा आत्मनवीकरणको मौका त गुम्छगुम्छ, भविष्यको स्पष्ट रेखाङ्कन पनि धमिलिँदै जानेछ । आजको युग सूचनाको युग हो, ज्ञानको युग हो अनि विज्ञान र प्रविधिको युग पनि हो । तर यी सबैमाथि सर्वोपरि स्थानमा बस्ने भनको चुस्त र दुरुस्त व्यवस्थापन अर्थात् प्रभावकारी व्यवस्थापन नै हो । विद्यालयले आफ्नो अस्तित्व र जीवन्तताका लागि आफूलाई सिकाइ सङ्गठन (Learning organization) मा रूपान्तरण गर्नुपर्दछ जसको मध्यभागमा नै प्रभावी व्यवस्थापन रहने गर्दछ ।

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समस्यामा परेका विद्यार्थीहरूको पहिचान एवम् उपचारात्मक शिक्षण तथा सरकारी दायित्व

* भीमप्रसाद श्रेष्ठ

क. विषयप्रवेश

शिक्षक, अभिभावक तथा कुनै पनि अनुभवी व्यक्तिले बालबालिकाहरू व्यक्तिगत रूपमा अलगअलग व्यावहारिक विशेषता भएका हुन्छन्, जसले आफ्नो अवस्थाको विकास र सुदृढीकरणका लागि व्यक्तिगतरूपमा नै विशेषसहयोगको अपेक्षा राखेका हुन्छन् भन्ने कुराको बोध गरेका छन् (Packard & Race, 2002, pp.244...) । विद्यालयका एउटै कक्षाका सबै विद्यार्थीहरूको व्यवहार एकै प्रकारको नभई फरकफरक हुनुमा विभिन्न तत्त्वहरूको प्रभावकारी भूमिका रहेको हुन्छ। फलस्वरूप बालबालिकाहरूमध्ये कुनै तीक्ष्ण बुद्धि भएका, कुनै मन्द बुद्धिका, कुनै सामाजिक, सांस्कृतिक, आर्थिकरूपले दयनीय अवस्थाका हुन्छन्, कुनै शारीरिकरूपले नै अपाङ्ग भई पीडित अवस्थामा रहेका हुन्छन् (Bhargava, 1998; Panda, 1999, p.3-7) । यी सबै व्यक्तिगत विभिन्नताहरू बालबालिकाहरूको लागि अवस्थानुसार गहन रूपले साह्रै नै विचारणीय छन् (Yelon & Weinstein, 1977, pp.418, 419) ।

त्यसैले यसमा एक जिम्मेवार शिक्षकको हैसियतले विद्यालयमा जुन व्यक्ति शिक्षण कार्यमा संलग्न रहेका हुन्छन्, उनले बालबालिकाहरूका व्यवहारमा देखिने विविधतानुसार मनोवैज्ञानिक शैलीले समस्यालाई समाधान गर्नुपर्छ । शिक्षकले बालबालिकाको आत्मछााप (Self image) को विकास गर्न समझदारी पूर्वक कक्षाव्यवस्थापन गरी सरल सिकाइका लागि महत्त्वपूर्ण भूमिका निर्वाह गर्दै विद्यार्थीको आवश्यकता र शिक्षण उद्देश्यलाई पूर्णरूपमा समायोजन गर्न सक्नुपर्दछ । यसमा नै शिक्षकको पूर्ण दायित्वबोध भएको ठानिन्छ । शिक्षकको आफ्नो सामाजिक परिवेशलाई शिक्षण पेसाअन्तर्गत शिक्षामनोविज्ञानको सम्पूर्ण सिद्धान्त र व्यवहारलाई विभिन्न परिस्थिति र आवश्यकतानुसार साथसाथै लैजानु पर्नेहुन्छ किनभने बालबालिकाको सिकाइको स्तरीकरण कायम राख्ने कार्यको जिम्मेवारी यति जटिल हुन्छ कि जसलाई नापस्तरमा भन्न वा तोक्न निकै कठिन हुन्छ । यो कुरा विद्यार्थीको विकास र प्रभावबाट मात्र थाहा हुने हुन्छ, जुन उनीहरूको सिक्ने तत्परता, क्षमता, वातावरण आदि पक्षमा आधारित हुन्छ ।

बालबालिकाको विकास भन्ने कुरा गर्भधारणपछि जन्मदेखि मृत्युपर्यन्त लगातार रूपमा प्रक्रियागत तरिकाले चलिरहने हुन्छ, जुनकुरा बच्चाको वातावरणको प्रभावबाट आफूलाई उमेरअनुसार आफ्नै रूपमा स्थापित गरेको हुन्छ र आफ्नो विकासदर पछिसम्म कायम राख्दछ । यसमा नै उसको शारीरिक, मानसिक, संवेगात्मक र सामाजिक विकास सम्बन्धित हुन्छ र बृद्धिविकासका यी प्रत्येक पक्षले अरू पक्षहरूलाई प्रभावित पार्दछन् । बालबालिकाको विकासमा वंशानुगत गुण र वातावरण दुवैले प्रभाव पार्दछन् । वंशानुगत गुणले चाहिँ विद्यार्थीको अन्तःशक्ति (Potential) स्थापित गरेको

हुन्छ भने वातावरणले चाहिँ विद्यार्थी कतिसम्म अन्तःशक्तितर आउँछ भन्नेकुरा निर्धारण गर्दछ । यसै कम्ममा हुने बृद्धिविकासले बालबालिकाको सिक्ने तत्परता र क्षमतालाई प्रभावित गर्दछ (Hurlock, 1993, pp.2-24) ।

एकपटक गहन विचार गरौं, हाम्रा विद्यालयमा शैक्षिक वर्षको पहिलो दिनमा थुप्रै नयाँ अनुहारहरू देख्न पाइन्छ । यस अवसरमा तीमध्ये कुनै केटा वा केटी सफा लुगामा देखिन्छन् भने ऊ पक्कै पनि असल विद्यार्थीको रूपमा होला भन्ने ठानिन्छ । कुनै शारीरिक रूपले अग्लो र तन्दुरुस्त देखिन्छ भने ऊ पनि अरूभन्दा परिपक्व र सक्षम होला भन्ने लाग्छ । त्यस्तै कुनै केटा वा केटी मैदानको एक छेउमा शान्त भएर बसेको रहेछ भने ऊ निकै सभ्यगुणी भएको भान पर्छ अथवा ऊ सायद लाटो वा अयोग्य होला कि भन्ने अनुमान गर्न पुगिन्छ । यस्ता विभिन्न खाले बालबालिकाहरूप्रति शिक्षकको जुन आफ्नै पूर्वाग्रही भुकाव रहेको हुन्छ, के ती सबै अनुमानहरू सही नै पाइएला ? यसमा बालबालिकाको सुरु सङ्केतअनुसार पछि कक्षाव्यवहारमा सही ठहर हुन पनि सक्छ र नहुन पनि । यस्ता बालबालिकाहरू देखेअनुसार व्यवहारमा हुनु वा नहुनु शिक्षकको अध्ययनले देखाउँछ । उक्त कुरालाई केलाउन अध्ययनमा बालबालिकाका बारेमा घरपरिवार वा कुनै पनि पक्षबाट जुन सूचना र तथ्य प्राप्त हुन्छ, त्यसमाथि उसको व्यवहारमा मेल खाने वा नखाने कुराले त्यसलाई निर्धारण गर्दछ (भण्डारी र शर्मा, 2059, pp.41-56) ।

ख. सान्दर्भिक आधारहरू

शिक्षकले विद्यार्थीहरूमा हुने वास्तविक स्थिति, भिन्नताहरू र समस्याहरू पत्ता लगाउन विशेष सान्दर्भिक आधारहरूलाई ध्यान दिनु पर्दछ । जस्तो -

१. बालबालिकाको उमेरअनुसार सामान्य विकासात्मक स्तरलाई ध्यान दिएर,

२. बालबालिकाको व्यक्तिविशेष योग्यता र तत्परताको अध्ययन गरेर,

उपर्युक्त दुईओटा सन्दर्भहरूलाई पूर्वाधार मानेर विद्यार्थीहरूमा देखिने असामान्य भिन्नताहरूलाई पत्ता लगाउन सकिन्छ । यसका लागि निम्नलिखित पक्षहरूमा विशेष ध्यान पुर्‍याउनु आवश्यक छः

क) ती भिन्नताहरू कुन कुनपक्षमा देख्न पाइन्छ त ?

यहाँ, कक्षाव्यवहारमा प्रभाव पार्नमा बालबालिकाहरूमा रहने केही भिन्नताहरूलाई चर्चा गरिने छ ।

(ख) ती भिन्नताहरूका कारणले कक्षाकोठामा केकस्ता समस्याहरू सिर्जना हुन जान्छन् त ?

यसमा, उपलब्धिमूलक सिकाइका लागि प्रभावकारी शिक्षण गर्ने कम्ममा समस्याहरू पत्तालगाउनु पर्ने कारणका बारेमा चर्चा गरिनेछ ।

ग) ती भिन्नताहरूका कारणले सिर्जित समस्याहरूलाई कसरी निराकरण गर्ने त ?

यस उपायका लागि एक जिम्मेवार शिक्षकले विद्यार्थीहरूको आवश्यकतानुसार व्यवहार गर्न र शिक्षण उद्देश्य परिपूर्ति गर्न अनुकूल कक्षाव्यवस्थापन तथा प्रभावकारी शिक्षण कार्यकलापको भूमिका निर्वाह गर्दै समस्या निराकरण गर्नु पर्ने कुरा उल्लेख गरिनेछ (Gordon, 1974, pp.43-79; Good & Brophy, 2000, pp.122,160) ।

ग. विद्यार्थीहरू बीच भिन्नताहरू, समस्याहरू तथा शिक्षण प्रक्रिया

१. उमेरसम्बन्धी भिन्नताबाट पर्ने समस्या तथा शिक्षणप्रक्रिया

एउटै कक्षाकोठामा विभिन्न उमेरका विद्यार्थीहरू अध्ययनरत हुन्छन् । उमेरले उनीहरूको सिकाइमा ठूलो प्रभाव पार्दछ । सिकाइ उनीहरूको परिपक्वता (Maturity) मा आधारित हुन्छ । बढी उमेरका विद्यार्थी सिकाइका लागि तयारी अवस्थामा रहन्छन् । कक्षामा उमेर घटीबढी भएमा उनीहरूको फरक व्यवहारको कारणले उनीहरूबीच सम्बन्धमा फरक भएको देखिन्छ । सानो उमेरका भन्दा ठूलो उमेरका विद्यार्थीहरूले समस्या सम्बन्धमा छिटो निर्णय गर्न सक्ने हुन्छन् ।

यहाँ यस अवस्थामा यदाकदा कक्षाशिक्षकको कमीकमजोरी हुन गएमा यस्ता विद्यार्थीहरूले शिक्षकले भनेको कुरा वा अह्नाएको काम नमान्ने र शिक्षकसँग आफ्नो गल्ती भए पनि नडराउने हुन जान्छन् । साथै शिक्षकको दोष औल्याउन र आलोचना गर्नसमेत पछि नपर्ने हुन्छन् । परिपक्वताको स्तर बढ्दै गएको अवस्थामा यस्ता विद्यार्थीहरूले अरूको अगाडि बढी इज्जतदार बन्ने चाहना राखेर फरक व्यवहार देखाउने गर्दछन् । अनि सानो उमेरका विद्यार्थीहरू डराउने तर्सिने अवस्थामा रहन्छन् र पाठ सिकाइमा गतिरोध आउँछ । यसरी विद्यार्थीको उमेरअनुसार माग र चाहनाहरू पूरा गर्न नसकेको खण्डमा कक्षामा विभिन्न समस्याहरू बढ्दै जानसक्छन् ।

यस्ता समस्या पर्दा अथवा समस्या नै पैदा हुन नदिनका लागि एक जिम्मेवार शिक्षकले समझदारीपूर्वक समायोजन गर्नसक्नुपर्दछ । कक्षासमूहका विद्यार्थीहरूलाई उमेरअनुसार देखिने फरक व्यवहार बुझेर समूह विभाजन गर्दै वा व्यक्तिगतरूपले शिक्षण सिकाइ कार्यक्रम सञ्चालन गर्नु पर्दछ । यसका लागि शिक्षकले कक्षाकोठाको व्यवस्थापनलाई सहि रूपमा कायम राख्न सक्नुपर्दछ ।

२. शारीरिक विशेषतासम्बन्धी भिन्नताबाट आइपर्ने समस्या तथा शिक्षण प्रक्रिया

बालबालिकाको शारीरिक गठन (Physique) तथा ढाँचाले उनीहरूको व्यक्तित्वमा प्रत्यक्ष वा अप्रत्यक्ष दुवै किसिमको प्रभाव पारेको हुन्छ । शारीरिक गठन राम्रो भएको विद्यार्थीले सजिलैसँग कुनै पनि कार्य गर्न सक्छ, तर शारीरिक कमजोरी भएमा उसले कुनै काम गर्न हिचकिचाउँछ, हतोत्साही हुन्छ, जसले गर्दा सोभो वा घुमाउरो हिसाबले उसको व्यक्तित्वमा कुप्रभाव पर्न जान्छ । जुन विद्यार्थी धेरै अग्लो वा होचो, धेरै मोटो वा दुब्लो हुन्छ अथवा उसको कुनै अङ्ग असामान्य (Abnormal) हुन्छ भने उसले कक्षाका साथीहरूबाट आफूलाई फरक भएको अनुभव गर्दछ र उसमा नकारात्मक आत्मछाप (Self-image) को विकास हुन थाल्दछ । त्यसमाथि अरूले गिज्याएको वा जिस्क्याएको पाएमा उसले झन् बढी आत्मअपमान (Self-humiliation) भएको सम्झिन्छ । फलस्वरूप उसमा लज्जापन र एकलोपन देखापर्दछ र साह्रै दुःखी हुन्छ । त्यस्तै कोही विद्यार्थीहरू लुलो, लङ्गडो, कानो, बहिरो (कम सुन्ने) भएमा पनि झन् बढी हेपिने अवस्थामा पर्दछन् (Hohn, 1995, p.388) । यस्तो शारीरिक कमजोरीअनुसार नाम दिएर (labeling) अरूले बोलाउने, जिस्क्याउने गरेमा उनीहरू सहाराहीन अवस्थामा हुन्छन् । यस्ता खाले भिन्न शारीरिक असामान्यताले

विद्यार्थीमा ठूलो नकारात्मक प्रभाव पर्ने गर्दछ । फलस्वरूप कक्षामा शिक्षण तथा विद्यार्थीहरूको सिकाइ व्यवहारमा ठूलो समस्या उत्पन्न हुन जान्छ ।

यस्तो स्थितिमा शिक्षकले विद्यार्थीहरूको असल सामाजिक व्यक्तित्व तथा संवेगात्मक वातावरण (Emotional climate) कायम राख्न आफूलाई सक्षम बनाइराख्नु पर्दछ । विद्यार्थीको सिकाइमा सक्रिय सहभागिता बढाउनु पर्दछ । उनीहरूको भावना तथा सोचाइलाई सकारात्मक ढङ्गले स्वीकार गरी स्वच्छरूपले कक्षामा सिकाइ वातावरण सिर्जना गर्नुपर्दछ । शारीरिक समस्यानुसार विद्यार्थीहरूलाई सानोसमूह वा व्यक्तिगत शिक्षण गर्नुपर्दछ । यो बुझ्नु पर्ने कुरा छ कि विशेष कारण बाहेक उनीहरूको पाठबुझाइ जुन उच्चस्तरको पनि हुन सक्ने कुरालाई ध्यान दिएर कक्षाशिक्षण लागू गर्नुपर्दछ । विशेष गरी शारीरिक अपाङ्ग तथा अन्य पीडित विद्यार्थीहरूको लागि आवश्यकताअनुसार कक्षाकोठाको सुविधामा थप व्यवस्था मिलाउनु पर्दछ (Cohen & Manion, 1983, pp.218,224; पाठक, 2055 pp.196-98) ।

३. योग्यतासम्बन्धी भिन्नताबाट आइपर्ने समस्या तथा शिक्षणप्रक्रिया

कक्षामा कुनै ज्यादै तीव्रबुद्धि भएका विद्यार्थी (Fast learner or gifted pupil) र कुनै मन्दबुद्धि भएका विद्यार्थी (Slow learner or ungifted pupil) हुन सक्दछन् । तीमध्ये कोही पढाइ, लेखाइ, सिकाइमा बढी रुचि राख्ने र कोही नराख्ने हुन्छन् ।

तीव्रबुद्धि भएका विद्यार्थीहरू: जसले ज्यादै उच्चस्तरको बुद्धि र व्यवहार राखेका हुन्छन् । तिनीहरूलाई विशेष प्रतिभाशाली विद्यार्थी (Bright pupil) भनिन्छ । यिनीहरू कुनै पनि कुराहरूमा बढी उत्सुक एवम् जिज्ञासु हुन्छन् र ज्यादै छिटो गतिमा पाठ सिकिहाल्छन्, जुन कुरा सिक्नु पर्ने हो त्यो चाँडै नै स्वीकार गरिहाल्छन् र परिपक्व तार्किक क्षमता (Mature reasoning ability) देखाउँछन् । आफूभन्दा ठूला विद्यार्थीहरू तथा प्रौढहरूसँग मित्रता बढाउँछन् । त्यस्तै आफूलाई अरुभन्दा विशेष जान्ने उच्चश्रेणीको व्यक्तिका रूपमा देखाउन चाहन्छन् । यस्ता सकारात्मक व्यवहार भएर पनि ती विद्यार्थीहरू आफ्नो इच्छाअनुकूल व्यवहार नपाएमा ज्यादै संकटपूर्ण (Critical) पनि हुन्छन्, बेलाबेलामा घमण्ड (Arrogance) देखाउँछन् । अनि अक्षर लेखाइमा, पढाइमा, शुद्ध बोलाइमा र गृहकार्य गर्नमासमेत लापरवाही गर्नतिर जानसक्दछन् । फलस्वरूप कक्षाकोठामा सभ्य र सहज शिक्षणसिकाइ वातावरण कायम राख्न ठूलो समस्या आउँछ ।

त्यसैले यस्ता विद्यार्थीहरूलाई ज्ञान, सीप क्षमताका दृष्टिले सम्पन्न बनाउन बढावा गर्नु (Enrichment) पर्दछ । योग्यताअनुसार समूहविभाजन गरी शिक्षण व्यवहार गर्नुपर्दछ । साथै गतिवर्धन (Acceleration) को प्रावधान राखी कक्षा फड्काएर राख्ने (Skipping grades) समेत गर्नमा शिक्षक अभिभावकले ठूलो भूमिका खेल्नुपर्दछ (Yelon & Weinstein, 1977 p.429) ।

मन्दबुद्धि भएका विद्यार्थीहरू:- जो बौद्धिक क्षमता कम भएका (Mentally retarded) तथा सिकाइमा अशक्त (Learning disabled) हुन्छन् । ती विद्यार्थीहरूलाई पाठ सिकाइमा कोठेनाइ

परेको हुन्छ । उनीहरूले आफ्नो योग्यता बढाउन सकेका हुँदैनन् । यिनीहरू पाठ्यविषयवस्तु सिकाउँदा छिटो बुझ्न नसक्ने र बुझाएर पनि तुरुन्तै बिसर्गे हुन्छन् (Cohen & Mianion, 1983, p. 147) । कहिलेकाहीँ असामान्य किसिमले बढी क्रियाशील (hyperactive) पनि देखिन्छन् (Hohn, 1995 p.377) । तीव्रबुद्धि भएका विद्यार्थीको अगाडि पाठ नबुझे पनि लहैलहैमा हो ! हो ! भन्दै टाउँको हल्लाएर बुझेको भाव प्रकट गर्दछन् । फलस्वरूप पाठ्यवस्तु (Course content) पूरा भएर अन्तिम सिकाइ उपलब्धि परीक्षामा असफल हुन जान्छन् । त्यसले गर्दा शिक्षक तथा अभिभावकहरूलाई असफल हुनुको कारण पत्ता लगाउन निकै कठिनाई परेको हुन्छ अनि त समस्या-समस्या....। त्यसैले विद्यार्थीहरूमा यस्ता तीव्र र मन्दबुद्धिका भिन्नता भएको अवस्थामा शिक्षकले कक्षाका सम्पूर्ण विद्यार्थीहरूलाई एकैसाथ एकैसमयमा निश्चित पाठ्यवस्तु सिकाउन धेरै कठिन कार्य हुन्छ । अतः यस्तो समस्या सुल्झाउन शिक्षकले उनीहरूको योग्यता र क्षमताअनुसार गरिने फरकफरक व्यवहारलाई ध्यान दिएर समूह विभाजन गर्दै वा व्यक्तिगत शिक्षणसिकाइ कार्यक्रमलाप सञ्चालन गर्नुपर्दछ । खास शिक्षणप्रविधि लागू गर्नु भन्दा पहिले त्यस्ता विद्यार्थीहरूको बुद्धि क्षमता (I.Q.) को विशिष्ट निदान (Specific diagnosis) गर्नुपर्दछ । उनीहरूमा अर्न्तनिहित क्षमताको मनोवैज्ञानिक शैलीले विकास र विश्लेषण गर्नुपर्दछ । उनीहरूको बौद्धिक क्षमता, मौखिक र लिखित भाषा शैली, हेर्ने र सुन्ने शैली, गतियुक्त कार्यशैली, शैक्षिक उपलब्धि तथा भावात्मक र सामाजिक परिपक्वता आदि पक्षहरूमा बराबर मूल्याङ्कन गरिनु पर्दछ । कुनै बाधा पार्ने वातावरण छ भने शान्त वातावरणमा राखेर उनीहरूको ध्यान केन्द्रीकरण र एकाग्रता (Focusing and concentrating attention) लाई कायम राख्नुपर्दछ (Chhaya, 2001, pp.102-109; पाठक, 2055, pp.198-102) । यस किसिमले मन्दबुद्धिका विद्यार्थीहरूलाई तीव्रबुद्धिका विद्यार्थीहरूसरह सक्षम बनाउन सकिने अवस्था सिर्जना हुनसक्ने विश्वास राख्न सकिन्छ ।

४. तिङ्गसम्बन्धी भिन्नताबाट आइपर्ने समस्या तथा शिक्षण प्रक्रिया

केटा र केटीका इच्छा र चाहनाहरूमा विविधता पाइन्छ । केटाहरूभन्दा केटीहरू बढी अनुशासित र सहयोगी हुन्छन् । कक्षामा मिलेर बस्नु, स्नेह र प्यार दसाउनु केटीहरूको विशेष स्वभाव हुन्छ । केटीहरूको तुलनामा केटाहरू बढी स्वतन्त्र, उच्छृङ्खल, कडा स्वभावका, बढी गल्ती गर्ने र बढी सजाय पाउन पुग्छन् । केटाहरू बढी नेतृत्व दिने रूपमा आफूलाई देखाउन चाहन्छन् । तर केटीहरू चाहिँ बढी ताजमान्ने, चिन्तनशील हुने, भरोसामा रहने, अढाएका कामकुरा नकार्न नसक्ने जस्ता पक्षबाट बढी संवेदनशील देखिन्छन् (Pollard, 2001, p.318) ।

केटा र केटीमा सिकाइ विकासक्षमता खास फरक हुँदैन तापनि पारिवारिक, सामाजिक सोचाइमा तिङ्ग भेदभावको कारणले यस्तो फरक व्यवहार पाइन्छ । हुन सक्दछ कि शारीरिक बनेटको भिन्नताले काम गराइ र रुचिमा केटा र केटीमा फरक पर्न सक्दछ, जस्तै— केटाहरू बढी खेल खेल्न रुचाउनु र केटीहरू बढी पढ्न लेख्न, सर-सफाई गर्न रुचाउनु कुनै नौलो कुरा छैन । तर बाबुआमाको सोचाइमा नै छोरा र छोरीमा रहने भेदभावको कारणबाटसमेत पर्ने सिकाइ

क्षमताविकासको नकारात्मक प्रभाव अगाडि बढ्ने समस्या पैदा भएको पाउन सकिन्छ (Lefrancois, 2000, pp. 68-73; Hohn, 1995, pp. 95,165,315) ।

यसप्रकारका भिन्नताहरूमा शिक्षकले केटा र केटीमा व्यवहार बुझेर कक्षाशिक्षण व्यवस्थापनमा समानता राख्दै विशेष व्यवहार गर्नुपर्ने कुरामा विवेकशील भई महत्वपूर्ण भूमिका निर्वाह गर्नुपर्ने हुन्छ । हुन त केटा र केटीहरूको लागि अलगअलग विद्यालय सञ्चालन गरेको पनि पाइन्छ । तर अधिकाधिक विद्यालयहरूमा पढाइ प्रगति गराउन, समानता कायम राख्न, सामाजिक परिपाटी र आर्थिक क्षमतालाई ध्यान दिनुपर्ने आदि दृष्टिकोणले सहशिक्षालय (Co-education school) सञ्चालन गरिएका हुन्छन् । यस अवस्थामा शिक्षकले केटा र केटीहरू दुवैको चाहना, रुचि, एवम् क्षमता बुझेर कक्षाकोठाको व्यवस्थापन गर्नुपर्दछ । कुनै बखत केटाहरू र केटीहरूलाई कक्षाकोठामा अलगअलग समूह बनाएर वा कुनै बखत मिश्रित रूपले सामूहिक कक्षा कार्यकलापमा समान सहभागिता राख्न लगाउनुपर्ने हुन्छ । हुन सक्छ केटाहरूको र केटीहरूको रुचिअनुसार पनि अलगअलग कक्षा कार्यकलापहरू सञ्चालन गरी एकअर्का बीच कार्यविभाजन र सहयोगको आवश्यकता भएको भावना विकसित गराउनु पर्दछ । जसबाट लिङ्ग भेदका कारणले केटाहरू र केटीहरूबीच तनाव, वैरभाव, अस्थिरता, लज्जापन, लापरवाहीपन आदि जस्ता विकृतिबाट जुन समस्या उत्पन्न हुन्छ त्यसको महसुस नै हुन नपाओस् र सहजरूपले समाधान गर्न सकियोस् (p. 96) ।

५. सामाजिक, आर्थिक स्तरसम्बन्धी भिन्नताबाट आइपर्ने समस्या तथा शिक्षण प्रक्रिया

हाम्रो समाजमा उच्च आर्थिकस्तर भएका र निम्न आर्थिकस्तर भएका परिवारमा हुर्केका बालबालिकाहरू स्वभावैले फरक मनस्थितिका हुन्छन् । सम्पन्न परिवारबाट आएका विद्यार्थीहरू कक्षाकोठामा पनि सम्मान खोज्ने र अरूप्रति आफ्नो प्रभुत्व राख्न खोज्ने हुन्छन् । साथै अरूप्रति आदर गर्ने र सभ्य तरिकाले व्यवहार गर्ने शैली आफ्नो परिवारबाट सिक्न पाउने अनुकूलताले गर्दा त्यसको प्रभावबाट विद्यालयका मूल्यमान्यता र नियमहरू पनि छिटो बुझेर अपनाउन सक्ने हुन्छन् । पारिवारिक सम्पन्नता र सुविधाले गर्दा उनीहरूको पाठ सिकाइमा समेत सरलता र तीब्रता आउँछ । यसका विपरीत निम्न आर्थिकस्तरका परिवारबाट आएका विद्यार्थीहरूको सोचाइमा आफूलाई कमजोर ठान्ने र जुनसुकै काममा अग्रसर हुन हिचकिचाउने तथा हरेक पक्षमा कम क्षमता भएको महसुस गर्ने प्रकृतिका हुन्छन् (Polard, 2001, pp. 317-319) ।

धनी तथा सम्पन्न परिवारबाट आएका विद्यार्थीहरूले घमण्ड गर्ने, हैकम चलाउने, अरुलाई हेप्ने, आफूलाई चाहेको र भनेको नभएमा कक्षाकोठाको वातावरण खलबल्याउने गर्न पुग्छन् भने गरीब र असामान्य परिवारबाट आएको विद्यार्थीहरूले पीडा खप्नु परिरहेको हुन्छ । ज्यादै अस्वाभाविक भएमा विरोध गर्नुपर्ने स्थिति पैदा हुन्छ र विरोध गर्न पुग्दछन् । त्यसैले गर्दा कक्षामा विद्यार्थीहरूको पाठ सिकाइमा पनि निकै बाधा पार्न जान्छ । फलस्वरूप धनी र गरीब परिवारबाट आएका विद्यार्थीहरूबीच हेप्नेहेपिने स्थिति अरुभन्दा देखापर्दछ र कक्षामा शिक्षणसिकाइको वातावरणनै बिग्रेर ठूलो समस्या पैदा हुन जान्छ (Arends, 2001, pp.10,114,124,126) ।

यसप्रकारको समस्या समाधान गर्नका लागि शिक्षकले विद्यार्थीहरूको पारिवारिक, सामाजिकस्तर एवम् वातावरणको अध्ययन गर्नु पर्दछ । विद्यार्थीले गरेका कक्षाकार्य व्यवहारलाई तुरन्त प्रशंसा गर्ने र दोष लगाउने गरी विद्यार्थी समूहबीचमा नै बोली व्यवहार प्रयोग गर्नु राम्रो हुँदैन । धनी र गरिव परिवारबाट आएका विद्यार्थीहरूबीच राम्रो सम्बन्ध कायम राख्न कक्षाव्यवस्थापनमा उपयुक्त स्थिति सिर्जना गर्नुपर्दछ । कक्षाकार्य र गृहकार्य गराइको परीक्षण गर्दा गल्ती देखापरेमा पनि थप सिकाइका लागि प्रेरित गर्न सक्नु पर्दछ । उनीहरूको सकारात्मक आत्मसम्मान (Self-esteem) जोगाइराख्नु पर्दछ । कक्षाको भौतिक तथा संवेगात्मक वातावरण कायम राख्न सक्नुपर्दछ । जसबाट कक्षाशिक्षणसिकाइमा वर्गीय भिन्नताले त्याउने समस्या देखापर्ने नपाओस् ।

६. सांस्कृतिक परम्परासम्बन्धी भिन्नताबाट आइपर्ने समस्या तथा शिक्षणप्रक्रिया

विद्यार्थीहरूको विभिन्न-पारिवारिक-सांस्कृतिक-परम्पराले पनि शिक्षण सिकाइमा ज्यादै नै प्रभाव पारेको हुन्छ । संस्कृति अन्तरगत जाति, धर्म, संस्कार, सामाजिक मूल्यमान्यता, चालचलन, भाषा आदि पर्दछन् । समाजमा विद्यमान फरकफरक संस्कृतिले विद्यार्थीहरूमा फरक व्यवहार प्रदर्शन गरेको पाउन सकिन्छ । एउटा कक्षामा विभिन्न जाति र संस्कृतिका परिवारबाट आएका विद्यार्थीहरू हुन सक्छन् (Cohen & Manion, 1983, p.139) । त्यसो भएमा उनीहरूको बोली, लवाइखवाइ, चलाई आदि पक्षमा एकअर्कोबीचमा व्यवहार फरक पर्ने हुनाले पाठ्यविषयवस्तु मेल खाने र नखाने तथा रुचिमा समेत फरक पर्नगई सिकाइ व्यवहार र स्तरमा अन्तर हुने सम्भावना रहन्छ (Lefrancois, 2000, p30) ।

विद्यार्थीहरू आपसमा उचनीच, छुवाछुत, राम्रोनाराम्रो जस्ता कुरामा भेदभाव राख्ने हुन सक्दछन् । जसले गर्दा कुनै सांस्कृतिक पक्षबाट कमजोर मानिएका (culturally deprived) विद्यार्थीहरू ठूलाठालू मानिसका विद्यार्थीबाट हेपिने अवस्थामा रहेका हुन्छन् र कक्षामा असामान्य वातावरण सिर्जना हुनगई सिकाइउपलब्धि प्राप्तिमा नकारात्मक प्रभाव पर्न जान्छ (Arends, 2001, p.8) । यस्तो भिन्नताले एउटा जिम्मेवार शिक्षकका लागि कक्षाशिक्षण कार्यसञ्चालनमा ज्यादै ठूलो समस्या परेको महसुस गरिन्छ (Yelon & Weinstein, 1977, p.449) ।

यस अवस्थामा कक्षा शिक्षकले अत्यन्त संवेदनशील एवम् विवेकशील भएर विभिन्न सांस्कृतिक परम्परामा हुर्केर आएका विद्यार्थीहरूबीच सिकाइ कार्यकलाप गराउँदा समान व्यवहार कायम राख्न सक्नुपर्दछ । समाजमा जुनसुकै जाति, भाषा, संस्कृतिमा उचनीच भेदभाव राख्न नहुने गरी व्यवहार गर्नुपर्दछ । बुझ्नुपर्ने कुरा छ कि कुनै जातीय संस्कृतिको आफ्नै प्रकृतिको रहस्यमय अस्तित्व हुन्छ । त्यसैले मौलिकता, स्वतन्त्रता, सार्वभौमिकताको दृष्टिकोणले विचार गर्ने हो भने पनि प्रत्येकको प्रगाढ राष्ट्रिय महत्त्व रहेको हुन्छ भन्ने तथ्यलाई कहिल्यै हल्का नठानी कुनै पनि पाठ्यवस्तु सिकाइका लागि विद्यार्थीहरूबीच सामूहिक शिक्षण तथा सहयोगात्मक सिकाइ (cooperative learning) व्यवहार लागू गर्नुपर्दछ । यदि सांस्कृतिक भिन्नताको कारणबाट पाठ सिकाइमा विद्यार्थी कमजोर भएमा शिक्षकले बढी सहयोगात्मक प्रक्रिया अपनाउनुपर्छ (Arends, 2001, pp.313-342) । व्यक्ति

विशेष समस्या पत्ता लगाउनु र सुधार गर्नका लागि शिक्षकहरू बीच तथा मातापिता वा अभिभावकहरूबीचमा विशेष बैठक राखेर खास रायअनुसार शिक्षणसिकाइ व्यवहारमा लागू गर्नु पर्दछ ।

घ. विशेषविचारणीय कुरा

हाम्रा विद्यालयहरूमा आउने विद्यार्थीहरू व्यापक एवम् विविध सामाजिक परिवेशको प्रभावमा रहनु स्वभाविक छ । विद्यार्थीहरूमा उल्लिखित उपरोक्त पक्षहरूका साथै अन्य विविध पक्षहरूबाट आइपर्ने समस्याहरू पनि रहेका हुन सक्दछन् जसको कारणबाट विद्यार्थीहरूको सिकाइ विकासमा बाधा पर्न गइरहेको हुन्छ । अधिकाधिक बालबालिकाहरू सुरुमा प्राथमिक विद्यालयमा शिशु तथा एक कक्षामा भर्ना हुन आउँछन् । तिनीहरूमध्ये कोही शारीरिक, मानसिक, लैङ्गिक, सामाजिक, आर्थिक र सांस्कृतिक आदि विभिन्न पक्षमा सामान्य भन्दा भिन्न हुनसक्दछन् । तिनीहरूको अवस्थानुसार जुन समस्याबाट गुज्रिरहेका हुन्छन् त्यसमाथि कोही शिक्षक वा अन्य व्यक्तिबाट उक्त कठिन अवस्थालाई जनाउने गरी नामाङ्कन गरेर उपनामबाट परिचय दिने र बोलाउने समेत गर्न थालेको पाइन्छ, जस्तै-“ए, सिकुटे ! यता आऊ, तिम्रो नाम के हो ? भन ।” जबकि उसको वास्तविक नाम थाहा हुन नै बाँकी हुन्छ भने सिकुटे वा अरू कुनै उपनामबाट बोलाउनाले केकस्तो असर पर्ला ? यस बारेमा शिक्षकहरू सचेत हुनु पर्छ ।

१. बालबालिकाको कठिनाइलाई नामाङ्कन गरिएको कारणबाट पर्ने असर

विद्यार्थीहरूमा जुन रूपको कठिनाइ कमजोरी रहेका हुन्छन् त्यसप्रति सहानुभूति राख्नुको सट्टा ममताहीन तरिकाले अविवेकी बनेर बच्चाको नाजुक स्थितिलाई अँल्याएर नामाङ्कन गर्ने (Labeling) गरेको पाइन्छ । जस्तै-शारीरिक पक्षमा मोटे, सिकुटे, पुड्के, लड्गडो, लुलो, बहिरो, कानो, आदि; त्यस्तै, योग्यतासम्बन्धी पक्षमा चड्खे, चतुरे, जिद्दीवाल, लाटो, बुद्ध, ग्वाँजे आदि नाम दिएको हुन्छ भने सामाजिक, सांस्कृतिक, आर्थिक समस्यामा पीडित बच्चालाई उसको स्थिति जनाउने गरी विभिन्न उपनामले हेपेर बोलाउने समेत गरिन्छ । जसबाट उसलाई मर्म छुने गरी पीडा थपिन जान्छ । जहाँसम्म कि उसमाथि नकारात्मक प्रभाव परेर उसको मानसिकस्तर तलमाथि हुन गई कक्षा कार्यकलाप गर्नमा र पाठ्यवस्तु सिकाइमा जाँगर नगर्ने, हतोत्साही हुने, निराश हुने अवस्थामा पुग्छ । फलस्वरूप विद्यार्थीको प्रगतिमा बाधा पर्ने मात्र होइन कि उसको आत्मछाप बिग्रेर, मानसिक तनाव बढेर अन्तमा विकृत क्रियाकलाप देखापर्दछ (Yelon & Weinstein, 1977, p.420) ॥ यसकारणबाट शिक्षक तथा अभिभावकलाई बच्चाको व्यवहार सुधारन ठूलो चुनौतीको सामना गर्नुपर्ने हुन्छ । बच्चाको जीवन नै बरबाद हुने डर हुन्छ । यदि यसो भएमा त यो जस्तो दूरावस्था के होला र ! त्यसैले बालबालिकालाई उनको समस्यायुक्त स्थिति जनाउने गरी उपनाम दिन उचित हुँदैन ॥

२. के बालबालिकाको कठिनाइलाई नामाङ्कन गर्नु उचित हुन पनि सक्छ ?

कोही व्यक्तिहरूको सोचाइमा बालबालिकालाई उनीहरूको कठिनाइ, समस्याअनुसारको नामाङ्कन गर्न उचित हुने तर्क दिएको पाइन्छ किनकि यसरी नाम दिएमा उनीहरूको समस्या एवम् अवस्था थाहा

हुन आउँछ (1977, p.421) । फलतः बच्चाको शिक्षक तथा अभिभावकबाट माया, सहानुभूति, स्थावरसुख तथा अन्य विशेष सहयोग पाउन सक्दछन् । जसबाट उनको शारीरिक, मानसिक, संवेगात्मक तथा सामाजिक भावनाको विकास हुन पाउँछ । हो ! मान्छेहरूले बालबालिकालाई समस्या औल्याउने गरी नामाङ्कन गरेका हुन्छन् तापनि त्यसलाई आधार मानेर सकारात्मक सौँचाइसित व्यवहार गर्नु पर्दछ, नकारात्मक सौँचाइले होइन । जे जस्तो नाम दिए तापनि इच्छानुकूल व्यवहार पाएमा बालबालिकाले पाठ सिकाइमा रुचि राख्ने हुन्छन् । कथम् कदाचित उनीहरू आफ्ना साथीहरूबाट हेपिने गरेको देखिएमा असल शिक्षक तथा अभिभावकबाट बढी सहयोगात्मक तथा उपचारात्मक व्यवहार गर्नुपर्दछ । फलतः उसको विकासमा थप सघाउ पुग्न जान्छ । हो ! यसो हो भने त कठिनाई/समस्यालाई नामाङ्कन गर्नु सौँच्चिकै नै राम्रो भयो ।

३. विद्यार्थीहरूको समस्या पहिचान तथा शिक्षण उपचारमा शिक्षकको विशेष भूमिका

उपयुक्त भौतिक तथा संवेगात्मक वातावरणसित कक्षाव्यवस्थापन मिलाई विद्यार्थीहरूको चाहना एवम् आवश्यकताअनुसार शिक्षणसिकाइ कार्यकलाप सफल पार्नु शिक्षकको महत्त्वपूर्ण भूमिका रहेको हुन्छ । सबै जसो विद्यालयहरूमा शिक्षकहरू उल्लिखित समस्याहरू भोगिरहेका हुन्छन् जसमध्ये खासगरी विद्यार्थी अनुशासनसम्बन्धी समस्या मुख्य रूपमा देखिन्छ । समस्या हुनु वा नहुनु शिक्षकको भूमिकामा पनि भरपर्ने कुरा हो । त्यसैले कोही शिक्षकलाई परेको समस्या अर्कोलाई अनुभव नहुन पनि सक्दछ । शिक्षकको अति नै महत्त्वपूर्ण भूमिका नै विद्यार्थीको व्यवहार रूपान्तरण/परिष्करण गर्नु हो । यसका लागि शिक्षकले विशिष्ट तथा सामूहिक उद्देश्यलाई ख्याल गरेर विद्यार्थीहरूमा आत्म नियन्त्रणको प्राप्ति (Achieving self-control) गराउनु पर्दछ (Panda, 1999, pp.27-35) । एक जिम्मेवार वचनबद्ध शिक्षक जसले शिक्षणलाई प्रभावकारी बनाएर विद्यार्थीहरूको सिकाइ उपलब्धि बढाउनु छ भने आफ्ना अनुभवहरूको आधारमा असल भावनाहरू सहित अनुकूल कक्षाव्यवहारहरू कायम राख्न सक्नुपर्दछ (Packard & Race, 2002, pp.248, 257,269,271-282; Ornstein & Lasley II, 2000, p.379) ।

१. विद्यार्थीहरूको आवश्यकता हेरी उपयुक्त कक्षाकोठाव्यवस्थापन मिलाउनु पर्दछ,
२. शिक्षक मनोवैज्ञानिक रूपले योग्य, धैर्यवान, सिर्जनशील भएर काममा लाग्नुपर्दछ,
३. समस्यामा बल्लिएका विद्यार्थीहरूलाई उचित पथ-प्रदर्शन गर्नुपर्दछ,
४. दया तथा सहानुभूतिका साथ हौसला दिदै कक्षा-व्यवहार गर्नुपर्दछ,
५. कक्षामा विद्यार्थीहरूबीच सहयोगको भावना जगाउनु पर्दछ,
६. विषयवस्तु शिक्षणमा आदेश दिएर लाइनको सट्टा विद्यार्थीहरूको आवश्यकतानुसार उचित निर्देशन दिने शैली अपनाउनु पर्दछ,
७. समस्यायुक्त विद्यार्थीहरूलाई मनोरञ्जन गराउदै प्रेरणादायी उत्तेजना जगाउनु पर्दछ,
८. पीडित विद्यार्थीहरूको पूर्व अनुभवलाई विशेष ध्यान दिएर कक्षा-व्यवहार गर्नुपर्दछ,
९. विद्यार्थीको कठिनाईहरूलाई निदान गरेर मात्र शिक्षण कार्य गर्नुपर्दछ,
१०. विद्यार्थीहरूमा आत्मबल बढाउनु पर्दछ,

११. विद्यार्थीहरूको ज्ञान, सीप र अभिवृत्तिको मूल्याङ्कन ठीक ढङ्गले गर्नुपर्दछ,
१२. शिक्षणमा सदैव जनतन्त्रात्मक वातावरणमा कार्यक्रम बढाउनु पर्दछ,
१३. शिक्षणको जुनसुकै व्यवहारलाई योजनामा आधारित बनाउनु पर्दछ,
१४. विद्यार्थीको समस्याअध्ययनको सिलसिलामा आमाबाबुसँग नियमित सम्बन्ध बनाइराख्नु पर्दछ ।

४. गुणात्मक शिक्षा तथा सफल शिक्षणमा सरकारी नीति तथा दायित्व

जसरी विविध कारणहरूबाट सिकाइ समस्यामा परेका विद्यार्थीहरूलाई स्थिति जटिलताअनुसार उपचारात्मक शिक्षण गरी उनीहरूको सिकाइउपलब्धि बढाउन विद्यालय तथा शिक्षकको विशेष भूमिका रहन्छ । त्यस माथि “शिक्षामा समान अवसर तथा सबैका लागि शिक्षा” को लक्ष्य राखेर राष्ट्रिय स्तरबाट कार्यक्रम बनाउने दायित्व राज्यसरकारको हुन्छ । शिक्षाको मूलधारबाट कुनै पनि बालबालिकाले वञ्चित हुन नपरोस, गुणस्तरीय शिक्षाको माध्यमबाट उनीहरूको भविष्य सुनिश्चित बनोस् भन्ने दायित्व राज्यको रहन्छ । यस सन्दर्भमा हरेक बालबालिकाका निम्ति शिक्षा नैसर्गिक अधिकार हो भन्ने मान्यतालाई आत्मसात् गर्दै नेपालमा सरकारले शिक्षाको अवसर र अधिकारलाई विभिन्न कार्यक्रम र नीति अगाडि सारेको छ । त्यसका लागि सन् २००० को अप्रिलमा सेनेगलको डकारमा सबैका लागि शिक्षालाई लिएर विश्वशिक्षा मञ्चको बैठकले डकार कार्य ढाँचा “सबैका लागि शिक्षा हाम्रो सामूहिक प्रतिबद्धता” लक्ष्य प्राप्त गर्नुपर्ने कुरालाई अंगिकार गर्‍यो । यस कार्यढाँचाले सन् २०१५ सम्ममा सबैका लागि शिक्षाका छओटा लक्ष्यहरू निर्धारण गर्‍यो । त्यस अनुसार सरकारको राष्ट्रिय कार्ययोजनाले आफ्नो कार्यढाँचाको रूपरेखा तयार गरेको छ (शिक्षा विभाग, २०६१ PP. १-५) । ती रूपरेखाहरूमध्ये केही यस प्रकार छन् :

- १) विशेषगरी असुरक्षित र पिछडिएका बालबालिकाको प्रारम्भिक बालहेरचाह शिक्षा र क्षमताको विस्तारमा व्यापकता ल्याउने: यसमा, शिक्षा ऐन सातौं संशोधन (२००२) ले विद्यालयमा आधारित पूर्वप्राथमिक कक्षाहरू (नर्सरी, केजी) र समुदायमा आधारित शिशु विकास केन्द्रहरू छन्, भने विभिन्न अन्तर्राष्ट्रिय तथा राष्ट्रिय गैरसरकारी संस्थाहरूद्वारा समुदायमा आधारित विभिन्न प्रारम्भिक बालबिकास केन्द्रहरू सञ्चालित छन् । यसका लागि सरकारले विभिन्न तहका सहजकर्ताहरूको तालिमको व्यवस्था, पाठ्यक्रम र क्रियाकलाप सामग्रीहरूको निर्माण, कार्यक्रम केन्द्रहरूको अनुगमन र निरीक्षण आदि पक्षमा ध्यान पुऱ्याएको छ ।
- २) विशेषगरी कठिन परिस्थितिमा परेका एवम् अल्पसंख्यक दलित, जनजाति भित्रपर्ने बालबालिकाहरूका लागि स्तरीय एवम् निःशुल्क अनिवार्य प्राथमिक शिक्षामा पहुँच र स्तरीयताको सुनिश्चितता गर्ने – यसमा, दलित बालबालिकाहरूका लागि छात्रवृत्ति, भर्नादर बढाउने र अन्य विभिन्न पक्षहरूमा विद्यालय सुधार कार्यक्रम, पौष्टिक आहार वितरण कार्यक्रम सञ्चालन, दुर्गम क्षेत्रका सुविधाविहीन बालबालिकाहरूका लागि सहज विद्यालय सुविधा उपलब्ध गराउने, विशेष आवश्यकता भएका एवम् विकलाङ्ग विद्यार्थीहरूका लागि विशेष शिक्षा लागू गर्ने आदि कार्यक्रममा सरकारले पाइला चालेको छ ।

- ३) प्राथमिक र माध्यमिक शिक्षामा रहेका लैङ्गिक असमानता हटाई स्तरीय आधारभूत शिक्षाको उपलब्धिमा छात्राहरूको पूर्ण न्यायिक पहुँच सुनिश्चित गर्न सामाजिक तथा लैङ्गिक समानता कायम गर्ने – यसमा, विद्यालयमा भर्ना भई तह पूरा गराउन विशेष सुविधाविहीन लक्षित समूहका केटाकेटीहरूका लागि छात्रवृत्ति प्रोत्साहन सुविधाहरू प्रदान, लैङ्गिक समानता बढाउन विद्यालय वातावरणमा सुधार, सकारात्मक क्रियाकलापबाट शिक्षामा महिला सहभागितामा वृद्धि, प्राथमिक तहमा महिला शिक्षकहरूको नियुक्ति, लिङ्ग जाति र जन जाति सम्बन्धमा सचेत गराउन पाठ्यक्रम, पाठ्यपुस्तक र शिक्षक तालिम सामग्रीमा सुधार जस्ता कार्यक्रममा सरकारले कदम बढाएको छ ।
 - ४) साक्षरता, सामान्य हरहिसाब एवम् जीवनोपयोगी सीपहरूमा सबैले राम्रो उपलब्धि हासिल गर्न सकून भन्ने अभिप्रायले मापन गर्न सक्ने सिकाइमा उत्कृष्ट उपलब्धि सुनिश्चित गर्न स्तरीय शिक्षाका सबै पक्षहरूको सुधार गर्ने – यसमा, विद्यालयको समग्र पूर्वाधार र भौतिक वातावरणमा सुधार, पाठ्यक्रम, पाठ्यपुस्तक, शैक्षिक सामग्रीहरूमा सुधार, बार्षिक परीक्षाको त्रुटि सुधारात्मक मूल्याङ्कन प्रणालीबाट सिकाइ उपलब्धि मापन प्रणालीमा सुधार, पूर्वसेवाकालीन शिक्षक तालिम प्रदान, शिक्षक तालिम अभिमुखीकरण, अनुगमन, निरीक्षणजस्ता विभिन्न क्रियाकलापहरूको सञ्चालनका लागि स्रोतकेन्द्रको संयोजनमा “विद्यालय समूह” प्रणालीको कार्यान्वयन, विद्यालयको स्वामित्व र उत्तरदायित्व बहन गर्न सक्ने तुल्याउन समुदायमा विद्यालय व्यवस्थापनको विकेन्द्रीकरण आदि जस्ता कार्यक्रमहरू सरकारी पक्षबाट सञ्चालन गरिएको छ ।
 - ५) मातृभाषाको माध्यमबाट आधारभूत तथा प्राथमिक शिक्षा सुनिश्चित गर्ने – यसमा, शिक्षा ऐन सातौँ संशोधनबाट शिक्षाको प्राथमिक तहमा पढाइको माध्यम मातृभाषामा लागू, यसका लागि पाठ्यक्रम र पाठ्यपुस्तकको विकास, प्राथमिक शिक्षामा मातृभाषा ऐच्छिक विषयको रूपमा राख्ने आदि जस्ता सरकारी पक्षबाट कार्यक्रमहरू सञ्चालित छन् ।
- यसरी सबैकालागि शिक्षाको अग्रदृष्टिले सबै किसिमका आधारभूत आवश्यकताहरूलाई इङ्गित गर्दछ । शिक्षा क्षेत्रमा सुधारका लागि जेजति काम भएका छन् तापनि स्रोत र साधनको स्तर, संस्थागत संरचना, पाठ्यक्रम पाठ्यपुस्तक र परम्परागत शिक्षण पद्धतिका हिसाबले तीभन्दा उच्चस्तरका प्रभावकारी कार्यहरू सञ्चालन गर्नुपर्ने देखिन्छ ।
- प्राथमिक तह पारगरेपछि जीवनोपयोगी सीपमूलक शिक्षा प्राप्त गर्ने महत्वपूर्ण तह भनेको माध्यमिक शिक्षा हो । यस तहमा सरकारले तीनवटा मूल पक्षमा ध्यान दिने गरेको हुन्छ (शिक्षा विभाग, २०६१, PP. २३-२६) ।
- १) व्यक्ति, समाज एवम् सिङ्गो राष्ट्रलाई बिचारगरेर उपयुक्त पाठ्यक्रम निर्माण, योग्य शिक्षकको नियुक्ति, विद्यालयको कुशल व्यवस्थापन गरी गुणस्तरलाई कायम राख्ने,
 - २) जाति, जनजाति, धर्म, बर्ग, स्थानीयतालाई विचार पुर्‍याएर शारीरिक असमर्थताबाट पीडित एवम् दलित वर्गलाई समेत समान अवसर प्रदान गर्ने गरी शिक्षामा पहुँच/समता बढाउने,

- ३) राष्ट्रिय नीतिमा रही विकेन्द्रीकृत योजना सितको व्यवस्थापन, सुशासनका सिद्धान्त र अभ्यासको बहाली, आर्थिक स्रोतको उपलब्धता, सहभागितामूलक पद्धति, प्रधानाध्यापक तथा अन्य शिक्षकको सही योग्यता, स्थानीय समुदाय गाउँ, नगर, जिल्ला तथा क्षेत्रीय सबै तहबाट जवाफदेहिताका आधारबाट संस्थागत सक्षमता निर्माण गर्ने ।

माध्यमिक शिक्षा सहयोग कार्यक्रमका उपरोक्त तीनवटा उद्देश्यहरू प्राप्तीका लागि निम्नलिखित चारवटा महत्त्वपूर्ण अभिन्न अङ्गहरू कार्यक्रममा समावेश गरिएका हुन्छन् :

- (१) सिकाइ वातावरण
- (२) पाठ्यक्रम विकास, शैक्षिक सामग्री तथा मूल्याङ्कन
- (३) शिक्षक शिक्षा र विकास
- (४) संस्थागत व्यवस्थापन तथा क्षमता अभिवृद्धि

उपर्युक्त कार्यक्षेत्रहरू त्यस्ता आधार तत्वहरू हुन् जसद्वारा नै शिक्षण संस्थाले सङ्गठनात्मक रूपमा कार्यकुशल बनेर, प्रभावकारिता बढाएर, अविच्छिन्न रूपले निरन्तरता कायम राखेर गुणस्तरीय सेवा दिन सकेको हुन्छ ।

चुनौती तथा कमीकमजोरीहरू :

खासगरी सरकारले विद्यालय शिक्षामा विकास र सुधार गर्न जेजति कार्यक्रम, योजनाहरू तर्जुमा गरी लागू गरे तापनि समान पहुँचसहितको गुणस्तरीय शैक्षिक उपलब्धि प्राप्त गर्न नसकेको अवस्था छ । यसमा अस्वाभाविक परिस्थितिबाट देखिने चुनौतीहरू तेर्सिनु एकातिर छ भने अर्कोतिर स्वाभाविक रूपले कार्यक्रम सञ्चालन गर्नुपर्नेमा विविध स्वार्थ र लापरवाहीबाट कमीकमजोरीका कारणहरू देखा परिरहेका छन् । त्यसमाथि पनि विविध कठिन समस्यामा परेका पीडित बालबालिकाहरूको लागि उपचारात्मक शिक्षण गर्नुपर्ने आवश्यक भौतिक तथा संवेगात्मक वातावरण मिलाई उपयुक्त कक्षाकोठा व्यवस्थापन (Classroom Management) गर्नमा कति कमीकमजोरीहरू हुन जान्छन्, यसबाट विद्यार्थीमा मात्र नभई समाजमा कतिसम्म नकारात्मक असर खप्नु परिरहेको छ भन्ने तथ्यलाई स्वीकार गर्नु परेको छ । तैपनि केही छटपटी अझै हेरौं :

- १) सुविधा विहीन समुदाय तथा दलित वर्गका बालबालिकाहरूको शैक्षिक विकासमा पहुँच कसरी पुऱ्याउने ?
- २) महिलापुरुषबीच विभेदको समस्या हटाएर बालिकाहरूलाई विद्यालय जान प्रोत्साहन गर्ने र सिकाइमा नियमितता कसरी बढाउने ?
- ३) उद्योग, व्यवसाय तथा घरेलु बाल श्रम प्रथा हटाएर उनीहरूको भविष्यको लागि साँच्चिकै विचार गर्ने कि नगर्ने ?
- ४) शारीरिक रूपले विकलाङ्ग स्थितिबाट समस्यामा परेका बालबालिकाहरूको लागि विद्यालय जाने सुविधा तथा अनुकूल कक्षाकोठा वातावरण मिलाउन पूर्णरूपले विचार कहिले पुऱ्याउने ?
- ५) विभिन्न भौगोलिक, सामाजिक, सांस्कृतिक तथा जाति, भाषा आदि सम्पूर्ण पक्षलाई ध्यानमा राखेर अनुकूल विद्यालय शिक्षा-संरचनाद्वारा व्यावहारिक शिक्षणसिकाइ वातावरण किन नमिलाउने ?

- ६) देशका विद्यालय जाने उमेरका सम्पूर्ण बालबालिकाहरूलाई शिक्षा आर्जन गर्न अवसर दिने बारेमा सधैंभरि कुरामात्र कहिले सम्म गरिरहने ?
- ७) प्रभावकारी शिक्षण तथा उत्पादनशील सिकाइका लागि तालिम प्राप्त र सम्पूर्ण शिक्षक तथा स्रोतसाधनहरूको सही मूल्याङ्कन र उपयोगिता बारेमा कहिलेसम्म अलमलिइरहने ?
- ८) समग्ररूपले भन्दाखेरि राष्ट्रको मानवीय तथा भौतिकस्रोतको सही परिचालन गर्नमा शिक्षा प्रशासनको कमजोरी एवम् दोष हटाउने कि नहटाउने ?

ड. अपेक्षान्त

अन्तमा, शिक्षकले विद्यालयमा आफ्नो शिक्षणकक्षाको व्यवस्थापन गर्दा माथि उल्लेखित सम्पूर्ण पक्षहरू विद्यार्थीहरूमा देखिने समस्यायुक्त विविधता, तीबाट शिक्षणसिकाइमा पर्ने संवेदनशील प्रभाव, विद्यार्थीहरूको कठिनाई समस्यालाई नामाङ्कन गरिदा पर्ने असर आदिजस्ता सम्पूर्ण कुराहरूबारे गम्भिरताका साथ अध्ययन गरेर समस्यासमाधानमा विवेकशील भएर आफ्नो भूमिकालाई अविरल रूपले अगाडि बढाइरहनु पर्दछ । यसरी कक्षाकोठाको भौतिक तथा संवेगात्मक वातावरण मिलाएर विभिन्न खाले व्यक्तिगत स्थितिसितका विद्यार्थीहरूको व्यक्ति विशेष आवश्यकतालाई ध्यान दिएर शिक्षकले आफ्नो शिक्षण व्यवहारलाई उनीहरूको रुचिकर सिकाइ-कार्यकलाप सञ्चालन गरेमा मात्र त्यस्ता पीडित विद्यार्थीहरूको बहुपक्षीय प्रगति हुने विश्वास गर्न सकिन्छ । यस कार्यमा खासगरि नेपाल सरकारको पूर्ण दायित्व रहन्छ ।

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गुणस्तरीय शिक्षण र शिक्षक तालिमको सबाल

* डा. रोशन चित्रकार

१. गुणस्तरीय शिक्षण के हो ?

विद्यार्थीहरूलाई बढीभन्दा बढी किताबी ज्ञान हासिल गर्न मदत गर्नुलाई राम्रो शिक्षणको रूपमा लिने हाम्रो औपचाकि शिक्षाको परम्परा रही आएको छ । शिक्षकमा व्यक्तिगत गुणहरूको अभाव तथा विद्यार्थीहरूको फितलो बौद्धिक र शारीरिक तयारी यस्तो सिकाइ पद्धतिकालागि बाधक मानिन्छ । फिलिप कोम्बले (१९८५) शिक्षकको दक्षता, व्यक्तित्व र पेसागत जिम्मेवारीको बोधलाई नै विद्यार्थीहरूको सिकाइउपलब्धि तथा गुणस्तरीय शिक्षाका केही मुख्य कारक तत्त्व मानेका छन् । यस्ता गुणहरू बृहत् शिक्षक शिक्षण कार्यक्रमहरू तथा प्रवर्तनबाट हासिल गर्न सक्ने उनको दावी छ । यद्यपि यसमा शिक्षकले सूक्ष्म रूपमा कक्षामा भोग्नु पर्ने अवस्थाको गहिरो बुझाइको अभाव रहेको छ । विद्यार्थी-शिक्षक तथा विद्यार्थी-विद्यार्थी बीचको सिकाइ सम्बन्धको पनि कुनै वास्ता गरिएको हुँदैन । यसै सन्दर्भमा प्राध्यापक टेड्सु एवकीले पाठ्यक्रमका दुई पक्षहरू- नियोजित पाठ्यक्रम र भोगाइमा आधारित पाठ्यक्रमबीचको तनावलाई महसुस गरेर गरिने शिक्षणको महत्त्व बोध हुने धेरै कृतिहरू प्रकाशित गरेका छन् । उनको तर्कको मूल आशय हो- प्रभावकारी व गुणस्तरीय शिक्षण भनेको प्राविधिक विषयमात्र होइन अर्थात् सीप वा विधिबारे निपूर्ण बनाउने तालिमले मात्र शिक्षकको शिक्षण गुणस्तरीय बनाउँछ भन्ने दाबीप्रति उनले आपत्ति जनाएका छन् ।

यी दुबैथरीका शिक्षण पद्धतिहरूलाई निम्नलिखित उदाहरणको प्रस्तुतिबाट स्पष्ट पार्न सकिन्छ । जस्तै- प्राथमिक शिक्षाको नै कुरा गरौं । यस तहको राष्ट्रिय पाठ्यक्रमले निर्धारण गरेबमोजिम विद्यार्थीहरूले सिक्नु पर्ने सिकाइका विषय, भार समय र मूल्याङ्कनका प्रक्रियाहरू निर्धारण भएका हुन्छन् । यसअनुरूप नेपालको सन्दर्भमा नेपाली भाषा, गणित, सामाजिक शिक्षा, सिर्जनात्मक अभिव्यक्ति तथा कला, वातावरण, अङ्ग्रेजी भाषा, स्वास्थ्य र शारीरिक विषयहरूको पठनपाठन हुन्छ । बौद्धिक तर्कवादीहरूले पाठ्यक्रमान्तर्गतका यी विषयहरूको ज्ञान आर्जन र सम्बद्ध सिकाइका पक्षहरूलाई जोड दिएका हुन्छन् । उनीहरूकालागि पाठ्यक्रमका उद्देश्यहरू र ती प्राप्तिका लागि विद्यार्थीहरूले हासिल गर्ने सिकाइ उपलब्धिहरूको विशेष चिन्ता हुन्छ । शिक्षकलाई ठीक तवरले तयार गरेर कक्षाकोठा र विद्यालयमा उपयुक्त शैक्षिक वातावरण बनाउन सके विद्यार्थीहरूमा अपेक्षित सिकाइ उपलब्धि गराउन सकिने यस क्याम्पका चिन्तकहरूको दावी रहेको छ ।

भोगाइमा आधारित शिक्षणको कुरालाई प्रबर्द्धन गर्ने शिक्षाकर्मीहरूले भने पाठ्यक्रमका ती पक्षहरूका अलावा कक्षामा उपस्थित भएका प्रत्येक विद्यार्थीहरूको सामाजिक-आर्थिक पृष्ठभूमि र उसँग शिक्षकले स्थापना गरेको शैक्षिक सम्बन्धलाई समेत शिक्षण प्रक्रियाले सचेतरूपमा अङ्गीकार गर्नुपर्ने पक्षलाई पनि जोड दिएका हुन्छन् । जस्तै दलित र गैरदलित अनि छात्र र छात्रा विद्यार्थीहरूको सिकाइ आवश्यकता फरकफरक भएको वर्तमान नेपालको कक्षाकोठाको वास्तविकतालाई शिक्षण

* कन्सल्ट्यान्ट, शिक्षक शिक्षा आयोजना

प्रक्रियाले सम्बोधन गर्नुपर्ने जस्ता सवालहरू ती शिक्षाकर्मीहरूको चासोको विषय हुन्छन् । "दक्ष"[#] शिक्षकले पढाउँदैमा र विद्यालयमा उपयुक्त शैक्षिक स्रोत र वातावरण उपलब्ध हुँदैमा विद्यार्थीहरूबीच समानुपातिक सिकाइ सुनिश्चित हुन्छ भन्ने तर्कलाई यस क्याम्पका चिन्तकहरूले मान्यता दिंदैनन् ।

बौद्धिक तर्कवादीहरूले न्यून सिकाइउपलब्धि हासिल गर्नेहरूलाई समस्यामूलक विद्यार्थीहरूको दर्जामा राखेर उनीहरूलाई विशेष सिकाइका अवसर उपलब्ध गरेर समस्या निराकरण गर्ने प्रयत्न गर्छन् । तर विद्यार्थीको सामाजिकआर्थिक पक्ष र उसले कक्षामा भोगेका अनुभव उसँग शिक्षक तथा अरू साथीहरूले राखेको सम्बन्ध र उसमाथि परेको मनोवैज्ञानिक प्रभावप्रति शिक्षक कत्तिको सम्बेदनशील छ भन्ने पक्ष उनीहरूको चासोको विषय हुँदैन ।

२. हाम्रो सन्दर्भ

हाम्रो देशको सन्दर्भमा शिक्षा तथा खेलकुद मन्त्रालय र विभागतहमा जतिसुकै समावेशीका सिद्धान्तका कुराहरू गरे तापनि शिक्षक तालिमहरूले बढी जसो नियोजित पाठ्यक्रमलाई कार्यान्वयन गर्ने शिक्षण सीप वा प्रविधिलाई नै अत्यधिक जोड दिएका छन् । उदाहरणकालागि शैक्षिक जनशक्ति विकास केन्द्रले प्रतिपादन गरेको १० महिने आधारभूत तालिमको पाठ्यक्रमलाई लिन सकिन्छ । यस तालिमले शिक्षकलाई प्रभावकारी सामग्री र विधि प्रयोग गर्ने सीप सिकाउँछ । प्राथमिक तहका सबै विषयहरूको शिक्षणविधि सिकाउँछ । शिक्षकले अवश्यक सम्भोका सीपहरूलाई प्राथमिकता दिन्छ । प्राथमिक तहका बालबालिकाहरूको सिकाइलाई सहयोग पुऱ्याउन र सकारात्मक वातावरण सिर्जना गर्न शिक्षकका कामलाई अर्थपूर्ण, रोचक र महत्त्वपूर्ण बनउने प्रयास गर्दछ । तर शिक्षणसन्दर्भ अर्थात् शिक्षकले भोगेको अनुभव समावेश गरेर संश्लेषित शिक्षणलाई प्रवर्द्धन गर्ने पक्ष उक्त तालिमको एजेन्डाभित्र पर्दैन ।

उक्त तालिम पाठ्यक्रमले उल्लेख गरेको छ कि तालिममा समावेश हुनुपर्ने क्रियाकलाप तथा विषयवस्तुको आवश्यकता लेखाजोखाको आधारमा शिक्षको सीपसिकाइका विषयवस्तुहरू चयन हुन्छन् । यहाँनेर लेखाजोखा गर्न प्रभाव पर्ने दृष्टिकोणकै विश्लेषण गर्नुपर्ने हुन्छ । बौद्धिक तर्कवादी दृष्टिकोणको प्रभाव रहेको हाम्रो शैक्षिक समुदायमा वैकल्पिक दृष्टिकोणहरूबाट आवश्यकता लेखाजोखा भएको देखिँदैन । जोरगन हाबरमासले भने जस्तै लेखाजोखा वा ज्ञान आर्जन गर्ने काम व्यक्तिको दृष्टिकोण वा चासोले सीमित पारको हुन्छ । उसले जे जान्न चाहन्छ, त्यसको मात्र लेखाजोखा हुन्छ । उपलब्ध तालिम पाठ्यक्रमको विश्लेषणबाट स्पष्ट हुन्छ कि शिक्षकको दैनिक अनुभव वा उसले कक्षामा भोगेका तितामिठा क्षणहरूको संश्लेषण गर्ने र ती क्षण वा उसका शिक्षणका रोचक अनुभवहरूलाई तालिममा सिकाइ स्रोतको रूपमा प्रयोग गर्ने पक्षको लेखाजोखा गर्ने

[#] बौद्धिक तर्कवादीहरूले शिक्षक दक्षतालाई सीमित परिधिभित्र परिभाषित गरेका हुन्छन् । योजनाबद्ध पाठ्यक्रमको उद्देश्य हासिल गर्न बौद्धिकरूपमा तयार र शिक्षण विधिका सिद्धान्त एवम् सीप जानेका शिक्षकलाई नै दक्ष शिक्षकको रूपमा लिइन्छ । उसको शिक्षकले विद्यार्थीहरूको सामाजिकआर्थिक, लैङ्गिक र भाषिक पृष्ठभूमिलाई सम्बोधन गर्नुपर्ने जरुरी हुँदैन । फलतः कक्षाशिक्षण समावेशीरहित हुने प्रबल सम्भावना हुन्छ ।

क्रियाकलाप समावेश गरिएको छैन । बौद्धिक तर्कवादीहरूको लागि यस्तो खोज चासोको विषय नै हुँदैन । यसर्थ यस्ता दृष्टिकोणबाट निर्मित तालिम पाठ्यक्रमले शिक्षणका नियोजित सीपहरूमात्र सिकाउने खालका उद्देश्यहरू सूचीकृत गरेको छ । साथै एउटै स्वरूपको आधारभूत शिक्षक तालिम सबै शिक्षकहरूलाई उपलब्ध गराइन्छ । अर्थात् तालिमको एकरूपता कायम गर्ने पक्षलाई चाहिनेभन्दा बढी जोड दिइएको छ । यस मानेमा समावेशी विकास तथा लोकतान्त्रिक समाजको आवश्यकतालाई सम्बोधन गर्न उक्त तालिम पाठ्यक्रम चुकेको छ ।

३. शैक्षिक प्रशासन नीति तथा शिक्षक तालिम

माथि उल्लिखित शिक्षक तालिमलाई प्रभाव पर्ने सिद्धान्तका दुई धारको व्याख्यालाई स्थानीय स्वायत्त शासनको मूलभूत अवधारणबाट निर्मित नेपालका वर्तमान शासकीय नीतिको परिदृश्यबाट हेर्दा यहाँ परिचालित शिक्षक तालिम बौद्धिक तर्कवादबाट मात्रै प्रभावित रहनु नपर्ने हो । दसौं योजनाको दस्तावेजलगायत सबैका लागि शिक्षाको राष्ट्रिय कार्ययोजना र मूल दस्तावेजले समेत शिक्षाको समावेशी विकासलाई जोड दिएका छन् । निर्माणाधीन अन्तरिम शिक्षा योजनाको मस्यौदाले पनि समावेशी विकासका कुरालाई जोडतोडका साथ उठाएको छ । नीतिको मर्मलाई नै कार्यान्वयनका ढाँचा निर्माण गर्ने र मातहतका प्रशासकहरूले आत्मसात् नगरेको वा नबुझेको अवस्था शिक्षक तालिमको पाठ्यक्रम र कार्यान्वयन प्रक्रियामा स्पष्ट रूपमा प्रतिबिम्बित छ । शैक्षिक योजनाहरू तहगत रूपमा विकेन्द्रीकरणको सिद्धान्तानुरूप “बिरालो बाँधेर श्राद्ध गर्ने” कथनलाई चरितार्थ गर्ने अभ्यास भएका छन् । जबसम्म शिक्षालाई समावेशी बनाउने पक्ष कक्षाशिक्षणको एजेन्डा हुँदैन, विद्यालय सुधार योजना लगायत गाउँ, जिल्ला तथा राष्ट्रिय शिक्षा योजनाहरू सही मानेमा विकेन्द्रीकरणको सिद्धान्तानुरूप (समुदाय, गाउँ, जिल्ला र केन्द्रीय सबै तहहरूमा सहभागिमूलक ढङ्गमा आवश्यकता लेखाजोखा भएर) निर्माण हुन्छ भनेर विश्वास गर्न सकिन्छ । समावेशी अवधारणा कक्षाशिक्षणको एजेन्डा रहेको छैन भनेर यहाँ गरिएको दाबी निम्न अवलोकनहरूमा आधारित छ ।

- कक्षाशिक्षकलाई आफ्नो कक्षाका विद्यार्थीहरूको सामाजिकआर्थिक पृष्ठभूमिको लेखाजोखा गर्न आवश्यक छैन । तालिमले उसलाई विषय शिक्षण गर्न सिकाएको छ तथा शिक्षकका अन्य प्राविधिक पक्षबारे जानकारी दिएको छ तर कक्षकोठाको अवस्था विश्लेषण गर्न उत्प्रेरित गरेको छैन । जब अवस्था नै विश्लेषण गरिएको छैन भने कक्षाशिक्षण सुधारार्थ आवश्यक हुने सहयोगी क्रियाकलापहरू कसरी पहिचान हुन्छन् र यस्ता क्रियाकलापहरू पहिचान नगरी निर्माण हुने विद्यालय सुधार योजना कसरी उपयोगी बन्न सक्ला ? तर विद्यालयहरूबाट विद्यालय सुधार योजनाहरूलाई आधार मानी वार्षिक रणनीति कार्यान्वयन योजना तर्जुमा गरिन्छ । के यस्तै हो विकेन्द्रीकृत योजना निर्माण हुने सही र भरपर्दो प्रक्रिया ? शिक्षक तालिमले यस पक्षलाई समेट्नु पर्दैन र ?
- “सबैका लागि शिक्षा” कार्यक्रमअन्तर्गत विगत केही वर्ष यता शिक्षा विभागले जिल्ला शिक्षा कार्यलयहरू मार्फत फ्लास रिपोर्टका लागि सङ्कलन गर्ने विद्यालयस्तरका तथ्याङ्कहरू

विद्यालयले आफ्नै प्रयोजनकालागि भन्दा विभागमा पठाउने हतारमा केन्द्रबाट प्राप्त फारम भर्ने काम गर्दछ । यसरी सङ्कलन गरिएका तथ्याङ्कको आधारमा फ्लास १ र फ्लास २ रिपोर्ट वर्षेनी प्रकाशन हुन्छ । यी रिपोर्टहरूले सबैका लागि शिक्षा कार्यक्रमका विभिन्न सूचकाङ्कमा भएका उपलब्धिहरूलाई प्रस्तुत गर्दछन्, जस्तै- समावेशी तथा सिकाइका पक्षहरूमा भएका उपलब्धिहरू लगायत छात्रवृत्ति र पाठ्यपुस्तक वितरणको प्रभावकारिता आदिमा भएका प्रगतिहरू । सूचना सङ्कलन, प्रशोधन, विश्लेषण र प्रतिवेदन तयारी प्रक्रिया यसरी तय गरिएको छ कि निर्धारित सूचकाङ्कहरूमा लक्ष्यबमोजिम हुनुपर्ने प्रगतिको लेखाजोखा केवल केन्द्रस्तरको एजेन्डा भएको छ, त्यो पनि दाताहरूको चित्त बुझाउन कै लागि तयार पारिन्छ । समावेशी शिक्षा, लैङ्गिक समानता आदि किन विद्यार्थी र समुदायको एजेन्डा हुन गइरहेको छैन ? के यस पक्षलाई शिक्षक तालिमबाट सम्बोधन गर्न सकिन्छ र ?

शिक्षा क्षेत्रमा जीवनको महत्त्वपूर्ण काल समर्पण गरिसकेका अधिकांश प्रशासक तथा विज्ञहरूको मनमस्तिकमा अति नै गाडिएको परम्परागत बौद्धिक तर्कवादी सोचलाई फुकाउन नीतिगत प्रयास हाम्रो शैक्षिक सन्दर्भमा अझै सफल हुन सकेको छैन । शिक्षार्थीहरूको सामाजिक सन्दर्भ र उत्पीडित अवस्थालाई सम्बोधन हुने शैक्षिक व्यवस्थापन तथा शिक्षणकालागि प्रवर्द्धन हुनु पर्ने सैद्धान्तिक र नीतिगत मान्यता भए तापनि यो मान्यता हाम्रो शैक्षिक संरचनामा संस्कृतिको रूपमा स्थापित भइसकेको छैन । शिक्षक तालिमहरू अझ पनि बौद्धिक तर्कवादले प्रभावित रहेर कक्षाकोठाको अनुभव र भोगाइलाई सम्बोधन गर्न पछि परेका छन् । शिक्षकहरू शिक्षणका विधि प्रक्रियाहरू सुन्न र सिक्न तालिममा सहभागी हुने गर्छन् न कि शिक्षणको सिलसिलामा प्रत्यक्ष भोगेका समस्या र सवालहरूमा केन्द्रित भएर चिन्तन वा अध्ययन गर्न र वैकल्पिक शिक्षणका उपायहरू पत्ता लगाउन । यसर्थ शिक्षक तालिम प्रदान गर्ने आधिकारीक निकायहरूले आफ्ना कार्यशैलीमा परिवर्तन गरेर तालिमले पुर्‍याउन सक्ने बृहत प्रभावलाई खोजी गर्ने र तालिम पाठ्यक्रमको दायरा फराकिलो एवम् गहन बनाउने तर्क अविलम्ब पाइला चाल्न युक्तिसङ्गत हुन्छ ।

४. सुभावहरू

प्रस्तुत विश्लेषण र तर्कका आधारमा शिक्षक शिक्षा तथा तालिम कार्यक्रमहरू बढी उपयोपगी बनाउन सहयोग पुगोस् भन्ने अपेक्षाका साथ निम्न सुभावहरू सूचीकृत गरिएको छ :

साधारण

- प्राथमिक शिक्षकको आवश्यक शैक्षिक योग्यतामाथि पुनर्विचार गरिनुपर्दछ । आगामी पाँच वर्षभित्र सबै प्राथमिक शिक्षकहरू कम्तीमा स्नातक उत्तीर्ण गरेको हुनुपर्दछ ।
- प्रत्येक प्राथमिक विद्यालयका शिक्षक संरचनाले लैङ्गिक र जातीय समावेशात्मकतालाई सुनिश्चित गरेको हुनु पर्दछ ।
- स्थानीय शिक्षक वा स्थानीय भाषा र संस्कृतिसित परिचित शिक्षकहरूबाट प्राथमिक शिक्षण हुनुपर्दछ ।

- मापदण्ड अनुरूपको शिक्षकविद्यार्थी अनुपात कायम हुनुपर्दछ ।
- शिक्षक अनुपस्थितिमा सट्टा शिक्षकको व्यवस्था हुनुपर्दछ ।
- शिक्षण अभ्यासमा विभिन्न भाषाभाषी-जातजातिहरूको मौलिक पहिचानको समेत कदर गरिएको हुनुपर्दछ ।

तालिमसम्बन्धी

- तालिम क्रियाकलाप र विषयवस्तुको आवश्यकतासम्बन्धी लेखाजोखा प्रक्रियालाई बढी फराकिलो र बहुदृष्टिकोणबाट विश्लेषण गरिएको हुनुपर्दछ ।
- तालिम कार्यक्रम शिक्षकविद्यार्थीहरूका अनुभवहरू संश्लेषित गर्दै सिक्ने थलो हुनु पर्दछ ।
- शिक्षकहरूको व्यावसायिक सञ्जाल निर्माण गरेर नियमित अन्तरक्रियाहरूको थालनी गर्नु पर्दछ ।
- शिक्षकहरूको शिक्षणसम्बन्धी कार्यगत अनुसन्धानमा संलग्न हुनुपर्दछ ।
- विद्यार्थीहरूलाई राज्यको सामाजिक, राजनीतिक तथा आर्थिक पक्षहरूको ऐतिहासिक तथा समसामयिक परिवेशलाई आलोचनात्मक विश्लेषण गर्न उत्प्रेरित गर्न सक्ने हुनुपर्दछ । शिक्षक तालिममा यस पक्षले विशेष प्राथमिकता पाएको हुनुपर्दछ । (उदाहरणका लागि ०६१ माघ १९ पछिको राजाको निरङ्कुश शासनकालमा पाठ्यपुस्तकमा राजपरिवारको फोटो राख्नुको सामाजिक राजनैतिक मनशाय के हुन सक्थ्यो ? शिक्षालाई त्यसकालमा कसरी परिचालन गर्न खोजियो र कसको रुचिलाई सम्बोधन गर्न खोजियो ?)
- यस्ता अनुसन्धानमा आधारित कृतिहरूको उत्पादन र प्रकाशन गर्न शिक्षकहरूलाई प्रोत्साहन र विशेष सहयोग गर्नुपर्छ र कृतिको मूल्याङ्कनको आधारमा शिक्षक पदोन्नति तथा वृत्तिविकासको मौका उपलब्ध हुनुपर्दछ ।

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पृष्ठभूमि

जनक्रान्तिको विशेषतासहितको ऐतिहासिक जनआन्दोलनको सफलतापछि मुलुक जनआन्दोलनका उपलब्धिहरूलाई संस्थागत गर्ने प्रकृत्यामा प्रवेश गरेको छ । जनक्रान्तिको स्वरूप ग्रहण गरेको यस ऐतिहासिक जनआन्दोलनका प्रमुख तीन उद्देश्यहरू रहेका छन् । पहिलो, २३८ वर्षदेखि शाहवंशीय राजसंस्था र नेपाली जनताका बीचमा अधिकारका लागि चलिरहेको सङ्घर्षलाई टुङ्गो लगाउने । यसका लागि संविधानसभाको पहिलो बैठकबाट सामान्य बहुमतले राजसंस्थाको भविष्यका बारेमा ठेगान गर्ने कुरामा सहमति कायम भएको छ । दोस्रो, एक दशकदेखि संवैधानिक सीमालाई अवज्ञा गर्दै सशस्त्र विद्रोहको कार्यदिशामा अघि बढिरहेको माओवादी विद्रोहको समस्यालाई शान्तिपूर्ण ढङ्गले समाधान गर्ने र माओवादीलाई शान्तिपूर्ण प्रतिस्पर्धाको राजनीतिमा सहभागी बनाउने । यस सन्दर्भमा सातदल र माओवादी तथा सरकार र माओवादीका बीचमा वार्ता भई सहमति कायम भएको छ र सहमतिअनुसारको कार्यहरू अघि बढाउने क्रम पनि सुरु भएको छ । हतियार र सेनाको व्यवस्थापनको प्रकृया आरम्भ भएपछि अन्तरिम संविधान जारी गर्ने, अन्तरिम व्यवस्थापिका गठन गर्ने, अन्तरिम सरकार गठन गर्ने कामबाट यसले मूर्तरूप लिने अपेक्षा गर्न सकिन्छ । तेस्रो राज्यको पुनर्संरचना र समावेशी लोकतन्त्रका आधारमा नेपाली समाजमा विद्यमान आर्थिकसामाजिक द्वन्द्व र विभेदको समस्यालाई समाधान गर्ने । यसका लागि अन्तरिम संविधानले केही विषयवस्तुलाई सम्बोधन गर्ने प्रयास गरेको छ । बाँकी विषयहरूको निरूपण संविधानसभाका माध्यमबाट गर्ने कुरामा आठै राजनीतिक दलहरू प्रतिबद्ध देखिएका छन् । उपर्युक्त तीनै प्रकारका उद्देश्यहरूको समुच्चरूप नै सम्पन्न ऐतिहासिक जनआन्दोलनको लक्ष्य हो । वर्तमान जनआन्दोलनको लक्ष्य भनेको लोकतान्त्रिक गणतन्त्र नै हो । यो वुर्जुवा गणतन्त्रभन्दा माथिको समाजवादउन्मुख जनवादी गणतन्त्रभन्दा तलको अवस्थाको सङ्क्रमणकालीन अवस्था हो । उपर्युक्त लक्ष र उद्देश्यमा आधारित ऐतिहासिक जनआन्दोलनका उपलब्धिहरूलाई संविधानसभाका माध्यमबाट पूरा गर्ने नीति नै सात राजनीतिक दल र माओवादीका बीचमा कायम भएको बाह्रवृद्धे सहमतिको सार हो । यस बीचमा भएका शिखर बैठकका निर्णय र विस्तृत शान्ति सम्झौताले पनि त्यही मान्यतालाई थप जोड दिएको छ ।

यसप्रकारको क्रान्तिकारी चरित्रको ऐतिहासिक जनआन्दोलनका उपलब्धिहरूलाई संस्थागत गर्ने क्रममा विकास हुने नयाँ राजनीतिक व्यवस्थाअन्तर्गतको शिक्षाप्रणाली कस्तो हुने भन्ने कुरा आजका छलफलका केन्द्रीय प्रश्न हो । राज्यको पुनर्संरचनाले कस्तो प्रकारको राज्यको चरित्र र

स्वरूप निरूपण गर्छ त्यसका आधारमा नै शिक्षाको स्वरूप र संरचना प्रभावित हुने निश्चित छ । अहिलेसम्म चलिरहेको छलफलका आधारमा अबको राज्यको चरित्र सङ्घात्मकतामा आधारित प्रादेशिक चरित्रको हुने मान्यता प्रबल देखिन्छ । जातीय, भाषिक, सांस्कृतिक र क्षेत्रीय स्वशासनमा आधारित केन्द्र, प्रदेश र स्थानीय निकायमा विभक्त नयाँ लोकतान्त्रिक राज्य अधिकार र दायित्वको बाँडफाँड गरिएको समावेशी चरित्रको हुनुपर्दछ । यसप्रकारको चरित्र र स्वरूपको लोकतान्त्रिक राज्यव्यवस्थामा शिक्षासम्बन्धी व्यवस्था निम्नअनुसारको हुनु पर्दछ :

क. भविष्यको संरचनागत तह र तहगत शिक्षानीति

१. केन्द्रीय सरकार

अहिलेको तुलनामा केन्द्र बढी संयोजनकारी हुनेछ । नीतिगत नेतृत्वमा केन्द्रित हुनेछ । कार्तिक २२ को शिखर बैठकको निर्णय र अन्तरिम संविधानले समेत उक्त मान्यतालाई ग्रहण गरिसकेको छ । केन्द्रीय सरकारअन्तर्गत शिक्षासम्बन्धी अधिकार र दायित्वहरू निम्नअनुसार हुनेछन् :

क) शिक्षाको राष्ट्रिय नीति

शिक्षाको राष्ट्रियनीति केन्द्र सरकारले निर्माण गर्ने छ । शिक्षाको राष्ट्रियनीति निर्माणका सन्दर्भमा सबै प्रदेश र सरोकारवाता पक्षहरूको सहभागितालाई सुनिश्चित गरिनुपर्दछ । यसरी तयार गरिएको राष्ट्रिय नीतिका आधारमा शिक्षासम्बन्धी ठोस योजना र कार्यक्रम तयार गर्ने अधिकार प्रदेश र स्थानीयनिकायलाई हुनेछ । राष्ट्रिय शिक्षाको नीति तर्जुमागर्न र त्यसको कार्यान्वयनमा सहयोग पुऱ्याउने उद्देश्यकासाथ स्थायी प्रकृतिको राष्ट्रिय शिक्षा आयोगको व्यवस्था गरिने छ ।

ख) राष्ट्रिय शिक्षा कोष

केन्द्रीय तहमा एउटा राष्ट्रिय शिक्षा कोषको व्यवस्था गरिने छ । त्यस कोषबाट विश्वविद्यालयका लागि अनुदान प्रदानगर्नुका साथै प्रादेशिक सरकारको शिक्षासम्बन्धी कार्यक्रमका लागि समेत कोषबाट विशेष अनुदान प्रदानगर्ने नीति अवलम्बन गरिने छ । यसप्रकारको व्यवस्थाले शिक्षाको राष्ट्रिय नीतिको कार्यान्वयनमा सहयोग पुग्नेछ ।

ग) केन्द्रीय विश्वविद्यालयहरू (State Universities)

त्रिभुवन विश्वविद्यालय र नेपाल संस्कृत विश्वविद्यालय सरकारद्वारा सञ्चालित केन्द्रीय विश्वविद्यालयका रूपमा रहेका छन् । यसबाहेक पूर्वाञ्चल, पोखरा, काठमाडौँ र लुम्बिनी विश्वविद्यालय अनुदान प्राप्त सार्वजनिक विश्वविद्यालयका रूपमा रहेका छन् । केन्द्र सरकारको योजना र लगानीमा खुलेका विश्वविद्यालयहरूलाई केन्द्रीय विश्वविद्यालय (State University) भनिने छ ।

घ) राष्ट्रिय जनशक्ति विकास प्रतिष्ठान

केन्द्र सरकारअन्तर्गत केन्द्रीयस्तरको जनशक्ति विकाससम्बन्धी अनुसन्धान केन्द्र र प्रतिष्ठानहरू रहने छन् । यसप्रकारका केन्द्र र प्रतिष्ठानअन्तर्गत उच्चस्तरको प्राविधिक तथा व्यावसायिक शिक्षा र तालिमको व्यवस्था गरिने छ ।

ड) विज्ञान र प्रविधि प्रतिष्ठान

केन्द्रसरकार अन्तर्गत विज्ञान र प्रविधि प्रतिष्ठान र अनुसन्धान केन्द्रहरू रहने छन् । यस प्रकारका अनुसन्धान केन्द्र र प्रतिष्ठानहरूलाई विश्वविद्यालयको अनुसन्धान क्रियाकलापसँग आवद्ध गरिने छ ।

२. प्रादेशिक सरकार

यो नेपालको सन्दर्भमा नयाँसंरचना हुनेछ । सङ्घात्मक विशेषतामा आधारित प्रादेशिक सरकार हुने हुँदा नागरिकप्रतिको यसको भूमिका र दायित्व केन्द्रको तुलनामा निकै धेरै हुनेछ । तर नेपालको सन्दर्भमा प्रदेशले स्थानीय तहलाई सबल बनाउने हिसाबले नै आफूलाई क्रियाशील बनाउने छ । वर्तमान सन्दर्भमा प्रादेशिक संरचनाअन्तर्गत निम्नअनुसारका शिक्षासम्बन्धी अधिकार र दायित्व रहनेछन् ।

क) शिक्षाको प्रादेशिक अधिकार

आफ्नै योजना र तर्जनीमा विश्वविद्यालयसम्मको शिक्षा दिने अधिकार प्रदेश सरकारलाई हुनेछ ।

ख) माध्यमिक शिक्षा र आधारभूत तहको शिक्षा

माध्यमिक र आधारभूत तहको शिक्षाको दायित्व मूलतः प्रदेश सरकारको हुनेछ । यस प्रकारको शिक्षा व्यवस्थाका लागि प्रदेश सरकारलाई केन्द्रीय शिक्षा कोषबाट अनुदान प्राप्त गर्ने अधिकार रहने छ । अन्य आवश्यक कोषको व्यवस्था प्रदेश सरकार आफैले गर्नुपर्ने छ ।

ग) प्राविधिक तथा व्यावसायिक शिक्षा र तालिम

शिक्षा व्यवस्थाकै एउटा अङ्गका रूपमा प्रदेश सरकारले निम्न तथा मध्यमस्तरको प्राविधिक तथा व्यावसायिक शिक्षा र तालिमको व्यवस्था मिलाउने छ । प्रत्येक तहको व्यावसायिक शिक्षा हासिल गरेको व्यक्तिलाई उच्चतहको प्राविधिक शिक्षा र साधारण शिक्षा लिन पाउने अधिकार प्रदान गरिने छ ।

घ) विशेष शिक्षा

प्रदेश सरकारले आफ्नो प्रदेशअन्तर्गतका सबै प्रकारका अपाङ्गहरूका लागि विशेष शिक्षाका प्रबन्ध मिलाउनु पर्नेछ ।

ड) प्रदेश अन्तर्गतका क्याम्पसहरूको व्यवस्थापन

प्रदेश सरकारलाई आफ्नो प्रदेशअन्तर्गतका क्याम्पसहरूको भौतिक व्यवस्थापनको जिम्मेवारी रहने छ ।

३. स्थानीय सरकार

स्थानीय स्वशासनमा आधारित स्थानीय निकायहरूको व्यवस्था गरिने छ । अहिलेको तुलनामा नगरको सङ्ख्या बृद्धि हुनेछ र गाविसको सङ्ख्यामा भने उल्लेख्य कटौती गरी स्थानीय निकायलाई प्रभावकारी बनाइने छ । जनताको सार्वभौमसत्ताको पहिलो प्रयोगकर्ताका रूपमा स्थानीय समुदाय र

निकायको विकास गरिनेछ । यसअन्तर्गत स्थानीय निकायलाई क्रमशः अधिकार सम्पन्न बनाउदै लगिनेछ । यसअन्तर्गत निम्नअनुसारका अधिकार र दायित्वहरू रहने छन् :

क) शिशुस्याहार केन्द्र

प्रत्येक गाउँस्तरमा शिशुस्याहार केन्द्रको व्यवस्था गर्ने दायित्व स्थानीय निकायको हुने छ । यसप्रकारका शिशुस्याहार केन्द्रहरूले कार्यथलोमा जाने आमाहरूलाई सजिलो बनाउने र पूर्वप्राथमिक शिक्षाको सहयोगीका रूपमा काम गर्नु उपयुक्त हुनेछ ।

ख) पूर्वप्राथमिक शिक्षा

प्राथमिक शिक्षा व्यवस्थाको आधारका रूपमा पूर्व प्राथमिक शिक्षाको व्यवस्था गरिने छ । यस प्रकारको शिक्षालाई आधारभूत शिक्षा व्यवस्थाकै अङ्गका रूपमा विकास गरिने छ । आधारभूत शिक्षाको भौतिक व्यवस्थापन र पूर्वप्राथमिक शिक्षाको सञ्चालनको दायित्व स्थानीय सरकारको हुनेछ ।

ग) अनौपचारिक शिक्षा

स्थानीय निकायलाई निरक्षरतालाई सूचीकरण गर्ने र निरक्षरता हटाउने दायित्व रहने छ । यसका समुदाय आधारित सचेतनामूलक शिक्षा कार्यक्रमको सञ्चालन र व्यवस्थापनको जिम्मेवारी स्थानीय सरकारलाई हुनेछ ।

घ) विद्यालय व्यवस्थापन

आधारभूत तहको शिक्षा प्रदानगर्ने विद्यालयहरूको व्यवस्थापनको दायित्व स्थानीय सरकारको हुनेछ ।

ख. शिक्षाको राष्ट्रियनीति तथा प्रतिबद्धता

१. जनआन्दोलनको भावना अनुरूप लोकतान्त्रिक शिक्षा नीतिमा सामन्तवाद र नवउपनिवेशवाद विरोधी राष्ट्रिय दृष्टिकोण अवलम्बन गरिने छ । शिक्षा क्षेत्रमा विद्यमान सामन्तवादी हस्तक्षेप र कुप्रभावलाई पूर्णतः समाप्त गरिने छ ।
२. शिक्षा पाउनु प्रत्येक नागरिकको मौलिक हक हो भन्ने मान्यताका आधारमा सबैका लागि शिक्षाको नीतिलाई अघि बढाइने छ । यसअन्तर्गत आधारभूत तहको शिक्षा अनिवार्य, माध्यमिक तहको शिक्षा निशुल्क तथा उच्च शिक्षा सस्तो र सुलभ बनाइने छ ।
३. औपचारिक र अनौपचारिक दुवै शिक्षाको विकासमा जोड दिइने छ । अनौपचारिक शिक्षाको संस्थागत विकास गरी त्यसलाई औपचारिक शिक्षासँग आबद्ध गरिने छ ।
४. कक्षा आठसम्मको शिक्षालाई आधारभूत तहको शिक्षाका रूपमा विकास गरिने छ । आधारभूत तहको शिक्षाको विकासमा राज्यको उच्च प्राथमिकता रहने छ ।
५. आधुनिक, प्रगतिशील र उच्चकोटिको गुणात्मक शिक्षाको विकासका लागि शिक्षालाई साधारण, व्यावसायिक र उच्च तथा विशिष्टीकृत शिक्षाका रूपमा पुनर्गठित गरिने छ । शिक्षाको

- समष्टिगत विकासका लागि अधिकारसम्पन्न स्थायी प्रकृतिको उच्च शिक्षा आयोग गठन गरिने छ ।
६. माध्यमिक तहमा व्यावसायिक र कार्यमूलक शिक्षालाई अनिवार्य विषयका रूपमा समाविष्ट गरिने छ र कुनै एक विषयमा व्यावसायिक दक्षता प्रदान गरिने छ ।
 ७. राष्ट्रिय आवश्यकताअनुसारको प्राविधिक शिक्षाको विकासमा जोड दिइने छ र उच्च शिक्षामा प्राविधिक शिक्षातर्फको भर्ना अनुपात क्रमशः पचासप्रतिसतसम्म पुर्याइने छ ।
 ८. अभिभावक र विद्यार्थीको रुचि र छनोटका आधारमा मातृभाषा र प्रचलित राष्ट्रिय भाषामा आधारभूत तहसम्मको शिक्षाको अवसर प्रदान गरिने छ ।
 ९. शिक्षकहरूको कार्यक्षमता र दक्षता अभिवृद्धिका लागि अद्यावधिक ज्ञान र सीपबारे जानकारी हासिल गर्न सक्ने बनाउनका लागि तालिम र पुनर्ताजगी तालिमका व्यवस्था गरिने छ ।
 १०. निश्चित समयमा निरक्षरता उन्मूलनगर्ने उद्देश्यका साथ साक्षरता अभियान सञ्चालन गरिने छ । साक्षरता कार्यक्रमलाई चेतनामूलक र आयमूलक कार्यक्रममा आबद्ध गरिने छ ।
 ११. औपचारिक शिक्षाको अवसरबाट वञ्चित श्रमिकहरूका लागि कार्यथलोमा आधारभूत शिक्षाको व्यवस्था गरिने छ । कार्यथलोको प्रकृति र श्रम सघनताका आधारमा त्योभन्दा माथिको शिक्षा कार्यथलोमा वा त्यसको आसपासमा प्रदान गर्ने व्यवस्था मिलाइने छ ।
 १२. शिक्षा क्षेत्रमा कार्यरत शिक्षक र कर्मचारिहरूको हकहितको संरक्षण र सम्बर्धन गरी शिक्षण पेसालाई मर्यादित बनाउँदै लगिने छ ।
 १३. पूर्व प्राथमिक शिक्षालाई शैक्षिक संरचनामा आबद्ध गरिने छ र विद्यालय संरचनाभित्रैबाट दुईवर्षको पूर्वप्राथमिक शिक्षा वा शिशुकक्षाको व्यवस्था मिलाइने छ ।
 १४. विद्यालय शिक्षाको भिन्नता र स्तरको अन्तरलाई कमगर्ने उपायहरूको अवलम्बन गर्दै समानस्तरको गुणस्तरीय शिक्षा प्रदान गरिने छ ।
 १५. समावेशी लोकतन्त्रको मान्यताका आधारमा विपन्न वर्ग, अपाङ्ग, महिला, दलित र पिछडिएका जाति र जनजातिका बालबालिकालाई शिक्षामा समानअवसर र पहुँच प्रदान गर्न विभिन्न उपायहरू अवलम्बन गरिनेछ ।
 १६. शैक्षिक असन्तुलनलाई कम गर्न र समाजिकरूपले पछि परेका क्षेत्रहरूमा क्रमशः बढ्दै गएको शिक्षाप्रतिको आकर्षणलाई ध्यानमा राखेर त्यस्ता क्षेत्रहरूमा शिक्षण संस्थाहरूको स्थापनामा विशेष प्राथमिकता दिइनेछ ।
 १७. आधुनिक शिक्षा सूचना र सञ्चार प्रणालीलाई शिक्षा प्रणालीसँग आबद्ध गरिने छ र जीवनपर्यन्त शिक्षाका लागि प्रेरित गरिने छ ।
 १८. नियमित विद्यार्थीका रूपमा अध्ययनगर्न असमर्थ विद्यार्थीहरूलाई दृष्टिगत गरी खुलाविश्वविद्यालयको व्यवस्था गरिनेछ ।
 १९. वास्तविक लोकतन्त्र र राष्ट्रिय स्वाधिनतालाई आत्मसातगर्ने र व्यवहारमा उतार्न सक्ने सचेत र जागरुक नागरिकको विकास गर्ने गरी शिक्षा व्यवस्थालाई पुनर्संरचना गरिने छ ।
 २०. लोकतान्त्रिक शिक्षानीतिअन्तर्गत पूर्ण प्राज्ञिक स्वतन्त्रता प्रदान गरिने छ ।

ग. संरचनागत सुधार सम्बन्धी प्रस्तावहरू

१. पूर्वप्राथमिक शिक्षा

- क. सबैका लागि शिक्षाको प्रतिबद्धता अनुसार पनि सबै प्राथमिक विद्यालयहरूमा न्यूनतम् एकवर्षको शिशुकक्षा वा पूर्व प्राथमिक शिक्षाको व्यवस्था गरिनु पर्दछ ।
- ख. शिशुकक्षालाई सर्वाङ्गीण विकास हुनेगरी विद्यालयहरूमा अनिवार्य र बाहिरी आवश्यकता अनुसार सञ्चालन गरिनु पर्दछ ।
- ग. शिशुकक्षालाई न्यूनतम् दुइवर्षको बनाउने नीति अवलम्बन गरिनु पर्दछ ।

२. आधारभूत शिक्षा (१ देखि ८ सम्म)

- क. आधारभूत शिक्षा १ देखि ८ सम्मको हुने गरी प्राथमिक शिक्षाको नयाँ संरचना निर्माण गर्नु आवश्यक छ । न्यूनतम् कक्षा तीनसम्म पढाइ हुने विद्यालय मात्र सञ्चालन गर्ने नीति अवलम्बन गरिनु पर्दछ । न्यूनतम् तहगत कक्षालाई क्रमशः वृद्धि गर्ने नीति लिनु पर्दछ ।
- ख. आधारभूत शिक्षा अनिवार्य र निशुल्क गरिनु पर्दछ । शिक्षाको अवसरबाट वञ्चित गरिब र पिछडिएको समुदायका बालबालिकाका लागि अवसर लागतसमेतको व्यवस्था गरिनु पर्दछ ।
- ग. पाँचकक्षासम्मको प्राथमिक विद्यालयमा न्यूनतम् एकजना अङ्ग्रेजी, गणित र विज्ञान पढाउनसक्ने प्रवीणता प्रमाणपत्र तह वा कक्षा बाढ्न पास गरेको तालिम प्राप्त शिक्षक हुनुपर्दछ र त्योभन्दा माथिको आधारभूत तहको विद्यालयमा न्यूनतम् एकजना स्नातक तह पास गरेको तालिम प्राप्त शिक्षकको दरबन्दी अनिवार्य बनाइनु पर्दछ ।
- घ. बदलिएको परिवेशमा आधारभूत तहको पाठ्यक्रममा परिमार्जन गरिनुपर्दछ । त्यसका लागि अहिले नै उपयुक्त संयन्त्र बनाई कामको थालनी गरिनु पर्दछ ।
- ङ. हरेक विषयमा बीसदेखि पच्चीस प्रतिशतसम्मको प्रयोगात्मक र सिपमूलक सिकाइको व्यवस्था गरिनु पर्दछ ।
- च. आधारभूत शिक्षा पूर्णरूपले राज्यको दायित्वभित्र पार्ने नीति अवलम्बन गरिनुपर्दछ । त्यसका लागि अहिलेदेखि नै स्रोतव्यवस्थापनका लागि गृहकार्य सुरु गरिनुपर्दछ ।
- छ. आधारभूत तहको शिक्षामा पाठ्यक्रम, पाठ्यपुस्तकका हिसावले मात्र होइन, शैक्षिक व्यवस्थापनका हिसावले पनि एकरूपताको नीति अवलम्बन गरिनु पर्दछ ।

३. माध्यमिक शिक्षा

- क. माध्यमिक शिक्षामा माध्यमिक (कक्षा ८ देखि १०) र उच्च माध्यमिक -कक्षा ११ देखि १२) दुवैलाई समेटिनु पर्दछ । माध्यमिक तहमा भर्ना अनुपात बढाउने नीति अवलम्बन गरिनु पर्दछ ।
- ख. आधारभूत तह पूरा गरेपछि पढाइ छोड्ने वा एसएलसी अनुत्तीर्ण हुनेहरूका लागि समेत सिटिइभिडि अन्तरगतको व्यावसायिक शिक्षाको अवसर प्रदान गर्ने नीति अवलम्बन गरिनु पर्दछ ।

- ग. आधारभूत तह वा माध्यमिक तहसम्मको शिक्षाका लागि शुल्कसम्बन्धी विवाद अन्त्य गर्नका लागि विद्यार्थीहरूसँग शुल्क लिनेभन्दा अभिभावकहरूसँग उनीहरूको आर्थिक हैसियतका आधारमा शुल्क (शिक्षा कर) लिने नीति अवलम्बन गरिनु पर्दछ ।
- घ. विद्यालयको स्तरवृद्धिका लागि आवश्यक पर्ने आर्थिक स्रोत जुटाउनका लागि स्थानीय तहका संघसस्थाहरूसँग शैक्षिक साभेदारी कार्यक्रमसमेत सञ्चालनगर्ने नीति अवलम्बन गरिनु पर्दछ ।
- ङ. वदलिँदो परिवेशमा माध्यमिक विद्यालय तहको पाठ्यक्रममा परिमार्जनको प्रकृया अघि बढाइनु पर्दछ ।
- च. विशेषज्ञ, विद्यालय निरीक्षक र एकतह माथिको लिडिङ्ग स्कुलका प्रधानअध्यापक समेतको सहभागिता रहेको विद्यालय निरीक्षण तथा शिक्षक सहयोग समिति बनाउन सकिन्छ । एक व्यक्ति सुपरीवेक्षणको ठाउँमा टिम सुपरीवेक्षणको अवधारणा उपयुक्त र प्रभावकारी हुन सक्छ ।
- छ. विद्यालय समुदायमा हस्तान्तरणसम्बन्धी नीतिको पुनरावलोकन गरिनु पर्दछ । त्यसमा रहेका कमजोरीहरू र विवादित प्रश्नहरूको समाधानका लागि सरोकारवाला पक्षहरूसँग बसेर समाधान खोजिनु पर्दछ ।
- ज. माध्यमिक शिक्षासम्बन्धी कुनै पनि नयाँ नीति र कार्यक्रम अघि बढाउँदा वा विवादित विषयहरूको समाधानको उपाय अवलम्बनगर्दा सम्बन्धित सरोकारवाला पक्षहरूसँग छलफल चलाउने प्रकृत्यालाई अवलम्बन गरिनु पर्दछ ।
- झ. हरेक जिल्लामा एकएकओटा नमुना विद्यालयको व्यवस्थापन सरकारी स्तरबाटै गरिनु पर्दछ ।
- ञ. प्रशासनिक तथा पेसागत क्षेत्रका अनावश्यक संरचनाहरू हटाउन शैक्षिक संरचनाहरूको पुनर्संरचना आवश्यक छ ।
- ट. कक्षागत र विषयगत उपलब्धिका आधारमा दण्ड र पुरस्कारको व्यवस्था गरिनु पर्दछ । यस प्रकृत्यामा प्रधानाध्यापकलाईसमेत विशेष जवाफदेही वनाउने नीति अवलम्बन गरिनु पर्दछ ।
- ठ. अङ्ग्रेजी माध्यमको शिक्षाप्रतिको अभिभावकहरूको बढ्दो रुचि र निजी विद्यालयको चर्को शुल्कका कारणले उत्पन्न समस्यालाई ध्यानमा राखेर दुर्गम तथा पहाडी जिल्ला र तराईका ग्रामीण भेगहरूमा केन्द्रित गरेर प्रत्येक निर्वाचन क्षेत्रमा एउटा सरकारी विद्यालयलाई अङ्ग्रेजी माध्यमको विद्यालयमा रूपान्तर गरी सरकार आफैले सञ्चालन गर्नु पर्दछ ।

४. प्राविधिक तथा व्यावसायिक शिक्षा र तालिम

- क आधारभूत तहको शिक्षापश्चात् शिक्षा व्यवस्थाको अङ्गको रूपमा प्राविधिक तथा व्यावसायिक शिक्षा र तालिमको व्यवस्था गरिनु पर्दछ ।
- ख माध्यमिक तहको शिक्षामा पनि व्यावसायिक र प्राविधिक शिक्षाका विषयहरू समावेश गरी अध्ययन र अध्यापनको व्यवस्था गरिनु पर्दछ ।
- ग प्राविधिक र व्यावसायिक शिक्षा र तालिम प्राप्त व्यक्तिहरूलाई उनीहरूको योग्यताका आधारमा सोभन्दा माथिल्लो तहको शिक्षाको अवसर प्रदान गरिनु पर्दछ ।

- घ प्राविधिक तथा व्यावसायिक शिक्षा र तालिम प्रदान गरिएको सिटिभिटीलाई स्वायत्त शैक्षिक प्रतिष्ठानका रूपमा विकास गरिनु पर्दछ ।
- ड विकासको राष्ट्रिय रणनीति र श्रमबजारको आवश्यकताका आधारमा प्राविधिक तथा व्यावसायिक शिक्षाको विकास गरिनु पर्दछ । अनौपचारिक शिक्षालाई पनि व्यावसायिक तालिमसंग आबद्ध गर्ने नीति अवलम्बन गरिनु पर्दछ ।

५. संस्थागत विद्यालय (निजी स्तरबाट सञ्चालित विद्यालय)

- क. संस्थागत विद्यालय कुन तहबाट सञ्चालन गर्ने भन्ने बारेमा स्पष्टता आवश्यक छ । आधारभूत तहको शिक्षामा निःशुल्क र अनिवार्यको नीति अवलम्बन गरिएको अवस्थामा निजी विद्यालयमा अध्ययन गर्ने आधारभूत तहका विद्यार्थीहरूका लागि शुल्कसम्बन्धी कस्तो नीति अवलम्बन गर्ने भन्ने कुरामा नीतिगत स्पष्टता कायम गरिनु पर्दछ ।
- ख. आधारभूत तहको शिक्षामा एकरूपताको नीति अवलम्बन गरिएको अवस्थामा सार्वजनिक विद्यालयमा हुने प्रतिविद्यार्थी लागत बराबरको अनुदान प्रदान गरेर निजी विद्यालयमा पनि निःशुल्क शिक्षाको अवधारणालाई अघि बढाउन सकिन्छ ।
- ग. आधारभूत तहमा कस्तो प्रकारको शिक्षानीति अवलम्बन गर्ने भन्ने विषयमा स्पष्टता नआउँदासम्मका लागि संस्थागत विद्यालयको नयाँ दर्ता अनुमति बन्द गरिनु पर्दछ ।
- घ. निजी विद्यालयका सन्दर्भमा अध्यादेशका कतिपय प्रावधानहरू सामयिक रहेकाले त्यसलाई कायम राखिनु पर्दछ ।
- ड. कम्पनी ऐनअन्तर्गत विद्यालय सञ्चालन गर्ने हालको व्यवस्था अन्त्य गरिनु पर्दछ र त्यसको ठाउँमा गुठी र सहकारीको अवधारणा अघि बढाउनु पर्छ । गुठी र सहकारीअन्तर्गत सञ्चालन गर्दा पनि शिक्षालाई सेवामूलक क्षेत्रका रूपमा नै अघिबढाइनु पर्दछ ।
- च. निजी विद्यालयका लागि छात्रवृत्तिसम्बन्धी विशेष नीति अघि बढाइनु पर्दछ र त्यसको अनुगमन र मूल्याङ्कनका लागि जिल्लास्तरीय संयन्त्र बनाइनु पर्दछ ।
- छ. आर्थिक स्रोतका अभावमा पछिपरेका पब्लिक स्कुलको अवस्थामा सुधार गर्न पब्लिक प्राइभेट पार्टनरसिप कार्यक्रम सञ्चालन गर्न सकिन्छ । यसबाट साधन र स्रोतको समुचित प्रयोग गरी शिक्षाको स्तर उठाउन सहयोग पुग्ने छ ।
- ज. निजी विद्यालयमा कार्यरत शिक्षक र कर्मचारीहरूको सेवा सुरक्षाको प्रत्याभूतिका लागि सार्वजनिक विद्यालयमा जस्तै स्थायी दरबन्दीको व्यवस्था गरिनु पर्दछ । सेवा र सुविधाका सन्दर्भमा पनि स्पष्ट व्यवस्था गरिनु पर्दछ ।
- झ जुन तहदेखि शिक्षामा निजी क्षेत्रलाई सहभागी बनाउने हो त्यो तहदेखिको निजी विद्यालयको सञ्चालनका लागि अलगै शिक्षा ऐन बनाइनु पर्दछ ।

६. उच्च माध्यमिक शिक्षा (१० + २) :

६.१ प्रवीणता प्रमाणपत्रतह विस्थापनसम्बन्धी नीति :

- क. विश्वविद्यालय र सम्बन्धनप्राप्त क्याम्पसबाट प्रवीणता प्रमाणपत्र तहलाई क्रमशः विस्थापन (Phase out) गरिदै लैजाने नीतिको कार्यान्वयनका लागि सरोकारवाला पक्षहरूसँग छलफलको प्रकृयामा जोड दिइनु पर्दछ ।
- ख. विस्थापनका क्रममा देखापर्ने समस्या विशेष गरी उच्चमाविको चर्को शुल्कको भार कम गर्न र विस्थापनमा पर्ने शिक्षक र क्याम्पसको पुनर्स्थापनाको कार्ययोजना तयार गरिनु पर्दछ ।
- ग. प्रवीणता प्रमाणपत्र तहको विस्थापनबाट प्रत्यक्ष रूपमा प्रभावित हुने शिक्षक र कर्मचारीका लागि उच्च माध्यमिक तहमा अतिरिक्त तलब, भत्ता र सुविधा दिई आकर्षित गरिनु पर्दछ । विश्वविद्यालय शिक्षामा आवद्ध हुने नचाहने शिक्षक र पब्लिक क्याम्पसहरूका लागि स्तरवृद्धिको कार्यक्रम अघि बढाइनु पर्दछ ।
- घ. १०+२ सञ्चालन गर्न चाहने पब्लिक क्याम्पसहरूलाई विशेष सुविधा दिई प्रोत्साहित गर्ने नीति अवलम्बन गरिनु पर्दछ । १०+२ कक्षा वा हालको विश्वविद्यालयको संरचना र व्यवस्थापनमा रहेको भिन्नतालाई निराकरण गरिनु पर्दछ ।
- ङ. प्लस टु शिक्षामा देखिएको चर्को शुल्कको समस्यालाई समाधानका लागि एकमुष्ट अनुदान नीतिको ठाउँमा उच्च माध्यमिक सेवा आयोगको व्यवस्था गरी स्थायी शिक्षकको दरबन्दी उपलब्ध गराउने नीति अवलम्बन गरिनु पर्दछ ।
- च. आधारभूत शिक्षादेखि उच्चशिक्षाका सन्दर्भमा लगानी क्रमशः तल्लो तहमा बढी र माथिल्लो तहमा कम तथा तल्लो तहमा कम र माथिल्लो तहमा बढी शुल्कको नीति अवलम्बन गरिनु पर्दछ । उच्च माध्यमिक शिक्षालाई त्यही नीतिका आधारमा अघि बढाइनु पर्दछ । हालको असन्तुलनलाई प्रभावकारी ढङ्गले समाधान गरिनु पर्दछ ।

६.२ उच्च माध्यमिक तह :

- क. हरेक सामुदायिक उच्च माध्यमिक विद्यालयलाई (उ.मा.वि.) पाँचओटा ओटा शिक्षकको व्यवस्था गरी थप एक शिक्षक र ७५ ओटै जिल्लामा नमूना उमावि सञ्चालन गरिनु पर्दछ । नमूना उमावि मा स्तरीय पढाइ सस्तो र विपन्न वर्गको पहुँचभित्रको शिक्षण शुल्क राखिनुपर्दछ । आगामी ५ वर्षभित्र यो अभियान हरेक निर्वाचन क्षेत्रसम्म पुऱ्याइनुपर्दछ र हरेक जिल्लामा कम्तीमा एउटा विज्ञान तथा प्रविधि सम्बन्धी उमावि स्थापना गरिनु पर्दछ ।
- ख. १०+२ शिक्षामा सरकारी अनुदान र दायित्वमा समुचित वृद्धि गरी १०+२ मा भौतिक सुविधा बढाउन र गुणस्तर उकास्न एकमुष्ट अनुदानको व्यवस्था गर्नुपर्दछ र शुल्क अन्तरलाई न्यून गर्न राज्यको लगानी बढाउनुपर्दछ । माध्यमिक शिक्षा र विश्वविद्यालय शिक्षामा जस्तै स्थायी शिक्षक दरबन्दीको व्यवस्था गरिनु पर्दछ । शैक्षिक एवम् भौतिक पूर्वाधारहरूको लागि जग्गा, भवन, फर्निचर, पुस्तकालय तथा प्रयोगशालामा योजनाबद्ध सुधारको कार्यक्रमको थालनी गर्न राज्यस्तरबाट पहल गर्नुपर्दछ । निजी तथा सामुदायिक विद्यालयले खरिद गर्ने शैक्षिक एवम् भौतिक सामग्रीहरू एवम् पूर्वाधार निर्माणमा कर मिनाहा गर्नुपर्दछ ।
- ग. सस्थागत विद्यालयले प्रदान गर्ने सेवा तथा सुविधाको लागत र शुल्कको औचित्यताका आधारमा शुल्कको न्यूनतम र अधिकतम सीमा निर्धारण गरिनु पर्दछ ।

- घ. सार्वजनिक उमावि मा सरकारी अनुदानका आधारमा शुल्कको दर निर्धारण गरिनु पर्दछ । सामुदायिक उमाविले लागत पुरक नीतिअनुरूप न्यूनतम शुल्क उठाउन पाउन नीति अवलम्बन गरिनु पर्दछ ।
- ड. उच्च माविस्तरको सम्बन्धन दिँदा उक्त विद्यालय आवश्यक पूर्वाधारहरू एवम् पूर्वशर्त पूरागर्न सक्षम छ कि छैन, वैज्ञानिक ढङ्गले मूल्याङ्कन गरिनु पर्दछ । सम्बन्धन दिँदा सामाजिक न्यायको अवधारणा अनुरूप सहरी र सम्पन्न ठाउँमा तुलनात्मक रूपमा कसिलो नीति र दुर्गम, ग्रामीण र विपन्न क्षेत्रमा तुलनात्मक रूपमा लचिलो नीति अपनाउनुपर्दछ । सम्बन्धन दिँदा एउटा व्यक्तिको जिम्मेवारीमा नदिई संस्थागत प्रकृयाको विकासमा जोड दिनु पर्दछ ।
- च. सम्बन्धन प्राप्त विद्यालयहरूको निरन्तर रूपमा अनुगमन एवम् मूल्याङ्कन गरिनुपर्दछ अनुगमन तथा मूल्याङ्कन एवम् परीक्षाको परिणामलाई पारदर्शी ढङ्गले सार्वजनिक गरिनुपर्दछ । सम्बन्धन दिँदा तत्काल सञ्चालन अनुमति, तत्पश्चात् अस्थायी सम्बन्धन र आवश्यक पूर्वशर्त तथा पूर्वाधार पुगेपछि स्थायी सम्बन्धन दिने नीति अवलम्बन गरिनु पर्दछ ।
- छ. साधन र स्रोतले सम्पन्न मा. वि. हरूलाई उच्च मा. वि. खोल्न प्रोत्साहित गरिनुपर्दछ । निजी स्रोतबाट चलेका उ.मा.वि. हरूलाई सेवामुखी प्रवृत्तिको विकास गर्न प्रोत्साहित गरिनुपर्दछ । उ.मा.वि. को प्रिन्सिपल अल्पकालिन एवम् दीर्घकालीन दृष्टिकोण बोकेको, भिजन भएको र कुशल नेतृत्वकर्ता हुनुपर्दछ ।
- ज. उ.मा.वि. मा प्राध्यापनगर्ने शिक्षकहरू (प्राविधिक विषयमा बाहेक) अनिवार्यरूपमा स्नातकोत्तर उत्तीर्ण गरेको हुनुपर्दछ । १०+२ मा कार्यरत शिक्षकहरू मध्ये कम्तीमा दुईतिहाइ पूर्णकालीन हुनु जरुरी छ । उ.मा.वि. सेवा आयोग खोली शिक्षक तथा कर्मचारीहरूलाई स्थायी गर्ने प्रक्रियाको थालनी गर्नु जरुरी छ । शिक्षक तथा कर्मचारीहरूको सेवा तथा सुविधाहरू यथाशक्य छिटो किटानी गरिनु पर्दछ । दुर्गम एवम् ग्रामीण भेगका उ.मा.वि. मा कार्यरत शिक्षकहरूलाई प्रोत्साहनस्वरूप तलब, भत्ता एवम् सुविधामा वृद्धि गरिनु जरुरी छ ।
- झ. पेसागत उन्नयनको लागि शिक्षक तथा कर्मचारीहरूको आवश्यकता र उपयुक्तता हेरी अल्पकालीन (छोटो अवधिको) वा मध्यम अवधिको तालिम, प्रशिक्षण एवम् पुनर्ताजगी कार्यक्रममा भाग लिने अवसर जुटाउनु आवश्यक छ ।
- ञ. पाठ्यक्रम तयार पार्दा राष्ट्रिय आवश्यकता पूरा गर्ने, अन्तर्राष्ट्रियस्तरको र शिक्षाको उद्देश्य परिपूर्ति हुने खालको बनाउनु पर्ने जरुरी छ । उ.मा.वि. का पाठ्यपुस्तकहरू नेपाली प्राध्यापकहरूबाट नै लेखन गर्न र परिमार्जन गर्न जरुरी छ । बारम्बार शिक्षक अभिमुखी कार्यक्रम विषयगत रूपमा गरिनुपर्दछ र कक्षा सुरु हुनु अगावै पाठ्यक्रम निर्देशनपुस्तिका तयार पारी वितरण गरिनुपर्दछ ।
- ट. उ.मा.शि.प. को दायित्व र कार्यभार क्रमशः बढाउँदै उ.मा.शि.प. का कर्मचारीहरूको दक्षता एवम् कार्यक्षमतामा अभिवृद्धि गर्न जरुरी छ ।
- ठ. सक्षम व्यवस्थापन भएका, राम्रो नतीजा ल्याउन सफल र सक्षम निजी विद्यालयहरूले कमजोर हैसियत भएका सामुदायिक विद्यालयहरूसँग भातृसम्बन्ध (Sister relation) कायम गरी

आर्थिक, शैक्षिक एवम् भौतिक गुणस्तर अभिवृद्धि गर्न सहकार्य गर्न सकिने नीति अवलम्बन गर्नुपर्दछ ।

ड. उमाशिप ऐन २०४६ ले यस संस्थालाई स्वायत्त एवम् स्वशासित संस्थाको रूपमा परिभाषित गरेको छ भने नयाँ अध्यादेशले शिक्षा मन्त्रालय मातहतको प्रत्यक्ष नियन्त्रणमा राखेको छ । यसलाई पुनः स्वशासित र स्वायत्त संस्थाका रूपमा विकास गरिनु पर्दछ ।

७. विश्व विद्यालय तथा सम्बन्धन प्राप्त उच्च शिक्षा

७.१ उद्देश्य र नीति:

उच्च शिक्षाको विस्तार र आम जनताको पहुँचमा पुग्ने बनाउन उच्च शिक्षामा राज्यको लगानी र निजीक्षेत्रको सहभागिताका सन्दर्भमा नीतिगत प्रस्टता जरुरी छ । यससन्दर्भमा व्यापक रूपमा सरोकारवाला पक्ष र राष्ट्रिय राजनीतिक दलहरूका बीचमा छलफल चलाएर राष्ट्रिय दृष्टिकोण बनाउनु पर्दछ । गुणस्तरीय शिक्षाको विकास गरी विदेशी विद्यार्थीलाई आकर्षित गर्ने नीति अवलम्बन गरिनु पर्दछ ।

७.२ बहुविश्वविद्यालयसम्बन्धी अवधारणा :

- क. त्रि. वि. वि. र ने.सं.वि.वि. राज्यद्वारा सञ्चालित विश्वविद्यालय (State University) का रूपमा रहेका छन् । पूर्वाञ्चल, पोखरा र लुम्बिनी विश्वविद्यालयको हैसियत के हुने भन्ने विषयमा नीतिगत अन्योल रहेको छ । काठमाडौँ विश्वविद्यालय निजी विश्वविद्यालयका रूपमा रहेको भए पनि उसले पनि राज्यबाट अन्य विश्व विद्यालय सरह नै अनुदान पाउँदै आएको छ । यस सम्बन्धमा नीतिगत स्पष्टता दिनु पर्दछ ।
- ख. अहिलेसम्म खुलेका निजी तथा जनस्तरका विश्वविद्यालयलाई उचित संरक्षण एवम् प्रोत्साहन दिँदै आत्मनिर्भर र प्रतिस्पर्धी बनाउनुपर्दछ । नयाँ विश्वविद्यालय खोल्दा क्षेत्रगत गरिने हो वा विषयगत गरिने हो स्पष्ट किटान गरिनु पर्दछ । साथै प्रस्तावित विषयगत विश्वविद्यालय प्राविधिक, व्यवसायिक वा साधारण कस्तो खालको हो ? त्यो पनि प्रस्ट गरेर अघि बढाइनु पर्दछ । क्षेत्रीय सन्तुलन र राष्ट्रिय आवश्यकताका आधारमा सम्भाव्यता, औचित्यता, उद्देश्य र भूमिका प्रस्ट भएपछि मात्र नयाँ विश्वविद्यालयको स्वीकृति दिनुपर्नेछ ।
- ग नयाँ विश्वविश्वविद्यालय खोल्नुअगाडि आवश्यक पूर्वाधारसहित सफलतापूर्वक मानित विश्वविद्यालय (Deemed university) का रूपमा सञ्चालन गरिनुपर्ने अनिवार्य व्यवस्था गरिनु पर्दछ । क्षेत्रीय विश्वविद्यालयको अवधारणालाई पनि सोही नीतिअन्तर्गत अघि बढाउनु पर्दछ ।
- घ नेपाल संस्कृत विश्वविद्यालयलाई राष्ट्रिय भाषा तथा संस्कृति विश्वविद्यालयका रूपमा विकास गरिनु पर्दछ । नेपाली समाजको बहुजातीय, बहुभाषिक, बहुसाँस्कृतिक अवस्थालाईसमेत ध्यानमा राखेर नेसंविवालाई सबैभाषा र संस्कृतिको अध्ययन र अनुसन्धानगर्ने विश्वविद्यालयको रूपमा विकासगर्ने नीति अवलम्बन गर्नुपर्छ ।

- ड. काठमाडौं, पूर्वाञ्चल, पोखरा र लुम्बिनी विश्वविद्यालयको विकासका लागि पनि विशिष्ट विषयगत भूमिका प्रदान गरिनु पर्दछ । बहुविश्वविद्यालय नीतिले पारिरहेको र पार्नसक्ने प्रभावका बारेमा अध्ययन गरी समस्या समाधानको उपाय खोजिनु पर्दछ ।
- च. विश्वविद्यालयहरूलाई राष्ट्रिय शिक्षा नीति र उद्देश्यानुरूप सञ्चालनगर्नका लागि विश्वविद्यालय अनुदान आयोगलाई सक्षम र अधिकार सम्पन्न बनाइनु पर्दछ र भूमिका अभिवृद्धि गरिनु पर्दछ ।

७.३ खुला विश्वविद्यालयसम्बन्धी अवधारणा :

हाल त्रि. वि. मा प्राइभेट परीक्षार्थीहरूको सङ्ख्या अत्यधिक रहेको, नियमित भर्नामा पनि अनियमित विद्यार्थीहरूको सङ्ख्या ठुलो रहेको र शिक्षाको पहुँचलाई व्यापक बनाई दूरदराजसम्म पुऱ्याउन, अनौपचारिक एवम् दूरशिक्षाका कार्यक्रमहरू सञ्चालन गर्न छुट्टै विश्वविद्यालयको आवश्यकता भएको र त्यसका लागि खुला विश्वविद्यालय सहयोगी हुने मान्यता स्विकृत भइ सकेको अवस्था छ । यस सम्बन्धमा अलग्गै ऐन बनाई खुला विश्वविद्यालय स्थापना गरिनु पर्दछ ।

७.४ विश्वविद्यालय अनुदान आयोग :

विभिन्न विश्वविद्यालयहरूमा उच्च शिक्षाको स्तर विकासगर्न तथा एकरूपता कायम गर्न नीतिगत, व्यवस्थापकीय, वित्तीय र समन्वयात्मक कार्य गर्न तथा स्वस्थ प्रतिस्पर्धाको वातावरण तयार गरी सरकारी एवम् गैरसरकारी अनुदान एवम् सहयोगलाई सञ्चालन गर्न, अन्तर्राष्ट्रिय मान्यतालगायतका विविध पक्षहरूमा विशेष भूमिका निर्वाह गर्न र नयाँ विश्वविद्यालय सम्बन्धी नीति तयारगर्न सक्ने गरी विशिष्ट निकायका रूपमा विश्वविद्यालय अनुदान आयोगको विकास र विस्तार गरिनुपर्नेछ ।

७.५ पब्लिक क्याम्पसहरूबारे :

पब्लिक क्याम्पसहरूको भौतिक पूर्वाधार विकासमा जोड दिनुपर्दछ । सम्बन्धन र परीक्षामा मात्र सीमित नरही वैज्ञानिक अनुगमन र मूल्याङ्कनको प्रकृतिलाई प्रभावकारी बनाइनु पर्दछ । पब्लिक क्याम्पसका प्राध्यापकहरूको वृत्तिविकासका लागि अध्ययन, अनुसन्धान र तालिमको अवसर प्रदान गरिनु पर्दछ ।

७.६ विदेशी विश्व विद्यालयसँग सम्बद्ध क्याम्पसहरू :

विदेशी विश्वविद्यालयसँग सम्बद्ध शैक्षिक संस्थाहरू खोल्न दिँदा त्यस संस्थाको पृष्ठभूमी, संस्थाको विश्वसनीयता, गुणस्तरीयतालाई ध्यान दिँदै राष्ट्रिय परिवेश र स्वार्थको ख्याल गरी प्राथमिकताका क्षेत्रहरू तोक्नुपर्दछ र त्यसको पालनाको सुनिश्चितताका आधारमा मात्र सञ्चालन गर्ने अनुमति दिनुपर्छ । 'A' level, 'O' level, TOEFEL, GRE, SAT, IELTS. आदि विषयको अध्ययन र अध्यापनलाई नियमन गरी राष्ट्रिय आयआर्जनको माध्यम बनाउन ध्यान दिनु पर्दछ ।

७.७ सम्बन्धन दिने बारे :

सम्बन्धन दिँदा कम्तीमा पनि सम्बन्धन दिइएको विषय नेपालको परिप्रेक्ष्यमा सुहाउँदो हुनुपर्ने, सम्बन्धन दिने क्याम्पसमा शैक्षिक एवम् भौतिक पूर्वाधार हुनुपर्ने, सम्बन्धित संस्थाको क्षमता र विश्वसनीयता हुनुपर्ने, गुणस्तर अपरिहार्य हुनुपर्ने, विषय समयसापेक्ष हुनुपर्ने, माग र आपूर्तिबीच सन्तुलन हुनुपर्नेछ । सम्बन्धन दिने संस्थासँग सम्बन्धित विषयको अनुगमन र मूल्याङ्कनको संयन्त्र र सामर्थ्य अनिवार्य रूपमा हुनु आवश्यक हुन्छ । एउटै संस्थाबाट सम्बन्धन प्राप्त क्याम्पसहरूको सञ्चालनमा एकरूपता हुनु जरुरी छ । शिक्षाका क्षेत्रमा रहेको क्षेत्रीय असन्तुलनलाई कम गर्ने उद्देश्यले दुर्गम र पछिपरेका क्षेत्रहरूमा पूर्ण अनुदानमा आधारित आङ्गिक क्याम्पसहरूको सङ्ख्या वृद्धि गर्नुपर्दछ ।

७.८ क्याम्पसहरूको स्वायत्तता र विकेन्द्रीकरण नीति :

त्रि. वि. अन्तर्गतका क्याम्पसहरूको सञ्चालनमा स्वयत्तता प्रदान गरिनु अपरिहार्य भइसकेको छ । क्याम्पस व्यवस्थापन समिति सुदृढ गरी आन्तरिक एवम् बाह्य स्रोत समेत परिचालन गरी नयाँ शैक्षिक कार्यक्रमको विस्तार गर्न सक्ने गरी अधि बढ्न सक्ने बनाउनका लागि विकेन्द्रीकरणको नीति अवलम्बन गरिनु पर्दछ ।

७.९ शिक्षण शुल्क र स्रोत परिचालन :

उच्च शिक्षामा सरकारी निर्भरता क्रमशः कम गरिनु पर्दछ । शिक्षण शुल्क निर्धारण विधि र प्रकृया पारदर्शी, वैज्ञानिक र समयानुकूल हुनुपर्दछ । आन्तरिक र बाह्य स्रोतहरूको परिचालन गरी क्रमशः आर्थिक दृष्टिले समेत आत्मनिर्भर तथा स्वायत्त हुने दिशातर्फ अधि बढ्नु पर्दछ ।

७.१० अनुसन्धान, विशिष्टीकरण र उत्कृष्ट प्राज्ञिक केन्द्र :

अनुसन्धानमा रकम बढाउनुपर्ने, उत्कृष्ट केन्द्रको रूपमा विभिन्न संस्थालाई स्थापित गर्दै विशिष्टीकरण गरिनुपर्ने, विश्वविद्यालय वा निजी वा सामुदायिक कलेजहरूलाई, अनुसन्धान तालिम र अन्य सम्बन्धित कार्य गर्न प्रोत्साहन गर्ने र यसबाट आएको रकमको ९० प्रतिशत सम्बन्धित संस्थालाई नै दिने नीति अवलम्बन गरिनु पर्दछ ।

७.११ NDS कार्यक्रमको निरन्तरता :

विगतमा सञ्चालित नौ महिने NDS कार्यक्रमलाई निरन्तरता दिइनुपर्दछ । यस प्रकारको कार्यक्रमले नेपाली समाजको रूपान्तरण र विकासको प्रकृत्यामा समेत महत्वपूर्ण योगदान पुग्ने र विद्यालय शिक्षामा देखिएको कमजोरीलाई सच्याउन सहयोग पुग्ने देखिन्छ । नयाँ नेपालको निर्माणका लागि समेत यस प्रकारको कार्यक्रमबाट निकै ठूलो योगदान पुग्ने छ ।

८ उच्च शिक्षाको गुणस्तर वृद्धिका लागि सुझावहरू

८.१ उच्च शिक्षाको प्रवेश, भर्ना मिति, कक्षा सञ्चालन र समाप्ति, परीक्षा सञ्चालन र नतिजा प्रकाशन, दिक्षान्त समारोह आदि विषयहरूको स्पष्ट उल्लेख गरी क्यालेन्डर प्रकाशित गर्ने र दृढताकासाथ कार्यान्वयन गर्नुपर्ने व्यवस्था गरिनु पर्दछ ।

- ८.२ हरेक क्याम्पसमा एक वर्षमा कम्तीमा १८० दिन कक्षा सञ्चालन हुने र न्यूनतम हाजिरी ७० प्रतिशत हुनुपर्ने व्यवस्था गरिनु पर्दछ ।
- ८.३. उच्च शिक्षाको गुणस्तर वृद्धि गर्न निम्नलिखित कार्यहरू गर्नु पर्दछ:-
शिक्षकहरूको उच्च अध्ययन गर्न जाने अवसर, तालिम तथा अनुसन्धानका कार्यक्रमहरूलाई बढी व्यवस्थित, आकर्षक र फलदायी बनाउने । हरेक संस्थान र सङ्कायअन्तर्गत अनिवार्य रूपमा पुनर्ताजगी तालिमको व्यवस्था गर्ने । पठनपाठन र अन्य शैक्षिक तथा व्यवस्थापनपक्षीय गुणस्तर अभिवृद्धिका बारेमा समयसमयमा मूल्याङ्कन र अनुगमन गर्ने गराउने । पी. एच. डी. कार्यक्रमलाई बढी व्यवस्थित बनाउने, प्राज्ञिक अनुसन्धान कार्यहरू विशेष उपलब्धिमूलक हुने किसिमबाट अधिबढाउने र विश्वविद्यालय बाहिरबाट पनि अनुसन्धान प्रस्तावहरू विश्वविद्यालयमा आउने वातावरण बनाउने । विश्वविद्यालयमा पढाउने योग्यता क्रमशः पी. एच. डी. हुनुपर्ने व्यवस्था गर्ने । विश्वविद्यालयमा कार्यरत प्राध्यापकहरूलाई एम. फील र पि. एच. डी. विश्वविद्यालयको पहिलमा १५ वर्षभित्र क्रमशः गराउँदै जाने । विश्वविद्यालयमा कार्यरत प्राध्यापकहरूलाई विशेष तलब, सुविधा र भत्ता दिई क्रमशः १०+२ तिर पनि आकर्षित गर्ने । विद्यार्थी भर्ना सङ्ख्या, उत्तीर्ण प्रतिशत, पढाइने विषयवस्तु तथा त्यसका लागि हुने खर्च, पढाइको तह, भ्रमबजारमा गुणस्तरको मूल्याङ्कन, देशको आर्थिक विकासमा सम्बन्धित विषयको आवश्यकता र योगदान आदिलाई मनन गरेर शिक्षण शुल्क र सरकारी अनुदान निर्धारण गर्ने ।
- ८.४. कार्य क्षमता मूल्याङ्कन विश्वविद्यालयहरूबाट अलग्गै उच्चस्तरको विज्ञहरूको समूहबाट गराउने ।
- ८.६. विश्वविद्यालयमा आङ्गिक र सम्बन्धन प्राप्त क्याम्पसहरूको विद्यार्थी परीक्षा नतिजा (उत्तीर्ण प्रतिशत र डिभिजन) को आधारमा क्याम्पसहरूलाई पुरस्कार र दण्डको व्यवस्था गर्ने ।
- ८.७. हरेक विकास क्षेत्रमा त्रि. वि. को स्नातकोत्तर तहको कक्षा सञ्चालन गर्ने । प्रावधिक, व्यवसायिक तथा विज्ञान तथा प्रविधि विश्वविद्यालयहरूको स्थापनामा क्षेत्रीय सन्तुलन कायम गरी संभाव्यताका आधारमा आवश्यक लगानी गर्ने ।
- ८.८. विज्ञान तथा प्रविधि र कृषिमा आवश्यकता पूर्वाधार निर्माण गरी छुट्टै विश्वविद्यालय स्थापना गर्ने ।
- ८.९. उच्च शिक्षामा कार्यरत प्राध्यापक, कर्मचारी र विद्यार्थी सबैको आफ्नै कार्यप्रणालीको आचारसंहिता लागू गर्ने ।
- ८.१०. सरकारी अनुदान र दायित्वमा समुचित वृद्धि गर्ने । न्यून आय भएका समुदाय र पिछडिएका वर्ग, दलित, उत्पीडित एवम् जनजाति (विपन्न) का छात्रछात्राहरूलाई योग्यताका आधारमा निश्चित सङ्ख्यामा छात्रवृत्ति प्रदान गर्ने ।
- ८.११. उच्च शिक्षा अध्ययन गर्न चाहने छात्रछात्राका लागि शैक्षिक ऋणको व्यवस्था गर्ने ।
- ८.१२. जनआन्दोलनमा घाइते भई अपाङ्ग भएका योद्धा र सहीदका छोराछोरीलाई निःशुल्क छात्रवृत्ति व्यवस्था गर्ने र राष्ट्रियस्तरका ख्यातिप्राप्त खेलाडी र अन्य बौद्धिक वा सिर्जनशील प्रतिभालाई सम्मानस्वरूप छात्रवृत्ति व्यवस्था गर्ने ।

Management Training for Head Teachers of Primary Schools in Nepal

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1. The Context

At the end of twentieth century, schools in several countries around the world were being asked to become self-managed. In this respect, Caldwell and Spinks, 1992 stated: Within centrally determined framework, government (public) schools will become largely self-managing, and distinctions between government and non-government (private) will be narrow. Self-managed schools are often described as school-based management (SBM). SBM asserts that teachers, head teachers/principals, and communities know their students best and can better plan the specific programme needed for their students. Hence, the decisions in self-managed schools are made collectively and collegially by the stakeholders, not individually by the HTs of the school. In this context, the leadership role of Head Teachers (HTs) would seem to be crucial to the success of self-management of schools.

Similarly, on 23 May 2000, the *World Education Forum Drafting Committee* prepared *Expanded Commentary on the Dakar Framework for Action* which included various strategies for achieving Education for All (EFA). Developing responsible, participatory and accountable systems of educational governance and management is one of those strategies. This commentary further stated that reform of educational management is urgently needed – to move from highly centralized, standardized and command-driven forms of management to more decentralized and participatory decision-making, implementation and monitoring at lower levels. This fact was reflected in Education for All National Plan of Action (EFA-NPA) Nepal 2001-2015, The Tenth Plan (2002-2007), and EFA 2004-2009 Core Document.

As per *Expanded Commentary on the Dakar Framework for Action*, the EFA NPA Nepal 2001 – 2015 stated:

Schools will be given with adequate autonomy for school management in order to meet their plan targets and ensure accountability towards children and parents. ... Ownership of governance of basic education will be provided to communities through appropriate representation in the form of empowered

School Management Committee (SMCs) and Parents-Teacher Associations (PTAs). The government will provide financial, human and technical support on a transparent and equitable basis. (EFA NPA Nepal, 2001 -2015 p 23)

Furthermore, EFA-NPA Nepal 2001-2015 made improving quality of basic and primary education as one of its major themes. Under this theme, action plan was developed. Enhancement of efficiency in the management of education is one of the components of action plan. In order to achieve it, two activities have been mentioned: (i) providing at least one month long training to HTs to conduct in-house teacher training, and (ii) introduce systems to recruit and retain capable HTs.

Likewise, EFA 2004-2009 Core Document also stated that one of the strategies for improving efficiency and institutional capacity is the transfer of school management to the community as a way of shifting from centralized management to community-controlled and school-based planning and management. It is expected that community managed schools will have effective school-based monitoring, greater involvement of parents in their children's schooling, and better accountability of teachers to the school and community. This assumption, as revealed by a Supervision Report 2006, came true in community managed pilot schools under Community School Support Programme (CSSP). The report further shows that one of the main reasons for selecting and developing these schools as pilots schools was assertiveness and capability of the HTs.

The Tenth Plan (2002-2007) gave emphasis to increasing community participation for improving school management and making provision of HT training under Managerial Capacity Building of primary education. Furthermore, the plan has made a target of providing management training to 26,000 HTs. In line with this, EFA 2004-2009 Core Document also identified management capacity building of HTs as one of the professional leaders for overall school development.

2. Head Teacher: The Key Actor in School Management

Primary Schools, basically, are pretty small organizations. Their internal management is characterized by the regular functions of the Head Teachers (HTs). HTs in Nepal are required to perform various functions as specified in the

Education Act and Education Regulations and the documents issued by the government. These functions are categorized under the following headings.

Table 1
Managerial Functions of HTs

S.N.	Managerial Functions	Activities to be carried out
1.	Planning	<ul style="list-style-type: none"> Preparing School Improvement Plan, annual plan, annual budget, calendar of operation, work plan of each subject, weekly time table.
2.	Organizing	<ul style="list-style-type: none"> Identifying the tasks to be performed and grouping of these tasks Preparing job description for each teacher/staff Forming SMC and Parent-teacher Association (PTA) Informing chair and members of SMC and PTA about their duties Forming different sub-committees Developing organization structure/chart, albeit small and simple
3.	Staffing	<ul style="list-style-type: none"> Recruiting, selecting and appointing teachers Appraising teachers' performance Providing opportunities to the teachers for their professional development
4.	Leading	<ul style="list-style-type: none"> Communicating the instructions issued by the government and SMC through teachers' meetings, circulars Communicating information to local bodies and community Supervising the teachers' performance Motivating the teachers through paying salary of teachers on time and providing incentives and reward to the deserved teachers, through recommending the teachers for training Creating and maintaining favourable environment in the school which help build mutual cooperation among teachers, students and guardians. Coordinating the activities and efforts of SMC, PTA, teachers, students and guardians. Conducting co-curricular and extra-curricular activities for motivating the students Implementing the curriculum and textbooks approved by Curriculum Development Centre, Ministry of Education and Sports
5.	Controlling	<ul style="list-style-type: none"> Checking/monitoring whether the teachers are teaching as per curriculum and textbooks approved by Curriculum Development Centre, Ministry of Education and Sports, weekly schedule, work plan, daily plan etc. Measuring performance of students through administration of examinations/tests Measuring performance of teachers through observation and test scores of the students Finding the gap/discrepancy between the measurement of students' and teachers' performance and the expected outcomes Correcting the deviations Taking actions against those who violate school's rules and regulations

As mentioned in Table 1, HTs are required to carry out several activities under different managerial functions. All the activities of the HTs – whether working

with the local community, School Management Committee (SMC), District Education Office (DEO), or the professional staff – contribute to the enhancement of teaching and learning. Hence, competent HT needs to be appointed in each primary school or the competency of the working of the working HTs needs to be improved.

The primary concern is to look into the fact what management variables help the HTs contribute to the successful operation of primary schools. In this regard, management specialists suggested several skills/competencies that an individual needs to possess to be a successful manager. The same holds true for the HT of the school. Furthermore, how far the HTs are capable enough in understandings, application and transferability of managerial skills/competencies in school setting is a subject of deep concern.

3. Requisite Basic Skills/Competencies for Head Teachers

HTs as managers of schools need to develop basic skills or competencies in order to perform their functions effectively. Robert Katz identified three essential management skills: technical, human, and conceptual (Katz, 1974). Technical skills include the ability to apply specialized knowledge and expertise. Human skills are the ability to work, understand, and motivate other people, both individually and in groups. Since managers get things done through other people, they must have good human skills to communicate, motivate, and delegate. Similarly, HTs as managers of schools must develop conceptual skills, which are the mental ability to analyze and diagnose situations. To these, Wehrich and Koontz added a fourth one: the ability to design solutions (Wehrich and Koontz, 2005), which is considered as an analytical and problem solving abilities (Afful, 2002). Furthermore, the head teachers without skills related to information technology/digital skills will lag behind the managers of other organizations. The HTs can develop these skills first, through training and then through practice on the job.

4. Management Training for HTs of Primary Schools in Nepal

Certain efforts, though not adequate as in teacher training, have been made in the management training of HTs of primary schools in Nepal. These efforts are briefly presented below.

4.1 Management Training Conducted under Different Projects or Programmes

Short-term management training for HTs of primary schools had been conducted in the past in a sporadic and scanty way (NCED, 1994). Such trainings were not found to have been well documented. As revealed by a documentary evidence, training for HTs was found to have been conducted during the implementation of Education for Rural Development in Seti Zone, 1982 – 1991. Under this project, training for HTs of the schools where Resource Centres were located, and Satellite Schools was conducted with a view to implement and extend the project activities in their own schools and school surroundings (Shrestha and Maskey, 1987 and Malla et al, 1999). The duration of training was of 10 days. Similarly, Primary Education Project (1984-1992) made a provision of providing training to HTs of cluster schools through field coordinator and resource persons.

In the chronological order, Basic and Primary Education Project (1992-1997) and Basic and Primary Education Programme (1998-2004) developed and conducted 12-day Primary School Management Training for HTs. This training which was designed to develop management capacity of HTs of primary schools for improving quality of education in their schools, was discontinued. The trainer's manual of this training programme reveals that it consists of only activities for 12 days and hence, it is not as comprehensive as the training programme of NCED.

A package entitled *Our Responsibility in School Management* is the latest one developed for the training of HTs along with teachers, chair/members of SMC and PTA. This package which was developed with the joint effort of the government of Nepal, UNICEF, World Education, and Danida in 2004 consists of six modules: PTA in school development, school management, school improvement plan, ways of increasing the income of school, book keeping in school and leadership development of PTAs. Each module has objectives (Why this module), list of materials used (Forms, charts and figures), required materials (Training materials such as marker, news print, card board, etc and related document published by GON, NGOs and INGOs) and activities. The proposed activities mentioned under each module seem to clear and adequate for conducting the activities during the training. However, duration of training has not been mentioned. The specialty of this package is that the training of HT is

carried out along with teachers, and chair and members of SMC and PTA. This training tries to reveal that capacity building of HTs individually is not enough. Rather, the capacity of school as a whole needs to be developed. Hence, school-based capacity building may, therefore, be more appropriate than separate head HT training programmes.

4.2 Management Training Conducted by National Centre for Educational Development

The establishment of National Centre for Educational Development (NCED) and 9 Primary Teacher Training Centres in 1992 under Primary Education Development Project (PEDP) can be considered as an important event in the field of management training for HTs of primary schools. During the implementation of PEDP, a Training Package for HTs of Primary Schools was prepared by Sagric International (Australia). This package was reviewed by a review committee formed by the Ministry of Education and Culture. By incorporating the suggestions of this committee, necessary improvements were made in this package which was tried out in a Management Training for HTs conducted by NCED in 1994. Based on the feedback of this experiment, this package was modified with the support of Cambridge Education Consultants (U.K.) This modified package was approved by the government in the same year for wide implementation. Since then, NCED, among others, has been conducting a 30-day management training for HTs of primary schools with the Trainer's Manual developed in 1994 and Trainee's Manual developed in 1998. The main purpose of this package is to assist the working HTs of primary schools to develop a vision for educational quality and an effective school management system. This package emphasized on HT's legal responsibilities, his roles, ways to establish positive relationship with parents, management skills, evaluation procedures, the record keeping system, and teaching technologies.

The development of Management Training for HTs of Primary Schools can be summarized as given in Table 2.

Table 2
Development of Management Training for HTs of Primary Schools

Project/Institution	Nature of work	Duration	Status
Education for Rural Development in Seti Zone, 1981-1992	Development and implementation of Training for HTs of school with RC and Satellite Schools	10 days	Discontinued
Primary Education Project, 1984-1992	Development and implementation of Training for HTs	-	Discontinued
Primary Education Development Project	Development of training programme for HTs	30 days	-
National Centre for Educational Development	Modification of training for primary school HT developed under PEDP and its implementation	30 days	Ongoing
Basic and Primary Education Project	Development and implementation of primary school management training	12 days	Discontinued
Education for All	Development and implementation of modules for HTs training along teachers and chair/members of SMC and PTA	-	Ongoing

5. Assessment of NCED's Ongoing Management Training for HTs

NCED's Primary School HT Training Package is a full-fledged training programme having essential components. The Trainer's Manual of Primary School HT's Training Package of NCED shows that it consists of all essential components such as general objectives, rationale, structure, specific outcomes, contents, methods, materials, reading materials, evaluation. Specifically, the training methods mentioned in the package would help make delivery of the training activity-oriented. The methods suggested in the package are discussion, brainstorming, presentation, seminars, participation, interaction, question-answer, experience sharing, analysis of problems, simulations, group work, workshops, micro-teaching and demonstration lessons. Similarly, the evaluation of the participants was also found to be different from traditional paper-and-pencil test. The participants are supposed to be evaluated on the basis of participation in discussion/seminar, presentation style, group reports, development of different forms, simulation activities and demonstration lesson presentation. In addition to these components, the package has included instructions to training coordinators and schedule for 30-days which were specially designed to help them conduct the training in an effective way.

However, a study conducted by Karki and Pant, 2003 commented that the training package for HTs was developed in mid 1990s and have not been revised so far. This study found that the training package was more-content based with little opportunity for practical exercises in actual implementation. These comments gave an impetus to analyze and assess the management training for HTs of NCED focusing on objectives, contents, methods and evaluation.

Objectives

While studying the Trainer's Manual, it was found that the objectives or specific outcomes of the overall training are well stated in behavioural terms and most of them are related to development of specific skills, but not all related to managerial skills. Based on these specific outcomes, objective(s) for each day is/are determined and each day is split into three sessions. Each session has four major components: objectives, contents, materials and methods. Of the three sessions in a day, the third session has invariably been devoted to group work on issues related to contents of the previous two sessions of the same day. It reveals that only one-third of the activities are devoted to practical activities which may not be adequate for developing skills/competencies. Besides, all the objectives except one were related to cognitive domain and intellectual exercise whereas it had only one objective pertaining to affective domain.

Contents

Though all contents mentioned in the package are consistent with the objectives, some of them are irrelevant in the present context from managerial point of view. These contents, for example, are lesson planning, preparation of instructional materials, preparation and presentation of demonstration lessons, Primary Teacher Training System and projects related to Primary Teacher Training. HTs are supposed to acquire knowledge and skills related to these contents in teacher training. Hence, relevant and up-to-date contents are to be included in the management training package.

Method

Though different training approaches were proposed to be applied, limited ones were mentioned in the training package. The training activity, generally, in each day starts with the presentation of the trainer/resource person followed by discussion and group work of participants along with presentation. The activities

related to simulation/role play was found in few sessions. Similarly, practical exercises to be carried out individually or in group were also inadequate for developing required competencies in HTs.

Evaluation

Although common questions for evaluating the activities of each day were found mentioned in the package, it lacked specific ways of evaluating the extent of accomplishment of the objectives set for each day. Management training for HTs, basically, needs to be evaluated each time it is conducted. The training programme should be evaluated on the basis of reaction, learning, behaviour and results (Gast, 1977). Reaction and learning are measured while the participants are being trained. Reaction refers to whether the participants like the training in terms of the materials, the instructors, the facilities, the methodology, the media and the content. Learning refers to the facts, skills, and attitudes that the participants gain from the training. Since the existing package included activities related to both reaction and learning, they can be considered as strengths of the training.

On the other hand, behaviour and results are measured after the trainees return to their schools. Behaviour means the trainee's performance on the job, and results refer to the impact that his or her training has on the school. The training package for HTs fails to address both behaviours and results, which are most important dimensions of training programme. Hence, the major problem, basically, has been the transferability of the facts, skills acquired and attitudes developed by the participants in school setting.

Lastly, with a view to evaluate the training, the trainer as an evaluator needs to give the same test twice to the participants: once before the start of the training, and once after the training. By comparing the results of the pretest to those of the posttests, the trainer becomes able to determine whether the participants have changed during the time between tests. Such provision has not been mentioned in the training package, and the trainers did not do during training programme either. There are three reasons behind this fact. First, trainers avoid the administration of pretest and posttest as it increases their work load. Second, they do not have clear idea about evaluating the training programme by comparing the results of pretest and posttest taken by the participants. Third, the participants are not willing to take tests because of fear of low score they get in the tests.

6. Need for Reform in Management Training

Considering aforementioned facts, Primary School HT Training Package of NCED needs to be revised or new one is to be developed. While doing so, the experts who will be involved in package revision or development should consider the following points.

6.1 Package Development

While developing management training for HTs, first, the experts should give attention to three major factors: (i) What activities the HTs need to do under each managerial functions such as planning, organizing, staffing, leading and controlling (Wehrich and Koontz, 2005), (ii) What management skills/competencies relate to technical, human, conceptual and digital the HTs need to develop (Katz, 1974), and (iii) What roles such as interpersonal, informational and decisional, the HTs should play and how (Mintzberg, 1973). Second, actual needs of HTs are to be identified through needs assessment study. In the present context, community mobilization, participatory management, representative participation, conflict management, ways of working with community people, SMC and PTA, management information system, application of information technology, leadership development may be the needs of the HTs. Third, based on the findings of first and second steps mentioned above, the package including objectives, contents, methods and evaluation for overall training and objectives, activities/methods and evaluation for each session of every day should be developed. Fourth, implementation strategy and follow-up activities should be also included.

6.2 Expectation from Management Training

Management training is meant for transformation of schools to ensure quality education. Hence, the training package should enable HTs so that they could apply the knowledge and skills acquired in the training in the schools. It implies that most of the training objectives should be of application level. Besides, since development of human skills is one of the purposes of the management training, objectives related to affective domain are to be included in the package. It can be believed that acquisition of human skills would help the HTs to work with SMC, PTA, parents and community people.

6.3 Training Activities

It is the practical activities carried out individually or in groups which enable HTs to develop real management competencies. Hence, most of the training activities

should be related to practice of preparing what they need to do in schools, and practice of playing roles what they are required to play in schools.

6.4 Mode of Management Training

Management training for HTs can be organized in two ways: (i) centre-based management training, and (ii) school-based management training. Centre-based management training, generally, is intended exclusively for HTs whereas HTs can be trained in their own schools along with chairpersons and members of SMC and PTA. In order to manage community managed schools/autonomous schools, conducting management training for HTs, SMC and PTA would be beneficial as the main actors involved in school management can understand how they should work collectively for providing quality education to students.

7. Concluding Remarks

The gradual shift towards school-based management and enhanced autonomy of schools obviously implies that the schools are entrusted with more responsibilities. Hence, the quality of education primarily depends on the way schools are managed. Similarly, the capacity of schools to improve teaching and learning is strongly determined by the quality of the leadership provided by the HT. A HT having art of getting things done through people, having capacity of mobilizing and coordinating the activities of people involved in school development and having favourable attitude towards getting the support of colleagues and community, can run his school effectively and efficiently. However, even though HTs work hard and they are dedicated, they may not be able to run the school very well because of lack of management competencies. The management competencies/skills of HTs can be developed through well-developed and well-organized management training whether it may be centre-based or school-based. In this context, the role of HTs in leading and managing schools has to be strengthened. It suggests that providing management training to HTs is very important. Even more important thing is that HTs use the knowledge and skills acquired in the training for the transformation of schools toward improved state so that quality education can be ensured.

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Contemporary Issues on Population and Quality Education in Nepal

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Introduction

Population growth is slowing but still high in the poorest countries. Lower fertility and higher than expected AIDS –related mortality are combining to slow global population growth, according to the latest UN projections. But World Population Prospects: The 2006 Revision Shows that population is still growing rapidly in the world's poorest countries.

Now, 6.54 billion, world population will grow to an estimated 8.9 billion people by 2050. Nearly all of the 2.4 billion increase will be in the developing countries of Africa, Asia and Latin America. Continued investment is critical. The Population Division notes that if women have, on average, half a child more than its “most likely” projection scenario, world population could rise to 10.6 billion by 2050. Growth rates and fertility are falling much more slowly in the poorest countries than elsewhere.

The 2001 population Census of Nepal revealed that it has already reached 2.31 million, with an annual growth rate of 2.25. At the current rate of increase, the present population of 2.31 million will double again in about 31 year's time. The population of the country in 2006 was estimated to be around 27.7 million (The State of the World Population, 2006). This will result in more uneven population distribution, inadequate settlement planning and unmanageable population to cater for. The rapid population growth in Nepal is attributed to high fertility rate, declining death rates, decreasing infant mortality rates, women's low off – farm earning power, poverty and illiteracy.

The Government of Nepal has recognized the need for stabilizing population growth and a balanced distribution of population in order to attain the goals of future development plans. With a view to addressing the population problems and issues and challenges of education for ensuring quality education, the Government has placed great emphasis on carrying out formal and non-formal education activities in different sectors across the country.

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We in education recognize the vital role education plays in the development of a country. Our schools are expected not only to train people to meet the emerging needs of human resources but also to generate new knowledge, idea and technology aimed at improving the quality of life.

Those of us involved in education are aware of what seems to be insurmountable problems. There are problems to provide the best physical environment to ensure that the best teaching- learning processes take place. There are problems with both quality and quantity of teachers. From these limitations, the problems boil down to the question of quality of education. What countries face, especially the developing countries, is a chain of problems emerging from the physical requirements to the qualitative requirements for an effective, efficient, and relevant teaching learning process to take place.

There has always been a growing concern about the performance of schools. Expansion of our educational system is marked by concerns of quality. The unprecedented growth of educational systems in many developing countries in the 60's and 70's underscored such concern. UNESCO found that concerns such as relevance, accountability and efficiency of schools are particularly acute in developing countries. Such concerns are demonstrated in the growing demand for more quality in education and evidence of its contribution to development.

Quality Education

Quality education is obviously viewed in terms of inputs into 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 quality.

Measures of quality education differ from institution to institution. Studies show that there are no universally accepted standards to measure quality. Researches have come up with indicators of quality education categorized into teacher, student, financial and facilities variables and other measures. Some measures of quality are used more widely in improving education in several countries such as:

- a) Measurement of educational attainment by level of quality of formal schooling
- b) Measurement of literacy/ illiteracy and
- c) Enrollment ratios

These aforesaid indicators, however, measure only the formal system of education. They do not include the large areas of informal and non-formal education taking place outside the schools-in community organizations, Temples, Mosques, Vihars, Gumbas and in traditional patterns of transmission of values and skills. Such modes of delivery of education have greatly influenced the cultural traditions with which the Asian countries are so richly endowed. Some of these modes have been greatly supplanted by the formal system.

The significance of quality should not be overlooked in our concern for quantitative indicators like enrollment ratios, dropouts, and the like. There are certain basic indicators of quality apart from the more complex issues of what is to be taught and how well and deeply it should be taught. Such indices as pupil-teacher ratios, percentage amount of budgets given to teaching materials and length of teacher training indicate quality. Decrease or loss of quality may be due to size of classes, inadequacy of books, and lack of training and supervision of teachers. Public expenditure on education is a significant part of government budgets especially of developing countries.

Any discussion of quality education usually concentrates on some issues such as student level of achievement, relevance for life after school, and conditions of learning (teachers, facilities and instructional materials). Under the broad term of quality may be included: content and methods of teaching, management of the educational process, what the students learn, and how to adapt education to changing needs through innovation (Coombs, 1968). Quality is reflected in the fit between the expectations of society as expressed in objectives of education and the actual characteristics of the educational process and the changes observed at student level (Grisay and Mahlck, 1982).

From the many studies and literatures on quality education, it appears that the concept of quality is complex and multi-dimensional. Grisay and Mahlck (1982) 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) 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 believe that the notion of quality cannot 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. Hence, 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 (output and outcomes). Furthermore, any analysis of the quality of education should include the questions: quality for whom? Should the efforts concentrate on students from underprivileged groups, the most able, or all students of the system?

Planners in the developing and under developing countries also use other indicators and approximate means of measuring quality like repetition, dropout, promotion, and transition rates. While these are useful in comparing countries, these are not very relevant in analyzing differences in performance.

Most educational systems tend to equate education with mere schooling rather than learning. This is unfortunate since more value is placed on how and where one gets educated rather than what and how much one learns. With this orientation of both society and the education system, questions of pedagogy and methodology are always addressed from the formal education point of view.

As a consequence, school performance is always used as a reference point when speaking of quality of education. The learning experience attained outside the formal structured which may have greater impact on an individual's life is rarely categorized as quality education. It would seem that schooling alone is the yardstick of knowledge (Pefianco, et al, 1991).

The concept of academic excellence dominated the concept of quality in the formal school system. Several practices and devices like tests, grades and marks are used as measures of excellence. With the grading system, children learn to be competitive and to work hard because of grades and not for the intrinsic values of learning. Once outside the school, one doubts if one has acquired the skills to continue learning. Such educational orientation is being blamed for cultivating wrong values and obscuring the real meaning of teaching and learning.

Some educational systems ascribe more significance to *relevance* as a measure of quality. But relevance has different meanings. For example, to the Chinese, it

means that what is being taught is directly related to the country's ideology. Among the Nepalese, the student's ability to work together as a group is what is important. Many educational systems prefer to use relevance indicators which are more directly related to the economy and to what makes one fit for life and livelihood.

The Education for All (EFA) movement defines *relevance* as that aspect of education which addresses actual needs, interests, and problems of the participants in the learning process. Thus, the relevance of a curriculum would be enhanced by linking literacy, numeracy skills and science concepts with learners' concerns and experiences in, for example, health, work, and nutrition. While countries may have varied needs because of different local conditions, there are universal needs and concerns that should be addressed in the curricula.

Another measure of quality is the impact of education on one's life or the community life- functionality. Education is functional if it produces positive results in the individual or community.

Efficiency in delivery cannot be separated from the notion of quality. When educational wastage is avoided, there is efficiency. Hence, the concerns are delivery systems that would raise productivity and produce better results at minimal cost. In education, efficiency would mean the most effective use of all resources (human, organizational, financial, and natural) to produce the desired level of access and learning achievement.

Among the issues regarding quality education 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

Population and Quality of Education

The pace of growth of population has a direct impact on educational development and quality. While rapid growth of population can affect the entire educational system, its consequences are more significantly seen at the first level of education. All developing countries including Nepal are committed to the global goal of

universalizing primary education. But how many countries have come close to the goal? It is a serious matter of question.

The World Declaration on Education for All (Dakar Conference) provides the rationale and courses of action along which education can be reformed. The Framework for Action to meet Basic Learning Needs set the broad parameters of quality. While education connotes quantitative goal, the balance with qualitative objectives should be underscored in the overall improvement of basic education. The concept of quality should extend outside the school system.

A high rate of population growth means that expansion of primary education has to be maintained at a corresponding rate. With resources being absorbed by the need for expanding services, improvement in the teacher/ pupil ratios may occur at a slow pace with consequential effect on quality of educational services.

It is important to improve the quality as well as the quantity of education. Addressing issues such as shortages of teachers, overcrowded classrooms, and the content and relevance of education are essential to enable young people to acquire the skills they need, whether to seek better jobs. Improved quality also demands gender-sensitive curricula to eliminate gender stereotypes that affect how girls and boys are treated in the classroom and what subjects they study.

The power of girl's education for poverty reduction, gender equality and development is unquestionable. But education alone is insufficient in the absence of supportive social institutions and systems that expand women's opportunities and freedoms, access to resources and control of decisions affecting their lives.

The impact of population growth extends beyond primary level. Educational systems need to expand also at the secondary and tertiary levels. This becomes a vicious cycle. There are not enough teachers to meet the demand of rapidly increasing primary enrollment. To provide the needed teachers, the primary, secondary and third levels must be expanded.

Age structure of population and urbanization bear directly upon quality of educational resources. In Nepal, 42 percent of the population, as revealed by Population Census 2001, is young- under 15. Very large numbers of dependent children need to be educated: because of this, the appropriation for education per person increases marginally.

Studies have shown that in many rural areas, educational facilities tend to attract youth from rural to urban areas. Modern facilities in education are established first in urban centers. This has given a strong urban bias to the content of education at all levels.

Urban enrollment ratios are higher than those in the rural areas. This shows that urban schools retain children longer than rural schools. This migration to the urban areas may therefore be largely due to educational reasons.

The reality in Nepal is that on top of the Population and Reproductive Health Education Programmes, Inclusive Education and Human Rights Education including Life Skills Education must be strengthened through high priority policy measures and should be massively disseminated in formal and non-formal education sectors across the country.

Some UNESCO studies in Latin America showed that earnings of people become higher with increased years of schooling. Hence, level of education correlates significantly with income. However, distribution of educational opportunities and quality of services are uneven among various income groups. These differences reinforce the disparities in income distribution in a society, in turn adversely affecting the socio-economic development of the country.

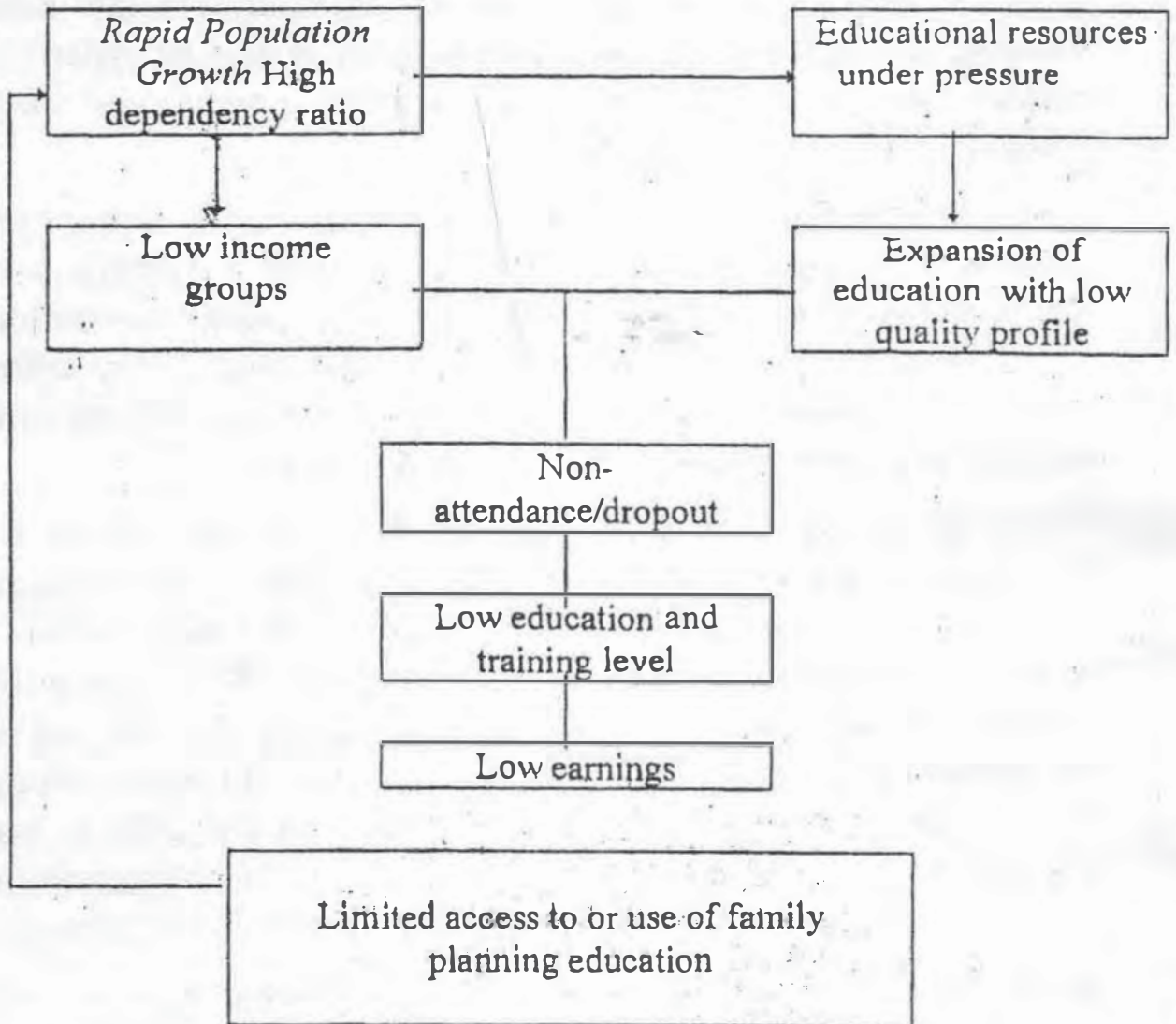
The gender gap in education has left nearly twice as many women as men illiterate. In the poorest regions, more girls than boys are out of school, and the gap widens at the secondary level- even through secondary and higher education for girls is especially significant in reducing poverty. Educational attainment increases women's income-earning potential, reduces maternal and infant mortality and improves reproductive health overall. Educated girls are more likely to delay marriage and childbearing, and instead acquire skills to improve economic prospects for themselves and their families. The multiple benefits of girl's education also lead to better health and education for the next generation.

Rapid population growth exerts pressure on educational resources, making qualitative improvement in education more difficult. Families with low incomes often have to forego education, thereby reducing their social mobility and opportunities for higher income. They also have less access to quality education. Interrelationships among education, population, income distribution and migration are shown in the diagrams (See the fig.no.1).

We know that most developing nations are committed to social and economic planning in which education is an integral component. The need to develop human resources is recognized. The Education for All Movement targets universalization of primary education. Significant progress has been made toward this goal.

Fig.1

**Some Interrelationships Between Rapid Population Growth,
Education, and, Income Distribution**
(UNESCO, 1975)



Issues and Problems

Several problems persist in regard to provision of quality education. Wastage, dropout, failures, and rapid increase in enrollment are among them. It is believed that these problems will continue in the future. This scenario underscores the need to devise new in school, non-school, or non-formal strategies to meet the challenges of quality education in the face of rapid population growth. I am

certain SAARC countries have experimented and are experimenting with innovative strategies in this regard.

We see continuing involvement of government and non-government sectors in both formal and non-formal educational system. Education is a long-term investment and provision of quality education is threatened by competition for scarce resources.

The regulation of population growth becomes an important strategy of development in the face of increasing demands for quality education. Another strategy of development is premised on the belief that human resources constitute the real wealth of a nation. Through their knowledge and skills, the nation's resources are maximized for social and economic progress and development. And education is the instrument that will develop the human resources. All these efforts have opened up new hopes for future and been proved promising to meet the needs of present population and future generation.

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Need of Teacher Training For Quality Improvement in Education

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First Few Words

Teacher training is a system of preparing individuals for effective educational transactions including classroom teaching. A teacher needs training to be able to transmit knowledge, skills and attitudes to the learners (The students) in a more effective way. The expansion and explosion of knowledge in every field has a great impact on teaching and teacher preparation. Thus, in the expanding of world of education, teacher training has become highly thrilling and challenging (Chakrabarti, 1998:73).

Some educationists that the quality improvement of a society depends primarily on good teachers and their effective and meaningful teaching rightly point it out. The progress of a country depends upon the quality of its teachers and for this reason; teaching is the noblest among all professions (Sharma, 1997, cited in Kafle and Aryal, 2000: 114).

In order to improve the quality education, teacher should be trained. Teacher can play the crucial role to provide the quality education and new direction in society. A trained teacher can impact the learners by his/ her gesture just as an artist shows his/ her art on the Dias. Hence, training is indispensable and essential for all teachers to provide effective and quality education.

What is Quality Education?

Quality can be defined from various angles. In this context, there are different definitions of quality these days. For instance according to Koirala (2001:12), ability to pass student, ability to be a creative his/ her earning ability, ability to provide service is said to be an educational quality. In our Nepalese perspective, high pass percentage of examination or school internal efficiency is said to the form of quality schooling.

Indeed, the concern for quality in education should come from several elements, the government, citizens, employers, students and the parents, teachers and administrators of educational institutions. The word quality comes from the Latin word "quails" meaning " what kind of". However, it is a difficult and elusive term

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to define. Pfeiffer and Coote (cited in Nariwal, 2001) have remarked, "Quality is a slippery concept". It is slippery, because it has such a variety of meanings and the word implies different meanings 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 is used much in everyday conversation as absolute – this is the thing of quality. Quality in this sense is used to convey status and positional advantage. Quality in technical sense is employed as a relative concept- the relative definition views quality as an attribute of a product as service but something, which is ascribed to it. Quality in this sense is about measuring against a specification (Nariwal, 2001: 2).

Pupil having completed a level of education should have acquired a certain level of knowledge. The three main inputs of education process are the teachers, the curriculum (content and methods) and the educational materials; it is often difficult to determine the respective roles of each of these components, because they interact in a global manner with the pupils. However, the training process is expensive one, and it is certainly possible to obtain a product of better quality by combining the various inputs more judiciously, and very serious studies at the quality of the product, the inputs and process are indispensable for a well-founded choice of the best investment to be made (UNESCO, 1996).

Teacher's Role in The Improvement of Quality Education

The great success of an educational institute depends upon its teacher's role. The good teacher should mould his/ her student's aesthetic and intellectual personality. According to educationist Burton (cited in Chauhan, 1983:4), "Teaching is the guidance, stimulation, direction and encouragement of learning". The definition has four key words, which need explanation: stimulation, which means to cause motivation in the learner to learn new ways. It is to create an urge to learn, direction means that teaching is not a haphazard activity but it is a goal directed activity, which leads to predetermined behavior. Direction also means that the activities of the learner in teaching are directed and controlled, keeping into consideration the economy of time and efficiency of learning; guidance means to guide the learner to develop his/ her capabilities, skill, attitude and knowledge to the maximum for an adequate adjustment in the external environment and the last key word is the encouragement of learning to encourage the learner to acquire maximum learning (Chauhan, 1983: 4).

Similarly, scholar Clarke (1970: 34) has defined that teaching refers to activities that are designed and performed to produce a change in students' behavior. Keeping in view that Joyce and Well (1972:35) have defined "teaching

is a process by which teacher and students create a shared environment including a set of values and beliefs to agree about what is improvement which in turn color their view of reality (Agrawal, 1995: 34 – 35).

Those above mentioned scholars' definitions reveal that the teaching will become more effective and meaningful if their definitions are followed strictly. Teacher is highly regarded and respected by the students and whole society, because he/ she is a guide for knowledge for the students and whole society. So, the teacher can play the major role to provide the quality of education through his/ her effective teaching. Quality can be developed while the teacher demonstrates the suitable instructional materials according to the lesson, by checking the homework done by students, and by controlling the class situation. Thus, there should be a hierarchical relation between the teacher and students. Direct sharing of thoughts and ideas between the teacher and students is essential for learning. “ Thinking about thinking” has to be a principle ingredient of any empowering practice of education. So, the students have to obey the teacher, as they are considered inferior to him/ her. As a result of their brought up the teachers behave their students in the same way as their teachers had behaved them. Hence, the teacher also should not forget the matter that children are knowledgeable and they can think (Karmacharya, 2003: 122).

Psychologists and educationists have explained teaching from different angles. Some of the explanations are as follows:

- (i) Teaching is communication between two or more persons who influence each other by their ideas and learn something in the process of interaction.
- (ii) Teaching is a process in which learner, teacher, curriculum and other variables are organized in a systematic way to attain some pre-determined goal.
- (iii) Teaching is to fill in the mind of the learner by information and knowledge of facts for future use.
- (iv) Teaching is to cause motivation to learn.

(Source: Chauhan, 1983: 4 – 5).

In a nutshell, teaching is to cause the child to learn and acquire the desired knowledge, skills and also desirable ways of living in the society. The main aim of teaching is to help the child / student to respond to his / her environment in an effective way. Hence, the teacher can play the dynamic role to provide the quality education through his / her effective and meaningful teaching.

The 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 student for not learning. Instead, the effective teacher searches for a remedy in terms of content, method or feedback to the student with some learning difficulty. Put simply, the problem of not being 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 (Cumming, 2003: 95 –96).

Significance of Teacher Training

The general definition of training is that it is the process of behavior shaping because training makes the teacher perfect in his/ her teaching. Training for teacher is crucial for the development of teaching competency. Nepal has moved through a myriad of teacher education systems 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. However, the training program was discontinued in 1953 (Kafle & Aryal, 2000: 114- 115).

In reference to the primary teacher training, Nepal has a short history of primary teacher training (PTT) which was operated only after the establishment of Basic Teacher Training Centre in 1947. Since then, the state has experienced various types of primary teacher training programs. These programs were different in terms of their duration, management of trainers, mode of conducting (operating), evaluation of trainees and the like. Now at present situation, 10 – month primary teacher training, as per the recommendation made National Education Commission (NEC), is being operated. The 10 – month PTT program is divided into four phases, each of 2.5 months' duration. The first and the fourth phases of PTT program are being operated by National Centre for Educational Development (NCED), whereas the second and the third phases are being implemented by District Education Centre (DEC). NCED has established several Primary Training Centres (PTTCs) to conduct the PTT program. Prior to conducting the first phase of the training, the trainers of PTTCs receive 7 to 10 days' training. Similarly, the trainers receive training manual as well (Shrestha, 2000: 105). In consequence, pre-service and in- service training programs are operated for the development of teacher's ability (Bista, 2002: 64).

Thus, the training gives the following benefits:

1. Gives information about curriculum, course of study and how to use the textbook etc.
2. Inspires to learn different matters.
3. Gives the teacher to know about different use of technology, such as hardware approach, software approach and system analysis approach and the use of techniques in the teaching period.
4. Fulfills the efficiency of the teachers.
5. Acquires the level of knowledge. It inspires to learn according to the level of student, such as memory level, understanding level and etc.
6. Develops the teaching skill of a teacher.
7. Makes a teacher systematic.
8. Clears the concept of students by different methods, such as audio video, visual and other teaching materials, which he / she has learned in a training period.
9. Develops a professional teacher.
10. Guide the teachers to fulfill the objectives of teaching through training

In sum, training helps the teacher to make his/her teaching much more effective and meaningful and it also makes the teacher competent in teaching skills, because it provides various knowledge and techniques of teaching to the teacher.

Steps to Achieve The Quality Improvement in Education

For the improvement of quality of education the following suggestions are recommended:

1. Develop an institute (i.e. school, college) on a democratic atmosphere imparting a student centered learning.
2. Make quality materials available to the teachers.
3. Develop a multigrade package for in service teachers including the use of radio and self – instructional materials involving face to face contact with
4. Experienced teacher trainers.
5. Develop teacher education or teacher training as a professional program.
6. Establish a co- coordinating mechanism to integrate all teacher education programs.
7. Provide minimum in service training to many teachers as far as possible.

8. Provide regular and quality supervision.(class supervision makes the teacher efficient in his / her teaching).
9. Develop a qualitative physical improvement of the institution.
10. Increase the parent teacher interaction.
11. Prepare a detailed implementation plan of academic program.
12. Recognize outstanding public contributions for effective performance (Shrestha, 2001: 59).
13. Nutritious food – Without nutrition, young bodies cannot grow, in particular, brain development and subsequently cognitive capacity, is impaired by malnutrition.
14. Clean drinking water – Clean drinking water is necessary to combat intestinal infestations of many kinds of worms, and conditions such as diarrhea that draws nutrition out of the body (Kenny, 2003: 3).

The above-mentioned points suggest providing the quality education at the primary and secondary as well as higher-level education. If those suggestions are followed strictly, definitely it will enable to enhance to provide the quality education at all levels of Nepal.

Last Few Words

Learning from present and past experiences, quality and competency of teachers and management of schools/colleges determine the quality of education. This is a universal truth. Much of the problems related to the quality of education will be solved if high quality training is provided to teachers. In addition, unstimulating and unproductive teachers will eventually be discarded by students and will be increasingly discharged of their duties by the school management (Shrestha, 2061 B.S.: 8) .It is in this context, that teacher's training institutions have to play a significant professional role and prepare teachers in an interactive mode so that they will feel fully equipped and supported in adjusting and making their place in the profession of teaching. So, because of the lacking of effective teaching, institutions (i.e. schools / colleges) are unable to provide the quality education. 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, in order to fulfill our country's needs, the county must stress to produce capable manpower by providing the quality education.

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Remedial Instruction in English Language Education

Dr. Binod Luitel

Abstract

In this paper, remedial teaching has been introduced with special reference to language education – with some elaboration on its concept, functions, rationale, types, and some important factors to consider in designing the programmes for such kind of instruction. It has been argued that this sort of teaching is essential in order to bridge the ‘unwanted gap’ that occurs many times between ‘teaching’ and ‘learning’ – which, in turn, can cause ‘disastrous results’ especially among the poor learners’ academic career, if they are left alone without giving special treatment. Particularly in teaching English as a foreign language like in Nepalese context – where there is no system of giving additional treatment to the learners with a focus on their learning difficulties, and consequently a vast majority of students’ population is suffering from the lack of learning opportunities in a genuine sense – it seems essential to establish remedial instruction in the school system.

Introduction

In an ordinary sense, ‘remedy’ means solving some problems. In the context of pathology, this word particularly implies the treatment of a patient’s problems. Therefore, in pedagogical context, this should be understood in terms of the measures followed to solve the learners’ problems. As Golby and Gulliver (1979: 138) have stressed, remedial teaching underlies the “ideology of pathology”, not only in using the “quasi-medical terms” but also in the way of its organization. Like the way a patient suffering from some serious illness is isolated from his/her immediate family members or other companies in the course of medication, similar sort of ‘treatment’ procedure is followed in teaching the students who have faced typical learning problems, when we teach them through remedial lessons. Thus, remedial teaching differs from the mainstream instruction in that the learners having problems are isolated here for a certain time from the normal class and they are taught through some special lessons, addressing their problems with focus. So, in a very scientific fashion, such kind of instruction is organized only among those learners who are actually facing the learning problems; and the aim of such instruction is to overcome their particular problems. Ideally, remedial

instruction is administered in a classroom different from the normal one (since these learners have to be isolated from their peers who have not faced the problems), and among the students having common learning problems. Such an instruction aims at enabling the learners return back to their normal functioning as soon as possible (ibid.: 139). In this way, remedial instruction involves the idea of pathology, whereby the learners facing problem are given a special therapy, with a view to remove their existing problems.

From the discussion in the paragraphs above, we can have the impression that remedial instruction is conducted only after completing the given mainstream course. However, many experts tend to believe that learners can be given remedial treatment even before implementing the mainstream course, if needed, based on what they have acquired from previous learning, what is needed to learn through the mainstream course, and the discrepancy between the two. Allwright (1979) has described the practice of organizing remedial teaching to the students of English as a foreign language (EFL) at the university level, prior to the start of the actual mainstream course in which they are enrolled. In Nepalese context, the course material prepared for the 11th grade students entitled 'Link English' can be considered an example (which was prepared for addressing the 'gap', if exists at all, between the language competence of the SLC graduates and the level of competence needed for them in order to grasp the subject matter given in the mainstream course books of grade 11). As such, remedial instruction should be understood not only as a post-teaching activity; but it can also be a pre-teaching activity. In the latter situation, in order to make the pedagogic programme more scientific, it should be based on some sort of information about the learners' language proficiency shown by the test record or some kind of academic profile depicting their learning career in the earlier years.

Depending upon our aim or focus of instruction, remedial teaching-learning programmes can address any skill or aspect of language – grammar, vocabulary, speech, reading, writing, etc.

Functions

What are the functions of remedial instruction in language learning? How does it facilitate the students in facing the challenges and removing difficulties? After the treatment of learners' typical problems, remediation aims to function as a catalyst in language instruction in the ways mentioned below. (Das n.d. 2)

i) **Elimination of bad language habits:** In language learning, 'bad habit' implies the wrong or incorrect habit of using language, which has resulted from inadequate practice. Remedial instruction aims to reduce such habits of learners as far as possible.

ii) **Reinforcement and consolidation of 'good' language habits:** It is not sufficient to eliminate the wrong habits that have been developed in a learner's language. Simultaneously, it is equally essential to reinforce, consolidate and strengthen the good language habits that the learners have learned, if the habits are not so strongly established in their language behaviour. Remedial instruction can have this function also.

iii) **Formation of desired concepts and strengthening of 'weak' concepts:** Nothing occurs in one's language behaviour unless it is conceptualized/comprehended or understood. So, it is essential to establish the desired linguistic concepts in the learners' mind before creating situations for their use in linguistic behaviour. Remedial instruction also has this function, whereby the concepts which are essential for the learners to master are established and the weak concepts, if formed earlier, are consolidated and strengthened.

iv) **Amendment of wrong concepts:** Sometimes, learners can grasp linguistic concepts in a wrong way, which need to be amended and right concepts should be formed. Remedial instruction also plays role in doing so.

Rationale

As we know, teaching is a special sort of communication between the teacher and learners, and here the teacher delivers the message in several ways while the learners acquire ideas, concepts or skills. However, teaching may not result in learning all the times; and as Das (n.d. 1) has mentioned, there can be instances of communication gap between the teacher and learners in many unwanted situations, due to several reasons. When there are the cases of incomplete reception of message on the part of learners, the situation will result in communication gap between the two parties (teacher and learners); and remedial instruction is essential in this connection. In pedagogic practice, we are facing such situations quite a lot, which, of course, deserve special attention – making remedial instruction a must.

Remedial teaching should be made an essential part of foreign language instruction, particularly when there is insufficient learning through the usual mainstream course. The insufficient learning may result from forgetting or 'unsatisfactory teaching' (Wilkins 1976: 75); which, unless supplemented by some additional treatment, will result into inadequate competence of learners. Thus, when presentation of new material or practice of even the known material becomes ineffective (Morgan 1967), remedial instruction is needed either to make correction in the wrong learning (if occurred at all) or to supplement the insufficient learning. (Das, n.d. 1)

In a formal schooling, it is not surprising to propose that, if a learner has not yet reached a reasonable standard in English language learning, s/he must not be permitted to go ahead of his existing position (Das 1979), because the learner in such a condition "is incapable of 'going ahead' with the learning of English, until the gaps have been filled" (ibid.; 38). On the other hand, as Marcus (1977) has suggested, the school should not weed out the students who cannot survive the usual school curriculum. In order to make our school management more learning-focused and accountable, we need to consider both of these suggestions together. So, we should not allow the students' automatic promotion in the schools if they do not possess the adequate standard of knowledge and skill. Similarly, we cannot be accountable if our activities are directed towards 'weeding out' the students from the school by labeling them 'incapable' of learning from the course ahead. Therefore, once the learners in a school cannot succeed in the mainstream course, we need to consider making special efforts for their progress, and try to provide them with special assistance in the form of remedy after examining their problems more closely, rather than closing the door for this category of learners towards further learning.

Therefore, the neglect of remedial instructional programme, when it is essential due to the learners' poor standard of achievement from the usual mainstream teaching, can cause "disastrous results" (Morgan 1967: 71) in the students' academic career. In order to avoid such dangers particularly in language learning, we must conduct remedial lessons in order to improve our learners' linguistic knowledge and skill.

Das (1983: 266) has stressed the point that remediation of learners' errors should be "an indispensable part of the pedagogical process" in the case of learning

English as a second language, because there will be the danger of 'pidginization' of the learners' language unless it is corrected timely. Due to pidginization, learners' language is degraded into a deviated code. The teacher, in order to prevent the learners' English from degradation as such, needs to "...unfreeze the fossilized interlanguage system, and revivify the learning process" (ibid.). Unless given adequate treatment, the possibilities of 'pidginization' are higher in the case of learning a foreign language – like English in Nepalese context – compared to the case of second language learning or first language acquisition. So, in EFL situations, remedial instruction is a must for the purpose of preventing the learners' language from the danger of pidginization as well.

There are some practical experiences reported, whereby the implementation of remedial courses, prepared especially to address the learners' problems, has brought about considerable progress in the learners' language development. Morgan (1967) has reported the success of remedial instructional programme in developing the learners' writing skill. It has even been reported that learners' overall language proficiency can be improved very significantly through this sort of instruction in EFL teaching. (Davies and Kansakar 1986)

Distinction between Remedial Teaching and Reteaching

Many experts tend to hesitate labelling reteaching with the title of 'remedial teaching'. Suppose we are not satisfied with the first time teaching and want to involve the students in learning from the same lesson using the same course materials the next time. This task is called 'reteaching' (re+teaching = teaching again) rather than 'remedial teaching'. Although there may be the practices of conducting classes – in the name of 'remedial teaching' – simply through reteaching the same content, using the same tools and methods as employed in the mainstream course, such a practice becomes insufficient for the remediation of learners' errors (Ayyar 1981). Clarifying the difference, Das (1983: 272) has attempted to distinguish the two (reteaching and remedial teaching), stressing the point that remediation essentially involves the process of 'review and repair' of the learners' language, which is not necessarily done in reteaching. To quote after him, "...review and repair is not synonymous with reteaching" (ibid.), so the two concepts must not be understood as synonymous.

As such, reteaching differs from remedial teaching, in that remediation involves new and more focused activities for learners' language improvement, rather than simply teaching the content second time to the learners in the same way, using the

same materials. In the case of remedial instruction, the given content is presented to the learners with variation in the material and method of presentation and practice, which are not necessarily similar to the previous ones. The practitioners who prefer the position of remedial instruction to reteaching, as such, have the conviction that "...teaching the same kind of material by the same kind of method is hardly going to impress on the learner..." (Wilkins 1976: 75). Repeating the same thing to the learners does not motivate them (Andrade 1998: 97), and becomes boring instead (McKeating 1981: 243), resulting into little attention towards the learning matter. However, if the problem is addressed in a different way by setting up remedial tasks or supplementary course (Andrade 1998: 97), pedagogic practice can add the dimension of "interesting challenge" (Davies 2000: 104), which will make learning more creative and purposeful.

Remedy in Language Pedagogy: Incidental and Intensive

Broadly speaking, two ways of error remediation are discussed in connection with language teaching: 1) incidental correction of error, and 2) intensive remedial work (McKeating 1981). Following the first way, errors are corrected immediately after we notice them in the learner's language production, usually in the lesson itself. But in the intensive remedial work, error correction is delayed for some time and remediation is organized in a systematic fashion. The latter approach is followed particularly when errors are found very consistently in the learners' language, their frequency remaining very high. In an intensive remedial work, the language items that are problematic for learners are isolated from the usual lesson, and given special treatment in separate lesson/s by presenting them in a different way. Thus, intensive remedy requires some systematic designing of lessons, materials or tasks for the learners.

Which approach is more preferable for remediation? Between the two, there are some good reasons to support the position of systematic or intensive remedy, whereby learners' problems are identified carefully and addressed with emphasis by means of a "thorough-going operation" (Das 1979: 38). Although the way of "spot repair" (ibid.) – which is done in incidental remedy – is in practice very widely on the ground of the teachers' convenience, this kind of remedial practice remains a "patchwork" and "short lived" most of the times (ibid.), bearing little impact for long term language improvement. Therefore, a systematic operation is

essential for remedial instruction, instead of the incidental works of error correction.

In order to carry out intensive remedial works in a more scientific fashion, we need to proceed through some basic steps – from problem diagnosis to programme (course) designing and its implementation. In order to design a remedial teaching programme, it is often suggested to take decisions on the basis of the diagnosis of learners' problems. Following Morgan, diagnosis of the learners' progress is essential for making decision on "...what remedial teaching is most urgently and most widely required" (1967: 71). For a more effective remediation, diagnosis should be done as exactly as possible and the root cause/s of the learning problems should be located, so that remedial instruction can be organized with the view to address those problems with a focus. In this way, we should consider designing the remedial programme depending upon the nature of the problem, which is not possible without accurately recognizing the problem itself. This point deserves special consideration in the case of remedial instruction in a second or foreign language. As David (1989: 56) has stated: "The remedial teaching of second language becomes effective only when it is based on the correct identification of the defect that has to be remedied."

A particular language course designed on the basis of the diagnosis of learners' problems is known as a "problem-based" course, which is, according to Howatt (1974: 6), "intended to help pupils who have specific language difficulties". In this sort of course, the content for teaching-learning is based on the learners' mistakes/errors. The course writer here lists out the learners' difficulties after diagnosis, and then prepares the course for their solution. When we realize the need for systematic and intensive remedy, we are in a position to stress that problem-based course should be designed and implemented among learners for the purpose of good remediation.

Some Considerations for Remedial Language Instruction

There are some fundamental points to consider when we are talking about the concept of remedial instruction – both theoretically in our attempt to study it, and practically when we are involved in preparing and implementing remedial instructional programmes. The succeeding paragraphs will elaborate them.

The fact that a learner has some problems or difficulties in learning something does not necessarily imply that s/he knows nothing at all. This point is applicable in the context of second language pedagogy as well – e.g. the learner may be less proficient in linguistic skill, despite having understood the content matter quite well. Moreover, having some problem in learning a particular matter means the learner might have strengths in some other matters, which, if utilized and handled carefully, could contribute positively in solving the problems that s/he is facing at the moment. The idea of ‘appreciative inquiry’ also supports this philosophy (which suggests us to identify the strengths or positive aspects first, and then envision a new plan towards the future – which can successfully translate the possibility into a reality).

But, when a learner’s existing level of knowledge/skill is so poor that it does not fit the level that is required to learn from the supplementary lessons/course (even if the course is designed very carefully by reducing its complexity to suit the learners’ level), further treatment given to him/her in the form of remedial teaching may become useless. Therefore, if an individual has a completely zero level or drastically lower level of competence compared to the required level (to the extent that the programme or course does not suit his/her condition), s/he is not involved in the remedy (David 1989). Thus, in second language learning or teaching, remedial instruction presupposes that the learner has got some level or degree of knowledge, which is incomplete and has some ‘gaps’ to be filled.

Though the goal of remedial instruction is to treat the learners’ problems identified after diagnosis, it is suggested to design such a programme by making a link with the things that they have already learned successfully. Learners will develop a greater confidence in the contents to be learned if there are opportunities for them to acquire the new ideas/concepts or skills on the basis of whatever has already been learned (Das, n.d. 1: 8). In many circumstances, it is difficult to teach something totally new, unless it is related to the point/s that the learners have already mastered in some way. As Das (1979: 38) has suggested, “...It is hardly possible to teach something that a student has failed to learn without reference to things that he ‘has’ learned successfully.”

Remediation should guide the learners towards advancement in the language being learned, rather than making them limited simply to some repetitive works (Corbluth 1974). This point gives the implication that creative tasks should be

designed to create learning opportunities for the learners in the remedial lessons; and the purpose of such a programme should be to accelerate the language learning process – not only to solve the given problem/s on a piecemeal basis.

In the contemporary theories of second language development, sometimes two processes are distinguished: 'learning' and 'acquisition'. This distinction is based on the level of formality involved in the process: while learning consists of a more formal process, acquisition is related to a less formal and mostly 'subconscious' way of learner's involvement (Krashen 1982). Das (1983) has stated that remedial instruction consists of two ends of the spectrum: 'learning end' on one hand and 'acquisition end' on the other; and an ideal remediation keeps balance between these extremes. To quote from him, "at the 'learning' end of the spectrum, remediation will probably consist in some form of explicit teaching of rules, while at the 'acquisition' end, it will consist in communicative activities which ...help the learner to internalise the rules..." (ibid.: 272). It is assumed that learners can handle the aspects of fluency and accuracy in their language comfortably only after achieving the balance between these extremes. Therefore, this balance needs to be maintained in remedial instruction.

According to David (1989), two kinds of learners' problems have to be remedied in remedial language teaching: i) being unable to use the knowledge for effective communication (either in the written or oral mode), despite having a reasonably good knowledge of language; and ii) making several faults in the language, despite the demonstration of communicating some message using the language. The first situation can be understood as the learners' lack of fluency in language use; and the second situation implies the lack of accuracy. As such, a remedial work can be organized based on the need, either in the area of correctness, appropriacy, fluency or all of them in the language being taught.

In remedial language instruction, learners' active participation will generate more fruitful results. Ayyar (1981) has presented the evidence that communicative approach to the remediation of learners' language problems is more effective compared to the traditional structural approach to teaching; and its effectiveness is applicable in the development of discrete points of language, such as grammar, as well as written composition skill.

More specifically, Davies (2000: 107) has stressed that the following things should be considered in remedial instruction:

- i) Varied and appropriate activities should be the used.
 - ii) Activities should be designed in such a way that they require “output from the learners, including a good deal of free production in communication.”
- Providing appropriate feedback on the output is also suggested. (ibid.)

Concluding Remarks

English is taught as a compulsory subject of instruction at the school level in Nepal. It has been one of the most problematic subjects for the students, and consequently a very large portion of students’ population has failed in this subject – as we can see in the result of SLC exam every year. If we look upon the trend of English language teaching in the country, there is hardly any practice of organizing remedial instructional programmes with a special focus on the learning problems faced by the students. In many schools, there is the practice of automatic promotion – the students are permitted for upgrading, even if they have not fulfilled the minimum requirement to get through (‘pass’) the exam in the classes of primary, lower secondary and secondary schools. In these situations, the students do not acquire the minimum knowledge and skills in English needed for the upper grades (due to insufficient learning in the lower grades). Worst of all, there is neither the system of giving remedial treatment for the poor students after they have failed the exam, nor the provision for such kind of additional instruction before getting admitted to the upper grades. The practice of automatic promotion, combined with the absence of remedial programmes, has worsened the situation rather than doing any favour for the students – whereby their learning problems have been more and more complicated. Consequently, some students can learn from the usual classroom instruction while others will be lagging behind; thus we have faced the problem of several strata (layers) of learners’ population within the same classroom, taught by the same teacher using the same course materials. In such situations, particularly the students belonging to the lower layers in the classroom in terms of linguistic and academic competency have suffered a lot year after year; and their learning problems are always neglected – by teachers, head teachers, teacher trainers, and other stakeholders – leaving them deprived of the pedagogic right for getting fully benefited from learning the content taught in the school.

Right for education is not achieved if we consider it only in terms of the right for going to school. More importantly, as the stakeholders of education, we need to consider the students' pedagogic rights within the school premises including the classroom, which can ensure the opportunity for successful learning to all the students who come to school. If we wish to develop more accountable pedagogic practice in the country, we must strive towards establishing a system that ensures this kind of opportunity for all the children in the school. In a large number of Nepalese schools, the majority of students' population has suffered from the lack of learning opportunities in a genuine sense – being deprived of the teachers' attention, having difficulty to solve learning problems, and always gaining very poor level of academic achievement – although they 'seem' to have enjoyed the right (or opportunity) to education since they are going to school! Remedial instruction must be established for specially promoting the learning standard of these students in the school education in general, and in English language teaching in particular. Being a foreign language for these students who are studying in various corners of the country, learning of English at the school level cannot be promoted without carefully analyzing the learners' problems and addressing them through special focus by means of remedial programmes. Establishing the system of remedial instruction at schools can be a very effective intervention towards promoting the access to equal educational opportunity among our students in a real sense.

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Addressing Cross Cutting Issues in Curriculum Development

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Introduction

The aim of this article are targeting to poverty alleviation, considering gender and addressing the needs of disadvantaged groups (DAGs) in curriculum development. Firstly I'm trying to show that the cross cutting issues are common to all components and subcomponents. Secondly, it is shown that there are many programs for assisting poverty reduction, many activities in considering genders and programs for catering disadvantaged groups. Thirdly, some ideas are ventilated in cross cutting issues in curriculum and textbook use. Finally, the article concludes with the importance of life skills for alleviating poverty, reducing gender disparity and addressing disadvantaged groups.

Cross cutting issues

An issue which has multiple effects is known as cross cutting issue. For example, when literacy rate is increased, there will be reduction in poverty cases automatically and viceversa. It is obvious that cross cutting issues are evenly applied to all sectors and subsectors. Even in the field of education, such as developing curricula, textbooks, administrating examination, increasing enrollment etc. consideration should be provided to disadvantaged groups, gender and poverty alleviation. Therefore it is necessary to address these issues in all aspects of educational planning, management delivery and evaluation for bringing equity. If it is neglected the DAGs will remain evenbackward as seen at present. For overcoming this special attention should be kept in mind as well as in the process of the poverty indicators, prepared by National planning commissinn related to education sector. They are given as below:

- Number of primary schools
- Net enrollment Ratio(NER) of 6-10 years children
- Scholarship (number of students receiving)
- Walking distance should be less than half an hour

These indicators are essential for better outcome and they can improve access among DAGs because education now a days can be treated as a vehicle of poverty reduction. It is universally acknowledged that poverty reduction is possible only

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for providing "Basic Education". Primary education can be imparted through basic education, if we pay attention to the basic thrust of ninth and tenth plan, Nepal Development Forum (NDF) and Medium Term Expenditure Framework I, II, III, IV. The major goal of these programs is to support poverty reduction. Now let us discuss about poverty in our context. It is accepted that income less than \$1 a day is considered poverty. On the basis of this norm approximately 34% population is below poverty line in our country. Analyzing the situation the tenth plan goal is trying to reduce it by 30%.

Present Programs for Assisting Poverty Reduction: DAGs and Gender

There are two notable programs for assisting poverty reduction for disadvantages and gender. They are mentioned as below :

(i) Community School Support Programs (CSSP):

This program is for providing Learning Innovation Loan (LIL). It supports in the following manner:

- By allocating 5 million dollar to education alone
- By providing one thousand rupees each for 1500 schools
- Additional support for extremely needy for 250 schools. Out of 250 schools 175 primary, 50 lower secondary and 25 secondary schools will be selected for this additional support.
- By providing promotion grants. On this scheme a selected students of selected school will be given rupees 500. The criteria for distribution are a DAG female student, enrolling dropouts, increasing promotion rate. Besides this, scholarship is given to all DAGs worth rupees 500 in kind such as dress, material but not cash.

ii) Poverty Reduction Strategy Credit (PRSC):

- Seventy million dollar is released to all sectors including education for poverty reduction
- For education sector only 31.50 million dollar is allocated. This provision is only for all community run schools including Prastabit as well as NGOs supported schools.
- The released of this budgetary provision is 25% in the fiscal year 061/062, 50% in 061/062 and the remaining part for 062/063.

Role of education in reducing poverty

The share of government budget to education is around 15%. The share of GDP (Gross Domestic Product) is only 3.4%, which is lower than India (3.9%). More than 80% of the education budget has gone for Primary Education Sub- sector. In fact, the education sector contributes to the reduction of poverty, increment of regional balance generation of employment and acceleration of economic growth in the following manner by:

- reducing fertility and child mortality rates and by providing access to basic education and literacy
- providing high qualified skill workers and increasing access to secondary, higher secondary and higher education
- providing skilled and educated labour force required to improve productivity through technical and vocational training
- preparing labour force to provide employment opportunities in skilled and semiskilled jobs
- increasing income of people as the high return rate of educated humanresources
- adopting modern techniques, and facilities required to increase productivity and income

The 10th plan which is also a Poverty Reduction Strategy Plan (PRSP) identifies education as one of the main pillars for the stated goal of poverty reduction. It is guided by the education for all movement that aims to improve access and quality of primary education through-

- Decentralization and social mobilization
- Mitigating social and cultural barriers for access
- Strengthening the school monitoring and supervision system

Similarly, EFA 2004-2009, guided by the policies and direction derived from the 10th plan has a pro-poor focus for activities and approaches. The guiding principle for pro-poor activities is to ensure that basic pre requisites for school to function in the disadvantage areas are fulfilled and assistance through incentives for children and income generation packages for disadvantage families are provided as a means of addressing opportunity cost for children schooling. EFA 2004-2009 will have a strong focus on marginalized groups and females in planning and implementation of educational activities. For example incentives,

scholarships, and other forms of educational support for girls and other marginalized groups will be a part of the boarder strategy for inclusion in education.

Within the policy framework discussed above EFA 2004-2009 will adopt decentralization as the main strategy for implementation. The following implementation plan has been spelt out:

- planning through School Improvement Plan (SIP),
- regular budget for primary Education chanelizing through the District Development Committee (DDC),
- Community School Support Project (CSSP) for supporting the transfer of 1500 schools in 3 years period between 2003-2006.

The principle of bottom- up planning will be the approach for decentralization (SIP), Village Educational plan (VEP), District Education Plan (DEP), the tools for carrying the activities in order to perform the above mentioned programs SIP will be the convenient means. It is for improving access, quality and management of educational process at the school and community level. It is a planning mechanism to prioritize schools human, material and financial resources to achieve the optimum possible outcomes. It focuses on ensuring the deliveries of quality educational cycle. The essence of SIP are:

- developing and adjoining curriculum according to the contextual needs,
- preparation of framework with action steps,
- involving parents and other stakeholders in planning, implementing, monitoring nad evaluation process.

Similarly village Education Plan (VEP) and Municipality Education Plan (MEP) is for:

- enduring access to educational opportunities for all
- awarness building
- literacy programme
- slternative approaches to education
- dpecial needs education
- early childhood development/pre-primary education from the integral parts of VEP and MEP.

District Education Plan (DEP)

DEP comprises of all VEPs and MEPs which prioritizes educational activities to be implemented in the district with the resources made available from the government and resources mobilized at the district level utilizing SIPs, VEPs MEPs and DEPs as vehicles for decentralized educational planning and management implies that there is an enormous need for capacity building at all levels. MoES has already developed a comprehensive Human Resource Development (HRD) plan to build the capacity of school management committees (SMC) members, DDC/DEC members and other related stakeholders at the school, community and district level to plan, implement and monitor SIP, VEP, MEP and DEP.

Gender Consideration

The histories of gender /DAGs issues recognized by the government are in following areas:

- The common experience in the world is that the education of boys proceeded faster than that of girls. Through involvement in the international debates and its own recognition of the importance of educating girls, the government in the last three decades has consistently developed adopted and implemented strategies to increase the enrolment of girls.
- The government has a duty to give special attention to including women in the main stream of education. The present act implies the education of girls as well as boys and aim to prepare women as well as men for development. In order to increase the role of women the following strategies has been adopted:
 - i) representation of at least one women teacher in District Education Committee
 - ii) provision of at least one female teacher in every primary school.
 - iii) representation of at least one female member in the school management committee (SMC).

The Government of Nepal decided to establish Department of Education(DOE) under Ministry of Education and Sports (MoES) in the Nepal Gazette of 23rd March 1999 and came into being on 16th July (1st shrawan 2056). There was a provision of women Education Unit which has been changed as Women Education Section (WES) and it is located in the department of education.

The establishment of WES in 1971 was to increase the number of female teachers in order to raise girls' access to education as it was realized that the female could bring positive changes in the enrollment of girls in schools. It was established in the following objectives:

- To make primary education available to girl children through various programs
- To increase enrolment of girl students and encourage them to remain in the school
- To increase the maximum number of girl students to complete secondary education
- To encourage girls with a secondary level pass to enter teaching profession.

In 1983 same project was renamed as Education of girls and women (EGWN) with the support of UNICEF was extended as a new project. During this period, besides training female teachers, other incentive programs were introduced for the purpose of increasing the access of girls from disadvantaged group as well as of girls living in remote areas. In 1992 EGWN was converted into Women's Education Unit and continued as a unit until 1998. Between 1992-1998 most of the programs were supported by the primary Education Project and Basic and Primary Education Project-I. The following activities were continued under these programs:

- female teacher training program
- feeder hostes upgrading
- secondary school scholarship
- out of school girls (non- formal education)
- publicity campaign (advocacy)
- self financing
- support of women volunteers as teacher counselors
- administrative support (women unit)
- students, survey, pilot programs
- monitoring and evaluation
- direct support for primary school girls in selected areas (scholarship, uniforms and other incentive) source: MoES, 1999

Functions of WES

- To prepare policies relatively to girls education and focus groups
- To monitor, to co-ordinate and to encrease the participation of women in educational programmes
- To set criteria and the basis for recruiting teachers
- To prepare and implement the programmes relatively to female education with the help of District Resource Centers, NGO's and INGO's.

The current gender/ DAGs issues recognized by the government are in the following areas:

- **Teacher Training:** Teacher training was not mandotry to obtain teaching license for female and DAGs.
- **Feeder Hostels** were provided for girls students.
- **Girls from the lower economic strata** who have passed class eight are brought to feeder hostels and given the opportunity of education up to SLC. In case of remote district like Jumla and Humla the girls who have passed class six are bought to the hostels and given the opportunity to complete SLC.
- **Incentive Programs:** An incentive management committee at the village level in 8 districts (2057/58) is authorized to recommend the school for financial award for retaining the maximum number of girls in the primary level and helping them continue their education up to higher level.
- **Different kinds of scholarship schemes** are provided for girls
- **Women literacy programs** were also reinforced through non- formal education.

Programs Catering DAGs:

In the past, DAGs were considered only handicapped children and treatment was different from other normal children. But now socially disadvantaged, economically deprived and physically disables are DAGs. All children are receiving same treatment. In other words in the form of inclusive education they are consolidated. Now our Education for All (EFA) document (2004-2009) also has focused on DAGs in many ways.

There are several factors that directly or indirectly contribute to non-enrollment of the disadvantaged children to school or their early dropout from school, for e.g. it was observed which may of the disadvantaged families also

pointed out that (Social Assessment of Educationally Disadvantaged Groups, (CERID 2001):

- The schools in the communities are not running well and that the children are not getting any improvement in terms of their literacy even after two years of education in some cases
- The physical condition of the schools are appalling for example there is lack of seating provision, workable blackboard, provision of drinking water, toilets and well maintained playground.
- The instructional approaches are stereotyped
- The national language is the language of instruction as well as of the disadvantaged community people and their children has difficulty in comprehending the national language used for the educational purpose.
- There is also the complaint of some community people that teachers are not very compassionate to the disadvantaged children.
- Most important of all many of the educationally disadvantage people are of the view that there is no job prospects for their children even if they get school education.
- The other major problem of school education is that the school curriculum is not suitable to many of the communities' activities for example, in Jumla grass mowing, harvesting, ploughing and plantations are done on the same days locally decided by the people. During such occasion children are taken with the family, consequently there are high rates of absentee in the school.

Similarly the Reasons for schooling are tried to know from parents who are sending their children to school are motivated by their wish to change the life of their children. (CERID-2001). They are:

- to exist them from the perpetual problem of living their traditional way of life.
- strong will hope of better job
- structural pressure
- policy of government to provide primary schools at least in walking distance from each individual village
- schools are now coming to their doorstep
- several awareness programs and school enrollment campaigns are run to motivate the parents in sending their children to school.

Strategies for increasing Educational Participation of DAGs

- To develop better strategies it is necessary to address the problems and issues of educational development of the DAGs
- Welcome to school campaigns, different programs for DOE are very massive step in this regard. This intends to critically analyze the reasons why these advantaged children are not catered for by the current provision of the basic and primary education development programs and to identify the ways that would help enable them to participate in educational programs and take advantage of the provision of social and economic development.
- * It is found from a study (CERID-2001) that there are various social and economic factors that have resulted in the educational backwardness of the people. Some of the factors such as poverty and tradition of not perceiving the need for girls education are common across all communities. However, the causes of poverty are of defective perception are varied in nature and in scope. Therefore, when developing strategies for providing education programs for the DAGs prioritization should be made focusing on the major aspects, and the programs should be community specific.
- * Once thing that has to be taken into account in the process of the formulation of policy and of the mechanism for implementation through the government system of schooling of disadvantaged children is that even the incentives for schooling them.
- * Consequently most of disadvantaged communities are not looking upon school education as a means of developing their socio-economic solutions. This problem has to be effectively dealt with in course of devising strategies for address the educational problems of disadvantaged children.

Most of the cases education backwardness stem for the socio- political and economic history of the country.

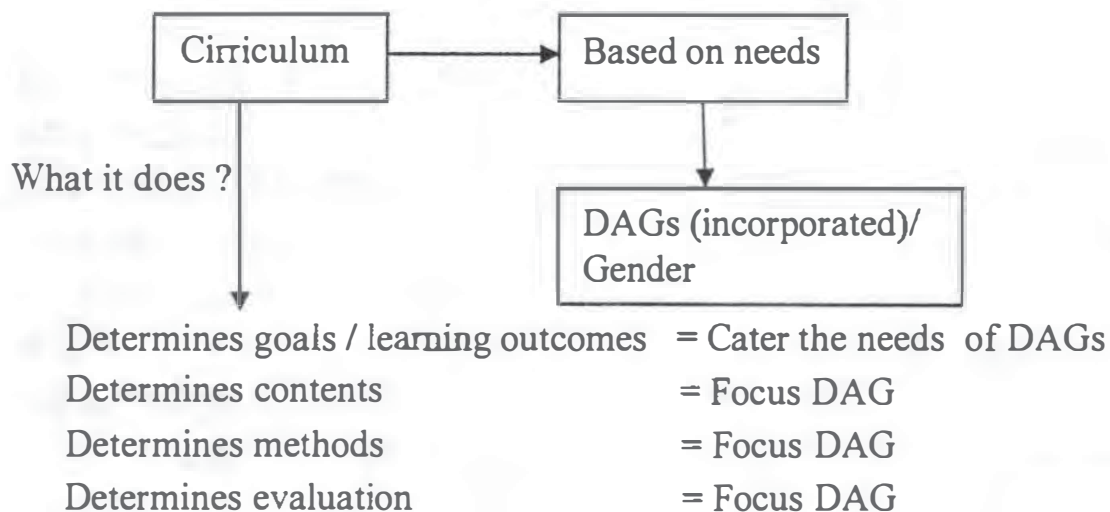
- Many of the DAGs, particularly the ethnic groups, were marginalized because of the emergence of a new social and language group.
- Until recently, particularly prior to the development brought about by the opening of roads, some social groups were left isolated in various pockets of settlements sprawling over hidden dunes, valleys and forests. Because

there was lacking a special place for these groups in the mainstream of national development, their participation was found to be for the coming only with rather a sense of reluctance.

Cross Cutting issue on Curriculum / Textbook use

Curriculum

Curriculum, a process, determines goals/ learning outcomes and which caters the needs of DAGs. It also determines contents, methods and evaluation which focus DAGs. Curriculum should be based on needs of DAGs and should incorporate DAGs/gender. This can be shown as:



Textbook:

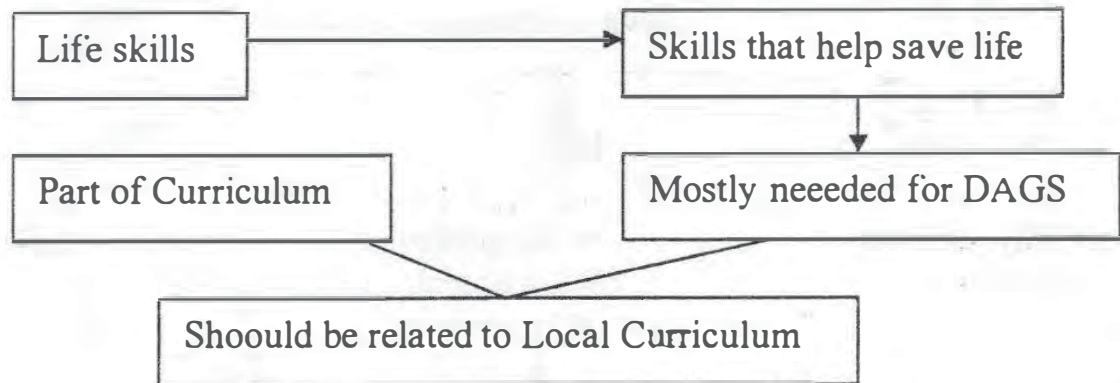
Our textbook address DAGs and female. The contents prioritized in our textbooks are:

- lifestyle of DAG/ Gender
- needs pf DAG/ gender
- problems of DAG/ gender
- working culture of DAG / gender and
- how to preserve and promote indigenous skills?

If the above mentioned issues are addressed we can ensure the cross cutting issues are encorporated in the textbooks.

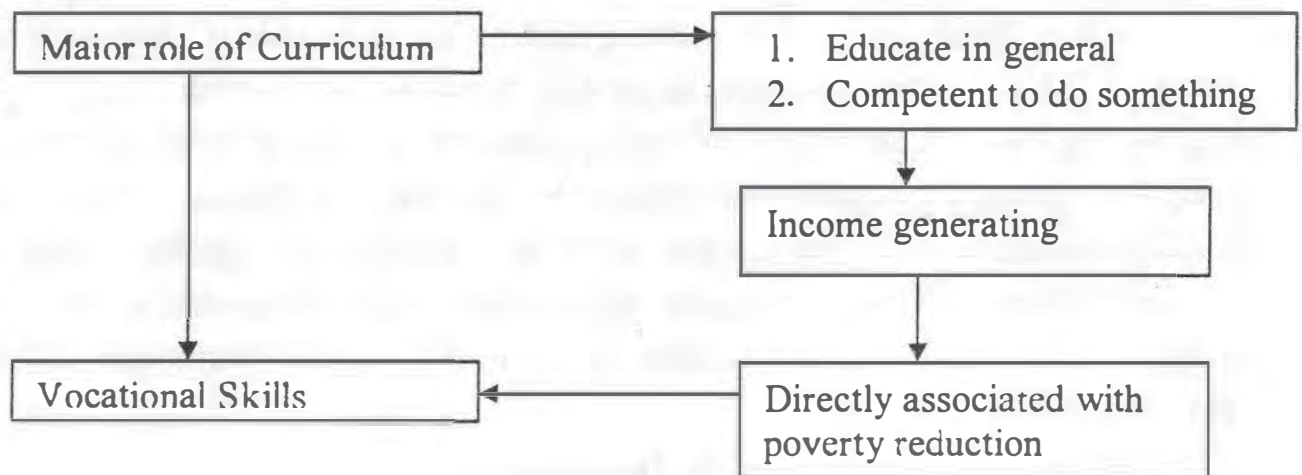
Life skills:

For alleviating poverty, reducing gender disparity and addressing DAGs, life skills are important and should be a major part of regular curriculum. This can be shown on as follows:



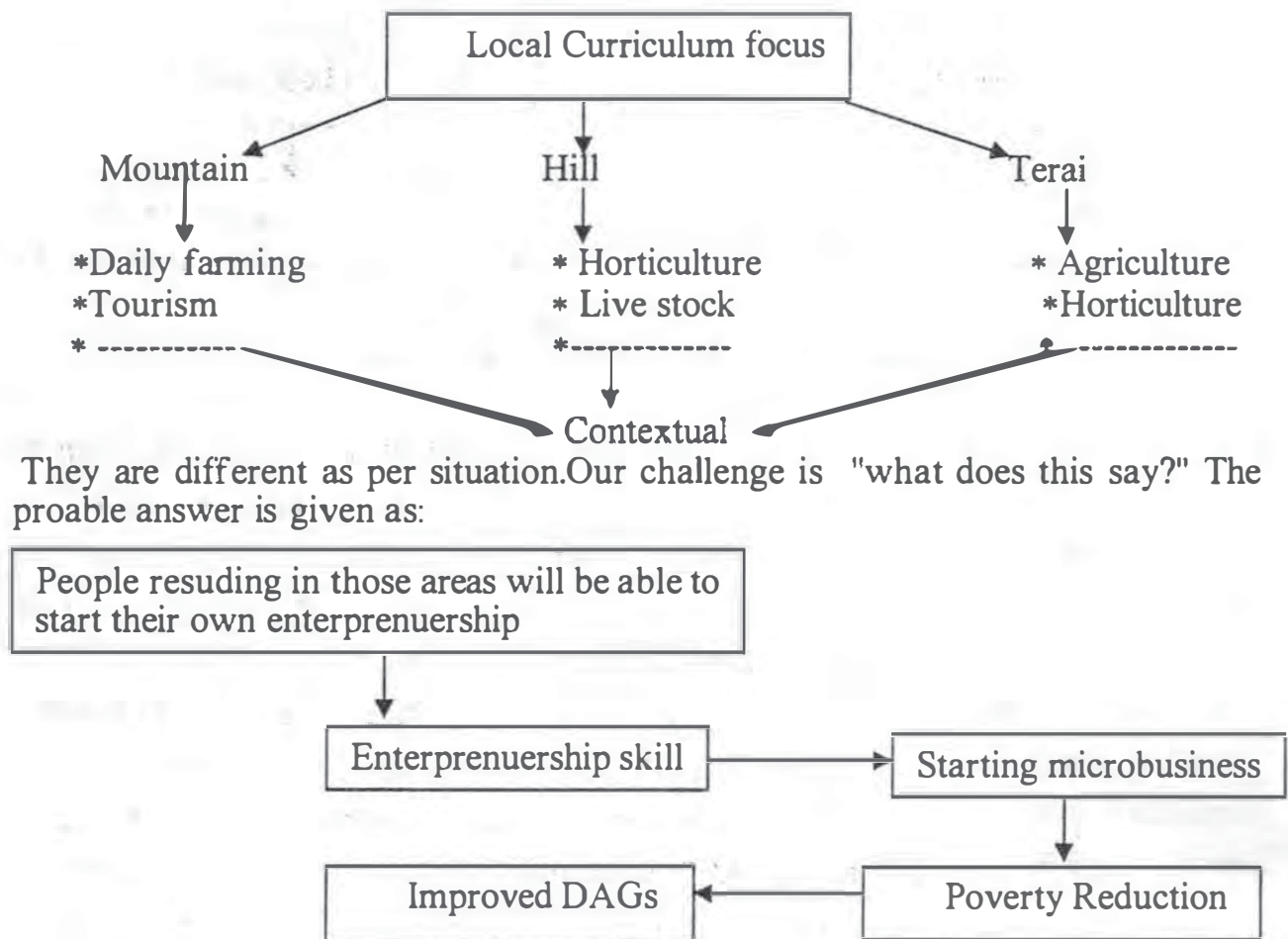
Curriculum Development Center (CDC) has developed Grade kindergarten to grade 12 National Curriculum Frame Work (NCF). It contains core curriculum which is for all and local curriculum for specific groups covering DAGs and gender where life skills and vocation are addressed. Let us discuss the issue "why life skills and vocation should be considered in curriculum?"

There are two major roles of curriculum. The first is educate in general and the second is competent to do something. In fact, discussing broadly major roles of curriculum indicated vocational skills. If we concentrate on second major role of curriculum, it is related to income generating which is directly associated with the poverty reduction. It also depends upon vocational skills. It is attempted to solve these with the help of the following diagram :



Now it is equally interesting to discuss about the vocational skill, the skills that help a person to earn a living. It depends upon the social context and different in different location (we want local curriculum).

We must be careful on "to what area can local curriculum focus" Considering the requirements of the people living in different geographical regions we need incorporate the region, specific learning outcomes in developing local curriculum. This can be clearly answered through following presentation.



Conclusion

Cross cutting issues are multi- sectoral and multi- dimensional. Although the status of DAGs/women in Nepal is slowly improving in positive trend in the desired direction. As the century comes to close, we see the half of the population open their eyes to a new and better tomorrow. The challenge we face is to link our policies, strategies, commitments and activities with essence of gender equality in the world of work. A well considered and comprehensive action plan is necessary for the advancement of DAGs/gender. Let us develop our commitments both in spirit and actions.

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Life Skill Education: Conceptual Clarity for Better Teacher Preparation

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Background

Life skill-based education has come into focus in response to 'The World Declaration on Education for All' in 1990 and 'The Millennium Development Goals' in 2000. Two of the Education for All (EFA) goals are directly related to life skill-based education (UNESCO, 2000). Goal number 3 states, 'Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes' and goal number 6 states, 'Improve every aspect of the quality education, and ensure their excellence so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills'. Ministry of Education and Sports (MOES) of Government of Nepal has committed in the EFA itself along with its cherished goals. Various governmental agencies and partners are working in this area of education in Nepal. But the focused work in the life skills area is recent one.

The 'World Declaration on Education for All' envisioned that 'Every person - child, youth and adult - shall be able to benefit from educational opportunities designed to meet their basic learning needs.' Nepal has endorsed the Jomtien Declaration (1990) 'Education for All' and has made commitments towards achieving stated goals. The global community reunited in Dakar, Senegal in April 2000, to assess progress of the EFA decade and to renew its commitment to Education for All by 2015 (MOE, 2000; [www.unicef.org/lifeskills /index...](http://www.unicef.org/lifeskills/index...)). The Dakar Framework is a collective commitment to action. Governments have an obligation to ensure that EFA goals and targets are reached and sustained. The EFA 2000 Assessment indicated that there has been significant progress in many countries. The Assessment also indicated that the quality of learning and the acquisition of human values and skills fall far short of the aspirations and needs of individuals and societies. The Dakar Framework for Action, 'Education for All: Meeting Our Collective Commitments', outlined strategies for meeting the goals which includes the creation of safe, healthy, inclusive and equitably resourced

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educational environments conducive to excellence in learning (UNESCO, 2000; www.unicef.org/lifeskills/index...).

Though life skills, as in practice, are not new learning to the human beings, conceptual articulation and official recognition of the importance of the life skills in the conscientious and systematic provision of education and training is new. The progress towards life skills dimension of the EFA goals to date is limited. Very few countries are found to have set specific targets, and fewer are measuring and reporting on progress. (UNESCO, 2006).

Development of Life Skill Concept in Nepal

Making education more relevant and productive has been the major concern of all the education commissions in Nepal -- curriculum relevancy (High Level National Education Commission, 1999), functional/practical curriculum (National Education Commission, 1992), productive learning for life (All Round National Education Committee, 1961), develop students' competence (Nepal National Education Planning Commission, 1956) were emphasized. High Level National Education Commission (1999) stated, FThe main target of primary education is to impart students' literacy and skill, in addition to other subjectsF. The commission found the national curriculum of this level not suitable for rural conditions and national economy. The curriculum was also criticized for giving undue emphasis on theoretical knowledge rather than on the development of practical and useful values, norms and skills. But what the term 'skill' in these reports represents is not clear enough as to connect them with the 'life skills' that has come up at present.

Curriculum relevancy, skill learning, learning skills useful for life has been emphasized in the national plans and educational commission reports in Nepal. A brief summary of these emphases has been presented in a recent document of CDC 'A Study Report on Integration of Life Skills in the School Level Curriculum' (2062a BS). This report also presents field perceptions and suggestions for what life skills to be included in different level of education. However, analysis and prioritization of the skills to be included has still to be done.

A disparity could be observed in what constitutes life skills and what is to be emphasized for the life skill-based education. For example, Education for All, Nepal Country Report (MOE, 2000) observed that 'life skills are incorporated into

the school curriculum in different forms at various levels. At primary level, it is in the form of making the children aware of the surrounding environment and better ways for living. At the secondary level, it is in the form of work ethics and orientation to various areas of skills training and vocational education.'

The Core Document of Secondary Education Support Programme (MOES, 2002) emphasized that 'a student in a secondary school will be taught on the basis of curriculum that is relevant for the student with respect to appropriate life skills and vocational needs for their personal development as well as one that fulfills community needs and national requirements in terms of content and assessment'. This document also emphasized to give consideration to the assessment of life skills within a school's curriculum.

Another area that needs focus for the life skills education is the development of the appropriate materials. Realizing this requirement the 10th National Plan (NPC, 2059 BS) emphasized, 'to develop materials for teaching the skills useful for life...'

The Core Document of Education for All 2004-2009 (MOES, 2003a) adopted goals of the EFA as declared in the 'World Declaration on Education for All, Jomtien 1990' and reconfirmation of the commitment in 2000 as outlined in the 'Dakar Framework for Action, Education for All: Meeting our Collective Commitments'. As mentioned above two goal--number 3 and 6 of EFA are directly related to life skills-based education. The Core Document of Education for All 2004-2009 emphasized following which are related to life skills:

- Enable all children, youths and adults to live safer, healthier and economically and socially active and productive lives.
- Learn generic skills such as information gathering, problem solving, critical thinking, teamwork, negotiation, interpersonal skills, self-awareness, assertiveness, handling emotions, conflict resolution, living in harmony and peace with neighbors.
- Integrate information on HIV/AIDS in the curriculum and organize extra-curricular activities to raise awareness on HIV/AIDS.

EFA (2004-2009) core document recognized 'learning generic skills such as information gathering, problem solving, critical thinking, teamwork, negotiation, interpersonal skills, self awareness, assertiveness, handling emotions, conflict

resolution, living in harmony and peace with neighbors' for meeting the learning needs of indigenous and linguistic minority children (MOES, 2003a).

Further elaboration on the life skills education in the context of Nepal comes in the thematic report on 'appropriate learning and life skill education' which observed life skills for employment and earning potential for Nepalese youths and adults as poverty is wide spread and survival has become the need. The report discusses three groups of life skills which are relevant in the Nepalese context: survival skills, generic skills or key competencies, and transferable skills. Important aspects of life skills are also identified such as home management, personal management, decision making, interpersonal skills, use of information, ability to transfer skills, etc.

The thematic report pointed out educational institutions as the best places to prepare people for life and impart skill in students. Educational programs are to include such life skills: cooperative teamwork, negotiation and communication, decision-making, non-violent, problem-solving and conflict resolution, resisting peer pressure, work and entrepreneurial skills, critical and creative thinking, coping with emotion and stress, assertiveness, recognition of risk, self awareness, and empathy.

The thematic report emphasized learning of fundamental skills and underlying concepts of literacy and numeracy at the primary level as life skills. Therefore, reading, writing, speaking, and arithmetic must come first. The report argues that without these enabling skills more complex and advanced set of knowledge and skills for living cannot be attained. These more complex set of knowledge and skills include life skills. Following life skills has been listed down for primary level (6-10 years age children) in the report:

Basic Skills such as:

- Comprehension/Understanding
- Math computation
- Writing
- Speaking
- Listening
- Reading

Psychological and interpersonal skills:

- Problem solving
- Communicative skills
- Interpersonal skills
- Reasoning skills
- Psychomotor skills
- Creative skills
- Assertiveness
- Personal management (personal hygiene, nutrition and healthy habits) (MOES, 2003b).

The proposed 'National curriculum framework for school education for pre-primary to 12 in Nepal' stress that the concept of livelihood skills is no longer recognized as life skill. This framework also states that life skills incorporated in the present curriculum by CDC is more of generic life skills related to all aspects of life and therefore all learning areas of school education must stress to attain these skills optimally through cross-curricular provision. These must be utilized across a range of content areas. (CDC, 2005).

There are certain activities undergoing to initiate life skill education in the school level in Nepal. A working group has been formed to initiate/integrate life skill-based education in the education system in Nepal. Major initiation in this has been from UNICEF.

UNICEF has helped CDC to develop 'teachers' manual' for the students activities in the health subject. This manual incorporates life skill components. UNICEF has provided training to the teachers of selected schools of four of the DACAW districts, distributed teachers' manual, and provided with instructional materials such as posters.

CDC and NCED are working in the area of life skills education. CDC has incorporated life skills in the Health Education curriculum. CDC defined life skills as capability to face effectively the daily life needs, demands, and challenges. Ten such life skills have been identified for the primary level: effective communication, interpersonal relationship, empathy, self awareness, ability to control emotion, ability to cope with stress, creative thinking, critical thinking, ability to make decisions, problem solving (CDC, 2060 BS).

EFA Mid-Decade Assessment (UNESCO, 2006) highlights the problem regarding conceptual clarity about life skills and adoption of the donor definition by the

countries rather than clarifying the term by undertaking a mapping of their own life skills practice. National Curriculum Framework for School Education emphasized to stress life skills across the curriculum and provide guidelines for addressing life skills in different subjects. The framework highlights the challenge and concern about integrated life skills at different levels of schooling in relevant subjects without substantially increasing the overall curriculum load. The problem in integrating and effectively delivering in the educational process could also be encountered in relation to the education sector readiness and societal support. Highlighting these issues 'Report of the South Asia Regional Forum on Life Skills-Based Education' (UNESCO, 2005) indicates these challenges as well: a school system that emphasizes examination based assessment and focus on knowledge not the practice of life skills; low motivation of teachers; reluctance to teach on sensitive issues; and parents and communities believing that sex education will encourage children to get involved in unwanted sexual conducts. Coordination, networking, monitoring and evaluation are also seen as other challenges.

Concept of Life Skill Educationⁱ

The above discussion on the life skill brings forth conceptual un-clarity as one of the major issues in the life skill education in Nepal. One of the major hurdles in the implementation of the life skill education is lack of conceptual clarity. Concepts presumed in the various EFA documents specifically in the 'Thematic Report' and its development in the curriculum and implementation level is reviewed in the following paragraphs.

Life Skills --The Term

Life skills were first defined in the late 1960s by psychologists in the clinical field as 'psychosocial abilities' important in terms of personal development. Life skills drew its attention with the HIV/AIDS pandemic. It is recognized that knowledge is foundational element and is necessary, but not sufficient to bring forth a change in behavior. In the early 1990s, when it became apparent that many young people were not going to change their sexual behavior merely because they were told so

ⁱ The main references used in this section are – Boler and Aggleton (2005); UNESCO (2004); UNICEF (2005); WHO (undated).

to do, then the idea of teaching life skills as part of HIV/AIDS education was rallied by the international development community, particularly UNICEF.

WHO initiatives broadened the scope of life skills with the term 'skill-based health education' which 'is an approach to creating or maintaining healthy lifestyles and conditions through the development of knowledge, attitudes, and especially skills, using a variety of learning experiences, with an emphasis on participatory methods'. WHO defines 'life skills' as 'abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life'. Thus life skills could be seen as skills that would allow young people to act upon their knowledge not directly relating this or limiting it to the sex and sexuality. This could be helpful in reducing potential conflict from the sexually conservative factions. Furthermore, in an attempt to make life skills acceptable to governments and communities, the term began to encompass an ever-increasing level of generic skills, leading to the claim that skills as diverse and complex as communicating, listening carefully, income-generating or empathy-building would reduce HIV infection.

Presenting OCED perspective on life skills, Werquin (UNESCO, 2004) pointed out a need for clear differentiation between skills for work and skills for life, particularly at the school level. The view is that schools are not designed to produce a workforce and the socialization aspect of education cannot be ignored. According to WHO 'life-skill based education' is synonymous to 'skill-based health education'. The difference between the two approaches lies only in the content or topics that are covered. Skill based health education focuses on 'health'. Life skill-based education may focus on peace education, human rights, citizenship education, and other social issues as well as health. However, both the approaches address real-life applications of essential knowledge, attitudes and skills, and both employ interactive teaching and learning methods. On the other hand, the term 'livelihood skills' refers to capabilities, resources, and opportunities for pursuing individual and household economic goals, i.e. income generation. Livelihood skills include technical and vocational abilities (carpentry, sewing, computer programming, etc.); skills for seeking jobs, such as interviewing strategies; and business management, entrepreneurial, and money management skills. Though livelihood skills are critical to survival, health, and development, WHO emphasis has been on 'skill-based health education' in the area of life skills. However there are strong cases using life skills in the skills development (ILO, 1997).

This brief review of the term 'life skills' points out varying degree of scope of coverage -- from 'HIV/AIDS' prevention initiatives to 'health education', 'generic skills', 'livelihood skills'. If the term life skill is applied to everything then it is likely that the term loses credibility and lead to the futile task of making an endless list (UNESCO, 2004).

The Skills Covered Under Life Skills

Life skill-based education is supposed to help learners develop knowledge, attitudes and skills needed to take positive actions on social and health issues and conditions. Life skills are considered as a group of cognitive, personal and interpersonal abilities that help people make informed decision, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with them and manage their lives in a healthy and productive manner (www.unesco.org/education/fresh). Though life skills are defined and categorized in different ways, experts and practitioners agree that they typically include these skills: interpersonal communication skills, negotiation/refusal skills, empathy building, cooperation and teamwork, advocacy skills, decision making/problem solving skills, critical thinking skills, skills for increasing personal confidence and abilities to assume control, skills for managing feelings, and skills for managing stress. These ten life skills can be categorized into three groups -- the first 5 skills into 'communication and interpersonal skills; next 2 into 'decision making and problem solving skills; and last 3 into 'coping and self-management skills' (WHO). These life skills are not distinct and separate among them. Many life skills are interrelated and several of them can be taught together in a learning activity (WHO, UNICEF).

The Teaching Learning Methods for Life Skills Education

Life skills have been conceptualized within a rationalist framework emphasizing that an individual has control over his/her actions. The assumption underlying in the life skills education is that a person is somehow lacking in certain skills (for example assertiveness) which, if taught and learned, they would be able to apply in different situation and benefit.

There are also different approaches in treating life skills – as a content in a subject/curriculum or as a component integrated in classroom process across the

curricular areas. There is confusion between looking at life skills as a process and building block for lifelong learning alongside literacy and numeracy, and looking at life skills through the issues for domains addressed in terms of content or subject. In the South Asia it has been found that life skills are taught in one of these ways: stand-alone life skills curriculum; integrated into an existing curriculum; extracurricular programming; or blended programming.

The argument put forward by UNICEF is that: the Life Skills approach does not aim to present all the information known about a topic, rather it seeks to present only the information considered necessary to influence pupils' attitudes and achieve the higher goals reducing risk behaviors or promoting knowledge, positive attitudes and behaviors. This attention to behavior change distinguishes Life Skills from information-only approaches which assume that if only people had more information they would change their behaviour for the good. While information is a necessary element, it is generally not sufficient to make enduring impact on behavior (UNICEF, 2000). For an approach that aims at bringing about change or improvement in the behavior, it should be grounded within and supported by a clear pedagogy that frames life skills as an educational process. Life skill-based education is a process to be applied to various learning areas, not a domain or subject in itself (UNESCO, 2004). However, context in this educational process is important. Kirby and others found that in efforts to achieve specific behavioral outcomes, programs aimed at developing life skills without a particular context such as a health behavior or condition are less effective than programs that overtly focus on applying life skills to specific health choices or behaviors. Therefore to influence behavior effectively, skills must be applied to a particular topic, such as a prevalent health issue (WHO). The life skills program in Utah (2006) emphasizes that life skills should not be a separate entity from the core curriculum. Rather they should be woven into the subject content area (as context) in order to address the skills that are important for students to acquire and become successful citizens. It is also important to keep in mind that one of the important characteristic of life skills is that they are temporal and spatial in nature. Hence, they are required to be contextual.

Content load in the curriculum or textbook cannot be supportive in bringing about desired behavioral changes in the pupils. It is the classroom process, learning activities, and classroom interactions which frame favorable environment for appropriate learning. This is also equally true in teaching learning of life skills.

Teaching and learning methods must be relevant and effective in order to achieve the objective of life skills. Interactive or participatory teaching and learning methods are essential parts of life skills education. Students learn skills best when they have the opportunity to observe and actively practice in them. Learning by doing is necessary. Teachers need to employ methods in the classroom that let young pupils observe the skills being practiced and then use them in the skills themselves. Effective skill-based health education (WHO) replicates the natural processes by which children learn behavior. These include modeling, observation, and social interactions. Participatory teaching learning methods for building skills and influencing attitudes include: class discussions, brainstorming, demonstration and guided practice, role play, small groups, educational games and simulations, case studies, story telling, debates, practicing life skills specific to a particular context with others, audio and visual activities such as arts, music, theatre, dance, decision mapping or problem trees.

Pedagogical base to life skills education is found to be weak. The realities of the formal education systems conflict with some of the pre-requisites for the successful introduction of life skills. Teaching in most of the formal systems tends to be didactic, non-participatory, inflexible and assessment-driven. In contrast, life skills education is intended to be participatory and responsive, raising questions rather providing clear-cut answers, challenges pupils to find new ways of relating to one another. Life skills-based education supports child centered approaches and challenges traditional authoritative teacher role. (Boler and Aggleton, 2005; UNICEF, 2005). Boler and Aggleton even argue that no attempts should be made to promote life skills in schools until such pedagogy is in place. A clearly defined pedagogical framework for learning and teaching should be the starting point of any such educational process. It is important to clarify which skills should be taught in life skills, why these skills are chosen, and how they should be taught.

School environment and teachers also are vital elements in the successful implementation of life skills-based education. It will be a challenge how to get life skill-based programs implemented in countries with small resources and with little invested on teachers. Schools with poor physical resources, poor sanitation, crowded classes, educational environments in which the opinions of the pupils are not respected or taken seriously are not conducive to the introduction of a

participatory approach. Further difficulty is the unmotivated and unprepared teachers. Teachers require a distinct type of training to teach life skills, but pre-service and in-service training are vastly inadequate. Another pertinent issue in the life skill-based education is the assessment part. Traditional paper and pencil test emphasizing rote memorization is not appropriate for assessing life skills. Life skills involve psycho-social abilities. These can be measured through the expression of the skills in terms of behavior. At times psycho-social abilities might not necessarily be observable as well. Assessment of life skills is also another area that would require a major input and a change in the practice in the traditional classroom practices.

In the context of Nepal life skill-based education is at the verge of being introduced in the classrooms without having appropriate pedagogy in the place and without the teachers being familiarized and adequately prepared for it.

Life skill-based education in practice in Nepal

Curriculum emphasized student-centered activities with the teacher having a role of facilitator. Group discussion, brain storming, role play, buzz session, game and simulation, debate, project work, field trip, case study, demonstration and enquiry are the suggested methods for health education. Curriculum has also elaborated contents and corresponding life skills in each content area which includes suggestion for teaching learning methods and evaluation as well (CDC, 2060 BS). The thematic report advised, teaching approach for life skills has to be participatory. The teaching methods suggest for this purpose are learning by doing, working in groups, brainstorming, role-playing, story telling, debating, and participating in discussions and group activities. The report emphasizes that cooperation must be practiced if groups of children are to work independently. To learn how to think, children need to be encouraged to agree upon goals, weigh alternatives, make decisions and support them, and follow through to learn the outcome of their choices. Therefore discuss, investigate, create, interact, and worksheets are the major techniques for teaching (learning) life skills suggested by the report (MOES, 2003b).

As a word the teaching learning methods/techniques suggested in the thematic report or those included in the curriculum are not new. These are the methods included in curriculum by CDC and in the teacher training by NCED in past as well as in the present. The major challenge is how to translate these

techniques/methods in the classroom process. NCED has tried to address this challenge. NCED is trying to develop a package on 'training of trainers on life skill based active learning and learning thorough games'. A four days workshop has been organized in this regard. The emphasis of NCED is on learning process. The concept note on the workshop emphasizes, Fthe teaching learning activities carried out in the classroom by the teacher and the learning opportunities provided to the students has a greater role in taking up the covered matters to the students' (NCED, 2005).

The methods of delivery of the life skills as suggested by the thematic report, curriculum and training put emphasis on student-centered approach with the learning opportunity to the students through the classroom process. In this sense the classroom process needs to de-emphasize rote memorization and whole class teaching. This will require new orientation to the teachers which will require teachers to emphasize on students' learning (not teaching), provide individual attention to the students (not always whole class teaching), bring in the experiences of the students in the classroom (not limit themselves in the textbook content exposition), and so on. As curriculum developed by CDC and training emphasis of NCED in relation to life skills education is inclined towards student-centered approach, good can be expected. But it is essential that intentions be translated into the actions. In this sense CDC and NCED inputs are yet to reach at the classroom level.

It is necessary that classroom process in general should be improved before any new concepts are introduced whether it is 'child-centered', 'child friendly', 'inclusive', 'mother tongue', 'learning needs', 'individualized instruction', 'continuous assessment', 'life skills', or any others. It will not be possible to have worthwhile teaching learning in physically and instructionally depleted classrooms where rote learning, chorus reading, paraphrasing, copying, whole class teaching, and textbook coverage is given prominence.

Conclusion

The concept 'Life Skills' needs to be clear before we plan a programme and implement it. Conceptual aspects such as emphasis on the behavioral change than knowledge accumulation, contextual and temporal nature of the life skills need to

be well internalized and issues such as content versus process, specific subject versus cross-curricular, specific skill versus generic skills, life skills versus livelihood skills need to be clarified and consensus built before curriculum development and teacher preparation activities are undertaken.

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Reform in Teacher Education in Nepal

Dr. Kedar N. Shrestha

Grateful, benevolent, intelligent, pious, free of mental and physical pains, averse to fault-finding, pious, competent to serve others, amiable, educated and giver of wealth –such men are fit to teach.

Yagyawalkya smriti (28)

The mediocre teacher tells, the good teacher explains. The superior teacher demonstrates. The great teacher inspires.

William Arthor ward

Background

After being involved in the business of training teachers from 1955 (half a century), I felt, I should tell my personal reflections on the present status of teacher training in Nepal and present my personal proposal for reform in teacher education based on certain specific anecdotes and incidents and the literature on global teacher education with which I am familiar. I will begin with some relevant anecdotes:

- During my first and second term as the Dean of Institute of Education of Tribhuvan University during 1975-80, I used to meet Deans of colleges and university Departments of Education of the countries of South-east Asian regions. The developments in teacher education in Nepal used to impress them and I used to be invited to their institutions. In fact, the Institute of Education was a vibrant institution heavily contributing to all aspects of school education in the country. Human resource development of IOE was impressive with quite a few faculty members joining the teaching with high level U.S. degrees. I met one Dean of Education after about ten years. He told me that his college has been converted to university of Education. He was from Republic of Korea and invited me in his university. I was stunned by the newly built physical facilities, highly educated professional teachers and the dedication and commitment of teachers to produce dedicated committed teachers. Assuming that T. U. Institute of Education must have been developed into Nepal's university of

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Education, he asked what problems do I face to raise the delivery level of my programmes. I could not tell him that the Institute where I worked has been reduced to a small faculty with only one Department of Education. I could not tell him the misunderstanding between the teachers who teach the contents and the teachers who teach professional education. I avoided his question by telling that I have been transferred to the Ministry of Education.

- Recently, I met two vice-chancellors of university of Education, one from the Phillipines and the other from Mangolia. The Mangolian university interested me and I asked his plans and programmes. I was told that the World Bank and other donors have helped the growth and they have massive programme of human resource development. I could not tell him that the Bank grants and loans are planned, executed and implemented mainly for programmes implemented by the government and they have not provided significant help to the universities. I could not tell him that the university teachers are not getting adequate exposure to the new developments of teacher education.

Even today, Nepal stands proudly among the neighbouring nations to tell the tale of all the rich experience of the past on the development of teacher education. Nepal is still quite active in the area of teacher education. The Faculty of Education of Tribhuvan University is even expanding its campuses. Today, TU has campuses in 74 of the 75 districts of the country and teacher training programme is popular among those who take initiative to establish new campuses. Kathmandu University has adopted the mission to provide quality teacher training in the country. But, this does not tell the whole story. The basic problem of teacher education is something else.

One day, I was discussing with Dr. T. N. Uprety, the founder Principal of College of Education and Nepal's legend on teacher education on the issue of producing effective teachers to teach civic education in schools. Founder of Society for the Promotion of Civic Education (SPCE), he was seeking my advice on finding out the institution which would help achieve objectives of his newly found society. He was pointing out the Faculty of Education and the Ministry of Education for assistance. I could not help myself telling the miserable status of teacher education in Nepal. I told him the following:

The first National Education Commission has stated that teacher is the foundation of education. Teachers mainly set the environment of education. So teacher education programme has the greatest responsibility. But, at present, our teacher educators and managers of teacher education have almost forgotten the goal of producing good teachers. They are busy producing large number of trained teachers without understanding how the performance of these teachers sets the standard and quality of life of the country.

I told him that the present donor agencies/banks are quite different from the U.S. donor and U. S. assistance that he knew. The U. S. assistance has always been a package consisting of (i) human resource development, (ii) physical facility development, and (iii) technical assistance. The earlier human resource development program provided individuals to receive high level degrees. The U. S. university professors stayed in Nepal and provided professional assistance. At present, short study tour (subsidized tourism) has taken the form of HRD. Short-term professional consultants provide doubtful technical source. The country does not get real benefit from these assistances.

Challenges of Teacher Education

In Nepal, teacher training is provided on the assumption that "training" has its face value. There are international studies which prove that training does not have intrinsic value to improve the achievement of students. Evermore, in the Book Teacher Professional Development stated that student's achievement was not significantly related to whether or not teachers had a teacher certificate in that country. Findings of the studies on teacher training in Nepal also are not different from international studies. But training of teachers is still popular among the donor agencies, and the government also continues to give due importance to teacher education. So, teacher training continues to be a flourishing trade.

The project-supported teacher training programme appears to take teacher training as a teaching trade and prepares trade teachers to run teacher training programmes. The holy purpose of preparing good, enlightened, committed and benevolent teachers has also been lost in the rush for quantity.

Neither the government nor the international and national teacher education consultants conducted any study to identify the shortcomings of the existing teacher education. They built projects or educational programmes on the basis of their assumptions. It appears they never understood fully the causes of the

deterioration of teacher education in India which is also equally applicable to Nepal (Zayapragassarazan, 2005)

- Less duration of teacher training programmes
- Less duration of the professional preparation of teacher educators
- No post-internship in teacher training
- Low quality of the professional preparation of teacher educators
- Non-availability of adequate qualitative and quantitative research in education
- No importance to research and development in teacher education
- Absence of an Education University

Nepal still has a large Faculty of Education in Tribhuvan University. There are still a large number of high level teacher educators who are competent to participate in the improvement of teacher education system of the country. Unfortunately, they have failed to avail the opportunity to contribute in this field. Who knows, the opportunity may come back.

Some Critical Problem Areas

• In-service and Pre-service Primary Teacher Training

From the beginning of launching teachers training programme, training the serving untrained teachers remained a very important agenda. All plans on teacher training included the provision of providing pre-service training to the in-service teachers. There has been liberal external support in the primary teacher training programmes for almost three decades. Many innovative primary teacher training programmes starting from the legendary Normal School Training, Radio Education Teacher Training, Seti Project Training, IOE Distance Training, A and B level teacher training, On-the Spot Training. Primary Education Development and lastly the present Teacher Education Project Training (2002 -). After so many years of experience in primary teachers training, the country stands at the same state as it was in 1970's. For example,

- The present pre-service training systems are reported to be inferior to the system prevalent during the 1970's. Hardly any effort is made to improve the quality pre-service training.
- The project emphasis on quantitative target has led to the development of new structures and new materials instead of building on the already established process and materials.

- The human resource development plan proposed by PEDP, 1992, the B. Ed. in primary education operated by TU to man the PTTC's has been totally ignored.
- The quality aspect of training of primary teachers was almost pushed to backseat in terms of the regular indicators of quality.

● **In-service and Pre-service Training of Secondary Teachers**

The secondary teacher training programme started by the government through the College of Education had offered a one-year B. Ed. degree which was even recognized by Delhi University. The U.S.A.I.D support for human resource development in the early years of the College of Education and Institute of Education has helped establish an Institute of Education fully capable to train all levels of teachers including teacher-educators, educational planners and administrators, and all other educational personnel. However, the degradation of the teacher education programme started when the Institute of Education was degraded to the faculty status; its technical institute status also was changed to professional institute status. The degradation and degeneration reached its final destination when the Faculty of Education was made to satisfy with only one department. To-day, Faculty of Education is almost equivalent to one department of the faculty of humanities except that there is an office of the Dean of the faculty.

Ministry of Education is the principal client of the Faculty of Education which supports the MOE by providing all types of professional support. Ministry of Education adopted a new policy of getting directly involved in the in-service teacher training programme and implemented Science Education project to produce science teachers. That was the beginning of the end of substantial support to Tribhuvan University. Almost all the projects supported by Banks helped MOE develop human resource and physical facilities.

The status of in-service and pre-service training of secondary teachers is at a very critical status. Some important critical areas are as follows:

● **Pre-service**

- Tribhuvan University is still the only major institution of the country to provide pre-service training for the lower secondary and secondary teachers. Studies on the trained teachers' competency have indicated

that teachers training programme needs total reform. The FOE/TU has not taken any significant step to reform and revamp the obsolete professional programme so far.

- The internal efficiency of FOE professional programmes has been eroding during the past decade. The most visible one is its inefficient system of providing teaching skills to the trained teachers.
- The curricular relevance of the FOE academic programmes has been eroding mainly because of inability of FOE to make necessary adjustment and reform of the training curriculum to meet the demands of changing lower secondary and secondary curriculum.
- The unplanned expansion of the B. Ed. and M. Ed. programmes without any professional support to the constituent and affiliated campuses have virtually destroyed the professional character of the FOE programmes. In most events, there is virtually no difference between the system of instructional delivery in the classes of faculties of humanities, management and education.
- The percentage of trained teachers at the lower-secondary level has remained around 60 percent for the past thirty years. In fact, the percentage of the trained teachers did not rise mainly because of the faulty policy of the government. The government has remained unable to execute the policy that private schools must appoint the trained graduates. Planning and execution of plans to raise the percentage of trained teachers is just the luxury of the donor agencies.

Quality Secondary Teacher Training

Kathmandu University has made a modest attempt to develop and implement a relevant and quality secondary teacher training. The experience is not all encouraging. KU has been facing the shortage of students in its PGDE programmes. It has gone to the extent of seeking the sponsorship of PABSON to get the students. The programme is operating mainly on the goodwill of some private schools. KU has raised its PGDE programme to M. Ed. level by recognizing all PGDE courses as part of M. Ed. Still, the response of students for admission is not encouraging. MOES has almost ignored the efforts of KU to provide quality training.

In-service Training of Lower-Secondary and Secondary Teachers

- MOES direct involvement in major in-service training began with the Science Education Project (1982) to produce science teachers for the lower-secondary and secondary teachers. The larger Secondary Education Project (1993) with a provision to provide 10 month training to Science, Mathematics and English teachers completely sidelined the Faculty of Education in the area of in-service training for secondary teachers. The sense of ownership of FOE/TU also completely eroded when no major component to support FOE/TU was included in the Secondary Education Development Project (1993).
- Secondary Education Development Project included a major activity on learning any lesson from the previous project mainly because of the shortage of trainers in the SEDU's. The Secondary Education Project has not disbanded NCED to run the 10-month training in institutional collaboration with FOE/TU or any other university. NCED has started the massive in-service training programme single-handed in spite of the shortage of qualified trainers at the central, regional and SEDU level.
- SEDP has a provision to help the universities to prepare a new 10-month teacher preparation course for the training of lower secondary and secondary teachers. NCED has informed FOE/TU that it is willing to assist financially to revise the existing training curriculum (PCL, B.Ed.). FOE/TU has not shown its willingness to improve its curriculum even with NCED assistance. Strange, is not it? FOE/TU has not conducted any major revision of its curriculum for decades. It still does not grab the opportunity. NCED has completely ignored KU and other universities for this task.
- NCED has developed curriculum for the 10-month in-service training of lower secondary and secondary teachers. NCED has mainly used teachers of the FOE/TU to develop this curriculum which NCED likes to name as "competency based". A cursory study of the curriculum indicates that much has to be done to call it a "competency-based curriculum" and its relevance to the school curriculum needs to be thoroughly examined. The evaluation system adopted for the training appears highly defective. This evaluation system may not ensure quality training.

Training Policy

- NCED has published a booklet on "Training Policy" which was approved by the Ministry of Education and Sports on 7 June, 2005. It is about eight months since the policy was approved. NCED has not publicized the policy. This should have been officially disseminated.
- The new policy on teacher training has to be considered as a land-mark in the teacher training in Nepal. The policy has stated as follows:
 - 10-month teacher preparation course as pre-service training on the top of the prescribed academic qualification will be made mandatory for primary, lower secondary and secondary teachers at the entry point.
 - For lower secondary teachers I. Ed./+2 degree and B. Ed./Post Graduate Diploma in Education degree respectively will be considered complied with the training requirement until FOE/TU and other universities are prepared programmatically to launch the very TPC.
 - NCED will provide support Faculty of Education/TU for the development of training curricula and materials for the pre-service training programme as teacher preparation course.

The statements on teacher training policy has indicated the following:

- TU/FOE has been recognized as the superior teacher training institution. Because the TPC prepared by TU/FOE should be followed by other universities for the training of teachers.
- The present I. Ed./+2, B. Ed. programmes will have to be stopped or discontinued as soon as the TPC is prepared by TU/FOE.

The policy statements on teacher training have far reaching implications. If this policy was to be implemented, FOE/TU will have to close down its massive 3-year B. Ed. programme. Strangely, there has been no reaction from Tribhuvan and other universities on the new policy for two reasons:

One: The new policy has not been officially communicated to the universities.

Two: Universities are not sure whether the new policy will ever be implemented.

Roots of the Existing Problems in Teacher Training

In fact, the teacher training programme of the country has been passing through a critical stage during the past two decades. The basic reasons for this state of affairs are:

- Ministry of Education has almost disowned the teacher training programmes conducted by the universities and has almost withdrawn any support to the universities. Tribhuvan University is the greatest casualty.
- The degradation of Institute of Education to Faculty of Education has rendered the FOE helpless to plan and manage the teacher training programme. One would find no difference between FOE and faculty of humanities if the present status continued.
- The project funded by Banks pampered MOE by providing all physical facilities and financial assistance for almost two decades in spite of the fact that every new project has to build afresh. What remains of the previous projects are the physical facilities and some staff. All the software created by previous projects and almost all the major beneficiaries of fellowships and scholarships are hardly available for the new project.
- Teacher training is a fashion design of the external agencies. They like it in quantitative terms. How many teachers are to be trained? They are not interested who trains the teachers and who trains the trainers. MOE accepts the teacher training projects but does not care to adopt a policy which would put an end to the untrained permanent teachers.

Reform in Teacher Education

Policy

- The present policy making body for teacher education is not adequately represented by teacher educators. There is no expert body in NCED to support it in professional activities. The immediate need is to form a professional body to support Human Resource Development Council to formulate policies on teacher education.
- The policies stated in the policy paper do not address many important areas of teacher training. When primary education will cover grades 1-8 will there be any need for the training of lower secondary teachers? When higher secondary education becomes the part of school education, what would be the training for higher secondary teachers?
- Utmost care will have to be taken to ensure that the training programmes are conducted with excellent standard. Quality of training will not be compromised for the sake of achieving quantitative targets.

- The government institutions should not be involved in the execution of long-term (10-month) training programme without adequate operational linkage with the universities.
- Universities without its own faculty or school of education should not be allowed to operate teacher training programmes in affiliated campuses.

Management

- FOE/TU should immediately be converted to Institute status with authority to manage training programmes in the constituent campuses. The FOE should have at least the following departments: Educational Foundation, Practicum, Curriculum and Evaluation Planning and Management, English, Mathematics, Social Studies, Science, Environmental Studies, Nepali, IT.
- The status of NCED should be raised to ensure that only professionally trained persons of special class will head the institution and the head of NCED should be a special class Gaz. officer. NCED should be adequately equipped with professional trainers. The ETC's should also be upgraded in terms of the training staff. It should be headed by a class I Gaz. officer with some class II Gaz. trainers.
- NCED should immediately assert its legal authority on the national teacher education system. It should have a Board to discuss with teacher training institutions (universities, HSEB) on national policies and programmes of teacher education.

Planning

- NCED should develop a master plan for pre-service and in-service training. The Master Plan should be made available to all concerned agencies.
- NCED should be engaged continuously in the planning activity.

Professional Programme

- FOE should revise its one-year B. Ed. curriculum as a part of the teacher preparation course sought by NCED. FOE should discontinue the three-year B. Ed. programme gradually. FOE training should concentrate mainly on the development of teaching skills among the trainees.

- The universities should develop and implement teacher training programmes through distance mode with a strong component on school-based training.
- The training curriculum should provide adequate emphasis on the development of positive attitude towards teaching in addition to the cognitive domain.
- Interdisciplinary approach should guide the development of training curriculum.
- Develop a vision of a teacher that training programme aims to produce. One can adopt the vision prescribed by Rig Veda (quoted already). The country needs a visionary teacher, not a labourer-teacher.
- A secluded Faculty Institute or School of Education of universities will remain unable to serve as a producer of an enlightened teacher. Schools of Education should follow the policy of integration of disciplines and should produce teachers who can educate the students who can view the society as an integrated socio-economic- political system.

Project Assistance

- At the present state, projects with external assistance should concentrate on the human resource development of MOES, NCED, ETC's and teacher training institutes of the universities. Exposure to the high level training and high level academic degrees in the overseas countries are the basic needs for the universities at present. Projects assisted by Banks and donors should concentrate on these areas. It is high time for foreign assisted projects to make NCED and ETC's self-sufficient in terms of high level human resource for primary and secondary teachers training. Projects should stop assisting the government to pay the cost of in-service training programmes to achieve quantitative targets.
- Use of IT in teacher training will help keep Nepalese teacher education abreast of the education science in 21st century. Nepalese schools are not providing appropriate education in computer science. Nepalese teacher training institutions are not providing teacher education with specialization in computer education. Quite a few teacher training institutes in India offer B. Ed. and M. Ed. in computer education. Almost all teacher training institutes abroad offer computer education in teacher training courses. The projects assisted by external donors should prepare teacher educators computer education in Nepal through the scholarship programmes.

Use of ICT in Teacher Training

Teacher training programmes of any kind without the use of ICT will be an irrelevant and faulty exercise. If the knowledge delivery is one of the functions of the education system; the use of ICT has to be considered as an inalienable part. The only question is to identify the nature and contents for the delivery system. Jerry Willis has proposed the following three principles for the use of ICT in teacher training programmes:

- Technology should be infused into the entire teacher education programme
- Technology should be introduced in context
- Students should experience innovative technology-supported learning environment in their education programmes.

These are important steps to be urgently taken by the government and the teacher training institutions. The government should adopt a policy that all teacher training programmes must introduce computer literacy as a core subject. There should be a major programme to help universities to initiate primary and secondary teacher training with computer education as the specialization.

Networking

A national teacher education network should be developed with NCED playing the pivotal role. This network would include the universities, campuses with teacher training programmes, independent teacher training institutions, Higher Secondary Education schools (with education programmes), and research institutions. The objective of this network is to support research, development, and training of teachers and teacher education.

Looking Ahead

After presenting a dismal picture of the status of Nepal's teacher education system, I would like to end this article with a strong positive note. In fact, things would have been better if we had sincere political leadership and the leaders who had understanding of the importance of the role of a teacher in national development. One good teacher will influence the personality of at least 180 (30 years x 20 years of service) students who would be potential future leaders. The

nation could not appreciate the role of the sincere able teachers. Similarly, our leaders of teacher education, also, have not performed their duty in a solemn way. They have remained indifferent towards the deteriorating teacher education program and have not internalized the devastating impact of weak teacher education system on the total education system of the country.

The FOE/TU remains the only institution in the country which influences the teacher preparation system of the country at least for a decade. This situation demands responsible response of TU FOE to revamp the existing system to meet the new challenges. Apparently, it appears, the FOE/TU should focus on quality of teacher training and make it relevant. It has to change the structure of training curriculum. Several departments should be organized and they should be provided freedom to devise and run the courses so long as they focus on the preparation of competent honest professional teachers. Areas like TQM of instruction, computer education, interactive methods of teaching, creativity and entrepreneurship, human resource employment for social investment, public relations in education can be the new areas to be incorporated in the teacher education curriculum.

The whole policy thrust and operational strategies, also, needs total change in the case of the in-service training which has been spoon-fed by projects during the past two decades. Lessons have been learned that number-driven programs of in-service training will remain ineffective in-terms of improving the teaching behavior of teachers. The cascade strategy of training is not appropriate for long-term training. The government should understand that demand driven short-term training would bring immediate positive impact on classroom teaching. This would be cheaper, easier to operate and will have immediate impact on the classroom. The future foreign assisted projects (if they come) should emphasize only on creating higher-level training human resource for NCED, ETC's, universities and equip them with all technical and IT facilities.

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Viewing Nepal from the Current Trends in Teacher Education[#]

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General

Teachers are the cornerstone of education. Good teachers are always required for quality. Professional development of teachers is thus an important feature of every country. However, there are several factors that might have affected the smooth functioning of teacher professional development activities. The United States and Australia have attempted teacher professionalization through reform agenda. In Australia they underwent with the processes of reconceptualization (Grieshaber et al., 2000) and the professional development reform for teachers has been central theme of discussions regarding the shape of future quality teachers (Smith, 1999). They have followed the philosophy of developing teachers as professionals. In many states they have Professional Standards for Teachers based on which they design teacher education programs. Education psychology units are incorporated into all education degrees.

International research studies have confirmed that preservice teacher education has, in fact, made positive impact in school teaching (Darling-Hammond 2000; Temmerman, 1997). Although some argue that teacher education has a very little effect on classroom teaching (Stuart and Thurlow, 2000; Chen, 1996). Nepalese teacher education program seems to have very little or no effect in classroom practice (NCED reports 1996-2002). This kind of ineffectiveness in teacher training resulted because of the type and design of the teacher training that are in practice (Kennedy, 1999) and of course the lack of monitoring of the practice of teaching skills at schools (Wagley, 1996, 1997, 1998, 2001 and 2002). The Americans, however, have passed through several stages of reforms in teacher education.

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Zeichner and Liston (1990) analyzing the tradition, have come up with four stages of teacher education reforms. These stages can be used as a framework to assess the teacher education tradition of any country.

Framework

1. The academic tradition: It is the disciplinary knowledge focus on teacher education specially for the preservice ones. Specializing in subject matter is the main purpose. This is, in fact, the training provided by the universities of education. Then the trainees would get opportunities of practicing their skills only when they are employed in schools. So this also can be said the combination of disciplinary and apprenticeship model of teacher education. This tradition has been successful in attracting talented candidates in teaching profession as in the case of developed countries. However, the practice of preservice teacher education run by the Ministry of Education in Nepal is very poor compared to the university run pre-service programs.

2. Social efficiency tradition: In this tradition the teacher's work is associated with the kind of training, he or she has to undergo. The focus would be mainly on competencies based teacher education. These competencies are identified in advance and the training will be designed based on those competencies. The main goal of such teacher training would be to provide mastery of such competencies among the trainees. Developing countries like Nepal have been practicing this tradition for a long time as reform in teacher education. This was, in fact, popular because it is based on the competencies. However, the behavioral notion of this tradition has got comments and criticisms from educationists.

3. The developmentalist tradition: Teacher education is largely determined by the kind of learning of the learners. And the education of learners is basically determined by the aspects of their development. Perrone proposed three metaphors of this tradition (cited in Zeichner and Liston, 1990), they are a) the teacher as naturalist, b) the teacher as artist, and c) the teacher as researcher. The teachers educated under this tradition will have commitment to involvement in one's own learning, direct experiences with materials, well communicating skills

with students, expertise in expressive arts and sound knowledge of child development.

4. Social reconstructionist tradition: The term itself tells us that this tradition will be helping teachers to go to the downtrodden areas for teaching and change student's attitude so as to break the poverty cycle. This is a movement towards a just society. In this tradition the social, cultural and political contexts of schooling are explored within a sociological framework (Ballantyne, 2004).

Trends

Cochran-Smith identifies certain questions so as to address the reform in teacher education in the United States. She argues that addressing these questions will lead to theoretical assumptions for such reforms (as cited in Ballantyne, ?)

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

Zeichner and Liston's traditions and Cochran-Smith's trends can be presented in an integrated manner as follows:

Table 1 – A conceptualisation of teacher education reforms- Cochran-Smith (2002)

	Academic tradition	Social efficiency tradition	Development tradition	Social reconstructionist tradition
Attributes question What are the attributes and qualities of good teachers, prospective teachers, and/or teacher education programs?	Teachers: are foremost scholars and subject matter specialists. T.E.: provide a sound liberal arts education, combined with an apprenticeship in a school.	Teachers: have the ability to demonstrate required competencies. This is the best determinant of teaching ability. T.E. Programs: have clear guidelines/objective for teachers to achieve, based on research into teacher work.	Teachers: can understand and respond to the developmental stages of their students. T.E. Programs: are designed to work with the learning stages and needs of preservice teachers. Promote the understanding of learning development in students.	Teachers: are able to view the education process critically, in order to promote a more just society. T.E. Programs: promote critique of the cultural and political assertions that lie behind education programs. Awaken social consciousness in teachers and teacher educators.
Effectiveness questions. What are the teaching strategies and processes used by effective teachers?	Effective teachers have good skills and knowledge in their discipline areas. They should use the teaching strategies and processes that prove most effective from their apprenticeship experience.	The strategies and processes of effective teachers can best be determined through the scientific study of the nature of teacher work.	The teaching strategies and processes used by effective teachers are developed across their preservice experiences. Effective teachers are acutely aware of the developmental stages of their students and can utilize this knowledge to facilitate meaningful student learning.	Effective teachers use strategies and processes designed to encourage critique of society's cultural/social/political 'norm's'.
What teacher education processes ensure that prospective teachers learn these strategies?	Teacher education courses should educate preservice teachers in their discipline areas. Teaching skills and knowledge should be gained through an 'apprenticeship' approach once in the schools, and also through subject-specific curriculum studies.	Teacher education courses should be designed to ensure that preservice teachers develop the competencies required by effective teachers. A way of addressing the development of teaching competencies is through the use of microteaching in preservice courses.	Effective teacher education courses encourage the understanding of child developmental psychology, as well as utilizing the developmental stages of preservice students to enhance their own learning. Teachers should be educated in the same kind of supportive and stimulating environment that they are expected to provide for their students.	Teacher education courses should focus on developing social consciousness and reform capabilities among prospective teachers through inquiry-oriented student teaching programs.

Knowledge question What should teachers know and be able to do?	Teachers should be able to confidently teach in their discipline area, using teaching approaches that are appropriate to the discipline area and the abilities of the students.	Teachers should be prepared for the realities of the teaching world. This can be clearly stated through outcomes or objectives of a teacher education program.	Teachers should be familiar with the developmental learning stages of their students, and be able to utilize this knowledge to provide appropriate and relevant learning tasks.	Teachers should be Fcritically oriented, compassionate, ard impassioned, reflective and socially engaged practitioners who can aid in the process of education improvement and social changeF (Beyer in Zeichner & Liston, 1990p. 14-15).
Outcomes questions What should the outcomes of teacher education be for teacher learning, professional practice, and student learning?	Teacher learning: strong foundations in discipline areas Professional practice: ability to utilize these skills and knowledge in a useful way. Student learning: sound grounding in content knowledge and skills	Teacher learning: skills to be an effective teacher Professional practice: can achieve the outcomes deemed necessary Student learning: improved, evidenced through test scores.	Teacher learning: understanding of the developmental stages of students. Professional practice: ability to use this understanding in practice Student learning: for what purpose? Learning appropriate t developmental stages	Teacher learning: social critical skills Professional practice: reflective and socially engaged Student learning: for what purpose? development of social conscience
How, by whom, and for what purpose should these outcomes be documented, demonstrated, and/or measured?	<p>How documented? In teacher education programs, outcomes should be documented in teacher education curriculum documents. It is expected that these outcomes would be synchronized with the outcomes expressed in other documents relating to teacher education, such as school curriculum documents, professional association curriculum documents and government policy documents, reflecting the wishes of all stakeholders.</p> <p>How demonstrated? This has not been consistently answered across the field, although in Queensland, evidence of competency is collected throughout the preservice program. This evidence can be direct, indirect or supplementary.</p> <p>How measured? measured through demonstrable performance in the outcome area</p> <p>Documented by whom? This has not been consistently answered across the field, although in Queensland, this is determined by each tertiary institution</p> <p>Demonstrated by whom? Preservice and practicing teachers</p> <p>Measured by whom? This has not been consistently answered across the field, although in Queensland, competence is measured predominantly by teacher educators, supervising teachers, in conjunction with preservice teachers.</p> <p>For what purposes? Outcomes have been developed to standardize and professionalise the area of teacher education.</p>			

(Adapted from Ballantyne, Current Trends in teacher Education)

Nepal case

Nepal's teacher education is in a dilemma between clearing the backlog of untrained in-service teachers and quality of teacher education. Although there have been attempts to reform teacher education in the past 2 decades Nepal is still following the academic tradition for the pre-service teachers and social efficiency tradition for the inservice ones. The preservice teacher education programs are basically the degree oriented programs which are offered by the universities with a lot of contents in several disciplines plus education units. Moreover, a 10 month training course has been in practice for the preservice ones for those who want to join the teaching force without going for a degree program. Now let us analyze the periods of tension in teacher education in Nepal.

Stage 1: The period of academic tradition (Early 1950's – 1970)

The Normal School tradition was basically content focused teacher education program with added pedagogy for the in-service teachers. Later when college of Education was established in 1956 the formal teacher education program got its root. Because of the unavailability of the qualified persons at that time below SLC qualification was also considered adequate to become a primary school teacher. Whatever the qualification the training program was not based on competency rather it was based on the selected contents that were assumed to assist the teachers in the classroom. This tradition continued for a long time producing trained teachers for schools. However all teachers were not trained because there was no mandatory law that teachers should be trained. Programs like I.Ed., B.Ed. and M.Ed. were started to produce lower secondary teachers, secondary school teachers and teacher educators. All these certification and degree programs were formal in structure thus focused on contents more than pedagogy. The other reasons why these programs focused more on contents was that the responsibility of College of Education was to train the teachers both in content and pedagogy because there were very few people outside already trained in contents. So this was a period when the nation needed trained teachers and the programs were designed so as to meet the then demand without seriously thinking about the quality implication of the products.

Stage 2: The period of mandatory training for teachers (1971-1980)

In 1971 the government introduced a revolutionary step in education system of Nepal. The introduction of the National Syatem education Plan (1971-76) made it

mandatory that all teachers whether prospective or in-service need to undergo with the required period of training. This policy was, in fact, very much concerned about the teaching quality of Nepal. Many age-old teachers joined training programs. The I.Ed. and B.Ed. programs were popularized and this continued in the same spirit until the mid-term review of the NESP in 1974-75. Then the process became slow until 1980. Since the NESP spirit could not continue after 1980, the mandatory law of teacher training was crash landed in implementation. This stage also followed the same tradition focused more on academic degree. Although there were programs like workshops, seminars, inter-school visit, some international study tours for teachers these were not accessible to all teachers. Institute of Education (formerly College of Education) continued its programs for under SLC teachers to those who joined M.Ed programs to become teacher educators.

Stage 3: The period of black shade in in-service teacher education (1980-2000)

In 1978 Radio Education Teacher Training Project was launched in Nepal by USAID. By then College of Education had already started teacher training through distance mode. The discussions were made to integrate both programs and run teacher education through radio plus self learning materials. In the beginning it was decided that the radio teacher in-service program for primary school teachers would be led by the College of Education. It was a very good decision because College of Education was the only agency leading teacher education in this country. Unfortunately the decision was diverted and Institute of Education was deprived of conducting the in-service teacher education programs. This was purely based on some personal interest of the then bureaucrats of the Ministry of Education simply because of the ego-clash between the Chief Technical Advisor of the Project and the then dean of the College of Education. From that time on until today the inservice teacher education programs are run by the Ministry of Education. The repercussion of such decision can now be clearly seen in the educational quality of primary education. Now the Ministry of education has also been running such inservice teacher education programs for the lower secondary and secondary teachers as well, the results of which will also be no different than that of the primary schools. This quality deterioration took place

because there are no expert hands within the MOE who could run such an important program for the nation.

Now National Center for Educational Development (NCED), the Human Resources Development wing of the MOE looks after all sorts of inservice teacher training. Rather developing policies and facilitating the training programs the MOE itself has been involved in training teachers through its 9 ETC A's and 20 ETC B's. The NCED also has provisions for training prospective teachers through pre-service programs but those private PTTCs established for that purpose are almost defunct. The programs designed by NCED follows two traditions, the academic tradition and the social efficiency tradition. The social efficiency tradition came into existence when they started designing training curriculum based on competency in early 2000. The certification formal teacher education program conducted by the Institute of Education continued with the same academic tradition in this period.

Stage 4: The period of quality massacre (2001-2006)

Considering the importance of quality teachers, the High Level task Force (2001) recommended the government to make training and teaching license mandatory for every teacher. The recommendation was beautifully translated in the 7th amendment of the Education Act which was passed by the Parliament unanimously in 2001. Although the licensing of teachers was introduced in Nepal in 1968-69, it could not continue longer at that time. The licensing was made mandatory by law after the 7th amendment. Unfortunately, the government could not resist the pressure of the teacher unions and decided to distribute the license to the working teachers without conducting any examinations for the purpose. What then became the result? All untrained teachers in the teaching force got teaching license, a peculiar example of the promotion of the quality deterioration in school education in Nepal. The bureaucrats, the politicians and the academicians all started talking about the quality of education in this country. Another wrong decision was made by the government allowing all temporary teachers to become permanent without any requirement of rigorous training. The agreement of the MOE and the teacher unions made 50 percent of the working temporary teachers permanent and the new Education Ordinance 2006 committed to make the remaining 50 percent permanent regardless of their training status and licensing. There have been no improvements in teacher education in this period. Contrarily, the policy itself watered the tradition of quality crunch in educational system of Nepal. Nothing new happened regarding teacher education in this period. The

same academic tradition in in-service teacher education was followed by all the teacher education institutions.

Major flaw/Needs

Although Nepal has attempted for quality teacher education, there are many flaws which has not led us to promote this in our context. Among them the most important are:

1. **Continuation of I.Ed. and 10+2 programs on education:** Nowhere in the world a child of aged 16 is trained as a professional teacher. Not only training, we have designed an academic degree courses on education for such children. In the past, may be, we had the necessity to do that. But today, when there are many educated people available for teaching force, we need not focus such a program in order to produce lower secondary teachers. Education as a separate discipline should not be misused like this. Rather there should be a provision of teacher training (both preservice and inservice) for 10+2 certificate holders. This system of 10+2 *Education* stream and I.Ed. programs, thus, should be abolished.
2. **Preparation of secondary school preservice teachers:** The tradition of preparing preservice teachers for secondary schools is that they are enrolled in a three years' B.Ed. program after their 10+2 education. The irony is that within these three years they have to study both the contents and the pedagogy essential to become teachers. Thus they are weak both in content and pedagogy. This is one of the reasons why trained teachers have not been able to demonstrate the expected outcomes inside the classroom situation. Thus, only candidates having well foundation on contents for 3 years or 4 years should be allowed for training courses.
3. **The tug of war between content and pedagogy:** There has been a tug of war going between content specialists and pedagogues in Nepal. Both have claimed their own *DAMPHU* as right. The virtue of education is tried to be minimized by some so called experts who have their life time experience in teaching contents and having a very little experience on pedagogy. Similarly, the so called pedagogues also do not accept the new knowledge and skills being emerged in the field of teaching contents. The solution will be an integration of both contents and pedagogy in such a way that our teacher education system competes with the international arena by fulfilling the local needs.
4. **Problem of curricular update:** The problem of teacher education in Nepal is that the university curricula on *Education* have been hardly reviewed. One can see the

1960's curricula still prevalent in 21st century teacher development approaches. Timely revision is essential to meet the growing demands of teacher education.

5. **Less contextualization:** Most of the curricula used in teacher education these days are the reflections of western culture whether they are content or pedagogy. This has not helped much in using the training skills in the classroom context. The other problem with teacher education is that the skills transferred to the teachers or prospective teachers are not that applicable in rural contexts where the resources are below bare minimum. Thus designing teacher education suitable to the local context has been highly desired.
6. **Poor preparation, outdated teacher educators:** The teacher educators engaged in university teacher education programs are either outdated (having their knowledge of the 60's and no update) or confused in the midst of demands and available resources. Thus preparation on their part is very poor. There may be some exceptional cases but almost all teacher preparation programs are run within the four walls of a classroom with chalk and talk method. Attempts have been made by MOE training centers to modify this situation by introducing multi-media facilities while training inservice teachers. Updating of teacher educators is lacking. Those who can afford are also not concentrating on self development activities. Thus teacher educators' professional development activities should be accorded high priority if things to improve.

Closure

The overcrowding students in training institutions demonstrate that there is a motivation in teaching job. Moreover, the number of teacher training colleges is growing which further proves that Nepal needs teacher education programs. However, the attention of the educationists as well as that of the bureaucrats is not concentrated on quality teacher education programs. Thus many private colleges have grown lacking their accountability in teacher education activities. This has fostered the business of a handful of people who are running such colleges without the virtue of teacher education at all. To raise the status of teacher education from the academic tradition to social reconstructionist tradition as claimed by Zeichner and Liston (1990) we need to do a lot.

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Creative Thinking And Its Implications For Education/Training

*Ram Swarup Sinha

Introduction

Creativity is the bringing into being of something that did not exist before, either as a product, a process or a thought. We would be demonstrating creativity if we invent something which has never existed before; invent something which exists elsewhere but we are not aware of; invent a new process for doing something; reapply an existing process or product into a new or different market; develop a new way of looking at something (bringing a new idea into existence) and change the way someone else looks at something.

In fact, we are all creative everyday because we are constantly changing the ideas, which we hold about the world about us. Creativity does not have to be about developing something new to the world, it is more to do with developing something new to ourselves. When we change ourselves, the world changes with us, both in the way that the world is affected by our changed actions and in the changed way that we experience the world.

Creativity can be used to make products, processes and services better and it can be used to create them in the first place. It is expected that increasing our creativity will help us, our organization and our clients become happier through improvements in our quality and quantity of output.

What is creative thinking?

What is creative thinking starts with three vital questions: is the creative thinking an impossible mission? Is creative thinking a way of life? Is creative thinking a personal decision? '**Thinking**' refers to action of the mind or creation of ideas. Creativity denotes the power of creative thinking, and creative thinking as a whole indicates thinking in a way that develops new methods to solve problems. (Galililee College of Israel, 2007)

The discussion indicates that creative thinking is the process which we use when we come up with a new idea. It is the merging of ideas which have not been

merged before. Brainstorming is one form of creative thinking that works by merging someone else's ideas with our own to create a new one. We are using the ideas of others as a stimulus for our own.

According to Jordan (1997), the creative thinking process can be accidental or deliberate. Without using special techniques creative thinking does still occur, but usually in the accidental way; like a chance happening making we think about something in a different way and we then discovering a beneficial change. Other changes happen slowly through pure use of intelligence and logical progression. Using this accidental or logical progression process, it often takes a long time for products to develop and improve. In an accelerating and competitive world this is obviously disadvantageous.

Using special techniques, deliberate creative thinking can be used to develop new ideas. These techniques force the mergence of a wide range of ideas to spark off new thoughts and processes. **Brainstorming** is one of these special techniques, but traditionally it starts with unoriginal ideas.

Developments of products occur much more rapidly using these deliberate techniques than by accident. Many people known for being creative use these techniques, but are not aware they are doing so because they have not been formally trained in them. If we use these deliberate techniques during advanced brainstorming sessions then we too will be more creative.

With practice, ongoing creative thinking (the continuous investigation, questioning and analysis that develops through education, training and self-awareness) occurs all the time. Ongoing creativity maximizes both accidental and deliberate creative thinking. Ongoing creativity takes time and deliberate practice to become skillful at, but it's surprising how quickly it becomes an attitude, not a technique.

The first step to take is to learn the creative thinking techniques so that we can deliberately use them to come up with new ideas. We will then be at an immediate advantage over those who don't know how to use them. We should then practice the techniques to increase our skill at ongoing creative thinking. (After a while we may even find it unnecessary to use specific techniques because we may be having too many ideas anyway).

How creative thinking?

Brainstorming

Alex Osborn, advertising writer of the fifties and sixties, has contributed many very powerful creative thinking techniques. Brainstorming is probably the best known and certainly one of the most powerful. For a fuller treatment, see his book, **Applied Basic guidelines for brainstorming** (as stated in Wikipedia, the free encyclopedia.htm).

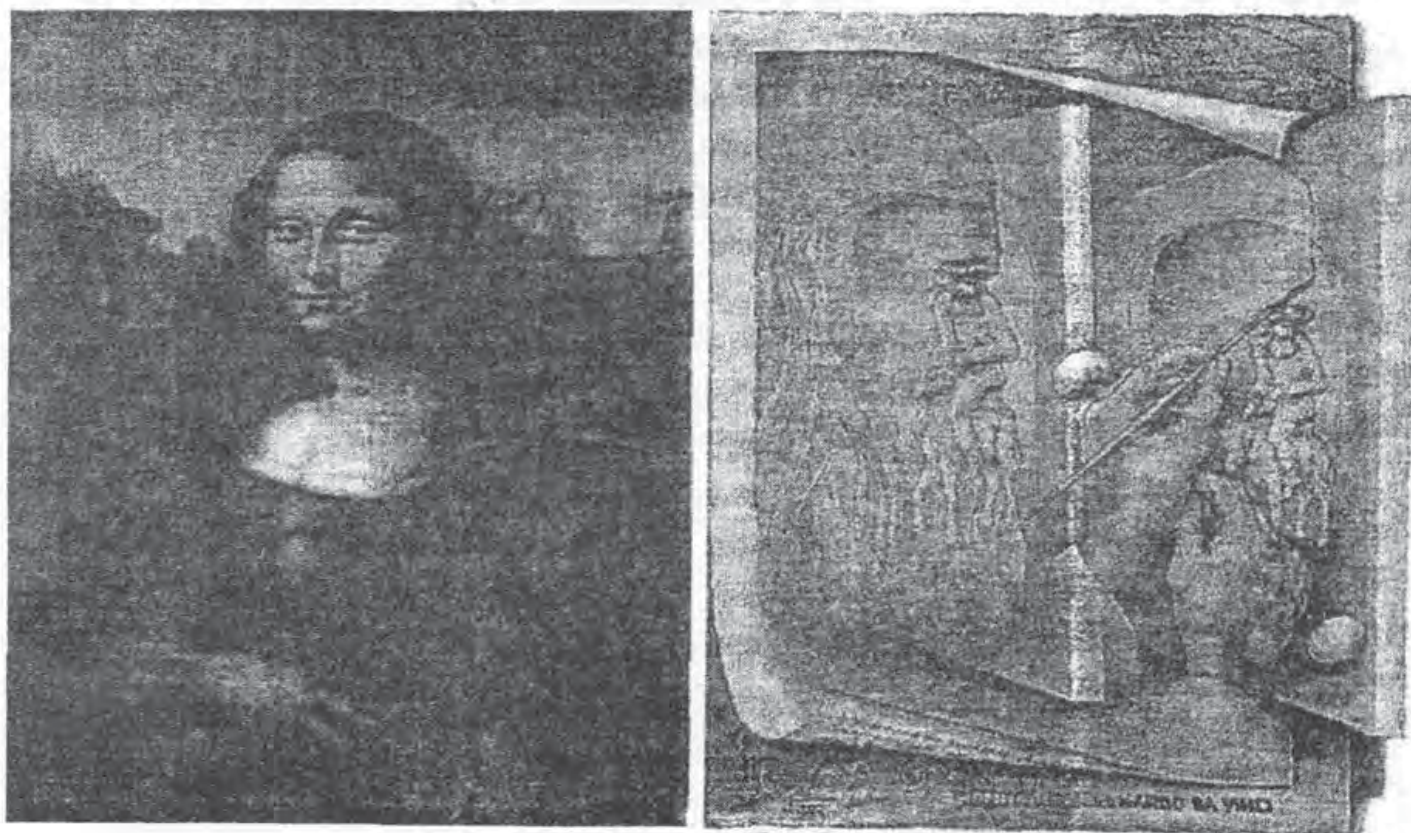
Brainstorming is useful for attacking specific (rather than general) problems and where a collection of good, fresh, new ideas (rather than judgment or decision analysis) are needed.

Brainstorming can take place either individually or in a group of two to ten, with four to seven being ideal. (Alex Osborn, brainstorming inventor, recommends an ideal group size of twelve, though this has proven to be a bit unwieldy.) The best results are obtained when the following guidelines are observed:

- 1. Suspend judgment.** This is the most important rule. When ideas are brought forth, no critical comments are allowed. All ideas are written down. Evaluation is to be reserved for later. We have been trained to be so instantly analytic, practical, and convergent in our thinking that this step is very difficult to observe, but it is crucial. To create and criticize at the same time is like watering and pouring weed killer onto seedlings at the same time.
- 2. Think freely.** Freewheeling, wild thoughts are fine. Impossible and unthinkable ideas are fine. In fact, in every session, there should be several ideas so bizarre that they make the group laugh. Remember that practical ideas very often come from silly, impractical, impossible ones. By permitting oneself to think outside the boundaries of ordinary, normal thought, brilliant new solutions can arise. Some "wild" ideas turn out to be practical, too.
- 3. Tag on.** Improve, modify, and build on the ideas of others. What's good about the idea just suggested? How can it be made to work? What changes would make it better or even wilder? This is sometimes called piggybacking, hitchhiking, or ping ponging. Use another's idea as stimulation for your own improvement or variation. As we noted earlier, changing just one aspect of an unworkable solution can sometimes make it a great solution.

4. Quantity of ideas is important. Concentrate on generating a large stock of ideas so that later on they can be shifted through. There are two reasons for desiring a large quantity. First, the obvious, usual, stale, unworkable ideas seem to come to mind first, so that the first, say, 20 or 25 ideas are probably not going to be fresh and creative. Second, the larger your list of possibilities, the more you will have to choose from, adapt, or combine. Some barnstormers aim for a fixed number, like 50 or 100 ideas before quitting the session.

5. Imagination. Brainstorming is an idea generating technique. Its main goals are (1) to break us out of our habit-bound thinking and (2) to produce a set of ideas from which we can choose. (No one wants to have a choice of only one product when buying detergent or cars, so why have a choice of only one solution when working on a problem?). Both of the photos (given below) are illustration of imagination of the artists. They are open to brainstormers for various types of interpretations (Creative thinking)



Practical Methodology

1. Choose a recorder. Someone must be put in charge of writing down all the ideas. Preferably, the ideas should be written on a board or butcher papered walls so that the whole brainstorming group can see them. Lacking this, ideas should be

put down on paper. In an ideal session, the recorder should be a non-participant in the brainstorming session, since it's hard to be thoughtful and creative and write down everything at the same time. But in small sessions, the recorder is usually a participant, too.

For a one-person brainstorming session, using an idea map on a large piece of paper is useful. Butcher paper on the walls is good, too. (Large writing helps keep your ideas in front of you. In fact, some people have said that using 11 by 17 inch paper instead of 8.5 by 11 inch increases their creativity. Why not try it?)

2. Organize the chaos. For groups of more than three or four, have a moderator to choose who will offer an idea next, so that several people don't speak at once? The moderator should prefer those with ideas that tag onto previous ideas, then those with new ideas. If necessary the moderator will also remind members of the group not to inject evaluation into the session (in case a member tasks. sneers. says, "Oh. come on," and so forth).

3. Keep the session relaxed and playful. The creative juices flow best when participants are relaxed and enjoying themselves and feeling free to be silly or playful. Eat popcorn or pizza or ice cream or make paper airplanes or doodles while you work, even if the problem itself is deadly serious like cancer or child abuse. Don't keep reminding everyone that "this is a serious problem" or "that was a tasteless joke."

As an aid to relaxation and stimulation to creativity, it is often useful to begin with a ten-minute warm-up session, where an imaginary problem is tackled. Thinking about the imaginary problem loosens people up and puts them into a playful mood. Then the real problem at hand can be turned to. Some imaginary problem topics might include these:

- how to heat a house more efficiently
- how to light a house with a single light bulb
- how to improve your travel from home to work
- inventing a new game for the Olympics
- how to improve institutional food without increasing its cost

4. Limit the session. A typical session should be limited to about fifteen or twenty minutes. Longer than that tends to become dragging. You should probably

not go beyond thirty minutes, though thirty is the "ideal" length recommended by Alex Osborn.

5. Make copies. After the session, neaten up the list and make copies for each member of the session. No attempt should be made to put the list in any particular order.

6. Add and evaluate. The next day (not the same day) the group should meet again. First, ideas thought of the previous session should be shared (entered on the photocopied lists). Then the group should evaluate each of the ideas and develop the most promising ones for practical application.

During the evaluation session, wild ideas are converted to practical ones or used to suggest realistic solutions. The emphasis is now on analysis and real world issues. Some brainstormers divide the ideas found to be useful into three lists:

- a. Ideas of immediate usefulness. These are the ideas you will be able to use right now.
- b. Areas for further exploration. These are ideas that need to be researched, followed up, thought about, and discussed more fully, and so on.
- c. New approaches to the problem. These are ideas that suggest new ways of looking at the situation.

Note here that evaluation does not take place on the same day as the brainstorming session. This fact keeps the idea session looser (no fear that evaluation is coming soon) and allows incubation time for more ideas and time for thinking about the ones suggested.

Variations

1. Stop and go. For stop and go brainstorming, ideas are generated for three to five minutes. Then the group is silent (and thinking) for three to five minutes. Then ideas are given out for another three to five. This pattern alternates for the entire session.

2. Sequencing. In this technique, the moderator goes in order from one member of the group to the next in turn or sequence. Each member gives whatever ideas he then has, and they are written down. If a member has no ideas, he just says, "Pass," and the next member responds. This movement in turn or around the table

continues throughout the session. (Sequencing has been said to nearly double the number of ideas generated in a brainstorming session).

3. Try yourself. Choose one of the following problems for a brainstorming session. Generate at least 35 ideas for solving the problem. Then distill this list into at least three practical, effective ideas.

1. A new snack food
2. How to keep rowdy children quiet on a school bus
3. How to get more tourists into the United States
4. How compatible people can meet each other for romance
5. How to reduce hospital costs
6. How to reduce airport congestion and delays
7. A new toy
8. A new electronic consumer product
9. How to make computer and mobile phone smaller, etc?

4. Idea generating questions. Asking questions to stimulate curiosity and creativity has proven helpful for all kinds of endeavors, whether problem solving, product development, inventing, or communication. A written list of mind-stimulating questions is useful because it reminds us of approaches and possibilities that we otherwise would not have in mind. Yes, it is sometimes possible to be creative in a thorough and even orderly way.

5. The journalistic six. Ambile (1998) states that these are the six key questions that journalism students are taught to answer somewhere in their news articles to make sure that they have covered the whole story. For creative thinkers, these questions stimulate thinking about the idea in question and allow approaches to it from various angles.

- a. **Who?** (Actor or Agent) Who is involved? What are the people aspects of the problem? Who did it, will do it? Who uses it, wants it? Who will benefit, will be injured, will be included, will be excluded?
- b. **What?** (Act) What should happen? What is it? What was done, ought to be done, was not done? What will be done if X happens? What went or could go wrong? What resulted in success?

- c. **When?** (Time or Timing) When will, did, should this occur or be performed? Can it be hurried or delayed? Is a sooner or later time preferable? When should the time be if X happens?
- d. **Where?** (Scene or Source) Where did, will, should this occur or be performed? Where else is a possibility? Where else did the same thing happen, should the same thing happen? Are other places affected, endangered, protected, and aided by this location? Effect of this location on actors, actions?
- e. **Why?** (Purpose) Why was or is this done, avoided, permitted? Why should it be done, avoided, permitted? Why did or should actor do it? Different for another actor, act, time, place? Why that particular action, rule, idea, solution, problem, disaster, and not another? Why that actor, time, location, and not another?
- f. **How?** (Agency or Method) How was it, could it be, should it be done, prevented, destroyed, made, improved, altered? How can it be described, understood? How did beginning lead to conclusion?

Historical Examination

These questions are especially useful for generating ideas for improving something (the evolutionary approach), but they also help to break thinking out of the evolutionary mode and put it into the revolutionary mode by returning the thinker to the origin and purpose of the idea or solution. By returning to the roots of the problem, a new vision can be created.

1. Essence. What is it? object, concept? What is it made of? What is its real, elementary nature? What are its parts? What is it like, unlike? (Similes and metaphors help in understanding abstractions). What is it related to? What are its various kinds, facets, shades? What is it a part of? Which part of it is unusual or outstanding? In what forms does it appear? Is it typical or atypical of its kind? What is it not? What is it opposed to? How is it different? What makes it different?

2. Origin. Where did it come from? How was it made or conceived or developed? What caused it? If an idea, how did it arise? Are its origins meaningful now? What makes it spread or multiply or gain adherents? What was the reason behind it? Is the reason still valid or useful? Why? Why not? Is it still needed? What

influences it? Does it change? Can it, should it be changed, strengthened, eliminated? What could have prevented, delayed, encouraged it?

3. Purpose. What does it do? How does it work? What is its purpose? Is the purpose fulfilled? Better than by its predecessor? Can it, should it be improved? Is it helpful or harmful in intent? What are its implications; what does it lead to? Does it have obvious or hidden consequences? Does it have more than one purpose? What are its immediate effects and its long-term effects? Is its actual function the same as the original purpose intended by its originator? Can it be put to other uses?

4. Import. What is its overall significance? What is its significance to man, environment, civilization, happiness, virtue, safety, comfort, etc.? How is it important? Is it a key element in life, civilization, local area, one man's existence? Is it necessary? Is it desirable?

5. Reputation. What do you think about it? What are your underlying assumptions? What do others think about it? Do you find consensus, division? Is it good, bad, helpful, harmful in fact or in the opinion of others? Can you resolve any differences between truth and opinion, intent, and actuality, pro and con members? What weaknesses are commonly identified? Are there obvious areas of desired change or improvement or elimination?

Blocking and block busting

Many people complain of not being creative when in fact their creativity has merely been blocked. Once the blocks are removed, nearly everyone can exercise a high degree of creativity. Several techniques exist which will help remove the usual blocks to creativity, but before we discuss these, we should say a few words about the blocks themselves.

Sources of blocking

Functional fixation. As we mentioned earlier, functional fixation arises when someone is unable to see beyond the historical or accepted use for an item, often identified by its name or label. Thus, for example, a screwdriver is a tool for tightening or loosening screws, just as its name says. A person suffering from functional fixation would be unable to see any other uses for the item. But, of course, a screwdriver can also be used as a paint can opener, an ice pick, a plumb bob, a paper weight, and so on.

Similarly, to see a length of water pipe and to think only of water pipe may block your thinking if you are need of pry bar, a blow gun, a plant prop, a flag pole, a fishing rod, a measuring stick. or something else that the pipe might serve for.

Block Busting Techniques

Uses For. This is a simple technique that can be used for mental stimulation or practical application, depending on what you have in mind at the time. It is an excellent tool for breaking you out of a functionally fixated mindset. To use this technique, think of an item or object, usually a common one like a brick, toothpick, pencil, or bucket, and set the task of thinking of all the possible uses for that object, without regard to what the object is normally used for, what it is named, or how it is usually thought of.

Sometimes a time limit, like three to five minutes, is given. Other times a quantity limit, like 25 to 100 is given. All the techniques of idea generation are used, from checklist to attribute analysis to random stimulation.

Conclusion

In summary, **Creativity** (or **creativity**) is a mental process involving the generation of new ideas or concepts, or new associations between existing ideas or concepts. From a scientific point of view, the products of creative thought (sometimes referred to as divergent thought) are usually considered to have both **originality and appropriateness**. An alternative, more everyday conception of creativity is that it is simply the act of making something new.

Although intuitively a simple phenomenon, it is in fact quite complex. It has been studied from the perspectives of behavioural psychology, social psychology, psychometrics, cognitive science, artificial intelligence, philosophy, history, economics, design research, business, and management, among others (Anderson, 2000). The studies have covered everyday creativity, exceptional creativity and even artificial creativity. Unlike many phenomena in science, there is no single, authoritative perspective or definition of creativity. Unlike many phenomena in psychology, there is no standardized measurement technique.

Creativity has been attributed variously to divine intervention, cognitive processes, the social environment, personality traits, and chance ("accident," "serendipity"). It has been associated with genius, mental illness and humour.

Some say it is a trait we are born with; others say it can be taught with the application of simple techniques.

Every person is creative. A person can have different faces of creativity like some can be analyst, practical, thinker, team worker, etc. Creativity helps us diminish risks. It is said that there are no impossible dreams, only limited dreamers. The subconscious is a good partner in the creative thinking that we need to use to cultivate it and solve the problems. Creative thinking finally helps us create winning situation.

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Leadership in Educational Institution: Theoretical Orientation and Practices

*Shyam Singh Dhami

1. Introduction

All Managers can become leaders but all of them could not become Educational leaders. This statement indicates that the educational leaders require certain professional qualities as well as leadership qualities and skills. In practice many of educational leaders are still playing administrator's role rather than instructional role. Such kind of role enforces leader to perform their roles according to given mandates by existing rule and regulations. It is needless to say that, a leader prefers performing the ritual authority in educational.

The role of leadership in any educational institution has been shifting in the direction of creating vision and future direction from performing ritual given authorities. However, the leadership in educational institutions is entertaining legal power to influence personnel in their job to meet organization goal.

For effective leadership, individual goal of personnel at any organization should be considered by leader to motivate people in their job. Once individual goal has been addressed by the leader, the working environment of organization would be conducive.

There is still raised a question by people, "Are all leaders born or developed?" Looking into educational field, it is difficult to differentiate whether leaders are born or developed. It is because administrative /management function of a leader is made important by internal and external environment at educational institution.

Our culture is another factor that tracks us to understand leadership. Our organizational culture influences us to talk more rather than act effectively. We make strong promises and we make extraordinary commitments. There are various research studies spending millions of dollars where as the implementation of suggestions is nominal.

So, people blame leaders, in such way that they are smart in talking and promising rather than translating their commitment into action. Again Culture has become challenge for educational leader to change organizational culture.

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The quality of educational service depends on the quality leadership of educational institution. The better qualities of leaders can be expected from their personal qualities, managerial skills and back up support of overall education system.

In connection with assessing the effective leadership of any educational institution, the educational leaders' styles and behaviors should be understood. To initiate the change in leaders' styles and behaviors, the leaders should start to think of forward looking and setting alternative way to design and implement program.

That's why all level of leaders/managers should become visionary and build capacity to implementing vision for future direction to achieve organizational goals. Basically, the leader focuses to direct and lead personnel involving program initiative.

2. Conceptual clarity on leadership

Koontz and O' Donnell defined the concept the leadership as "it is influencing people to follow in the achievement of common goal".

2.1 Leadership and Management Approach

Leadership as one aspect of management deals directly with people and their behavior. Management includes leadership but it also includes semi direct and indirect ways of achieving individual or group goals. Leadership and management are not synonymous; however, management is associated with leadership role. Managers occupy formally designed positions of leadership. Managerial and leadership approach could be different for challenging and supportive behavior in working life. The following table presents an at a glance of it.

Tasks	Managerial approach	Leadership approach
Challenge	Managers break target down into action plan and evaluate what could realistically be achieved in the time scale.	Leaders say that is impossible but that future business depends upon them so we either throw in the towel now or we commit to making them happen. .
Support	In order to achieve impossible targets, people need to fight with every obstacle and offer the resources in support of those meeting the targets.	Ask what you need to make this happen and then find ways of getting it here.

2.2 Some characteristics of managers versus leaders in the 21st century

The characteristics of managers and leaders can be taken as parameters to differentiate their roles and responsibility.

Managers	Leaders
Administrates	Innovates
A copy maintains	An original develop
Focuses on system and structure	Focuses on people
Relies on control	Inspires trust
Asks how and when	Asks what and why
Eye on the bottom line imitates	Eye on the horizon originates
Short –range view	Long –range perspective
Accepts the status quo	Challenges the status quo
Classic good soldier	Own person
Does things right	Does the right thing

2.3 Administrative of management and leadership

This is another parameter to understand the concept of management and leadership. The concept of administration is taken to govern, to steer. The concept of management is taken to execute and implement role. The concept of leadership is taken to motivate the people and create the vision for future direction. These three concepts are different in each other. All are important to achieve the organizational goal. Hence the administrative function is the base of the management and leadership. For example, educational administration is concerned with 'determining' the major policies and objectives of the educational enterprise, policies and decisions implemented those laid down by administration whereas Educational Management is concerned with the 'doing' or 'executive' function.

3. Leadership style depends upon the political rule (given power and authority)

Benin & Nonus "Power's reciprocal is empowerment". Power and empowerment are two sides of the same coin when leaders empower their people, a remarkable outcome can be achieved. The most common political rule as mentioned on Morgan G. (1986) images of organization are as follows:

1. Autocracy: It is absolute government where power is held by an individual or small group and supported by control of critical resources, property or ownership rights, tradition, charisma and privileged group (near to the power).
2. Bureaucracy: It is used to rule exercised through use of the written words, which provides the basis for a rational legal type of authority, or "rule of law"
3. Technocracy: It is used to rule exercised through use of knowledge, expert power and the ability to solve relevant problems.
4. Codetermination: It is the form of rule where opposing parties combine in the joint management of mutual interests, as in coalition government or corporatism, each party drawing on a specific power base.
5. Representative Democracy: It is used to rule exercised through the election of officers mandated to act on behalf of the electorate, and who hold office for a specific time period or so long as they command the support of the electorate, as in parliamentary government and forms of worker control and shareholder control in industry.
6. Direct Democracy: It is used as system where everyone has an equal right to rule and is involved in all decision making, as in many communal organizations such as in cooperatives. This political principle encourages self-organization as a key mode of organizing.

Simple ideas to make effective leadership

Orientation of leadership has two dimensions underlying in its connotation in the achievement of organizational goals and working with people. To achieve organizational goal, attitude of a leader positive towards goals (tasks) and where people are considered important factor. These attitudes of leaders can be determined the effectiveness of leadership.

A leader \ manger could have three essential skills. They are technical skills, human skills and conceptual skills. Since these skills are taken as important skills for a leader/ manager. Having achieved these skills to a leader/manager is felt important. The detail descriptions of these skills have been presented below.

Technical skills: It covers ability to use knowledge, methods and techniques and equipment.

Human skills: It provides skills on ability and judgment in working with and through people.

Conceptual skills: It promotes abilities to understand the complexities of overall organization and where one's own operation fit into it.

These all skills are important to educational leader to play effective role in instructional leadership as well as administrative work. What constitutes leadership? What kind of leadership style is more effective? What are the characteristics of effective leaders? How can leadership be measured? All these questions can be used to understand the leadership theories and actual behavior of leaders. An interaction between the leader and situation could be considered as factor of promoting an effective leadership. Leadership is quality of getting extraordinary performance out of ordinary people.

4. Effective leadership in education institution

Educational institution requires instructional leadership as well as administrative work. Hence, leader needs to function on pedagogical as well as administrative field in educational institution. For this, an educational leader requires to understand the following roles and responsibilities to demonstrate the leadership.

4.1 pedagogical works

The following sub factors fall under the instructional leadership. They are as follows:

- Discovery - based pedagogies
- Structured teaching: It is a pragmatic option in low income settings. In this dontext,teacher presents material in small steps, checks student understanding and encourages interaction.
- Regular assessment and feedback: It can be used to improve learning
- Designing the curriculum
- Selecting textbooks

- Defining educational plans and programs
- Pedagogical supervision
- Evaluating teachers,
- Training teacher
- Concentration on teaching and learning

"Rigid chalk and talk pedagogy is widespread".

4.2 Managerial and Administrative works

Educational leadership needs to perform the managerial and administrative role/work in order to achieve the educational goal.

- Educational policies: For this leader should aware on the educational policies which drive the whole education system.
- Governance: In school leadership, there is room for consultation between teachers, governments, and other stakeholders in connection with curriculum, employment and working conditions.
- Participatory learning networks and professional advisory bodies of encouraging and sharing of best practices should be established.
- Combating corruption practices: It has covered fraud in public tendering for school buildings and textbooks, nepotism and favoritism in teacher appointment and examination.
- Equity: It is a process of reducing regional and social inequalities which provides back up of education for all.
- There should be safety measures of health, and sanitation for students and access for disabled.

5. Leadership styles can be promoted by considering the following factors

- Firm and purposeful: Goals and objectives reached over set periods—judgment and decisions made on complex and ambiguous situations –a course of action intended to benefit the client.
- A participative approach: Staff shares understanding and commitment in line with instructional goals and materials. Staff accepts responsibility for student learning as well as delegated responsibilities to involve staff in

decision making. In this, school shares responsibilities of decision making practice with communities and students.

- **Leading professional:** Amount of time of head teachers is spent on educational matters as opposed to administrative and other tasks from which there is increment understanding of classroom and teaching and learning. The amount of instructional issues can be improved through the agenda of staff meeting. These factors play role for evidences in the process of the appraisal of the performance of teachers.

6. Our Present Practice of Educational Management and Leadership

Existence of pyramid mode of educational management /leadership

Educational Management in Nepal, like many other developing countries, follows a pyramid mode in which key policies, programs and logistics supports are formulated at centre level. Meso level management focuses on coordination, monitoring and evaluation of educational programs of district level. District level management concentrates on facilitation of the implementation and support system in education program at school level. School level, the grass root level, focuses operation of educational program.

Main responsibility of education leadership

At school, authority of leadership of school is given to SMCs and HTs. Mainly, HT at school is to make responsible person in instructional and administrative functions. At district level, District Education Office (DEO) is responsible to facilitate the implementation of educational programs. At regional level, Regional Education Directorate is responsible to coordinate and monitor the educational program. At central level, there are different technical institutions like CDC, NCED, DOE, TSC, TRO, NFEC, OCE etc which provide technical and resource related support to facilitate the educational activities at district and school level.

At central level, MOES is responsible for formulation educational policies and budget to implement the educational activities. Leaders of all level require technical know how and coordination skills to implement the educational activities effectively and efficiently.

7. Practices of leadership in education institution

Culture is dominant factor for ineffective leadership

Nepalese management style has been built upon the strategy of survival at each level of the hierarchy. Administrator and managers tend to compromise to the culture and human needs of the employees. So rewards and punishment system do not reflect objectivity. Management and administration has not become efficient and effective due to the organizational cultures like leg pulling, blaming others and blocking initiatives that adopted by the all kind of administrator and managers. Status quo or change resist is dominant factor in the educational management.

Lack of motivation and coordination

In our educational institutions, everything is pushed back and avoided until it is threatened. Subordinates are controlled and coerced rather than encouraged and appreciated to motivate them in job. Communication style of managers is one way, the top-down approach has become important way of communication which is not good for effective communication. Due to poor coordination and communication, the role of staffs as well as other stakeholders in managerial function has become nominal. As a result role of supervisory and leadership in education has become authoritarian.

Lack of proper planning and decision making

The performing and executing the educational program by any level of educational manager in any institution (school, DEOs, REDs, DOE or CLAs) often seem as management by crisis or doing things at the last hour. There is no proper preparation and planning for implementation of program and budget in educational institutions.

Decision making process of most of educational institutions has been done in intent of top level managers and pressure of political power. Memo and write up tippani to take decision is still existence in the educational management.

Educational leaders are unable to establish the self regulation institution

If we look into our leadership and management styles in educational organization, they are guided by the political principles as mentioned above.. In practice, these principles are hardly found in exist. Specially, the direct democracy system could be more relevant to make educational institution self regulation institution.

School must be taken as basic change unit of education reform

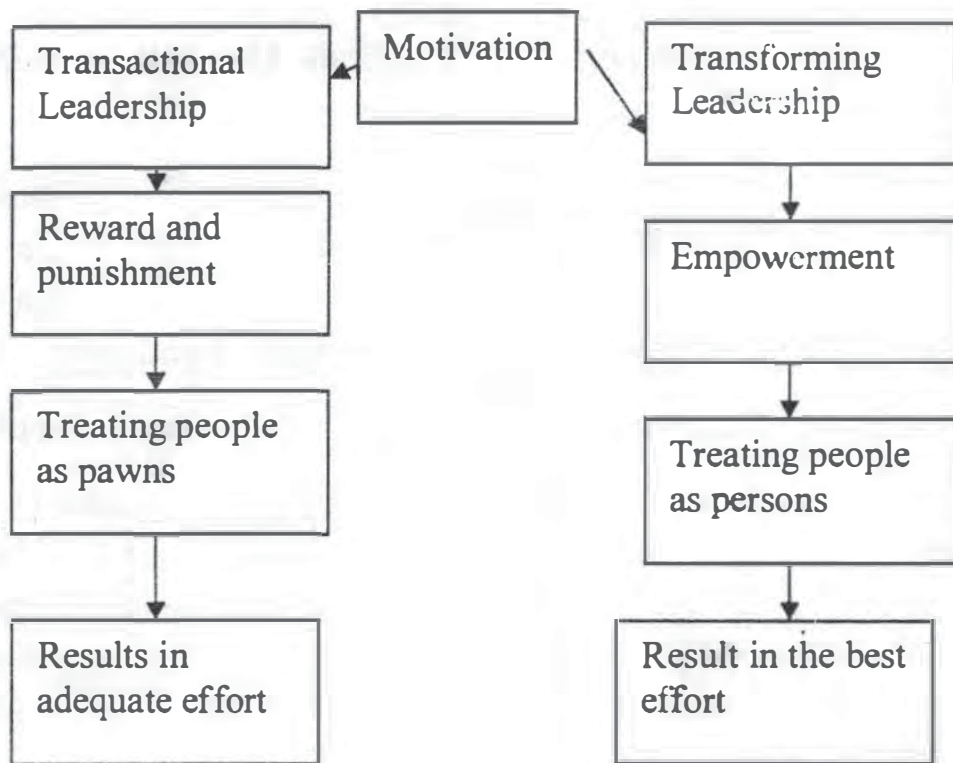
Most recent literature on education reform suggests that individual school should become the basic unit of educational change. It should be recognized that learning process is essentially school based and that there can be multiple ways of promoting learning schools. Hence, the findings of research assists to generalize the head teacher should carry the most power of educational leadership in education.

School management should be institutionalized and strengthened by empowering School Management Committees and head teachers. SMCs should be formed through democratic procedure by the parents themselves. School headteachers should have all executive powers in matters relating to teacher management and training, management of instruction, community relations, school improvement and financial management. SMCs should oversee the general functioning of schools which will mobilize local communities for school development.

Transforming leadership style is key for motivating people

To motivate the people their work has influenced by the leadership styles. If leadership style is taken as transactional it could be focused on reward and punishment whereas transforming leadership style focuses on empowerment of the staffs. So that there will be effective leadership and people are self motivated in their works for achieving organizational goal. The following leadership styles carry important values to understand how people can be motivated in their works.





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