दूर शिक्षा

DISTANCE EDUCATION

२०६१

दूर शिक्षा
DISTANCE EDUCATION

प्रधान सम्पादक
ललितादेवी श्रेष्ठ

सम्पादकहरू

सुनीता मालाकार   अरुण किरण प्रधान
द्रोण दाहाल   नवीन कुमार सिंह

G1486

(लेख रचनाहरुमा अभिव्यक्त गरिएका विचार लेखकहरुका निजी विचार हुन्)

श्री ५ को सरकार
मा. विमलेन्द्र निधि
शिक्षा तथा खेलकुद मन्त्री
निजी सचिवालय
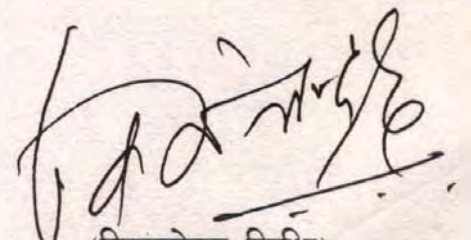
मिति :- २०६१।३।२१

शुभकामना

श्री ५ को सरकार शिक्षा तथा खेलकुद मन्त्रालय दूर शिक्षा केन्द्रबाट विगत वर्षमा जस्तै यस वर्ष पनि **"दूर शिक्षा"** पत्रिका प्रकाशन गर्ने प्रयास भएकोमा मलाई खुशी लागेको छ । यस **"दूर शिक्षा"** पत्रिकाले आगामी वर्षहरुमा एवम् प्रकारले निरन्तरता पाउन सकोस् भन्ने मेरो शुभेच्छा छ । अन्त्यमा यो **"दूर शिक्षा"** पत्रिका शिक्षा क्षेत्रका सबैका लागि उपयोगी बन्न सकोस् भन्ने शुभकामना व्यक्त गर्दछु ।

(बिमलेन्द्र निधि)
शिक्षा तथा खेलकुद मन्त्री

मा. बालकृष्ण खाण
शिक्षा तथा खेलकूद राज्यमन्त्री
निजी सचिवालय
मन्त्री निवास
पुल्चोक ।

पत्र संख्याः

फोन निवास: ५५२३५४३
फोन कार्यालय: ४४१२८०४

मिति: ....

विषय :- शुभकामना ।

दूर शिक्षा केन्द्रबाट वार्षिक मुख पत्रका रुपमा प्रकाशित हुने दूर शिक्षा पत्रिकाको चौथो अङ्क प्रकाशन हुन लागेको सुन्दा मलाई निकै खुसी लागेको छ । यस सुखद अवसरमा दूर शिक्षा पत्रिकाबाट शिक्षा क्षेत्रका पाठकहरू निकै लाभान्वित हुनेछन् भन्ने शुभकामना व्यक्त गर्दछु ।

(बालकृष्ण खाण)
राज्यमन्त्री
शिक्षा तथा खेलकुद मन्त्रालय

नेपाल सरकार

शिक्षा तथा खेलकूद मन्त्रालय

(.... शिक्षा तथा खेलकूद मन्त्रालय .... शाखा)

छहरद्वबल, काठमाड, नेपाल

फोन नं. ४४११७०४
४४१२०१३
४४१८७८३
४४१८७८४

केशरमहल,
काठमाडौं, नेपाल ।

पत्र संख्या:-

चलानी नं.:-

मिति:..................

विषय:-

शुभकामना

दूर शिक्षा केन्द्रको वार्षिक प्रकाशन "दूर शिक्षा" यस वर्ष पनि प्रकाशन हुन लाग्दा मलाई निकै खुशी लागेको छ । यो स्वाभाविक पनि हो । दूर शिक्षा केन्द्रबाट प्राथमिक शिक्षक तालिममा राम्रो योगदान पुग्न गएको छ । यसको साथै विगत वर्षहरूमा जस्तै यस वर्ष पनि दूर शिक्षा पत्रिका प्रकाशनमा तत्परता राखेकोमा यस प्रयासलाई प्रशंसनीय रूपमा लिन सकिन्छ । दूर शिक्षा खुला सिकाइको प्रारूप हो । अब दूर शिक्षा केन्द्र खुला सिकाइतर्फ पनि अग्रसर हुनेछ भन्ने मैले आँशा लिएको छु ।

अन्त्यमा "दूर शिक्षा" पत्रिका प्रकाशनको सफलताको लागि हार्दिक शुभकामना व्यक्त गर्दछु ।

(विद्याधर मल्लिक)
शिक्षा तथा खेलकूद सचिव

सम्पादकीय

विगत वर्षमा जस्तै दूर शिक्षा केन्द्रले यस वर्ष पनि "दूर शिक्षा" लाई वार्षिक मुखपत्रका रूपमा पाठकहरूका समक्ष प्रस्तुत गर्ने प्रयास गरेको छ । "दूर शिक्षा" पत्रिकाले निरन्तरता पाउनु स्वाभाविक हो र निरन्तरता पाउनु पनि पर्छ । नेपालमा दूर शिक्षा पद्धतिलाई संस्थागत रूप दिने श्री ५ को सरकारको एक मात्र सरकारी निकाय भनेको दूर शिक्षा केन्द्र हो । दूर शिक्षा र सञ्चारको अनोन्याश्रित सम्बन्ध हुन्छ । सञ्चारको माध्यमबाट सूचना प्रवाह गर्नमा पत्रपत्रिकाको महत्वपूर्ण भूमिका हुन्छ । यस अर्थमा दूर शिक्षा केन्द्रको वर्षभरिमा गरिने विविध क्रियाकलापहरूमा दूर शिक्षाको प्रकाशनलाई पनि महत्वपूर्ण क्रियाकलापका रूपमा लिन सकिन्छ । यस दूर शिक्षा पत्रिकामा दूर शिक्षा/खुला सिकाइका साथै शिक्षा क्षेत्रमा लेखिएका महत्वपूर्ण रचनाहरू प्रकाशन गर्ने गरिएको छ । यो अङ्क पनि दूर शिक्षा पाठकहरूका समक्ष त्यसै रूपमा प्रस्तुत छ ।

"दूर शिक्षा" पत्रिकाले दूर शिक्षा/खुला सिकाइको विकासमा थोरै मात्रामा भए पनि केही योगदान दिनसक्छ भन्ने दूर शिक्षा केन्द्रको विश्वास छ । दूर शिक्षाको विकासले आजको २१ सौं शताब्दीमा शिक्षा क्षेत्रमा विशेष भूमिका खेल्छ । विश्वव्यापी रूपमा शिक्षालाई सर्वसुलभ गराउने सबभन्दा सजिलो र भरपर्दो माध्यम भनेको नै अहिलेको विश्वमा दूर शिक्षा पद्धति हो । आधुनिक वैज्ञानिक प्रविधिले दूर शिक्षा पद्धतिको विकासलाई झन सहज र सरल बनाएको छ । तर नेपालमा दूर शिक्षाको विकास अन्य देशको अनुपातमा मन्द गतिमा अगाडि बढेको छ भन्न करै लाग्छ । दूर शिक्षा/खुला सिकाइको विकास गर्ने प्रयासको प्रसङ्गमा नै "दूर शिक्षा" प्रकाशनको पनि थालनी भएको हो । यस प्रसङ्गमा दूर शिक्षाले कतिसम्म आफ्नो भूमिका निर्वाह गर्छ भन्ने कुरा त यसको भविष्यले जनाउँछ । अन्त्यमा यसको प्रकाशनमा लेख दिएर सहयोग पुर्‍याउने लेखकहरूलाई धन्यबाद प्रदान गर्नु बढी सान्दर्भिक हुन्छ ।

२०६१

विषय सूची

आवश्यकता र तालिमबीचको सहसम्बन्धमा दूरशिक्षाको प्रयोग

- डा. सुशन आचार्य*

परिवेश

अनुसन्धानले परिवेश वा अवस्था अवगत गराउँछ । यसले मार्गदर्शन पनि दिन्छ । त्यसैले अनुसन्धानलाई कार्यक्रमको अङ्गकै रूपमा समावेश गरिने चलन बढ्दो छ । शिक्षा सुधारका प्राय: सबै कार्यक्रममा अनुसन्धान गर्ने गराउने प्रबन्ध गरिन्छ । माध्यमिक शिक्षा सहयोग कार्यक्रम (SESP) ले पनि यही गर्‍यो । SESP ले माध्यमिक शिक्षा सुधारका लागि ४ ओटा प्रमुख क्षेत्रहरू (पाठ्यक्रम तथा मूल्याङ्कन, शिक्षक विकास, सिकाइ वातावरण र संस्थागत व्यवस्थापन र क्षमता अभिवृद्धि) पहिल्यायो । तिनीहरूसँग आवद्ध ४ ओटा आधारभूत अनुसन्धानहरू पनि गरायो । सन् २००३ मा त्रि.वि.वि. शिक्षा शास्त्र संकायमार्फत अनुसन्धानहरू गरिएको थियो । खोज वा अनुसन्धानका निम्ति डोटी र हुम्लाका दुई दुईओटा विद्यालय र तिनका सेवा क्षेत्रहरू समावेश गरिएको थियो । यो लेखले संस्थागत विकास र क्षमता अभिवृद्धिबाहेक अन्य तीन क्षेत्रबाट प्राप्त जानकारी र तिनले दूर शिक्षाका निम्ति देखाएका बाटाहरूबारे छलफल गर्ने छ । अनुसन्धानमा गणनात्मक र गुणात्मक दुबै विधि अपनाइएको थियो । सेवा क्षेत्रभित्रका बस्तीहरूको घरधुरी सर्वेक्षण पनि गरिएको थियो । माध्यमिक तहमा केन्द्रित यी तीन खोजहरूले शिक्षक तालिमका प्राय सम्पूर्ण क्षेत्र, डोटी र हुम्लाको अवस्थामा पिछडिएका समूहको पहिचान, पाठ्यक्रमको सान्दर्भिकता र विद्यार्थीहरूको घर तथा विद्यालयमा उपलब्ध सिकाइ वातावरणसम्म समेटेका छन् ।

शिक्षकहरू के खोज्दछन् ?

खोजका क्रममा शिक्षकहरूसँग उनीहरूको व्यावसायिक विकासका निम्ति के चाहिने रहेछ र ती वस्तुहरू कसरी प्राप्त गर्न सकिन्छ भन्नेबारे अन्तर्क्रिया गरिएको थियो । अनुसन्धानले के देखायो भने वर्तमान शिक्षक तालिमबाट विशेष उपलब्धि हासिल नभएको प्राय: सबै शिक्षकले व्यक्त गरे । उनीहरूले यस्ता तालिम बाहेक निरन्तर शिक्षाको आवश्यकता महशुस गरे । शिक्षकहरूले आफ्नो कार्यको सही मूल्याङ्कन होस् भन्ने विचारहरू पनि व्यक्त गरे ।

जर्नल, पत्र पत्रिका, गोष्ठी / सेमिनार, विज्ञहरूसँग साक्षात्कारमा पहुँच, छोटो समयका तालिम, पुस्तकालयको व्यवस्था र भ्रमण निरन्तर शिक्षा प्राप्तिका बाटाहरू हुन् भन्ने शिक्षकहरूको भनाइ

* उप-प्राध्यापक, शि.शा.सं., त्रि.वि.वि.

थियो । पाठ्यपुस्तक बाहेक अन्य शैक्षिक सामग्री तथा ज्ञानवर्धक खुराकमाथि पहुँच नहुनाले आफ्नो ज्ञान दिन प्रतिदिन घट्दै गएको गुनासो पनि शिक्षकहरूले सुनाए ।

विद्यार्थी अलपत्र पारी विद्यालयबाट धेरै दिन वेपत्ता हुनुपर्ने र लिएको तालिम पनि शिक्षण परिवेशसँग मेल नखाने अवस्था छ भन्दै वर्तमान शिक्षक तालिमको औचित्य र सान्दर्भिकता माथि स्वयं शिक्षकहरूले नै प्रश्न गरे । उनीहरूले विरोधाभाषको स्थितिमा कार्य गर्न सहयोग पुग्ने कार्यक्रमको पनि अपेक्षा गरे । यर बाहेक सरकारी सोच नीति नियमलाई संपुष्टि गर्नुपर्ने बाध्यता, स्थानीय राजनैतिक परिवेशको दवाव र आफ्नै सोच र अवधारणाबीच शैक्षणिक पेंसामा संलग्न हुन गाह्रो भएको अनुभव सबै शिक्षकहरूको थियो । विशेष गरी हुम्लाका शिक्षकहरूलाई यो अनुभवले पिरोलेको थियो ।

विद्यार्थी तथा अभिभावक के चाहन्छन् ?

विद्यार्थी र तिनका अभिभावकहरू शिक्षाका प्राथमिक सरोकारबालाहरू हुन् । यी सरोकारबालाहरूको अपेक्षा छ शिक्षकमा विषयवस्तुको ज्ञान हुनुपर्छ । साथै दलित, बालिका, गरीब तथा कमजोर विद्यार्थीप्रति विशेष ध्यान दिन सक्ने क्षमता हुनुपर्छ । उनीहरू शिक्षकले विद्यार्थीको व्यक्तिगत तहमा ध्यान पुर्‍याउन् भन्ने खोज्दछन् । शिक्षकहरू पार्टीगत राजनीतिबाट अलग वसुन्, नियमित हुन् र आफ्नो व्यावसायप्रति प्रतिबद्ध हुन् भन्ने चाहन्छन् । समग्रमा विद्यार्थी तथा अभिभावकहरू शिक्षकबाट विषयवस्तुको ज्ञानका साथै नैतिक मूल्य र आदर्श चरित्रको पनि अपेक्षा राख्दछन् । विषयवस्तुसँग गाँसिएको व्यावहारिक गुणहरू जस्तै सामाजिक शिक्षाले लैंगिक एवम् सामाजिक भेदभाव जस्ता परम्परागत सोच एवम् अभ्यास बदल्न मद्धत पुर्‍याओस् भन्ने पनि सरोकारबालाहरूको अपेक्षा पाइयो । यो भनेको पूर्ण व्यावसायिक शिक्षकको माग हो । माध्यमिक शिक्षाबाट हुम्लाका सरोकारबालाहरूले स्थानीय स्तरमा काम लाग्ने सीप जस्तै ट्रेकिङ र पर्यटन व्यवसाय बारे सिक्न पाइयोस् भन्ने अपेक्षा पनि भेटियो । तर यी परिवेशजन्य मानवीय तथा पेसागत पक्षहरूलाई शिक्षण सिकाइमा कसरी समावेश गर्ने वा सरोकारबालाहरूले चाहेको परिवर्तन वा सीप शिक्षणविधि मार्फत कसरी प्राप्त गर्ने भन्ने बाटाहरू अहिलेको माध्यमिक शिक्षक तालिमले दिँदैन ।

विरोधाभाषको स्थिति

माथिका अनुसन्धानबाट अवगत भयो कि विद्यमान शिक्षक तालिमले शिक्षक तथा प्राथमिक सरोकारबालाहरूको अपेक्षा परिपूर्ति गर्दैन । शिक्षक नै भन्दछन् कि कक्षा कोठामा पिछडिएका समूहबाट आएका बालबालिकाहरूलाई कसरी शिक्षणसिकाइमा संलग्न गर्ने ? उनीहरूका शैक्षिक

आवश्यकताहरू कसरी परिपूर्ति गर्ने ? भन्नेबारे उनीहरूलाई तालिममा सिकाइदैन । अर्थात् सामाजिक र शैक्षिक न्याय कक्षाकोठामा कसरी सुनिश्चित गर्न सकिन्छ यसबारे शिक्षक जान्न खोज्दछन् तर तालिमले त्यसलाई वास्ता गर्दैन । प्रत्यक्ष सरोकारबालाहरूले खोजेको जस्तो दयालु, निष्पक्ष, नैतिकवान् वा आदर्श शिक्षक पनि तालिमले उत्पादन गर्दैन । यी गुणहरू तातिमते दिन सक्ने हो कि होइन भन्ने प्रश्न त आफ्नो ठाउँमा छदैछ । यद्यपि शिक्षकका अपेक्षाहरूले तालिम कस्तो हुने, र कुन विषयवस्तुमा तालिम लिने भन्नेमा शिक्षकको हात हुँदैन भन्ने बतायो । अर्थात् शिक्षकका बदलिँदा आवश्यकताहरू समेटेर तालिम दिने, विषयवस्तु अद्यावधिक गर्ने परंपरा नथाली पुराना अपेक्षा वा प्राविधिक प्रशासक/ व्यवस्थापकहरू (technical bureaucrats) ले देखेको आवश्यकताहरूकै आधारमा बनाइएको तालिम दिइरहनु व्यवस्थापकीय विरोधाभाषको नमुना हो ।

पाठ्यक्रम तथा मूल्याङ्कनसम्बन्धी अनुसन्धान प्रतिवेदनले माध्यमिक तहको पाठ्यक्रमले बालिका, अपाङ्ग तथा सामाजिक एवम् आर्थिकरूपमा विपन्न बालबालिकाहरूको आवश्यकता पूरा गर्न सक्दैन भन्ने निश्कर्ष निकाल्यो । हालको शिक्षक तालिमले पनि यस अवस्थाका छात्रछात्राहरूलाई विद्यमान पाठ्यक्रमभित्र रहेर कसरी सान्दर्भिक शिक्षा दिने भन्ने सिकाउँदैन भन्ने कुरा पनि स्पष्ट्यायो । उक्त प्रतिवेदनले शिक्षक र विद्यार्थीचबीच तथा शिक्षक र अभिभावकबीच सकारात्मक सम्बन्ध स्थापना गर्दैन, सोको निरन्तरताकालागि पाठ्यक्रमले पर्याप्त क्रियाकलाप दिँदैन भन्ने कुरातर्फ पनि ईँगित गर्‍यो । पाठ्यपुस्तकमाथिको निर्भरताले मात्र सान्दर्भिक र गुणस्तरीय शिक्षा प्रदान गर्न शिक्षकहरूलाई सहयोग गर्दैन भन्ने तथ्य पनि उजागर गर्‍यो । एकातिर शिक्षक विकास कार्यक्रमले यस्ता तथ्यहरूलाई बेवास्ता गर्नु अर्कातिर गुणस्तरीय शिक्षा दिन हामी तत्पर छौं भन्नु आफैंमा विरोधाभाषको अवस्था हो ।

हुम्लाको एक विद्यालय व्यवस्थापन समितिका सदस्यहरूले भने कि शिक्षकहरू पढाउनुभन्दा जाँचमा चिट कसरी चोर्ने भन्ने कुरा सिकाउँछन् । शिक्षकको व्यवसायिक आवश्यकता, स्थानीय परिवेश र तालिमले एक आपसमा मेल नखाँदा पनि यो अवस्थाको सिर्जिएको हुन्छ । हुम्लाकै सन्दर्भमा भन्नु पर्दा पढाउने दक्षता छैन र विद्यालयमा पूरा पढाइ पनि हुँदैन । शिक्षक-विद्यार्थी नियमित नभएर वा मौसमले साथ नदिएर यो परिस्थिति आइपरेको छ । तर जाँच दिलाएर उत्तीर्ण गराउनु पर्ने वाध्यता पनि छ । विद्यार्थी मूल्याङ्कनबाटै शिक्षकको पनि लेखाजोखा हुन्छ । तसर्थ चिट बनाउन र चोर्न सिकाउनु पनि शिक्षकको वाध्यता नै हो कि भन्ने परिस्थिति देखा पर्‍यो । यस अर्थमा शिक्षक विकास कार्यक्रम र शिक्षकलाई वाध्यताबस चिटचोराउन लगाउने शिक्षक मूल्याङ्कन परिपाटी एवम् आफ्नै कारणले अनियमित हुने शिक्षकको दिनचर्याबीच पनि टड्कारो विरोधाभाष देखिन्छ ।

अन्य विभिन्न अनुसन्धान तथा मूल्याङ्कनहरूले देखाए झैं यस लेखमा उल्लेखित अनुसन्धानहरूले पनि विद्यमान शिक्षक तालिमले अपेक्षित उपलब्धि दिएन भन्ने नै निष्कर्ष निकाले । यसरी नै शिक्षक र प्राथमिक सरोकारबालाहरूका मागहरू पनि मिल्दाजुल्दा नै भेटियो । तर शिक्षक तालिमको विषयवस्तु र विधि सरोकारबालाहरूको मागअनुरूप परिवर्तन गरिएन । जुन वस्तुले काम गरेन भनेर बारम्बार सुन्नमा र देख्नमा आइरहन्छ सोही वस्तु कसरी उपलब्ध गराउने भन्नेमा सरकारी तथा दात्री संस्था दुवै समय, उर्जा एवम् अर्थ खर्चिनमा व्यस्त हुनु नै सबैभन्दा ठूलो विरोधाभाष हो ।

तीनओटै अध्ययनहरूका लागि तथ्याङ्क संकलन गर्ने क्रममा भएका छलफलहरूले देखायो कि शिक्षक विकासको केन्द्रमा शिक्षक स्वयं हुनुपर्छ न कि संस्था वा तालिमकर्ता । यद्यपि संरचना र व्यक्ति (शिक्षक) बीच तालमेल भने मिल्नुपर्छ ।

दूर शिक्षा केन्द्रले शिक्षक तालिममा विशिष्टता हासिल गरिसक्यो । यो इतिहासले नै भन्छ । तर पनि यस केन्द्रले माथिका अनुसन्धानहरूले देखाएका विरोधाभाषहरूलाई कसरी सुल्झाउने भन्नेतर्फ अग्रसरता देखाएको छैन । यस परिस्थितिमा दूर शिक्षा केन्द्र वा दूर शिक्षा मार्फत शिक्षक विकासमा लागेका वा लाग्न खोज्ने संस्थाहरूका लागि उल्लिखित अनुसन्धानहरूबाट प्राप्त जानकारीको के प्रयोजन हुन्छ भनी निम्न लिखित सोच बनाइएको छ ।

अपेक्षा र आवश्यकता अनुकूल तालिम चलाउने उपाय

शिक्षकले खोजेजस्तो ज्ञान एवम् सीप र प्रत्यक्ष सरोकारबालाले चाहेजस्तो गुण प्रदान गरी उल्लिखित विरोधाभाषहरू हटाउन दूर शिक्षामार्फत शिक्षक विकास गर्नेहरूले अनेकन उपायहरू अपनाउन सक्छन् । ती उपायहरू प्राथमिकदेखि उच्च तहसम्म नै सान्दर्भिक हुन्छन् । तर यो लेखमा माध्यमिक तहमा गरिएको अनुसन्धानलाई प्रयोग गरिएको हुँदा निम्न उपायहरूले पनि माध्यमिक तहलाई बढी ध्यानमा राख्दछ ।

(क) विविध पाठ्यसामग्रीमाथि शिक्षकको सुनिश्चित पहुँच

खुला र स्व–निर्देशित सिकाइको एउटा माध्यम दूर शिक्षा हो । तसर्थ दूर शिक्षामार्फत शैक्षिक अवसर प्रदान गर्न तत्पर संघ संस्थाहरूले शिक्षा तथा सामाजिक सबालहरूसँग सम्बन्धित लेख/रचनाको सँगालो, पत्रिका र जर्नलहरू माध्यमिक शिक्षकहरूसम्म पुर्‍याउनु पर्छ । लक्षित समूहले चाहेको र आवश्यकता महशुस गरेको विषयवस्तु पढ्न र सोबारे

छलफल गर्ने अवसर दूर शिक्षामार्फत प्रदान गर्न सकिन्छ । केन्द्रमा अवस्थित दूर शिक्षा सञ्चालक संघ संस्थामा विस्तृत, बलियो र अद्यावधिक स्रोतकेन्द्र हुनु पर्छ । सो स्रोतकेन्द्रमा पाठ्यसामग्री र श्रव्यदृश्यसामग्री उपलब्ध हुनुपर्छ । सान्दर्भिकता र मागका आधारमा विद्यालयसम्म सामग्रीहरू पुऱ्याउने जिम्मा दूर शिक्षा सञ्चातकको हुन्छ । यसका लागि परम्परागत, आधुनिक र अत्याधुनिक उपायहरू अपनाउन सकिन्छ । परम्परागत रूपमा संकलित सामग्रीहरू विद्यालयहरूमा पुऱ्याउने र अद्यावधिक सत्रहरू मार्फत सामग्री वितरण गर्ने एउटा उपाय हो । त्यस्तै आधुनिक उपाय अन्तर्गत रेडियो तथा टेलिभिजनको प्रयोग पर्दछ भने अत्याधुनिक अन्तर्गत इ–मेल, web-site र CD Rom पर्दछन् । सबै विद्यालयमा सबै उपायहरू अवलम्बन गर्न सकिदैन । तसर्थ विद्यालयको वस्तुस्थिति हेरी सोहीअनुसार प्रबन्ध गर्नुपर्ने हुन्छ ।

(ख) सिकाइ समूह गठन (Reading circle)

पढेका लेख, रचना वा पुस्तकबारे छलफल गर्न वा प्रतिक्रिया व्यक्त गर्न विद्यालयतहमा विषयगत वा सामान्य सिकाइ समूहको गठन गरिनु पर्दछ । शिक्षकको नियमित बैठकलाई नै यस उद्देश्यका निम्ति प्रयोग गर्न सकिन्छ ।

(ग) शिक्षक सम्मेलन

शिक्षक सम्मेलनले शिक्षक विकासको निम्ति प्रसस्त बाटोहरू दिन्छ । सम्मेलनले शिक्षकका अपेक्षाहरू पूरा गर्ने थलो पनि दिन्छ । सम्मेलनमार्फत एकै थलोबाट शिक्षकका के के अपेक्षा तथा आवश्यकताहरू कसरी पूरा गर्न सकिन्छ भन्ने बारे तलका अनुच्छेदहरूमा छलफल गरिने छ ।

सीप प्रदर्शन

सम्मेलनमा शिक्षकहरूलाई उनीहरूले पढाउन वा सिकाउन प्रयोग गरेका वा गर्न सकिने स्थानीय कलात्मक वा लिखित सीप एवम् स्थानीय ज्ञानको प्रदर्शन गर्ने छन् । साथै नश्ल सुधारिएको (Cross fertilized) तथा प्रवर्तनात्मक सीपको पनि प्रदर्शन गर्न लगाउनु पर्छ । यी प्रदर्शनहरूको तयारी शिक्षकहरूलाई सामूहिक वा व्यक्तिगत रूपमा गर्न दिनु पर्छ । सामूहिक तयारी एवम् प्रस्तुतिले शिक्षकहरूमा व्यावसायिक मित्रता (collegiality) (आचार्य, २०६०) को विकास गर्न मद्दत पुऱ्याउँछ । शिक्षक स्वयं सिकारु हुनु पर्दछ भन्ने सोचलाई पनि यस्ता प्रस्तुतिहरूले पुष्टि गर्दछन् ।

शिक्षक मूल्याङ्कन

सही मूल्याङ्कनको अभावले पनि शिक्षण सिकाइ प्रभावित भएको हो भन्ने विचार शिक्षकहरूले व्यक्त गरिरहेको पाइयो । सही मूल्याङ्कन के हो र यो कसरी गर्ने भन्ने आफैँमा एउटा छुट्टै विषयवस्तु हो । यद्यपि दूर शिक्षा सञ्चालकहरूले क्षेत्रीय तहमा वार्षिक शिक्षक सम्मेलनको आयोजना गर्नुपर्छ र सो सम्मेलनमा शिक्षकहरूलाई विभिन्न विषयवस्तुबारे लेख प्रस्तुत गर्न लगाउनुपर्छ । सो लेखबारे छलफल गर्ने र प्रतिक्रिया आदान प्रदान गर्ने अवसर दिनुपर्छ । विज्ञहरू तथा सहकर्मीहरूको मूल्याङ्कनबाट उत्कृष्ट ठहरिएका लेख र रचनालाई पुरस्कृत गर्ने परिपाटी पनि सोही सम्मेलनमा गरिनुपर्छ ।

विज्ञहरूसँग साक्षात्कार

शिक्षक सम्मेलनमा सम्वन्धित विज्ञहरूलाई निम्त्याउनुपर्छ । यसो गर्दा सम्मेलनमा शिक्षकहरूले विज्ञहरूसँग साक्षात्कार गर्ने मौका पाउँछन् । तिनै विज्ञहरूले उनीहरूको ज्ञान र सीपको मूल्याङ्कन गर्ने हुँदा उनीहरूले चाहेजस्तो सही मूल्याङ्कनको संभावना पनि बढी हुन्छ ।

प्रचलित एवम् अमूर्त विषयहरूमा मतैक्यता

दैनिक प्रचलनमा आउने कतिपय विषयहरूको अर्थ वा बुझाइमा विविधता भेटिन्छ । त्यस्ता केही विषयहरू हुन् - मूल्याङ्कन, अनुगमन, सामुदायिक विद्यालय, नैतिकता र मानवीय गुण । यस्ता विषयहरू पहिल्याई सम्मेलनमा विज्ञहरूलाई प्रस्तुत गर्न लगाउनुपर्छ र शिक्षकहरूलाई सो बारे व्यापक छलफल गर्ने मौका दिनुपर्छ । यो अभ्यासले सामूहिक बुझाई बताउन मद्दत गर्छ, जुन अहिलेको आवश्यकता पनि हो ।

माग संकलन

बदलिँदो वातावरणअनुरूप शिक्षकहरूले आवश्यक महशुस गरेका ज्ञान र सीप जम्मा गर्न यो सम्मेलनले मौका दिन्छ । शिक्षक विकासमा लागेका दूर शिक्षा सञ्चालकहरूले यसरी जम्मा गरिएका माग एवम् आवश्यकताहरूलाई विज्ञहरूको टोली वा गैर सरकारी संस्था परिचालन गरी छोटा-छोटा तालिम वा अभिमूखीकरण कार्यक्रममाफर्त पूरा गर्नुपर्छ ।

शिक्षक सम्मेलनबाट शिक्षकको व्यवसायिक विकास, उनीहरूले खोजेको जस्तो सही मूल्याङ्कन र विज्ञहरूसँगको साक्षात्कार तीनओटै अपेक्षाहरू परिपूर्ति गर्न सकिन्छ । यो सम्मेलनले नै थप सामग्री खोज्ने, पढ्ने र सिकाइ समूहमा सक्रियरूपमा सहभागी हुने उत्प्रेरण तथा उर्जा दिइरहन्छ ।

निचोड

शिक्षक र प्राथमिक सरोकारवातााहरूका आवश्कता एवम् चाहनाहरू पारम्परिक ढङ्गका कार्यक्रमहरूबाट सम्भव छैन भन्ने तथ्य माथिका अनुसन्धानहरूले देखाईदिए । यो अवस्थामा दूर शिक्षाले महत्वपूर्ण भूमिका खेल्न सक्छ भन्ने कुरा पनि यस लेखले देखायो । दूर शिक्षा विधिले समसाम्यिक परिवेशलाई मिल्ने शिक्षक विकासका विभिन्न कार्यक्रमहरू सञ्चालन गर्न प्रशस्त वाटाहरू दिन्छ । दूर शिक्षामा विकल्पहरू धेरै छन् । स्व: निर्देशित पाठ्य/सिकाइ सामग्री, श्रव्य दृश्य माध्यम, कम्प्युटर, भेटघाट सत्र त्यस्ता विकल्पहरू हुन् जसको परिचालनले शिक्षकको व्यवसायिक विकास गर्न प्रशस्त अवसरहरू दिन्छन् ।

सन्दर्भ सामग्री

आचार्य (२०६०) शिक्षक विकास कार्यक्रम । शैक्षिक ज्योति वर्ष १ अंक २ (पेज १७-१९).

Tribhuvan University, (2003). Construction and reconstruction of learning environment: Formative research report of Humla and Doti districts. CDR, Denmark/SESP: Kathmandu.

Tribhuvan University, (2003). A formative research study of Doti and Humla on teacher development. CDR, Denmark/SESP: Kathmandu

Tribhuvan University, (2003). Formative research on curriculum and assessment of secondary education. CDR, Denmark/SESP: Kathmandu

आजको सन्दर्भमा खुला विश्वविद्यालय

– डा. विद्यानाथ कोइराला[⊗]

बदलिएको ज्ञानस्रोतको खोजी

ज्ञानको स्रोत (Epistemology) बदलियो । सन्दर्भसँग वनेको स्रोत, प्रविधिसँग वनेको स्रोत, समालोचनात्मक चिन्तनसँग वनेको स्रोत र परिणामतः वास्तविकता हेर्ने दृष्टिकोण (Outology) पनि बदलियो । यथार्थवादी दर्शनको आधारमा हेर्दा बहुसत्य भित्रियो । वैज्ञानिक शब्दावलीमा सान्दर्भिक विज्ञान (Contextual science) भित्रियो । यसरी आधुनिकवादले भित्र्याएको सास्वत विज्ञान (Universal science) लाई सापेक्ष विज्ञान (Relative Science) ले गलत साबित गर्‍यो । ज्ञानको ब्रह्म स्रोतलाई प्रकृतिस्रोतले ललकार्‍यो । प्रकृतिस्रोतलाई द्वैतवादी चिन्तनले चुनौती दियो । अनुभववादी चिन्तनले द्वैतवादलाई ललकार्‍यो । यसरी वदलिंदा ज्ञानका स्रोतहरूले शिक्षामा नयाँ नयाँ विचारहरू दिए ।

शिक्षाको मनोवैज्ञानिक आधार (Foundation) वाट हेर्दा हामीले उमेरअनुसारको ज्ञान हुन्छ भन्ने कुरा स्थापित गर्‍यौं । व्यवहारवादी मनोविज्ञानबाट हेर्दा कुन प्रतिक्रिया (Response) हटाउने भन्ने ज्ञान/कुन प्रतिक्रियाको सवलीकरण (Reinforce) गर्ने भन्ने ज्ञान पनि थाहा पायौं । तर हामीसँग त्यस्ता शैक्षिक सामग्रीहरू छन् त ? त्यस्तै निर्माणवादी मनोविज्ञान (Constructivist psychology) वाट विश्लेषण गर्दा हामीले प्रत्येक व्यक्तिको विकासको सीमा (Zone of proximal development) खोज्यौं । तर त्यो सीमासँग आवद्ध हुने शैक्षिक सामग्रीहरू पाएनौं । व्यक्तिपिच्छेको सीमासँग मिल्ने पाठ्यसामग्री/दृश्य र श्रव्य सामग्री यही कुरा जेसाल्टियन मनोविज्ञानसँग पनि लागू हुन्छ, अर्थात् यो मनोविज्ञानको आधारमा हेर्दा हामी अनुभवकेन्द्रित हुन्छौं । सुझ (introspection / insight) केन्द्रित हुन्छौं । प्रत्येक व्यक्तिको सूक्ष्मकेन्द्रित । तर हामीसँग व्यक्तिको सूक्ष्म सापेक्ष सामग्रीहरू छन् त ? पढाउने प्रवन्ध छ त ? आफैं पढ्ने/पढाउने परिवेश छ त ? त्यसैगरी मनोविश्लेषणात्मक आधारले भन्छ- हामीमा तीनतहको अहं हुन्छ । मृत अहं (Id), अर्धजाग्रत अहं (Ego) जाग्रत अहं (Super ego) । हामी यिनै अहंका पूरक हौं । दबावकारी हौं । तुष्टक हौं । यस परिवेशमा प्रश्न उठ्छ- के हामीले त्यस्ता सामग्रीहरू बनाएका छौं त ?

प्रकृतिवादी आधारले भन्छ- प्रकृति नै सर्जक हो । यही सर्जकसँग शिक्षा मिल्नुपर्छ । स्वच्छन्दताको शिक्षा । व्यक्तिवादी शिक्षा । बृहत् प्रकृति (Metaphysics) का हामी अङ्ग हौँ भन्ने शिक्षा / स्वच्छन्दतालाई नैतिक मान्यताले बेर्ने शिक्षा । अवलोकनबाट आर्जने शिक्षा / खोजबाट बन्ने शिक्षा / समान अवसरको शिक्षा । उन्मुक्तता (liberty) को शिक्षा । ब्रह्म दिमागी उपज हो भन्ने शिक्षा । यसरी प्रकृतिवादी आधार (Natural foundation) ले व्यक्तिगत स्वरूपका शैक्षिक एवम् शैक्षणिक सामग्रीहरू माग्छ । के ती मागहरू हामीले पूरा गर्यौं त ? त्यस्तै आदर्शवादी आधार (Idealist foundation) ले आत्मा र शरीरको सम्बन्ध खोज्छ । ब्रह्म र प्रकृतिको सम्बन्ध । ब्रह्म बुभेको मुक्त व्यक्तित्व । प्रकृतिभन्दा अनुभव मान्य हुने व्यक्तित्व । विगतको विश्लेषण गर्ने व्यक्तित्व । के हाम्रा खुला भनिने शैक्षिक व्यवस्थाते यस्ता परिवेशहरू दियो त ? शैक्षिक सामग्रीहरू बनायो त ? पाठ्यसामग्रीहरू निर्माण गर्यो त ?

यथार्थवाद (Realism) ले अनुभवी विश्वलाई मान्यता दिन्छ । आफ्नो अनुभवले बनाएको विश्व । प्रकृति र मानवको सकारात्मक सम्बन्ध भएको विश्व । यो विश्व बुभ्ने शिक्षक । अनुभव र व्यक्तिको मागबीच सन्तुलन कायम गर्ने शिक्षक । मानव सिर्जित ज्ञान बटुल्ने शैक्षिक व्यवस्था । फेरि प्रश्न उठ्छ-के हामी त्यस्ता शिक्षक हौँ त ? के हामीसँग त्यस्ता शैक्षिक सामग्रीहरू छन् त ? पूर्वीय दर्शनले अर्कैखाले शिक्षा खोज्छ । पातन्जलीको योगले कैवल्यको शिक्षा । दिमागलाई ब्रह्मसँग जोड्ने शिक्षा । आत्मा र परमात्मा मिलाउने शिक्षा । इन्द्रियहरूको उन्माद नियन्त्रण गर्ने शिक्षा । प्राकृतिक उर्जालाई ब्रह्म खोजमा लगाउने शिक्षा । यसरी योग दर्शनको आधारबाट हेर्दा के हामीले शारीरिक र प्राकृतिक उर्जा चिनायौं त ? सो उर्जालाई ब्रह्ममुखी बनायौं त ? सांख्य दर्शनको शब्दावलीमा शरीर, आत्मा, पदार्थ र ब्रह्मको सम्बन्ध खोज्नसक्ने शिक्षार्थी जन्मायौं ? वृहत प्रकृतिमा रहेको द्वन्द खोज्यौं त ? ब्रह्म र प्रकृति कसरी मिल्छन् भन्ने कुरा बुभ्र्यौं त ? कार्य र कारणको शोधकर्ता बनायौं त ? ज्ञान खोज्नेलाई ज्ञानको स्रोत चिनायौं त ? भक्तिमार्गीलाई आदर्श देखायौं त ? सांख्य दर्शनको गूढ अर्थ बुभायौं त ? प्रकृति र आत्मा (Spirit) को सन्तुलनमा काम हुन्न भन्ने ज्ञान । असन्तुलनमा काम हुन्छ भन्ने ज्ञान । कार्लमार्क्सते व्यवस्थामा खोजेको वर्ग संघर्षको जस्तै ज्ञान । असन्तुलनमा साम्यवाद जाग्रत हुन्छ भनेजस्तै । आन्दोलन हुन्छ भनेजस्तै । सांख्य दर्शनको शब्दावलीमा असन्तुलनमै कार्य र कारण खोजिन्छ भन्ने ज्ञान / वेदान्त दर्शनको शब्दावलीमा व्यक्तिभित्रकै ज्ञान र अज्ञान । भोग र मोक्षको ज्ञान । निगुढ ब्रह्मको ज्ञान । यसरी हेर्दा के हामीले हाम्रा शैक्षिक सामग्रीमा हाम्रै ज्ञान राख्यौं त ? हाम्रा र पश्चिमी ज्ञानवीच गर्भाधान गरायौं त ? पूर्वीय दर्शन कति ठीक कति बेठीक भनी वस्तुगत विश्लेषण गर्यौं त ? पूर्वीय र पश्चिमी ज्ञान अनुभवंमा मिल्छ । यथार्थवादको अनुभव । प्रगतिवादको अनुभव । प्रकृतिवादको अनुभव । तर पूर्वीय ज्ञान प्रगतिवादकै अर्को पक्षसँग मिल्दैन । बालकलाई पूर्ण मान्ने पक्ष । हाम्रो दर्शनले पूर्णात् पूर्ण मिल्छ भन्छ । हामी अपूर्ण

हौं भन्ने ज्ञान दिन्छ । अंशी हौं भन्ने ज्ञान । त्यस्तै पश्चिमी मानवतावादले व्यक्ति स्वयंलाई भाग्य निर्माता ठान्यो । हामीले भाग्यवाद पनि भित्र्यायौं । समर्पणवादी सोच पनि स्वीकार्यौं । यस अर्थमा देखिने सम र भिन्न चिन्तनमा हाम्रा पाठ्य सामग्रीहरू छन् त ? दृश्य र श्रव्य सामग्री छन् त ? त्यस्तै अस्तित्ववादी (Existentialist) को चिन्तनमा व्यक्तिको "स्व" रक्षा गर्ने खालका छन् त ?

माथिका अनुच्छेदहरूले हामीलाई एकल सन्देश दिन्छन्- ज्ञानका स्रोतहरू वदलिए । हाम्रा खुला शिक्षालयको चिन्तन भने तदनुकूल वनेन । पश्चिमी ज्ञान त भित्र्यायौं । हाम्रा पूर्वीय ज्ञान विस्थापित गर्दै गयौं । अनेकन पश्चिमी ज्ञानहरू ल्यायौं । ती ज्ञानलाई वातावरणनुकूलित अवस्थामै हुर्कायौं । अर्थात् हाम्रो माटोमा जोडेनौं । वाहिरि दृष्टिकोणहरू पनि सकार्यौं । तर त्यो दृष्टिकोणवाट हामीले हेरेनौं । यस अर्थमा के गर्यौं ? पुर्खाले ढुंगो (Building bloc) वनायौं । कि यो कि त्यो भन्ने ढुंगे । यही ढुंगे अडानमा हामीले दूर शिक्षा कार्यक्रम चलायौं । यस अर्थमा पुख्यौली जग काट्यौं । आफ्नै माटोको ज्ञान वनाउने प्रसंगै जोडेनौं । अर्थात् हामीले सुगा जन्मायौं । रुसो पढ्ने सुगा । पाठ योजनाका अङ्गहरू भन्ने सुगा । लेखन्दासे सुगा । हाम्रो गराइले हार्मीलाई वर्दलिएको ज्ञान भित्र्याउन लगायो । भित्रिएको ज्ञानमा हाम्रो पुख्यौली ज्ञान मिलाउन प्रोत्साहित गरेन । पढाइले गरेन । पाठले गरेन ।

खुला सोच डुवेको विन्दू

खुला शिक्षालयले परम्परागत शिक्षण शैलीलाई चुनौती दियो । चिन्तनको स्रोतलाई चुनौती दियो । त्यसैले भनिदियो- हो कि होइन भन्ने प्रश्न पुरानो भयो । शिक्षार्थीलाई चुनौती नै गरेन । यो प्रश्नमा तिम्रो विचार के छ भन्ने नै सोधेन । "पाठ्यक्रमका अङ्गहरू के के हुन् ?" भन्ने खाले प्रश्नहरू नै सोधिरह्यो । सवै ज्ञानको स्रोत मानवजाति नै हो । हाम्रै भूल हो । हाम्रै पक्षीय ज्ञान हो । स्वप्नीत्व ज्ञान हो । आशा र आकांक्षा हो । (Popper, 1963) यी कुरा खुला शिक्षालयले वुझेन । यो अवुझ स्थितिले खुला सोचलाई डुवाइदियो । हर्म्यूनिटिकसोचबाट हेर्दा हाम्रा शिक्षार्थीले विषयगत अर्थ्याइ (Subjectivity' interpretation) ल्याएनन् । (Thompson, nd) डिथीको अर्थ्याइमा पढेको ज्ञानलाई भोगेको इतिहास (Historicism) संग मिलाएनन् । हावरमास (मिति भएको) को शव्दमा जीवन्त विश्लेषणात्मक विज्ञान (Empirical analytical science) र प्राविधिक संज्ञानात्मक रूचि (Technical cognitive interest) बाट ज्ञानको सिर्जना गरेनौं । ऐतिहासिक हर्म्यूनिटिक र व्यवहारिक भोगाइवाट नयाँ ज्ञान वनाएनौं । पढेको विज्ञानलाई समालोचनात्मक ढङ्गले भोगेको विज्ञानसँग मिलाएनौं । मार्क्सवादी शव्दावलीमा पुननिर्माण/पुनर्सोच र आतोचनात्मक उद्देश्य (Reconstruction and critical intent) लाई मिलाएर ज्ञान वनाउने बाटो वनाएनौं । (Beilharz, nd:44) शिक्षार्थीलाई

सामाजिक बनावट र व्यवहारबीचको सम्बन्ध के छ भनी छलफल गराएनौं । पढ्नेको सामाजिक पहिचान र स्वको रक्षा गर्ने विषयवस्तु राखेनौं (Fairclangh, nd) . शिक्षार्थीलाई तनावको त्रिकोण (Triangle of tension) अर्थात् उद्यमी, मानवतावादी र जनशिक्षावादीको सोच एकै ठाउँमा राख्न सकेनौं (Ball,1990)। हाम्रै खाले व्यावहारिक मूल्य र दृष्टिकोणहरू बनाउन सकेनौं ।

आफ्नै समस्या नचिनेको परिवेश

नेपालमा शिक्षक तालिमका क्षेत्रमा खुला शिक्षाको थालनी भयो । तर शैक्षिक जनशक्ति विकास केन्द्रकै ८९.४% प्रशिक्षकले थप पढ्न पाएनन् (NCED, 2000) भन्ने कुरा सोचेनौं । उनीहरूलाई अनुसन्धानका कार्यमा लगाउन सकिएन भन्ने महसुस गरेनौं । हाम्रै कक्षाकोठामा सिकाइ र गराइमा सम्बन्ध छैन भन्ने बुझेनौं (NCED, 2000 b) . स्रोत व्यक्तिहरूमध्ये ३९% त्रिभुवन विश्वविद्यालयमा एम.एड.मा भर्ना भएका छन् (DUE/ IPE /SRC, 2001) भन्ने तथ्य बिर्सियौं । तिनलाई के पढाउने भन्ने कुरै खोजेनौं । कसरी सहयोग गर्ने भन्ने चिन्तन नै गरेनौं । रेडियो र भेटघाट सत्र (Contact sessions) बाट मात्र पढाउने बुद्धिमा अल्झियौं । माध्यमिक शिक्षा विकास एकाइ (SEDU) र ओ.डि.ए. ले सन् १९९७ मा नै स्रोतकेन्द्रलाई पुस्तकालयमा बदल्ने योजना बनाएको कुरा बिर्सियौं । तिनै पुस्तकालय मार्फत हाम्रो खुला शिक्षालय विस्तारित गर्न सकिन्छ भन्ने चिन्तन गरेनौं । समसामयिक समस्याउपर खुला शिक्षालयबाट चिन्तन भित्र्याउने रहरै गरेनौं । डानिडा (सन् २००३) को खोजमा मातृभाषाको शिक्षणमा, मातृभाषामा पाठ्यसामग्रीहरू निर्माण गर्नमा / सेरिड (सन् १९९६) को सुझाव अनुसार शिक्षकसँगै उसको जीवन्त संस्कार भित्र्याउने शिक्षा बनाएनौं । अर्थात् हामीले हाम्रै अनुसन्धान प्रतिवेदनहरूले के सुझाए त भनी पुनरावलोकन नै गरेनौं । यस अर्थमा अनुसन्धानहरूलाई लत्यायौं । वेवास्ता गऱ्यौं ।

भोलिको खुला विश्वविद्यालय

हामी केहीले एक्काइसौं शताब्दीको कुरा थाल्यौं । इमेलको, इन्टरनेटको । भिजुयल क्लासको । टेलिकन्फरेन्सको । यस शताब्दीका व्यक्तिहरूलाई खुला विश्वविद्यालय आवश्यकताको शिक्षालय बन्यो । मनोरञ्जनको शिक्षालय । थप ज्ञान खोज्ने शिक्षालय । मन लागेको बेलामा पढ्ने शिक्षालय । मन लागेको बेलामा जाँच दिने शिक्षालय । यस अर्थमा यो युगका व्यक्तिलाई भोलिको खुला विश्वविद्यालयले शिक्षक पाल्दैन । मेसिन पाल्छ । निर्देशक पाल्दैन । व्यवस्थापक पाल्छ । शिक्षालय बनाउँदैन । मेसिन बनाउँछ । किताब बनाउँदैन । व्यक्तिगत वेभपेज (Web page) बनाउँछ । शुल्क उठाउँदैन । बिलिङ मेसिन बनाउँछ । किताबी पुस्तकालय बनाउँदैन । वेभ साइट (Weave Site) को पुस्तकालय बनाउँछ । शिक्षक र विद्यार्थीको सम्झौतामा चल्ने कक्षा

बनाउँदैन । पढनेको मर्जीमा बोल्ने र चल्ने प्रबन्ध मिलाउँछ । यस बेला यूनेस्को (सन् १९९६) ले बनाएको चौखम्बे परिवेश घरमै आउँछ । शिक्षार्थीले जे खोज्छ । खुला शिक्षालयले त्यही गर्छ ।

हाम्रो अर्कै पाटो अर्कै परिवेशको छ । दुंगे युगीन परिवेशको । पुराण जस्तो पढाइ चाहने परिवेशको । त्यस्तै खाले सुनेर पढ्ने शिक्षालय खोज्ने खालको । शिक्षार्थीको यो पाटोले क्यासेट बैंक खोज्छ । सुन्ने क्यासेट साइबाबाको भाषण जस्तो । ब्रजा परीकरीको भजन जस्तो । अर्थात् विविध विषयवस्तुका क्यासेटहरू खोज्छ । श्रव्य क्यासेट । दृश्य क्यासेट । श्रव्यदृश्य क्यासेट । अहिलेका गीति क्यासेट जस्तो । भी.सी.डी पसल जस्तो विज्ञान । विषयको आर्कमिडिजको क्यासेट । नेपाली विषयको प्रेमा शाहको क्यासेट ।

ज्ञानको स्रोतसँग चल्नेहरूले पुनर्निर्माण र निर्माण खोज्छन् । अहिले पढ्ने र सूक्ष्मले पढनेहरूको ज्ञान मिलाउन खोज्छन् । हाम्रो पढ्ने शैली र पश्चिमी पढ्ने शैलीबीचको मेल र बेमेलबाट ज्ञानार्जन गर्न खोज्छन् । दर्शनको नेपाली संस्करण बनाउन खोज्छन् । यस्ता सोधक चिन्तकहरूलाई भोलिको खुला शिक्षालयले शोध सामग्रीहरू दिनुपर्छ । विचार बनाउने थलो दिनुपर्छ । परीक्षण गर्ने थलो दिनुपर्छ । मानवीय प्रयोगशाला । जातिगत प्रयोगशाला । लैंगिक प्रयोगशाला । भाषिक प्रयोगशाला । यस्ता प्रयोगशालाहरूबाट आर्जेका ज्ञानहरूलाई बाँडने परिवेश र व्यवस्थापन पनि मिलाउनुपर्छ ।

खुला विश्वविद्यालयले व्यक्तिगत, सामूहिक र संस्थागत सामग्रीहरू खोज्छ । व्यक्तिगत सामग्री खोज्दा रुचि अगाडि आउँछ । क्षमता आउँछ । अर्थात् यहाँ मान्यताको प्रश्न कुदैन । प्रमाणपत्रको कुरा पनि हुँदैन । सन्तुष्टिको कुरा हुन्छ । अहंको सन्तुष्टि । रहरको सन्तुष्टि । यसरी भोलिको खुला विश्वविद्यालयले समकक्षताको रङ लगाउँदैन । अर्को शब्दमा भन्ने हो भने बजारलाई समकक्षताको निर्धारक ठान्छ । यस अर्थमा व्यक्तिवादी एवम् प्रतियोगी संस्कार भित्र्याउँछ । सामूहिक र संस्थागत सामग्री खोज्न व्यक्तिको नामनामेसी (रोष्टर) बनाइदिन्छ । आफैँ समूह बनाउँने परिवेश । समूह बन्ने परिवेश । संस्था बनाउँने परिस्थिति । संस्था बन्ने परिस्थिति ।

खुला विश्वविद्यालयले आवश्यकतामुखी कार्यक्रम चलाउँछ । पढ्न चाहनेलाई पढ्ने विश्वविद्यालय । तालिम चाहनेलाई तालिमे विश्वविद्यालय । अनुसन्धान गर्नेलाई अनुसन्धेय विश्वविद्यालय । यसरी भोलिको खुला विश्वविद्यालयले बहुलता समेट्छ । त्यसैले यसको प्रशासन हुन्न । व्यवस्थापन हुन्छ । शोधहरू बटुल्ने व्यवस्थापन । शोधहरू विक्री गर्ने व्यवस्थापन । ज्ञान बटुल्ने व्यवस्थापन । ज्ञान बेच्ने व्यवस्थापन हुन्छ ।

निचोड

यो लेखले आज ज्ञान ओइरियो तर परीक्षण भएन भन्ने सन्दर्भ चिनायो । यो सन्दर्भले ज्ञानमुखीहरूलाई खुला विश्वविद्यलयको आवश्यकता दर्शायो । दोस्रो सन्दर्भले प्रविधिको विकास देखायो । यो विकासमा ज्ञान मिलाउने प्रसंग बुभायो । बुभाइको यो परिवेशले प्रविधिवालाहरूलाई खुला विश्वविद्यालय चाहिन्छ भन्ने कुरा स्पष्ट्यायो । तेस्रो सन्दर्भले हाम्रा पाठकहरू चिनायो । ढुंगे युगका पाठक । आधुनिक युगका पाठक । अत्याधुनिक युगका पाठक । पाठकहरूको यो तरेलीले भन्यो सबैलाई खुला विश्वविद्यालय चाहियो । औपचारिक तहका भूताहा शिक्षार्थी (Ghost students) लाई । अनौपचारिक तहका ढुंगेदेखि यान्त्रिक तहसम्मका पाठकलाई । चौथो सन्दर्भले *व्यक्तिगत* सिकाइ खोज्छ । स्वार्थको सिकाइ । रहरको सिकाइ । आवश्यकताको सिकाइ । वाध्यताको सिकाइ । प्रत्येक सिकाइमा अल्भेका *व्यक्तिहरूलाई* खुला विश्वविद्यालय चाहियो । औपचारिक शिक्षाका विद्यार्थीलाई । अनौपचारिक शिक्षाका शिक्षार्थीलाई । पढन आउनेलाई नआउनेलाई । यस **अर्थमा** चित्रात्मकदेखि "सुपर हाइवे" सम्मका सबै खाले व्यक्तिलाई खुला शिक्षालयको आवश्यकता छ । प्याकेजवाला मोड्युलर कार्यक्रम जस्तो । जसले जे खोज्यो त्यो पाउने विश्वविद्यालय । नपाए तुरुन्तै बनाउने परिवेश भएको विश्वविद्यालय । यसरी हेर्दा नेपालको हर सन्दर्भले भन्छ, खुला विश्वविद्यालय खोलौं ।

सन्दर्भ सामग्री

Chaube, S. and Chaube A. (1996), Foundations of education. New Delhi. Vikas Publishing House.

Popper, K.(1963). On the sources of knowledge and ignorance In Conjectures and refutations. London: Routedge.

Ricoeur, P. (nd). The task of hermeneutics. In Thompson, J. et. al. Hermeneutics and human sciences. Cambridge University Press.

Habarmas, J. (nd.) Knowledge and human interests: A general Perspective, in Knowledge and human interests. London. Heinemann.

Beilharz, P. (1995), Critical theory – J. Habermas, in Roberts, D. (ed.) Restructuring theory Carlton South. Melbourne University Press.

Fairclaugh, N. (1992), A social theory of discourse. In Discourse and social change. London. Long man.

Ball, Stephen, J. (1990), Politics and Policy making in education: Explorations in policy Sociology, London : Routledge

NCED (2000). A Study of elementary teacher educators of Nepal. Final report, A paper submitted to UNESCO office New Delhi.

NCED (2000). Training of Teacher: Factors Contibuting   to the effectiveness of training in classroom practice, Katmandu: Author.

DUE\IPED\SRC (2001). Capacity building for educational improvement: An institutional analysis of MOES/ Nepal. Author

SEP and ODA (1997). Secondary education perspective plan. Katmandu: Author.

Cambridge Education Consultants and Metcon (2001). Secondary education development plan. Katmandu: Author.

नेपालमा दूर शिक्षण पद्धतिको सान्दर्भिकता

- जनार्दन नेपाल[⊗]

दूर शिक्षा भन्ने वित्तिकै मूलतः यसका ४ ओटा पक्षहरू शिक्षार्थी वा श्रोता, सञ्चालक वा सम्प्रेषक, विषयवस्तु र माध्यममा विशेष ध्यान पुऱ्याउनु पर्ने हुन्छ । यीमध्ये पहिलो श्रोता वा शिक्षार्थी कार्यक्रमवाट सन्तुष्ट छ छैन ? उसले आफ्नो रुचि र आवश्यकताअनुरूपको विषयवस्तु पाएको छ छैन ? दोस्रो सञ्चालक वा सम्प्रेषक आफ्ना श्रोताको आवश्यकता र चाहनाप्रति सजग छ छैन ? कार्यक्रम प्रसारणमा कुनै वाधा व्यवधान छ छैन ? सन्देश प्रसारण वा सञ्चार समय ठीक छ वा छैन ? तेसो सम्प्रेषण गर्न खोजिएको विषयवस्तु शुद्ध, रुचिकर र श्रोताको आवश्यकता सुहाउँदो तथा स्पष्ट छ कि छैन ? र रेडियो, टेलिभिजन, टेलिफोन, कम्प्यूटर वा हुलाक कुन माध्यम प्रयोग गर्न लागिएको हो र त्यो अपेक्षित सूचना प्रवाह गर्न पर्याप्त छ छैन, सन्देशविना अवरोध श्रोता वा शिक्षार्थीसम्म पुग्छ पुग्दैन र सन्देशलाई सञ्चय गरेर राख्नु पर्ने अवस्थामा त्यसका लागि उपकरण र क्यासेटको व्यवस्था छ छैन ? भन्ने जस्ता पक्षमा विशेष ध्यान पुऱ्याउनु पर्ने हुन्छ । अन्यथा यससम्बन्धी सम्पूर्ण प्रयत्न नै खेर जानेछ । नेपालमा दशकौंदेखि रेडियोमार्फत शिक्षक तालिम सञ्चालन गरिए तापनि प्रसारण समय, न्यून गुणस्तरको स्टुडियो, प्रसारण कौशलको कमीले गर्दा सहभागी शिक्षकहरू रेडियोमार्फत सिक्नेभन्दा स्वाध्ययन सामग्री पढेर तालिमको परीक्षा उतीर्ण गरी तालिम भत्ता खानेतर्फ अभिप्रेरित भएको कारणले यसको हुनुपर्ने जति प्रभावकारिता पुष्टि हुन सकिरहेको छैन । खुला शिक्षा एवम् सिकाइ आज विश्वभरि नै अत्यन्त प्रभावकारी र लोकप्रिय अध्ययन अध्यापनको ढाँचा बनिरहेको छ । वेलायतको खुल्ला विश्वविद्यालय, भारतको इन्दिरा गान्धी खुल्ला विश्वविद्यालय र चीन, दक्षिण कोरिया, पोत्याण्ड आदि विश्वका अधिकांश देशमा सञ्चालित विभिन्न नामका खुला एवम् दूर शिक्षा दिने संस्थाहरूले ती देशहरूको शैक्षिक विकासमा अत्यन्त महत्वपूर्ण भूमिका निभाइरहेका छन् ।

औपचारिक रूपमा दूर शिक्षाको शुरुवात् २०३७ मा रेडियो शिक्षा शिक्षक तालिम आयोजनाबाट भएको हो । सुरुमा यस कार्यक्रमले एस. एल. सी. उतीर्ण हुन नसकेका कार्यरत शिक्षकहरूलाई लक्ष्य गरी १० महिने तालिम प्याकेज सञ्चालन गऱ्यो । श्री ५ को सरकारले एस. एल. सी. उतीर्ण नभएकालाई शिक्षक पदमा नियुक्ति नगर्ने नीति अख्तियार गरेपछि यसले श्री ५ को सरकारको शिक्षक प्रशिक्षण नीतिअन्तर्गत कहिले पूरै प्याकेजको तालिम र कहिले अन्य संस्थाले सञ्चालन गरिरहेको तालिम प्याकेजको पूरक प्याकेज सञ्चालन गरी शिक्षकहरूलाई तालिम पूरा

गर्न सहयोग गर्दै आएको छ । आजभोलि यो कार्यक्रम दूर शिक्षा केन्द्रको नामबाट शैक्षिक जनशक्ति विकास केन्द्रले तयार गरेको प्राथमिक शिक्षक तालिमको ३ चरणको पाठ्यक्रममध्ये एकीकृत दोस्रो चरण ६६० घण्टे सञ्चालन गर्ने कार्यमा केन्द्रित रहेको छ । साथै कक्षागत शिक्षण सिकाइमा सहयोग पुर्‍याउने उद्देश्यले सीमित मात्रामा अन्तरक्रियात्मक रेडियो शिक्षण कार्यक्रम सञ्चालन गरी त्यस विधिमा पनि केन्द्रले लामो अनुभव संगालेको छ । दूर शिक्षा केन्द्रबाहेक पनि अन्य विभिन्न संस्था / निकायहरूले रेडियो एवम् टेलिभिजन मार्फत कृषि शिक्षा, स्वास्थ्य शिक्षा तथा अन्य विभिन्न शिक्षामूलक विषयमा कार्यक्रमहरू सञ्चालन गरेर दूर शिक्षाको माध्यमवाट अनौपचारिक तवरले नागरिक शिक्षामा योगदान पुर्‍याइरहेका छन् ।

दूर शिक्षा केन्द्रले अभिभावक शिक्षा कक्षागत शिक्षणमा सहयोग पुर्‍याउने गरी पूरक र सहयोगी कार्यक्रमहरू तयार गरी रेडियो, टेलिभिजन, इमेल, इन्टरनेटमार्फत अभिभावक, विद्यालय तथा विद्यार्थीहरूका जिज्ञासाहरूको जवाफको व्यवस्था तथा स्वाध्ययन अघि बढाउन खोज्ने शिक्षक एवम् विद्यार्थीहरूलाई अध्ययन सामग्री उपलब्ध गराउने जस्ता थुप्रै कार्यक्रमहरू सञ्चालन गर्न सक्ने भए तापनि हालसम्म यो केन्द्र प्राथमिक शिक्षक प्रशिक्षणमा केन्द्रित रहेकोले शिक्षक तालिम सञ्चालन कार्यमा यसको विशेषज्ञता बढाउँदै आगामी दिनमा माध्यमिक शिक्षक प्रशिक्षण कार्यक्रममासमेत कार्यक्षेत्र विस्तार गर्ने उद्देश्यले चालु आर्थिक वर्ष २०६० ∕ ६१ देखि शुरु भएको माध्यमिक शिक्षा सहयोग कार्यक्रममा यसलाई शैक्षिक जनशक्ति विकास केन्द्रमा गाभी त्यसको एक अङ्गको रूपमा राख्न खोजिएको देखिन्छ ।

निजी रूपमा अध्ययन अघि बढाउन चाहने ठूलो समूह हालसम्म व्यवस्थित एवम् नियमित अध्ययन र प्रशिक्षणको अवसरबाट वञ्चित छ, देशमा व्याप्त बेरोजगारीको चाप घटाउन राष्ट्रिय एवम् अन्तर्राष्ट्रिय क्षेत्रमा उपलब्ध रोजगारीका सम्भावनासँग नागरिकहरूलाई परिचित गराउँदै त्यसका निम्ति न्यूनतम शिक्षा मात्र उपलब्ध गराउन सकिएमा राष्ट्रले ठूलो लाभ लिन सक्नेछ । खास गरेर दुर्गम क्षेत्रमा अवस्थित विद्यालयहरूमा अङ्ग्रेजी, विज्ञान, गणित जस्ता विषयहरूमा रहेको शिक्षकको अभावलाई थोरै भए पनि कम गर्न दूर शिक्षा कार्यक्रमको ज्यादै महत्वपूर्ण योगदान हुन सक्दछ । यस वस्तुतथ्यलाई मध्यनजर राख्दै दूर शिक्षाको सञ्चालन हाल कुन निकाय मार्फत सञ्चालन भइरहेको छ र भोलि कुन निकाय मार्फत हुँदैछ भन्नेभन्दा पनि जहाँ जो अन्तर्गत रहे पनि यो कार्यक्रमले निम्नबमोजिम विषयहरूमा ध्यान पुर्‍याउँदै अघि वढ्यो भने भोलिका दिनमा आजभन्दा अझ अघि बढ्न सक्छ भन्ने आशा राख्न सकिन्छ ।

१) लक्षित समूह (विद्यार्थी / शिक्षार्थी वा श्रोता)

विद्यार्थी, शिक्षक, अभिभावकका लागि आफैँले लक्ष्य गरी विद्यालय पाठ्यक्रममा आधारित अध्ययन अध्यापनसँग सम्बन्धित विभिन्न किसिमका सचेतनामूलक कार्यक्रमहरू सञ्चालन गर्नुपर्दछ । यी कार्यक्रमहरूले सञ्चालनमा रहेका विद्यमान कार्यक्रमहरूलाई पुनस्थापित नगरी परिपूरकको रूपमा काम गर्नु पर्दछ । यस्ता कार्यक्रमले विद्यार्थी वा श्रोताको आवश्यकतालाई स्पष्ट रूपमा सम्बोधन गरी सकेसम्म उनीहरूलाई उपलब्ध फूर्सदको समयमा सुन्न वा पढ्न पाउने प्रबन्ध गर्नु पर्दछ । वर्तमानमा रेडियो शिक्षक शिक्षण कार्यक्रमको समय धेरैजसो शिक्षकहरू विद्यालयबाट घर जाने समयमा पर्यो त्यसकारणले यसको उपयोगिता राम्रो हुन सकेन भन्ने गुनासो छ । त्यस्तो अवस्था आउन नदिन सम्भव भएसम्म एउटा छुट्टै शैक्षिक प्रसारण च्यानल राख्न सकेमा धेरै प्रभावकारी हुनसक्दछ । सो नभएमा हालका लागि अधिकांश श्रोताको समय सुहाउँदो गरी रेडियो, टेलिभिजनको समय लिई प्रसारणको व्यवस्था मिलाउनु पर्दछ । सञ्चालकले सम्प्रेषण गरेको कार्यक्रममध्ये कुन सरल छ कुन क्लिष्ट छ, बुझ्न कठिन छ भन्ने छुट्याई त्यस्तो विषयवस्तुको स्पष्टताका लागि प्रत्यक्ष अन्तरक्रियाको व्यवस्था मिलाउने पेसाविद् वा सहजकर्ता मार्फत प्राप्त गराउने गरी निर्देशन तथा सूचना पाउने छापा सामग्री तथा रेडियो भिडियो क्यासेट वा इ-मेल मार्फत थप सामग्री पठाउने व्यवस्था गर्नु उपयुक्त हुन्छ ।

२) सञ्चालक वा सम्प्रेषक

दूर शिक्षाको सञ्चालन वा सम्प्रेषणले कस्तो सूचना कुन माध्यमबाट पठाउँदा सस्तो, व्यावहारिक र प्रभावकारी हुन्छ भन्ने निश्चित गर्नु पर्ने हुन्छ । साथै प्रेषित सन्देश सम्बन्धित श्रोता समक्ष अपेक्षा गरिएबमोजिम पुग्यो पुगेन ? सोचिएबमोजिमको लक्ष्य पूरा गर्न सकियो सकिएन ? माध्यम प्रभावकारी भयो भएन ? आदि विषयमा सर्भेक्षण गरी कार्यक्रमलाई निरन्तर सुधार गर्दै रहनु पर्ने हुन्छ । कार्यक्रमलाई आकर्षक बनाउनमा सञ्चालकहरूको ज्यादै ठूलो हात हुन्छ । जीवन्त र रोचक विधिको प्रस्तुति भयो भने श्रोताहरू अन्य कार्य छाडेर यसतर्फ लाग्न ध्यान दिन सक्छन् भने रुचिकर भएन भने सम्पूर्ण प्रयत्न नै खेर जान्छ । सञ्चालकले सम्प्रेषण गरेका कार्यक्रममध्ये कुन सरल छ ? कुन क्लिष्ट भई बुझ्न कठिन छ ? भन्ने छुट्याई त्यस्तो विषयवस्तुको स्पष्टताका लागि प्रत्यक्ष अन्तरक्रियाको व्यवस्था मिलाउनुपर्दछ । यस्तो प्रत्यक्ष अन्तरक्रिया स्थानीय क्षेत्रमा उपलब्ध पेसाविद वा सहजकर्तामार्फत व्यवस्था गर्न सकिन्छ । यसका अतिरिक्त प्रेषित निर्देशन तथा सूचना स्पष्ट पार्न छापा सामग्री तथा रेडियो/भिडियो क्यासेट वा इ-मेल

आदिको उपयोग गर्नुपर्दछ । पाठ्यवस्तुको राम्रो प्रस्तुतिले त्यस्तो विषयवस्तु बुझ्नमा धेरै मद्दत पुग्दछ । त्यसैले कस्तो प्रस्तुति प्रभावकारी हुनसक्छ भन्ने निक्यौल गर्न क्लिनिकल परीक्षण गरेर मात्र त्यस्ता विषयवस्तुहरू प्रसारण गर्न सकियो भने त्यसबाट पर्ने नकारात्मक असरलाई घटाउन सकिन्छ ।

४) **माध्यम**

नेपालको वर्तमान परिस्थिति हेर्दा हालका लागि शिक्षक तालिम तथा दूर शिक्षामा रेडियो, टेलिभिजन, कम्प्यूटर, टेलिफोन, फ्याक्स र छापिएका सामग्री जस्ता विभिन्न माध्यमहरू उपभोग गर्न सकिने भए तापनि नेपालको सबै क्षेत्रमा ती सबै माध्यमहरू उपलब्ध छैनन् । त्यसैले विद्यार्थीहरूलाई अध्यापनका लागि मूलत: टेलिभिजन उपलब्ध भएका स्थानमा टेलिभिजनबाट र सो नभएमा रेडियोबाट अन्तरक्रियात्मक कार्यक्रम सञ्चालन गरिनु व्यावहारिक हुन्छ ।

➤ रेडियो र टेलिभिजनबाट प्रसारित सन्देशका अतिरिक्त कम्प्यूटर उपलब्ध भएको र इमेल इन्टरनेटको सुविधा भएका ठाउँमा त्यस्ता माध्यमबाट पनि सन्देश प्रवाह र प्राप्त गर्ने व्यवस्था गरिनुपर्छ ।

➤ रेडियो, टेलिभिजन, कम्प्यूटर, टेलिफोन आदिको सुविधा नभएका ठाउँमा छापिएका स्वाध्ययन सामग्री पठाएर पत्राचारद्वारा नबुझिएका विषयवस्तुहरू स्पष्ट गराउँदै अध्येतालाई अध्ययन कार्यमा सहयोग गर्नुपर्दछ ।

➤ रेडियो र टेलिभिजनबाट प्रसारित सन्देशहरूको परिपूरकको रूपमा त्यस्ता सन्देशसम्बन्धी क्यासेट पनि अध्येताहरूलाई उपलब्ध गराउन व्यवस्था गरिनुपर्दछ ।

➤ शिक्षकहरूका लागि सन्देश र पढाउने तरिका बताउने किसिमको कार्यक्रम तयार गरी टेलिभिजनमा र रेडियोमार्फत सञ्चालन गर्नु राम्रो हुन्छ ।

➤ अभिभावकहरूका लागि पनि सन्देशमूलक र अन्तरक्रियात्मक दुबै किसिमका कार्यक्रमहरू टेलिभिजन उपलब्ध हुने स्थानमा टेलिभिजनबाट र अन्यमा रेडियोबाट प्रसारण गरिनु राम्रो हुन्छ ।

➤ यी तीनओटै कार्यक्रमहरूलाई परिपूरकका रूपमा विद्यार्थी, शिक्षक र अभिभावकलाई रेडियो तथा टेलिभिजनबाट दिइएको सन्देशलाई स्पष्ट गराउन केही समयको अन्तरालमा स्थानीय क्षेत्रमै उपलब्ध विज्ञसँग प्रत्यक्ष भेटघाट गरी छलफल गर्न पाउने अवसर दिइनुपर्छ ।

➤ श्रोता वा अध्येताले रेडियो टेलिभिजनबाट पाएको सन्देश स्पष्ट नभएको अवस्थामा र आफूलाई जिज्ञासा लागेको विषयवस्तु बारे सोध्नका लागि टेलिफोन वा पत्राचार गर्न पाउने र सञ्चालक वा सम्प्रेषकबाट त्यसलाई स्पष्ट गरिने अवसर दिइनुपर्छ ।

पाठ्य विषयवस्तु

हुनत सबै खाले विषयवस्तु दूर शिक्षाको माध्यमबाट पढाउन सकिन्छ भन्ने विद्वानहरूको धारणा देखिन्छ तापनि प्रयोगात्मक अभ्यास आवश्यक पर्ने विज्ञान, गणितका क्लिष्ट पाठ्यवस्तुहरू र अन्य कतिपय कठिन विषयवस्तुहरू दूर शिक्षाको माध्यमबाट अध्यापन गर्नु कठिन कार्य हुनसक्छ । यस्तो अवस्थामा या त त्यस्ता विषयवस्तुहरू प्रत्यक्ष सम्पर्कबाटै अध्ययन गर्नुपर्ने हुन्छ या माथि उल्लेख गरिए जस्तै दूर शिक्षा कार्यक्रमको पूरकको रूपमा पेसाविद्बाट गरिने प्रत्यक्ष सहयोगको क्रममा स्पष्ट गराउनु पर्ने हुन्छ ।

उल्लिखित चारै पक्षलाई पूर्णता दिन र दूर शिक्षाको प्रभावकारिता पुष्टि गर्न अध्येता वा श्रोतासँग प्रत्यक्ष भेटघाट गरी यस माध्यमबाट सिकाइएका विषयमा छलफल गर्ने व्यवस्था गरिनु पर्ने विषयमा माथि पनि उल्लेख भइसकेको छ । यस्तो छलफल समय समयमा दूर शिक्षाका सञ्चालक विशेषज्ञहरू आफै गएर वा स्थानीय क्षेत्रमा उपलब्ध सम्बन्धित विषयका विशेषज्ञ तथा ज्ञाताहरू दुवैबाट समेत गराउन सकिन्छ । त्यस्तै गरी विद्यार्थी वा प्रौढ वा अभिभावक, शिक्षक सहभागीहरूका लागि सञ्चालित कार्यक्रमहरूमा भने सम्बन्धित सहयोगी कार्यकर्ताले पनि रेडियो टेलिभिजनबाट प्रसारित वा रेकर्ड गराई बजाइएको अवस्थामा त्यस्तो आवाज प्रसारणपछि पनि अन्तरक्रियात्मक छलफल गरी विषय वस्तुलाई स्पष्ट गराउने व्यवस्था गर्नु उपयुक्त हुन्छ ।

उल्लिखित चर्चाको आधारमा दूर शिक्षा केन्द्रले आगामी दिनमा निम्नअनुसार लक्षित समूहलाई लक्ष्य गरी आफ्ना कार्यक्रम सञ्चालन गर्न सक्यो भने समयको माग पूरा गर्दै एउटा ठूलो जनसमूहको शैक्षिक आवश्यकतालाई सम्बोधन गर्ने आशा राख्न सकिन्छ ।

१. प्राथमिक तथा निम्न माध्यमिक एवम् माध्यमिक शिक्षकहरूको लागि शिक्षक तालिम ।

२. बाल विकास कार्यक्रमका सहयोगी कार्यकर्ता तालिम ।

३. विद्यालय शिक्षाका विभिन्न विषयहरूमा विद्यार्थीहरूलाई लक्ष्य गरी शिक्षकको अध्ययन कार्यमा समेत सहयोग गर्ने गरी अन्तरक्रियात्मक रेडियो कार्यक्रम ।

४. विद्यालयका निजी रूपमा स्वाध्ययन अघि बढाउन चाहने विद्यार्थीहरूका लागि पाठ्यक्रममा आधारित शिक्षा कार्यक्रम ।

५. प्रारम्भिक उमेरका बालबालिकाहरू सर्वांग्रीण विकास र अन्य उमेरका बालबालिकाहरूको शैक्षिक विकासमा अभिभावकको सहयोग जुटाउने किसिमको अभिभावक शिक्षा कार्यक्रम ।

६. विद्यालय व्यवस्थापन समितिका सदस्यहरू र अभिभावक शिक्षक संघका सदस्यहरूको जिम्मेवारी र भूमिकासम्बन्धी तालिम ।

७. शिक्षामा गा.वि.स., नगरपालिका र जि.वि.स. का पदाधिकारीहरूको भूमिकासम्बन्धी तालिम ।

८. विद्यालयहरूमा समुदायको अपनत्व वढाउने सामुदायिक सचेतना कार्यक्रम ।

९. शिक्षामा महिला, दलित, अपाङ्ग र अन्य पिछडिएका समुदायको सहभागिता वढाउने कार्यक्रम ।

१०. विद्यार्थीहरूलाई राष्ट्रिय पाठ्यक्रम र परीक्षण विधिको जानकारी वढाउन जागरणमूलक कार्यक्रम ।

१६. शैक्षिक सचेतना र सरोकारवालाहरूका क्षमता अभिवृद्धि गर्ने अन्य कार्यक्रमहरू ।

नेपालको शिक्षामा विकेन्द्रीकरणको एक चर्चा

- खुविराम अधिकारी[⊗]

परिचय

विकेन्द्रीकरण साध्य नभएर एउटा माध्यम हो । चाहे विकसित देश होस् चाहे विकासोन्मुख देश आज सबैले विकेन्द्रीकरणको सिद्धान्तलाई कुनै न कुनै रूपमा अनुशरण गरी कार्यक्रमहरू सञ्चालन गरिरहेका छन् । यसबाट आज विकेन्द्रीकरण गर्ने वा नगर्ने भन्दा पनि विकेन्द्रीकरणलाई कुन रूपमा कार्यान्वयन गर्ने भन्ने कुरा एउटा मुद्दाको रूपमा अगाडि आएको छ । विकेन्द्रीकरणको प्रमुख उद्देश्य नै राष्ट्रको विकास हो । राष्ट्रको विकास हुनु नै त्यस देशका जनताको जीवनस्तर उठ्नु तथा जनताको हित हुनु हो । त्यसैले विकेन्द्रीकरण राष्ट्रको एकतामा विकासको लागि गरिनुपर्दछ । विकेन्द्रीकरणको मूलभूत अर्थ केन्द्रमा रहेको अधिकार तल्लो तहसम्म पुऱ्याउने वा अधिकारको वाँडफाँड गर्नु हो । राष्ट्रले आफ्ना नागरिकसम्म पुऱ्याउनु पर्ने सेवा र सुविधाको कार्यान्वयन र जिम्मेवारीलाई विभिन्न तहको जनप्रतिनिधिमूलक स्थानीय निकायहरूमा निक्षेपण नै विकेन्द्रीकरण हो । व्यक्तिको वैयक्तिक विकास र समाजको परिवर्तनको वाहकका रूपमा रहेको शिक्षाको विकासका लागि विकेन्द्रीकरणको आवश्यकता रहेको छ । विद्यालय शिक्षाको सम्पूर्ण पक्षको अधिकार र जिम्मेवारी स्थानीय निकाय वा समुदायलाई निक्षेपण गर्नु नै शैक्षिक विकेन्द्रीकरण हो ।

शैक्षिक विकेन्द्रीकरण

नेपालमा शैक्षिक विकेन्द्रीकरणको शुरूवात राष्ट्रिय शिक्षा योजना आयोग २०११ ले गरेको हो । यस आयोगले सामुदायिक विद्यालयको सञ्चालन र व्यवस्थापनमा स्थानीय अभिभावक र समुदायको अहम् भूमिका हुनेछ भन्ने कुरा औल्याएको छ । शैक्षिक कार्यक्रमहरू सञ्चालन तथा व्यवस्थापनको क्रममा प्राथमिक सरोकारबालाहरूलाई शैक्षिक योजना तर्जुमा कार्यान्वयन र प्रतिफलको उपभोगसम्म प्रत्यक्ष संलग्न गराई समाजका हरेक व्यक्तिलाई शैक्षिक लाभको भागीदार बनाउनु नै शैक्षिक विकेन्द्रीकरणको प्रमुख उद्देश्य हो । शिक्षाक्षेत्रको विकेन्द्रीकरणको उपयुक्त ढाँचाको रूपमा निर्णय वा कामबाट प्रत्यक्ष प्रभाव पार्ने व्यक्तिलाई निर्णय गर्ने अधिकार प्रदान गर्नु नै हो । आफ्ना नागरिकलाई घरदैलोमा आधारभूत सेवा सुविधाको समानुपातिक वितरणका लागि विकेन्द्रीकरण राष्ट्रका लागि एउटा उत्तम माध्यम भएकोले सबै तहका जनतालाई समानुपातिक रूपमा शिक्षा प्रदान गर्न विकेन्द्रीकरण आजको हाम्रो प्रमुख आवश्यकता हो ।

[⊗] प्राविधिक अधिकृत, दूर शिक्षा केन्द्र

केन्द्रीय निकायबाट सम्पादन हुने गरेका विद्यालयको प्रशासनिक तथा व्यवस्थापनसम्बन्धी अधिकार र उत्तरदायित्व कानूनद्वारा नै स्थानीय सरोकारवालालाई हस्तान्तरण गर्नु शैक्षिक विकेन्द्रीकरण हो ।

शिक्षामा विकेन्द्रीकरणको आवश्यकता

हाम्रो जस्तो विकासोन्मुख देशमा निम्न कार्यका लागि शिक्षामा विकेन्द्रीकरणको आवश्यकता रहेको छ :

- स्थानीय नेतृत्वको विकास गर्न ।
- शैक्षिक सेवा प्रवाहमा सेवाग्राहीको पहुँच वृद्धि गर्न ।
- नीति निर्माण प्रक्रियामा सेवाग्राहीको सहभागिता वृद्धि गर्न ।
- पिछडिएको समुदाय तथा लक्षित वर्गमा न्यायोचित सेवा वितरण गर्न ।
- शैक्षिक भष्ट्राचार नियन्त्रण गर्न ।
- शैक्षिक क्षेत्रमा सुशासन कायम गर्न ।
- स्थानीय स्रोत र साधनको अधिकतम उपयोग गर्न ।
- जबाफदेहिताको विकास गर्न ।
- अन्तर्राष्ट्रिय सहयोगमा वृद्धि गर्न ।
- शिक्षण सिकाइ क्रियाकलापलाई प्रभावकारी बनाउन ।
- केन्द्रीय सरकारलाई आर्थिक दायित्व कम गर्न ।

शैक्षिक विकेन्द्रीकरणका क्षेत्रमा देखापरेका चुनौतीहरू

हाम्रो देशको शैक्षिक विकासलाई दिगो बनाउन विकेन्द्रीकरणको खाँचो रहे पनि यसको कार्यान्वयनमा निम्न चुनौतीहरू छन् :

- अवधारणा स्पष्ट हुन नसक्नु ।
- स्थानीय राजनैतिक नेतृत्वमा जनसेवा गर्ने प्रवृतिको अभाव हुनु ।
- स्थानीय निकायहरू स्थानीय सरोकारको रूपमा विकसित नहुनु ।
- योजना तर्जुमा लगायतका कार्य सम्पादन गर्न अत्यावश्यक क्षमताको अभाव हुनु ।
- विकेन्द्रीकरणसँग सम्बन्धित ऐन नियमहरू स्पष्ट नहुनु ।
- जिल्लाको वास्तविक प्रक्षेपणको अभाव हुनु ।

- अत्यधिक राजनैतिक हस्तक्षेप हुनु ।
- जनसहभागिता जुट्नु नसक्नु ।
- केन्द्रले अधिकार प्रत्यायोजन गर्न तत्परता नदेखाउनु ।
- विद्यालय शिक्षामा नागरिक समाजको भूमिका प्रभावकारी बन्न नसक्नु ।

शैक्षिक विकेन्द्रीकरणको वर्तमान अवस्था तथा गरिएका प्रयासहरू

शिक्षाक्षेत्रको विकेन्द्रीकरणको व्यवस्थापनका लागि हाल कतिपय कानुनहरू निर्माण भइसकेका छन् भने कतिपय कार्यक्रमहरू विकेन्द्रित प्रणालीअनुसार सञ्चालन गर्ने व्यवस्था गरिएको देखिएन । त्यस्ता केही महत्वपूर्ण कानुनी व्यवस्थापनमा गरिएका प्रयासहरू निम्न बमोजिम छन् ।

(१)   *स्थानीय स्वायत्तशासन ऐन २०५५ तथा नियमावली २०५६*

यस ऐन तथा नियमावलीले स्थानीय निकायहरूलाई आफ्नो कार्य क्षेत्रभित्र विकासका कार्यहरूको व्यवस्थापन गर्न निश्चित अधिकारहरू प्रदान गरेको छ । स्थानीय स्वायत्त शासन ऐन २०५५ लाई नेपालमा विकेन्द्रित शासन प्रणालीको नयाँ मोडको रूपमा लिइएको छ । यस ऐनले शिक्षा क्षेत्रको व्यवस्थापनमा गाउँ विकास समितिलाई देहायका काम, कर्तव्य र अधिकारको व्यवस्था गरेको छ ।

- आफ्नो स्रोतबाट पूर्व प्राथमिक विद्यालयहरू स्थापना गर्न अनुमति दिने र व्यवस्थापन गर्ने ।
- गाउँ विकास क्षेत्रभित्र सञ्चालन भएका विद्यालयहरूको रेखदेख र व्यवस्थापन गर्ने ।
- गाउँ विकास क्षेत्रभित्र मातृभाषामा प्राथमिक तहको शिक्षा उपलब्ध गराउन सहयोग गर्ने ।
- प्रौढ शिक्षा तथा अनौपचारिक शिक्षासम्बन्धी कार्यक्रम बनाई सञ्चालन गर्ने गराउने ।
- पुस्तकालयको स्थापना र सञ्चालन गर्ने गराउने ।
- आर्थिक दृष्टिले अत्यन्त पिछडिएका उत्पीडित जनजातिहरूका छात्रछात्राहरूलाई छात्रवृत्ति दिने व्यवस्था मिलाउने ।

स्थानीय स्वायत्त शासन ऐनअनुसार नगरपालिकाले शिक्षा क्षेत्रमा गर्नुपर्ने काम, कर्तव्य र अधिकार

- आफ्नो स्रोतबाट नगरपालिका क्षेत्रमा पूर्व प्राथमिक विद्यालय स्थापना सञ्चालन र व्यवस्थापन गर्ने तथा स्थापना गर्न अनुमति दिने ।
- नगरपालिका क्षेत्रभित्र सञ्चालन भएका विद्यालयहरूको सञ्चालन व्यवस्थापनमा सहयोग पुर्‍याउने र त्यस्ता विद्यालयहरूको स्थापना र खोजिको सिफारिस गर्ने ।
- नगरपालिका क्षेत्रभित्र मातृभाषामा प्राथमिक तहको शिक्षा उपलब्ध गराउन सहयोग गर्ने ।
- आर्थिक दृष्टिले अत्यन्त पिछडिएका उत्पीडित जनजातिहरूका छात्रछात्राहरूलाई छात्रवृत्ति दिने व्यवस्था मिलाउने ।
- नगरपालिकास्तरीय प्रौढ शिक्षा तथा अनौपचारिक शिक्षासम्बन्धी कार्यक्रम तयार गरी कार्यान्वयन गर्ने गराउने ।

स्थानीय स्वायत्त शासन ऐन अनुसार जिल्ला विकास समितिले शिक्षाक्षेत्रको विकासका लागि गर्नुपर्ने काम, कर्तव्य र अधिकार

- जिल्ला विकास समितिको क्षेत्रभित्र विद्यालय स्थापना गर्ने प्राथमिकता तोकी सिफारिस गर्ने ।
- जिल्ला विकास समितिको क्षेत्रभित्रका विद्यालयहरूको स्वीकृति र खारेजीका लागि औचित्य र कारण खोली सिफारिस गर्ने ।
- आफ्ना क्षेत्रभित्रका विद्यालयहरूको रेखदेख गरी सञ्चालन र व्यवस्थापनमा सहयोग गर्ने ।
- जिल्लास्तरीय प्रौढ शिक्षा एवम् अनौपचारिक शिक्षासम्बन्धी तथ्य कार्यक्रमहरूको तर्जुमा गर्ने ।

शिक्षा ऐन (सातौं संशोधन) २०२८ र शिक्षा नियमावली २०५९

शिक्षा ऐन (सातौं संशोधन) २०२८ र शिक्षा नियमावली २०५९ ले स्थानीय निकायहरूको भूमिकाको व्यवस्था गरेको छ । यस ऐन तथा नियमावलीले स्थानीय निकाय तथा समुदायलाई

अधिकार प्रदान गरी शैक्षिक विकेन्द्रीकरणको लागि नयाँ आयाम थप्ने कार्य गरेको छ । यस ऐन तथा नियमावलीले विकेन्द्रीकरणको सन्दर्भमा गरेको प्रमुख व्यवस्था निम्नअनुसार रहेको छ ।

- गाउँ विकास समितिको क्षेत्रभित्र सञ्चालन हुने विद्यालयको रेखदेख र व्यवस्था गर्ने तथा विभिन्न विद्यालयबीच समन्वय गर्नको लागि गाउँ शिक्षा समितिको व्यवस्था भएको छ ।
- जिल्ला शिक्षा समितिलाई जिल्लास्तरीय शैक्षिक योजना तर्जुमा गर्न अधिकारको व्यवस्था छ ।
- सामुदायिक विद्यालयलाई आर्थिक सहयोग पुर्‍याउन गाउँ विकास समिति तथा नगरपालिकालाई अभिप्रेरित गर्ने ।
- विद्यालयहरूका लागि स्रोतको व्यवस्था तथा र परिचालन गर्ने ।
- सामुदायिक विद्यालयको सञ्चालन रेखदेख र व्यवस्थापन गर्नका लागि प्रत्येक विद्यालयमा विद्यालय व्यवस्थापन समितिको गठन गर्ने ।
- विद्यालय व्यवस्थापन समितिमा अभिभावकहरूमध्येबाट अध्यक्ष छनोट हुने व्यवस्था छ ।
- विद्यालय व्यवस्थापन समितिलाई विद्यालयको लागि चाहिने आर्थिक स्रोत जुटाउनेदेखि सञ्चालन रेखदेख निरीक्षण र व्यवस्थापन गर्ने अधिकार छ ।
- सामुदायिक विद्यालयमा शिक्षाको गुणस्तर वृद्धि गर्न शिक्षक तथा अभिभावकहरू सदस्य रहेको एक अभिभावक शिक्षक-संघ रहने व्यवस्था छ ।
- विद्यालयको शैक्षिक वातावरण गुणस्तर र अनुशासन कायम राख्ने जिम्मेवारी प्र.अ.लाई दिइएको छ ।

समुदायलाई विद्यालय हस्तान्तरणसम्बन्धी निर्देशिका

यस निर्देशिकाले सामुदायिक विद्यालय समुदायलाई हस्तान्तरण गर्नसक्ने व्यवस्था गरेको छ । जसअनुसार विद्यालयको व्यवस्थापन विद्यालय व्यवस्थापन समिति, गाउँ शिक्षा समिति तथा नगरपालिका जस्ता निकायहरूलाई प्रदान गर्न सकिने व्यवस्था भएकोले यस निर्देशिकालाई शिक्षाक्षेत्रको निर्णय गर्ने अधिकारको विकेन्द्रीकरण गर्ने दिशामा चालिएको महत्वपूर्ण कदमका रूपमा लिन सकिन्छ ।

दशौं योजनामा विकेन्द्रीकरण

दशौं योजनामा शिक्षाको दीर्घकालीन अवधारणाको रूपमा विकेन्द्रीकरणको अवधारणा अनुरूप स्थानीय स्वायत्त शासन ऐनको मूल मर्मलाई ध्यानमा राखी शैक्षिक योजना निर्माण र

व्यवस्थापनको उत्तरदायित्व सकेसम्म स्थानीय निकाय एवम् समुदायमा पुर्‍याउन विद्यालयस्तरमा यिनीहरूको सशक्तीकरण गर्ने र विद्यालय सञ्चालनको जिम्मेवारी स्थानीय स्तरमा शिक्षक र अभिभावकसमेत रहेको सञ्चालक समितिलाई दिई सोका लागि आवश्यक सेवा र टेवा उपलब्ध गराउने भन्ने उल्लेख गरिएकोले श्री ५ को सरकार विकेन्द्रीकरणप्रति सचेत रहेको देखिन्छ । यसैगरी शिक्षाका लागि अङ्गिकार गर्ने रणनीतिहरूमध्ये विकेन्द्रीकरणसँग सम्बन्धित रणनीति, नीति तथा कार्यनीतिहरू निम्नअनुसार रहेका छन् ।

रणनीति

(१) विद्यालय शिक्षाको समग्र व्यवस्थापनमा स्थानीय तहदेखि नै जनसहभागितामा जोड दिई विकेन्द्रीकरणको अवधारणाअनुरूप सरकारले सवलीकरण, गुणस्तर प्रवर्द्धन नियम एवम् आवश्यक सेवा सुविधा प्रदान गर्न सक्षम भूमिका खेल्ने ।

(२) पूर्व प्राथमिक शिक्षामा जोड दिँदै सवैका लागि शिक्षाको राष्ट्रिय प्रतिवद्धता पूरा गर्न गुणस्तरीय प्राथमिक शिक्षाको विस्तार र विकासमा जोड दिने ।

(३) शिक्षामा महिला, दलित एवम् पिछडिएका वर्गहरूको अवधारणालाई ध्यानमा राखी गुणस्तरीय शिक्षामा उनीहरूको पहुँच वढाउन थप कार्यक्रमहरू सञ्चालन गर्ने ।

नीति तथा कार्य नीतिहरू

● *साक्षरता र अनौपचारिक शिक्षा :*
लक्षित समुदाय विशेष गरी महिला पिछडिएका जनजाति र दलित वर्गलाई प्रोत्साहित गर्दै प्रौढ साक्षरता र बाल शिक्षा कार्यक्रमलाई प्रभावकारी रूपमा सञ्चालन गरी साक्षरता प्रतिशतमा वृद्धि गर्ने र जीवनोपयोगी शिक्षा प्रदान गर्ने उद्देश्यअनुरूप सरकारी एवम् गैरसरकारी संस्था तथा स्थानीय निकायको संलग्नतामा विकासका अन्य कार्यक्रमहरूसँग समन्वय गरी साक्षरता साक्षरोत्तर र निरन्तर शिक्षाका कार्यक्रमहरू एकीकृत रूपमा सञ्चालन गर्ने ।

● *शिक्षा र विकेन्द्रीकरण*

➢ शिक्षाका सवै तह र कार्यक्रम क्षेत्र, जाति, लिङ्ग एवम् पिछडिएका समुदायको सामाजिक/आर्थिक स्थितिका आधारमा शिक्षामा पहुँच पुर्‍याउने ।

➢ संस्थागत विद्यालयहरूद्वारा प्रदान गरिने छात्रवृत्तिलाई वास्तविक गरिब तथा जेहेन्दार विद्यार्थीलाई फाइदा पुग्ने गरी व्यबस्थित तथा पारदर्शी बनाउन उपयुक्त पद्धतिको विकास गर्ने ।

➢ शिक्षा प्रणालीको विकेन्द्रीकरण गर्न स्थानीय निकायको भूमिका स्पष्ट गरी विद्यालय शिक्षाको जिम्मेवारी तथा अधिकार स्थानीय निकायलाई निक्षेपण गर्ने र विकेन्द्रीकरण एवम् स्थानीय समुदाय र अभिभावकलाई सरलीकरण गर्ने अवधारणाअनुसार विद्यालय सुधार योजना तथा जिल्ला शिक्षा योजनासम्बन्धी कार्यक्रम लागू गर्न शिक्षकहरूको छनौट र भर्ना स्थानीयस्तरमा नै गर्ने ।

- *पूर्व प्राथमिक र प्राथमिक शिक्षा विकास :*
  ➢ अभिभावकहरूको सचेतना कार्यक्रमसँग आबद्धगरी स्थानीय निकायहरूको सहभागितामा वाल विकास केन्द्रहरू स्थापना गर्ने सामुदायिक विद्यालयहरूमा स्थानीय स्रोतबाट एक वर्षे पूर्व प्राथमिक कक्षा सञ्चालन गर्न प्रोत्साहित गर्ने ।

- *प्राविधिक र व्यावसायिक शिक्षा विकास :*
  ➢ स्थानीय निकाय तथा निजीक्षेत्रको समेत सहभागिता जुटाई प्राविधिक शिक्षा तथा व्यावसायिक तालिम कार्यक्रमको अवसर वृद्धि गर्न विशेष कार्यक्रमलाई विस्तार गर्ने ।
  ➢ दशौं योजनामा शिक्षाक्षेत्रको विकासको लागि योजनाले अपेक्षा गरेका उद्देश्यहरू हासिल गर्न रणनीति नीति, तथा कार्यनीतिहरू श्री ५ को सरकारले अङ्गिकार गरेको देखिन्छ ।
  ➢ श्री ५ को सरकारले शिक्षा क्षेत्रमा गरेका प्रतिवद्धताअनुरूप राष्ट्रिय कार्ययोजना (सबैका लागि शिक्षा) २०१५ ले पनि सबै बालबालिकाहरू विशेषत छात्राहरू, दलित उत्पिडित जनजातिहरूलाई गुणस्तरीय निशुल्क र अनिवार्य प्राथमिक शिक्षा उपलब्ध गराउने प्रतिवद्धता जाहेर गरेको छ । उक्त कार्ययोजनाले लक्षित उपलब्धि हासिल गर्नका लागि स्थानीय निकाय तथा गैरसरकारी संस्थाहरूबीच साभ्फेदारी संरचना संजालको विकास गर्ने नीति लिइएकोले पनि विकेन्द्रीकरणलाई नै जोड दिइएको देखिन्छ ।

> हाल शिक्षाक्षेत्रमा सञ्चालित प्रमुख कार्यक्रमहरू आधारभूत तथा प्राथमिक शिक्षा कार्यक्रम दोस्रो माध्यमिक शिक्षा सहयोग कार्यक्रम, शिक्षक शिक्षा आयोजना जस्ता कार्यक्रमहरू पनि विकेन्द्रीकरणको कार्यअनुरूप नै सञ्चालन भइरहेका छन् ।

> शिक्षाक्षेत्रमा विकेन्द्रीकरणको अवधारणाअनुरूप विद्यालय शिक्षामा गुणस्तर अभिवृद्धि गर्न हाल तीन किसिमका विकेन्द्रित शैक्षिक योजना निर्माण गरी सोहीअनुसार कार्यान्वयन भइरहेको छ । जिल्ला शिक्षा योजना, गाउँ शिक्षा योजना र विद्यालय सुधार योजनालाई हामी विकेन्द्रित शैक्षिक योजनाको रूपमा लिन सक्छौं । जिल्लाको शैक्षिक विकासको लागि जिल्ला शिक्षा योजना, गाउँ विकास समितिको शैक्षिक विकासको लागि गाउँ शिक्षा र विद्यालयको शैक्षिक गुणस्तर वृद्धि गर्न विद्यालय सुधार योजना प्रभावकारी योजनाको रूपमा रहेको देखिन्छ । विद्यालय सुधार योजनाले पहुँच, गुणस्तर र व्यवस्थापनमा जोड दिन्छ । यसैगरी गाउँ शिक्षा योजनाले पनि शिक्षामा पहुँच तथा गुणस्तरमा वृद्धि गर्न सहयोग पुऱ्याउँछन् । यसरी शिक्षामा सम्बन्धित क्षेत्रका प्राथमिक सरोकारवालाहरूबाट नै योजना निर्माण कार्यान्वयनदेखि प्रतिफल उपयोग गर्नेसम्मको अधिकार दिने कार्य दिन प्रतिदिन बढ्दै गइरहेको देखिन्छ ।

सुभावहरू

शैक्षिक विकेन्द्रीकरणको मर्मअनुरूप शैक्षिक विकासलाई द्रुततर गतिमा अगाडि बढाउनको लागि सम्बन्धित पक्षबाट गर्नुपर्ने कार्यहरू निम्न अनुसार रहेका छन् ।

- राजनैतिक प्रतिवद्धता हुनुपर्ने ।
- केन्द्रमा निहित अधिकारको स्थानीय निकायमा निक्षेपण गर्नुपर्ने ।
- मानव स्रोतको उच्चतम उपयोग गर्नुपर्ने ।
- उपयुक्त नामहरूको चयन गर्नुपर्ने ।
- सुशासनको कार्यान्वयन गर्नुपर्ने ।
- विकेन्द्रीकरण विरोधी कानुनमा संशोधन गर्नुपर्ने ।
- विदेशी ऋण, सहायता र अनुदानको मात्रा क्रमिक रूपमा घटाई
- आन्तरिक स्रोतबाट विकास कार्य अगाडि बढ्दै जानुपर्दछ ।
- स्थानीय निकाय एवम् गैरसरकारी संस्थाको सुदृढीकरणका लागि आवश्यक कार्य गरिनु पर्दछ ।

- दलित, महिला एवम् पिछडिएको समूहको लागि शैक्षिक कार्यक्रम केन्द्रित गरिनु पर्दछ ।

निष्कर्ष

देशको सर्वाङ्गीण विकासका लागि सुशासनको आवश्यकता पर्दछ । यसका लागि स्वामित्व समता, पारदर्शीता, उत्तरदायित्वबोध र सक्षमतालाई व्यावहारमा उतार्नु आजको आवश्यकता हो । (हाम्रो जस्तो विकासोन्मुख देशका लागि सबैभन्दा उपयुक्त साधन र स्रोतमा विकेन्द्रीकरण र उपयुक्त संस्थाहरूमा स्थानीय निकाय एवम् नागरिक समाज हुन सक्ने देखिन्छ ।) लोककल्याणकारी राज्यको स्थापनाका लागि प्रशासनिक अधिकार प्रत्यायोजनभन्दा पनि अधिकारहरूको निक्षेपण हाम्रो आवश्यकता हो । शैक्षिक कार्यक्रमहरूलाई प्रभावकारी रूपले कार्यान्वयन गर्न शिक्षाको राष्ट्रिय नीति स्पष्ट हुनुपर्दछ । समाज तथा राष्ट्र परिवर्तनको माध्यमको रूपमा रहेको शिक्षाक्षेत्रको विकासको लागि राष्ट्रिय प्रतिवद्धता कायम गरी सोही अनुसार कार्यक्रम सञ्चालन गरिनुपर्दछ । यसरी शिक्षाको क्षेत्रमा गाउँ समुदायमा स्थानीय निकाय तथा गैरसरकारी संघ संस्था तथा नागरिक समाजलाई शैक्षिक योजना निर्माण देखि लाभ उपयोगसम्मको सम्पूर्ण निर्णय गर्ने अधिकारमा सहभागी गराई शिक्षा विकासलाई दिगो बनाउनु आजको आवश्यकता हो । शिक्षाक्षेत्रमा विविध पक्षहरूमध्ये क्रमिक रूपमा सबै पक्षमा अधिकार निक्षेपण गर्नुपर्दछ । जसका लागि स्थानीय निकायलाई सक्षम बनाउनु जरुरी छ । हाम्रो जस्तो विकासोन्मुख मुलुकले सबैका लागि शिक्षा कार्यक्रमलाई सफल पार्न पनि विकेन्द्रीकरणको अपरिहार्यता रहेको छ ।

सन्दर्भ सामग्री

(१) स्थानीय स्वायत्त शासन ऐन, २०५५
(२) शिक्षा ऐन (सातौं संशोधन) २०२८ तथा शिक्षा नियमावली,२०५९
(३) सामुदायिक विद्यालय हस्तान्तरणसम्वन्धी निर्देशिका, २०५९
(४) दशौं योजना (२०५९-२०६४)
(५) शिक्षामा विकेन्द्रीकरणको अवधारणा पत्र

दूर शिक्षा पद्धतिमा भाषा शिक्षण सिकाइ : एक चर्चा

- तोयानाथ खनाल[®]

पृष्ठभूमि

भाषा मानवीय विचार सम्प्रेषण गर्ने एक सशक्त माध्यम हो । यदि संसारमा भाषा नहुँदो हो त मानव जीवन कस्तो हुन्थ्यो भन्ने कुरा परिकल्पना गर्न पनि सकिन्न । त्यसैले भाषालाई मानवीय वस्तु भनिन्छ । भाषाका माध्यमले नै मान्छेले एकआपसमा विचारहरू आदान प्रदान गर्दछ । आपसी विचार आदान प्रदानले नै मानव जीवन सरल र सहज पनि भएको छ । मान्छेले आफूलाई परेको समस्या भाषाका माध्यमवाट नै व्यक्त गरी आवश्यक सहयोग प्राप्त गर्दछ भने भाषाकै माध्यमवाट अर्काका पीर मर्काहरू बुझी आफ्नो तर्फवाट सक्दो सहयोग गर्न तत्पर हुन्छ । त्यसैले भनिन्छ मान्छेलाई सफल सामाजिक प्राणीका रूपमा रूपान्तरण गर्न भाषाले नै मद्दत गरेको छ । भाषा विचार आदान प्रदान गर्ने माध्यम मात्र नभएर ज्ञान आर्जन गर्ने माध्यम पनि हो । संसारमा विविध विषय र विषयवस्तुमा जति पनि पुस्तक प्रकाशित भएका छन् ती कुनै न कुनै भाषामा नै प्रकाशित भएका छन् भने शैक्षिक संस्थाहरूका सम्पूर्ण कार्यक्रमहरू भाषाका माध्यमवाटै सम्पन्न हुन्छन् । त्यसैले भाषालाई विचार आदान प्रदान गर्ने सशक्त माध्यमको साथै ज्ञान आर्जन गर्ने गराउने सशक्त माध्यम पनि भनिएको हो ।

संसारमा मान्छेले जन्मेपछि सबभन्दा पहिले सिकेको कुरा भनेको भाषा नै हो । वालक जव जन्मन्छ तब ऊ रुने गर्दछ । उसको यो रुवाइ नै उसको तर्फवाट भएको पहिलो भाषिक अभ्यास मान्न सकिन्छ । आमाको गर्भभन्दा फरक वातावरणमा जन्मिने भएकाले बालकले रोएर आफू असहज वातावरणमा भएको संकेत गर्नुका साथै आफ्नो इच्छा व्यक्त गरेको हो । जन्मको दुई महिनासम्म वालकले रोएर नै आफ्नो इच्छा तथा असुविधा जनाउँछ र त्यसपछि उसको आवाजमा विविधीकरण वढ्दै गएर क्रमशः भाषिक विकास हुन्छ । मान्छेको वास्तविक पहिचान गराउने वस्तु नै भाषा हो । किनभने कुनै व्यक्तिलाई रसिलो, मिजासिलो, सभ्य, शिष्ट रमाइलो, मनोरञ्जक या रुखो, टर्रो, असभ्य, अशिष्ट इत्यादि विशेषण दिने माध्यम भनेको उसले प्रयोग गर्ने गरेको भाषा नै हो ।

भाषा शिक्षणको परिचय र महत्व

मानवीय विचार आदान प्रदान गर्ने सशक्त माध्यम भएकाले भाषाको शिक्षण सिकाइमा विशेष ध्यान पुऱ्याउन जरुरी छ । भाषा शिक्षणसिकाइ भनेको भाषाका सीपहरूको शिक्षण सिकाइ हो ।

[®] रिपोर्टर, दूर शिक्षा केन्द्र

भाषाका सीप भन्नाले सुनाइ बोलाइ, पढाइ र लेखाइ नै हुन् । यी सीपहरूले मानिसलाई आफ़ना विचार दिन र अरुका विचारहरू लिन मद्दत गर्दछन् । भाषाका चार सीपमध्ये सुनाइ र पढाइले अरुका विचारहरू लिन मद्दत गर्दछन् भने बोलाइ र लेखाइले आफ़ना विचारहरू दिन मद्दत गर्दछन् । कुनै पनि मानिसले भाषा सिक्नु भनेको आफ़ना विचारहरू प्रभावशाली ढङ्गले दिन र अरुका विचारहरू सहज रूपमा लिन सक्ने हुनु नै हो भने भाषा शिक्षण गर्नु भनेको पनि सम्बद्ध विद्यार्थी (सिकारु) लाई भाषिक सीपमा दक्ष बताउनु नै हो । भाषिक कुशलताका कारणले नै मानिसले आफ़्नो व्यवहारिक जीवन सरल र सहज बनाउने भएकाले भाषा शिक्षण/सिकाइका सन्दर्भमा यो उखान "बोल्नेको पीठो बिक्छ, नबोल्नेको चामल पनि बिक्दैन" अत्यन्त सान्दर्भिक छ । वास्तवमा मान्छेले सन्दर्भअनुसार बोल्न जान्यो भने उसले आफ़्नो काम सर्जिलै सम्पन्न गरी आफ़्नो जीवनलाई सहज बनाउँछ भन्ने कुरामा सबैको एकमत छ ।

भाषिक कुशलताले नै मानिसको जीवनमा सुख र दुःखको निश्चित गर्ने भएकाले भाषा सिकाइले मानव जीवनमा ठूलो महत्व राख्दछ । भाषा सिकाइ भनेको सीप सिकाइ भएकाले यसमा दक्षता हासिल गर्न अभ्यासको जरुरत पर्दछ । अभ्यास भन्नाले भाषाका चारओटै सीपमा बारम्बार क्रियाकलाप गर्नु हो । यो प्रयोगात्मक विषय भएकाले यसमा दक्षता हासिल गर्न आपसी भाषिक अन्तर्क्रिया बढी महत्वपूर्ण मानिन्छ । यसले सिकारुको भाषामा स्तरीयता बढाउँछ । भाषिक सीपहरूमा दक्ष बन्नका लागि सिकारुको प्रयास अति आवश्यक मानिन्छ तापनि शिक्षणको पनि उत्तिकै महत्व छ । भाषा सिकाउने व्यक्तिले सिकारुलाई भाषिक व्यवहारमा सन्दर्भअनुसार सशक्त र दक्ष बनाउन सक्नुपर्दछ । यसका लागि अभ्यास र पुनरावृत्तिलाई विशेष महत्व दिनु पर्दछ । भाषिक कुशलता वृद्धिका लागि अभ्यास र पुनरावृत्तिले सिकारुको भाषिक व्यवहारमा देखिएका त्रुटिहरू घटाउँदै उसको भाषिक दक्षतामा वृद्धि हुन्छ ।

सिक्ने सिकाउने क्रममा भाषा साधन र साध्य दुवै हो किनभने भाषाकै माध्यमबाट भाषिक सीपहरू सिकिन्छ, सिकाइन्छ । अन्य विषय वा विषयवस्तु सिक्न/सिकाउन प्रयोग गरिने साधन पनि भाषा नै हो । त्यसैले भाषिक दक्षता अन्य विषयवस्तुसम्बन्धी दक्षतासँग गाँसिएको हुन्छ । अर्थात् भाषिक सीपहरूमा जसले दक्षता हासिल गरेको छ उसले अन्य विषय र विषयवस्तुसम्बन्धी ज्ञान, सीप र दक्षता सर्जिलै हासिल गर्नसक्दछ । यसरी भाषिक दक्षताले अन्य विषयको शिक्षण सिकाइमा अत्यन्त महत्व राखेको देखिन्छ । त्यसैले अन्य विषय सिक्न सिकाउन सुरुवात गर्नुभन्दा पहिले भाषिक सीपहरूमा दक्षता हासिल गर्नु गराउनु अति आवश्यक छ ।

भाषा शिक्षणका सामान्यतया २ पद्धति (mode) - मुखामुख पद्धति (Face to face mode) र दूर शिक्षा पद्धति (Distance mode) प्रचलनमा छन् । face to face mode मा सिक्ने सिकाउने व्यक्ति आम्नेसामुन्ने हुनुपर्दछ । यसो हुँदा भाषा शिक्षण सिकाइमा शिक्षक र सिकारुबीच दोहोरो अन्तर्क्रिया हुन्छ । यस पद्धतिमा सिकारुले शिक्षकको प्रत्यक्ष निगरानीमा आफ़्नो भाषिक

दक्षतालाई वढाउने मौका पाउँछ भने शिक्षकले पनि सिकारुमा देखिएका त्रुटिहरूको पहिचान र निराकरणबाट उपचारात्मक शिक्षणतर्फ आफ्ना कार्यकलापहरू अगाडि बढाउँछन् । Distance mode मा भाषा शिक्षण सिकाइका लागि शिक्षक सिकारुबीच प्रत्यक्ष सम्पर्क हुँदैन । यसका लागि विभिन्न सञ्चार माध्यमहरूको प्रयोग गरिन्छ । सिकारुले सञ्चार माध्यमबाट पढेका सुनेका र देखेका भाषा शिक्षण सिकाइसम्बन्धी क्रियाकलापका आधारमा आफ्नो भाषिक दक्षता वढाउने मौका पाउँछ ।   यस पद्धतिमा मुद्रण सामग्रीको प्रयोगले ठूलो सहयोग पुग्दछ । यस पद्धतिमा सञ्चारका विभिन्न माध्यमहरू प्रयोग हुने हुँदा सिकारुले आफ्नो पहुँचमा भएका सामग्रीहरू आफूलाई फुर्सद भएको समयमा पनि उपयोग गरी भाषा सिक्न सक्दछन् ।

दूर शिक्षा पद्धति र यसमा भाषा शिक्षण सिकाइ

पत्राचार, श्रव्य, दृश्य, श्रव्यदृश्य र सञ्चारका अन्य माध्यमहरूद्वारा भाषा शिक्षणसिकाइ गर्ने पद्धति नै दूर शिक्षा पद्धति हो । दूर शिक्षा   खुला सिकाइका क्षेत्रमा संसारमा उल्लेखनीय कामहरू भएका छन् । दूर शिक्षा पद्धतिमा हुने भाषा शिक्षण सिकाइलाई खुला सिकाइसम्बन्धी भएका प्रयासहरूको एक महत्त्वपूर्ण अंशका रूपमा लिन सकिन्छ । मुखामुख पद्धतिमा हुने भाषा शिक्षणसिकाइमा विविध कठिनाइले सहभागी हुन नपाएकाहरूका लागि यो पद्धति उपयोगी मानिन्छ । यस पद्धतिमा भाषा सिक्न सिकाउन सञ्चारका माध्यमहरू प्रयोग गरिने भएकाले सिकारुले आफू बसेका ठाउँमा आफ्नो आर्थिक क्षमताले प्रयोग गर्न सकिने सञ्चार माध्यमको प्रयोग गरी भाषा सिक्न पाउँछ । आफूलाई अप्ठेरो लागेका कुराहरूमा सम्पर्क कक्षामा समावेश भएर र सञ्चारका विभिन्न माध्यमहरू प्रयोग गरी विषय विशेषज्ञ र दक्ष शिक्षकबाट स्पष्ट हुनसक्छ साथै यो पद्धतिमा सिकारु नै   क्रियाशील हुनुपर्ने भएकाले उसले आफ्नो सम्पर्कमा आउन सक्ने दक्ष शिक्षक वा विशेषज्ञको पनि सहयोग लिनसक्छ । सूचना र सञ्चार प्रविधिको युग मानिएको अहिलेको युगमा सञ्चारका माध्यमहरूको प्रयोग गरी भाषा सिक्ने सिकाउने यो पद्धति मुखामुख पद्धतिका तुलनामा कम खर्चिलो र सबैको पहुँचमा पुग्नसक्ने खालको छ । त्यसैले यस पद्धतिबाट धेरै सिकारुहरूले आफ्नो भाषिक कुशलता वढाउन र सञ्चारका साधनहरूको प्रयोगमा आफ्नो पहुँच बढाउने मौका पाउँछन् ।

विचार विनिमय र ज्ञान अर्जनको समेत सशक्त माध्यम भाषा नै भएकाले सकेसम्म सवै मानिसहरू भाषिक सीपहरूमा सक्षम हुनुपर्दछ । सामान्य काम चलाउका लागि त सामान्य भाषिक व्यवहार नै पर्याप्त हुनसक्छ तर अहिलेको प्रतिस्पर्धात्मक युगमा सामान्य कामचलाउ भाषिक व्यवहारले मानवजीवन सरल र सहज हुन सक्दैन । त्यसैले भाषाको स्तरीय रूपका सीपहरूमा सक्षमता हासिल गरी अन्य विषय र विषयवस्तुको सिकाइलाई सहज वनाउनु नै अहिलेको खाँचो हो । यो खाँचो पूरा गर्ने एउटा महत्त्वपूर्ण पद्धति नै दूर शिक्षा पद्धतिको भाषा शिक्षणसिकाइ हो । अध्ययन, भ्रमण, रोजगारी वा अन्य कारणले कुनै देशमा जानुपर्दा सवभन्दा

पहिलो आवश्यकता नै भाषा सिक्नु हो भने औपचारिक शिक्षालाई सहज ढङ्गले अगाडि वढाउन भाषिक दक्षता नै पहिलो आवश्यकता हो । यसरी अन्य विषयका तुलनामा भाषा शिक्षण सिकाइको आवश्यकता बढी नै छ । त्यसैले संसारका विभिन्न देशहरूमा मुखामुख र दूर शिक्षा दुबै पद्धतिमा भाषा शिक्षणसिकाइका कार्यक्रमहरू सञ्चालन गरेको पाइन्छ । यद्यपि दूर शिक्षा पद्धतिका पनि सीमाहरू छन् तथापि यसको उचित व्यवस्थापन भएमा यस पद्धतिबाट भाषा शिक्षणसिकाइ प्रभावकारी हुन्छ । दूर शिक्षा पद्धतिमा शिक्षण सिकाइको प्रभावकारिताका लागि योग्य र असल शिक्षक चाहिन्छ र योग्य र असल शिक्षकले त मुखामुख पद्धतिमा नै भाषा शिक्षणसिकाइलाई प्रभावकारी बताउँछ भन्ने रवर्ट ल्याडोको भनाइ छ तथापि योग्य र असल भाषा शिक्षक सवै ठाउँमा पाउन सकिन्न । यस अवस्थामा त्यस्ता सीमित योग्य र असल शिक्षकहरूबाट धेरै सिकारुहरू लाभान्वित हुने पद्धति नै दूर शिक्षा पद्धति हो । साथै मुखामुख पद्धतिमा भाषा शिक्षण सिकाइ गर्दा कक्षामा जम्मा भएका सीमित सिकारुमात्र लाभान्वित हुन्छन् भने दूर शिक्षा पद्धतिबाट गरिएको भाषा शिक्षणसिकाइ कार्यक्रमवाट धेरैभन्दा धेरै सिकारुहरूले लाभान्वित हुने मौका पाउँछन् ।

केही अन्तर्राष्ट्रिय सन्दर्भ

दूर शिक्षा पद्धतिमा हुने भाषा शिक्षण सिकाइको प्रसंग खुला शिक्षासम्बन्धी भएका प्रयाससँग जोडिने भएको र खुला शिक्षासम्बन्धी अवधारणाको शुरुवात सन् १८५० को अवधिमा क्यानाडावाट भएको मानिएको हुँदा भाषा शिक्षणसिकाइसम्बन्धी यस पद्धतिको सुरुवात भएको समय पनि त्यसैलाई मान्नुपर्दछ । खुला शिक्षासम्बन्धी भएका प्रयासहरूमा संयुक्त अधिराज्यमा सन् १९४० मा भएको पत्राचार शिक्षा र संयुक्त राज्य अमेरिकामा भएको गृह अध्ययन समाजलाई अग्र पंक्तिमा लिइन्छ साथै पपुवा न्युगिनीमा सन् १९५० मा खुला शिक्षाको सुरुवात भएको र सन् १९५९ मा सार्वजनिक सेवा आयोगले दैनिक कक्षामा आउन नसक्ने दुर्गम क्षेत्रमा पत्राचारको माध्यमबाट पनि खुला शिक्षाको शुरुवात गरेको पाइन्छ । कार्यक्रममा अङ्ग्रेजी भाषा पनि समावेश भएकाले दूर शिक्षा पद्धतिमा भाषा शिक्षणसिकाइलाई यस कार्यक्रमले पनि मद्दत पुर्‍याएको देखिन्छ । सन् १९६९ मा बेलायतमा स्थापित खुला विश्वविद्यालय पनि यस प्रसंगमा भुल्न नहुने प्रयास नै हो । सन् १९७४ मा कोरियामा पत्राचार माध्यमिक विद्यालयको स्थापना भई अहिले विभिन्न शहरहरूमा धेरै पत्राचार माध्यमिक विद्यालयहरू भाषा शिक्षण सिकाइमा पनि सक्रिय रहेका छन् । यसै गरी न्युजिल्याण्डमा पत्राचारका माध्यमले शिक्षा दिन स्थापित प्राथमिक र माध्यमिक शिक्षाले विभिन्न कारणले विद्यालय जान नसकेकाहरूलाई भाषा शिक्षण सिकाइमा पनि टेवा पुर्‍याइरहेको भनिन्छ ।

दूर शिक्षा पद्धतिमा भाषा शिक्षण सिकाइमा BBC ले पुर्‍याएको योगदान पनि उल्लेखनीय छ । यसले २० भन्दा वढी भाषामा speaking English course दूर शिक्षा पद्धतिमा चलाएको छ । यस

पद्धतिमा भाषा शिक्षण सिकाइलाई मजबुत बनाउन श्रव्यदृश्य सामग्रीको विकास र स्वाध्ययनका लागि पुस्तकहरूको व्यवस्था गरी सबैको पहुँचमा ल्याएको छ । त्यस्तै Voice of America . Voice of Germany र रेडियो पेकिड्ग जस्ता कार्यक्रमहरूले यस पद्धतिमा भाषा शिक्षण सिकाइलाई अगाडि बढाएका छन् । कोरिया र जापानमा रेडियो र टेलिभिजनबाट भाषा शिक्षणसिकाइमा पुगेको योग्दान पनि उल्लेख्य र अविस्मरणीय मान्नुपर्छ ।

नेपालमा भएका केही प्रयासहरू

नेपाल भौगोलिक विकटता, सामाजिक पछौटेपन र जनमानसमा शिक्षाप्रति सचेतनाको कमी भएको मुलुक हो । यस देशका सबै नागरिकहरूमा शिक्षाको पहुँच पुऱ्याउन दूर शिक्षा नै एकमात्र उपयोगी पद्धतिका रूपमा रहेको मान्न सकिन्छ । यस देशमा दूर शिक्षा पद्धतिको सुरुवात अनौपचारिक रूपमा घरायसी पत्राचारका रूपमा धेरै अगाडि भए पनि औपचारिक रूपमा कलेज अफ एजुकेशनको प्रौढ शिक्षा महाशाखाबाट २०१४ सालमा प्रौढ शिक्षा कार्यक्रमका लागि रेडियो नेपालबाट प्रसारित कार्यक्रमलाई लिन सकिन्छ । त्यसपछि वि.सं. २०१९ सालमा प्राथमिक तहका विद्यार्थीहरूका लागि रेडियो नेपालबाट प्रसारित कार्यक्रममा नेपाली र अङ्ग्रेजी भाषा पनि समावेश भएको हुँदा यसलाई औपचारिक रूपमा दूर शिक्षा पद्धतिमा भाषाशिक्षण सिकाइको सुरुवात भएको मानिन्छ । त्यसपछि २०३५ सालमा स्थापित रेडियो शिक्षा शिक्षक तालिम आयोजनाले २०३७ भाद्र ४ गते रेडियो नेपालबाट प्रसारित तालिम कार्यक्रममा नेपाली विषय पनि समावेश भएकाले दूर शिक्षा पद्धतिमा शिक्षकका लागि नेपाली भाषा शिक्षणसिकाइको सुरुवात भएको देखिन्छ । त्यसपछि रेडियो शिक्षा शिक्षक तालिम आयोजना दोस्रोचरण २०४३ अन्तरगत अङ्ग्रेजी विषयको ट्युसन सञ्चालन भएपछि दूर शिक्षा पद्धतिमा भाषा शिक्षण सिकाइका क्रममा नयाँ आयाम थप भएको मानिन्छ । नेपालमा दूर शिक्षा / खुला सिकाइलाई मूर्तरूप दिने उद्देश्यले २०५० सालमा स्थापित दूर शिक्षा केन्द्रले प्राथमिक शिक्षकका लागि उपलब्ध गराउँदै आएको सेवाकालीन ५ महिने प्रमाणीकरण तालिम दूर शिक्षा पद्धतिमा सञ्चालन गर्दै आएको र यस तालिममा नेपाली र अङ्ग्रेजी भाषा विषयमा पनि तालिम कार्यक्रम भएकाले दूर शिक्षा पद्धतिको भाषा शिक्षण सिकाइले निरन्तरता पाउँदै आएको देखिन्छ। दूर शिक्षा केन्द्रले प्राथमिक तहका शिक्षकहरूलाई पुनर्ताजगी तालिमका रूपमा कक्षा वातावरणमा आधारित अन्तरक्रियात्मक रेडियो शिक्षण कार्यक्रम कक्षा ५ को अङ्ग्रेजी विषयमा सञ्चालन गरेर दूर शिक्षा पद्धतिमा भाषा शिक्षणसिकाइ कार्यक्रमलाई नयाँ ढड्गले पनि अगाडि बढाएको छ।

आर्थिक वर्ष २०६०।०६१ देखि प्राथमिक शिक्षक तालिम कार्यक्रमलाई श्रव्यदृश्यात्मक रूपमा सञ्चालनको शुरुवात गर्ने दूर शिक्षा केन्द्रको कार्यक्रममा अङ्ग्रेजी भाषा पनि परेकाले यसलाई दूर शिक्षा पद्धतिमा भाषा शिक्षण सिकाइको नयाँ मोड मान्नुपर्दछ । दशौं पञ्चवर्षीय योजनामा माध्यमिक र निम्नमाध्यमिक तहका शिक्षकहरूलाई पनि दूर शिक्षा पद्धतिमा सेवाकालीन तालिम

दिने नीति रहेअनुरूप आगामी समयमा दूर शिक्षा पद्धतिमा उक्त तहको शिक्षक तालिम सञ्चालन गरेर यस पद्धतिमा भाषा शिक्षण सिकाइ अभ्र मजबुत हुने देखिन्छ । यसका साथै सबैमा औपचारिक शिक्षाको पहुँच बढाउने उद्देश्यले वि. सं. २०६० सालमा स्वीकृत दूर शिक्षाको सञ्चालनसम्बन्धी निर्देशिकाले निम्नमाध्यमिक, माध्यमिक र उच्च माध्यमिक तहको शैक्षिक कार्यक्रम, प्राविधिक शिक्षा तथा व्यवसायिक तालिम, अनौपचारिक शिक्षाअन्तर्गत निरन्तर शिक्षा र शिक्षण प्रशिक्षणसम्बन्धी शैक्षिक कार्यक्रम सञ्चालन गर्न सम्बन्धन दिने व्यवस्थाले दूर शिक्षा पद्धतिमा भाषा शिक्षण सिकाइ अभ्र फराकिलो र मजबुत हुने देखिन्छ ।

नेपालमा खुला विश्वविद्यालयसम्बन्धी शाही उच्च शिक्षा आयोग (२०४२) को प्रतिवेदनले· ल्याएको अवधारणा, प्रजातन्त्रको पुनर्स्थापनापछि गठित राष्ट्रिय शिक्षा आयोगको प्रतिवेदनले खुला विश्वविद्यालयका सम्बन्धमा पुर्‍याएको थप बल, २०५४ सालमा बनेको खुला विश्वविद्यालय ऐनको मस्यौदा, शिक्षा नियमावली, २०५९ मा भएको दूर शिक्षासम्बन्धी व्यवस्था, नवौं योजनामा भएको खुला सिकाइसम्बन्धी नीति र दशौं योजना अवधिमा एउटा खुला विश्वविद्यालय स्थापन गर्ने लक्ष्य भएकालाई पनि भाषा शिक्षण सिकाइका सम्बन्धमा भएका उल्लेखनीय प्रयासहरू मान्नुपर्दछ । अहिले त्रिभुवन विश्वविद्यालय र पूर्वाञ्चल विश्वविद्यालयले दूर शिक्षा पद्धतिमा शिक्षा शास्त्र संकायमा स्नातक तहको कार्यक्रम सञ्चालन गर्दै आएका छन् । यी कार्यक्रमहरूले पनि दूर शिक्षा पद्धतिमा भाषा शिक्षण सिकाइलाई बढावा दिएको मान्नुपर्दछ ।

दूर शिक्षा पद्धतिमा भाषा शिक्षण गर्ने तरिका

दूर शिक्षा पद्धतिमा भाषा शिक्षणसिकाइ गर्दा सञ्चारका माध्यमहरू प्रयोगमा ल्याइन्छन् भने यस पद्धतिका लागि स्वाध्ययन सामग्रीलाई मुख्य सामग्रीका रूपमा र सम्पर्क कक्षा र सञ्चार माध्यमबाट प्रसारित कार्यक्रमलाई सहयोगी कार्यक्रमका रूपमा लिइन्छ । संसारका विकसित मुलुकहरूले सूचना र सञ्चारका क्षेत्रमा धेरै उन्नति गरे पनि सूचना र सञ्चारसम्बन्धी नयाँ उपकरणहरू सबैका पहुँचमा पुगिनसकेको अवस्था छ । यस अवस्थामा सबैको पहुँचमा सजिलै पुगेको सञ्चार माध्यम भनेको पत्राचार नै हो । भाषिक सीपहरू अन्तरसम्बन्धित हुने भएकाले पत्राचारबाट पनि भाषाका चारओटै सीपहरूको शिक्षण सिकाइ हुन्छ । पत्र पठाउने मान्छेले लेख्छ, त्यसपछि आफूले लेख्नुपर्ने सबै कुराहरू समावेश भए भएनन् भनी थाहा पाउन पढेर त्यसलाई सम्बन्धित ठाउँमा पठाउने गर्दछ । सम्बन्धित व्यक्तिले पाएपछि त्यसलाई उसले पढ्छ र सम्बन्धित अन्य व्यक्तिहरूलाई पनि सुनाउँछ । सबैले सुनिसकेपछि एकापसमा बोलेर पत्रमा उल्लेख भएका विषयमा छलफल गरिन्छ । यसरी यहाँ भाषाका सुनाइ, बोलाइ र पढाइसम्बन्धी क्रियाकलाप भएको देखिन्छ । पत्राचारको भाषा सामान्यत स्तरीय भाषा नै हुने भएकाले त्यहाँ व्याकरणिक नियमहरूको पनि सकेसम्म पालना गरेर यथासम्भव सुन्दर अक्षरमा लेखिने हुन्छ । यसबाट पत्र पाउने व्यक्तिले आफ्नो लेखाइमा शुद्धता र सुन्दरता बढाउने मौका पाउँछ । भाषा

शिक्षण सिकाइ भनेको भाषाका सुनाइ, बोलाइ, पढाइ र लेखाइ सीपहरूको शिक्षणसिकाइ भएकाले पत्राचारको माध्यमकबाट भाषा सिक्दा सिकाउँदा भाषाका सवै सीपहरूको केही न केही मात्रामा शिक्षणसिकाइ भएकै हुन्छ ।

पत्राचारपछिको सबैको पहुँचमा पुग्ने सञ्चार माध्यम रेडियो हो । यो सञ्चारको श्रव्य सामग्री भएकाले यसवाट मूलत भाषाका सुनाइ र बोलाइ सीपको शिक्षणसिकाइ बढी मात्रामा हुन्छ भने सिकारुले आफ्नो सक्रियता बढाएमा पढाइ र लेखाइ सीपको पनि राम्ररी नै विकास हुनसक्छ । रेडियोबाट कतिपय लिखित सामग्री पढेर सुनाइने भएकाले यसवाट सिकारुको पढाइ सीपमा पनि विकास हुन्छ । भाषा शिक्षणसिकाइ कार्यक्रमबाट सिकारुमा भाषाका सबै सीपमा दक्षता वढाउने उद्देश्य हुने भएकाले रेडियोबाट श्रुतिलेखन गराई लेखाइ सीपको पनि क्रियाकलाप गर्न गराउन सकिन्छ । मूल्याङ्कनका लागि स्वाध्ययन सामग्री, सम्पर्क कक्षा र सम्पर्कमा आउन सक्ने दक्ष भाषा शिक्षकको पनि सहयोग लिन सकिन्छ । रेडियोबाट भाषा शिक्षणसिकाइका क्रममा आइपरेका समस्याहरूका बारेमा जानकारी पाउन सिकारुले पत्राचार लगायत सञ्चारका अन्य माध्यमवाट कार्यक्रम प्रसारणसम्बन्धी निकायमा जिज्ञासा पठाएर विषय शिक्षक वा विषय विशेषज्ञवाट जानकारी लिने काम गर्दछ । यसवाट सिकारुको भाषिक दक्षताको मूल्याङ्कन र पृष्ठपोषण पनि हुन्छ । साथै भाषा शिक्षणसिकाइको प्रभावकारिताका लागि क्यासेट चक्का पनि प्रयोग गरिन्छ ।

दूर शिक्षा पद्धतिमा श्रव्यदृश्यात्मक रूपमा भाषा शिक्षणसिकाइ गर्न प्रयोग गरिने सञ्चारमाध्यम टेलिभिजन हो । अन्य माध्यमका तुलनामा यसबाट प्रभावकारी रूपमा भाषा शिक्षणसिकाइ गर्न सकिन्छ । रवर्ट ल्याडोले टेलिभिजनका माध्यमबाट दास्रो भाषा शिक्षण सिकाइ प्रभावकारी हुने वताउँदै यसका लागि योग्य र असल शिक्षक आवश्यक पर्छ भनेका छन् । यस भनाइमा पहिलो भाषाका तुलनामा दोस्रो भाषा शिक्षणसिकाइ जटिल हुन्छ जसलाई सहज रूपमा सिकाउन टेलिभिजन उपयुक्त माध्यम हो भन्ने बुभिन्छ । तापनि पहिलो भाषाको शिक्षणसिकाइका लागि पनि टेलिभिजन उपयोगी सोधन हो । टेलिभिजनका माध्यमबाट भाषा शिक्षणसिकाइलाई प्रभावकारी वनाउन आवश्यक शैक्षिक सामग्रीको व्यवस्था गरी कक्षाको सजीव वातावरणबाट सामग्री निर्माण गरी प्रसारण गर्न सकिन्छ । यस्तो कार्यक्रमबाट दूर शिक्षा पद्धतिबाट भाषा सिकाइमा संलग्न भएका सिकारुहरू त लाभान्वित हुन्छन् नै यसका साथै मुखामुख पद्धतिमा भाषा शिक्षण सिकाइ गर्ने शिक्षक तथा सिकारुका लागि पनि सहयोग पुग्नसक्छ । उल्लिखित सञ्चार माध्यमका साथै अहिलेका अत्याधुनिक सञ्चारका माध्यमहरू टेलिफोन, फ्याक्स, इमेल, इन्टरनेट र भिडियो कन्फरेन्स कार्यशाला इत्यादि जस्ता सामग्री तथा कार्यकलापहरूको प्रयोगले दूर शिक्षा पद्धतिबाट भाषा शिक्षण सिकाइलाई अगाडि बढाउन सकिन्छ ।

सीमाहरू

भाषा शिक्षण सिकाइको आवश्यकता अन्य विषय र विषयवस्तु शिक्षण सिकाइका तुलनामा वढिरहेको अवस्थामा सबैमा यसको पहुँच पुर्‍याउने सर्वसुलभ पद्धति नै दूर शिक्षा पद्धति हो तापनि यसका निश्चित सीमाहरू छन् । भाषिक सीपहरूको शिक्षण सिकाइ एकआपसमा अन्तरसम्बन्धित भए पनि सेरिडले सन् १९८८ मा गरेको अध्ययनले रेडियोबाट लेखाइ सीप शिक्षण प्रभावकारी नभएको कुरा देखाएको छ । कम्तिमा माध्यमिक तहसम्मका विद्यार्थीहरूलाई शिक्षकहरूको प्रत्यक्ष रेखदेखमा भाषा लगायत अन्य विषयहरूको शिक्षण गरेमा उनीहरूको सिकाइमा अपेक्षित प्रभावकारिता बढ्ने मानिन्छ । त्यसैले यो उमेर समूहसम्मका बालबालिकाहरूका लागि दूर शिक्षा पद्धतिको भाषा शिक्षणसिकाइ त्यत्ति प्रभावकारी नहुन सक्दछ । भाषा शिक्षण सिकाइको प्रभावकारिताका लागि शिक्षण विधिहरूको छनौट र प्रयोगको महत्वपूर्ण स्थान रहन्छ र विषयवस्तुको प्रकृतिका आधारमा प्रयोग गरिने विधिहरूमा विविधता हुनु पनि आवश्यक हुन्छ तर यस पद्धतिमा सबै किसिमका विधिहरू प्रयोग गर्न सम्भव पनि हुँदैन । त्यस्तै सिकारुको सक्रिय सहभागिताले भाषा शिक्षणसिकाइलाई सजीव बनाउँछ तर यस पद्धतिमा निश्चित कक्षा नहुने र सिकारु सक्रिय सहभागी भए नभएको अनुगमन गर्न सजिलो छैन । भाषा शिक्षण सिकाइको प्रभावकारिताका लागि मूल्याङ्कन अभिन्न अङ्गका रूपमा लिइन्छ तापनि यस पद्धतिमा सिकारुको मूल्याङ्कन सहज छैन । अहिले शिक्षणका क्षेत्रमा उपचारात्मक शिक्षण अति उपयोगी मानिन्छ तर यस पद्धतिमा यस्तो शिक्षण सहज छैन । शैक्षिक सामग्रीहरूको प्रयोगले भाषा शिक्षणसिकाइमा प्रभावकारिता बढाउन मद्दत पुग्छ । तर श्रव्यदृश्य माध्यमबाहेक अन्य माध्यमवाट शैक्षिक सामग्रीको प्रयोग पनि सहज छैन र श्रव्यदृश्य माध्यमबाट शैक्षिक सामग्रीको प्रयोग बढी खर्चिलो हुने भएकाले गरीब मुलुकले यसबाट कार्यक्रम चलाउन गाह्रो हुन्छ । साथै श्रव्यदृश्य सामग्रीमा विविध कारणले सबैको पहुँच पनि हुँदैन । दूर शिक्षा पद्धतिमा शिक्षा हासिल गर्न गराउन सम्पर्क कक्षालाई उपयोगी कार्यक्रमका रूपमा लिइन्छ तर सबै सिकारुका लागि पायक पर्ने ठाउँमा सम्पर्क कक्षा सम्भव पनि छैन साथै सम्पर्क कक्षाका लागि दक्ष सम्पर्क शिक्षकको व्यवस्था गर्न पनि गाह्रो छ । भाषा शिक्षण सिकाइको प्रयोजन फरक फरक व्यक्तिका लागि फरक फरक हुने र शिक्षण सिकाइको प्रभावकारिताका लागि सिकारुको व्यक्तिगत भिन्नता पहिचान गरेर उपचारात्मक शिक्षण गर्नु पर्ने हुँदा दूर शिक्षा पद्धतिमा यो सम्भव पनि छैन । भाषा सिक्ने क्रममा सिकारुमा आइपरेका समस्याहरू समयमै समाधान गर्न सञ्चारका सबै साधनहरूको प्रयोग गर्नु आवश्यक हुन्छ तर सबै साधनहरूको पहुँच नभएका ठाउँका लागि यो पद्धति उपयोगी मानिंदैन ।

उपसंहार

विविध सीमाहरू हुँदाहुँदै पनि अन्य शिक्षणसिकाइ कार्यक्रमका तुलनामा खुला सिकाइका लागि सञ्चालित कार्यक्रमका लागि गरिएको लगानी सस्तो हुन्छ जसले विविध कठिनाइते गर्दा शिक्षाको अवसरबाट बञ्चित समुदायमा शिक्षाको पहुँच पुर्‍याउने काम गर्दछ । यस्तो खुला सिकाइलाई गति दिने काम सिकारुहरूमा भएको भाषिक क्षमताले गर्दछ । अधिकांश सिकारुमा सस्तो र किफायती ढङ्गले भाषिक क्षमता बढाउने काम दूर शिक्षा पद्धतिको भाषा शिक्षण सिकाइले गर्ने भएकाले यसका बाधाहरूलाई न्यून गर्दै यस पद्धतिलाई अगाडि बढाउनु नै अहिलेको आवश्यकता हो । आजको युग सूचना र प्रविधिको युग भएकाले सूचना प्रविधिका नयाँ नयाँ माध्यमलाई भाषा शिक्षण सिकाइमा प्रयोग गर्न सकिएमा यसबाट हुने फाइदा नै बढी भएर अन्य विषयहरूको शिक्षण सिकाइलाई पनि प्रभावकारी ढङ्गले अगाडि बढाउन मद्दत पुग्नेमा विश्वास गर्न सकिन्छ । भाषा शिक्षण सिकाइ प्रभावकारी बनाउन एकीकृत कार्यक्रम उपयोगी भएकाले सबै सञ्चार माध्यमबाट प्रसारित सबै कार्यक्रमहरूमा प्रयोग गरिने भाषा शुद्ध, स्तरीय र व्याकरणसम्मत भएमा दूर शिक्षा पद्धतिमा हुने भाषा शिक्षणसिकाइलाई थप मद्दत पुग्न सक्दछ साथै दूर शिक्षा पद्धतिमा भाषा शिक्षणसिकाइ अझ प्रभावकारी बनाउने उपायहरूको पहिचान र प्रयोग गर्दै अगाडि बढेमा समग्र शिक्षा प्रणालीमा नै सघाउ पुग्ने हुन्छ ।

सन्दर्भ सामग्री

१. भाषा शिक्षण : केही परिप्रेक्ष्य र पद्धति -हेमाङ्गराज अधिकारी

२. नेपाली भाषा शिक्षण -हेमाङ्गराज अधिकारी

३. दूर शिक्षा २०५८ दूर शिक्षा केन्द्र सानोठिमी भक्तपुर

४. दूर शिक्षा २०५९ दूर शिक्षा केन्द्र सानोठिमी भक्तपुर

५. Language teaching a scientific approach – Robert lado

६. दूर शिक्षाको सञ्चालनसम्बन्धी निर्देशिका २०५९

७. राष्ट्रिय शिक्षा आयोगको प्रतिवेदन २०४९

८. खुला विश्वविद्यालय ऐनको लागि बनेको विधेयक २०५४

९. नवौँ पंचवर्षीययोजना

१०. दशौँ पञ्चवर्षीय योजना

११. शिक्षा ऐन २०२८ तथा शिक्षा नियमावली २०५९

१२. शैक्षिक उन्नयन वर्ष १ अङ्क १ २०५६ असोज ।

१३. Bulletion of the UNESCO

    Regional Office for Education in Asia and oceania, UNESCO Bangkok

शैक्षिक व्यवस्थापन सूचना प्रणाली
(Education Management Information System, EMIS)

- हरिप्रसाद लम्साल[⊗]

अवधारणा

शैक्षिक व्यवस्थापन सूचना प्रणाली निर्णयकर्ता तथा योजनाकारहरूको लागि औपचारिक रूपमा सही र भरपर्दो सूचना उपलब्ध गराउन विकास गरिएको प्रणाली हो । यस प्रणालीबाट कार्य-प्रक्रिया तथा पद्धतिमा छिटो छरितोपन र प्रभावकारिता आउने गर्दछ । यसअन्तर्गत तथ्याङ्क सङ्कलन, प्रशोधन, विश्लेषण र प्रवोधीकरण (Dissemination) जस्ता पक्षहरू समावेश भएका हुन्छन् । अझ विस्तृत रुपमा भन्नुपर्दा शैक्षिक व्यवस्थापन सूचना प्रणाली ठूलो क्षेत्र भएका तथ्याङ्कहरूको व्यवस्थापन गर्ने पद्धति हो, जसवाट चाहिएको वेलामा चाहिएका सूचनाहरू पत्ता लगाउन, प्रशोधन गर्न, विश्लेषण गर्न तथा प्रयोग गर्न सकिन्छ । यसवाट के प्रष्ट हुन्छ भने शैक्षिक व्यवस्थापन सूचना प्रणाली एउटा यस्तो साधन हो । जसले ठूलो क्षेत्र र व्यापक अवयव (Components) भएका तथ्याङ्कहरूको प्रभावकारी रुपमा व्यवस्थापन गरी सूचनाको प्रयोगमा सघन पद्धति अपनाउन सजिलो वनाउँछ । यसवाट काममा क्रमवद्धता आई *व्यवस्थित प्रणालीको* विकास हुन्छ । तसर्थ शैक्षिक व्यवस्थापन सूचना प्रणालीले सर्गठित सूचनाहरूको व्यवस्थापन तथा अभिलेख गरी *कार्यप्रक्रियालाई* सहज वनाउँछ ।

शैक्षिक व्यवस्थापन सूचना प्रणालीका मुख्य मुख्य भागहरू अर्थात् अवयवहरू (Components) निम्नअनुसार छन् ।

१. तथ्याङ्क उत्पादन र प्रयोगकर्ताको आवश्यकताको पहिचान,

२. तथ्याङ्कको प्रकृतिको वर्गीकरण,

३. तथ्याङ्क प्राप्तिका लागि प्रक्रियाको सञ्चालन,

४. तथ्याङ्कको भण्डारण,

५. तथ्याङ्क पुनर्स्थापन तथा खोजेर पुन: प्राप्त गर्ने व्यवस्था,

६. तथ्याङ्कको विश्लेषण,

७. तथ्याङ्कसम्वन्धी कार्यमा मार्नविय वा कम्प्यूटरको प्रयोगद्वारा कामलाई सहज र सरल वनाउन,

८. अन्य संस्थाहरूसँगको समन्वय र सम्वन्ध ।

[⊗] शा. अ., शिक्षा विभाग

उद्देश्य

शैक्षिक व्यवस्थापन सूचना प्रणाल्लीको प्रमुख उद्देश्य भनेको शैक्षिक क्रियाकलापहरूको व्यवस्थापनसँग सम्वन्धित सूचनाहरूलाई एकीकृत गर्नु हो, जसलाई विभिन्न प्रयोगकर्ताहरूले सहजै प्रयोग गर्न सकुन् । यहाँ प्रयोग्कर्ताहरू भन्नाले शिक्षक, प्रध्यानाध्यापक, अभिभावक, सुपरिवेक्षक, नीति निर्माणकर्ता, राजनैतिक व्यक्तिहरू आदिका साथसाथै विद्यार्थीहरूसमेत पर्न आउँछ । यसबाट के भन्न सकिन्छ भने शैक्षिक व्यवस्थापन सूचना प्रणाल्लीवाट उपलब्ध हुने सूचनाले समाजको हरेक क्षेत्रमा सेवा पुर्‍याइरहेको हुन्छ ।

शैक्षिक व्यवस्थापन सूचना प्रणालीका विशिष्ट उद्देश्यहरूलाई संक्षेपमा निम्नानुसार व्यक्त गर्न सकिन्छ ।

१.   समयमै भरपर्दो र विश्वसनीय तथ्याङ्क उपलव्ध गराउन तथ्याङ्क सङ्कलन, प्रशोधन, विश्लेषण र आपूर्ति गर्ने सीपको विकास गर्न ।

२   शैक्षिक सूचनाहरूको एकीकरण लगायत सङ्कतन, भण्डारण, प्रशोधन, विश्लेषण तथा प्रवोधप्करण गर्ने कार्यहरूमा क्षमता अभिवृद्धि गर्नु ।

३.   सही र भरपर्दो सूचनाको प्रयोग गर्नसक्ने सीपको विकास गर्नु ।

४.   निर्णय प्रक्रियामा सही सूचनाको प्रयोग गर्नसक्ने सीपको विकास गर्नु र यस्ता कार्यमा सूचनाको अभाव खट्किन नदिनु ।

५.   शैक्षिक विकास र नीतिगत पक्षहरूको छलफलमा सूचनाको आधार प्रदान गर्नु ।

यी त भए विशिष्ट किसिमका उद्देश्यहरू । सामान्य रुपमा शैक्षिक व्यवस्थापन सूचना प्रणालीबाट तल दिइएका उद्देश्यहरू प्राप्त हुने अपेक्षा गरिएको हुन्छ ।

१.   शैक्षिक सूचना प्रणालीको उद्देश्य, सरचना, प्रयोग तथा फाइदाका बारेमा प्रष्ट पार्न ।

२.   शैक्षिक तथ्याङ्कको पहिचान, सङ्कलन, प्रशोधन, प्रवोधीकरण र मूल्याङ्कन गर्ने क्षमताको विकास र प्रयोग गर्न ।

३.   संगठनभित्र र वाहिर सूचनाको प्रवाह गर्न, योजना निर्माण गर्न, समन्वय गर्न, र नियन्त्रण गर्नमा सूचनाको प्रयोग गर्न र सोअनुसार सूचना प्रवाह गर्न ।

४.   नीतिगत छलफल र शैक्षिक विकासका मुद्दाहरूमा छलफल गर्ने आधार प्रदान गर्न ।

५.   तथ्याङ्कीय विश्लेषण, व्याख्या र तालिका विवरणका साथसाथै प्रतिवेदन तयार गरी सो को प्रकाशन गर्न ।

६.   प्रत्येक तहमा सूचना प्रणाली स्थापना गरी त्यसलाई कार्यमूलक बनाउन ।

विद्यमान अवस्था

विद्यमान शैक्षिक व्यवस्थापन सूचना प्रणालीले केन्द्रमा शिक्षा तथा खेलकुद मन्त्रालय देखि स्थानीय तहमा विद्यालयस्तरसम्म सम्बन्ध एवम् समन्वय स्थापना गर्ने कार्य गरेको छ । यसले शिक्षा तथा खेलकुद मन्त्रालय र अन्य मन्त्रालयहरू, शिक्षा तथा खेलकुद मन्त्रालय र यसअन्तर्गतका केन्द्रीय निकायहरु, जिल्ला शिक्षा कार्यालय र जिल्लास्थित अन्य कार्यालयहरु, स्रोतकेन्द्र र जिल्ला शिक्षा कार्यालय, स्रोतकेन्द्र र स्रोतकेन्द्र, विद्यालय र स्रोतकेन्द्र, विद्यालय र जिल्ला शिक्षा कार्यालय तथा विद्यालय विद्यालय बीचमा समन्वय र सम्बन्ध स्थापना गर्न सहयोग पुर्‍याएको छ । यसका साथसाथै सरकारी र गैरसरकारी सँस्थाहरुको बीचमा समेत कुनै न कुनै किसिमको समन्वय कायम गरेको हुन्छ ।

यस प्रणालीले उल्लिखित संस्थाहरुबाट प्राप्त हुने सूचनाहरुको समन्वय गर्दछ, सूचनाका स्रोतहरूको समन्वय गर्दछ, सूचनासम्बन्धी सेवाहरू प्रदान गर्दछ । साथै विभिन्न पक्ष तथा स्रोतबाट प्राप्त सूचनाहरूको बीचमा समन्वय गरी एकद्वार प्रणालीबाट सूचनाहरूको विकास गर्न सहयोग पुर्‍याइरहेको छ ।

शैक्षिक व्यवस्थापन सूचना प्रणालीको काम विद्यालय तहबाट शैक्षिक तथ्याङ्क शिक्षा तथा खेलकुद मन्त्रालय तथा शिक्षा विभागसम्म पुर्‍याउन र शिक्षा तथा खेलकुद मन्त्रालय र शिक्षा विभागका सूचनाहरू जिल्ला तथा स्रोतकेन्द्र र विद्यालयमा पुर्‍याउनु मात्र होइन । यो त समग्र शैक्षिक प्रणालीलाई समन्वय प्रदान गर्ने अर्थात सम्बन्ध स्थापना गर्ने माध्यम पनि हो । जसलाई तलको चित्रद्वारा स्पष्ट बनाउन सकिन्छ ।

EMIS र विभिन्न संघ संस्थाहरूको सम्बन्ध
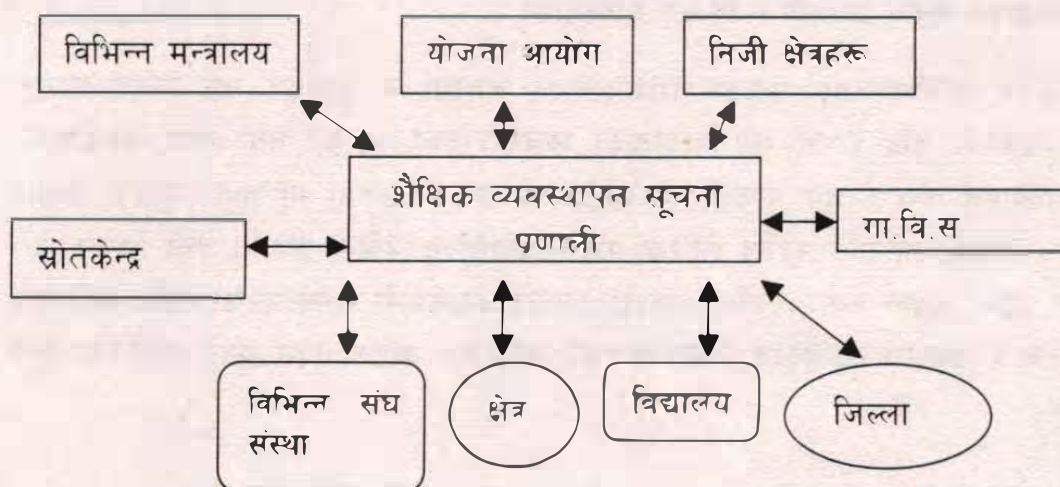
तर वास्तविकता अलिक भिन्न छ । प्राथमिक शिक्षाको विकासमा सरकारले उच्च प्राथमिकता प्रदान गर्दागर्दै पनि यो क्षेत्र विभिन्न समस्याहरुबाट मुक्त हुन सकेको छैन । वर्तमान अवस्थामा प्राथमिक शिक्षा विकासका क्षेत्रमा विद्यमान विभिन्न समस्याहरुमध्ये शैक्षिक तथ्याङ्क र यस सम्बन्धी व्यवस्थापन विषय पनि अहम समस्याको रुपमा रहेको छ । एकातिर यसले पुर्‍याउनु पर्ने सेवा तथा समन्वय समयमा नै प्राप्त हुन सकेको छैन भने अर्कोतिर विद्यमान शैक्षिक तथ्याङ्कको गुणस्तरीयता सम्बन्धमा पनि समय समयमा विभिन्न प्रश्नहरू उठ्ने गर्दछन् ।

शैक्षिक तथ्याङ्कको समुचित विकास र यससम्बन्धी व्यवस्थापनमा विविध समस्या आउनुमा तल्लो निकाय वा संस्थावाट अधुरो तथा अप्रर्याप्त सूचना प्रेषित हुनु अर्थात सही तथ्याङ्क प्रेषित नहुनु, प्रेषित तथ्याङ्कहरूमा एक रूपता नपाइनु र उपयुक्त तरिकाले व्याख्या नगरिनु जस्ता कारणहरू रहेका छन् । अभ यो भन्दा वढी समस्या त माथिल्लो तथा केन्द्रीय निकायसंग सम्बन्धित कारणहरूले गर्दा सिर्जित समस्याहरू हुन् । जुन यस प्रकार छन् ।

१. सर्भेको कमजोर संरचना
२. अवधारणा तथा धारणको व्याख्यामा हुने द्रुत परिवर्तन ।
३. तालिम अप्राप्त जनशक्ति ।
४. कमजोर नीति निर्देशन र संगठनात्मक संरचना ।
५. अप्रर्याप्त स्रोत आदि ।

माथि उल्लेख गरिएका कारक तत्वहरूका साथसाथै तथ्याङ्कसम्बन्धी कार्यलाई न्लो प्राथमिकता क्रममा राख्ने गर्नाले पनि समयमा नै प्रभावकारी ढंगवाट काम हुन नसकि विभिन्न समस्याहरू आउने गरेका छन् ।

शैक्षिक व्यवस्थापन सूचना प्रणाली र शैक्षिक व्यवस्थापन

विद्यार्थी सङ्ख्या, तिनीहरूलाई पढाउने शिक्षकहरुको सङ्ख्या र अध्ययन गर्ने विद्यालयहरुको सङ्ख्यामा भइरहेको वृद्धि र ती सवै पक्षहरूको व्यवस्थापनमा आएका नयाँ नयाँ अवधारणाले शैक्षिक व्यवस्थापन तथा शैक्षिक प्रणालीलाई जटिल प्रक्रिया वनाउनमा महत्वपूर्ण भूमिका निर्वाह गरेका छन् । जसको परिणाम स्वरुप शैक्षिक पद्धति दिनानुदिन जटिल प्रक्रिया वन्दै गएको छ । जब शैक्षिक पद्धति अर्थात प्रणाली जटिल वन्दछ, यसको प्रभावकारी सञ्चालनका लागि आवश्यक पर्ने सूचनाहरू र यससंग सम्बन्धित निर्णयहरू पनि स्वभावत जटिल एवम् वृहत प्रकृतिका वन्न जाने हुन्छन् ।

यसले के देखाउँछ भने शैक्षिक प्रणालीको विकास र बिस्तार सँगसँगै सूचना प्रणालीको प्रयोग र व्यवस्थापनको दायरा बढ्दै गएको हुन्छ । शैक्षिक व्यवस्थापनको सक्षमता के, कस्तो र कति मात्रामा सूचनाको आवश्यकता तथा त्यसको प्रयोग गरिन्छ भन्ने पक्षमा भर पर्ने हुन्छ । शैक्षिक सूचनाको आवश्यकता पर्ने पक्षहरू र सूचनाका प्रकृतिहरूको आधारमा सूचनाको आकार अनुमान गर्न सकिन्छ । शैक्षिक सूचनाको प्रकृति तथा आकारले यसको क्षेत्र निर्धारण गरेको हुन्छ । तसर्थ प्रभावकारी शैक्षिक व्यवस्थापनका निमित्त शैक्षिक सूचनाहरूको प्रकृति र क्षेत्रको सम्बन्ध रहेको हुन्छ ।

उदाहरणका लागि तल केही शैक्षिक सूचना आवश्यकता पर्ने पक्षहरू दिइएको छ ।

१. अभिभावक, विद्यार्थी
२. शिक्षक
३. प्रध्यानाध्यापक विद्यालय व्यवस्थापन समिति शिक्षक अभिभावक संघ समुदाय
४. स्रोतकेन्द्र
५. जिल्ला शिक्षा कार्यालय
६. क्षेत्रीय शिक्षा निर्देशनालय
७. शिक्षा विभाग र अन्य केन्द्रीय कार्यालयहरू
८. शिक्षा तथा खेलकुद मन्त्रालय
९. राष्ट्रिय योजना आयोग

माथि उल्लेख गरिएका विभिन्न पक्षहरूलाई विभिन्न प्रकृतिका सूचनाहरूको आवश्यकता पर्न सक्छ । फेरि अहिलेको परिस्थितिमा सूचनाका स्रोतहरू उपलब्ध हुने विद्यालय, समुदाय, गाउँ विकास समिति, स्रोतकेन्द्र र जिल्ला स्थित कार्यालयहरू हुन् । यसरी तल्लो तहवाट प्राप्त सूचनाहरू आवश्यकता अनुसार प्रयोगकर्ताहरूलाई उपलब्ध गराउदै जानु र सूचनाको प्रवाह एक तहवाट अर्को तहमा सार्दै लैजानु नै सूचनाको प्रभावकारी व्यवस्थापन हो । यसरी हेर्दा प्रभावकारी सूचना प्रणालीले मुलुकको समग्र शैक्षिक व्यवस्थापनमा सहयोग पुऱ्याएको हुन्छ । यो वास्तविकता केन्द्र देखि विद्यालय तहसम्म पनि उत्तिकै रुपमा लागू भएको हुन्छ ।

हाम्रो शैक्षिक व्यवस्थापन सूचना प्रणालीले माथि उल्लेख गरिएका पक्षहरूको आवश्यकता अनुसार सूचना उपलब्ध गराउन सक्नु पर्दछ । उदाहरणको लागि अभिभावकका लागि आफ्ना बालबालिकाहरूको शैक्षिक उपलव्धि, कक्षामा उपस्थिति, पृष्ठपोषणसम्बन्धी सूचना आवश्यक हुन्छ भने स्रोतकेन्द्रलाई शिक्षक सङ्ख्या, शिक्षकहरूको तालिमको अवस्था, शिक्षकहरूको योग्यता, कार्यदक्षता, विद्यार्थी सङ्ख्यासम्बन्धी सूचना महत्वपूर्ण हुन्छन् । शैक्षिक संरचनाका विभिन्न तहमा

भिन्ना भिन्नै प्रकृतिका सूचनाहरु आवश्यक पर्ने हुनाले सोहिअनुरुप नै भिन्न भिन्न किसिमको शैक्षिक व्यवस्थापन सूचना प्रणालीको स्थापना र विकास गर्नु पर्दछ । यसरी शैक्षिक सूचना र शैक्षिक व्यवस्थापनको सम्बन्ध अन्योन्याश्रित रूपमा रहेको हुन्छ । तर यस्ता भिन्ना भिन्नै किसिमका सूचनाहरुको व्यवस्थापन गर्न थप श्रम, लगानी र समयको आवश्यकता भने पर्दछ ।

समग्रमा शैक्षिक व्यवस्थापन सूचना प्रणाली त शैक्षिक सूचनाहरूको व्यवस्थापन हो । यो विभिन्न तहमा विभिन्न किसिमबाट व्यवस्थित गरिएको हुन्छ । विद्यालयतहमा सोहिअनुसारका शैक्षिक सूचनाहरू व्यवस्थित, सङ्कलित र विश्लेषण गरिएको हुन्छ भने स्रोतकेन्द्र, जिल्ला तथा क्षेत्रमा आउँदा यसको दायरा र क्षेत्र फराकिलो हुँदै जाने हुन्छ । तसर्थ शैक्षिक व्यवस्थापन सूचना प्रणाली विद्यालयमा पनि छ, स्रोतकेन्द्रमा पनि छ, जिल्ला, क्षेत्र तथा विभागमा पनि छ । यी सबै मिलाउँदा मात्र राष्ट्रियस्तरमा सघन शैक्षिक व्यवस्थापन सूचना प्रणाली तयार भएको हुन्छ ।

शैक्षिक व्यवस्थापन सूचना प्रणाली र विकेन्द्रीकरण

'विकेन्द्रीकरण' भन्ने शब्दलाई विभिन्न तरिकाले व्याख्या गर्ने गरिन्छ । यहाँ ती सबै अर्थहरूमा नगएर शैक्षिक व्यवस्थापनसँग सम्बन्धित सूचनाको व्यवस्थापनको पक्षमा मात्र चर्चा गर्नु आवश्यक ठानिएको छ । सामान्य अर्थमा शैक्षिक सूचनाको व्यवस्थापन सम्बन्धमा स्थानीय तहमा निर्णय गर्ने अधिकार (स्व-निर्णयको अधिकार) दिनु नै शैक्षिक सूचना व्यवस्थापनको विकेन्द्रीकरण हो । तसर्थ शैक्षिक सूचना व्यवस्थापन सम्बन्धमा विद्यालयलाई निर्णय गर्ने अधिकार प्रदान गर्नुलाई विकेन्द्रीकरणको साँघुरो परिभाषाबाट हेर्न सकिन्छ ।

केन्द्रमा विकास गरिएको तथ्याङ्क फारामका अलावा अन्य पक्षहरू समावेश गरी सूचना व्यवस्थापन गर्न प्रत्येक जिल्ला तथा विद्यालयलाई अधिकार प्रदान गर्नाले शैक्षिक सूचना व्यवस्थापनमा स्थानीय तहको आफ्ना आवश्यकता समेटिने विश्वास गर्न सकिन्छ । यसबाट केन्द्रीय आवश्यकताका साथसाथै विद्यालय तथा स्थानीयस्तरका आवश्यकताहरूको परिपूर्ति हुन्छ ।

प्राप्त र प्रेषित तथ्याङ्कको विश्वासनियता र सान्दर्भिकता कायम गर्नको लागि पनि तल्लो अर्थात विद्यालयतहबाट नै भरपर्दो, सही र वास्तविक तथ्याङ्कको प्रवाह हुनु पर्दछ । जबसम्म तल्लोतहलाई बढी भन्दा बढी जिम्मेवार बनाउन सकिदैन । त्यस अवस्थामा माथीबाट चालिएका सुधारका प्रयासहरूको त्यति महत्व नहुन सक्छ । विद्यालय, स्रोतकेन्द्र र जिल्लातह तथ्याङ्क प्रवाह गर्ने निकायको रूपमा मात्र लिने प्रचलनले विद्यालय तथ्याङ्क विकासमा खासै महत्वपूर्ण योगदान नपुगेको यथार्थता हाम्रो सामु छ ।

वास्तवमा स्थानीय तहको शैक्षिक तथ्याङ्क सङ्कलन, प्रशोधन, विश्लेषण र प्रकाशन गर्ने जिम्मेवारी सही तहलाई नै प्रदान गर्नु पर्ने वास्तविकतालाई मध्यनजर राखेर शै.स. २०६१ देखि प्रत्येक जिल्लाले आ आफ्नो शैक्षिक तथ्याङ्क प्रकाशन गरी त्यसको प्रवोधिकरणसमेत गरिनु पर्ने व्यवस्था गरिएको छ । शैक्षिक सूचना व्यवस्थापनमा भएको यस किसिमको विकेन्द्रीकरणबाट केही चुनौतीहरू पनि आउनसक्छन् । विभिन्न तह र तप्कामा जिम्मेवारी प्रदान गर्दा कुनै तहमा कामको महत्व नबुझेमा पूरा पद्धति नै प्रभावित हुनपुग्दछ । फेरी शिक्षा विभागबाट आशा गरिएअनुरुप काम गर्न जिल्लाहरूमा विशेषज्ञताको अभाव पनि हुनसक्छ । फेरी अर्को सम्भावना के पनि छ भने अत्यधिक विकेन्द्रित पद्धतिमा कहिले कांही राष्ट्रिय प्राथमिकताले भन्दा स्थानीय प्राथमिकताले प्रश्रय पाउने गर्नाले केन्द्रीयस्तरको कार्यमा ढिलाई आउन सक्छ ।

यी र यस्तै विविध चुनौतिहरु हुँदा हुँदै पनि शैक्षिक व्यवस्थापन सूचना प्रणालीमा भएको यस किसिमको व्यवस्थाबाट शैक्षिक पद्धतिमा निम्नानुसार सुधार हुने अपेक्षा राखिएको छ ।

१. निर्णय प्रक्रियामा स्थानीयतहका सूचनाहरुको प्रयोग ।
२. स्थानीय सूचनाहरुको आधारमा छलफल गर्नाले सरोकारवालाहरूको सहभागितामा अभिवृद्धि तथा सुनिश्चितता ।
३. नयाँ नयाँ कार्यहरू गर्न, नयाँ नयाँ प्रयोग गर्न, समस्या समाधानमा नयाँ नयाँ तरिका कार्यान्वयन गर्ने आधार तयार ।
४. शैक्षिक व्यवस्थापन सूचना प्रणालीको विकेन्द्रिकरणबाट प्रभावकारी योजनाको निर्माण ।

आगामी आ.व. ०६१/६२ श्रावणदेखि कार्यान्वयन हुने सबैका लागि शिक्षा कार्यक्रममा तथ्याङ्क व्यवस्थापन र प्रकाशनको महत्वपूर्ण भूमिका रहेकोले सो कार्यक्रमको उपलब्धि अनुगमन गर्नको लागि द्रूत प्रतिवेदन प्रणाली (Flash Reporting System) लागू गरिएको छ । जसको वारेमा छोटो चर्चा तल गरिएको छ ।

द्रूत प्रतिवेदन प्रणाली (Flash Reporting System)

विद्यालयस्तरीय शैक्षिक तथ्याङ्क सङ्कलन र प्रकाशन गर्न अहिले लगभग २ वर्ष पछ्राडि परेको अवस्थामा सबैका लागि शिक्षा कार्यक्रमका उपलब्धिहरू पनि समयमा नै प्राप्त गर्न सकिने सम्बन्धमा शंका हुनु स्वाभाविक नै हो । अहिलेकै काम गर्ने तौर तरिका र प्रणालीबाट समयमा नै सो कार्य सम्पन्न हुनसक्दैन । यसको लागि काम गर्ने तरिकामा फरक ल्याउनु पर्ने हुन्छ । सबैका लागि शिक्षा कार्यक्रम कार्यान्वयनको अनुगमन छिटो छरितो रूपमा सम्पन्न गरि प्रतिवेदन तयार

गर्न कार्यान्वयन गर्न खोजिएको तरिका नै द्रूत प्रतिवेदन प्रणाली (Flash Reporting System) हो । वास्तवमा भन्ने हो भने शिक्षा विभागको नियमित कार्यक्रमअन्तर्गत सञ्चालन गरिने विद्यालय तथ्याङ्कसम्बन्धी कार्यको परिमार्जित रुप नै Flash Reporting System हो ।

द्रूत प्रतिवेदन प्रणालीवाट सबै उपलव्धि सूचकहरू एकै पटक प्राप्त गर्न सकिदैन । यसको लागि महत्वपूर्ण उपलब्धि सूचकहरूलाई शैक्षिक सत्रको सुरूमा सङ्कलन गरिन्छन् भने अन्यलाई शैक्षिक सत्रको अन्त्यमा सङ्कलन गरिन्छ । यसरी सबैका लागि शिक्षा कार्यक्रमको अभिन्न अङ्गको रूपमा Flash Reporting System आएको छ । यस क्षकतफ अन्तर्गत केही सूचकहरू विकास गर्न विद्यालयसँग सम्बन्धित तथ्याङ्कहरू आवश्यक पर्दछन् । त्यसैगरी कुनै कुनै सूचकहरू विकास गर्न गा.वि.स. वाट तथ्याङ्क सङ्कलन गर्नु पर्दछ भने कुनै सूचकहरूको लागि जिल्लाबाट मात्र सूचना उपलब्ध गराए पुग्दछ । ती दुवै पटक साकलन गर्नु पर्ने सूचकहरु इस प्रकार छन् ।

Flash I मा समावेश गर्नु पर्ने सूचकह :

१. विद्यालयको किसिम र तह ।

२. लिङ्गगत, उमेरगत र कक्षागत विद्यार्थीहरूको भर्ना सङ्ख्या (जम्मा, दलित र जनजाति)

३. विद्यालयमा खोलिएका पूर्व प्राथमिक कक्षाहरू तथा वालविकास केन्द्रहरूमा अध्ययन गरि कक्षा १ मा भर्ना हुन आउने विद्यार्थीहरूको सङ्ख्या (जम्मा, दलित र जनजाति) ।

४. लिङ्गगत रुपमा कक्षा ५ उत्तीर्ण गर्ने विद्यार्थीहरूको सङ्ख्या (जम्मा, दलित र जनजाति) ।

५. शिक्षक सङ्ख्या लिङ्गगत, तथा तहगत रुपमा ।

६. तालिम प्राप्त शिक्षक सङ्ख्या लिङ्गगत तथा तहगत रुपमा ।

७. शैक्षिक सत्र शुरू भएको पहिलो हप्तामा पाठ्यपुस्तकको पुरासेट पाउने विद्यार्थीको सङ्ख्या ।

८. नेपाली भाषा मातृभाषा नभएका बालबालिकाहरूको निम्ति स्थानीय भाषाको प्रयोग गर्ने विद्यालयको सङ्ख्या र भाषाको किसिम ।

९. छात्रवृत्ति विद्यार्थीहरुको पाउनेको सङ्ख्या (जम्मा, दलित र जनजाति) ।

Flash II मा समावेश गर्नु पर्ने सूचकहरू

१. लिङ्गगत, उमेरगत र कक्षागत विद्यार्थीहरूको सङ्ख्या (जम्मा, दलित र जनजाति)

२. महिला शिक्षा प्रथम र द्वितीयको कक्षामा भर्ना भएका महिलाहरुको सङ्ख्या (जम्मा, दलित र जनजाति)

३. प्रौढ शिक्षाको कक्षामा भर्ना भएका प्रौढहरुको सङ्ख्या (जम्मा, दलित र जनजाति)

४. विद्यालय सुधार योजना भएका विद्यालयहरूको प्रतिशत ।

५. प्रत्येक त्रैमासिकको दोस्रो महिनामा अनुदान निकाशा पाउने विद्यालयहरूको प्रतिशत ।

६. विद्यालय कार्यक्रम पत्रो भएका विद्यालयहरूको प्रतिशत ।

७. समुदायमा आय व्यायको विवरण सार्वजनिक गर्ने विद्यालयहरूको प्रतिशत ।

८. सामाजिक लेखा परीक्षण सम्पन्न गर्ने विद्यालयहरूको प्रतिशत ।

९. समुदायमा व्यवस्थापनमा हस्तान्तरण भएका विद्यालयहरूको प्रतिशत ।

१०. लिङ्गगत तथा कक्षागत रुपमा विशेष छात्रवृत्ति पाउने बालबालिकाहरूको सङ्ख्या
(जम्मा, दलित, जनजाति)

शैक्षिक व्यवस्थापन सूचना प्रणालीका फाइदाहरु

सूचना प्रवाहका निम्ति हो, जानकारीका निम्ति हो । सूचनामा Power हुन्छ, प्रभाव पार्ने शक्ति हुन्छ । सूचनाको जति मात्रामा प्रबोधिकरण गर्न सकियो यसको महत्व बढ्दै जाने हुन्छ । आफैमा मात्र सिमित गरेमा शैक्षिक सूचनाको निष्प्रयोग हुनपुग्दछ । तसर्थ सूचनाको प्रवाह गर्नु भन्नाले संकलित सूचनाहरुलाई एक स्थानबाट वा तहबाट अर्को तहमा सार्दै लैजानु हो । यसबाट प्रकावकारी शैक्षिक व्यवस्थापनलाई सहयोग पुग्दछ ।

प्रभावकारी शैक्षिक व्यवस्थापनका लागि सूचनाको प्रवाह दुबै किसिमबाट अर्थात तलवाट माथि र माथिबाट तल हुनु पर्दछ । शैक्षिक तथ्याङ्कको प्रयोग एवम् विकासको दृष्टिकोणले यी दुवै किसिमका प्रवाहहरू अति नै महत्वपूर्ण छन् । विद्यमान अवस्थामा शैक्षिक तथ्याङ्कको प्रवाहलाई 'दोहोरो प्रवाह' भएको भन्ने गरिन्छ जुन यस प्रकार छ ।

१. विद्यालय तह अर्थात तल्लो तहबाट मन्त्रालय अर्थात माथिल्लो तह तर्फ प्रवाह हुनु ।

२. मन्त्रालय अर्थात माथिल्लो तहवाट क्षेत्र, जिल्ला, स्रोतकेन्द्र, विद्यालय अर्थात तल्लो तह तर्फ प्रवाह हुनु ।

शैक्षिक व्यवस्थापनको हिसावले सूचना सम्प्रेषणका विभिन्न किसिमहरू आवश्यक पर्दछन् । जसबाट विद्यालयको व्यवस्थापन पक्ष सक्षम र सुदृढ भई विद्यार्थीहरूको सर्वाङ्गीण विकासमा महत्वपूर्ण योगदान पुऱ्याउन सक्छन् । जिम्मेवारी भावनाको विकास हुन्छ । तोकिएको समयमा सही सूचनाको आदान प्रदान गर्ने प्रक्रियाले परिवर्तन ल्याउँछ । सही सूचनाको प्रयोगबाट निर्णयमा वस्तुनिष्ठता हुन्छ । यी र यस्ता कार्यहरूबाट शैक्षिक विकासमा दूरगामी प्रभाव पर्न जाने हुन्छ ।

शैक्षिक व्यवस्थापन सूचना प्रणालीद्वारा निर्णयकर्तालाई सही, शुद्ध र भरपर्दो शैक्षिक सूचना प्रदान गर्न सक्षम पद्धतिको आवश्यकता पर्दछ । शैक्षिक व्यवस्थापन सूचना प्रणालीको प्रयोगबाट सक्षम पद्धतिको विकास गर्नका लागि सहयोग पुग्दछ । शैक्षिक व्यवस्थापन सूचना प्रणालीबाट तल दिइएका सूचनाहरू प्राप्त गर्न सकिन्छ, जसको विश्लेषणबाट शैक्षिक विकासका लागि मार्गदर्शन प्राप्त हुन्छ ।

१. विद्यालय शिक्षाको लगानीका स्रोतहरू

२. शिक्षण सिकाइ क्रियाकलापको अवस्था र प्रक्रियाहरू

३. उपयुक्त शैक्षिक सूचकहरू

नेपालको सन्दर्भमा शिक्षा तथा खेलकुद मन्त्रालयदेखि विद्यालयस्तरसम्मको सम्बन्ध यहि प्रणालीले नै कायम गरेको छ । शिक्षा तथा खेलकुद मन्त्रालयको अन्य मन्त्रालयहरू र राष्ट्रिय योजना आयोगसम्मको सम्बन्ध पनि शैक्षिक व्यवस्थापन सूचना प्रणालीको विकास र यससम्बन्धी पक्षहरूबाट भएको हो भन्नमा अत्युक्ति नहोला । तर विद्यमान अवस्थामा भएको शैक्षिक व्यवस्थापन सूचना प्रणालीसँग सम्बन्धित सरचनाको प्रभावकारी समन्वय तथा नीति निर्माण तथा कार्यान्वयनमा प्रयोगको खाँचो मात्र अहिलेको आवश्यकता हो ।

शैक्षिक व्यवस्थापन सूचना प्रणालीमा सूचनाको प्रवाहले स्रोतकेन्द्र, जिल्ला, क्षेत्र, तथा केन्द्रको वास्तविक अवस्था चित्रण गर्न सहयोग पुर्‍याइरहेको हुन्छ । सम्बन्धित तहहरूमा योजना निर्माण, अनुगमन र निर्णय गर्नमा सहयोग पुर्‍याइरहेको हुन्छ । यसैगरी माथिबाट तल्लोतिर प्रवाह हुने सूचनाले तल्लो तहबाट प्राप्त तथ्याङ्कको प्रशोधन गरी निकालिएका सूचकहरू, राष्ट्रिय मापदण्डहरू तथा महत्वपूर्ण सूचनाहरूको बारेमा जानकारी प्राप्त गर्न, तुलनात्मक अध्ययन गर्न र आफुले प्रेषित गरेको तथ्याङ्कको जाँच गर्न सहयोग पुर्‍याएको हुन्छ ।

शैक्षिक व्यवस्थापन सूचना प्रणालीद्वारा विद्यालय, स्रोतकेन्द्र तथा अन्य संस्थाहरूको विकासको निम्ती पनि सूचनाहरू सम्प्रेषित हुने हुनाले यसको महत्व अझै बढेको छ । विद्यालयले आफ्ना अभिभावकहरू तथा विद्यार्थीहरूलाई निरन्तर रूपमा सूचनाहरू उपलब्ध गराई सचेत बनाउन सक्दछ । त्यसै गरी अभिभावक तथा विद्यार्थीहरूले पनि विभिन्न सुभाव प्रतिक्रिया उपलब्ध गराएर विद्यालयलाई सहयोग पुर्‍याउन सक्छन् ।

अन्तमा, यसबाट सम्पन्न हुनसक्ने कार्य भनेको शैक्षिक सूचनाहरू छिटो छरितो एवम् भरपर्दो किसिमबाट प्रवाह गर्न सकिन्छ । निश्चित परिधिभित्र रहेर खोजिएका शैक्षिक सूचनाहरूको सही समयमा सान्दर्भिक र वास्तविक प्राप्ति र प्रयोग नै शैक्षिक व्यवस्थापन सूचना प्रणालीद्वारा हुने गर्दछ ।

गरिबी निवारणका लागि दूर शिक्षा कार्यक्रम

- गेहनाथ गौतम[⊕]

१. पृष्ठभूमि

दशौं योजना (२०५९-०६४) को सर्वोपरि राष्ट्रिय उद्देश्य "नेपाली जनता महिला तथा पुरूषको गरिबीको मात्रा उल्लेखनीय र दिगो रूपमा घटाउने भन्ने रहेको छ । गरिबी निवारणका लागि नागरिकको दैनिक आयआर्जन र व्यय सीपमा चित्तबुझ्दो अभिवृद्धि हुनु आवश्यक छ । यस दृष्टिकोणबाट हेर्दा गरिबीको मात्रा घटाउने र विकासको प्रतिफल चाल्न पाउने मात्र नभई अझ अघाउन्जेल लिन पाउने अवस्था नै अहिलेको हाम्रो मुख्य सैद्धान्तिक तथा कार्यक्रमिक अपेक्षा हो भन्न सकिन्छ । त्यसैले दशौं पञ्चवर्षीय योजनाले गरिवी निवारणलाई मुख्य उद्देश्यका रूपमा अङ्गिकार गरेको हो । हाम्रो राष्ट्रिय गन्तव्य गरिवी निवारण र दिगो आर्थिक वृद्धिदर हासिल गर्ने नै हो । यसका लागि राज्यले उपलब्ध भएका सुविधाहरूको अभिवृद्धि गर्ने, उपलब्ध हुने क्रममा रहेका सुविधाहरूको उपलब्धता सुनिश्चित गर्ने र सम्भाव्य सुविधाहरूको खोजी गरी उपलब्धताका लागि प्रयास गर्ने जस्ता प्राथमिकता प्राप्त सोच तथा कार्यक्रमहरू बनाउनु आवश्यक हुन्छ । यी तमाम विषयका लागि शिक्षा व्यवस्था र शैक्षिक पहुँचको मुख्य हात रहेको हुन्छ । शिक्षा आर्जन गर्ने र सही तथा व्यावहारिक शिक्षा आर्जन गर्ने अवसर प्रदान गर्नु राज्यको मुख्य दायित्व पनि हो । लोक कल्याणकारी राज्यको अवधारणा साकार पार्न समतामूलक आर्थिक सामाजिक तथा मनोवैज्ञानिक उद्देश्यहरू हासिल हुनसक्नुपर्छ । यसका लागि शिक्षाको अपरिहार्यताप्रति कसैको दुईमत रहन्न ।

२. गरिबीको स्थिति

नेपालजस्तो अल्पविकसित मुलुकका सन्दर्भमा गरिब भन्नाले "दिनको दुई छाक खाना जुटाउन नसकेका तथा बस्नको लागि घर (वास) नभएकाहरू, आय आर्जनका लागि आवश्यक सीप र साधनमा पहुँच नभएकाहरू, आफ्ना केटाकेटीहरूलाई शिक्षा दिन नसक्नेहरू तथा वर्षको दुईजोर लुगा हाल्न नसक्नेकाहरू" लाई लिइएको छ । (दशौं योजना)

[⊕]विद्यालय निरीक्षक, सिन्धुपाल्चोक

गरिबको सामान्य परिभाषापछि गरिबीका प्रमुख स्वरूपहरूबारे चर्चा गरौं । गरिबीका प्रमुख
३ ओटा स्वरूपहरू रहेका हुन्छन् :

(क)   आयमूलक गरिबी

(ख)   मानव विकास सूचाङ्क स्थिति

(ग)   सामाजिक वञ्चितीकरण

(क)   *आयमूलक गरिबी*

नेपाल अधिराज्यका ८६ प्रतिशत जनताहरू गाउँमा बसोबास गर्छन् । त्यसैले
गरिबीको मात्रा पनि ग्रामीणमुखी नै रहेको छ । आयमूलक अवस्था हेर्दा नेपाल
जीवनस्तर मापन सर्वेक्षण १९९६ ले दैनिक न्यूनतम औसत २१२४ क्यालोरी
खाद्यपदार्थ तथा अरू गैरखाद्य आवश्यकता परिपूर्ति गर्न समेतका लागि वार्षिक
प्रतिव्यक्ति आय रू. ४,४०४।- (२००१ मा करिव रू.६,१००।-) हुनु आवश्यक पर्ने
देखाएको थियो । यस सर्वेक्षणअनुसार जुन परिवारका सदस्यहरूको वार्षिक आय
उल्लिखित अङ्कसम्म हुन सक्दैन, उनीहरू गरिबीको रेखामुनि रहेका मानिन्छन् ।
करीव ४४ प्रतिशत ग्रामीण जनताहरू गरिबीको रेखामुनि छन्, अधिराज्यमा भने यो
अनुपात ३८ प्रतिशत रहेको छ । गरिबीको विषमता हिमाली क्षेत्रमा १८.५ प्रतिशत
रहेको छ । अधिराज्यमा भने यो विषमता १२.१ प्रतिशत रहेको छ । त्यस्तै शहरी
क्षेत्रमा ७.० प्रतिशत र ग्रामीण क्षेत्रमा १२.५ प्रतिशत गरिबीको विषमता रहेको छ ।
यस तथ्यवाट गरिवी वढी ग्रामीणमुखी र अफ हिमाली क्षेत्रमुखी रहेको छ । साना
किसान मात्र नभै मध्यम र ठूला किसान वर्गमा पनि गरिवी व्याप्त छ । विद्युत,
टेलिफोन, यातायात जस्ता विकासका पूर्वाधारहरू गरिब परिवारको पहुँचभन्दा बाहिर
रहेका छन् । यसकारण आयमूलक दृष्टिबाट गरिबीको खाडल डरलाग्दो रहेको छ ।

नेपाल कृषि प्रधान देश हो, तर तल्लो आयस्तर भएको घर परिवारका लागि १ हेक्टर
भन्दा कम जग्गा वितरित छ । खेत र खेतीयोग्य जग्गाका दृष्टिबाट पनि गरिबीको
रेखामुनि रहेको परिवारका भागमा सिञ्चाइ विहीन अनुपात वढी रहेको छ ।
खेतीपाती प्रणालीमा आधुनिकता ल्याउन रासायनिक मल, उन्नत प्रविधिको प्रयोग
गर्ने भन्दा परम्परागत प्रविधिको बाहुल्यता पनि गरिबीको रेखामुनि रहेको परिवारमा
बढी रहन्छ । यसरी आयमूलक गरिबीको मात्रा गरिब वर्गमा अफ बढेर गइरहेको
छ ।

(ख) *मानव विकास सूचकाङ्क स्थिति :*

नेपालले प्रतिव्यक्ति आयभन्दा मानवीय विकासका सूचकहरूतर्फ छिटो प्रगति गरेको छ । नवौं योजना अवधिमा शिक्षा, स्वास्थ्य, खानेपानी, यातायात र सञ्चार क्षेत्रमा भएको विस्तार र विकासले मानव विकास सूचकाङ्कका दृष्टिले उल्लेखनीय प्रगति भएको देखिएको छ । औसत आयु ६१.९ वर्ष पुग्नु, शिशु मृत्युदर ६४.२ प्रति हजारमा झर्नु, मातृमृत्युदर ४१५ जना प्रतिलाख जीवित जन्ममा कायम हुनसक्नु र प्रजननदर औसत ४.१ मा झर्नुलाई उल्लेखनीय सफलताका रूपमा लिइएको छ । साक्षातादर भने (१५+४९.२ मा रहनु र प्राथमिक तहमा खुद भर्नादर ८०.४ मात्र पुग्नुले शिक्षा क्षेत्रमा चित्तबुझ्दो सफलता हुन सकेको देखिन्न ।

आयमूलक गरिवी जस्तै मानव विकास सूचकाङ्कका दृष्टिले हिमाली क्षेत्र सबभन्दा पछाडि छ भने तराइभन्दा पहाड माथि रहेको छ । यसै गरी शहरी क्षेत्रमा यो सूचकाङ्क अन्य क्षेत्रका तुलनामा उल्लेख्य रूपमा उच्च रहेको छ । औसत आयु शहरी क्षेत्रका वासिन्दाको ७१.१ वर्ष रहेको छ भने ग्रामीण क्षेत्रमा ५८.७ वर्ष मात्र रहेको छ । यस्तै खानेपानी सुविधा प्राप्त जनसङ्ख्या शहरमा ९२.३ प्रतिशत छन् भने ग्रामीण क्षेत्रमा केवल ७८.१ प्रतिशत मात्र रहेका छन् । समग्र मानव विकास सूचकको तथ्याङ्कमा शहर ०.६१६ रहेको छ भने ग्रामीण क्षेत्र ०.४६६ मात्र छ । नेपाल अधिराज्यकै सूचकाङ्क प्रगतिचाहिँ १९९६ मा ०.३२५ थियो भने २००० मा ०.४६६ सम्म भएको छ ।

(ग) *सामाजिक वञ्चितीकरण*

परम्परागत सामाजिक मान्यताका कारणबाट पछौटेपनमा रहन वाध्य भएको वर्गले विकासका नयाँ नयाँ अवसरहरू उपभोग गर्न पाएको छैन । राज्यको नीति निर्माण प्रक्रियामा सहभागिताको अवसर पनि यही वर्गका लागि कम रहेको छ । सेवा सुविधाको पहुँचका दृष्टिले पनि यही वर्ग पछाडि पर्दछ । यसरी आयमूलक गरिबी र मानव विकास सूचकका क्षेत्रमा पनि यही वर्ग पछाडि परेको हुन्छ । नेपाल जीवनस्तर मापन सर्वेक्षणबाट प्राप्त तथ्याङ्कअनुसार परम्परागत रूपमा तल्लो जातका भनिने (दलित, पिछडिएका) पेसागत जातिहरूको औसत आयु ५०.३ वर्ष मात्र रहेको छ । यस्तै प्रौढ साक्षरता दर २३.८ र विद्यालय गएको औसत वर्ष १.२ मात्र रहेको छ । यिनीहरूको प्रतिव्यक्ति सापेक्षित आय रू.४,९४० मात्र छ भने

मानव विकास सूचकाङ्क ०.२३९ मात्र रहेको छ । पिछडिएका जातिहरू थारू, राजबंशी, यादव, आदिको प्रतिव्यक्ति सापेक्षित आय रू.६,९११ र मानव विकास सूचकाङ्क ०.३१३ रहेको छ । गुरूङ, मगर, शेर्पा, राई र लिम्बुको प्रतिव्यक्ति सापेक्षित आय रू.६,६०७ र आयु ५३ वर्ष रहेको छ भने मानवविकास सूचकाङ्क स्थिति ० २९९ मात्र देखिएको छ ।

सामाजिक वञ्चितीकरणको अर्को मुख्य पाटो महिला वर्ग पनि हो । सबै वर्ग जात र समूहमा महिलाको सापेक्षित वञ्चितीकरण समानस्तरको पाइन्छ । मूलतः साक्षरताको दृष्टिकोणबाट पुरुष र महिलाको असमानता स्पष्ट देख्न सकिन्छ । जुन २०५८ को राष्ट्रिय जनगणनाका आधारमा यस प्रकार छ : पुरुष साक्षरता ६५.१ प्रतिशत, महिला साक्षरता ४२.५ प्रतिशत र कूल ५३.७ प्रतिशत मात्र । महिला सहभागिता र सशक्तीकरणका क्षेत्रमा पनि स्पष्ट विभेदहरू कायमै छन् । सामाजिक वञ्चितीकरण कम गर्न सरकारीक्षेत्रबाट कमैया उन्मूलन, दलित आयोग गठन, जनजाति प्रतिष्ठानको स्थापना, राष्ट्रिय महिला आयोगको गठन जस्ता महत्वपूर्ण प्रयासहरू पनि भएका छन् ।

३. दशौं योजनामा गरिबी निवारण

यस योजनाले गरिबी निवारणको प्रमुख औजारका रूपमा रोजगारीलाई लिएको छ । गरिबी निवारणको मुख्य उद्देश्य आर्थिक विकास गर्नु हो र आर्थिक विकासको मुख्य आधार रोजगारी नै हो । नवौं योजनाको अन्त्यमा नेपालमा पूर्ण बेरोजगार जनसङ्ख्या ५.० प्रतिशत रहेको र अर्धबेरोजगार संख्या ३२.३ प्रतिशत (श्रमको हिसाबमा १२.४ प्रतिशत) रहेको अनुमान गरिएको छ । यसरी कूल १७.४ प्रतिशत बेरोजगार जनसंख्यालाई रोजगारी उपलब्ध गराउनु गरिबी निवारणको प्रमुख चुनौती हो । रोजगार वृद्धिका लागि मानव संसाधन विकास हुनु आवश्यक छ । त्यसैले दशौं योजनामा गरिबी निवारण गर्ने उद्देश्य हासिल गर्न रोजगार अभिवृद्धिका लागि निम्न नीति अवलम्बन गरिएको छ :

- रोजगारीका अवसरमा वृद्धि गर्ने ।
- रोजगारीमा गरिबको पहुँच बढाउने ।

- पिछडिएका वर्गका लागि आयमूलक र रोजगारीका लागि लक्षित कार्यक्रम सञ्चालन गर्ने ।
- रोजगारीको आयस्तर बढाउन उत्पादकत्व वृद्धि गर्ने ।
- व्यवस्थापन र श्रमिकबीच सुसम्बन्ध र श्रमिकहित कायम गर्ने ।
- वैदेशिक रोजगारी प्रवर्द्धन गर्ने ।

चालु दशौं योजनामा उल्लिखित उद्देश्य प्राप्तिका लागि मानवसंशाधन विकासलाई महत्वपूर्ण अङ्गका रूपमा स्वीकार गर्दै यसो भनिएको छ "देशको सामाजिक तथा आर्थिक विकासका लागि मानवसंशाधनको विकास अपरिहार्य छ । नयाँ प्रविधिसँग परिचित हुन र तिनीहरूलाई आफ्नो परिस्थिति सुहाउँदो विकास गर्न उपयुक्त मानव साधनको विकास हुनु पनि त्यतिकै जरूरी छ । "(पृ.१००)

मानव संशाधनको विकासबाट नै नयाँ नयाँ ज्ञान सीप र प्रविधिलाई आफ्नो हावापानी सुहाउँदो रूपमा प्रयोग गर्न सकिन्छ । आधिकारिक नयाँ सीप र प्रविधिको प्रयोगबाट नै उपलव्धि र उत्पादकत्व बढ्न जान्छ । यस्तो मानव संशाधन विकास गर्दा विशेषत: ग्रामीण क्षेत्र, महिला वर्ग, दलित तथा पिछडिएका समूह र विकटक्षेत्रमा उल्लेख्य मात्रामा पुग्न सकेको छैन । कृषिक्षेत्रवाट अपेक्षित लाभ लिन सकिएको छैन । यी विविध पक्षमा मानव संशाधनको विकासका लागि निजी क्षेत्रको सहभागिता बढ्दै आएको छ । त्यसैले मानव संशाधनको विकासका लागि चालू योजनामा निम्न नीति अवलम्बन गर्ने भनिएको छ ।

- शिक्षामा निजीक्षेत्रको सहभागिता अभिवृद्धि गर्ने
- आधारभूत शिक्षा र स्वास्थ्य सेवामा सरकारी लगानीलाई प्राथमिकता दिने
- प्राविधिक तथा सीपमूलक शिक्षामा जोड दिने ।

४. गरिबी निवारण र शिक्षा

शिक्षा व्यक्तित्व विकासको मेरूदण्डका रूपमा रहने गरेको छ । समग्र व्यक्तित्व विकासका लागि शिक्षा आर्जन र शैक्षिक चेतना अपरिहार्य छ । वर्तमान युगमा विश्वग्राम (Word Village) अवधारणाले व्यापकता पाइरहेको सन्दर्भमा शिक्षाको अझ महत्व बढेको छ । विज्ञान र प्रविधिको चकचकी अनि सूचना र यातायातको सुगमताले गर्दा शिक्षा आर्जन नगरेको व्यक्ति सम्मानित भएर बाँच्न मुस्किल पर्न थालेको छ । दैनन्दिन गर्जोटार्ने कार्यमा

पनि सीप र प्रविधियुक्त परिवार र सीप र प्रविधिहीन परिवारमा धेरै अन्तर हुन्छ । यस कारण पनि शिक्षाको विकास र विस्तार अपरिहार्य रहेको छ । यस्तै राज्यको आयवृद्धि गर्ने र भरपर्दो आर्थिक विकास गति कायम गर्ने सोचलाई यथार्थमा रूपान्तरण गर्न पनि शिक्षाको विस्तार आवश्यक हुन्छ ।

गरिबी घटाउने उद्देश्य प्राप्तिका लागि नागरिकको सशक्तीकरण आवश्यक हुन्छ । मानव संसाधनको विकासविना दिगो रूपमा आर्थिक वृद्धिदर हासिल गर्न सम्भव छैन । विकासका हर पक्षहरू जस्तो कि आर्थिक पक्ष, सामाजिक -सांस्कृतिक पक्ष, भूराजनीतिक पक्ष, प्राविधिक पक्ष तथा प्रशासनिक व्यवस्थापनमा पनि सन्तुलित सुधार र अभिवृद्धिका लागि शिक्षाको भूमिका महत्वपूर्ण हुन्छ । मानव संसाधन तथा जनशक्ति विकासका विषयमा दशौं योजनाले यसरी विश्लेषण गरेको छ "देश विकासका लागि उपयुक्त जनशक्ति उत्पादन गर्नका लागि देशले अख्तियार गरेको शिक्षा नीतिको प्रमुख भूमिका रहन्छ । त्यसैले सक्षम, उत्पादशील, अनुशासित तथा सामाजिक दायित्वप्रति जिम्मेवार नागरिक उत्पादन गर्न सबैका पहुँचभित्र आउने प्रकारको गुणात्मक शिक्षाको विकास गर्दै एक्काइसौं शताब्दीमा राष्ट्रका सामु देखापर्ने चुनौतीहरूको सामना गर्नसक्ने जनशक्ति उत्पादनमा जुट्नु आवश्यक छ । "(पृ.३८२) दशौं योजनाले देश विकासका लागि (गरिबी निवारण) उपयुक्त जनशक्ति अर्थात् मानवीय संसाधन विकासलाई जोड दिएको छ । सक्षम उत्पादनशील तथा सामाजिक दायित्वप्रति जिम्मेवार नागरिकबाट नै गरिबी निवारणको राष्ट्रिय उद्देश्य हासिल गर्ने कार्यमा ठोस योगदान पुग्नसक्दछ । त्यसैले यस योजनामा शिक्षाक्षेत्रको उद्देश्यअन्तर्गत "देशको सर्वाङ्गिण विकासका लागि अन्तर्राष्ट्रिय रूपमा प्रतिस्पर्धा गर्न सक्ने तथा राष्ट्रिय अर्थतन्त्रमा टेवा पुर्‍याउने दक्ष जनशक्ति उत्पादनका निमित्त मानव संसाधन विकास गरी गरिबी उन्मूलनका निमित्त आर्थिक तथा सामाजिक विकास गर्न शिक्षालाई सशक्त माध्यमको रूपमा उपयोग गर्ने" उल्लेख गरिएको छ । (पृ.३८४)

गरिबी निवारणमा शिक्षाको भूमिकालाई महत्वका साथ हेरिएको कुरा चालु योजनामा सञ्चालन हुने प्राथमिकता प्राप्त विकासका मुख्य कार्यक्रमहरूमध्ये गरिबी निवारण तथा मानवीय विकासमा योगदान उपशीर्षकमा उल्लेख भएको निम्न पङ्क्तिबाट पनि स्पष्ट हुन्छ । "साक्षरता कार्यक्रम तथा सबैका लागि शिक्षा जस्ता कार्यक्रमहरूबाट शैक्षिक रूपले मानवीय विकासमा थप योगदान पुग्नेछ । गरिबीको रेखामुनि रहेका अपाङ्ग, महिला, दलित

तथा पिछडिएका जनजातिलाई निःशुल्क शिक्षा एवम् छात्रवृत्ति प्रदान गरिने प्रावधानबाट देशको प्रत्येक कुनामा रहेका पिछडिएको समूहको शैक्षिकस्तर उकास्न मद्दत पुग्नेछ । यी व्यवस्थाका अतिरिक्त रोजगारमुखी व्यावसायिक शिक्षाले आउँदो ५ वर्षभित्रमा गरिबी निवारणमा प्रत्यक्ष सहयोग पुग्नेछ । (पृ.३९३)

वास्तवमा शिक्षा, साक्षरता र सीपमूलक प्रशिक्षण जस्ता शैक्षिक कार्यक्रमबाट मानवीय क्षमता बढ्नजान्छ, जसबाट बेरोजगारी समस्या समाधानमा ठोस योगदान पुग्दछ । नागरिकहरू परमुखापेक्षीभन्दा स्वरोजगारी सिर्जना गरी आयआर्जनमा लाग्न सक्छन् । बढ्दो आयआर्जन नै गरिबी निवारणको मुख्य आधार हो । यसका लागि शिक्षाक्षेत्रको भूमिका मेरूदण्डका रूपमा रहेको हुन्छ ।

५. दूर शिक्षा केन्द्रको भूमिका

खुला शिक्षालाई मूर्तरूप दिने उद्देश्यले २०५० सालमा स्थापना भएको दूर शिक्षा केन्द्रका प्रमुख उद्देश्यहरू निम्नअनुसार रहेका छन् :-

- विद्यालयमा अध्यापन गर्ने शिक्षकहरूलाई शिक्षण सिकाइसम्बन्धी आवश्यक ज्ञान तथा सीप प्रदान गरी गुणात्मक शिक्षामा सहयोग पुर्‍याउन तालिम प्रदान गर्नु ।
- समुदायमा उपयोगी हुने विविध अनौपचारिक शैक्षिक कार्यक्रम प्रसारण गर्नु र
- विद्यालयीय शिक्षालाई सर्वसुलभ बनाउने उद्देश्यले शैक्षिक समस्याहरूलाई निजीस्तरमा दूर शिक्षा/खुला सिकाइ कार्यक्रम सञ्चालन गर्न सम्बन्धन प्रदान गर्नु ।

प्रस्तुत उद्देश्यका आधारमा दूर शिक्षा केन्द्रको भूमिका मूलतः शिक्षक तालिम, शैक्षिक कार्यक्रम प्रसारण तथा भविष्यमा विद्यालयीय तथा उच्च शिक्षा कार्यक्रम सञ्चालन गर्ने रहेको छ । यसबाट दूर शिक्षा केन्द्रको अभिष्ट लक्ष्य भनेको मूलतः शिक्षासम्बन्धी कार्यक्रम नै रहेको देखिन्छ । दूर शिक्षा केन्द्रको स्थापनाको उद्देश्य अनुसार पनि विद्यालयीय शिक्षा लगायत उच्च शिक्षालाई सर्वसुलभ बनाउन सहयोग गर्ने कार्य विस्तार गर्न सकिएको छैन । यसका लागि दूर शिक्षाको सञ्चालन सम्बन्धी निर्देशिका २०५९ भने स्वीकृत भैसकेको छ । यसको अतिरिक्त शिक्षा र रोजगारीको विकास, गरिबी निवारणको राष्ट्रिय अभियानका सन्दर्भबाट भने यस केन्द्रको भूमिका अझ वृहत हुनु जरूरी छ । साप्ताहिक शैक्षिक कार्यक्रम प्रसारण व्यवस्था र प्राथमिक शिक्षक तालिम कार्यक्रम मात्र यसको

अभिष्ट लक्ष्य हुनुहुन्न । यसैले गरिबी निवारण कार्यक्रमलाई सहयोग गर्न मानव संसाधन विकासका लागि दूर शिक्षा केन्द्रले विभिन्न थप कार्यक्रमहरू सञ्चालन गर्नु आवश्यक देखिन्छ । शिक्षाको वर्तमान अति औपचारिक प्रणालीले मात्र दूरदराजसम्म सहजै पहुँच पुर्‍याउन कठिन भइरहेको सन्दर्भमा दूर शिक्षा केन्द्रले निम्न कार्यक्रमहरू सञ्चालनतर्फ आफूलाई अग्रसर गर्दै जानु उपयुक्त हुन्छ :

- महिला सशक्तीकरणका लागि कार्यक्रम सञ्चालन
- चेतना र जनजागरणमुखी कार्यक्रम विस्तार
- अल्पकालीन एवम् दीर्घकालीन तालिम
- प्राविधिक तथा व्यवसायिक सीपयुक्त तालिम
- स्वास्थ्य सूचनामूलक कार्यक्रम
- नागरिक र नैतिक मूल्यवोधयुक्त कार्यक्रम
- वातावरणीय क्षेत्रसँग सम्बन्धित ज्ञानवर्धक कार्यक्रम
- पेसागत विकास (कृषि, पशुपालन, व्यापार व्यवसाय) कार्यक्रम
- विद्यालयस्तरीय खुला औपचारिक शिक्षा कार्यक्रम
- उच्च शिक्षा (खुला क्याम्पस विश्वविद्यालय) कार्यक्रम
- पत्राचार शिक्षा कार्यक्रम
- सांस्कृतिक संरक्षणसम्बन्धी कार्यक्रम
- साक्षरता विस्तार तथा निरन्तर शिक्षा कार्यक्रम ।

मानवीय संसाधनको विकास पक्षमा मूलत: औपचारिक तथा नियमित शिक्षाको अवसर प्राप्त हुन नसक्ने उपभोक्ताहरूका लागि दूर शिक्षा कार्यक्रम प्रभावकारी हुनसक्छ । शिक्षालय र चेतनामूलक राष्ट्रिय कार्यक्रमहरूको पहुँच नभएका स्थानहरूका लागि पत्राचार तथा रेडियो प्रसारण ज्यादै उपयोगी माध्यम बन्नसक्छ । यस पक्षमा केन्द्रको वर्तमान सीमित कार्यक्रमले मात्र प्रभावकारिता ल्याउन सकेको छैन । आजकल रेडियोको पहुँच र सञ्चारको व्यापक विस्तार भएको हुनाले पनि उत्पादनमूलक गरिवी निवारणको राष्ट्रिय उद्देश्य तथा मानव संसाधन विकासको लक्ष्य हासिल गर्न सघाउ पुग्ने प्रभावकारी कार्यक्रम निर्माण र विस्तारको खाँचो रहेको छ । अझ विभिन्न निकायहरूबाट विकास भइरहेका दूर शिक्षा कार्यक्रमहरूको छाता संस्थाका रूपमा दूर शिक्षा केन्द्रले भूमिका निर्वाह गर्नु भनै

उपयुक्त हुने देखिन्छ । यसतर्फ दूर शिक्षा केन्द्रले आफ्नो संगठनात्मक मानवीय तथा भौतिक विस्तार गरी प्रभावकारी भूमिका खेल्नसक्नु आजको आवश्यकता रहेको छ ।

६.   उपसंहार

नेपालजस्तो अल्पविकसित मुलुकका लागि अन्तर्राष्ट्रिय उन्नतिको स्तर सुहाउँदो र आफ्नो आवश्यकताअनुसारको विकासका लागि गरिवी निवारण हुनु आवश्यक छ । यसका लागि मानव संसाधन विकास तथा रोजगारी प्रवर्धन गर्न सक्नुपर्छ । नागरिकको जिउनेस्तर र शैलीमा सहजता ल्याउन सक्नुपर्छ । यसका लागि शिक्षा र चेतनामूलक कार्यक्रमको भूमिका अपरिहार्य हुन्छ । सीपयुक्त जनशक्ति विकास र स्वरोजगारी प्रवर्धनका लागि शिक्षा र शैक्षिक जागरण नै भरपर्दो माध्यम वनेको हुन्छ । शिक्षा प्रणालीको औपचारिक र समयमुखी कार्यक्रमले मात्र यो अपेक्षा पूरा गर्न सक्दैन । दूरदराजका गाउँ वस्ती र विविध वाध्यतामा रहेका उपभोक्ताहरूको आवश्यकताअनुरूप दूर शिक्षा केन्द्रले आफ्ना कार्यक्रम विकास तथा विस्तार गर्ने छ भने यसको पहुँचमा सुगमता थपिन्छ । त्यसैले दूर शिक्षा केन्द्रले आफ्नो वर्तमान स्वरूप, संरचना र कार्यक्रममा सामयिक विस्तार गरी गरिबी निवारणका क्षेत्रमा महत्वपूर्ण भूमिका खेल्नु आवश्यक भएको छ ।

सन्दर्भ समग्रीहरू

१,   दशौं योजना (२०५९-०६४) राष्ट्रिय योजना आयोग

२,   दूर शिक्षा पत्रिका २०५८।०५९ दूर शिक्षा केन्द्र

३,   शिक्षा आयोग प्रतिवेदनहरू मकालु वुक्स एण्ड स्टेशनर्स

४,   राष्ट्रिय जनगणना २०५८ प्रतिवेदन के.त.वि.

५,   Nepal Population Report 2002, Ministry of Population and Environment

६,   दूर शिक्षा सञ्चालनसम्बन्धी निर्देशिका २०५९

A Plea for Open School System A Proposal

- Dr. Kedar N. Shrestha[⊗]

Background

This is an open essay to serve two purposes. The first purpose is to expose the fallacies on which the existing closed education system is based. The second purpose is to plea to establish an open education system in the country. Nepal has a very closed education system, which the country inherited from the British Colonial India more than half a century ago. The establishment of the School Leaving Certificate (SLC) Board in 1939 is one milestone in the process of establishing a closed education system. In a closed system, educational process is regulated by the rules and regulations made by people who hardly had any experience or understanding of the educational process and these rules and regulations are regarded as God-given commandments. Any one who violates these rules is punished. Following are the three examples to explain how a closed system functions on the basis of the legal rules and regulations made by the executives:

Legal Rule for Students to Appear SLC Examination :

- Students willing to appear the SLC examination as regular students should pass the sent-up examination from a government recognized secondary school.

Case I

In the SLC examination conducted in 2004, a case appeared in a SLC examination centre at Lalitpur where some students came to take the examination where they found that their names did not appear in the list of the students who could sit for the examination. Upon investigation, the bewildered

[⊗] Dean. School of Education. K.U.

parents and the students found that the school which sent them to sit for examination was not a recognized secondary school. The existing rule does not allow any one to sit for examination unless they are sent by a recognized secondary school. So, because of the criminal act of the unrecognized school where they happened to study the students were penalized. Their examination will not be legally valid and the students lost one year for no fault of theirs.

Case II

In one examination centre of Lalitpur District. nearly 200 students took the examination. Because of the doubtful nature of the papers carried by students, an investigation was conducted. It was found out that some schools have been registered in the Districts Education Office (DEO). These schools do not exist physically. But. they sent-up hundreds of students for SLC examination without teaching and/or without sent-up examination and collect good amount of money from the students for doing the favour of sending them for SLC examination. These students who sat in SLC examination without sent-up examination are not penalized because their school was registered in the District Education Office.

Case III

There was a news that one District Education Officer and one of the junior staff of the DEO were arrested on corruption charges. It was charged that the DEO and his assistant took bribes from the students and allowed these students to sit in the SLC examination without being sent-up for SLC by any recognized secondary school.

All the three stated cases are related to the government rule that students must be sent-up by a recognized secondary school. This rule must have been made to ensure that only capable students would sit for the final SLC examination. But, this rule has

lost its justification because only about 30% of the school sent-up students have been passing the SLC examination for decades. The government has not penalized the schools which pass less than 50% of their sent-up students. If one examines the case of sent-up students and the pass percentage, one would wonder how this crazy rule has been observed by the government. Take the case of SLC pass percentage of Kathmandu schools of the 2003 SLC batch. Fifty schools out of the 125 community schools have less than 40 percent pass in the SLC examination. There is one interesting case. One Manakamana secondary school sent 233 students for SLC and only 7 students passed which would mean 3 percent result in the examination. In such situation, how one justifies the sent-up system.

The analysis of the three cases indicates: (i) The rule does not serve the purpose, (ii) It is academically unfair, (iii) It generates corruption in the system. And lastly and the most important thing is that it discourages the process of free and open learning at the secondary level.

The Rules and Practices that Close the Open Learning System:
Nepal, and many other countries for this matter, has been promoting closed education system as a part of their mission to provide formal education to the largest number of their children and adults. They have failed to realise how these closed system have been restricting the natural and open learning process available in the society. They have also failed to understand the injustice meted out to the children in the closed system. Some examples related to the examination system are cited.

- There was a news item some months back that the government has decided to give "5" marks as "GRACE" mark to the SLC appearing students. Students who would otherwise fail, will be given 5 marks upto two subjects to help them pass the SLC examination. The question arises, why 5 marks only, why not 10 marks, and why should it be restricted to two subjects, why not in three subjects. Those who are

responsible to take decision to give "5" marks in two subjects cannot present any moral, ethical and academic justification. The need of providing the grace mark arose because the government had made a rule for SLC pass. "Students must score at least 32 marks in all the subjects (8 now) to pass the SLC examination."

If the SLC examination regulation is made little open, the government officials would not need to assure the role of a "God" by providing "grace" marks. Is it illogical, irrational on unacademic if the following liberal rules are followed:

- After completing ten years of schooling or equivalent, any one can take the SLC examination directly filling up forms either in District Education Office or in schools.
- A student can take SLC examination partially or fully and take examination in the failed subjects. may be for five times or ten times.

Bureaucrats, holding decision making position, would not support the change to open the system. Such opening would make the administration of examination more difficult, and the record keeping more complex. However, the bureaucrats have to realise the fast growing communication system, private sectors activities and modern management. Managing education by government bureaucracy is getting outdated. Education today has to be managed by private and community agencies through competitive basis. The government should learn the lesson from other sectors of human activities in the country. Government would be regressive if it continues to think that only government agencies can ensure quality of education. In the case of SLC examination, conducting examination at the regional level or allowing SLC examination conducted by semi-government or private academic agencies will help make their examination more student and learning friendly.

The Nepalese education system is a very closed system. It is a bureaucratic friendly system. It is a ritual-based system. Thus. it does not adequately consider the learner and the teacher who are the main partners of the system.

Some of the Examples of the Rule-based Closed System

- The existing SLC rule restricts. any student. however brilliant, to take SLC examination before completing 15 years of age. In other words, the door of SLC examination is closed for students who have not completed 15 years. What is the justification? In the USA there is an example of a student completing PhD at the age of 16. If a student is brilliant and has ability to take SLC at the age of 14, what is the justification to close the door to take SLC examination.

- Students from the first few grades of primary school (age 6,7,8) are declared failed because the child has failed in one or two subjects. Is there any justification to fail a student in the grades 1. 2 or 3 when the child hardly understands what the examination is really about. Failing children in lower grades can have devastating effects on the psychology of the child. Is there any justification of such a malpractice?

- The existing system or rule of assigning students in grades 1-12 or so and conducting annual examination and promoting or detaining students every year is created in favour of educational managers. In addition adopting a system of evaluating the primary education system on the basis of dropout rate, repeaters rate is more than ridiculous in a country like Nepal where the government has not been able to provide adequate teachers to school as per the rule of student-teacher ratio of 1:40. To substantiate the statement, the following is the news item published in Kantipur on June 2, 2004 (Bagnas, Palpa).

"Five grades, one teacher and two hundred students". The teacher himself rings the bell. He supervises the PT activity. He cannot take attendance of students of five classes. So, he asks students of grades four and five to take attendance of junior classes. He attends all five classes."

This is the Nepali version of a closed education system, where ritual rather than instruction dominates the system.

- In the name of a uniform national education system, the government dictates the subjects to be learned by student in each grade of the school. People in the government, (politicians and so-called experts) add some subjects or delete other subject on the basis of their whims or on flimsy ground. By performing such activities, the government closes the opportunities of the students of what they want to learn or the capacity they have to learn. For example, all students must pass all the prescribed subjects to get a SLC certificate. If some students do not have the aptitude or ability to learn the prescribed mathematics course, they can never get the SLC certificate no matter these students had excellent abilities to learn subjects related to humanities and social sciences.

Nepal can be a good example of a closed education system. Hundreds of doors of education system are closed, and some can be opened by administrative decisions. In general, it is illegal to open schools and certify students on their academic achievement without being duly recognized by the government. Teachers or school managers can be punished if they use books that are not approved by the government. The physical requirement of a school is fixed by the government rules. The days of opening and closing are determined by the school regulations. The number and constitution of public school management committee also are fixed by the Act of Parliament.

Justification for Establishing an Open School System

Nepal's existing school education has to be more open to meet the challenges that the country is facing as a result of the changes that have taken place in the social economic and political life of the people. There are two alternatives to face this challenge: one is to bring about revolutionary change in the existing system; the second one is to establish a new schooling system based on the principles and practices of the open education system that is in successful practice in other countries of the world. The writer has focused this article in terms of considering the second alternative i.e. open school system and basically addressing the immediate challenges of it.

- The national primary education has grown tremendously and will further grow to provide primary education for all. This will create problems for those who had failed to use the available opportunity at the primary level. An open primary education system would address the problems of such students who had failed to complete the primary level in the regular primary school system. Further an open primary education system would help such students to complete, their primary education even into grade 8 once it is extended.

- The expansion of primary education system would require a similar level of expansion at the lower-secondary and secondary levels. The economy of the country would not allow the government to provide the lower-secondary or secondary schools within the walking distance of all the primary school completers. An open secondary school system would help thousands of children who cannot attend the regular schools and who aspire to complete the secondary education on the basis of self-study.

- The regular secondary education curriculum has limitations in providing large variety of study areas in the regular school. An open school system has the advantage to offer a variety of courses on self-study basis. This would mean

that students opting for open school system can be provided a wider variety of choices in their subjects of study.

- The number of Nepalese working in foreign countries has tremendously increased during this decade. This number will increase significantly during the coming years. An open school system would provide the opportunity to such Nepalese to provide Nepal's course of study through distance mode of open learning.

- An open school system is a cost-effective system which can be made available at a far cheaper cost than the regular schooling.

Having stated the justification for the establishment of open school system, a proposal for open school system is given.

Proposals for the Establishment of Open School System

The existing Education Act has the provision to make rules and regulations on the establishment and operation of open education system. Accordingly, the Distance Education Centre has developed a detailed open Education Operation Directives (2002). The Directives, if followed, would generate another closed education system, eventually thwarting the very purpose of the open system. Following are some suggestions to initiate the open system.

Policy

- The open school system will have the regular secondary and higher secondary levels as its scope of coverage and delivery. It will not offer courses on science and technology for about five years at the higher secondary or +2 level.
- The open school system will be governed by an autonomous Board created by an Act of Parliament.

- Except for an initial expense at the earlier stages, of the government, the Open School Board will be an institution with in-built financial sustainability mechanism.

- The Open School Board will provide certificates for SLC and Higher Secondary (HS) levels.

- The open school system will follow the curriculum prescribed by the SLC and the Higher Secondary Education Boards. It may make some modification in the SLC and HSEB curriculum in areas which need internal practical examination.

Management

- The Open School System will be governed by a Board created by an Act of Parliament. At the central level, there will be Policy and Planning Board headed by the Minister with Education and sports, Secretary as its Vice-Chairman and Controller of Examinations as the Member Secretary. This Board will have representation from universities, HSEB, HMG/CDC, schools and educationists.

- There will be two other committees at the central level: (i) Examination Committee headed by the Controller of Examinations and (ii) Academic Committee headed by a reputed educationist.

- The Open School Education Board will directly report to the Minister of Education or the State Minister as appropriate.

- There will be an office of the Open School Education Board (OSEB) at the centre with three Divisions : (i) Examination (ii) Administration and (iii) Academic except Examination Division, other divisions will have skeleton staff.

- There will be an Open Education Section in the Regional Directorates and District Education Offices. Most of the tasks will be delegated to the Regionel Education Directorates RED's and DEO's.

- Except the registration of open schools, there will be no other obligations for the open schools. The RED's will be responsible to conduct the examination and get the answer books examined. The result of the examination will be published centrally. All the cost of examination will be borne by the OSEB. out of its earnings.

Academic

- The main academic task of the OSEB is to publish ungraded sequenced self-learning materials for those people who use them.
- The Academic Division will prepare an academic guide for the open schools on the use of these self-learning packages which will be available for buying.
- The Academic Division will create a rich question-bank, some of which will be borrowed from SLC Board.
- A wide variety of self-learning material / in the print, caeettes, CD's and other forms should be made widely available to facilitate learning for self-learners.
- Private groups should be encouraged to establish self-learning centres through training and the supply of examplar materials.

Examination

- The OSEB should have a professionally strong team of assessment experts who would be constantly working to develop valid, reliable and efficient tools of evaluation (question papers)
- The open school system should organize the national examination at least twice a year to help the learners to take examination in their convenience.

- The RED's and DEO's should be delegated with the responsibility of conducting the examinations

Conclusion

An Open School System is a less - expensive, more democratic and highly liberal system of education, particularly useful for a country like Nepal where formal school system is inefficient and do not cater to the need of economically disadvantaged children. Open education system starts on the basis of positive thinking and intends to help the learning problems of learners of all sorts. The system can be flexible enough to encourage private initiative to operate the system. The only responsibility of government would be to support the system in the initial stage. After the system gains credibility, government expenditure will not be required. In fact, Nepal has lagged far behind in the area of open education system. Let it at least start with the secondary education level, now.

Models of Distance Education

- Mana Prasad Wagley[⊗]

Distance education has been one of the most effective pedagogies these days that provides access to thousands of students to study at their own pace and place. From literacy classes for adults to medical surgery, the scope of distance education as a method has never been limited. This demonstrates the capacity of distance education to provide quality education at par or better than face-to-face mode. This article is focused on the three famous models of distance education, in application, and their salient features. For the beginners of distance education, it is hoped that this article will assist them to know about distance education.

Model A - Distributed Classroom

In this model, the instructional process is controlled by the faculty and institution. By the help of interactive communication technologies, the instruction is designed as an extended classroom- based course from one location to a group of students at one or more other locations; the typical result is an extended "section" that mixes on-site and distant students.

Characteristics

The main features of this model can be described, in brief, as follows:

- students and faculty are required to be in a particular place at a particular time; at least once a week is preferred; class sessions involve synchronous communication
- number of sites varies from two to five or more; the greater the number of sites, the greater the complexities -- technically, logistically, and perceptually,

[⊗] Professor, TU

- students can enroll at sites that are more convenient to their homes or work locations
- small number of students are served in each location
- the nature of the experience mimics that of the classroom for both the instructor and the student

Faculty Role

- faculty typically does not change its role significantly from traditional classroom, however, the use of technology does require adaptability in the manner of presentation
- faculty generally reduces the amount of material presented to allow additional time for related tasks and management of the technology and to increase familiarity with the technology and the environment
- faculty usually gives more time for planning

On-Site Students' Experience

- because the faculty member is physically present, in the space, on-site students generally have an experience similar to that of the traditional classroom
- they are unlikely to perceive a personal benefit resulting from the use of technology
- may resent having to "share" their class with other sites

Technologies Supporting

- two-way interactive video (compressed or full-motion)
- one-way video with two-way audio
- audio-conferencing
- audio-graphic conferencing

Technologies Supporting Out-of-Class Communication

- telephone
- mail
- fax
- computer (for e-mail and conferencing; access to library and other on-line resources; submission of assignments)

Opportunities for Interaction

- all students have an opportunity for verbal interaction during the class with instructor and between each other; on-site students have visual interaction with instructor and other students in class; off-site students may have an opportunity for visual interaction with instructor and other students; depending upon the technology used
- on-site students can interact with instructor before and after the class
- out-of-class interaction by telephone; by computer conferencing, voice-mail, or other means if available

Support Services Needed

- access to technical support at each location; fully trained technician/trouble-shooter at origination site
- site assistant at each location to handle logistics and materials distribution/collection
- access to fax machine, telephone, and photocopier

Model B - Independent Learning

In this model, the students are considered free without an obligation of attending a particular programme at a particular time. Students are provided a variety of materials, including study guides and detailed curricula, and access to a faculty

member or a resource person who provides guidance, answers questions, and evaluates their work. Contact between the individual student and the instructor is achieved by one or a combination of voice-mail, computer conferencing, electronic mail, and regular mail.

Characteristics

- there are no class sessions; students study independently, however, the details of the curricula are provided to the students
- students may interact with the instructor and, in some cases, with other students – depending upon their needs
- students receive course content through print, computer disk, or videotape, all of which students can review at a place and time of their own choice
- course materials are used over a period of several years, and generally are the result of a structured development process that involves instructional designers, content experts, and media specialists; not specifically to a particular instructor

Faculty Role

- faculty structures facilitate the learning experience, but share control of the process with the student to a great extent
- faculty becomes familiar with the content in the print and other materials prior to the beginning of the session and, if appropriate, plan for effective use of the interactive technologies such as computer conferencing and voice-mail
- faculty coaches students one-to-one; faculty member is more available to facilitate individual student's learning

On-Site Students' Experience

- students not to attend class, which give them ultimate flexibility in structuring their time

- Students are responsible for organizing their work and time to meet the course requirements and deadlines

- students must be highly motivated; they need good organizational and time management skills

- students are required to have abilites to communicate in writing, initiating, and a commitment to high standards of achievement

Technologies Supporting

- none, since there are no class sessions

Technologies Supporting Out-of-Class Communication

- mail
- telephone
- voice-mail
- computer (for access to library and other on-line resources, e-mail conferencing, and the submission of assignments).

Opportunities for Interaction

- instructors provide information regarding the syllabus about how and when students can contact them; there is typically wide variation in the amount of student-initiated communication with the instructor

- instructors provide detailed comments on students' written assignments

- when voice-mail and/or computer conferencing is available, instructors provide a structure for interactive discussions by posing topics or providing some other stimulus for discussion

Support Services Needed

- significant administrative structure is crucial to support both the students and the instructors

- a system for proctoring exams that retains some measures of flexibility for students but meets institutional needs for exam security

Model C – Mixed Mode

In this model. the students get dual opportunities. One. they are provided with all the course materials and media facilities to do their study works at their own pace. And two. they occasionally get chances to join the group meetings in discussion sessions with all other enrolled students. This model offers certain programmes in class setting and others with printed materials and interactive communication technologies.

Characteristics

- students receive course content through print. computer disk, or videotape, all of which students can review at a place and time of their own choice, either individually or in groups
- course materials (for content presentation) are used for more than one semester; often specific to the particular instructor (e.g., a videotape of the instructor's lectures)
- students join instructor-led class sessions through interactive technologies-- following the distributed classroom model-- periodically in groups in specified locations
- face-to-face sessions are organized for students to discuss and clarify concepts and engage in problem-solving activities, group work, laboratory experiences, simulations, and other applied learning exercises

Faculty Role

- faculty structures facilitate the learning experience, but share control of the process with the student to some extent

- faculty focuses on the instructional process to take advantage of the available media
- faculty becomes familiar with the content in the print and other materials and plans for effective use of the interactive sessions
- faculty identifies additional resources to support student learning
- faculty coaches students one-to-one; faculty is available to facilitate individual student's learning

On-Site Students' Experience

- with fewer class sessions, all students gain flexibility
- the periodic classes help students to structure their work
- it requires greater discipline and maturity on the part of students
- interactive focus of group sessions diminishes perceived disadvantages of students who are not in the same location where the instructor lives.

Technologies Supporting

- two-way interactive video (compressed or full-motion)
- one-way video with two-way audio
- audio-conferencing
- audio-graphic conferencing.

Technologies Supporting Out-of-Class Communication

- telephone
- computer (for access to library and other on-line resources, e- mail, conferencing, and for submission of assignments)
- mail

Opportunities for Interaction

- all class sessions are designed for interaction with instructor and other students; they could be problem-solving sessions, because this time does not have to be devoted to lecture or other means of presenting content
- individual interaction between students and faculty members are on an as-needed basis by telephone, mail, e-mail, or voice-mail

Support Services Needed

- access to technical support at each location; fully trained technician/trouble-shooter at origination site
- site assistant at each location to handle logistics and materials distribution/collection
- access to fax machine, telephone, and photocopier

Source: Several papers related with distance education, published by Institute for Distance Education from 1998 to 2004, University of Maryland University College, USA.

Open School
Within Framework of Open Distance Learning System

- A.B. Bhandari[⊗]

Introduction

The term ' Open and Distance Learning' (ODL) has been gaining popularity around the world as an alternate mode of instruction with wider access in education maintaining quality. The term, 'distance learning', is a synonym for more comprehensive and precise term for distance education which advocates open opportunity for learners regardless of geographic, socio-economic or other constraints. The use of the term 'open' has intended to highlight the key features of theory and practice of distance education.

Distance education is an educational process in which all or most of the teachings are conducted by someone removed in space and / or time from learner, with the effect that all or the most of communication between teacher and learner through artificial medium either electronic or media. The evolution of distance education can be divided into four phases – correspondence system, educational television and radio system, multimedia system and internet-based system.

Distance learning system, like conventional learning system includes all the components of teaching learning system. Firstly, the mission of distance learning system confines within the content of national policy, which may be directed towards particular purposes and programmes driven by particular values and philosophy of learning and education. Secondly, courses and curricula are related to mission and defined market needs with focus on preparation for certification, which are equivalent of conventional system in terms of content, admission and assessment.

⊗ Executive Director, NCED

Thirdly, teaching strategies techniques even though depend on the types of programmes and needs are designed to meet educational values and philosophy of the system along with an appropriate connection between teaching strategies, economy and choice of technology.

Well-designed materials focusing on stimulated self-directed learning with an assurance of quality control. is the feature of learning materials and resources. The communication technology, in the form of text, stills and moving images, and sound has been regarded as necessary components in distance education system which, serve with two purposes in terms of distribution of information and interaction between tutors and learner as well as whereever possible between learners too.

Open and Distance Learning covers wide range of areas of studies from school education to higher education in the form of supporting programme (in school) and certification programme (out school). There are two types of operating model with regard to open school. One model is to be operated within framework of Open University System and another model is within school education system, itself as a second mode of instruction.

This paper focuses on school education programme with review of International practices and explores possibilities of open school system in the country. It also identifies some issues of open school and suggests an implementation scheme for to have a wider discussions.

International Practices
UNESCO, Paris, (2001) has published a report on Distance Education in E–9 countries which is divided basically into 3 parts : overview, country reports and general conclusions. The nine high population countries (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan), popularly E-9, are home to

more than half of the world's population. The E-9 countries have been utilizing distance education for three different purposes in order to work towards their EFA goals. Firstly, distance education was utilized either to mainstreaming non-formal schooling or supporting schooling. In Brazil and Mexico, for instance, distance education was utilized with broadcast based alternative primary schooling. Secondly, there were countries perceived (Brazil, Mexico, India and Indonesia) long-standing and successful examples in using distance education for junior secondary schools in order to address unmet demands at this level. Thirdly, distance education was widely implemented in the area of teacher training with the purpose of meeting the need of teacher shortage and upgrading teacher's qualification.

Bangladesh Open University (BOU) was the upgraded form of Bangladesh Institute of Distance Education 1983, which is perceived as distance education dominant with the provision of responsibility for non-formal education, secondary education and teacher education along with its tertiary level degree and diploma courses. Since 1995, BOU has launched open school programme and offers secondary school certificate for those who are out of school.

In China, with the establishment of Radio and TV University (RTV) in 1960 open and distance learning has significantly contributed to broadening access and opportunities to socio-economic development of the country. The Liaoyun television and broadcasting school provided vocational and technical education to rural communities to 150,000 rurally based adults of which 137,000 became qualified agriculture workers with green certificate (UNESCO, 2001). This programme consisted of 2000 hours of training materials on practical rural vocational and technical skills.

India in the field of Distance Education (DE) has emerged with the concept of National Open School (NOS), which provides an alternative route to schooling

targeted to disadvantaged groups, urban poor and unemployed. This school has designed and implemented four different types of self-instructional programmes in English and Hindi for secondary higher secondary bridge (around grade 8) and vocational courses (free-standing or combined with academic course). The learning resources are made available in the form of printed materials and magazines, personal contact programmes, audio and video programmes and some television programmes. When compared to 68 million in formal secondary schools in 1996 the enrollment in open school for the same the level of education seems insubstantial (0.6 percent of learners) which attracts the mission of open school set in 1995 to getting 40 million students in sixteen languages within ten years (UNESCO, 2001).

Indonesia has been implementing three programmes on ODL, namely Pocket A (primary equivalency), Pocket B (Junior secondary equivalency) and Open Junior Secondary School (OJSS) for out-of-school and marginalized children and adolescents. The pocket A programme aims at providing education services to out-of- school children between 6-12 years with the provision of dual mode of instruction – self instructional materials and face-to-face interactions in three times a week. Pocket B, has targeted to 12-15 years old with the provision of print-centreed module followed by tutorial programme. The OJSS programme has been designed to individual learning with the provision of centrally produced self-instructional materials with the combination of cassettes, broadcasts and different types of student support system. A comparative study on academic achievement reported that there is no difference in academic achievement between OJSS and regular students (Visser 1994).

Mexico launched a new nine-month secondary distance education programme for adults with the name Telesecundria school (outside school hour) in the work place as per demand of companies which included text-based self-study guides at two levels and in five subject areas. This country also has been implementing distance

education on adult basic education (equivalence lower secondary education) through self-study text materials, advisors and TV programme at 2 levels (beginners and advanced) in 5 subjects. Further, Mexican government has planned to open 4,500 new telesecundria schools to address the dearth of secondary schools in rural areas which will makes access of 25,000 additional students with an introduction of three-year television high school programme for grades 10 - 12.

Pakistan, with implementation of the functional education project (FEPRA, 1995), was able to implement ODL programmes on adult basic education (equivalency to primary to secondary) with technical support from Allama Iqbal Open University (AIOU). Moreover, with implementation of women's secondary education project (1993), Pakistan mobilized AIOU in developing 22 ODL courses (7 compulsory and the rest electives) in a range of subject areas for out-of-school and marginalized children and adolescents, which utilized multimedia (print, audio and video) as a model of instruction with the purpose of creating an opportunity to enroll into other distance higher and vocational institutions. This course, at the moment, has been institutionalized with the provision of access to all interested.

Exploration of Possibilities
The evolution of ODL in Nepal can be traced back to 1978 when Radio Education Teacher Training Project (RETP, 1980–86) was initiated with objectives of upgrading professional capacity of under-qualified primary teachers. Nepal could be considered a pioneer in SAARC region in the area of teacher training through distance mode. Because, Sri Lanka started teacher education through DE mode with an establishment of the Open University of Sri Lanka in 1980 and Bangladesh implemented DE mode teacher training (secondary level) with an establishment of Bangladesh Institute of Distance Education (BIDE) in 1983. Similarly, Pakistan executed DE on elementary teacher education only in 1997 even though AIOU was in operation since 1974. On the other hand, India has a long history in DE which

dates back to 1960s but they included DE programme on teacher education lately in 1990s. India, at the moment, has more than thirty Open Universities offering variety of programmes. Indira Gandhi National Open University, (IGNOU) has an amazing intake capacity being enrolled nearly one million students per year.

Nepal's efforts in initiating DE system in the country remained to limit in teacher training till to the date. However, efforts made to institutionalize project based activities into a mainstream of the education system was remarkable in 1994 through creating Distance Education Centre (DEC), an institution at national level under the Ministry of Education & Sports (MOES) system. DEC, established at the central level, has very good institutional base with physical facilities, equipments and buildings. However, professional capacity of DEC has remained critical because of unavailability and non-retention of professionals due to lack of clear visions and programmes. Even though, DEC has an in-built system where some information, skills and experiences on distance education have been collected from almost three decades ago.

The possibilities of establishment of open schools in country can be explored in a number of ways. Firstly, Educational Management Information System (EMIS) documented by Department of Education (DOE, 2004) has clearly stated that access in school education has been a matter of serious concerns which calls to have an another mode of institution. Secondly, education policy reflected in 10th plan, which advocates the need of Open University, has not been materialized. Thirdly, developmental partner like UNESCO encourages and assists its member states to make greater use of open and distance learning for expanding access to education and enhancing effectiveness in all forms, types and levels of education including education delivery using Information Communication Technology (ICT) (UNESCO, 2001). Fourthly, National Curriculum Assessment Council (NCAC) is in the process of approving National Curriculum Frameworks for grades 1 - 12. This process can be

helpful in indicating the stage where ODL is to be introduced in order to create wider access in school education. Fifthly, there is a very good opportunity to utilize international forum like Asian Association of Open Universities (AAOU) and SAARC Consortium of Open and Distance Learning (SACODL) in sharing of learning materials and expertise, developing joint programmes / courses, sharing of IT (Hardware and software) and accrediting the programme. Moreover, DEC has recently set a formal institutional linkage with the Open University (OUL), U.K. for years under Higher Education Linkage programme through British Council, which could be materialized in developing and establishing open education system in the country. Finally, MOES has recently approved directives for operationalizing open schools, which could be good instrumental to start with. The main components of the directives are described below:

Open Schools

As per Distance Education directives, 2001, four types of institutions - secondary and higher secondary schools, technical schools and academic/research institutions can apply for open schools alongwith their own programmes in an authorized institution DEC. The process of affiliation for open schools has set procedures like field visit report, recommendations from Academic Committee and approval from Distance Education Committee (DEC), chaired by Secretary of Education & Sports. This directives give clear mandate to run open schooling as a alternative route to formal schooling including technical and vocation education. However, provision is made to get no objection from Higher Secondary Education Board (HSEB) and Council for Technical Education and Vocational Training (CTEVT) for implementing DE programme on higher secondary level and vocational / technical level respectively with their commitment for allowing students to sit in their regular examinations.

Curriculum & Learning Materials

The government's prescribed curriculum and learning materials are considered to be the main curriculum and learning materials, which are easily available in the market. However, DEC can develop distance learning materials (print, audio, video) based on approved curriculum, with the concept of public-private partnership in such a way that the total cost for development and production to be borne by private enterprise. And they will be given sole authority to sell the materials in turn. Moreover, DEC has to manage audio / video conferencing as students support programmes. There is also a provision of subject committee, and academic committee with representation of experts and technical institutions in the process of developing self-learning materials.

Certification

The types of certification programmes envisaged in the document are Lower Secondary-Level Examination, Secondary Level Examination, and Higher Secondary Level Examination, which are to be considered by concerned Board of Examinations as provisioned in existing education regulations.

Admission

The candidates with qualification of grades 5, 8 and 10 (SLC) can be admitted for lower secondary level, secondary level (SLC) and higher secondary level (+2) examinations in a registered open school respectively. The duration of a course has been envisaged of one year in secondary level education and of 2 years in higher secondary as Higher Secondary Education Board (HSEB) has a provision of yearly examination for grade 11 and 12 separately. The age factor of a student also has given due consideration with provision of 15 years, 16 years and 17 years for admitting in lower secondary, secondary, and higher secondary level education in an open school.

Student Support Services

The open school. as provisioned in directives, has to organize contact sessions for a group of students enrolled in their schools. The main components of a contact sessions are considered to be lecture, home assignment, exercise, presentation and report writing. These schools are also expected to manage library of printed materials and audio / video cassettes with the system of issuing materials for students in addition to appropriate communication technology. suitable in their context like e-. mail. telephone, internet, and correspondence. The school has to maintain student performance records like presentation, home assignment, session participation, and test score, as a part of assessment, to be entitled to sit in external certification examinations conducted at the national level. But in the case of lower secondary level examinations, they are allowed to sit in external examinations conducted at the district level by District Examination Board. chaired by District Education Officer. The DEC from the centre has to organize audio/video conferencing in support of student learning.

Issues and Suggestions

The DEC even having directives for operation of open schools in a country has remained silence in terms of inviting potential institutions for expanding educational services with addition of open school. However, DEC has continued its efforts in getting positive commitment from OCE and HSEB that they will permit to sit in external examination to those who come through open schooling stream. Indeed, DEC has a very good start for the developments of it so far in open learning system. However, the issues and challenges faced by open distance learning system will be pertinent and valid to mention here. They are stated below with suggestions.

- From the literature review, it is clearly understood that the Nepal has not made substantial progress in the ODL area within SAARC region, even though she was a pioneer to introduce DE on teacher education. So, there

is an urgent need to have clear vision. strategic plan and programme for action in order to establish ODL system in the country.

♦ EMIS has informed us that there are 18 %, 59 %, and 72 % school aged children who are out of the schools in primary. lower-secondary and secondary levels respectively, which reveals that the country having only formal schooling system can fail in accomplishing national and international commitments for providing education services to all by 2015. Distance learning methods have been argued having their own pedagogical merit, which can be evaluated from technical, social and economical criteria leading to different ways of conceiving knowledge generation and acquisition. Establishing and recognizing ODL system in the country in addition to formal schooling could be a possible solution to address this issue.

♦ Existing national curriculum and assessment system does not indicate the provision of ODL which has created the confusion in certification of the programme. Ministry of Education and Sports (MOES) is in the process of implementing Secondary Education Support Programme (SESP, 2003-2008) which consists curriculum reforms as one of programme components with financial and technical support from ADB loan and DANIDA grant. The programme document states to have 1-12 national curriculum frameworks. which creates very good opportunity to introduce distance open learning programme for school level education. The Curriculum Development Centre (CDC) being an apex body of national curriculum frameworks, can be advised to review distance open learning system and mainstreaming this system with wider consultation of stakeholders and experts.

- The DEC which is proposed to be merged in National Centre for Educational Development (NCED) as ODL division can be utilized and mobilized to start with open school as a foundation stone for ODL system. The policy body created for developing Human Resources in education sector under the chairmanship of Minister of MOES can be given one additional responsibility for the policy of DE with amendment in Education regulations. Once, an open school system is established well with a full capacity, this division of NCED can be split into an autonomous institution leading to creating an open university. In the mean time, a draft act on open university submitted by Dr. T.R. Khaniya team needs to have wider discussion for adaptation in the changing contexts.

- The discussion made in various educational forums and education policy stated in national documents talk much about Open University but not about open school, even though Open University covers from non-formal education to all levels of formal education.

- The DEC remained helpless in developing vision of ODL in spite of having supporting guidance from concerning authority, and having institutional collaboration with OU, UK so far. So, DEC which is proposed to be an ODL division of NCED needs to establish institutional and professional base with financial support from SESP fund and further the professional support through linkage programme in developing open distance quality materials required for open schools.

REFERENCES

Dr. Acharya , S. (2059)   :   Open Education : Context and Circumstances, DEC Journal, Sanothimi.

Dr. Bhattarai, H.N. (2059)   :   SACODIL : A Framework for Regional Co-operation, DEC Journal, Sanothimi

Dr. B. N. Koirala (2058)   :   Dual Regularity : A Need of Master's Programme on Distance Education, DEC Journal, Sanothimi

Bhandari, A.B. (2058)   :   Distance Education : Emerging Mode of Instruction, DEC Journal, Sanothimi

David, Marks. Yuan (1998)   :   Asian Research on Open and Distance Learning, International Research Foundation for Open Learning, Cambridge, U.K.

DEC (2060)   :   Directives on Distance Education, Sanothimi, Author.

Dr. T.R. Khaniya (2058)   :   Open University, DEC Journal, Sanothimi, Bhaktapur.

UNESCO   :   Open and Distance Learning Trends, Policy and Strategy (2000)Considerations, Author

Wolfgang. V. (2001)   :   Distance Education in E-9 Countries, UNESCO, Paris

Flexible Delivery through Distance Education:
Potentials and Possibilities

- Tanka Nath Sharma, Ph. D[⊗].

Introduction

A review of Nepal's situation regarding basic education undertaken by Ministry of Education and Sports (MOES) during past decades revealed that investment in basic education had not kept pace with population growth. As a result, absolute number of illiterate adults and number of children without access to school education has increased. Approximately 19 per cent of primary school-age children are still outside schools. Of the total primary level enrolment, approximately 35 per cent of students leave school without reaching Grade 5. Those who enroll in and complete the lower secondary and secondary levels are much smaller in number.

The majority of school-age children dropout of schooling before completing their high school education. A cohort analysis has indicated that out of 11 students enrolled in Grade 1, only one student will pass the School Leaving Certificate (SLC) Examination. Access to secondary and higher education is much more constraining for disadvantaged people. First, many disadvantaged children dropout from school without completing primary education. Second, many of them cannot join secondary or higher education due to lack of resources as well as their need to work for a day-to-day living. Third, completion of secondary or higher education is rather difficult for disadvantaged children due to lack of a supportive environment, the need to engage in paid work and lack of motivation due to poor job prospects.

Many people, especially residing in rural areas and disadvantaged community, cannot afford to invest in education. Although primary school education is supposed

---

[⊗] Director, CTEVT

to be free. even government-supported schools need to charge some amount from each student to generate resources for logistics and maintenance as government funding is not sufficient. In addition, implicit as well explicit denial of access to education for girls and children coming from disadvantaged communities still exists, particularly in rural areas. The following section further explains the situation that the disadvantaged groups face.

The Nepal Human Development Report (2001) points to large disparities in social indicators across regions and socio-economic groups. Discrepancies relate to caste, gender. ethnicity and geographic locations. Significant disparities in human development indicators are visible between the so-called 'lowest caste' groups and 'upper caste' groups. the dominant ethnic groups and the minority ethnic groups and between people from remote areas and urban areas.

Illiteracy has been a major problem among disadvantaged communities. Thus. the *Dalits* have a literacy rate of about 18 percent. compared to 47 percent for the upper caste groups: a life expectancy of only 51 years. compared to 57 years for the upper caste groups: an infant mortality rate of 118/1000. compared to 85 among the upper caste groups: and almost 15 times the national rate of absolute poverty. An analysis of the 1991 census data indicated the following strata of literacy situation by social groups (Bajracharya and Sharma, 2003).

As already noted. the extent of gender disparity in Nepal in terms of literacy is quite notable: the literacy rate for females is only 34.6 per cent as compared to 62.2 per cent for men. The situation of women belonging to the *Dalit* castes is even more critical, with a literacy rate of about 7 percent only. There are variations according to ethnic group and geographic regions.

There are also differences in net enrolment ratio (NER) as well as in other educational indicators according to the districts, ecological regions and ethnicity. Although 14 of the 75 districts have a NER close to 100 per cent, 48 districts remain far below this level. In terms of regional difference, the literacy rates in the far-west and mid-west are significantly lower than those in the west and east.

The issue of educational disparity is also significant and persistent between poor and non-poor groups and between rural and urban groups, in terms of both school enrolment and literacy.

The scenario described above indicates that existing system of educating people is not being able to meet the diversified needs of different age groups, caste groups, ethnic groups and economically and geographically disadvantaged groups. The rigid traditional structure of education is not being able to serve educational needs of diversified groups. There appears to be a need for a system of education that allows flexibility and choices to the potential learners (children, youths and adults) to translate the "Education for All" into reality. This calls for several alternatives modes of education available to general public so that learners from diverse needs and background utilize available options of education in their own time, pace and location. Distance education is one of the powerful options for educating masses with adequate options and flexibility in order to improve quality, access and equity in education. In this article, role of distance education in flexibility, multiple options and lifelong learning opportunity of educational process will be discussed.

National Educational Policy

The Tenth Five Year Plan (2002–07), poverty reduction strategy paper and the Dakar Framework of Action for EFA agreed on 2000 are the main policy documents that are guiding Nepal's National educational policies. The national educational policy is also directed toward the overarching national goal of poverty reduction. The Tenth

Plan's poverty reduction strateg. is built on closely interlinking with four pillars (i) broad based economic growth (ii) social sector development including human development; (iii) targeted programmes including social inclusion and (iv) good governance. Within the broad spectrum of *education for poverty alleviation*, the national educational goals are to contribute towards knowledge building; human resource development for sustained human productivity; promoting equity: inclusion and empowerment; and economic growth. The Tenth Plan has clearly emphasized that the development of education sector will continue to receive priority and the role of the government will continue to remain important in the development of the sector.

As the government has expressed its commitment to the Dakar framework of action to provide Education for All (EFA), the government has already prepared national plan of action for EFA to address the following six goals:

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

- Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality

- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes

- Achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults

- Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality

- Improving all aspects of the quality of education, and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeric and essential life skills.

Need for Flexibility and Appropriateness in Educational Delivery

The above goals clearly indicate the need for alternate delivery mechanism and flexibility in educational structure and process. Teachers should have an access to enhance their capability without leaving the school, children and youths should have access to quality teaching even if they reside in rural and remote areas, youths and adults should have access to meaningful and useful education in their convenient time and location. Education system should assist in helping children to become literate and employable adults. It should also help in accomplishing toward achieving the goal of helping children to develop emotional maturity, understanding, and acceptance of self and others, and the ability to form satisfying relationship. This also calls for various learning experiences through multiple means.

Educating is the social events of sharing meanings. The fact that meaning can be shared between individual person or persons and situations that make the events of educating possible. Making educative events occur is a consequence of human choice, invention, and inauguration. Since the students are free to choose to learn, the efficient cause of learning is the provisions for multiple options for learners to choose from. Provided with options and flexibility to the learners, the responsibility of learning is also the learner's not the teacher's.

If learning depends on the learners' choice and responsibility, learners should have various options to choose, suitable to their needs, circumstances and contexts. Education provided with fixed curricula, within the four walls of a school, in a fixed time frame and fixed entry and exibits into the programme, may not serve the needs of all the children, youths and adults. For example, children from the poor family are bound to work to make their living during the daytime. They are not able to attend the traditional schools to receive education even if they are interested in attending schools. Mornings and evenings may be the convenient time for their schooling. The existing curricula may not serve the needs of the children and youths who want to utilize their education to earn their living. If educational opportunities are not available in those free hours, they are forced to remain uneducated. Properly designed distance education can offer flexibility for learners whereby learners may choose their own time, place and pace for their learning.

Education for All will not be achieving simply from documenting the problems of schools; however, until we properly understand the phenomena of educating, we will never understand how to reform education. Until and unless we offer educational opportunities outside the normal hours of traditional schools, many children from the deprived segments of the population remain to be outside the existing mainstream education despite of various incentive programmes to attract them to traditional school programmes.

According to Gowin, the social milieu is a powerful set of forces governing education. To take account of these conditions, he suggests using concepts from ethics and social philosophy - equality, freedom, authority, mutuality, and social justice. The centre of the problem lies in governance (social control) in making educative events happen at the convenient time and location. The question is how to offer desired flexibility in education through distance mode.

Flexible Delivery Modes through Distance Education

In order to understand the concept, let us review some of the terminologies used in the flexible delivery modes.

Delivery modes refer to the means whereby teaching methods are implemented, focusing on the forms of communication used. In addition to the traditional delivery modes of lectures and seminars, delivery modes available through technology include audiovisual media (eg print, audio- and video-tape), computer-based media (eg: hypertext, interactive multimedia and the internet) and teleconferencing media (eg: audio-teleconferencing, audio-graphics).

Distance education mode refers to delivery off-campus where the student undertaking a programme of study is not required to attend an educational institution regularly. Distance education offerings are usually accredited in accordance with standard procedures.

Flexible delivery refers to the use of a range of strategies and technologies to meet the diverse needs of learners regarding the location and time of study. Flexible delivery is applicable to both internal and external students.

A *flexibly delivered unit* is one in which the options for delivery include alternatives to the traditional ways of on-campus in-classroom lectures, seminars, tutorials and practical classes. Such a unit will be designed with the aim of meeting students' diverse learning needs by incorporating one or more aspects of flexibility in time, place and/or technology, such as

- Delivery in the workplace or remote from the educational institution
- Delivery in block mode, other intensive mode, or other non-standard delivery time format either on or off campus

- Delivery with non-standard beginning and completion dates for the units
- The use of technology and resources for learning support to provide options for any individual to access and use materials at his or her own time and place (eg: Self-learning materials, Web-based teaching materials and exercises), or to be assessed without having to attend examinations at a specific place and time

The above aspects of flexibility will form the majority of the delivery mechanisms used in any flexibly delivered unit. Alternate schooling and alternate delivery modes provide flexibility to the students with diversified needs. Distance education may help in providing adequate alternatives and in making educational programmes more flexible. Some of the examples of alternate schools are as follows:

- Distance learning centres: Programme that provides provincial distance learning services for home-educated students, students who cannot attend regular classrooms, and adults who wish to continue their education.

- Home education: Children learn under the guidance of the parents at home. Institutions offering distance education provide interested parents with information about home schooling.

- Virtual education: Programmes offered by schools and delivered electronically at school or off-campus, under the instruction. Web-based learning is a popular means these days.

- Open learning centres: Learners come to the centre and learn the structured materials of their interest in their convenience.

- Outreach programmes: Alternatives for students who find that the traditional school setting does not meet their need. These programms are provided with opportunity to continue their education at their location through distance learning.
- School twining: Matches local schools with other schools (foreign schools) for cultural interaction through correspondence exchange of students' works. and possible visits.

- Correspondence course: This is the oldest scheme of distance education. Self-learning materials are sent to the learner and the learner demonstrates competency under the guidance of an instructor at distance.

Different environments for teaching and learning may be created through exploring different ways of delivering education. When 'delivery' or 'learning' is coupled with the word flexible, the intention to increase for learners both their access to, and their control over, particular teaching and learning environments are implied.

Flexibility is a characteristic, which satisfies many stakeholders in education. It can serve the interests of managers and politicians who focus on effectiveness and efficiency and cut-price solutions to the delivery of a service. For students and teachers it can suggest a student-centreed approach to learning and the democratization of processes of learning and teaching. For curriculum developers it may mean the availability of a range of approaches to suit student diversity. For those marketing educational services it can mean the production of commodities, which can be used competitively in a global educational market. And for those students who cannot, or choose not to, attend an educational institution it can spell the end of campus bound teaching, with education being delivered to home and workplace in ways and times to suit their circumstances (Nunan, 1994). Flexibility can therefore mean different things to different stakeholders within education. It is a

solution, which can be paraded as a philosophy - but, at the same time, if this runs the risk of challenging existing beliefs and values, it can be cast as technique to be used in the service of an educational philosophy or ideology. In short, the solution of flexible delivery and flexible learning has the virtue that it provides something for everybody! Flexible delivery.

The term flexible learning can also be a synonym for open learning. The same two features - of increasing access and increasing learner control over learning - are often included in definitions of both terms. The reduction of factors, which have 'closed' or 'restricted' educational choices can, by definition, make learning more flexible. It is this double-sided nature of access and learner control, and technique and philosophy, that gives the term scope and, often, a lack of precision in the way that it is used. Achieving openness or high levels of flexibility present difficulties because both the notions convert current educational assumptions upside down. Openness and flexibility challenge, existing power relationships between teachers and learners, and the technologies which often give effect to increasing openness or flexibility challenge the 'borders' of each educational institution by producing a new market where there is competition and choices.

Distance Education as a Means of Flexible Delivery

Distance education is a method of education in which the learner is physically separated from the teacher and the institution sponsoring the instruction. It may be used on its own, or in conjunction with other forms of education, including face-to-face instruction. In any distance education process there must be a teacher, one or more students, and a course or curriculum that the teacher is capable of teaching and the student is trying to learn. The contract between teacher and learner, whether in a traditional classroom or distance education, requires that the student be taught, assessed, given guidance and, where appropriate, prepared for examinations that may or may not be conducted by the institution. This must be accomplished by two-way

communication. Learning may be undertaken individually or in groups; in either case, it is accomplished in the physical absence of the teacher in distance education. Where distance-teaching materials are provided to learners, they are structured in ways that facilitate learning at a distance.

Forms of Distance Education

In its original form, teachers using distance education traveled to remote sites and taught a class, or corresponded with students through mail, telephone, or fax machine. Individualized study has been a method of reaching the remote student for some time. Detailed course instructions are sent to the learner who performs the assigned tasks and returns the completed work to the teacher for evaluation and reassignment if necessary.

Technology has raised the quality of individualized distance instruction. The use of various forms of electronic media increases time effectiveness and improves the delivery of information. Video. audio, and computer-based applications may enhance the product received by the independent learner. Electronic delivery can occur using synchronous communication, in which class members participate at the same time, or asynchronous communication where participants are separated by time (Romiszowski. 1993).

Audio /video models of distance education include broadcast television. cable television, satellite, microwave, fiber optics. and audio graphics. The most widely used format is broadcast and cable television (Parrott, ·1995). However. developments in satellite and fiber optic systems have produced other successful programmes. The interactive capability of many of these networks has produced a distance classroom that is nearly identical to a regular classroom. Teachers and students can interact through both two-way video and one-way video with two-way audio systems. The recent development of Desktop Video Conferencing (DVC)

which brings interactive video capability to the desktop computer, further enhances learning opportunities.

The linking of computer technology through the use of the Internet or CD-ROM with television transmission provides a potentially new dimension to distance education. This technique can link university professors to high school teachers, or to physically disabled students, in a distance setting (McLean, 1996).

Another form of interaction is the use of computer conferencing. This method utilizes a synchronous communication in such forms as an e-mail list group, an internet discussion group, or other types of conferencing software. Asynchronous methods of communication are especially appealing to the learner who has difficulty in scheduling specific time- and place-bound course work.

Traditional programmes that are heavily based in skill development and demonstration or require laboratory work can be offered in a distance education framework using interactive video interfaced with computers to facilitate a hands-on learning approach at a distance. Classes that use lecture and laboratory experiences are easily adapted to a distance education situation. Course materials, including animals for dissection, are sent to class participants with video and written instructions and assignments.

Effective Teaching and Learning with Distance Education

Distance education dictates changes in behavior for both the teacher and the learner. The successful student develops persistence and skills in self-directing work. The successful distance education teacher becomes conversant with new technology and develops new instructional styles, moving from creating instruction to managing resources and students and disseminating views (Strain, 1987). Administrative and faculty support for distance education are critical to the success of this instructional

method. Administrators should take note that the implementation of a distance education programme may allow access to a greater number of students. However, the time and work associated with teaching at a distance exceeds the normal requirements of campus-based instruction.

Students in distance education settings perform as well or better on assignments, class activities, and exams when compared to campus-based students (St. Pierre, 1998). Nevertheless, students must maintain persistence and a clear focus to succeed in a distance-learning situation. Self-direction, a passion for learning, and strong individual responsibility are important influences for achievement. There are indications that distance education works best for more mature, motivated, well-organized, and already accomplished learners (Rintala, 1998).

Garrels (1997) describes five critical elements for successful teaching at a distance:

1. *Instructor's enthusiasm:* This requires animation and comfort in front of the camera, or with the technology utilized. Faculty support and interest are critical to the success of distance learning endeavors.

2. *Organization:* Teaching materials must be prepared in advance; timing, variation, and smooth transitions must be planned. Instructors should allocate from 3 to 5 hours of preparation for each hour of distance instruction. Great attention to detail is required long before the actual classroom activity occurs (Summers, 1997).

3. *Strong commitment to student's interaction:* Whatever the modality used to teach at a distance, the instructor must encourage and facilitate ongoing communication between the students and the instructor.

4. *Familiarity with the technology used in the class format:* Faculty development is important before beginning any distance activities, and instructors should be trained in video use, computer use, or other forms of instructional technology used.

5. *Critical support personnel :* Production staff, graphic designers, and technical staff members will help the instructional setting produce successful teaching at a distance.

Issues Affecting the Consideration of Flexible Delivery

Some students thrive in traditional schools, easily achieving academic success and social glory. Other students - like round pegs in square holes - find that school is not a good fit. Sometimes they fall so far behind in school credits that graduation seems impossible. Or they fall in with the wrong crowd and stop caring about school. Still others find they need to focus on surviving rather than learning.

When it comes to education, one size doesn't fit all. For many students, alternative education provides an answer - or at least a second chance. In alternative settings, say teachers, students may go from struggling to thriving because they receive individual attention, the opportunity to work independently, emotional support, a small school setting with a family atmosphere, and behavior modification to help overcome social and behavioral problems. The following issues have been identified for consideration when determining the use of flexible delivery modes:

- In unit and course design the inclusion of flexible delivery modes should depend on the approaches to learning, which they support.

- Issues of student access and equity should be considered when contemplating changed modes of delivery.

- Flexible delivery options should seek to achieve student focused learning opportunities, which add to existing traditional delivery methods.
- Technology supports rather than determines teaching methods.

- The inclusion of flexible delivery options demands good cooperative design processes.

- Staff development support is important in the expansion of the repertoire of delivery modes.

- The mix of delivery modes should be chosen according to available resources, including support from central support service areas.

- A consideration of flexible delivery modes does not mean the abandonment of traditional delivery modes or provide an option for a student to elect to receive delivery via traditional methods or via alternate methods under flexible options.

- Teaching methods, including those covered by flexible delivery, should include a consideration of staff/student and student/student interaction.

- Consideration of flexible delivery should take account of the fact that it may not reduce expenditure on teaching and learning or reduce teaching loads.

Conclusions & Recommendations

The potential use of distance education within all disciplines is expanding extensively on this encourages to educate masses quite effectively. Distance education is not a panacea for the difficulties and barriers encountered in traditional educational settings, but it does provide the potential for greater service to more

individuals seeking learning opportunities. In the current polarized political environment, quick, easy solutions to the challenge of making education more accessible, more affordable, and more effective is not that easy but distance education opens up a powerful option to educating youths and adults having no access to traditional schooling by providing flexible choices.

Reliable telecommunication and electricity is a prerequisite of distance learning in utilizing internet. Lack of internet access to the broader segments of the population results in information poverty for several classes of individuals and restrains the use of recently developed technologies of distance learning.

Distance education is unlikely to effect institutional cost savings over the short or middle term programmes. It can be cost effective after the system is developed and if the distance learning opportunity is accessible to wider segments of the population. The proposed Telecasters that are being developed during the Tenth Plan Period, if linked with community learning centres, could provide basic education and continuous learning opportunities to the large number of youths and adults in terms of utilizing distance learning, alternate schooling and open learning schemes.

The following recommendations address the burning issues of access, cost, and quality:

1. Prepare to lobby more aggressively for national policy reform of distance education and open learning issues.

2. Promote universal internet access to schools and communities by standardizing hardware and software configurations.

3. Promote universal access to the national information infrastructure as a vital social utility.

5.   Rural communities in particular have different needs and resources from those found in urban settings. Many observers believe that the features of modern mass education, which evolved in response to urban needs, make it difficult to address the educational needs of rural people. Non-traditional education programmes have been one response of educators and citizens to the growing consensus that alternatives to the urban model are needed in rural areas.

6.   For most rural populations, educational problems arise primarily from the sparsity of rural population. Alternatives--that is, choices in available services-- are few, and in many rural areas even traditional schools experience financial problems. These problems make it difficult to meet local needs in rural areas.

7.   Motivating minority students toward higher achievement has been an issue confronted by many rural schools. Poor and disadvantaged students in the rural communities have been plagued by low grades, high dropout rates. and high rates of illiteracy. Distance learning should be directed to cater their learning needs and interests.

8.   Special populations in rural areas--the handicapped, the gifted. and juvenile offenders, for example - have specific educational needs. as do students who have faced frustration and difficulty in typical rural school settings. Often, the low incidence of such students strains both the human and financial resources of rural schools. Flexibility in educational delivery could be one of the options to serve the special population.

9.   Successful distance education programmes usually begin slowly, with well-defined needs, and then more on to address other needs. The most effective and lasting rural educational programmes are created when government/nongovernmental agencies and communities work actively and purposefully together.

10. Distance education programmes are good recent examples of the cooperative interaction of rural educators with district, regional and national organizations to provide nontraditional solutions for unmet rural needs. Distance education entails programmes that deliver instruction through correspondence courses, interactive satellite broadcasts, or electronic networks among rural schools, but the most recent work has focused on the latter with two alternatives i.e. correspondence courses and interactive satellite broadcasts.

Such alternatives require cooperation among rural schools, regional service providers, and departments of education. In successful implementations, rural educators define the needs of their students clearly and work with service originators and state department personnel to work out technical problems. The effectiveness of distance education is not, however, based on technical solutions. Obviously independent, self-starting learners are an essential part of the formula so as to meet with the local needs.

References

Garrels, M (1997), Dynamic relationships: Five critical elements for training at distance. Faculty development Papers available online at Indiana Higher Education Telecommunication System (http://www.l.hets.org/distance_ed).

Milelke, Dan (1999), Effective teaching in Distance Education. ERIC Digest 99-12, Washington DC.ERIC Clearing House on Teacher Education ED 436 528.

Parrotte, S (1995), Future learning: Distance learning in the community colleges. ERIC Digest 95 - 2. Losangles, CA: ERIC Clearing House on community colleges. ED 385311.

Strain, J. (1987), Distance Learning Physical Education Teacher Education. Guest, 50 (4), 344-356

Regulating Private Education in Nepal

- Dr Shiva Raj Lohani[⊗]

Background

Since 1981, the government adopted the policy of encouraging private sector to come forward in the delivery of educational services. The amendment to the Education Regulation in 1981 allowed the establishment and operation of private and boarding schools. In response to this policy, there was a substantial growth of private schools. The deterioration of the quality of education in government aided schools under the free education policy also created favorable environment for the growth of private schools. The growth of private schools helped to fulfil the pressure of education demand, not met from public education and to satisfy the needs of persons having different interests in society.

Department of Education / Ministry of Education and Sports (DOE/MOES) education statistics for 2001 shows school data under three types of schools namely government aided schools, community schools (financed by community) and private schools (Table 1). As shown in Table 1, private schools accounted for 9% of total schools and 8% of total enrolment in 2001. The share of private school in total enrolment was the highest at the secondary level (11.7%) indicating the increasing roles and contribution of private schools run on a commercial basis in recent years especially in urban areas.

⊗ Full Lance Economist

Table 1: Status of Private Education in Nepal

	Primary	Lower secondary	Secondary	Total
1. No of schools	**24943**	**7340**	**4113**	**25194**
Public	20969	5870	3106	
Community	1802	162	132	
Private	2172	1308	875	**2262**
% of private	8.7	17.8	21.3	**8.9**
2. Enrolment	**3853618**	**1058448**	**449296**	**5361362**
Public	3418923	927629	385551	4732103
Community	164965	22609	11316	198890
Private	269730	108210	52429	430369
% of private	7.0	10.2	11.7	8.0

Source: DOE/ MOES, Education Statistics for 2001

The private and boarding schools that are in operation in Nepal are of different nature and type as given below:

➤ *Schools established from investment by individuals*: Most of the private schools (95%) fall in this category. With the implementation of Education Act Seventh Amendment (EASA, 2001), these schools are converted as trust schools (non-profit) or pure private schools (for profit).

➤ *Schools operated from trusts and organizations*: Schools established by national and international social organizations, religious institutions and NGOs.

➤ *Schools operated in the facilities created by the government*: Budha Nila Kantha and Laboratory schools

➤ *Schools operated by government agencies*: Deependra Police school and Birendra Military school

> *Schools established under foreign agencies as per agreement*: Indian school operated by Indian Embassy
> *Schools established by special groups*: British Primary school or Lincoln school

The Education Act Seventh Amendment (EASA, 2001) has categorized schools into two types: community schools (that get government grants-in-aid) and corporate schools (that cannot get any regular support from the government). The private and boarding schools that existed before EASA have been converted into corporate schools. Corporate schools are also of two types: registered under the Company Act (profit making) or trust schools (non-profit making). The private schools are financed mainly from student fees. Corporate schools registered under the Company Act are owned by the company rules and regulations. This arrangement is expected to free the MOES from administrative work allowing it to concentrate on educational aspects.

Key issues in school education sub-sector in Nepal include: (i) Quality of education in government aided schools (renamed as community schools) has deteriorated; (ii) Free education has not become completely free; and (iii) Parents and teachers are exploited by private schools (renamed as corporate schools) due to lack of a well defined regulatory framework for the establishment and operation of these schools.

These issues, directly or indirectly, are related with the financing of education in Nepal. From the standpoint of financing, there exist four parallel systems: (a) a subsidized education provided through government-aided schools, (b) a partially subsidized education provided in the facilities of government aided schools with community support, (c) private schools opened and operated with non-profit motive (trust schools) and (d) private schools opened with profit motive (registered under Company Act). In all government aided schools, government grants are provided to

meet 100% salary of teachers and partial operating cost. Some of the government-aided schools are managed by the community with full financial and technical support from the government under the current programme of handing over management of the schools to the community. The community-supported schools are mostly the proposed schools waiting to get financial support from the government. Some of these have received one or two teacher positions paid for by the government. Higher secondary schools (Grade 11 and 12), are managed and regulated by Higher Secondary Education Board (HSEB), which requires local communities and schools to deposit a fixed amount to obtain permission to run Higher Secondary Schools (HSSs). All government aided HSSs are to run with cost recovery principle. Most HSSs in urban areas operate as private schools. As a result, a high-priced higher secondary education system has developed especially in urban areas.

Issues

Some of the major issues arising from the lack of a well-defined regulatory framework are as follows:

1. *Misunderstanding among school management, students, parents and teachers:* Private institutions have claimed that they have provided good quality education. The general perception of parents also supports the claim that private schools are better than government aided schools. The SLC results as well as few other achievement studies seem to support the general perception. Private schools feel the need to acknowledge their services to the community by the government and also encourage them by providing technical services such as teacher training and monitoring (FAAN, 2000). However, the private schools have been criticised on the belief that they have exploited parents by charging high fees and not disclosing their income and expenditures, teachers by paying less salary, and government by not entering into the tax network. Student unions showed the concern that privatisation may lead to

commercialisation of education access and this can create a big gap between the poor and rich (World Bank, 2001, p 45). This has created misunderstanding between the school management and parents, teachers and government (Timilsina, 2001, p28). The basic cause of this misunderstanding is the lack of clear Acts and Regulations and non-implementation of supervision and inspection provision of the existing education code.

2. *Perception that private schools are not serving the poor:* There is a general perception that private schools have served mostly the children from well off families and urban populations. The coverage of scholarships and incentive schemes is not transparent and substantial enough to ensure that even bright poor students can enrol in these schools. Private schools that do serve poor communities often have not been able to develop a sound financial base.

3. *Unregulated growth of private schools:* Due to the lack of concrete plans, programme and policies, there has been unregulated growth of private schools leading to unhealthy competition. Teacher Unions also opined that the private sector should be developed but at the same time regulated (World Bank, 2001, p 48)

4. *Implementation of provisions for fixing fees:* Though education regulations included provisions for the fixation of fees, these provisions have never been implemented. As a result, private schools have not become transparent.

5. *Lack of well-defined social responsibility of schools:* Many private schools have attempted to discharge their social responsibility by providing scholarships and free-ships to talented as well as poor students as per their capacity and individual desire. A survey of 236 schools by PABSON showed that about 10% students benefited from scholarships provided by the private

schools. This contribution, however, has not been acknowledged. There is a need to define the minimum threshold on the social responsibility to be discharged by the schools.

6. *Lack of code of conduct for the private schools:* Private schools have been organized themselves for the cause of private education. But they have failed to adopt any agreed code of conduct for their self-regulation.

7. *Lack of knowledge about the modern concept of education:* Problems have also occurred due to lack of adequate knowledge among the stakeholders regarding the modern methods of teaching (student-centreed learning) including information and communication technology (ICT) and practical tools of school management.

Regulatory Framework for Private Schools Envisaged by EASA

EASA and Education regulations stipulated minimum conditions that the private sector must meet. These conditions relate to the following elements: (i) Permission to operate school, (ii) Physical facility, (iii) Curriculum and textbook, (iv) Education calendar: (v) Examination, (vi) Medium of instruction, (vii) Teaching method, (viii) School management, (ix) Teacher management, (x) Income-expenditure, (xi) Record of investment, (xii) Categorization of schools, (xiii) Fixation of fee items and fees, (xiv) Restriction on buying and selling of education and other materials by schools, (xv) Social responsibility, (xvi) Selection of student, (xvii) Religious harmony, (xviii). Incentives.

According to the EASA and Regulations, private schools must (a) meet certain conditions in order to obtain a permit, (b) provide certain minimum physical facilities, (c) follow the government curriculum and be subject to grade 5 and School Leaving Certificate (SLC) examinations, (d) have teachers whose qualifications and

compensations are at least comparable to those teachers in government-aided schools, (e) form the School Management Committee (SMC) and Parent Teacher Association (PTA) as specified in the regulations, (e) provide 1.5% of school revenue to the Rural Education Development Fund, and (f) fix fees based on the specified formula.

The Education Regulations in the past also made some provisions to monitor the level of fees, qualification of teachers and the content of curricula in the private schools, but in the absence of a well-defined regulatory framework and effective implementation mechanism acceptable both to the government and the private providers, these provisions were not implemented.

Discussions, Conclusions and Recommendations

Private school associations have raised concerns against many of the provisions made in the EASA, 2001 and the Education Regulations, 2002. They have demanded to enact a separate act on private education. Many of these concerns are not based on valid grounds. The following concerns are to be considered seriously as they may have adverse effect on the growth of private education in Nepal.

First, the requirement that each private school should deposit 1.5% of its gross income in rural education development fund may not be justified in the case of private schools registered under the Company Act, which requires private schools to pay tax on profit. It is also unclear how much tax will be collected in this fund and in any case, there is no clarity as to how the fund would be used to improve rural education. Administrative costs in managing such a fund would likely use up much of it.

Second concern relates to the formation of SMC as specified in the EASA. If private schools registered under the Company Act are not given autonomy regarding the formation of SMC, there will be no role of company managing directors in the running of the school. Similarly, the inclusion of school supervisor in the SMC of the private schools violates the principle of autonomy. MOES should not have any responsibility with regard to the management including the evaluation of audit reports of private schools that operate under the Company Act. Further, the school supervisor attending the SMC meeting cannot play the role of monitor and regulator of the private education system.

At the moment there has been no meaningful dialogue between private schools and the government to utilize the provisions made in EASA and the regulation for the healthy development of the private schools. Perhaps it would be wise for private schools and government to establish a dialogue and explore alternative ways for serving the poor and rural populations through public-private partnerships.

Many of the provisions made in the EASA and regulations are not disseminated and enforced. It is necessary to develop, announce and disseminate a White Paper on private education (including private education policy and detailed regulatory framework under the provisions included in the EASA and the regulations). The framework should be well-defined and comprehensive so that it would facilitate competition and innovation and protect parents from commercial exploitation. The regulatory framework should include strategies to encourage corporate financial and real sectors to come in forefront to share with the private sector to back them in terms of financing at a lower interest rate and in providing grant from their profit to build up the infrastructure of the secondary school.

References

Timilsina, P (2001), <u>Private Financing of School System in Nepal: Its Paradoxes</u>, Asia Times June 1-15, 2001, Kathmandu.

James, E (1991), <u>Private Finance and Management of Education in Developing Countries: major policy and research issues</u>, IIEP, Unesco, Paris.

<u>Report of the study team on the management of schools in the private sector</u>, 2055 BS, Kathmandu.

<u>Report of the High Level Task Force on the Quality of School Education</u>, 2058, Kathmandu.

PABSON (2001), <u>Report to the High Level Task Force on the Quality of School Education</u>, 2058, Kathmandu.

World Bank (1994), <u>Nepal: Critical Issues in Secondary Education and Options for Reform</u>, Washington DC.

FAAN (2000), <u>A Situational Analysis of Government and Private Schools in Nepal (unpublished)</u> Kathmandu.

Lohani S. R. (2001), <u>Education Financing in Nepal: Financing Educational Institutions or Education of Students</u>, Distance Education Journal, Distance Education Centre, Sanothimi.

Higher Education and its Management

- Prof. Dr. Shreeram Prasad Upadhyaya[⊗]

The opening of Tri-Chandra College in 1918 was a landmark in the history of higher education. This college was affiliated with Kolkata and later on with Patna University. Another milestone in higher education was the establishment of Tribhuvan University in 1959. The national objective of higher education is to produce good citizens who could help to preserve and develop historical and cultural heritage of Nepal and promote the research activities accessible for the national development.

The University has 61 constituents and 154 affiliated campuses. His Majesty the King is the chancellor and the Minister of Education and Sports is pro-chancellor of the University. The University has four faculties, five technical institutes and four research centres. The faculties include the Humanities & Social Sciences, Management, Education and Law. The technical institute includes Medicine, Engineering, Forestry, Agricultural & Animal Sciences and Science & Technology. The research centres under Tribhuvan University are named as Centre for Economic Development and Asian Studies (CNAS), Centre for Economic Development and Administration (CEDA), Research Centre for Applied Science and Technology (RECAST). The University has recently introduced new courses popularly known as Rural Development, Food Technology, Journalism & Mass Communication, Environmental Science and Forestry to cope with the development activities of the nation. The Higher Education Project funded by World Bank was successfully completed during the ninth five-year plan period.

⊗ Head of History Education Department, T.U.

Tribhuvan University has established a separate office of International Affairs to strengthen the relation with other universities of the world. The office conducts three different programmes and projects such as Semester Programmes, Partnership Programmes and Research Project through collaboration of foreign universities and institutions. The semester programmes for foreign students are either one semester or two-semester duration. The students will have to earn fixed credit hours in the study. The programmes include subjects like Nepali, the Tibetan language, Himalayan, Tibetan culture & Nepali politics, development, environment, ecology, research methods and independent study on the basis of programme duration and interest of the students.

The University of East Angila (UEA), England has started partnership programme since 1997. The main objective of the programme is to provide opportunity to UEA students and Nepali students to know each other and help to develop academic excellency. The office of International Affairs also conducts exchange and visit programmes for international researchers. It fixes top priority in exchange and visit programme and research.

Table 1 Number of Researchers Registered under Different Categories

Category	1999	2000	2001 upto June
Undergraduate	11	7	1
Graduate	17	14	3
Ph.D\Post	28	28	5
Non -degree	33	50	11
Total	89	99	20

Source: T.U. Special Bulletin, 2001.

The Vice Chancellor has the authority of governing the activities of the university with the assistance of Rector and Registar. The Rector has an academic role to play whereas the Registar is responsible for financial dealings.

The responsibilities of imparting higher education are shared with other universities in the country on the recommendation of Royal High Level Commission. Mahendra Shanskrit University was opened in 1986. The University has academic programmes of Intermediate (Uttar Madhyama), Bachelor's (shastre), Bachelor in Education, Master's (Acharya) and Doctoral Degree in classical and modern subjects. It also offers some special subjects like Ayurveda and Ayrvedacharya. It has twelve constituents and thirteen affiliated campuses in different parts of the Kingdom.

On December 11,1991 Kathmandu University was established as an independent private institution. The University is located between Banepa and Dhulikhel about 28 km east to Kathmandu. Apart from Tribhuvan and Mahendra Sanskrit universities, Kathmandu university and other private universities have Prime Minister as a Chancellor and Minister of Education and Sports as pro-Chancellor. Kathmandu University offers subjects like Science, Management, Engineering, Arts, Education and Medical Sciences.

Purbanchal university was established in Biratnagar, Morang district of Eastern Development Region in 1995. It also provides opportunities for studying various subjects like Science & Technology, Management, Education, Humanities & Social Sciences, Law, Bio-Chemistry. Agriculture & Veterinary Science and Engineering.

The number of universities is five now with the opening of Pokhara university in Pokhara in 1996. It has four faculties as Management, Science, Engineering and Humanities. Like other universities the Vice Chancellor is a chief administrator of the university.

The University Grants Commission (UCC) has started its functioning since July 1994. It has eleven members including Chairman and member Secretary as fulltime officials. Other members of the Commission are the Secretary of the Ministry of Education, the Secretary of the Ministry of Finance, a member of the Planning Commission, two Vice-Chancellors, two prominent educationists and two distinguished professors. The main functions of the Commission are to advise His Majesty Government to open new universities in the country and distribute grants to universities. Other functions are to coordinate among the universities, take necessary steps for maintenance of standards of higher education in Nepal, formulation of policies and programmes for the promotion of quality of higher education.

The Ministry of Education and Sports has decided to phase out the certificate level from the university programme. And for this reason Higher Secondary as 10+2 structure is included a part of school curricula.

The management aspect of Higher Education in Nepal has many positive indicators. It has fulfilled necessary skilled manpower to support the development of the country. The teachers and graduates from Higher Education are hired by many NGO's and INGOs within and outside the country.

Privatization of Higher Education

The trend of going abroad for higher education is increasing day by day. It would create havoc in the country if the trend continue. Therefore the opening of private educational institutions is highly appreciated in relation to this.

His Majesty Government of Nepal has permitted to open private universities and campuses in the country since 1980. These private universities and campuses can be categorized such as:

1) Higher Education with Mission: Some higher educational institutions have been established with the mission of imparting quality education. These institutions have been funded from private sources. As for example Kathmandu Valley Campus, St. Xavier Campus and Siddhartha Vanasthali Campus are opened with the mission.

2) Higher Education by Committed Groups: Some committed groups of people for the cause of quality education at low cost have also opened institutes for higher education. People's College, Pasupati Campus, Baneshwore Campus, Vishowniketan Campus are the examples of this category.

3) Higher Education outside the valley: The Campuses of higher education outside the valley are opened with the initiatives of local people supported by local political bodies such as Municipalities, Village Develop of committee and DDC. They are also getting financial support from UGC. These campuses are located in Chitwan, Hetauda, Biratnagar, Damak and Kailali.

4) Kathmandu University for quality education: Kathmandu University is non-government and non-profit educational institution for higher education. The main objective of the university is to impart quality education to Nepalese students and attract foreign students to study in Nepal.

Financing for Higher Education

The quality, relevancy, efficiency and effectiveness of higher education entirely depend on the able leadership and sound financial support. Higher education requires funds for infrastructure and capacity building. Adequate funding is required for the development of infrastructure of the university. which includes ventilated classroom

with sufficient space and movable furniture. The university also requires fund to buy books for library and equipments of science laboratory for its academic excellency.

With the establishment of multiple universities, the resources of the funding are determined in the following ways:

Table 2 Nepalese Universities and Resources.

S.N	Universities	Resources
1.	Tribhuvan University	Mostly government funded
2.	Mahendra Sanskrit University	Mostly government funded
3.	Kathmandu University	Private funded
4.	Purbanchal University	Community Funded
5.	Pokhara University	Community Funded
6.	B.P Koirala Institute of Medical Sciences	Deemed University, mostly government funded

Source :T.U. Special Bulletin 1999

The concept of multiple universities is a most significant educational development of Modern Nepal. Nepal needs sufficient budget and money to enhance the academic qualities of these universities. His Majesty Government is gradually increasing the fund in education sector.

The teaching and non-teaching staff should be given opportunities for training and efficiency in teaching and administration. The fund of the universities should be utilized to enhance the capacity building of the teachers and administrative staffs. The funding mechanism should be efficient and transparent. It requires regular and timely funding, sufficient fund to reach optimum goals, equality in funding and an autonomy in spending the money.

The institute of higher education should raise fund by utilizing internal and external resources. It should increase additional fees from the students, mobilize fund from research, consultancy and training, seek donor agencies for funding and utilize the asset of the higher education for fund raising activities.

Challenges of Higher Education

The greatest challenge of the higher education is to impart quality education. It requires constant monitoring and evaluation of teaching learning environment. But the budgetary problem and constraint of it has hindered towards these directions:

- The politicization in the higher education has also caused great challenge in the development of academic environment in educational institutions.

- The delaying process of phase out of certificate level from higher education to Higher Secondary Education is also causing burden of student pressure to university.

- There is no balance in the enrollments of students in the universities. Tribhuvan University has heavy enrollments whereas government funded universities like Mahendra Sanskrit University has less student enrollment. Because of the scarcity of the students in Sanskrit subject the university has started education courses to attract students and school teachers.

- The structure and modality of outdated curriculum of some of the higher educational institutions have also caused problem of producing skilled manpower to meet the demand of the time.

- The process of handover of campuses to regional universities like Purbanchal and Pokhara Universities has been delayed in some ways.

- The research centres like CNAS, CEDA, RECAST and CERID have overlapping activities. Due to lack of clear vision and proper mission these research centres are moving in wilderness.

- The traditional ways of evaluating student's performance have created frustration among students because of the high rate of failures. Furthermore it gives extra burden to examiner on reexamining the answer papers.

Suggestions for the Improvement of Higher Education

Following suggestions are made for the quality and efficient higher education.

- All the teaching and non-teaching staffs of higher education should be given equal opportunities for furthering education like M. Phil and Ph. D.

- The Politicization of higher Education should be discouraged. The officials for Higher Education should be appointed without recommendation from the political figures and, moreover, these officials should be appointed on the basis of their efficiency and quality of work etc.

- The teaching and non-teaching staffs should be appointed on the basis of free competition and impartial examination system.

- There should be the practice of decentralization of power from higher level to lower level. The Dean, Executive Directors. Head and Campus Chief should enjoy their power and function without any interference from higher authorities.

- The higher education departments should be well equipped with library, laboratory and other modern equipments and resources.

- The teaching and non-teaching staffs of higher education must be socially recognized as par with government officials.

- The teachers of higher education should be well trained to use different methods of teaching as well as different tools to motivate students.

- The authorities of higher education should consider the academic demands of the students seriously.

- All the teaching and non-teaching staffs should be motivated by increasing salaries, house allowances and other facilities.

- None of the staffs of the higher education should be humiliated in one or the other ways.

- The property and other resources of higher education should be utilized properly and in a transparent way.

- There is no mechanism in the university to monitor and evaluate the total programme of higher education. Therefore a separate independent office with high-level officials should be established to serve this purpose.

Conclusion

The future of higher education is very bright in Nepal. Everybody should cooperate in making it a model of higher education for outside world aswell. The civic society should appreciate the performance of the university of Nepal so that the students of the other parts of the world would enjoy learning in our universities.

The higher education should arrange exchange programmes and visits of the students, teachers and the staffs to interact the success story of higher education of Nepal. It will help to develop education tourism in the country. The educational exhibitions and the conferences arranged abroad with the help and assistance of Nepalese embassies and consulates would also further help to popularize Nepalese higher education system. The Nepalese ambassadors before and after organizing and participating such programmes should be well informed about these in order to popularize them in other friendly countries.

References

Agrawal, G.R. (1999), "Crisis in Financing of Higher Education in Nepal." T.U. special Bulletin, Kirtipur.

Amatya, Soorya Lal (1999), "Tribhuvan University in Transition: Challenges and Prospects." T.U. Special Bulletin, Kirtipur.

Aryal, K.R.C (1970), Education for the Development of Nepal. Shanti Prakashan, Shanti Sadan Kathmandu, Nepal.

HMG Ministry of Education Planning Division (2001), Education Information of Nepal Statistics Section, Keshar Mahal, Kathmandu.

Karmacharya Dibya Man (2001), "An Overview of International Academic Activities in Tribhuvan University." T.U. Special Bullletin, Kirtipur.

Malla, K.P. (2000), The World Conference on Higher Education and some Policy Issues in Nepal., T.U. special Bulletin, Kirtipur.

Sharma, Suresh Raj (2002), "Higher Education for the 21st Century." T.U. Special Bulletin. Kirtipur.

Shakya T.M. (2001), "Emerging Trends in the World and Our Tribhuvan University." T.U. special Bulletin, Kirtipur.

UNESCO Regional Office for Education in Asia (1965), " Long Term Projection for Education in Nepal." Preliminary Draft, Bangkok.

Upadhyaya, Purushottam Prasad (2002), "Tribhuvan Bishowbidyalaya, Bigat Dekhi Bartman Samma." (Nepali) (Tribhuvan University, From Past to Present) Mrs. Bina Upadhyaya, Jorpati, Kathmandu, Nepal.

Multimedia in Education :
A New Approach to Education- Edutainment

- Hari Khadka[⊗]

The world is changing rapidly today. Things that were once only dreams are turning real. The technological advancement and innovation especially in the field of Information and Communic'ation Technology (ICT) has made the world smaller and converted it into a global village, breaking the geographical barriers. One's room has turned into universe and the whole universe has converged into one's room, more correctly speaking, into one's table and chair. One can just throw his feet upon the desk, switch on the computer, and just click a mouse and surf around the world. This is neither a miracle nor a gift of god. This is the creation of human imagination, creativity. Internet has emerged as huge source of information and made its impact felt on every facet of daily life. Computer has emerged as the basic building block and symbol of progress.

The computer technology is evolving at a very rapid rate and so are the functionalities. The different types of user-friendly functionalities incorporated in the computer have made it useful from children to adults and general learner to advanced researcher. It wouldn't have been so popular and a part of every facet of our lives, if it had only the functionality to type the text. But due to the incorporation of still images, sound, video, graphics, animation etc. (multimedia) it revolutionized the way we communicate, find information, design new produce, test it, distribute, sell and purchase goods and many more. Computer with multimedia facilities can communicate in different ways. It can display text on the screen and run video footages (visual- communication), and play music, songs, speeches (audio

⊗ Electronics Engineer, DEC

communication), handle graphics and animations. In other words, we can say that the computer can talk and listen, entertain and communicate. The multimedia has made the information we communicate more informative and entertaining. These functionalities have increased the use of computer in teaching learning process also. Moreover, along with the increasing use of computer in different areas of daily life, the educational process has also been influenced by it. But, Education is still a new area where multimedia has yet to be incorporated and used fully as in other sectors like business and advertising. The multimedia technology has given a new dimension to teaching learning process for teachers and students. The multimedia technology has brought an actual revolution in the traditional ways of teaching and learning. Therefore, it can play a vital role in fulfilling the objective of Education For All (EFA), if we cleverly design and implement the multimedia related programmes. Multimedia program can be a powerful tool in enhancing learning. The subject specialist or a subject teacher may not be needed, only a facilitator can be sufficient enough to launch the literacy and other educational activities/programmes. The level of understanding, economic and financial conditions, culture and tradition, location and other such barriers and difficulties wouldn't be the barriers to launch such programmes.

What is Multimedia?

We are familiar with different types of media like textual media (magazine, books etc), tapes, CDs, video etc. that are used to communicate. In simple words, the use of different types of media can be termed as Multimedia. But, it involves both the art and technology to communicate. Multimedia has a lot of different connotations depending on the context. Hence, in computer terminology, it can be defined as;

Media that "incorporates text, graphics, still images, 3-D modules, virtual reality, animation, video, music, sound, narration in a presentation".

In fact, what a general user of computer has todays is a mono-media; i. e. the user uses only his eyes to watch the content displayed. But a multimedia computer can do much better job of communication compared to the above-mentioned "standard" computer. The multi (means many) in multimedia itself explains the meaning. It engages combination of sights and sounds into a complete presentation. Sight includes text files (word processing, spreadsheet,), animation, graphics, still images; video etc and the sound can also be in any form. The art of combining these disparate parts into a single presentation is the essence of multimedia. It combines the basic communication concepts i. e. language and image with the most advanced technology. Therefore, multimedia involves technology, design and presentation style, user and producer. Production of multimedia needs a lot of patience, technological knowledge, imagination and creativity. Sound, graphics, animation or video files are generally quite large and need a lot of space to store. So, they are often stored on compact disks (CDs), and hence few peoples even consider CDs only as the multimedia, which is misleading. Multimedia can be stored on different medias including World Wide Web (www).

What is an Interactive Multimedia?

"a computer based information delivery system that uses a variety of media in a rich, interactive environment"

Computer is a means to represent one's imagination and creativity, and a tool of communication. We use our ear to listen speech, music and songs; moving and talking objects on the screen like video, and films involve both the eye and ear to communicate. But all of these medias have one critical problem, i.e. they are one way only and can't interact with the user. So, a new concept of interactive multimedia has emerged.

The term interactive in a computer environment implies that the content and direction of the programme is controlled by the learner.

Multimedia has become very popular today because of its immense power of interactivity. It fulfills and links the goals of the presenter, and the desires of the audience. It is an art of electronic conversation. It combines and integrates text, graphics, audio, video, colors and animation" in digital form in an interactive way. Its further strength is in fluidity and random access, one can venture to any text, and picture or sound at any point and can even link to any other part or URLs.

Multimedia is also called a "Hybrid Technology". It combines the storage and retrieval capabilities of computer with advanced tools for searching, viewing and manipulating the materials. It personalizes the computer and transforms reality turning it virtual. Multimedia is multi sensory and multi-leveled. It is a multidimensional technology and hence, it supports the user with sensation and control of perspectives so that the user can get an illusion of being in the presence of real object, within a situation or environment. It can imitate and simulate the real world in an interactive manner and hence, turns more real. In short, we can say that the multimedia makes the virtual world looking and responding like the real world.

Multimedia is a package of different materials that are integrated and linked together in such a way that the user can search, browse, navigate analyze, bookmark, hyperlink, annotate, or personalize these materials by means of various searching and indexing techniques and tools. The most promising feature of multimedia is its random-access and is always "Reader-Centreed". The reader can control the experience of reading by being able to select among multiple choices, choosing unique paths and sequences through the materials. The user can navigate to any part of the material in whatever sequences and ways that he likes.

There is another concept of associated with interactive multimedia, called Hypermedia. It is a multimedia version of hypertext (a non-sequential electronic text, a web of interrelated chunks of text). It also uses multiple media. It is a collection of multimedia materials with multiple arrangements and sequences.

Types of Multimedia Programmes

Varieties of educational multimedia programmes are available in the market and in the World Wide Web. Some of them are broad and comprehensive; some are more focused. Some are subject oriented and for introductory level students and some for advanced students, teachers and scholars. Some are multidimensional based on use and purpose. However all of these available/accessible multimedia materials can be divided broadly into two groups:

1. Encyclopedia like programmes- They are provided with plenty of information in a form of text, still images, sound, video, animation etc. e.g.; Encyclopedia of Nature, Encyclopedia of Universe, Grolier multimedia Encyclopedia etc.

2. Modules programmes:- Programmes which perform functions other than the encyclopedic, are able to generate various problems to solve for a student.

Interactive Multimedia: an alternative to "Stand and Deliver" didactic approach

Multimedia has revolutionized the world of communication, information and entertainment by the way it structures, presents and delivers the information. It has emerged as a very useful vital resource in education and influenced the educational process. The role of multimedia can better be explained by quoting Marshall McLuhan;

"Anyone who sees a difference in-between education and entertainment does not know the first thing about either one".

This means educations is not only the stand and deliver mechanism. Instead, it should have fun, entertainment, interaction and information. The teacher or the textbook alone cannot fulfill such objective. Multimedia has emerged as a powerful tool in this regard. Multimedia has become a tool assisting and supplementing the education. It is not only the textbook that provides information to teachers and students, but also the multimedia resources like www, multimedia CDs and programmes. Teachers could use such resources to gather information for class lectures and discovering primary documents to enrich assignments; and similarly, students could use to supplement their study, to complete their assignments, prepare for examination, and presentation. Implementation of multimedia programmes in an educational process could make classes more informative, attractive and entertaining for students. The stand and deliver method of teaching has failed to impart the needed knowledge and skills, and to produce a well qualified student. In such a situation multimedia helps to break the imperialism of the classroom, and re-insert the learner into the centre of the learning process. Multimedia programmes can assist and supplement the textbooks and teachers in teaching/learning process, instead of replacing or substituting them. It turns the reference guide into an entertainment source. Also, it provides the opportunity to the students to practice the gained knowledge and hence bridges the gap between theory and practice. It enforces, supports and explores the imagination and creativity as it facilitates learning by doing. This gives the students a sense of achievement and involves them physically and intellectually. Through colors, animation and graphics, it motivates the child to explore and ruminate. Even test drilling becomes a game and fun. Multimedia is turning education into a pleasure and introduced a new approach of education-edutainment. As we often hear, we remember only 10 percent of what we read and 20 percent of what we hear, but almost 90 percent of what we do ourselves. Therefore, the multimedia, properly developed and implemented that facilitates and supports learning by doing could largely influence, assist and supplement the educational process to produce the qualified and skilled peoples.

Advantages of Multimedia in Education

The educational institutions and libraries are facing financial constraint and they are unable to acquire the printed materials and update them with time. In such a situation, the multimedia programmes in an educational process can provide an alternative, powerful and efficient resource of learning materials. Due to the large storage capacity, user friendly functionalities and other pedagogical guides associated, multimedia programmes are emerging as vital educational resources for libraries and educational institutions to build a repository of multimedia programmes. This can also provide access to otherwise hard to find and obtain materials such as speeches of historical personalities, rare materials, etc.

As stated, multimedia is provided with the facilities to link, sort, search, view, annotate, manipulate and the tools like timelines, graphs, glossaries and other pedagogical guides that help to individualizetion and personalize the learning process. Such activities re-enforce and inculcate various intellectual skills. These facilities, further help to fulfill the cognitive needs for quality learning. Such as ability to link immediately when the problem or curiosity arises, answering questions, performing activities, inserting data and receiving immediate feedback. The user can sequence, sort manipulate, repeat as many times as he likes, link and learn the related concepts, and use the materials at his own pace in a tailored learning environment (Bass). Moreover, the value of multimedia programmes lies in its user friendly functionalities that removes the barriers like shyness, embarrassment, fear of failure, peer pressure etc Multimedia programmes further provide opportunity to visualize complex, abstract, dynamic and microscopic processes. The use of multimedia means reading, seeing, hearing, interacting, responding, actively manipulating, simulating and experiencing. This means, students can drill until they understand the concept fully. The attention and concentration can be firmly held due to the inherent interactivity and fun associated with multimedia. Students can perform collaborative and group activities. It utilizes student's different strengths,

skills and ability, and engages in active learning rather than passive reading. Therefore, multimedia could be a powerful teaching/learning tool because of its characteristics of multiple senses.

Multimedia Not as a Substitute But as a Supplement

Many educational institutions in developed countries are in a process of incorporating multimedia in curriculum and few of them are implementing Information Technology (IT)-Assisted Project Based Learning (IT-Assisted PBL) in a constructive, cooperative learning environment to enable students learn more and retain their knowledge better. Though the time hasn't arrived yet to replace/substitute the teacher and to throw out the printed materials and textbooks, the use and implementation of multimedia is growing rapidly to supplement and assist the teaching learning process. Teachers can use it to enhance their knowledge, skill, demonstration, experimentation, printed materials and the course content. In addition to these facts, students can further use it to carry out their assignments. Therefore, multimedia helps teacher/student by means of re-enforcement and extension, and not by substitution. Therefore, at present, multimedia programmes are here not to replace textbooks but about to replace the absence of books. Students learn better by manipulating the ideas with the help of tools provided with multimedia and hence, help to do the jobs that the books cannot do.

Why Should We Use Multimedia in Education?

There are many favorite reasons of using multimedia in education, due to its immense power to deliver information through text, still images, audio, video, colors, graphics and animation. Some of these favorite reasons are;

- To enhance text books and core course content
- To bring world things to class
- To take class to places
- To extend the senses

- To illustrate the concepts
- To match learning style

Possible Applications of Multimedia Programmes

- Drill and Practice: multimedia programmes are designed to help the learner to extensibly practice the knowledge and skill (e g. math facts, spelling words, and foreign language vocabulary).
- Tutorial: Programmes provide full instruction, taking the user through a series of steps consisting of information, demonstration, and learner trial activities.
- Simulations: users can interact dynamically with and manipulate a phenomenon under study.
- Visualization: can be used to visualize complex, abstract, dynamic and microscopic process (e.g. in Biology for cell division)
- Problem solving: The multimedia programmes can teach and re-enforce problem solving skills.
- Games: This is one of the entertaining and interesting information delivery media.
- Reference Material: Multimedia is emerging as one of the best and most powerful tool that can incorporate encyclopedias, atlases, dictionaries etc. combining different media types in an interactive environment or ways , for searching and retrieving the needed information as a reference material.

(source: www.learningshop.uk)

Incorporation of Multimedia into Education

The use of ICT in education sector is growing rapidly. But still, there are many difficulties to incorporate multimedia in education system or in class. Hence instead of initially including multimedia in curriculum, or implementing in class room or using as a substitute, it sounds good to build a shared multimedia resource collection

of multimedia programmes in an educational institute so that different peoples can use it in different ways to fulfill their different needs and develop technological skill.

Randall Bass of Georgetown University in his study lists five hypothetical scenarios and possible uses for the integration of multimedia materials into educational context.

- Building a library based multimedia resource for teachers
- Building a library based multimedia resource for Students
- Using multimedia text as supplementary curricular materials for particular course
- Using electronic texts as tools for teaching and re-enforcing analytical and reading skills
- Orienting an entire course around the use and creation of multimedia materials.

Obstacles For The Adoption Of Multimedia Programmes

- Lack of technological awareness
- Lack of determination, support, policy, programmes and long term plan
- Though the cost of hardware and software is decreasing, it is still beyond the reach of general public schools
- Lack of basic infrastructure, like electricity, telecommunication
- Lack of technical knowledge on teachers and students, to handle multimedia programmes
- Problems in the allocation and exploitation of existing resources

Conclusion:

"Technology has tremendous possibilities to inspire students, improve academic performance and close the achievement gap for children who historically have been

left behind. That's why- along with reading, writing mathematics and science-technology has become our school new basic."

<div align="right">Rod Paige, U.S. Secretary of Education</div>

The use of more than one modality and stimulating interactive characteristics of multimedia programmes, make it useful not only in school education, but also in self-learning, self-development, and open learning. Furthermore, it makes the information more attractive and interesting and raises the degree of understanding and remembering. It is a powerful tool that can act as a alternative to "Chalk and Talk" paradigm. In Nepal also, many IT professional/experts and software houses have started producing multimedia related programmes on online and on CDs as games and guides, and as educational materials (e.g. WEB PARK Nepal has developed a multimedia CD that supports learning English and Nepali Alphabets and Numbers. Similarly, a multimedia CD by MIDAS teach has been available in the market on Science for Grade IX to XII.). Peoples have also started using multimedia presentations in workshops and seminars, and few schools are also using multimedia projectors for class teaching. But all these activities are limited to power point presentation alone. These facts indicate that, the degree of awareness is increasing slowly, but the full-fledged utilization is still beyond the reach and we have to do a lot of job to make it possible. The decreasing cost of hardware and software, the availability of trained personnel, huge storage capacity of digital media has made the computer accessible, manageable, approachable and useful tool. Therefore, if we create awareness among students and teachers then integration of multimedia programmes in educational system can largely change our backwardness in educational system and can prove an effective, efficient and powerful tool to impart useful knowledge and skills to our students. The time in technology is running rapidly and every second has enormous value. Therefore, though we are late, not so far behind to catch up this demand of time, so as to tap the opportunity brought about by the technology and bridge the increasing technological gap so that we won't be lagging far behind as before.

The above statement by U.S. Secretary of Education indicates that we are far behind the western world in incorporating technology in our educational system and hence the gap between the third world and the western world is increasing rapidly and we are lagging far behind. Our condition is very poor in this regard and still we are not conscious enough. If this situation continues, then we won't be able to minimize the digital gap. So, let us learn from the above statement, think and plan positively based on reality. Computer technology is not just for typing, playing and mailing, it can do much more than this. Let's understand its potential and avoid miss-use of resources. Let's put the right people and right technology at right places and exploit all the resources for the benefit of education and the nation as a whole.

References:

Tay, Vaughan, (1999), "Multimedia making it work". Tata McGraw Hill

Prabhat, K., Andleigh, Thakrar, K.,(2003), "Multimedia System Design". Prentice Hall (India).

Dr. Sen, Sarbani,(1998), "Multimedia Interactive: Redefining Communication Paradigms", October, Electronics For You

Bass, Randall, "A Brief Guide to Interactive Multimedia and the Study of The United States". URL < www.georgetown.edu/crossroads/mltmedia.htm >, accessed on 03-06-2004.

"Applying Multimedia to Education", URL <www.learningshop.uk>, accessed on 01-06-2004.

"Multimedia in Education: The Transition from Primary School to Secondary School, European Parliament STOA 1997- Executive Summary", URL <www.pjb.co.uk/mmeduc.htm..61-2-7>, accessed on 21-05-2004

"Multimedia for Education", URL< www.utsa.edu>, accessed on 20-05-2004

"Multimedia and Curriculum", URL < www.roma.unisa.edu.au/08908/lec12>., Accessed on 03-06-2004>

Assuring Quality in Education
Effective Teaching Strategies in the context of Nepalese Schools

- Shiba Kumar Sapkota[⊗]

1.   Background

School education in Nepal has obtained greater priority especially for the last 4 decades. The government through its relevant machinery has consistently launched planned initiatives for education reform mission. Considerable share of national resource has been used up. Local and foreign donors and loaners have kept keen concern about it and invested millions of dollar through a number of short-term and long-term projects to materialize the reform initiatives. Very often the government formulated improved policies, enacted approachable laws and acts. Almost the entire workforce under and around the Ministry of Education and Sports system spent most of its valuable years to reform to the extent it was expected.   The reform efforts fundamentally were directed to ensure school education responsive to the students' needs, societal aspirations and to make it reasonably equal to the education internationally available.

In spite of investment of huge resources and amount of time, the school education especially public education could not be made capable of meeting the standards, set as ultimate mission of the reform initiatives. Several contemporary research studies have concluded with the findings that the degree of competitiveness, comparability and responsiveness of the school education remained lower than the planned level. This situation discloses the fact that the quality of education remain in the same position;   as it was a long time back. Part of this fact is supported by the trends of SLC pass rates for the last 25 years. Looking at the result pattern during that period, we find pass rate ranging from 17% as the lowest case and 50% as the highest case (Joshi, 2003). Present status of promotion rate and average level of achievement at the primary grades is another evident of this which accounts just around fifty percent.

⊗ Training Officer, NCED

2. The Situation

The scenario of educational result definitely challenges the total mechanism of interventions made under the reform initiatives so far. Focus of the interventions might be seen with a little attention to teaching learning practice inside the classroom. Tucker, 2001 found out an **Inappropriate Teaching Practice** as a key factor compounded by staffing anomalies, in efficient teacher deployment, inadequate classroom supervision that have caused poor quality in education. Therefore, classroom-teaching practice seems a deserving area of all the development interventions.

Taking Teaching Practice as a point of reference, the quality of teaching factor comes on a way to centre of discussion. It is widely accepted fact that the teaching quality is mainly dependent of a couple of dimensions which include the way how teaching is perceived by the teachers, the way how they are prepared for and the teaching strategies adopted. Thus, the present article intends to discuss the issues as main agenda in the context of public schooling system of Nepal.

Traditionally, teaching is simply pouring curricular information to the students bothering less about making them learn as intended. Learning was solely left on the part of the students by neglecting the fact that teaching only matters when learning truly occurs. Teaching was perceived as a business just to deal with the curricular provisions without taking care of its roles related to social transformation, advancement and overall personality development of the students. Teaching would also not acknowledge the fact that teaching is to explore the student's potentials and to build the subsequent learning on it. Teachers of today also tend to have conventional belief and assumptions about knowledge, teaching and learning (Bista, 2002). Teachers, thus, have not yet adopted the changing orientation of teaching, which eventually has led to inappropriate teaching performance.

3. New Perspectives on School Teaching

Teachers of the 21st century are deeply urged to demonstrate high quality teaching performance to deliver competitive, comparable and responsive that is

commonly termed as high quality education. For this, one ought to be convinced to be oriented to new perspectives on teaching, which eventually guide the whole preparedness for effective teaching behaviors. Since teaching is the single organized event for educating large number of people at the local level, it is responsible for mobilizing entire societies to achieve all round development of the society, not only all-round development of a child.

a. Teaching as leadership

Amongst the process teaching is an effective tool for influencing students by means of knowledge. power. This process makes students as followers of the teacher for the whole lifetime. Teaching shapes the mind of students in relation to understanding the life of an individual and the entire society, making decisions for personal as well as social development, visioning for future, and bringing changes. Every teacher has to assimilate this orientation and accordingly prepare oneself for performing the job across the school system.

b. Teaching as social reform

Teaching is not something that is used to just transmitting the curricular information in an isolated setting. Preparing for the teaching requires keeping in view all the social conditions and societal desire for education. Dealing with curricular issues always relates with social strengths and problems and responds to bringing about solution for overcoming the problem situation. Every student is supposed to be prepared enough to respond to social concerns by making maximum use of learning through the classroom process. Taking examples of contemporary concerns of Nepalese societies, poverty reduction, cultural revolution, peace restoration, economic development etc are the key. ones, which are to be addressed in teaching business. Hence, teaching business is taken as a powerful instrument to utilize synergy of education for social reform.

c. Teaching as creating critical mass

Generally education keeps an objective to create positive cadres for national development, and teaching is tamed accordingly. In fact, education and every development process, among others, have negative

and positive sides. There are thousands of examples where education has resulted in destructive consequences. There may be a number of curricular provisions that can be interpreted and applied differently for negative motives. We have experienced many cases of social evils, fraud practices all around including schools and all the unwanted happenings in the community that we belong to.

Therefore, education through teaching is only a catalyst factor that recognizes such matters properly and produces the students pretty aware of that. Students from the very primary grades are taught to enable them to critically analyze everything from both positive and negative angles. This ability eventually becomes instrumental to lead to the state of positive result. Thus, teaching should have overall orientation of creating critical mass that will be able to criticize all the ill practices of society and unproductive result of education and to pave the way of productivity and positivism.

d. Teaching as preparing achievers

Role of teaching does not end only with scores the students obtain in examination. It is expected to provide students with insights to explore all the scopes of education they are attending, which coincide with their potentials. The scopes may include politics, teaching, research, social service, agriculture, engineering, medicine, arts, etc. If the students are taught to identify their inherent potential and compatible scope for personality development from the very schooling time, they will try every bit of time to channel their effort from the very beginning to achieve advancement in the selected scope of future profession.

These days life is becoming more competitive to survive in each profession. In this context, simply teaching for formality will defeat the original idea if it fails to lead everybody to succeed and perfect. Thus, a teacher may have to be highly convinced of the fact that role of teaching must be directed towards preparing everybody for achieving high at present and future.

e.   Teaching as facilitation

Traditionally, students were treated as *tabula-rasa* (blank sheet of paper) and teaching would impart all the information in them. Learning was defined just as feeding process rather than as product of interaction between teacher and student. But, gradually new conception replaced the old one that considers teaching as just to create a situation or a forum where students get prudence of opportunities to learn through interaction, research, discovery, guidance, independent study etc since everybody is a reservoir of potential (Maslow). Thus the role of teachers could be a to facilitor in the process of learning followed by timely and appropriate input.

4.   Seven Principles of Teaching

Charles Graham and his colleagues of Michigan Virtual University have recently tested seven principles of effective teaching in 2001. The principles, which are based on 50 years of research in education, seem equally relevant to the teaching situation of Nepal.

a.   Good teaching practice encourages student-teacher contact

Teachers remain apprehensive about student concerns and queries related to the particular lessons. They promptly respond to the queries that make students feel high regard. Students also come in frequent touch with teachers at the individual level, which is very rare in our cases. Thus, creation of situation for frequent contact between teacher and student is possible when a number of queries and problems are left to the students for exploring possible solutions and when teachers are open to work with and for students.

b.   Good teaching practices encourage cooperation among students.

Once the students are brought together for discussing on the issues that correlate with their needs and interests, they really seem cooperative by contributing to the discussion with valuable ideas that benefit each other. On the other hand, if students are convinced with the agenda and assignment under process they applause the teacher's effort and they

enjoy working with the colleagues. This process strengthens a sense of cooperation and belongingness.

c. **Good teaching practices encourage active learning**
    Situation is created for active learning through project works, problems demanding critical thinking and further research. Students are deeply engaged in working to learn noble knowledge and skills where teachers are to support them on demand.

d. **Good teaching practices encourage prompt feedback**
    A teacher keeps himself / herself open to get suggestions from students even after performing small activity. on the other hand, students keep them open to get immediate interventions from the teachers in the process of learning. Higher the cases of learning from each other, stronger the mechanism of prompt feedback. The practice of prompt feedback ensures the learning process smoother.

e. **Good teaching practices encourage time on task**
    Teaching is deemed responsible to develop a habit of accomplishing any task on time through meeting deadlines in entire teaching practices. Punctuality from the side of teachers in the schedules like attending the class, delivering lecture, providing feedback, responding to the assignments and pupil's queries etc encouraging students in accomplishing assignment on time, attending the classes on time etc.

f. **Good teaching practice communicates high expectation**
    Teaching communicates high expectations with students by assigning challenging assignments, praising for quality of work, referring remarkable accomplishments of senior colleagues. Such practice helps to build confidence and let them feel sense of achievement, which eventually creates preparedness for potential jobs.

g. **Good teaching practices respects diverse talents and ways of learning**
    Students of diverse talents naturally demand relevant assignment and project work that matches their inherent capability. This is possible when

they are participating in designing the project works and assignments. They should also be given leeway to choose the assignment that suits their talents. Similarly, the measures for active learning provide freedom to learn in a way one desires.

5. Effective Teaching Strategies

Renowned author **Rajanish** advocates that *students should be left unanswered* against the present practice of teaching, which provides every answer of student's queries. He says that the teachers are depriving students of becoming curious, inquisitive, discovery oriented. Consequently, students are becoming dependant, lazy and inactive learners. This doctrine partly influences the suggested teaching strategies that are as follows:

a. Assignment based instruction

It is proclaimed that every teaching activity should begin with some sort of assignment, where a student get a chance to think deeply about the intended subject matter. Every student trice to resolve the problem on rue's own imitational first With this, teachers easily find out strengths and deficit of the students that serve for the basis for planning the whole design of instructional delivery. This strategy is also characterized as demand-driven instruction.

b. Adjusted teaching

Understanding the fact that a class of 30 students for example represents diverse capacity, different pace of learning, varied motives for learning, individual attitude and conduct, teachers are forced to prepare themselves for adopting differentiated teaching technique to respond to the differences student ability, interest and need, and individualized teaching technique to respond to individual requirement in terms of learning.

Further, special classroom management trick is applicable to ensure equal participation of children belonging to physically handicapped, problem learner, gifted learner, slow learner etc. Thus, factors like language level used in instruction, volume and scope of lecture and assignment, distance,

eye contact, degree of care and guidance etc. are duly considered in order to adjust the teaching process appropriately.

c. Cooperative teaching

Students are grouped comprising of fast learners, slow learners, introvert learners and extrovert learners. The group is assigned certain project work/assignment by allowing competition among the groups. Every member of each group puts high level of efforts to win the contest by learning each other. Every body in the group should become equally able to comply with rule of the competition. The rationale is that students learn more comfortably from peer than from seniors or teachers. Moreover, teachers can adopt this strategy to develop a habit of learning from peer in a threat-free environment, where facilitation and concluding the group work findings will be part of teacher role.

d. Team teaching

Concept of team teaching is gradually coming into effect to replace the one-person teaching practice in the field of school education. There are quite a few beliefs regarding the team practice.

The team teaching is believed to be more democratic since there are two actors to take decisions on what and how to teach. It is improved practice as there is a saying that two heads are better than one head in decision-making process.

Students feel psychologically honored for having two teachers at a time. They think that the school has recognized them as important clients.

Teaching in team practice naturally covers varieties of activities and techniques against monotonous techniques used by a single teacher.
Quality wise, this practice is rated high since it creates synergy of expertise in the total process.

otherwise, team teaching is expensive but it can worthwhile if we look at the ultimate result of the teaching in view with satisfaction level of the students.

e. **Research and reporting**

An idea coming up in the field of teaching that insists relevance and urgency of research work to be introduced from the very beginning of school grades. This idea emphasizes research skills to be developed in the students. It is foundation of active learning process, which leaves students freedom for discovering amazing solution of the assignment given. Rationale behind prominence of this strategy correlates with one of the new perspectives on teaching that urges teaching to create achievers. Until one possess maturity in research skill, it is almost impossible for him/her to get access to greater achievement in any stage of career development.

This strategy equally focuses on research and reporting since reporting is another essential skills for effective communication, which makes one known to the unknown world.

Thus teacher role herein would be to design mini research works linking with the respective lessons and consistently involve students in it. Constant support and monitoring of progress is obligatory.

6. **Key Conditions for Effective Delivery of Instruction**

Effective teaching or delivery of instruction is a sole responsibility of a teacher. There will, infact be nobody to share with this responsibility except some sort of professional support from the seniors. A good teacher, therefore, claims to be professionally competent and qualified by preparing himself / herself for the following conditions.

a. **Understanding of students**

Understanding of students in relation to entering knowledgebase, learning capacity, attitude, ways of learning, physical perfection, cultural values,

social brought up etc. is a basic skill of a good teacher, since this lays down basis for the whole subsequent planning.

b. Creativity and innovation

This condition covers certain qualities of teachers like continuous updating, creative thinking, critical outlook, untiring efforts, planned change-oriented etc.

c. Action-research

As teaching is basically an art, it requires a gradual improvement through a natural experience. The gradual improvement needs to be based on scientific and logical data, which is supplied by action research. Thus, a teacher should involve in action research in order to detect strengths and weaknesses and to find out formative solution in teaching performance.

d. Orientation of making students learn

Teaching, as discussed earlier, only ends up with realization of learning by the students. Thus, a teacher should have a deep orientation of the fact that teaching is nothing but making students learn.

e. Design of assignment and research projects

Preparation for teaching and planning for activities primarily include capacity and readiness of a teacher for designing a number of project works, individual and group assignments and research projects. Effectiveness of teaching depends on volume and quality of different assignments.

7. Teacher Support System

As discussed in the earlier sections, effective teaching is made possible by a single cadre that is teacher. This paper has suggested several strategies and conditions for effective teaching with an assumption that teachers are capable of putting it into practice. However, teachers need continuous follow up support in terms of professional matters. Teachers ought to undergo regular updating and keeping abreast of new practices and research findings aiming at demonstrating differences in teaching performance.

Regarding this there should be a scientific and feasible mechanism for teacher support.

a. Distance education scheme

Having learnt lessons from the past experiences, the author here concludes to recommend distance education as an economic and feasible scheme for delivering teacher support services. Under this scheme, self-learning materials are provided; guiding lecture is delivered through radio; project works are assigned on the regular basis, phone-in interaction is organized through radio; respective head teachers are mobilized for monitoring the performance and completion of the assignments. In addition, there will be several professional sharing seminars organized at local, regional and central levels.

From the feasibility and sustainability point of view, this scheme seems more convincing for the government.

b. Mobile service scheme

A Team of Experts (ToE) will be set up both at the central and district levels for the purpose of delivering professional support to the teachers. The team will attend the teachers on demand only. The demand can be registered either from institution (school) level or from individual (teacher) level.

Scope of the support service will cover on-site support, professional meetings, supply of resource materials and mini-workshops. Further, in-house training, demonstration lessons, interactions among teachers, in-house supervision will be installed and regulated by the scheme. The support events will be made informal so that every teacher will get access to the support in any time upon the notification either through telephone, mails, personal contact, e-mail etc. The mobile ToE will be associated mainly with resource centres, respective schools and PTTCs.

8. Conclusion

Recognizing the fact that a teacher factor is the crux of the teaching learning business, greater attention needs to be given to prepare him/her to deliver effective teaching instruction. The effective teaching is a composition of overall orientation, scientific principles and strategies, embracing and application of which will truly make the students learn what has to be learnt; teachers are enabled to teach what has to be taught. This process eventually guarantees comparability, competitiveness and responsiveness of education the students acquire, thereby assuring an enhancement of quality in education. To materialize the idea, committed and professional preparation of teachers becomes imperative for which scientific and feasible teacher support scheme has to be considered.

References

Joshi, R. (2003). A Critical Review of the SLC Examination System, Education and Development. Tripureshwor. CERID, TU.

Tucker, J. (2001), Teacher Education in the Solukhumbu Region of Nepal. Okagan University College, BC, Canada

Bista, M. (2059), Are Trained Teachers Different from Untrained Teachers? A Comparative Study of Classrooms, Siksa. Bhaktapur. CDC, MOES.

Nagpal, S. (2000), Interactive Teaching Learning Process. Rajat Publication. Delhi, India.

Agrawal, J. (1997), Principles, Methods and Techniques of Teaching. Vikasa Publishing House Pvt. Ltd., New Delhi, India.

Chauhan, S. (1994), Innovations in Teaching Learning Process. Vikasa Publishing House Pvt. Ltd., New Delhi, India.

Chhaya M. (1997), Effective Teaching Strategies and Innovation in Education. Alpha Publication. New delhi, India.

Understanding Civic Education and the Role of Distance Education in its Promotion

- Ananda Paudel[®]

Context:

Civic education is appeared as one of the most urgent movement around the world. Terrorists have made the world uncertainty, violence, insurgency, autocracy etc. In such conditions any nation of the world has challenge to integrat this subject in school curricula. In Nepal, in the history of school education, before the implementation of the New Education System Plan (NESP) in 1971, there was a provision of an optional citizenship education in grades 9 and 10. Similarly, moral and civic education curriculum was introduced and implemented at the lower secondary level after the implementation of NESP. After the restoration of multiparty democracy in 1990, the focus was changed and instead of moral and civic education, the curriculum of social studies has been started and some contents of civic education are integrated as a carriage subject.

In the existing school level curricula, there is no provision of civics as a separate discipline. However, the scope and sequence of social studies, science, and health and physical education has tried to cover one area and scope related to civic education. In lower secondary level, same is the case but an optional curriculum of civic and moral education has been introduced at grade six since last educational calendar year and in coming year at grade 7 this curriculum will be implemented. At the secondary level, there is no separate discipline of civic and moral education as a core subject. Some contents are integrated on the curriculum of social studies. However, as an elective and or optional subject, at the secondary level, there was a curriculum of civic education.

Conceptual Understanding of Civic Education

Preparation of effective citizen is the ultimate goals of civic education. Adult will ideally know and be able to do to be effective democratic citizen is the philosophy of civic education in the American context (Bahmueller, 1992). Thus, promotion of

[®] Curriculum Officer. CDC

democracy, through developing citizens of good characters is the aim of civic education. The original ideas of civic education of the west are not the new ones. As in the east, the ideals of development of good characters among the citizens, rule of law, rights and duties, social justice, maintenance of discipline etc are promoted by the philosophical, religious and holy books (Bed, Bhagabat Geeta, Bidur Niti, etc). Shared commitment to fundamental principles and ideals about democracy, citizenship education liberty and justice and their advancement can also be regarded as civic virtues and values (NCSS, 1996).

Civic education has varieties of elements. Protection and promotion of individual rights, developing social cohesion, exercising the individual rights with high emphasis on the other peoples' rights, developing willingness among the people to engage in civil debates, working fro the societal development, fostering public virtue and moral characters, affirmation of core values etc are some of the elements of civic education that produce the civic minded citizens. There is no doubt that due to the presence of social principles and values, we are bounded together as a people. Some of the fundamental principles direct civic education, which could also be kept under the elements of civic education. According to NCSS (1996) the reasoned fundamental principles are sovereignty, rule of law, religious liberty and so forth. A set of civic dispositions is essential in order to promote the civic education. Therefore, the role of civic education should be the development of civic dispositions. Civic dispositions include civility, open mindedness, compromise, toleration of diversity, adoption of democratic principles and values (Ibid). These indicated that character formation is the major focus of civic education.

Various types of virtues are essential to behave in a civic manner. Civic skills, attitudes and knowledge are the fundamental things to develop civic mind. Social virtue provides knowledge to develop a democratic way of life. The practice of civic virtue help in developing such behavior. Intellectual virtue is another discipline, which help children in developing the characters such as patient, diligence, responsibility, reflectiveness, and honesty. According to NCSS such characters are taken as academic and or intellectual virtue. Persons also posses individual virtue. Individual values, attitudes, intellectual capacities, level of honesty, tolerance capacity, respect for the worth and dignity of oneself and others, etc are some of the features of individual virtue. These all characters modify the individual attitudes and

behaviors. These reveal to appear as civic persons in the society, individuals have to perform a variety of civic responsibilities, authorities, and duties.

Civic competences make people's civic mindedness. Civic competence includes three broad areas. They are: civic knowledge, civic attitudes and civic skills and or dispositions. For working successfully with others, these competences are the must. Therefore, active participation of the students and or citizen is the pre condition of civic education. According to Torney-Purta, Judith and Vermeer, Susan (2003), for the improvement of civic learning, each component includes the followings.

Knowledge: structure of government, principle of democracy, tow- party system etc.
Skills:

a) Thinking skills: intellectual skills, analytical skills, interpretative skills, self reflection, listening, reasoning, persuading, writing, thought connections

b) Participatory skills: communication skills, leadership skills, discussion and deliberation, decision-making skills, problem- solving skills organizational skills, planning skills, conflict resolution skills, and collaboration skills.

Disposition: Identity, sense of belongings, efficacy, motivation, democratic values, commitment, sense of responsibilities.

Civic virtue mainly focuses to improve personal lives of citizens. Courage and honesty and their development among the citizens enable them to take part even in political process to work effectively to promote the common goods. The civic competencies as mentioned above enable students equipped with the requisite civic knowledge and the skills of civic participation. For the healthy functioning of democracy, according to the Center for Civic Education, the United States, the following civic virtues are essential.

1. Civility- including respect for others and the use of civil discourse;
2. Individual responsibility and the inclination to accept responsibility for one's own self and the consequences of one's own actions;

3. Self-discipline and the adherence to the rules necessary for the maintenance of American constitutional government without requiring the imposition of external authority;

4. Civic-mindedness and the willingness on appropriate occasions to place the common good above personal interest;

5. Open-mindedness, including a healthy sense of skepticism and a recognition of the ambiguities of social and political reality;

6. Willingness to compromise, realizing that values and principles are sometimes in conflict, tempered by a recognition that not all principles or values are fit for compromise, since some compromise may imperil democracy's continued existence;

7. Toleration of diversity;

8. Patience and persistence in the pursuit of public goals;

9. Compassion for others;

10. Generosity toward others and the community at large; and

11. Loyalty to the republic and its values and principles.

The civic virtues as mentioned above further indicated that some fundamental principles and values are necessary while providing the civic knowledge, skills and attitudes. Some important fundamental principles such as rule of law, separation of power, check and balance, minority rights in the context of majority rule and civic fundamental values such as individual rights (life personal, political, and economic liberty, the pursuit of happiness, justice, equality, including political, legal, and economic equality, diversity, truth, patriotism etc have to taken into consideration while designing and delivering education.

Civic participation is another fundamental dimension of civic education. The participation of people becomes civics when the participation includes the following characters.

- Competent
- Responsible based up on moral deliberation
- Knowledgeable and reflective inquiry
- Acting in light of the civic dispositions
- Follow and enhance the fundamental civic values i. e. liberty, equality, justice, democracy

- Active civic participation i. e. governing and managing group, monitoring public policy, full involvement in promoting social justice, democracy, fundamental rights

From the discussion above, the argument can be made that civic education is essential to develop civic competences among the students. Through course based approach (Academic course, coaching course, non- academic course) civic knowledge can be promoted. Civic skills such as thinking and participatory can be developed with the help of developing plan for improving civic learning. Organizing class discussion, debate, initiating research and development activities and providing opportunities to the students for participation can develop the civic skills. Civic disposition that is more related to identity, sense of belonging, efficacy, motivation, democratic values, and commitment, sense of responsibility, etc can be developed through initiating reflective activities. Similarly, by developing self-esteem, self-confidence and self-reliance civic disposition can be improved It is, therefore, significant to be aware about the process of developing the civic competencies.

Strategic Framework to Promote Civic Competences

To promote civic competences, some strategic frame can be developed. The strategy framework should focus to create awareness, to mainstream the outsiders, to reinforce the weaker, to develop network so as to create an environment conducive for civic learning. Therefore, the strategic framework to promote civic education could be the strategy of

1. Empowerment
2. Mainstreaming
3. Reinforcement
4. Collaboration
5. Learning to live together
6. Democratization
7. Networking
8. Synergy

Approaches to Civic Education

The core concept of providing civic education is the development of civic-minded civilized citizens. Such citizens should possess the civility, responsiveness,

democratic culture, tolerance, peace, and enhance the social justice, equality, and fundamental human rights

Thus, the aim of civic education is change the behavior of students. This demands dynamic pedagogical approaches. Such approaches must enhance the following:

1. Creation of an enabling teaching learning environment
2. Enhancement of empirical knowledge and skills
3. Experimentation of various techniques
4. Enculturation of civic values, norms, attitudes and skills in pedagogical practice
5. Internalization of civic values and culture
6. Emphasis on collaborative learning
7. Focus on experience based learning

Delivery Approaches to Civic Education

Various institutions can be involved in delivering civic education. As it is more focused in developing civic knowledge, skills, and attitudes in order to satisfy the need of the individual, society and the nation as a whole. Schools, colleges and universities, civil society organizations (public clubs, community based organizations, child clubs, cultural groups, youth organizations, media etc) etc are involving in delivering civic education. More specifically, formal and non-formal ways of delivery approaches are being used.

Formal approach	Non-formal approach
• Schools • Colleges • Universities (Through educational courses –academic in nature)	• Educational courses through various community service institutions • Youth organizations • Volunteer organizations • Distance learning • Use of media (televisions, radio, Internet) • Workshops, seminars and conferences (Non-academic courses)

Effective delivery system can only promote the civic competences. Delivering civic competences are aim to change the behavior of students enabling them to promote civic virtues. Designing an effective delivery system can attain this.

Torney-Purta. Judith and Vermeer, Susan (2003) has suggested that for designing an effective delivery system for civic learning, the following strategies need to be initiated.

1. Start in the early grades
2. Ensure multiple approaches that balance content with relevance and application
3. Make civic learning a priority- develop alternative approach if necessary
4. Support a coherent developmentally appropriate scope and sequence

Role of Distance Education

Distance mode is one of the approaches of delivering civic education. Although, direct participation of the students in civic learning helps them in developing civic behaviors. the civic knowledge can be delivered from the distance mode. Use of e-learning. radio and televisions, etc are some of the distance modes that can be used in delivering it. Regular mail and telephone, computers and the Internet, and technology assisted distance learning are some of the approaches those could play significant role in delivering the civic competences. The followings are some of the roles that distance education could play in promoting civic education.

1. It can deliver civic knowledge in a mass scale
2. Enhance easy access to literatures related to the civic education
3. Disseminate new knowledge and technique related to civic education
4. Create awareness to the people through the use of low cost mechanism

5. Distance education develops the professional qualities of the teachers. The professional qualities of subject knowledge, pedagogic knowledge, pedagogic competencies and the work place professional development are possible through distance education. These professional qualities of the teachers will help in delivering civic competences.

6. Distance education also develops self-learning materials for teachers and students. Such materials are not easily available to all students and teachers. It contributes in creating equity in access. Unlike other areas, development of self-learning materials on civic education will eventually help in the delivery of civic education.

7. Development of video program, cassettes on civic education would benefit students and teachers significantly.

8. Conduction of model class, workshops and seminars are other task of distance mode. Such tasks in terms of civic education enhance civic knowledge, skills and attitudes.

9. Covering the unreach population to educational opportunity is one of the fundamental aims of distance education. Therefore, improving access to civic education of such population and continuing their civic knowledge, skills and attitudes up to the tertiary level by upgrading teachers' qualification distance mode of education becomes pivotal.

10. Distance mode of education provides opportunities to the people for promoting lifelong learning on civic education.

11. Distance mode can provide a systematic introduction to the field of civic education, seek to broaden the students and provides generic civic skills develops and can provides self-directed learning materials on civic education. It is, therefore, the must crucial in promoting civic education.

12. Distance mode of learning on civic education provides flexibility to the students and other learners. As they are not bound to attain the class in a continuously. They can use and manage their time and develop the civic competences.

13. Distance mode also enhances the capacity of using the advanced technology related to distance mode. This will enable the participants to keep in touch with the civic knowledge and skills of this contemporary world and update them accordingly.

14. Due to the nature of self-learning, distance mode of education makes the learner more information seeker. This competence will help them in attaining the civic knowledge and skills. Continuous efforts of the learner

make them more capable enough to cope with the new civic challenges and issues.

15.	Distance mode of learning also makes the learner more creative, active, collaborative, attentive, etc. These characters help them to be responsible. accountable citizens. That is the ultimate aim of civic education. Thus, distance education plays a significant role in promoting civic education.

Conclusions

Civic education help to prepare . productive citizens. Such citizens responsibly involved in public issues in a more ethical manner. Increasing the knowledge of democracy, importance of ballot, participation in democratic exercises, are other fundamental aspects of civic education. Developing the civic leadership creating civic awareness, transforming civic competences, and facilitating and developing others are the other important aspects of civic education. Similarly, civic education also enhances self-awareness, self-esteem, self-confidence, self-efficacy awareness of others, (diversity, similarity, value), appreciation of diversity, attitude of caring for others and future generations, awareness of community, communicating, working with, and understanding others among the participants.

Dynamic pedagogical approaches of formal and non-formal modalities are necessary for quality delivery of civic education. The major problems observed in the implementation of civic education till now lies on the delivery part. Thus, in each types of education modality, higher emphasis is essential on the service delivery. In this context, the delivery modes have to focus in providing civic education from the very beginning of schooling, multiple approaches of delivery modes, higher priority on civic education and relevancy aspects have appeared noteworthy. For the effective delivery of civic education both modes formal and non-formal play crucial role.

Suggestive Thoughts

Distance education need to revisit its whole programme to make it more civic oriented. Conducting modular basis of teacher training which did not cover the civic competences. Unless civic competences are integrated into the two-fold systems i. e. the curriculum and the pedagogy, civic competences cannot be achieved. Therefore, both curriculum and delivery mechanism need to develop and implement

simultaneously. In these contexts the following are some suggestive thoughts that any education system including the distance mode have to address properly.

1. The curriculum structure should integrate the necessary learning skills such as analytical and critical thinking, generic skills, freedom of choice of the contents and flexibility.

2. The curriculum should provide knowledge and skills of: a) we are all important b) responsibilities of the citizens c) working together d) problem solving e) working in team, cooperation and collaboration f) authority and its use g) good rules and ways of governing h) justice i) constitutional provisions and rights j) democracy and democratic process k) equal rights and opportunities l) freedom (speech, expression, dissent, conscience) m) majority rule and minority rights n) participatory democracy o) representative democracy p)responsibilities of citizens and citizenships q) rule of law r) tolerance s) moral duty t)good governance u) transparency v)directive policies etc.

3. Curriculum content should be credible and academically respectable. It must be accurate, relevant, balanced and free of bias

Pedagogy for delivering civic education needs to be dynamic, relevant and practical. Thus pedagogy should possess the characters of: a) effective communication b) prompt feedback to students c) respect diverse talents and ways of learning d) respond to individual learner e) recognize the diversity of learners, learning needs learning contexts and modes of learning f) foster active learning g) emphasize time on task h) build on learners strengths and acquired skills and knowledge i) accommodate different learning styles j) support interaction and the development of learning communities k) flexibility towards learners l) frequent and timely student assessment m) make students feel comfortable n) promote individualization o) create opportunities for students to do meaningful work etc

Reference

Bahmueller, C. F. (1992), The core ideals of "CIVITAS: A framework for civic education." ERIC Digest, ED 346016. Eric Clearing House for Social studies/ Social science Education Bloomington.

Center for civic education (2003), CIVITAS: A framework for civic education. USA.

Citizenship and Education in Twenty-eight Countries: Civic Knowledge and Engagement at Age Fourteen, published 2001, by the International Association for the Evaluation of Educational Achievement (IEA), Amsterdam, The Netherlands.

Florida civic education (2002), Survey results: Civic challenges. The Internet Article

Judith, TP & Susan, VB (2003), Improving civic learning in Colorado, A framework for district self-assessment and designing a new delivery system for civic learning. Colorodo: Education commission of the states.

National Council for Social Studies (NCSS, 1996), Fostering civic virtue: Character education in the social studies. The Internet article.

School Governance in Nepal:
Anayses from Different Perspectives

- Bhoj Bahadur Balayar[®]

I.   Introduction

The past decade has seen innovative changes in attainment in the education systems of developed and underdeveloped countries. Many considerable and valuable works have been carried out in the national education system to maintain the quality of school governance through decentralization, which has made possible in fairly broad senses to develop about the nature of change and development including shifts away from "state control system" toward privatization, and school based management. However, there are controversial issues of what are privatization and decentralization in one country could be the same in another country. In addition, this philosophical consideration has emphasized that re-structuration of educational system toward close educational system to open educational environment.

School governance is becoming an increasingly important perception of educators to realize how to empower the participation in any educational development activities through democratic process. There are currently many schools in the Nepal, both private and public, operating various degrees of school self-government practices. But, these initiations have found contradiction between the educational Act and decentralization policy of the government. In fact, it found in the varieties of forms depending on democracy in school and classroom practiced by school management committees, teachers, students involving in school planning and freedom of teachers in the selection of teaching learning activities and children's involvement in activities and so fourth. This section explores the school governance practices and its

implications. What I intend to do in this study is to develop a basis for understanding and comparing the quality of school governance in Nepalese educational system.

2. Understanding on School Governance

Governance is a broader concept than management and it consists of decisions and actions, which are linked to performance of an organization. (Wood, 1996.) On the other hand, governance in schools is subjected to follow-up reviews and it provides a useful guide to school improvement to related areas where changes need to be made in order to improve the quality of education, that are provided to students. In this connection, school governance consists of decisions and actions linked to defining an organization's clear mission; and to establishing its polices and control mechanisms to:

1. allocate power
2. determine decision-making processes
3. establish organizational culture; and
4. set up procedures for performing specific tasks

Similarly, an effective school governance has identified a set of generic factors determining the quality of governance to enhance the capacity of human resources and mobilize the resources for quality education. It can be improved through shifted decision-making power and authority to the stakeholders with adequate resources, which develop collegiality and collaboration among different level clients in the schooling system. In-addition, school governance has provided power to individual school with full autonomy to maintain standards, performances and assessment, establish accountability, maintain parental support, and create learning environment, conduct professional support activities and select new technology and disciplines. The well functioning school governance has not only provided the degree of freedom in the different disciplines but it also takes part in professional support to the teachers, parents

and students. The professional support does not exist in close and vacuum context; it has been developed in more flexible, open and other modes. In fact, appropriate level of professionalism always developed by different technology and self-teaching learning environment within open world influencing the quality of school governance.

There are various factors that influence the quality of school governance, which are related to vision; planning and implementation relationships and communication; and accountability. The characteristics of schools that performed well in these major areas are summarized as follows:

i. **Vision**

    The effective board, in consultation with stakeholders, provides a clear vision that stakeholders can commit to school development activities

ii. **Planning and implementation**

    The effective school governance always considers the following planning and programme implementation activities:

    - The school governance plans for, and enables the school to meet and continue to meet, its mission, goals and all other commitments
    - The school governance is aware that its primary responsibility is to ensure the successful operation of the school in terms of its mission and in terms of school goals and constitutional commitment
    - The school governance delegates' implementation of activities to its employees
    - The school governance takes timely and appropriate action over all issues, including difficult ones
    - The school governance efficiently attends to administrative and organizational matters
    - The school governance assesses its own training needs and seeks opportunities to meet them and

- The school governance has clear policy guidelines and induction systems for handling changes to the board

iii. Relationships and Communication

The effective school governance always follows close relationship and communication between the stakeholders and clients which consider:

➤ Promotes positive relationships and clear systems of communication; and

➤ Responsive to the wishes of stakeholders and consults on all important policy issues.

iv. Accountability

The effective school governance is accountable to consider the following

➤ It determines the extent to which its mission, goals and all commitments have been achieved and

➤ It maintains and develops the quality of all aspects of its operation.

3. School Governance: A Practice of Nepalese Educational World

i. Public voice in decision-making

In a true democratic process and school governance, decisions are made by using all the creative expertise and all the authority provided to the stakeholders who are involved in process of decision making. In the earliest years, Nepal had made different initiation on the school governance but decisions were made by a straight majority and administrative as well as political authority. It always seems that schools couldn't really be democratic, participatory because there are so many more decisions to be made without concerning and participating the lower level people's voice into the school development decisions. Still now, minority group of people in Nepal are deprived from educationally and socio-culturally as well as economically. If minority opinions have not

been provided higher degree and maximized participation in the school management board, there is lower possibility to listen the minority voice very carefully.

School governance has provided high priority on decision making through participatory approach in a democratic manner. However, the existing government's policy has provided a high priority to stakeholders' involvement into school development by the regulation but the level of understanding of people, educational and socio-economic condition of minority, tribal, disadvantaged people and other different factors have influenced full participation which as seen barrier toward inclusion of voice in the school policy decision.

ii.   Democratic practices

School governance incorporated the commitments and involvement of the people to be part of a community that makes decisions by democratic ways; the minority members are obliged to stand by the consequences of the decision of the majority. However, Nepalese educational act and decentralization educational policy have included different people in the school management board to develop school policy related to quality improvement of the school democratically. But it is far to reach the intended policy due to the structural as well as cultural phenomenon and nature of sifted power. Moreover, one hand government has transferred management and school development activities to community people without financial and other authority, which have not been provided total responsibility to the stakeholders to make democratic decision for mobilizing the resources. On the other hand without enhancing the level of knowledge, the people have not been able to participate in school improvement activities and democratic discussion. As s results they are not realizing own-self about

self-governance and self-decision making to the maintain democratic practices for school development.

Similarly, It is important to point out that there was no power to the students and deprived people over the decisions that were made in the school meetings. The students, ethnic minority, deprived, disadvantaged and socio-economically deprived peoples have not provided high priority to put creative decisions in the school development aspect. In addition, decision practices are made without greater participation, local acceptance, people's conciseness, ownership, partnership, and equal share into all the dimensions of the school improvement. Therefore, the legal legitimacy is only found as a written document and not more than that. Pre existing situations of school handover to community and local ownership planning is found as example to the lower level participation and weak democratic exercises of school management board.

iii.   **Decentralization from the centre to schools**

Decentralized school governance model is the extent to which parents and elected representatives have formal responsibility for all matters relating to the successful operation of the school. The process of decentralization has been described in different ways in a managerial and other aspects of school, which as found in the form of delegation, devolution, local management of schools and site based management etc. Basically, delegation attempts to transfer tasks and work without authority to subordinate and organization whereas devolution attempts the highest form of decentralization providing authority with legal guarantee to lower level or stakeholders. Similarly, the local management and site base management give high priority to local level organizations and stakeholders and they have the power to develop self-regulatory system.

The nature of decentralized power and authority influences the amount of autonomy provided to the system and actors relating in management, resource mobilization and accountability for achieving the quality of education. In Nepal, however different decentralize modules have been practiced in the form of administrative and political delegation of the authority which are:

- The authority and power has delegated in the form of administrative delegation, which can be reversed at any time, but political devolution requires formal agreement or legislative change. The school management committee and head teacher have provided some administrative decision-making authority from higher level authority as found administrative delegation of the power and some political agreement and commitment have been shifted toward the local level and school board by the law as an example of Nepalese practice in the decentralization.

- In effect, with administrative delegation, teachers and employees are accountable to those higher in the organization, or district education office but with political delegation, their main accountability is to those who elected them or elected school management. However, recent educational Act and regulation provided some political and administrative decentralization power to the school management board but it has been practiced in the form of delegation of power rather than devolution.

In conclusion, Nepalese education system has practiced mixed approach of decentralization which has found an administrative and political but in all cases the main objective of reforms has been to give autonomy to the school managements committee in the form of delegation with some managerial and legislative power without

enabling greater flexibility of decision making toward judicial, legislative, financial, and teacher development areas. In addition, recent educational efforts have included scale of administrative and other reforms about decentralization of the authority to local level but without devolution of power it is impossible to enhance the quality of decision-making democratically. In effect, the quality of school governance should be taken less possibility without decentralize and devaluate the all resource to lower-level system.

iv. **Organizational culture**

Schools are complex organization. Any organization needs systems for communicating and arranging things, as well as a structure for dividing up the work and defining the relationship of people to each other. It will require someone to set priorities and define responsibilities and duties. The quality of school governance depends on the organizational culture regarding to organizational management, professional capacity development, partnership and provide appropriate responsibility within the school system. It assumes that the close relationship between teacher, parent, student as well as community organization.

In Nepal, teacher and student and parents have not been seen collaborative and collegiality cultural relationship. In effect of the individualized organizational cultural, schools and all professional institution faces the challenges toward quality of education. In addition, existing individualized practices of organizational culture focuses on the individual's roles and responsibilities, which is insufficient. In opposite to individualism, a collective purpose or culture of collegiality and collaboration is still needed, which motivate to feel they are partner in the school development.

v. Accountability

The school is accountable to the school board, which must include parent, teachers, students and community representatives. It also makes sure to schools prospectus of their curriculum, activities, planning and examination result with wide vision. Schools, like other organization, will have to find better way to debate and deal with confused accountability. Similarly, community and the parent's accountability provide open school-parent relationship in the school governance. To develop school effective, friendly and supportive environment, the communication and accountability is will be maximized with each parents and pupils which have been found less possibilities in the Nepalese school governance system.

References

Pollard, A. and Bourne, J (1997). Teaching and Learning in the Primary School. London: Routledge

MOES/NCED (2060). A Thematic Seminar on Decentralized Management of Education. Bhaktaur: Author

Hasley, A. H, Lauder H. and Brown, P. and Wells, A. M.(1998) Education Economy Society. New York: Oxford

Dalin P.(1998) School Development Theory and Strategies. UK: Cassell

Teacher Training for Developing Action Competence

- Babukaji Karki[⊗]

Traditional types teaching methods were found widely used in Nepalese primary schools. It is mainly based on teacher-centreed approaches such as lecture method, which differs from child-centreed approaches that encouraged for taking participation actively. It indicates that the present situation may not help to develop environmentally conscious behavior and other qualities that are necessary for the sustainable development of environment. Therefore, current teaching learning concepts need to be changee towards child centreed approach that helps to develop children's action competence through promoting students' participation in different steps of teaching learning activities. This paper is based on a micro research focusing on development of teachers' and students' action competencies especially related to environment education. It has tried to analyze the competencies developed by teacher training and its reflection in real classroom situation.

The concept of action competence (AC) has been a key concept at different levels in the discussion of an alternative approach to environment education (EE). According to Uzzell, D (1994), action competence perspective represents consciousness toward solving environmental problem, Hart (1997), further described teaching and learning are intended to be co-operative process involving inquiry into and action on environmental issue, the development of knowledge, skills, and values is not only directed towards action but emerges in the context of preparing for enquiry and taking action. Likewise, Vognsen as cited by Uzzell (1994) suggested that AC should comprise of ability to achieve relevant and reliable information, coherence interpretation of information in the actual circumstances, discover and develops

[⊗] School Inspector, Kavre

appropriate action possibilities and its implementation into actions in democratic ways based on dialogue and participation. These components are not found generally in traditional types of teaching approaches. They are widely dominated by teacher-centreed methods. Therefore it is necessary to change in the traditional types of teaching approaches by replacing child-centreed teaching through enhancing pupils' participation during the classroom practices.

Schnack (1994, p.190) also supports importance of pupils' involvement in the activities (action). He argues "action competence is a capability based on critical thinking and incomplete knowledge- to involve yourself as a person with other person in responsible actions and counter action for more human world". Thus, the effectiveness of AC may depend upon various factors some of them are teaching methods, democratic environment in teaching learning environment, pupil's previous experience in relation to issues, curricular objectives and contents, collaborative / social learning environment. Therefore, to have knowledge on these perspectives will plays a supportive role in the process of developing AC as an alternative approach for the meaningful teaching of EE. In this connection, some of these perspectives are discussed below on the basis of the field study.

Democratic Practices

Democratic practices in the classroom will help to make AC an alternative approach. Pupils will have opportunity to learn according to their interests and abilities. These types of opportunities will contribute to achieve EE objectives meaningfully. Therefore, democracy is regarded as central aspects for the development of action competence. It provides and respects the pupil's participation. It will inspire the pupils to participate in different activities that are essential to develop action competencies. There may be various stages to achieve the action competencies. Democracy is not only considered as liberty, equality and solidarity but also known as participation in the activities. Jensen and Schnack(1994, p.7) have suggested that,

"not equally active participants in everything all the time, naturally but always potential participants who decide for themselves in what and when, they will be involved." Similarly, Democratic practices will help to inspire willingness and also encourage being a qualified participant that is regarded as pre-requisite for the development of AC. Thus conducting teaching learning activities with adopting above discussed democratic values can be regarded as substantial aspects in the process of developing AC in pupils.

The characteristic feature of action is not that one performs a physical activity but that there is an intention in the actors required efforts to achieve desired goal. In this context democratization of the different stages of problem solving regarded as important aspect for the development of AC. Consequently, common experiences and teaching strategies during the classroom practices can be taken as pre-requisite for the enhancement of democratic way of conducting classroom teaching learning activities.

The teaching methods used by observed teacher in his classroom were authoritarian than democratic in many respects. The activities that were presented by teachers during the classroom practices such as his voice, body language and other behaviors were not found promoting the democratic values. Most of the students seems felt uneasy and uncomfortable, and pretend as giving attention by making physically alert towards teacher's lectures. The teacher has also given more attention to maintain silence rather than encouraging pupils to participate in different activities. Those were the situations of observed class for this study. It indicates that such types of authoritarian activities and behavior could not be considered as a democratic classroom that needed for the enhancement of action competence. The reasons behind this may be insufficient teaching materials, inadequate space for conducting different action, over crowded class and heavy teaching load. The teachers whom have interviewed expressed these views. However, it seems teacher was not also

clear and familiar about the impacts of democratic values to promote AC in the students through classroom practices. Because observed teacher did not have any pre-planned strategy for using different aspects of democracy in classroom such as encouraging participation, respect of pupils' opinion and using their views in problem solving. It shows that the teacher was not competent in their subject areas as well as teaching efficiency, which is important for the development of pupils' action competence. In this connection, training programme needs to emphasize how to create democratic classroom teaching learning environment. We can also discuss about the importance of democratic norms and values during the contact sessions.

Student Centreed Pedagogy (instruction)

The goal of teaching is developing pupils' action competence in related field to the fact and strategies for solving different problems that are facing in their everyday lives. Jensen (1995, p.19) suggested, "teaching is needed that contributes to the development of the pupils' abilities to influence the local and global environmental problems". Similarly, curriculum is considered a main guideline for managing teaching strategies in the classroom. In this connection, given contents and context of practice mainly concerned with pupils 'everyday life will help to achieve curricular goal. It also creates more interest and commitment in the learner that required for accomplishing learning meaningfully. Like wise, empowering pupils in different action; such as selection of issues, deciding strategies to address the issues, procedure of implementing strategies will help to develop and enhance the various skills through getting opportunity of self-involvement in the actions. Therefore providing such types of opportunity will create different qualities such as sense of responsibility, willingness, trust in their own power to act plays supportive role in the process of developing action competence. The overall purpose of the teaching can thus be characterized as upgrading or qualifying the pupils' anxieties to a real consciousness in the fields of environment.

It was identified that most of the teachers were using traditional teacher-centreed methods such as mostly lecture and demonstration methods (BPEP, 1997). It cannot be considered as important methods for the development of AC. Because, in this approach students will remain passive learner instead of active participant in the teaching learning activities. Therefore, this method will not contribute to promote AC in pupils. Similarly, I could not find different reality in observed classroom. The teacher did not develop any plan for teaching. He used textbook only as the instructional materials. In the observed class, where teacher centreed methods were predominantly used as the instruction methods. There may be various reasons behind this such as lack of teachers' competence on subject matter, physical resources, ineffective schools administration can be considered as major than others. Realizing this, teachers should be well equipped by content knowledge, physical resources, skills that are needed to managing and operating attractive classroom practices. It can be developed through practices in the training session.

Experience-based Approach
AC and experiences are closely linked, because experiences are formed in continuation of actions and actions are performed among other things on the basis of experiences. Therefore, AC will thus probably be closely linked to the person's experiences about the world. Jensen and Schnack (1994) state that experiences are always gained individually in this sense they are always personal and subjective. But there can be common elements or common features in different pupils, because most of the pupils are living in same culture and conditions of life. Even though, it is difficult to identify the individual and personal experiences before conducting classroom practices, which helps to identify pupil's potentialities and views. It plays substantial role for the development of pupils' action competence through enhancing participation.

Therefore, AC will be developed while the activities and strategies are based on the experiences of pupil. It also helps to manage and conduct classroom activities as much as effectively for the development of AC. However, during the observation, It was identified that teachers are conducting teaching learning activities mostly using their own experiences rather than pupils' experiences. Pupils were not allowed to discuss with their friends in the name of maintaining discipline in the class, they were only listening the lecture delivered by the teacher instead of being active participant. In this situation pupils did not get opportunity to show own experience, which is regarded as substantial in the process of developing AC.

There may be various factors behind not using pupils' experience in teaching learning activities. However, the interviewed teacher complained that, they had heavy teaching loads, over crowded class sizes, irrelevant teacher training and lack of resources for the conducting appropriate classroom practices were affecting to conduct classroom practices smoothly. Similarly, existing educational rules and regulation, schools policies in relation to teachers' performance evaluation, opportunity for the further study, training and equality of opportunity to get other benefits and facilities are also considered as de motivating factors for the teachers to some extent. Most of the contents given in the teacher training packages are found activity-based but it is not reflected in the real classroom teaching. In this situation, the training programme needs to incorporate different strategies that helps to teacher how to use pupils, experiences in daily classroom practices. Using pupils, experiences in teaching is crucial for not only building confidence but also helps to develop attachment among teachers and students.

Collaborative Working Culture of the School

Action competence can also be seen as a social process. One cannot be action competent by oneself, it is accomplished through group effort. As mentioned by Jensen and Schnack (1994) action competence informs a group work concept as well

as individual trait or set of skills and abilities. The quality of the group action competence is different in many respects. Similarly, collective action may be more effective and their documentary evidence to suggest solving the problems. There will be high social interaction, shared responsibility in the process of accomplishing actions. It also needs to consider democracy in the different levels of activities. Democracy is regarded as central concern in the development of action competence because, democracy will exist within the collaborative work through providing equal opportunity in participation.

The classroom teaching learning activities in relation to social processes will concern with various aspects such as group work communication between relevant agencies and positive collaborative working culture among teachers and students for the promotion of action competence in and out of the classroom. However, the observed school did not have any significant plan in line with promoting collaborative working environment. Sometime teacher staff meetings were found held, but the discussions on teaching learning issues were not seriously taken. The meetings were held only when other problems such financial resources and other administrative issues appear in the school. These meetings have rarely discussed about the instructional activities, conducting new programme, examination and extra-curricular activities. They are more problem oriented than academic improvement oriented. The school also used pupils in different social activities such as Scouting, Red Cross activities etc. Teachers tend to make decision regarding students' participation these activities without any consultation with students. The school administration and teachers think that pupils do not have capability to make decision. Such views were noted in the interview of teachers and head teacher. Similarly, the observed school did not have any subject committee and discussions in line with improving teaching learning activities. This situation indicates that the teachers and head teacher were not found familiar with importance of collaborative and group work with pupils for the social development and their contribution to enhance AC of students and as well as

teachers. Fullan (1990) claimed that collegiality among teachers as well as a number of important aspects of co-operative culture are associated with success in the implementation of changes were rarely found in the school where visited for this study.

Ability-based Curricular Contents

The main objective of education is to develop desired behavior according to the pupils' needs and abilities. For this purpose, curriculum has identified learning outcomes and corresponding knowledge and skills. Schnack states "competence is not something you have to learn beside the rest of the curriculum" (Jensen & Schnack, 1994, p.189). Therefore, if the given contents are based on the pupils needs-abilities and interests then AC will be developed satisfactorily. It also depends upon the viability of the given course in relation to the physical and professional resources as demanded by the contents and context. In this relation, the quality of the action competence is also influenced by the quality and quantity of resources, teachers' professional skills and their commitment toward job along with ability based-curriculum.

The feasibility of prescribed contents and activities given in the textbook and curriculum plays pivotal role in the process of developing action competence in pupils. The operation of given activities as demanded by the nature of topic may demand different physical resources, knowledge, time availability and their relation with every day life of pupils. However, a study which I have done for a previous module (Karki, 2000) identified that the given activities in the grade five EE could not be fulfilled adequately. Some of the activities need more than the allocated time, resources and qualified subject teachers. The activities given in the textbooks clearly demand for the use of extra-materials and other relevant resources, but the implementation of these activities was found not adequate in the observed classroom. The lesson, which observed, was related to causes of soil erosion. The instructions

were given clearly in the textbook about how to perform these activities. The textbook recommended activities should be conducted in the field where soil erosion is happening. But the teacher has conducted activities inside the room by using textbook and lecture method. It indicates that either teacher has not adequate knowledge or not motivated to conduct classroom practices creatively in a interesting ways. The teacher whose class was observed did not find adopted as the procedures explained in the textbook. In this situation how can one expect effective teaching for the quality in education? This type of reality can be found in many primary level · schools of Nepal due to lack of subject teachers. There is not obligatory provision to recruit subject teachers in the primary schools. In this situation one cannot expect AC will be developed adequately among the pupils. The teacher whose classes were observed was not interested to teach EE subject. During the interview it was identified that his favorite subject was history.

Empowerment Oriented Approach

Tones defined, empowerment as a state in which an individual actually posses a relatively high degree of power that is having the resource which enable that individual to make genuinely free choices (Jensen and Schnack, 1994). It will help to develop high level of self-esteem based on a realistic self-concept valuing other people and their rights to self-determined, the key factors of empowerment is that system of check and balance which safe guards the rights of others. In this sense empowerment also helps to enhance the action competence in the pupils.

The teaching learning activities of observed grade five was found to be unsatisfactory in relation to empowering students. Because it was not conducted as demanded by AC approach. The involvement of students in classroom practices found very poor. The teachers decided every activity and students were afraid to put their opinion in the teachers and they were habituated to follow each and every instruction of teachers without question. Teachers are also did not like to entertain

students' questions. This type of tradition can be attributed to the Hindu tradition in which teacher is viewed as god, we are not allowed to argue against his/her decision and order. Besides this, curricular contents are prescribed from central level decision. Teachers are not witting to change given contents and activities. Like-wise, pupils are not encouraged to participate in making decisions. It indicates that our education is producing follower, which AC rejects. Consequently, the pupils did not get facilities and supports to develop different qualities according to their potentialities.

Pupil's Participation in the Activities

Pupils' active participation in different levels of decision plays vital role for promoting AC in pupils. The maximizing of pupils' participation depends on ability based activities. Hart (1997, p.42) suggests that " a programme should be designed to maximize the opportunity for any child to choose to participate at the highest level of his or her ability." Pupils' ability is determined by various factors such as cultural attitudes to children's participation, age and the particular competencies of each child. Also pupils may not be willing to participate with the maximum degree of their ability in all projects. Hart (1997) has also developed and recommended a ladder of participation, which is divided into eight rungs. They are further categorized mainly into two groups; non-participation and degrees of participation. The ladder shows that, pupil will gradually develop required efficiencies to accomplish different strategies of problem solving in collaboration with elder to independently. According to Jensen (1995, p.37) "the principles of pupil participation as well as authenticity in environmental education therefore appear to be important pre-requisites in connection with the development of the pupils' action competence".

However, present classroom practices are not found to support adequately for achieving this efficiency in the Nepalese primary school education. The strategies of classroom practices were found mostly determined by only teachers' opinion on the basis of curricular contents and as they realized /through appropriate instead of

considering pupil's interest and views. It was also found that teacher whose class observed was not serious about the encouraging pupil's participation in the activities. It indicates that either teachers are not qualified or not motivated to enhance pupil's participation in their teaching learning activities. In this reality one cannot expect development of AC that demands high pupil's participation. AC will help to equip various knowledge and skills through actively participating in the related field. It will enhance the strength of the learning if actions are based on ability, interest and needs of learner. Besides this, developing AC in the teaching of environmental education plays vital role to accomplish the goal of EE. However, the above discussed factors shows the existing classroom practices are not supporting satisfactorily to promote pupil's action competence in relation to environmental education. There may be various constraint that hinder the development of pupil's AC such as teachers' professionalism, facilities, students motivation and their family background etc. In this context, various aspects need to improve the situation. however, a professionally committed teacher can play pivotal role to create encouraging and stimulating learning environment. Similarly, effective training programme will contribute to enhance teachers' action competence in their daily class-room practices. Realizing this, distance education centre have tried to equip the teacher by different knowledge and skills through its training programme. It will be fruitful if teachers are committed and devoted to their profession and accountable to their student's performances.

Reference

Ahlberg, M.& Filho, W.L.(eds.) (1998), *Environmental Education for Sustainability: Good Environment Good Life.* PETERLANG.

BPEP (1997), *The Effect of New Curriculum on the Achievement of Grade IV Students.* Kathmandu: Author.

CHIRAG, (2001), Effectiveness of Distance Teacher Training in Nepal. Sanothimi: Author.

Elstgeest, J and Harlen, W. (1990) *Environmental Science in the Primary*

Fein J. (1993), *Introduction to Environmental Education*. Australia: Griffth University.

Fullan, M.G. (1992), *Successful School Improvement.* Buckingham: Open University Press.

Fullan,M. (2000), *The New Meaning of Educational Change*. New York: Teachers College Press.

Hargreaves, A. (1994), *Changing Teachers Changing Times*. New York: Teachers College Press.

Hart , A.R (1997), *Children's Participation*. UK: Earthscan Publications Limited.

Karki, B.K (2000), *Reflection of the Grade Five Environmental Education Curriculum in Daily ClassroomPpractices*. Unpublished..

Nielsen K & Breiting S. (1996), *Environmental Education Research in the Nordic Countries.* Copenhagen NV: The Royal Danish School of Educational studies.

Norgaard, E. (1992), *School Improvement, Development and Innovation*. Copenhagen: The Royal Danish School of Studies.

Palmer Joy, A. (1998), *Environmental Education in the 21st century*. London and New York: Routledg

Robottom, I. (ed.) (1987), *Environmental Education, Pactice and Possibility*. Australia: Deakin University.

Schnack.K & Jensen Bjarne, B. (eds.) (1994), *Action and Action Competence, as Key Concepts in Critical Pedagogy.* Copenhagen NV: Royal Danish School of Educational Studies.

Uzzell, D. (1994), *Children as a Catalysts of Environmental Change*. UK: University of Surrey.