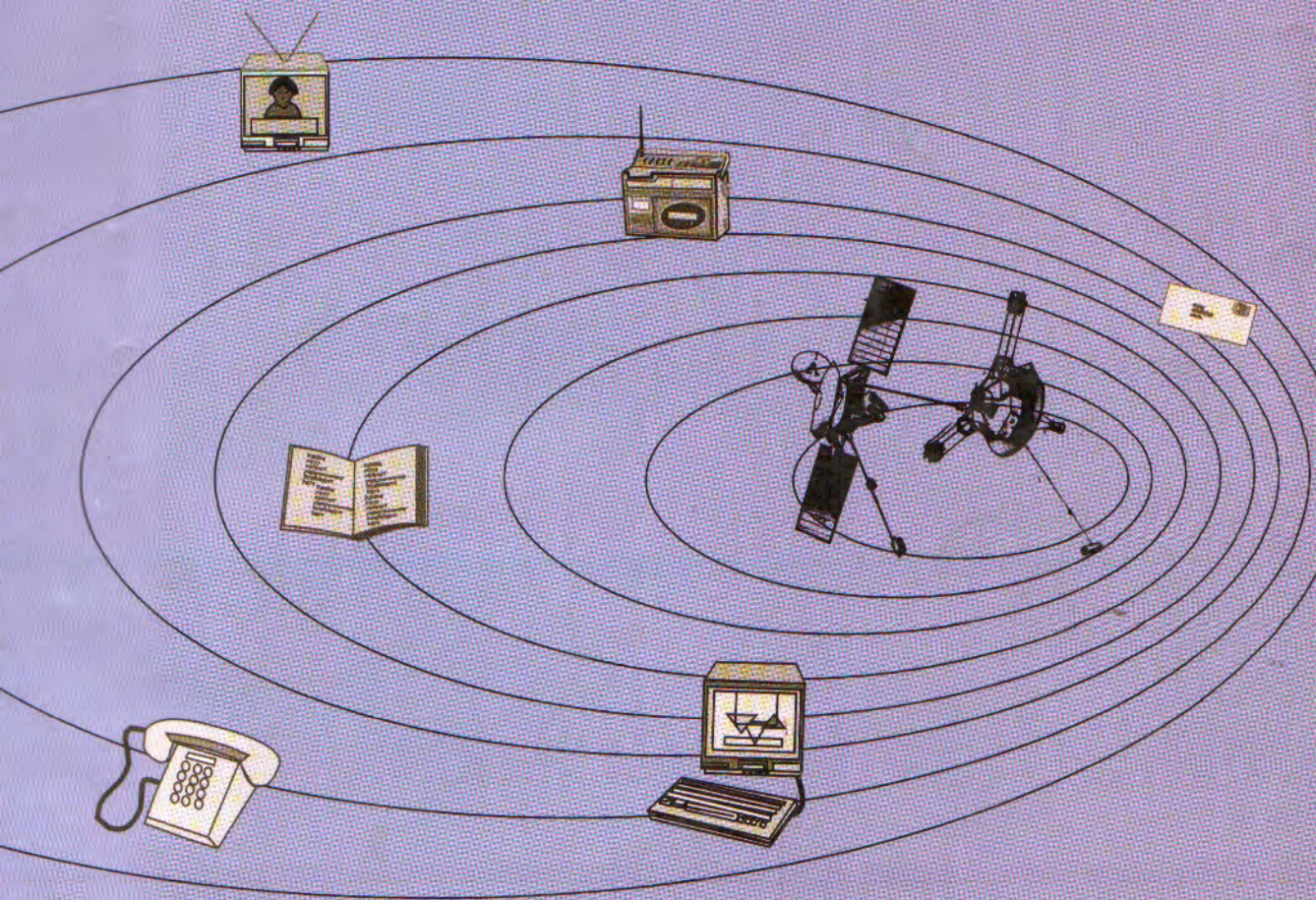


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दूर शिक्षा

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वीरेन्द्र कुमार सिंह

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सुनीता मालाकार अरुण किरण प्रधान
द्रोण दाहाल

श्री ५ को सरकार
शिक्षा तथा खेलकुद मन्त्रालय

दूर शिक्षा केन्द्र

सानोठिमी, भक्तपुर

२०६०

प्रकाशक
श्री ५ को सरकार
शिक्षा तथा खेलकुद मन्त्रालय
दूर शिक्षा केन्द्र
सानोठिमी, भक्तपुर

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(लेख रचनाहरूमा अभिव्यक्त गरिएका विचार लेखकहरूका निजी विचार हुन्)

आवरण पृष्ठ डिजाइन

- सुमन बज्राचार्य

टाइप सेटिङ तथा डिजाइन

- लक्ष्मी श्रेष्ठ



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मिति: २०६०।०३।०९

श्री ५ को मरकार

मा. हरिबहादुर बस्नेत

शिक्षा तथा खेलकूद मन्त्री

निजी मन्त्रालय

विषय: शुभ - कामना ।

वर्तमान समयमा सबैका लागि शिक्षालाई सर्वसुलभ र सहज बनाउन शिक्षकको नियन्त्रणमा वा नियन्त्रित वातावरणमा दिइने प्रचलनमा रहेको परम्परागत शिक्षा प्रणालीबाट मात्र सम्भव छैन । सबै व्यक्तिका लागि शिक्षालाई उनीहरूको पहुँचभित्र पुर्याउन, स्वतन्त्र वातावरणमा आफ्नै गतिमा सिकाइको विकास गर्न र कम लागतमा जीवनोपयोगी शिक्षा आर्जन गर्न पाउने मानव अधिकारको आमधारणालाई यथार्थ बनाउन आजको विश्वमा दूर शिक्षा समयको एक महत्वपूर्ण माग र आवश्यकता सावित हुन गएको छ ।

हाम्रो देश भौगोलिक दृष्टिबाट विकट, आर्थिक अवस्थाबाट विपन्न र ज्ञानविज्ञानको उन्नतिबाट निकै नै पछि परेर अनेकौं उल्झनमा अल्झि रहेको देशको रूपमा विश्वसामु आज देखा परेको छ । शिक्षा, विकास र शान्ति आपसमा सम्बन्धित छन् । आदर्श समाजको सिर्जनामा शिक्षाको महत्वपूर्ण भूमिका हुन्छ । लैङ्गिक विभेदलाई अन्त्य गर्न, मानव अधिकारलाई प्रत्याभूति दिन, प्रजातन्त्रलाई अर्थपूर्ण बनाउन र सामाजिक न्यायलाई संस्थागत गर्न पनि शिक्षाको ठूलो महत्व हुन्छ ।

यस्तो अवस्थामा शिक्षामा गरिदै आएको कम आर्थिक लगानीकै भरमा र सामाजिक न्यायको आधारमा शैक्षिक उपलब्धि हासिल गर्ने अवसर सबैलाई प्रदान गर्ने र शिक्षालाई समानुपातिक ढङ्गमा वितरण गर्न दूर शिक्षा / खुला सिकाइलाई पनि शिक्षाको प्राथमिकता क्षेत्रभित्र पार्नुपर्ने भएको छ । यस किसिमको शैक्षिक अवसर दूर शिक्षा केन्द्रलाई उपलब्ध होस् भन्ने मेरा भावना छ ।

दूर शिक्षा केन्द्रबाट विगत केही वर्षदेखि प्रकाशन हुँदै आएको "दूर शिक्षा" पत्रिका यस वर्ष पनि प्रकाशन भएर निरन्तरता कायम गर्न प्रयास गरेकोमा हृदयदेखि नै प्रसन्नताको अनुभूति भएको छ । यसै सन्दर्भमा दूर शिक्षा को प्रकाशनले सफलता पाउन सकोस् र निरन्तरता पनि कायम गर्दै रहोस् भन्ने हार्दिक शुभ-कामना व्यक्त गर्दछु ।

हरिबहादुर बस्नेत

मन्त्री

शिक्षा तथा खेलकूद



श्री १ को सरकार

शिक्षा तथा खेलकूद मन्त्रालय

फोन नं.

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शाखा)

पत्र संख्या:-

चलानी नं.:-

केशरमहल,

काठमाडौं, नेपाल ।

शिक्षा तथा खेलकूद मन्त्रालय
केशरमहल, काठमाडौं, नेपाल

मिति:

२०६०।३।१८

विषय:-

शुभकामना



शिक्षकको प्रत्यक्ष सहयोगमा मात्र शिक्षा प्रदान गर्ने परम्परागत शिक्षा प्रणालीबाट हामी अहिलेसम्म मुक्त हुन सकेका छैनौं । हामीले अर्को वैकल्पिक अवसर दिएर ज्ञानमा आधारित सभ्य समाजको सिर्जना गर्ने कार्यमा हामी पछि परिसकेका छौं । दूर शिक्षा खुला सिकाइप्रति अबै पनि हामी सबैको सोच नपुग्न र दूर शिक्षा केन्द्रलाई गतिशील र क्रियाशील बनाउन नसक्नु आफ्नै कमजोरी भएको छ ।

सबैका लागि शिक्षा ज्ञानमा आधारित समाज र शिक्षाले सुसम्पन्न नागरिक समाजको सिर्जना गर्न पनि हामीलाई दूर शिक्षा खुला सिकाइले सहयोग गर्छ ।

हामीसँग स्रोत र साधनको छेलोखेलो छैन, हाम्रो देश पहाडी मूलुक भएकोले शिक्षाको अवसर सबैलाई उपलब्ध गराउन हामीले अबैसम्म सकेका छैनौं । शिक्षा सर्वसुलभ तुल्याउन आधुनिक वैज्ञानिक उपकरणको उपयोग गर्नुका साथै शिक्षाप्रति आधुनिक सोच बनाउनु पनि हाम्रा लागि खांचो हुन गएको छ ।

विगत केही वर्षदेखि दूर शिक्षा केन्द्रले प्रत्येक वर्ष प्रकाशन गर्दै आएको दूर शिक्षा पत्रिका यस वर्ष पनि प्रकाशन गर्ने तत्परता देखाएकोमा मलाई निकै खुशी लागेको छ । यसै प्रसंगमा दूर शिक्षा खुला सिकाइको विकासमा र प्रकाशित हुन लागेको "दूर शिक्षा" पत्रिकाको प्रकाशनमा सफलताको शुभकामना व्यक्त गर्दछु ।

(विद्याधर मल्लिक)

सचिव

“दूर शिक्षा” पत्रिका प्रकाशन हुन थालेको यो तेस्रो वर्ष हो । यसलाई दूर शिक्षा केन्द्रको वार्षिक मुखपत्रका रूपमा प्रकाशन गर्न सुरुवात गरिएको हो । दूर शिक्षा नै यस्तो विषय हो, जुन आधुनिक यान्त्रिक उपकरण र पत्रपत्रिकाका माध्यमबाट नै प्रदान गरिन्छ । त्यस अर्थमा यस केन्द्रबाट प्रकाशन गरिने पत्रिकाले विशेष महत्व राख्नु स्वाभाविक हुन्छ । यस पत्रिकामा शिक्षा क्षेत्रका महत्वपूर्ण लेख रचनाहरू प्रकाशन गर्ने गरिन्छ । यसैले “दूर शिक्षा” पत्रिका शिक्षा क्षेत्रका लेख रचनाको संगालो हो ।

यस पत्रिकालाई दूर शिक्षा केन्द्रको एउटा थप आकर्षणका रूपमा लिन सकिन्छ । दूर शिक्षा / खुला सिकाइ प्रणालीलाई परम्परागत शिक्षा प्रणालीको विकल्पका रूपमा आर्थिक तथा सामाजिक रूपले विपन्न वर्गसम्म पुर्याउन प्रयास हुँदा हुँदै पनि त्यस क्षेत्रमा आशातित सफलता हासिल गर्न सकिएको छैन । तर पनि यस केन्द्रले आफ्ना क्रियाकलापहरूलाई सक्रियताका साथ अगाडि बढाउनमा केही मात्रामा सफलता हासिल गर्दै आएको छ । यस दूर शिक्षा केन्द्रले प्रत्येक वर्ष नेपाल अधिराज्यका प्राथमिक विद्यालयका दशौँ हजार प्राथमिक शिक्षकहरूलाई सेवाकातीन तालिम प्रदान गर्ने गरेको छ । त्यस्तै दश जिल्लाका सम्पूर्ण प्राथमिक विद्यालयहरूमा अन्तरक्रियात्मक रेडियो शिक्षण कार्यक्रम लागू गरिएको छ । यस केन्द्रबाट शिक्षा तथा खेलकुद मन्त्रालयको गतिविधिलाई प्रकाशमा ल्याउने प्रसंगमा शैक्षिक कार्यक्रम पनि सञ्चालन गरिन्छ । यसै सन्दर्भमा यो पत्रिका पनि दूर शिक्षा केन्द्रको एउटा थप चिनारी हुन सक्छ भन्ने हाम्रो विश्वास छ ।

“दूर शिक्षा” जस्ता पत्रिकाहरूले सम्बन्धित क्षेत्रमा नवीनतम कुराहरूलाई प्रकाशनमा ल्याउन महत्त पुर्याउँछ । दूर शिक्षा केन्द्रको उद्देश्य भनेको केवल प्राथमिक शिक्षकहरूलाई सेवाकातीन तालिम प्रदान गर्नु मात्र होइन, यस केन्द्रले त दूर शिक्षा / खुला सिकाइका सम्बन्धमा अध्ययन अनुसन्धानको कार्य पनि गर्नुपर्ने हुन्छ । त्यसका लागि पनि यस किसिमका पत्रिकाहरूले महत्वपूर्ण भूमिका निर्वाह गर्न सक्छन् । विद्यालय तहसम्मको शिक्षा त दूर शिक्षा प्रणाली अन्तर्गत पत्रिकाको माध्यमबाट पनि प्रदान गर्न सकिन्छ । दूर शिक्षा पत्रिका यसै किसिमका क्रियाकलापहरू सञ्चालन गर्ने यस केन्द्रको पूर्वाधार वा पृष्ठभूमि हुन सक्छ कि भन्ने विश्वास हामीले लिएका छौं ।

रेडियो शिक्षा भनौ वा पत्राचार शिक्षा भनौ ती पनि दूर शिक्षाकै प्रारूप हुन् । दूर शिक्षा / खुला सिकाइलाई सञ्चारकै माध्यमबाट पाठकसम्म पुर्याउने गरिन्छ । आजको २१ औँ शताब्दीमा सञ्चारका साधन र माध्यमहरू थपिँदै गएका छन् । यसैले आधुनिक युगको वर्तमान अवस्थामा दूर शिक्षा प्रणालीका माध्यमबाट शिक्षा प्रदान गर्ने व्यवस्थाको प्रबन्ध मिलाउने कुरा निकै सजिलो हुँदै आएको महसुस हुन्छ । यसको साथै दूर शिक्षा आजको अपरिहार्य आवश्यकताको विषय पनि बन्न गएको छ । दूर शिक्षा केन्द्रले “दूर शिक्षा” पत्रिका पाठकहरूको सामु ल्याएको छ । यस पत्रिकाले दूर शिक्षा तथा खुला सिकाइको वातावरण सिर्जना गर्नमा केही हदसम्म सहयोग पुग्छ भन्ने हामीले विश्वास लिएका छौं । यस पत्रिकालाई स्तरीय र उपयोगी बनाउनका लागि यसमा भएका त्रुटि एवम् कमीकमजोरीहरू विज्ञहरूले औल्याइ दिनु हुनेछ भन्ने अपेक्षा गर्दछौं ।

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संसारलाई हेर्ने, विश्लेषण गर्ने र त्यसबाट निकाल्ने निष्कर्षको चुनौतीको रूपमा आधुनिक चिन्तन (Modernism) बाट आधुनिकोत्तर चिन्तन (Post modernism) को जन्म भयो । आधुनिकोत्तर चिन्तनले बोकेका मान्यताहरूबाट संसारका सबै जातजाति, महिला/पुरुष र समुदायलाई विश्लेषण गर्न सकिन्छ । आधुनिकोत्तर चिन्तनले वर्तमान बौद्धिक स्थिति (Intellectual position), सांस्कृतिक विवेचना (Cultural criticism), र विश्वव्यापीकरणले जन्माएका सामाजिक, आर्थिक र सांस्कृतिक अवस्थाहरूलाई इङ्गीत गर्दछ । समाजिक, सांस्कृतिक तथा भू-राजनीतिक नक्शामा विश्वव्यापीकरणले ल्याएको फेरबदललाई आधुनिकवादले मात्र व्याख्या गर्न सक्दैन भन्ने भनाइलाई आधुनिकोत्तरवादले आत्मासात गर्दछ । आधुनिकताले ल्याएका परिवर्तनहरू सँगसँगै देखा परेका संरचनात्मक फेरबदलले कसलाई सेवा दियो त भनी यस आधुनिकोत्तरवादले प्रश्न पनि गर्छ । यसरी आधुनिकवादभन्दा आधुनिकोत्तरवाद भिन्न प्रकारको देखिन्छ । सोही अलगपनको अवस्था नै आधुनिकोत्तरवादको पहिचान हो । (हेर्नुहोस् Aronowitz & Giroux, H. A. 1991) .

आधुनिकोत्तर चिन्तन बोकेका विभिन्न लेखकहरू छन्, ती लेखक वा चिन्तकहरू कति कुरामा एकआपसमा सहमत देखिन्छन् भने कति कुरामा असहमत पनि भएको पाइन्छ । तर समग्रमा नियन्त्रण (Control) र तहगत संरचना (Hierarchies) लाई निर्देशित गर्ने वैधानिक केन्द्र (Legitimate center) लाई राजनीतिक र प्राविधिक स्थितिमा आएको फेरबदलले प्रभाव पारेको छ भन्ने कुरामा सबै लेखकहरू सहमत छन् । उनीहरूको सहमतिको एउटा प्रमुख बुँद आधुनिकताले सृजना गरेको “हामी” र “उनीहरू” (Chambers, 1998; Said, 1978) भन्ने सोच प्रतिको विरोध पनि हो । “हामी” ले स्वदेशी वा विदेशी जो भए पनि जान्ने, सुन्ने, पढेलेखेका र अरूका लागि भलाई गर्न सक्ने र विकासका निम्ति काम गर्ने विकासे कार्यकर्ताको जमातलाई बुझाउँछ । तर “उनीहरू” भन्नाले गाउँले वा स्थानीय बासिन्दा, अशिक्षित, मन्दबुद्धिका र जसको विकासका निम्ति अरूले काम गरिदिनुपर्ने जनसमुदाय बुझिन्छ । यसरी “हामी” ले “उनीहरू” सँगै अज्ञानी, अबुझ, अशक्त भन्ने दृष्टिकोण राख्दछ । सोही दृष्टिकोण प्रति अनुरूप “हामी” सँगै “उनीहरू” लाई सिकाउनेतर्फ मात्र उन्मुख र उत्प्रेरित हुन्छौं ।

आधुनिकोत्तर चिन्तनले “हामी” र “उनीहरू” बीचको ध्रुवीकरण (Polarization) लाई मानव विकासको खुड्किताको रूपमा हेर्दछ । तसर्थ यो चिन्तनले भन्दछ - “उनीहरू” को मूल्य र अपेक्षा (Preference) “हाम्रो” भन्दा फरक हुन्छ र “उनीहरू” “हामी” भन्दा जटिल अवस्थामा बाँचेका हुन्छन् । तसर्थ “हामी” भन्ने जमातले सिकाउनुको सट्टा कसरी सिक्न सकिन्छ र कसरी सिक्न

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

सकदछन् भनेर सिक्नु (Learning how to learn, Chambers, 1998) पर्ने व्यावसायिक (Professional) सोच लिन थालेको छ । आधुनिकवादले भित्र्याएका “हामीहरूले” “उनीहरूलाई” योजना बनाइ दिनुपर्छ र कार्यक्रम तय गरिदिनुपर्छ भन्ने मान्यतामा आधारित पेसागत चिन्तन निस्किय बन्दै गएको छ । यिनै संरचनात्मक फेरबदल, व्यावसायिक मान्यतामा भएका फेरबदल र सर्वमान्य सोचमा आएको विवादले शिक्षामा पनि सहजै असर पार्यो र आधुनिकोत्तरवादको उदय भयो । यस आधुनिकोत्तरको अवस्थामा शिक्षा कस्तो हुने त भन्ने प्रश्न निश्चय नै उब्जेको छ । यसै प्रश्नलाई सुन्झाउने एउटा सम्भाव्य उपाय वितरित शिक्षा वा वितरित सिकाइ (Distributed education/learning) हुन सक्छ ।

वितरित शिक्षा

आधुनिक युगमा बौद्धिक तथा शैक्षिक संरचनाहरू कुनै निश्चित स्थान वा व्यक्तिबाट परिचालित हुन्छन् । अर्को अर्थमा यी संरचनाहरूको स्वरूप तहगत तथा केन्द्रीकृत हुन्छ । कुनै निश्चित विद्यालय, विश्वविद्यालय वा शिक्षण संस्था वा व्यक्तिबाट परिचालित शैक्षिक कार्यक्रममा खास वर्गका व्यक्तिहरूले मात्र पहुँच पाउँछन् । तर आधुनिकोत्तर चिन्तनले आर्थिक, सामाजिक, व्यक्तिगत तथा अन्य कारणहरूले गर्दा एउटा निश्चित थलोमा निश्चित परिधिभित्र बसेर शिक्षा हासिल गर्न नसक्ने जमातका लागि बेग्लै खाले शैक्षिक संयन्त्रको व्यवस्था गर्दछ । कतिपय देशहरूले यो व्यवस्था आत्मसात पनि गरिसकेका छन् । आधुनिक शिक्षा प्रणालीमा शैक्षिक गतिविधि वैधानिक केन्द्र (Legitimate centre) बाट परिचालन र नियन्त्रित हुन्छन् भने आधुनिकोत्तर शिक्षा प्रणालीमा शैक्षिक गतिविधि नियन्त्रित हुँदैनन् बरु वितरित हुन्छन् । जहाँ जस्तो सुविधा प्राप्त छ र जुन रफ्तार (Speed) मा पढ्न/सिक्न मन लाग्छ सोहीअनुसार पढ्न/सिक्न पाउने अवसर दिने शिक्षा नै वितरित शिक्षा हो । वितरित शिक्षामा नियन्त्रण सिकाउने (शिक्षक) मा भन्दा सिक्ने (विद्यार्थी) मा बढी निहित हुन्छ । कक्षाकोठामा पढाइने विषयवस्तु घरै बसेर सिक्न पाइन्छ । तर यसको स्रोत शिक्षक होइन कम्प्युटर/इन्टरनेट हुन सक्दछ । यस अर्थमा ज्ञान र ज्ञान प्राप्त गर्ने साधन/प्रविधिको पनि विस्तृतीकरण हुन्छ । अर्को अर्थमा सिकारू (Learner) को इच्छा वा सुविधा अनुरूप सोको प्रयोग गर्न पाउनु वितरित शिक्षाको लक्ष्य हो । यही वितरित शिक्षाको अर्को नाम खुला शिक्षा (Open learning) हो ।

अहिलेको युगमा आधुनिकवाद र आधुनिकोत्तरवाद दुबै छन् । दुबै परिस्थितिमा मिल्ने तरिकाबाट शिक्षा प्रदान गर्नु पर्ने अवस्था छ । तसर्थ केही अत्याधुनिक माध्यम जस्तै एफ.एम., रेडियो, टेलिभिजन, इमेल, इन्टरनेटमार्फत शिक्षा वितरित गर्न सकिन्छ । परम्परागत माध्यम जस्तै विद्यालय मार्फत पनि शिक्षा वितरित गर्न सकिन्छ । पहिलो माध्यम काठमाडौँ मा लागू हुनसक्छ भने दोस्रो हम्लामा लागू भइरहेको र व्यापक रूपमा लागू गर्न सकिन्छ । यसले के जनाउँछ भने आधुनिकोत्तरवादको वितरित शिक्षाको क्षेत्र व्यापक छ । वितरित सिकाइका निमित्त आधुनिक उपकरण र सञ्चार माध्यमहरूको पनि प्रयोग गर्न सकिन्छ ।

आधुनिक शिक्षा प्रणालीले सबैलाई समान दृष्टिले हेर्‍यो र शिक्षामा सबैलाई पहुँच दिने नारा लगायो । तर विद्यालय सबैका लागि खुला हुँदा, सबै थरीका केटाकेटी त्यहाँ आउन सक्दैनन् भन्ने कुरो सोच्दै सोचेन । विद्यालयमा प्रवेश गरेपछि मात्र शिक्षा प्राप्त हुन्छ तसर्थ बरु थप आर्थिक सहयोग गरेर भए पनि विद्यालयमा नभित्रिएकाहरूलाई भित्र्याउनु पर्‍यो भन्ने केन्द्रीकृत (Centralized) सोचको पनि उपयोग गर्‍यो । तर आधुनिकवादको समानताको दृष्टिकोणले पनि काम गरेन, केन्द्रीकरणको दृष्टिकोणले पनि काम गरेन । फलस्वरूप केटाकेटीहरू विद्यालय प्रवेश नै नगर्ने, गरे पनि कि त बीचैमा नै छोड्ने वा कक्षा दोहोर्‍याइरहने क्रम जारी नै रह्यो । दलित केटाकेटी र त्यसमा केटीहरूमा त यो अवस्था भनै रहिरह्यो । आधुनिक शिक्षा प्रणालीले शिक्षा हासिल गर्न निश्चित समय र निश्चित उमेर पनि तोकिदियो । यसले गर्दा फुसद नहुने र निश्चित उमेर नपिँसकेकाहरूले वैधानिकता प्राप्त शैक्षिक केन्द्र (विद्यालय) भित्र जानै पाएनन् । यस्तोखाते जनसमुदाय दिनप्रतिदिन बढ्दै गयो । यसरी विद्यालयबाट बाहिरिएका जनसमुदायले पनि शैक्षिक अवसर पाउनुपर्छ भन्ने मान्यता बोकेकाहरूले वैधानिक केन्द्रबाट बाहिर निकालेर शिक्षा/सिकाइलाई सर्वसुलभ बनाउने प्रयास गरे । फलस्वरूप आधुनिकोत्तर युगमा शिक्षालाई भएको प्राविधिक विकासले शैक्षिक स्रोतमा पनि व्यापकता ल्यायो र शिक्षालाई वैधानिक केन्द्रबाट बाहिर ल्याउने क्रमलाई बढावा दियो । यी सबैको कारण वितरित शिक्षा वा खुला शिक्षा पद्धतिको सुरुवात भयो ।

प्राविधिको विकास र वितरित शिक्षाबीचको सम्बन्ध

शिक्षकको तहमा

प्राविधिको विकास तीव्र भइसकेको हाम्रो जस्तो विकासोन्मुख देशमा शिक्षक नै शैक्षिक स्रोत मानिने गरेको छ । प्राविधिको विकाससँग शिक्षालाई गाँस्ने चलन कमै मात्रामा भएको छ । शिक्षा र प्राविधिक विकासको गति अलगिएर अगाडि बढ्यो । तसर्थ विद्यार्थी पूरै शिक्षकमा निर्भर हुनु स्वाभाविक मानिन गयो । तर आधुनिकोत्तर युगमा शिक्षा र प्राविधिको सामन्जस्य हुन गयो । एक अर्काका पूरकका रूपमा देखा परेका छन् । अब शिक्षक बौद्धिक शक्तिको केन्द्र रहेनन् । प्राविधिक विकासले गर्दा सिक्ने तथा सिकाउने सामग्रीहरूलाई व्यापक रूपमा उपलब्ध गराइयो । विद्यार्थीहरू अरू स्रोतमा पनि निर्भर हुन सक्ने भए । जसले गर्दा अब ज्ञान तथा सीप कुनै एक व्यक्तिमा सीमित रहेन । शिक्षक पनि शिक्षार्थी बनिरहनुपर्ने बाध्यता भयो । शिक्षार्थीले पनि शिक्षकबाहेक अन्य स्रोतबाट पनि ज्ञान तथा सीप प्राप्त गर्न सक्ने भए ।

कक्षाकोठाको तहमा

आधुनिक युगमा कुनै निश्चित वर्ग र जातजातिमात्र शिक्षण संस्थामा पढ्न जान्थे । पाठ्यक्रममा व्यापकता थिएन । एकै खाले पाठ्यक्रम वा पाठ्यसामग्री को प्रयोग गरिन्थ्यो । एउटै ढाँचा/प्रक्रियाले सबैका निम्ति काम गर्छ भन्ने सोचको बाहुल्यता थियो । “हामी” ले “उनीहरूका” निम्ति के पढाउने ? कसरी पढाउने ? भन्ने निर्णय गरिनु पर्छ भन्ने मान्यताले नै काम गर्‍यो । तर आधुनिकोत्तर युगमा भने शिक्षाको प्रचारसँगै कक्षाकोठाभित्र विद्यार्थी घटबढ हुने तथा बहुवर्गीय

विद्यार्थीहरू भर्ना हुने क्रम बढ्दै गयो । उनीहरूको आवश्यकता तथा रुचिलाई एउटै खाले पाठ्यक्रम वा समय तालिकाले काम नगर्ने भयो । अभिभावकहरूले पनि आफ्नो सांस्कृतिक, सामाजिक तथा आर्थिक बाध्यता/आवश्यकता अनुसारको शिक्षा खोज्न थाले । कक्षाकोठामा प्रयोग हुने पाठ्यक्रमसँग विद्यार्थी र अभिभावकको विचारले मेल खाएन, त्यसले गर्दा विद्यालय नजाने वा बीचैमा पढाइ छोड्ने क्रम बढेर गयो । फलस्वरूप पहुँचवालाहरू आफ्नो रुचि, आवश्यकता, र समयानुकूलको शिक्षा जहाँ पाइन्छ त्यतातिर लागे भने पहुँच नभएकाहरू शिक्षाबाट बन्चित हुन पुगे ।

अभिभावकको तहमा

आधुनिक युगमा “हाम्रै” संस्कृति र चालचलनमात्र सर्वश्रेष्ठ हो तसर्थ “उनीहरू” लाई सोही अनुरूप परिवर्तन गर्नुपर्छ भन्ने सोच तथा मान्यताले काम गरेको थियो । तर आधुनिकोत्तर युगमा कुनै एक जातजाति वा समुदायको संस्कृति र चालचलन उच्च वा स्तरीय हुने र अरुको निम्न वा कम स्तरीय हुने भन्ने हुँदा, बरु ती एकअर्कासँग भिन्न वा फरक मात्र हुन् भन्ने सोच आयो । “हाम्रै” सोचले मात्र काम गर्छ भन्नुको सट्टा “उनीहरू”को सोचले पनि काम गर्छ भनी दुबै थरीको सोच तथा मान्यताहरूलाई साथै लगेमात्र सफल होइन्छ भन्ने व्यावसायिक चिन्तन आयो । अभिभावकहरूमा पनि शिक्षाले अर्थ आर्जनसँग मात्र सम्बन्ध राख्दैन, यसबाट सामाजिक लाभ पनि हुन्छ भन्ने मान्यता आयो । शिक्षा वा पढाइ निरन्तरको प्रक्रिया हो यो कुनै तहमा पुगेर टुङ्गिदैन भन्ने सोच आयो । तसर्थ विद्यालयीय शिक्षालाई व्यापक तथा सर्वसुलभ बनाउन थालियो । केन्द्रीकृतबाट वितरित ढाँचा अनुसार शिक्षा क्षेत्रमा विकल्पहरू देखा पर्न थाले । फलस्वरूप आफ्नो रुचिअनुसारको शिक्षा प्रणालीतर्फ अभिभावकहरू आकर्षित हुन थाले । अवसरको मूल्य (Opportunity cost) कम चुकाउनुपर्ने शिक्षातर्फ उनीहरूको झुकाव बढ्न गयो । दिनभर विद्यालयमा समय दिनुपर्ने शिक्षा प्रणालीभन्दा बैकल्पिक शिक्षा प्रणालीको माग बढ्न थाल्यो ।

विद्यालयको तहमा

आधुनिक युगमा जस्ता खाले विद्यार्थी वा केटाकेटीलाई पनि उमेर मात्र आधार मानी कक्षाकोठाभित्र प्रवेश दिन थालियो । तर त्यहाँ विद्यार्थी-विद्यार्थी बीचको भिन्नता कायम नै रह्यो । यो भिन्नताले गर्दा संस्थाको रुचिभन्दा व्यक्तिको रुचि, छनौट तथा सुविधाले विशेष मान्यता पाउन थाल्यो । फलस्वरूप विद्यालयमा विद्यार्थी बढ्ने क्रमसँगै बीचैमा कक्षा छोड्ने, दिनभर विद्यालयमा नटिक्ने र मानसिक रूपले हराउने (Mental dropout) जस्ता समस्या रहिरहे । यसले गर्दा केटाकेटीहरूलाई सुविधाजनक र दबाब (Stress) रहित वातावरणमा सान्दर्भिक शिक्षा दिनुपर्ने अवस्थाको सिर्जना भयो । यो अवस्थाले Ivan Illich को deschooling को सोच व्यवहारमा उतार्नुपर्ने आवश्यकताको बोध गरायो । साथ साथै आफ्नो परम्परागत ज्ञान तथा चलनलाई शिक्षासँग जोड्नुपर्ने मान्यताको पनि बोध गरायो । तर वर्तमान औपचारिक विद्यालय प्रणालीलाई यो सोच अनुरूप ढाल्न सकिने अवस्था पनि भएन । तसर्थ विद्यालयभित्र हुने सिकाइ/सिकाउने परम्परालाई वितरण गरेर विद्यालयको परिधिबाहिर खुला रूपमा शिक्षा प्रदान गर्ने प्रणालीको थालनी भएको छ ।

विद्यार्थीको तहमा

आधुनिकवादले गुणस्तरीय शिक्षाको एक मात्र माध्यम औपचारिक शिक्षा नै हो भन्ने मान्यतालाई बढावा दिएको थियो । त्यसबाट कुनै तहसम्म पढेपछि पुगिहाल्छ भन्ने सोच र परिस्थितिको सृजना भयो । तर आधुनिकोत्तर युगमा यी मान्यता तथा सोचहरूमा परिवर्तन आयो । अनौपचारिक शिक्षा प्रक्रियागत फरक मात्र हो यो औपचारिक शिक्षाबाट विल्कुलै भिन्न विषय होइन भन्ने सोच आयो । त्यस्तै जो औपचारिक पद्धतिको घेराभित्र बसेर सफलता हासिल गर्न सक्दैनन्, ती असफल हुन् भन्ने सोचमा पनि परिवर्तन आयो । नियन्त्रणमा राखेर पढ्नुपढाउनु पर्छ भन्ने मान्यतामा पनि परिवर्तन आयो । फलस्वरूप कसरी पढाउने (How to teach) बाट कसरी सिक्ने (How to learn) भन्ने बारेमा सोच केन्द्रित हुन थाल्यो । केटाकेटीहरूले शिक्षक तथा ठूलाबाट स्नेह खोज्न थाले । बालबालिकाको पढाइ/लेखाइमा शिक्षकको भूमिका बालबालिकाको रुचि अनुकूल हुनुपर्छ भन्ने विचारले मान्यता पाउन थाल्यो । खेल्ने र घरमा केही काम गर्ने समय पनि बालबालिकाका लागि आवश्यक पर्ने विचारले मान्यता पाउन थाल्यो । हालको औपचारिक विद्यालय प्रणालीमा यी कुनै पनि कुरा विरलै प्राप्त हुन्छन् । जसले गर्दा केटाकेटीहरू कि त विद्यालय नै नजाने गएमा पनि बीचैमा छोड्न थाले । विद्यालय केन्द्रित व्यवस्थाले जब विद्यार्थीको इच्छाअनुसारको वातावरण तथा पढाउने तरीका लागू गर्न सकेन तब बैकल्पिक वा खुला मार्ग अपनाउनु पर्ने सोच आयो ।

वितरित शिक्षा आधुनिकताको विद्यालयीय र आधुनिकोत्तरको गैरविद्यालयीय दुबै शिक्षा संरचनाहरूसँग गाँसिएको हुन्छ । वितरित शिक्षामा पनि शिक्षक चाहिन्छ तर शिक्षक विद्यार्थीहरू पनि फरक उमेर फरक आवश्यकता र फरक परिस्थितिका हुन्छन् । पहुँच चर्के हिसाबले वितरित शिक्षा घरघरै पुग्ने शिक्षा हो । ठाउँको हिसाबले यो कक्षाकोठा वा विद्यालयभित्र र बाहिर दुबै ठाउँमा पाउन सकिने शिक्षा हो । यो वितरित शिक्षा नियमित, अनियमित, पूरा समय कक्षाकोठामा बस्ने तथा पूरा समय कक्षाकोठामा बस्न नसक्ने सबैलाई अवसर दिने शिक्षा पनि हो ।

वितरित/खुला शिक्षाको संरचना

वितरित/खुला शिक्षालाई पद्धति (Systems) र प्रक्रियाका आधारमा विभिन्न स्वरूपमा चिनाउन सकिन्छ । वितरित/खुला शिक्षामा शिक्षालयका दुईओटा संरचना छन् । एकल संरचना (Unitary structure) र द्वैध संरचना (Dual mode structure) । यी दुबै संरचनाहरू शैक्षिक संस्था अन्तर्गत बनेका हुन्छन् । यी बाहेक वितरित शैक्षिक कार्यक्रमको तेस्रो संरचना पनि छ । त्यो संरचना गैरशैक्षिक निकायमा लागू हुन्छ । कृषि विस्तार, स्वास्थ्य विस्तार कार्यक्रमहरू यसका केही उदाहरण हुन् ।

वितरित/खुला शिक्षा औपचारिक शिक्षाको परिधिबाहिर अनौपचारिक शिक्षा पद्धतिमार्फत पनि सञ्चालित हुन्छ । यो अवस्थामा पाठ्यक्रम, पाठ्यपुस्तक, मूल्याङ्कन प्रणाली समेत औपचारिक पद्धतिको भन्दा छुट्टै प्रकारका हुन्छन् । निरन्तर मूल्याङ्कन प्रणालीको माध्यमबाट विद्यालयको प्रगति हेरिन्छ । नियमित एवम् अनुरोधजन्य (On request) परीक्षाहरू पनि हुन्छन् । भारतको राष्ट्रिय खुला

विद्यालयीय शिक्षण संस्था यसको उदाहरण हो । यो संस्थाको राज्यस्तरमा आफ्नै संरचना छ र यसले माध्यमिक र उच्च माध्यमिक तहको शिक्षा प्रदान गर्दछ । यसका आफ्नै स्रोत केन्द्रहरू छन् । मान्यता प्राप्त शैक्षिक संस्थाहरूमा भेटघाट सत्र (Contact session) हरू सञ्चालन गरिन्छ । विभिन्न विश्वविद्यालय तथा कलेजहरूले पनि यस किसिमको शैक्षिक प्रणालीलाई मान्यता दिएका छन् ।

द्वैध मोडको संरचनाअनुसार विद्यमान औपचारिक शिक्षा पद्धतिभित्रै पनि वितरित/खुला शिक्षा सञ्चालन हुन सक्दछ । यो पद्धतिमा उही संरचना, उही पाठ्यक्रम, उही परीक्षा र उही मूल्याङ्कन पद्धति लागू हुन्छ । त्रिभुवन विश्वविद्यालय शिक्षाशास्त्र सङ्कायमार्फत सञ्चालित एक वर्षे वि.एड.को दूर शिक्षा कार्यक्रम यसको उदाहरण हो । त्रिभुवन विश्वविद्यालयबाट मान्यता प्राप्त विभिन्न क्याम्पसमार्फत विद्यार्थीहरू भर्ना हुन्छन् र बेलाबेलामा भेटसत्रमार्फत शिक्षकसँग छलफल पनि गर्छन् । दिइएका कार्यहरू (Assignment) बुझाउँछन् र थप पाठ लिन्छन् । वर्षको अन्तिममा नियमित परीक्षामा सम्मिलित हुन्छन् । यस कार्यक्रममार्फत अध्ययनरत विद्यार्थीहरू नियमित विद्यार्थीसरह मानिन्छन् । यस अर्थमा शिक्षाशास्त्रले चलाएको यो दूर शिक्षा कार्यक्रम द्वैध मोडमा चलेका वितरित/खुला शिक्षाको स्वरूप हो ।

वितरित/खुला शिक्षाको अर्को एउटा पद्धतिमा नियमित रूपमा विद्यालयमा आउन नचाहने साथै अति तीक्ष्ण (Gifted), प्राज्ञिक हिसाबले पिछडिएका र मानसिकरूपले हराएका केटाकेटीहरूको लागि पनि शिक्षाको व्यवस्था गरिन्छ । आफ्नै गतिमा पढ्ने विभिन्न खाले विद्यार्थीका शैक्षिक आवश्यकताहरू स्वाध्ययन सामग्रीहरू मार्फत पूरा गरिन्छ । तसर्थ एउटै विद्यालयमा आउने विद्यार्थीमध्ये केही खुलामाध्यममार्फत र केही कक्षाकोठामा नै रहेर अध्ययनरत हुन सक्छन् । वितरित/खुला शिक्षाको यस ढाँचामा विद्यार्थी मूल्याङ्कन पनि लचिलो हुन्छ र विद्यार्थीअनुसार मूल्याङ्कन गरिन्छ, सबैलाई एउटै स्तरमा राखेर जाँच लिइँदैन । तर राज्य, राष्ट्र वा क्षेत्रले तय गरेको पाठ्यक्रमको उद्देश्यअनुसारको उपलब्धि भने प्राप्त भएकै हुनुपर्दछ । उद्देश्यहरू कहिलेसम्म पूरा गर्ने भन्ने कुरा चाहिँ विद्यार्थीहरूमै भर पर्दछ । क्यानाडाको ब्रिटिस कोलम्बियामा अवस्थित Open Learning Agency वितरित/खुला शिक्षाका यो स्वरूपहरूमध्ये यस किसिमको एउटा उदाहरण हो । यो एजेन्सीले शिशु कक्षादेखि १२ कक्षासम्मको शिक्षा उपलब्ध गराउँदछ । विद्यालयभित्र तथा बाहिरका विद्यार्थीहरू यी कार्यक्रमहरूमा सहभागी हुन्छन् ।

वितरित/खुला शिक्षाका उक्त ढाँचा वा स्वरूप तथा प्रक्रियाहरूले शिक्षामा पहुँच बढाउने, समता (Equity in education) कायम गर्ने र शिक्षालाई जीवन उपयोगी बनाउन प्रयत्न गर्दा रहेछन् भन्ने देखायो । तर यी उपलब्धिहरू हासिल गर्न कुनै ढाँचा बढी नै उदार र कुनै ढाँचा भने संकीर्ण पनि हुन सक्ने अवस्था हुँदै रहेछ । तर जेजस्तो संरचना भए पनि यिनीहरूबीच विद्यमान समानता के हो भने यी सबैले आधुनिक शैक्षिक पद्धतिका धेरै पक्षहरू अँगाल्दा रहेछन् । विद्यालयकै संरचना प्रयोग

गर्ने, औपचारिक शिक्षा पद्धतिकै मूल्याङ्कन प्रणाली र पाठ्यक्रमलाई अनुसरण गर्ने, नियमित विद्यालय कै पाठ्यपुस्तक प्रयोग गर्ने कुराहरूलाई यसको उदाहरणका रूपमा लिन सकिन्छ ।

निचोड

आधुनिक युगमा विकास गरिएका संचारका साधनले नै आधुनिकोत्तर ढङ्गको वितरित शैक्षिक कार्यक्रम बनाउने र सञ्चालन गर्ने सोचको सुरुवात गर्‍यो । आधुनिक शैक्षिक संरचनाले सबैलाई समेट्न सकेन । तर वितरित शैक्षिक कार्यक्रमले नसमेटिएकाताई शैक्षिक अवसर दियो । जसले गर्दा यो प्रणालीले बैकल्पिक र पूरक दुबैको रूपमा काम गरेको छ । वितरित वा खुला शिक्षाको अवधारणाते शिक्षा, प्रमाणपत्र, आर्थिक लाभ र तहगत संरचनाबीचको परम्परागत (Conventional) सम्बन्धमा मात्र परिवर्तन ल्याएन । यसले त शिक्षक, विद्यार्थी, पाठ्यक्रम, संरचना, आदि सबै क्षेत्रमा परिवर्तन ल्यायो । समग्रमा वितरित शिक्षा सबैको रुची तथा चासोको विषय हुन गएको छ । नेपालमा पनि वितरित शिक्षा/खुला सिकाइप्रति सोच र प्रयास गर्ने तथा त्यसतर्फ उन्मुख हुने व्यक्तिहरू पनि छन् । तर वितरित वा खुला सिकाइलाई मूलधारमा ल्याउन भने बाँकी नै छ ।

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विद्यालय शिक्षाको गैरसरकारी विस्तार : प्रधानाध्यापक एवम् व्यवस्थापन समितिको भूमिका

- डा. विद्यानाथ कोइराला*

वर्तितो परिवेश

आत्मिक दुनियाका एकल गुरु थिए । बहुल भइहाले पनि एकल स्वर थियो । स्वरहरू भन्थे - “ब्रह्म खोज । भोग छोड । संग्रह छोड । त्याग रोज” तर अहिले परिवेश भिन्न छ । आधुनिकवादले बहुल गुरु दिएको छ । विहान वेदध्वनी दिने गुरु । एक घण्टापछि “आँखा आँखैमा प्यार भयो” भन्ने गुरु । यो मिनेटीय भिन्नताले आधुनिकवादको शब्दावलीमा आर्थिक समुन्नति खोजेको छ । समुन्नत र असमुन्नतबीच पर्खाल बनाइदिएको छ । संस्कृतिको पर्खाल । स्वभावको पर्खाल । बोलीको पर्खाल । पढाइकोस्तरको पर्खाल । यो पर्खालले उपनिवेश जन्माएको छ । समाजशास्त्रीय शब्दावलीमा सामाजिक उपनिवेश । अर्थशास्त्रीय शब्दावलीमा आर्थिक उपनिवेश । राजनीति शास्त्रीय बोलीमा राजनीतिक उपनिवेश । बैचारिक बोलीमा मानसिक उपनिवेश । यी उपनिवेशहरू पनि विस्तारित भइरहेका छन् । जे.ए.स्कूवरको बुझाइमा पूँजीवादी विशेषताको विस्तार । प्रतियोगी संस्कारको विस्तार । मार्क्सवादीको चिन्तनमा सामूहिक दमनको विस्तार । (Sutcliffe, 1999)

आधुनिकवादको आर्थिक पक्षले होचोको मुखमा घोचो हालेको छ । गरीब छन्-त्यसैले बुद्धि छैन भन्ने घोचो । बुद्धि छैन त्यसैले गरीब छन् भन्ने घोचो । यो घोचोले जनताको विश्वास प्रणालीमा दोष देखेको छ । आर्थिक संस्कृतिमा दोष भेटिएको छ । अझ मिहीन सोच राख्नेहरूको शब्दावलीमा बहुराष्ट्रिय कम्पनीको शोषण प्रक्रियामा खोट पहिँत्याएको छ । समाजशास्त्रीय विश्लेषकहरूको दृष्टिमा सांस्कृतिक एकरूपता (Cultural homogenization) कायम गर्ने मानसिकता अगाडि आएको छ । यसरी आधुनिकवादले विभिन्न खाले उपनिवेशवाद जन्माएको छ । आर्थिक उपनिवेशवादबाट गरीब र धनीको बस्ती जन्मेको छ । प्राविधिक उपनिवेशवादबाट यान्त्रिक र परम्परावादी समाज हुर्केको छ । स्वेतबुद्धि उपनिवेशवादले कृष्णबुद्धि (Black color test holding mentality) समुदाय छुट्याएको छ । उपयोगमुखी उपनिवेशवादले प्रकृतिसापेक्ष दुनियाँलाई एकत्याएको छ । राजनीतिक उपनिवेशवादले जन-निर्णय र लोकहित निर्णयकर्तालाई अलग्याएको छ । सांस्कृतिक उपनिवेशवादले सापेक्ष र निरपेक्ष जगतलाई वर्गीकरण गरेको छ । सामाजिक उपनिवेशवादले सहरीया र गाउँले बनाएको छ । साक्षर र निरक्षरको रेखा खिचेको छ । एकल शैली र भिन्नशैलीको खण्ड बनाएको छ । परिणामतः अहंमुखी विकास (Ethnocentric development) को बोलवाला भएको छ । यसरी आधुनिकताले सिङ्गो मानव जगतलाई संस्थाहरूको पुञ्ज बनाएको छ । विकसित पुञ्ज । अविकसित पुञ्ज । पढेको पुञ्ज । नपढेको पुञ्ज । सवल र दुर्बल दुनिया छुट्याएको छ । भौतिक सबल र भौतिक दुर्बल शाक्त सबल र अशाक्त दुर्बल निजी सबल र सरकारी

* सह-प्राध्यापक, गिा शा.सं., त्रि.वि.वि.

दुर्बल । विवेकी सबल र भावुक दुर्बल । एकल संस्कृति सबल र बहुल संस्कृति दुर्बल । धनवान सबल र मनवान दुर्बल । विद्रोही सबल र पुरातनपंथी दुर्बल ।

परिवेशले सिर्जको शैक्षिक असर

हिजोको परिवेशले विखण्डन जन्मायो । त्यही विखण्डनमा शिक्षा हुर्कियो । त्यसैले अहिलेको शिक्षाले तीनओटा काम गर्‍यो । पहिलो, विखण्डन पार्ने सार्वजनिक शिक्षा दियो । दोस्रो, विखण्डन बढाउने निजी र सार्वजनिक शिक्षा दियो । तेस्रो विखण्डन हुर्किइरहने छलफल (Discourse) को बीउ रोपिदियो । परिणामतः कसैले शिक्षाबाट स्तरीय ज्ञान खोज्यौं । कसैले जीविका धान्ने पेसा खोज्यौं । तेस्रो थरीले अन्तर्राष्ट्रिय बजारको प्रतिस्पर्धी व्यक्तित्व खोज्यौं । चौथो थरीले उल्लिखित विखण्डित तर एकल स्वभावको उपनिवेश हटाउने क्षमता खोज्यौं । पाँचौं थरीले बहुलता समेट्ने श्रष्टा खोज्यौं । छैठौं थरीले प्रकृति र मानव भिन्नतालाई न्यायदिने सवेदनशील व्यक्तित्व खोज्यौं । यसरी विकासको गर्भ लहर (Wave) मा शिक्षालाई प्रविधि विकासको कुञ्जी मान्यौं । डब्लु डब्लु रोष्टो (सन् १९७८) को चिन्तनमा अर्थ्याउँदा परम्पराबाट मुक्ति दिने औषधि ठान्यौं र पर्याप्त उत्पादन बढाउने मित्र मान्यौं । तर विकासको पहिलो लहरमा भने शिक्षाले धाजा ल्याएको कुरा स्वीकार्यौं र विखण्डन बढाएका उदाहरणहरू ल्यायौं । मार्क्स, डिलफ्रेडिड, बुखारिन, काउत्सकी, लेनिन र हिलफेरडङ्गको चिन्तनबाट हेर्दा आर्थिक बुर्जुवा र शैक्षिक बुर्जुवाको कार्यगत मेल देख्यौं । तिनका विचार बदल्ने रूपान्तरक शिक्षाको उपयोगिता देख्यौं । साम्यवादी शैलीमा जनवादी शिक्षाको एकछत्त शासन खोज्यौं । विकासको दोस्रो लहरले शिक्षामा अर्को चिन्तन ल्याइदियो । सन्तुलनको चिन्तन । वारन, फ्राक, कोस्वी, मीसेण्ट, टुकर र जे.ए. स्कूलम्बरको सोचमा शिक्षाबाट सम्भौता गर्ने सीप खोज्यौं । प्राकृतिक सम्पदा र मानवीय उपयोगको तरिकाबीचको स्वीकार्य सम्भौता रोज्यौं । विकास प्रक्रियाले सिर्जको मूल (Core) र कछाड (Periphery) बीचको सम्भौता स्वीकार्यौं । ग्रामीण र शहरी दुनियाँको कार्यगत अन्तर्राष्ट्रिय सम्बन्ध उच्चतम उपयोग (High mass consumption) गर्ने र थोरैले टार्ने विकसित र विकासशील राष्ट्रको समकक्षी सम्बन्धलाई विकसित पायौं ।

विकाससँग शिक्षा मिलाउन कठिनतर बन्दै गएको छ । विकास खण्डित भएभैं शिक्षा पनि खण्डित भएको छ । त्यसैले हामी कहिँ औद्योगिकीकरणको शिक्षा दिन्छौं । कहिँ अदीभीकरण (Indigenization) को शिक्षामा जोड दिन्छौं । कहिँ स्थानीय विकासको शिक्षा दिन्छौं । कहिँ अन्तर्राष्ट्रिय विकासमा स्थानीय योगदानको चर्चा गर्छौं । कहिँ बैकल्पिक विकासको लागि शिक्षाको चित्र कोर्छौं । कहिँ दिगो विकासका लागि संस्कारक शिक्षाको निरन्तरता रोज्छौं । विकास शब्दावलीमा भन्दा कहिले आधुनिक बन्ने शिक्षाको कुरो गर्छौं । कहिले आधुनिकतापद्धिको विकास (Post modern development) गर्ने शिक्षा दिनुपर्ने कुगमा सहमत बन्छौं । यसरी विकासका सिद्धान्तले हाम्रा शिक्षाको स्वरूपलाई पनि अल्मल्यायो । खाँटी विकासको रोष्टोवादी चिन्तनबाट शिक्षालाई उच्चतम उत्पादन (High mass production) तर्फ लग्यौं । “सन्तोषी उत्पादन” गर्ने परम्परागत शैलीलाई गाली गर्ने शिक्षा दियौं । विकासको पराश्रमी सिद्धान्त (Dependency theory) बाट शिक्षाको विश्लेषण गर्दा संरचनामै दोष देख्ने शिक्षा दियौं । त्यसैलाई फ्याक्ने शिक्षा दियौं ।

क्रान्तिकारी शिक्षा । परिवर्तनकारी शिक्षा । उत्पादनमुखी शिक्षा । समानुपातिक वितरण गर्ने शिक्षा । यसै विकासको विश्व प्रणाली सिद्धान्त (World system theory) सँग समायोजित हुँदा श्रम साट्ने शिक्षा दियो । अर्को देशलाई उत्पादन गर्ने शिक्षा/पूँजीवादी र गैरपूँजीवादी देशबीच मित्रता बढाउने शिक्षा । हिन्दी शब्दावलीमा बन्द चीनको "अमेरिकी कुतौ"बाट खुला चीनको "अमेरिकी मित्र" को शिक्षा । विश्वव्यापारको शिक्षा विश्व उत्पादनको शिक्षा आदि रूपमा शिक्षालाई पाउँ ।

विश्लेषणले देखायो-विकासले शिक्षाको स्वरूप फेर्‍यो । सोचको धरातल फेर्‍यो । अर्को शब्दमा आर्थिक धुव्रीकरणसँग शैक्षिक धुव्रीकरण भयो । धनीको छुट्टै स्कूल । गरीबको छुट्टै स्कूल । धनी बन्दै गएकाहरूको छुट्टै स्कूल । यो खाडलले जनमानसमा विवसता रोप्यो । जनपक्षीय व्यक्तित्वमा विद्रोह रोप्यो । पूँजीपति वर्गीय व्यक्तित्वमा अधिकार रोप्यो । परिणामतः एउटा शैक्षिक समाज विखण्डित भयो । यो विखण्डितले मध्यममार्गी बाटो पनि खोज्यो । राजनीतिक शब्दावलीमा समाजवादी शिक्षा । गरीबलाई आधारभूत तथा प्राथमिक तहको ग्यारेन्टी गर्ने शिक्षा । मेधावी गरीबलाई छात्रवृत्ति दिएर धनीको समकक्षी बन्ने शिक्षा । धनीले धनकै बेगनुसार उड्न पाउने शिक्षा । यसरी गरीबको शिक्षाले स्थानीय बजार ताक्यो । मध्यमवर्गीको शिक्षाले राष्ट्रिय बजार खोज्यो । धनीको शिक्षाले अन्तर्राष्ट्रिय बजार रोज्यो अर्थात् पढाइले सिर्जको बजार भिन्न भयो । साह्रवरमुखी र गाउँमुखी दुनियाजस्तो यो परिणतिले शिक्षाको चिन्तन फेरियो । लैङ्गिक समानताको चिन्तन भित्रियो । जातीय समानताको आधार भित्रियो । वातावरणीय सन्तुलनको दृष्टिकोण सिर्जियो । सांस्कृतिक विविधता समायोजित गर्ने सोच भित्रियो । भाषिक सह-अस्तित्वको आधार भित्रियो । यसरी विकासले शिक्षाको अनुहार फेर्‍यो । यस मानेमा शिक्षाले थप दुईओटा मालिक पाउँ । राजनीतिको मालिक । विकासको मालिक । अर्को शब्दमा शिक्षा परम्पराको मालिक संस्कृतिबाट टाढियो । नयाँ "मालिकहरू" सँग मितेरी लाउन बाध्य भयो । यो बाध्यताले शिक्षाको विद्यालयीय स्वरूप बदलियो । तर विद्यालयीय संस्कार तदनुकुल रूपले बदलिएन । यो स्थितिले विद्यालय विस्तार खोज्यो । प्रधानाध्यापक र व्यवस्थापन समितिको बदलादो भूमिका खोज्यो । बदलिएका "मालिक" अन्कूलको शिक्षा बनाउने भूमिका । शिक्षाको स्वरूपअनुसार मालिकको अनुहार फेर्ने भूमिका । यो भूमिकाले फेरिदो संरचना खोज्छ । चिन्तन खोज्छ । पाठ्यसामग्री खोज्छ । संस्कार र व्यवस्थापन खोज्छ । त्यही खोजाइमा प्रधानाध्यापक र व्यवस्थापन समितिको भूमिका हुन्छ ।

शैक्षिक असरको व्यवस्थापनमा प्रधानाध्यापक र व्यवस्थापन समितिको भूमिका

परम्पराले प्र.अ. र व्यवस्थापन समितिलाई विद्यालयसँग सम्बन्धित बनायो । पढ्न आउनेको व्यवस्थापक, तिनकै संरक्षक र तिनकै विस्तारकका रूपमा उनीहरूलाई लिइयो । तर अहिलेको नेपाली स्कूलले चाहिँ तीनै तहका आर्थिक दुनियाँको विकास खोज्यो । तिनमा आबद्ध "शैक्षिक बेग" खोज्यो । के पढ्ने भन्ने बेग । कति पढ्ने भन्ने बेग । कसरी पढ्ने भन्ने बेग । कहाँ पढ्ने भन्ने बेग । यसरी विषयवस्तुको खोजिले स्थानीयदेखि अन्तर्राष्ट्रिय बजार खोज्यो । यो खोजाइले विषयवस्तुको प्रायोगिक ज्ञान रोज्यो । पढ्ने संस्कारले नियमित सिकाइ तोड्न खोज्यो । सिकाइ बढाउने बाटो खोज्यो । बाध्यात्मक सिकाइको बाटो । रहरको सिकाइको बाटो । खोजको सिकाइको

बाटो । पढने तरीकाले साधन खोज्यो । पत्राचार सिकाइ । भेटघाटे सिकाइ संवाद/सिकाइ । समूह सिकाइ । यी सबै सिकाइहरूमा पारस्परिक सहयोग खोज्यो । फेर्डिन्याण्ड टोनिज (सन् १९६१) को शब्दमा बहुलतामा एकताको सहयोग । एकतामा बहुलता अटाउने सहयोग । आफूलाई व्यक्त्याउने सहयोग । अरूलाई मूलधार बनाउने सहयोग । यसका लागि चाहिने सकारात्मक सम्बन्ध बहिर्मुखी एवम् अन्तर्मुखी भएर काम गर्ने सम्बन्धको व्यवस्था मिलायो ।

सम्बन्धले समुदाय जन्माउँछ । टोनिजकै शब्दावलीमा स्वतन्त्र व्यक्तिको सहअस्तित्व । कहिले रगतको नातामा बाँधिने वास्तविक सम्बन्ध (Real relationship) कहिले उपयोगिता र अन्य कारणले आबद्ध हुने उपयोगी (Organic relationship) सम्बन्ध । यसरी बढेको सम्बन्धले समाजको सिर्जना भयो । टोनिजको जर्मन शब्दावलीमा जेसेल्सकाफ्ट (Gesellschaft) अर्थात् काल्पनिक सम्बन्ध । कामकाजी सम्बन्ध । आफैंमा विरोधाभाष बोक्ने सम्बन्ध । राजनीतिले बाँध्ने सम्बन्ध । सामाजिक शैलीले बाँध्ने सम्बन्ध । सतही सम्बन्ध ॥ कृत्रिम सम्बन्ध । यसरी टोनिजको बुझाइमा प्र.अ. र व्यवस्थापन समितिका सदस्यले रगतको नाताले बनेको समुदायमा र उपयोगिता वा स्वार्थले बनेको सतही समाजमा गरी दुईओटा समुदायमा काम गर्नुपर्छ । उनकै शब्दावलीमा भन्दा जेमिन्सकाफ्ट (Gemeinschaft) र जेसेल्सकाफ्ट (Gesellschaft) मा काम गर्दा प्र.अ. र व्यवस्थापन समितिका सदस्यहरूले आफ्नो नातागोताको परिचालन गर्नुपर्छ । आफन्तहरूलाई ठाउँ दिनुपर्छ । तिनको शक्तिलाई ठूलो संयुक्त (Totalities) र सानो संयुक्त ठान्नुपर्छ । ठूलो र सानो संसार बनाउनुपर्छ । तिनीहरूबीचमै घुम्नुपर्छ । तर समाजको परिचालन गर्दा भने आणविक तरिका अपनाउनुपर्छ । उनकै ठाउँमा घुम्न दिने तरिका र त्यही बसेर अरूलाई तताउने तरिकामा समुदायको जस्तो ठूलो र सानो नातेदारीय ढिक्का (Totality) बन्दैन । बरू विभिन्न खाले एकाइको मिश्रण हुन्छ । स्वाभाविक रूपको, जैविक रूपको तथा संरक्षक र संरक्षित रूपको अनि आनन्दित रूपको हुन्छ । तर समाजको एकाइबन्दा आपसी विभेद सकार्नुपर्छ । विभेदमै मित्रता खोज्नुपर्छ । आधुनिक जमानाका लोग्ने स्वास्थ्यी जस्तो अर्थात् प्रवृत्तिगत नाता (Instinctive relation) भएका व्यक्तिबीचको सम्बन्ध जस्तो हुनुपर्छ । सोच्ने प्रवृत्ति मिल्ने, सोचको बेग मिल्ने र नमिल्ने ठाउँमा हाम्रो विभेद-बिन्दु (Point of departure) यो हो भनी चिन्न सक्ने एवम् त्यो बिन्दुमा तटस्थ बन्न सक्ने हुनु आवश्यक छ । माथिको छलफलले प्र.अ. र व्यवस्थापन समितिलाई अनेकन भूमिका दियो । पहिलो भूमिका समुदाय र समाज बीचको तात्त्विक अन्तर बुझेर बुझाउने, दोस्रो भूमिका तिनीहरूको परिचालित हुने शैली छुट्याउने, तेस्रो भूमिका समाजको स्वार्थ खुट्याउने र कुन समाज के को निमित्त जुट्छ भन्ने स्वार्थ पत्ता लगाउने हुन गयो । त्यसैगरी किन फुट्छ भन्ने स्वार्थ पत्ता लगाउने काम पनि यसैभित्र पर्न गयो । चौथो भूमिका ती स्वार्थलाई मूल प्रवाहीकरण गर्ने कार्यनीति पहिल्याउने अर्थात् विद्यालयमा भित्र्याउने तरिकाहरूको मूल प्रवाहीकरण र विद्यालयलाई जनस्तरको विस्तार गर्ने तरिकाहरूको एकीकरण गर्ने हुन गयो । यो सबै कामका लागि प्र.अ. र व्यवस्थापन समितिले एकताका तीन बिन्दु, (टोनिज सन् १९६१) मा काम गर्नुपर्छ । रक्त मिश्रणको बिन्दुमा काम गर्दा उनीहरूले जातीय इज्जतमा विद्यालय र गैरविद्यालय विस्तार तथा विकास खोज्नुपर्छ । खानदानी इज्जतमा आबद्ध विकास पहिल्याउनुपर्छ । लोकप्रिय हुने मानसिकताको दोहन गर्नुपर्छ ।

शारीरिक निकटता मूल प्रवाहीकरणको अर्को बिन्दु हो । प्र.अ. र व्यवस्थापन समितिले समाजसँग मिलन बिन्दुमा काम गर्नुपर्छ । मित्रता जोड्ने काम । समाजका मनमिल्दा व्यक्तिसँग सहकार्य गर्ने काम । सँगै खाने काम । सँगै हिड्ने र बस्ने काम यस किसिमको सहकार्यले प्र.अ. र व्यवस्थापन समितिका सदस्यहरूलाई उर्जा दिन्छ । यो उर्जा उनीहरूको व्यक्तिगत क्षमताले दिन्छ । मिलन सक्ने क्षमता । स्नेह लिन र दिन सक्ने क्षमता । त्यस्तै मूल प्रवाहीकरणको तेस्रो बिन्दु हो- प्राज्ञिक सन्निकटता (Intellectual proximity) । यो बिन्दुमा प्र.अ. र व्यवस्थापन समितिका सदस्यहरूले आफ्नो प्राज्ञिक क्षमता बढाउनुपर्छ । यो क्षमताले एकल चिन्तनका व्यक्तिहरूलाई मूल प्रवाहीकरण गर्छ । गैरविद्यालय शैक्षिक विस्तारका चिन्तकहरू एउटा धार बन्न सक्छन् । विद्यालयवालाहरू अर्को धार बनाउन सक्छन् । दुबैतिर काम गर्नेले तेस्रो धार बनाउन सक्छन् ।

प्र.अ. र व्यवस्थापन समितिका सदस्यहरूले तीनओटै बिन्दुमा मूल प्रवाहीकरणको भूमिका खेल्दा मूल्य र मान्यताहरू बनाउँछन् । विचारको आदान-प्रदानबाट बन्ने मूल्य र मान्यताहरूको विरोधमा जानेलाई दण्ड गर्छन् । मान्नेलाई भने पुरस्कृत गर्छन् । पहिलो बिन्दुमा जात भात च्यूरा गरेर, दोस्रो बिन्दुमा नयाँ संगत बनाएर र तेस्रो बिन्दुमा नयाँ चिन्तन बनाएर उनीहरूले आफ्ना मूल्य र मान्यताहरू कायम गर्छन् ।

भूमिकाले आर्जेको दूर शिक्षाको प्रारूप

माथिका तीन बिन्दुमा हुने भूमिकाले दूर शिक्षाका केही पाटाहरू खोलेको छ । पहिलो पाटोमा विद्यालयीय शिक्षाको विस्तार गर्न रगतको नातालाई परिचालन गर्ने भनेको छ । स्कूलमा बच्चा ल्याउन र अभिभावकलाई शिक्षा दिन त्यस्तै बच्चालाई शैक्षिक एवम् अन्य सहयोग गर्ने कुरा उठाएको छ । यो बिन्दुमा प्र.अ. र व्यवस्थापन समितिका सदस्यहरूले आफ्नै रगतभित्र काम गर्न सक्छन् । मेरो नाताका बालबालिका स्कूलमा गए कि गएनन् भनी खोजी गर्ने काम र गएकाका भए शैक्षिक उपलब्धी पहिल्याउँने काम गर्छ । कम उपलब्धिहरूलाई थप सहयोग दिने काम पनि गर्छ । बढी उपलब्धिलाई कमजोरको सहायक बनाउने काम पनि गर्छ । यी कामहरू गर्दा विद्यालयीय र गैर विद्यालयीय उपायहरू अपनाउन सकिन्छ । ती दुईको पुलोसो (Bridging program) बनाउन सकिन्छ । दुबैको छुट्टै अस्तित्व हुने द्वैधी मोड (Dual mode) को तरिका अपनाउन सकिन्छ । विद्यालयीय मोडमा प्र.अ.को भूमिका हुने र गैर विद्यालयीय मोडमा व्यवस्थापनको भूमिका हुने गर्छ ।

प्रारूपको दोस्रो पाटोले समरूचीको व्यक्ति खोज्छ । प्र.अ.ले स्कूलमै समरूचीका व्यक्तिहरू खोज्नेगर्छ । शिक्षकहरूबाट र विद्यार्थीहरूबाट व्यवस्थापन समितिले समाजकै समरूचीका व्यक्तिहरू खोज्ने गर्छ । छात्रवृत्ति दिने व्यक्तिको तौँती । निशुल्क सेवा गर्ने व्यक्तिको तौँती । राजनीतिज्ञलाई फकाउने र फसाउनेहरूको तौँती । यी र यस्ता व्यक्तिहरूको तौँतिले विकासका नयाँ चिन्तनमा काम गर्छन् । आधुनिकवादको दर्शनमा काम गर्छन् । खर्ट च्याम्बर्सको शब्दमा सहभागिताबाट सहभागितामूलक (Participatory to participation) काम गर्न अधि सक्छन् । यसो गर्दा जन ज्ञान

आउँछ । कसको ज्ञानलाई मान्यता दिने भन्ने पुरानो शैलीलाई बदल्न सकिन्छ । “हाम्रो ज्ञान” भनेर सामूहिक बुद्धि (Collective wisdom) ल्याउन सकिन्छ । परम्पराको वितरित ज्ञानको सट्टा आधुनिक युगको “दोस्रो विज्ञान” (Second order Science) भित्र्याउन सकिन्छ । कृषिमा रहेको जन-विज्ञान (Folk science) वातावरणमा रहेको जन-विज्ञान । समाजमा रहेको जन-विज्ञान । यी तीनै खाले विज्ञानले विद्यालय शिक्षालाई उपयोगी बनाउँछ । गैरविद्यालय शिक्षालाई सम्मान दिलाउँछ ।

शिक्षा विस्तारको तेंचो पाटोमा शिक्षक र व्यवस्थापक दुबै क्रियाशील हुन्छन् । यो क्रियाशीलताले नागरिक समाजको परिचालन गर्छ अर्थात् सहभागितामूलक ज्ञान र प्राविधिक रूपले प्रमाणित ज्ञानमा कुन साँचो ज्ञान हो भन्ने प्रश्न हटाउँछ । शक्ति नै सर्वेसर्वा हो कि शक्ति केही चीज मात्रै हो ? भन्ने जिज्ञासा शान्त हुन्छ । ग्राम्स अल्थुजरका शब्दमा स्थानीय ज्ञान खोज्ने साधनको रूपमा सहभागितामूलक विकास गर्न सकिन्छ । जनताको घर-दैलोमा पुग्ने उपकरणको रूपमा यसलाई उपयोग गर्न सकिन्छ । परम्पराको शक्ति सन्तुलन बदल्न सकिन्छ । न्यायिक शक्ति सन्तुलनको सिर्जना गर्न सकिन्छ । एडवर्ड सडको शब्दावलीमा यूरोकेन्द्रित विज्ञलाई यूरो चिन्तनको पूर्वीय प्रयोगकर्ता (Adoption of euro contradict knowledge to the east) को रूपमा उभ्याउन सकिन्छ । पूर्वीय र पाश्चात्य ज्ञानका प्रायोगिक मिलन गराउन सकिन्छ । म्याक्स वेभर (सन् १९६१) को चिन्तनअनुसार मूल्य र मान्यता (Absolute value) का कार्यमा, अनुभूतिजन्य (Feeling) कार्यमा, परम्पराजन्य कार्यमा र अभि स्पष्टिएर भन्दा साम्प्रदायिक कार्यमा विज्ञहरूलाई सलग्न गराउन सकिन्छ । संवेगात्मक साम्प्रदायिक स्वरूपको, पारिवारिक सम्प्रदायको अथवा बिषयगत मान्यता (Suspecting value ladden) ले ओतप्रोत भएको कार्यमा पनि विज्ञलाई क्रियाशील बनाउन सकिन्छ । गुरुङ भाषाको जेगर्ना गर्ने साम्प्रदायिक विज्ञको रूपमा । मुसहर भाषाको विकास गर्ने साम्प्रदायिक विज्ञको रूपमा । यी दुबै भाषाका विज्ञलाई खुला सम्बन्धमा पनि उपयोग गर्न सकिन्छ । भाषिक विकास गर्ने विज्ञ, दलित जातिका विकासमा उर्जा दिने विज्ञ, महिलाहरूको लैङ्गिक समानताको ग्यारेण्टी गर्ने उद्यत विज्ञ । यसरी म्याक्स वेभर (सन् १९६१) कै शब्दमा साभ्ना काम गर्ने आधार (Normative action for Corporate affairs), साभ्ना नियम (Corporate rules and regulation) बनाउने आधार र साभ्ना कार्य दिशा (Deliberately directed corporate action) मा हिड्ने आधारमा व्यवस्थापकहरूले परम्परा बनाएर बैधता दिन सक्छन् । मूल्य र मान्यता बनाएर निरन्तरता प्रदान गर्न सक्छन् । विवेक र विश्वास बनाएर बैध कार्य बनाउन सक्छन् । आदत बनाएर चिरस्थायी पार्न सक्छन् । यसो गर्दा विद्यालय शिक्षाको विस्तार हुन्छ । गैरविद्यालय शिक्षाको थालनी र संरक्षण हुनसक्छ । प्रधानाध्यापक र व्यवस्थापन समितिका सदस्यहरू सदैव क्रियाशील पनि बन्न सक्छन् ।

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भूमिका

राष्ट्रको आर्थिक तथा सामाजिक विकासका लागि शिक्षाको ज्यादै महत्व हुन्छ । शिक्षा व्यक्ति र समाजका लागि उपयोगी तथा उपयुक्त बने हुनुपर्दछ । व्यक्तिको जीवनस्तर सुधार गर्न शिक्षा सहयोगी साधन हुनुपर्दछ । राष्ट्रको आर्थिक तथा सामाजिक विकासमा उपयुक्त र आवश्यक जनशक्ति शिक्षाको माध्यमबाटै तयार हुन्छ । यसैले शिक्षा व्यक्ति तथा राष्ट्र दुबैको समुन्नतिको सहयोगी सावित हुनुपर्दछ । विद्यालय शिक्षामा व्यावसायिक शिक्षा समावेश गरी समुन्नत राष्ट्रहरू व्यक्ति, समाज र राष्ट्रको आवश्यकताअनुसार सीपयुक्त जनशक्ति विकास गर्न सक्षम भएका छन् ।

शिक्षालाई जीवोपयोगी बनाउन, रोजगारी तथा आय आर्जनका संभावना अभिवृद्धि गर्न र देश विकासका क्रममा आवश्यक आधारभूत जनशक्ति तयार गर्न धेरै अल्पविकसित राष्ट्रहरूले साधारण विद्यालयमा व्यावसायिक विषयहरू समावेश गरी व्यावसायिक विद्यालयहरू सञ्चालन गरेका छन् । गरिबी, बेरोजगारी तथा अर्धबेरोजगारी र गिर्दो अर्थतन्त्रको उपचारको रूपमा व्यावसायिक शिक्षा शसक्त माध्यम ठानियो । समुन्नत राष्ट्रहरूमा व्यावसायिक शिक्षाले आर्थिक तथा सामाजिक विकासका लागि महत्वपूर्ण भूमिका खेले तापनि नेपाल जस्ता गरिब एवम् अल्पविकसित राष्ट्रहरूमा व्यावसायिक शिक्षाले सफलता पाउन सकेन । (बेलबासे, १९८१) नेपाल जस्तै अल्पविकसित राष्ट्रहरूमा ७० को दशकमा विश्व बैंकको पहलमा व्यावसायिक शिक्षामा व्यापकता ल्याइए तापनि अपेक्षित प्रतिफल हासिल हुन सकेन । ७० को दशकमा विश्व बैंकको ऋणबाट सञ्चालन भएको व्यावसायिक शिक्षा प्रणालीको प्रभावकारिता सम्बन्धी विभिन्न अध्ययनहरू भए । यी अध्ययनहरूबाट व्यावसायिक शिक्षा खासै उपलब्धिमूलक हुन नसकेको निष्कर्ष निस्कियो । नेपालमा पनि १९५० को दशकदेखि १९८० को दशकसम्म सञ्चालनमा रहेको व्यावसायिक शिक्षा प्रणाली उपलब्धिमूलक हुन नसकेको ठहर भयो । व्यावसायिक शिक्षामार्फत सीप विकास गर्ने र युवाहरूलाई रोजगारीका अवसरहरू प्रशस्त प्रदान गर्ने उद्देश्यले अभिप्रेरित व्यावसायिक शिक्षा कार्यक्रम नेपालमा असफल भएको कुरा तत्कालीन योजनाकारहरूले महसुस गरे । अनि सन् १९८० देखि छुट्टै प्राविधिक शिक्षालयहरूको स्थापना र विकास भयो । (Shrestha, 1991)

व्यावसायिक शिक्षाको माध्यमबाट आधारभूत जनशक्ति विकास गर्ने र युवाहरूको रोजगारी तथा आय आर्जनको अवसरमा वृद्धि गर्ने परिकल्पना पनि साक्षात्कार हुन सकेन । विगतमा असफल भएको व्यावसायिक शिक्षालाई पुनर्जन्म दिन दशौं योजनामा प्रत्येक जिल्लामा १/१ ओटा व्यावसायिक विद्यालय स्थापना गरी सञ्चालन गर्ने कुरा उल्लेख भएको छ । व्यावसायिक शिक्षाबाट अपेक्षित उपलब्धि हासिल हुन नसकेको तीतो अनुभव छँदाछँदै व्यावसायिक शिक्षाका विद्यालयहरू

* निर्देगढ, सि.टि.ई.पी.टि.

पुनः स्थापना र विकास गर्ने लक्ष आजको अवस्थामा कत्तिको सान्दर्भिक हुन्छ यस सम्बन्धमा व्यापक छतफल हुनु आदश्यक छ । त्यसै गरी अल्पविकसित मुलुकमा व्यावसायिक शिक्षामा गरिएको लगानीअनुसारको प्रतिफल हासिल हुन नसकेका उदाहरणहरू विभिन्न अध्ययनबाट देखिन्छन् । (Sharma,1998)

साधारण विद्यालयमा व्यावसायिक विषय समावेश गरी सीप विकास गर्ने विषय संसारभरि ज्यादै विवादको विषय बनेको छ । कुनै देशहरूमा यस प्रकारको शिक्षाले आर्थिक समुन्नतिमा टेवा पुऱ्याएका उदाहरणहरू छन् भने कुनै देशहरूमा व्यावसायिक शिक्षा असफल भई लगानी डुबेका उदाहरणहरू पनि छन् । नेपाल पछिल्लो समूहमा पर्दछ । यसैले नेपालका नीति निर्माता तथा शिक्षाविद्हरूले आजको नेपालको परिवेशमा उपयुक्त सीप विकासका उपायहरूको खोजी गर्दै शिक्षालाई व्यक्तिको लागि जीवनोपयोगी, राष्ट्रको लागि उत्पादनशील र आर्थिक समुन्नति तथा सामाजिक चेतनाको मेरुदण्डकोरूपमा सुधार एवम् विकास गर्नु आवश्यक देखिएको छ । यस लेखमा विद्यालयस्तरको व्यावसायिक शिक्षासम्बन्धी विगतका अनुभव, वर्तमान अवस्थाको विश्लेषण, विद्यमान चुनौतिहरू र भावी संभावना वारे छलफल गरिनेछ ।

विद्यालयस्तरको व्यावसायिक शिक्षाको विकास

नेपालमा विद्यालयस्तरको औपचारिक व्यावसायिक शिक्षाको विकासलाई कार्यक्रम र समयको हिसावले ४ भागमा बाड्न सकिन्छ :

- (१) १९५० को दशकको आधार शिक्षा
 - (२) १९६० को दशकका बहुदेशीय विद्यालय
 - (३) १९७० को दशकको नयाँ शिक्षा योजना कालको व्यावसायिक शिक्षा र
 - (४) १९८० पछिको छुट्टै प्रकारका प्राविधिक शिक्षालयहरूको स्थापना एवम् विकास ।
- (Shrestha,1991)

(क) आधार शिक्षा

विद्यालय शिक्षालाई जीवनोपयोगी र स्वावलम्बी बनाउन इ.सं.१९४७ मा आधार शिक्षाको रूपमा नेपालमा औपचारिक व्यावसायिक शिक्षाको थालनी हुन पुग्यो । व्यक्तिको आर्थिक स्वतन्त्रता र आत्मनिर्भरतामा अभिवृद्धि गर्ने उद्देश्यबाट अभिप्रेरित आधार शिक्षा प्रणाली गान्धिवादी दर्शनमा आधारित थियो । यस आधार शिक्षाको विकास र विस्तारमा भारत सरकारले सहयोग पुऱ्याएको थियो । विश्वविद्यालय शिक्षा हासिल गरेका र विद्यालय शिक्षा हासिल गरेका २ ओटा टोली पटना आधार तालिम स्कूलबाट आधार शिक्षासम्बन्धी जानकारी एवम् शिक्षक तालिम लिई फर्केपछि नेपालमा पहाडमा १३ ओटा र तराईमा ३ ओटा गरी जम्मा १६ ओटा आधार शिक्षाका आधार स्कूलहरू स्थापना भए । (Shrestha,1991).

तत्कालीन शिक्षा विभागले व्यावसायिक विषय समावेश गरी आधार स्कुलको पाठ्यक्रम निर्माण गरेर लागू गर्‍यो । सिकर्मी, कपडा बुन्ने, माटाको भाँडा बनाउने, कृषि आदि व्यावसायिक सीपहरू साधारण शिक्षाको प्राथमिक (१,२,३), निम्न माध्यमिक (४,५) आधार शिक्षा (६,७,८) तथा माध्यमिक तहमा समावेश शिक्षालाई व्यावहारिक एवम् व्यावसायिक बनाई आर्थिक आत्म निर्भरताको विकास गर्ने प्रयास भयो । आधार शिक्षा मार्फत व्यावसायिक सीप प्रदान गरी युवावर्गलाई स्वावलम्बी एवम् उत्पादनशील बनाउने लक्ष राखिएको थियो । सन् १९५५ सम्ममा विभिन्न तहका १०० ओटा आधार स्कुलहरूमा ५०० शिक्षकहरू अध्यापन गर्थे भने २०,००० विद्यार्थीहरूहरूले व्यावसायिक शिक्षा हासिल गरिरहेका थिए । (Report the National Planning Commission, 1956)

आधार शिक्षामार्फत व्यावसायिक शिक्षाको विकासमा प्राथमिकता दिइए तापनि यो शिक्षा प्रणालीको दिगो विकास हुन सकेन । जातअनुसारको पेसा हुनुपर्ने सबल धारणा भएको नेपाली तत्कालीन समाजले शारीरिक श्रम तथा सीपसम्बन्धी कार्य केवल तल्लो जातका समुदायले मात्र गर्ने हो भन्ने सामाजिक मान्यताले गर्दा आधार शिक्षाप्रति अभिभावक तथा विद्यार्थीहरूको आकर्षण घट्न गयो । श्रमप्रतिको नकारात्मक धारणा, श्रम बजारसँगको तात्मेलको अभाव, स्रोत सामग्रीहरूको अभाव तथा समयानुकूल सुधारको अभाव तथा अङ्ग्रेजी शिक्षा प्रतिको बढ्दो आकर्षणले गर्दा शिक्षा प्रणालीले सफलता हासिल गर्न सकेन ।

(ख) बहुउद्देश्यीय विद्यालयहरू

प्रजातन्त्रको स्थापनापछि शिक्षामा परिवर्तन तथा सुधार ल्याउन १९५४ मा राष्ट्रिय शिक्षा योजना आयोगको गठन भयो । उक्त आयोगले आफ्नो प्रतिवेदन १९५६ मा पेस गर्‍यो । उक्त प्रतिवेदनको आधारमा व्यावसायिक बहुउद्देश्यीय विद्यालयहरू स्थापना गरिए । ९८ प्रतिशतभन्दा बढी जनताले आफ्नो र आफ्नो परिवारका लागि कृषि व्यवसायबाट जिविकोपार्जन गर्नुपर्ने हुनाले विद्यालयस्तरमा व्यावसायिक शिक्षा दिइनुपर्ने अडान प्रतिवेदनले लिएको थियो । २० औं शताब्दीको अर्थतन्त्रका लागि उपयोगी सीप विकास गर्ने लक्ष प्रतिवेदनमा यसरी प्रतिबिम्बित गरेको थियो :

"There is increasing demand in Nepal for truly competent secretaries and clerks, for mechanics and metal workers, for workers in the building trades, for clothing processors and other skilled laborers. These workers must come from the ranks of school youths (Education in Nepal: Report of the National Education Commission, 1956 P.81)

उपरोक्त सीप विकासका आवश्यकताअनुरूप व्यावसायिक सीप विकासका क्षेत्रहरूलाई निम्नलिखित ५ पेसागत समूहमा विभाजन गरेको थियो :

१. पूर्व पेसागत (Pre-professional) : शिक्षा, चिकित्सा विज्ञान, नर्सिङ, कानुन, इन्जिनियरिङ र राजनीति / व्यवस्थापन
२. वाणिज्यसम्बन्धी (Commercial) : कार्यालय सचिव, लेखापाल, सरकारी कार्यालयसम्बन्धी
३. कृषि (Agriculture) : कृषि तथा वनसम्बन्धी विभिन्न तहका लागि आवश्यक सीपहरू
४. औद्योगिक (Industrial) : साना, मझौला तथा ठूला उद्योग तथा खानीसम्बन्धी क्षेत्रलाई आवश्यक पर्ने सीपहरू
५. उच्च शिक्षाको लागि साधारण शिक्षाका कार्यक्रमहरू

पूर्व पेसागत विषयहरूको शिक्षा तथा तालिम मन्त्रालय तथा विभागबाट तालिम केन्द्रका माध्यमबाट प्रदान गरिन थालियो भने वाणिज्य, कृषि, औद्योगिक शिक्षा तथा गृहविज्ञान विषयसम्बन्धी व्यावसायिक तालिम समेत समावेश गरी बहुउद्देश्यीय विद्यालयको स्थापनामा विस्तार गरियो । यस प्रकारका विद्यालय स्थापना, विकास तथा यिनका लागि आवश्यक पर्ने जनशक्ति विकासमा यू.एस.एड.बाट प्रशस्त सहयोग प्राप्त भयो । (Sharma, 1999)

उच्च अध्ययन तथा रोजगारी दुबैको लागि उपयुक्त हुने जनशक्ति तयार गर्ने उद्देश्यबाट अभिप्रेरित बहुउद्देश्यीय विद्यालयहरूमा पठनपाठन समयको एकतिहाइ समय व्यावसायिक तालिममा उपयोग गरिन्थ्यो । सन् १९६९ सम्ममा नेपाल अधिराज्यका २९ माध्यमिक विद्यालयहरू बहुउद्देश्यीय विद्यालयमा रूपान्तरण गरिसकिएको थिए ।

आजसम्म पनि उपेक्षा गरिएको व्यावसायिक शिक्षा कार्यक्रम १९६७ मा लागू गरिएको थियो । यस कार्यक्रम अन्तर्गत विद्यार्थीहरूलाई समूहमा वा व्यक्तिगतरूपमा व्यावसायिक सल्लाह सेवा प्रदान गरिन्थ्यो । त्यसै गरी यी विद्यालयहरूलाई व्यावसायिक विषयमा दक्ष प्रशिक्षक तयार पार्ने उद्देश्यले सन् १९६७ मा नै “काठमाडौं प्राविधिक विद्यालय” को स्थापना भए पनि पछि यसको नाम “राष्ट्रिय व्यावसायिक शिक्षक तालिम केन्द्र” मा परिणत गरियो । व्यावसायिक कृषि, औद्योगिक शिक्षा, वाणिज्य शिक्षा तथा गृहविज्ञानका क्षेत्रमा दक्ष शिक्षक तयार पार्ने प्रमुख उद्देश्य उपरोक्त केन्द्रले राखेको थियो । व्यावसायिक शिक्षक तालिमको लागि आवश्यक पर्ने भौतिक पूर्वाधार, उपकरण तथा शैक्षिक सामग्रीको व्यवस्था भएको उक्त तालिम केन्द्र हाल पनि त्रिभुवन विश्वविद्यालयको शिक्षा सङ्काय अन्तर्गत सानोठिमी, भक्तपुरमा सञ्चालित नै छ ।

भौतिक पूर्वाधार, प्रशिक्षक, पाठ्यपुस्तक तथा पाठ्य सामग्रीको उचित व्यवस्थाका साथ सञ्चालनमा रहेका यी बहुउद्देश्यीय विद्यालयहरूले अपेक्षा गरिएको लक्ष प्राप्त गर्न सकेनन् । शिक्षा मन्त्रालयको एक मूल्याङ्कनअनुसार बहुउद्देश्यीय विद्यालयबाट व्यावसायिक विषय लिई उत्तीर्ण विद्यार्थी सङ्ख्याको केवल ३ प्रतिशत मात्र व्यावसायिक तालिमसम्बन्धी

लाभयुक्त रोजगारी पाउन वा लिन सफल भए । (MOE, 1974) यस तथ्यबाट के सावित हुन्छ भने ज्यादै ठूलो लगानीबाट विकास गरिएका बहुउद्देश्यीय विद्यालयहरू व्यावसायिक शिक्षा मार्फत रोजगारीको अवसर बृद्धि गर्ने लक्षमा पूर्णतया असफल भए । श्रमबजारको आवश्यकता, अभिभावकहरूको आकांक्षा, पाठ्यक्रम बीच तालमेल नमिल्नु यस असफलताको प्रमुख कारण मानिएको थियो । (Belbase, 1981, REED, 1979, ARYAL, 1970)

बहुउद्देश्यीय विद्यालयहरूले सामना गर्नु परेका अन्य समस्याहरूमा परम्परागत प्रमाणपत्रमुखी शिक्षाको बाहुल्यता हुनु, पाठ्यक्रम तथा मूल्याङ्कन प्रणाली देश सुहाँ उदो नहुनु, विद्यार्थी छनौट एवम् तयारीमा समस्या, उपयुक्त ढङ्गबाट तयार पारिएका प्रशिक्षकहरूको कमी, शारीरिक श्रम प्रयोग हुने पेसा तथा व्यवसायप्रति जनमानसमा नकारात्मक प्रवृत्ति र आर्थिक कठिनाई आदि थिए । (Shrestha 1991, Sharma 1999)

(ग) नयाँ शिक्षा योजनाअन्तर्गत व्यावसायिक शिक्षा

बहुउद्देश्यीय विद्यालयहरूबाट प्रदान गरिने व्यावसायिक शिक्षामा देखा परेका कमी कमजोरीहरूमा सुधार गर्दै व्यावसायिक शिक्षालाई सुदृढीकरण गर्नुको साटो नयाँ शिक्षा योजनाअन्तर्गत सम्पूर्ण माध्यमिक विद्यालयमा व्यावसायिक विषयलाई अनिवार्य बनाइयो । त्यसै गरी राज्यको लगानीले धान्ने नसक्ने गरी १२० साधारण विद्यालयहरूलाई व्यावसायिक विद्यालयमा परिणत गरियो । सबै साधारण विद्यालयहरूमा २० प्रतिशत पाठ्य समय व्यावसायिक शिक्षाका लागि छुट्याइयो भने व्यावसायिक विद्यालयहरूमा अध्यापन समयको ४० प्रतिशत व्यावसायिक विषयको लागि छुट्याइयो । सबै माध्यमिकस्तरका विद्यार्थीहरूले कुनै न कुनै व्यावसायिक सीपमा दक्षता हासिल गर्ने र उत्पादन तथा रोजगारीमा उल्लेख्य सुधार आउने गलत परिकल्पनाबाट तत्कालीन शिक्षाविद् तथा शैक्षिक नीतिनिर्माताहरू बहकिए, फलस्वरूप बहुउद्देश्यीय विद्यालयहरूले सामना गर्नु परेका समस्याहरूको अलावा अरु थप समस्या नयाँ शिक्षा योजना अन्तर्गत सञ्चालित “व्यावसायिक शिक्षा कार्यक्रमले” भोग्नु पर्थ्यो ।

सुयोग्य नागरिक, आर्थिक उत्पादनशीलता, शिक्षामा समान अवसर तथा शिक्षण प्रशिक्षणमा सुधार नयाँ शिक्षा योजनाका प्रमुख लक्ष थिए र केही हदमा हासिल पनि भए । तर शिक्षालाई आर्थिक उत्पादनशीलतासँग जोड्न प्राविधिक तथा व्यावसायिक शिक्षाको विकास र विस्तारमा जोड दिएको व्यावसायिक शिक्षा प्रभावकारी हुन सकेन । उच्च शिक्षाका लागि विकास भएको प्राविधिक अध्ययन संस्थानहरूले सामाजिक तथा आर्थिक विकासमा महत्वपूर्ण योगदान दिए तापनि माध्यमिक शिक्षामा भएको व्यावसायिकीकरणले खासै उपलब्धि हुन सकेन । माध्यमिकस्तरको व्यावसायिक शिक्षाको माध्यमबाट आधारभूत

सीपयुक्त जनशक्ति तयार पार्ने नयाँ शिक्षा योजनाको उद्देश्य विभिन्न सामाजिक, आर्थिक, व्यवस्थापकीय तथा शैक्षिक समस्याहरूले गर्दा सफल हुन सकेन । (Belbase, 1981)

व्यावसायिक शिक्षाबाट प्राप्त गरेको सीपको आधारमा रोजगारी वा स्वरोजगारीमा संलग्न विद्यार्थी भेटिन मुस्किल भयो । नयाँ शिक्षा योजनाको पूर्णावधि मूल्याङ्कन (MOES, 1979) ले व्यावसायिक शिक्षा उपलब्धिमुलक हुन नसकेको ठहर गरी व्यावसायिक शिक्षाप्रतिको जोडलाई कम गरियो र प्राविधिक तथा व्यावसायिक शिक्षा प्रदान गर्न छुट्टै प्राविधिक शिक्षालयहरूको विकास गरियो ।

(घ) विद्यालयस्तरको व्यावसायिक शिक्षासम्बन्धी अनुभवहरू

व्यावसायिक शिक्षाका क्षेत्रमा विगतमा भएका प्रयास र परिवर्तनहरूलाई दृष्टिगत गर्दा नेपालले २००७ को परिवर्तनपछि प्रत्येक दशकमा विद्यालयस्तरको व्यावसायिक शिक्षा सम्बन्धी नयाँ परीक्षण गरेको पाइन्छ । सञ्चालनमा आइरहेको व्यावसायिक शिक्षा प्रणालीका कमजोरीलाई सुधार्नेतर्फ जोड दिनुको साटो पुरानो प्रणालीलाई हटाउँदै नयाँ प्रणालीको विकास गर्ने क्रम सन् १९८० सम्म कायम रह्यो । विद्यालयस्तरको शिक्षालाई व्यवसायमूलक तथा जीवनोपयोगी बनाउँदै लैजानुको साटो परम्परागत औपनिवेशिक शिक्षा प्रणालीतर्फ नै उन्मुख हुँदै गयो । विद्यालय शिक्षाको एक मात्र लक्ष उच्च शिक्षाको लागि तयार पार्ने अपरिवर्तनीय शिक्षा प्रणालीको विकास हुँदै गयो । शिक्षाका माध्यमबाट व्यक्तिको रोजगारी तथा आयआर्जनको आवश्यकता पूर्ति गर्नुका साथै राष्ट्रको सामाजिक तथा आर्थिक समुन्नतिको आवश्यकता परिपूर्ति गर्न सक्ने युवावर्ग विद्यालयस्तरको शिक्षाले तयार गर्न सकेन ।

विद्यालयस्तरको व्यावसायिक शिक्षा विगतमा प्रभावकारी हुन नसकेका कारणहरू

(क) विगतको व्यावसायिक शिक्षा प्रणालीले अपेक्षित प्रतिफल दिन नसक्नुका प्रमुख कारणमध्ये एउटा कारण आर्थिक अभाव हो । राष्ट्रको आर्थिक क्षमताले धान्न नसक्ने गरी व्यावसायिक शिक्षा कार्यक्रमहरू विस्तार गर्दा तालिम प्राप्त शिक्षक, कार्यशाला तथा उपकरण, अन्य भौतिक सुविधा, उपयुक्त पाठ्यपुस्तक तथा पाठ्य सामग्रीको व्यवस्था, कक्षाकोठा, पुस्तकालय आदिको उचित व्यवस्था हुन सकेन । फलस्वरूप व्यावसायिक शिक्षाको गुणस्तर बढ्न सकेन र विद्यार्थीहरू रोजगारीमूलक सीप सिक्ने अवसरबाट वञ्चित रहे ।

(ख) विगतका विद्यालयस्तरका व्यावसायिक कार्यक्रमहरू देशको श्रमबजारको आवश्यकता अनुरूप हुन सकेनन् । श्रमबजारको आवश्यकता र व्यावसायिक तालिम कार्यक्रमबीच तालमेल भिलेन । विगतका व्यावसायिक शिक्षा कार्यक्रमहरू नेपालको आवश्यकताअनुकूल हुनुको सट्टा विदेशी प्रभावबाट प्रभावित भए । आधारभूत शिक्षा भारतबाट, बहुउद्देश्यीय

विद्यालयहरू अमेरिकी प्रभावबाट र नयाँ शिक्षा अन्तर्गतको व्यावसायिक शिक्षा जापान तथा पश्चिमी मुलुकको प्रभावबाट तथा ट्रेड स्कूलहरू ब्रिटिस प्रणालीबाट प्रभावित भए । राष्ट्रको आवश्यकता र क्षमताअनुरूपको मौलिक व्यावसायिक शिक्षा कार्यक्रमको विकास अभ्नु हुन सकेको छैन ।

- (ग) तत्कालीन नेपाली समाजले शारीरिक श्रमलाई तल्लो जातका मानिसले अपनाउने पेसाको रूपमा हेर्ने गरेको हुँदा व्यावसायिक शिक्षा युव वर्ग तथा तिनका अभिभावकहरूका लागि आकर्षक बन्न सकेन ।
- (घ) उच्च शिक्षाको अभिलाषा नराख्ने र कुनै सीप सिकी विद्यालयस्तरको शिक्षा पश्चात् रोजगारीका लागि तयार हुने युवावर्गहरूको लागि मात्र व्यावसायिक शिक्षाको व्यवस्था हुनुपर्नेमा सबै विद्यार्थीहरूलाई व्यावसायिक शिक्षा हासिल गर्नेपर्ने वाध्यात्मक परिस्थिति सिर्जना गर्न खोज्नु अनुपयुक्त एवम् अमान्य थियो । प्रजातान्त्रिक सिद्धान्तअनुरूप आफूले चाहना गरेको विषयको अध्ययन गर्ने अवसर पाउनुपर्ने विद्यार्थीको नैशर्गिक अधिकार कुण्ठित हुन गयो ।
- (ङ) सीपयुक्त व्यक्तिहरूको लागि पारिश्रमिक आर्कषण हुन सकेन । जुनसुकै विषयमा भए पनि उच्च शिक्षाको प्रमाणपत्र हासिल गर्नेले उच्चदरको पारिश्रमिक तथा उच्चपदहरू प्राप्त गर्ने परिणती कायमै रहेकाले सीप हासिल गरी सीपयुक्त श्रमिक बन्नेतर्फ नेपाली युवावर्ग आकर्षित हुन सकेनन् । फलस्वरूप सबै विद्यार्थी विद्यालयस्तरको व्यावसायिक शिक्षा प्राप्तिपछि उच्च शिक्षा हासिल गर्नेतर्फ नै आकर्षित भए ।
- (च) वैदेशिक अनुदान तथा सहयोगमा बढी भर परेका प्राविधिक तथा व्यावसायिक शिक्षाका कार्यक्रमहरूले स्थायित्व हासिल गर्न सकेनन् । वैदेशिक अनुदान छुट्टै राम्रोसँग सञ्चालन हुने व्यावसायिक शिक्षाका कार्यक्रमहरू सहयोग बन्द हुँदा कार्यक्रमहरूले अपेक्षित गुणस्तर कायम गर्न सकेनन् । साथै सहयोग दिने दातृसंस्थाले नेपाल र नेपालीको हितलाई ध्यान नदिई दातृसंस्थाको अनुकूल अव्यावहारिक नीति, धारणा, कार्यक्रम तथा कार्यशैली लादने प्रचलनले पनि व्यावसायिक शिक्षाको विकासमा अवरोध उत्पन्न हुन गयो । उदाहरणका लागि १९६० को दशकमा सम्पूर्ण अल्पविकसित राष्ट्रहरूलाई माध्यमिक विद्यालयमा व्यावसायिक शिक्षा अनिवार्य बनाउने विश्व बैंकले १९९० को दशकमा आएर व्यावसायिक शिक्षाको क्षेत्रमा सहयोग नदिने नीति प्रस्तुत गर्‍यो ।
- (छ) आर्थिक विकास र जनशक्ति विकास एक अर्कासँग सम्बन्धित छन् । आर्थिक अवस्था कमजोर भएको नेपाल जस्तो देशमा रोजगारीका अवसर सीमित हुने हुँदा सीप विकासका

कार्यक्रमहरू आर्थिक विकासका कार्यक्रमसँग समन्वय गर्दै लैजानुपर्नेमा विगतमा सो हुन सकेन ।

विद्यालयस्तरको व्यावसायिक शिक्षाबाट सिकेका पाठहरू

- (क) साधारण तथा व्यावसायिक विद्यालयस्तरका विद्यार्थीहरू सबैजसो उच्च शिक्षा हासिल गर्न उन्मुख देखिए । व्यावसायिक सीप विकासका लागि भएका प्रयास तथा स्रोत साधन, उच्च शिक्षाउन्मुख युवावर्गका लागि खर्चिन गयो । यसकारण राज्यले सीप विकास र पेसागत दक्षता अभिवृद्धि गरी गरिबी घटाउने एक मात्र उद्देश्यप्राप्तिका लागि उल्लेखनीय स्रोत परिचालन गर्नुपर्ने देखिएको छ ।
- (ख) विद्यार्थीहरूको आकांक्षा एवम् सीपकोस्तर श्रमबजारको आवश्यकताअनुरूप हुन सकेन । यसकारण सीप विकासका कार्यक्रमहरूलाई रोजगारी तथा स्वरोजगारका अवसरसँग प्रत्यक्षरूपमा सम्बन्ध कायम गर्नुपर्ने आवश्यकता महसुस भएको छ । सीपयुक्त श्रमशक्तिको आवश्यकता पहिचानमा आधारित व्यावसायिक र प्राविधिक विद्यालयहरूको छनौट हुनुपर्ने र तालिम प्राप्त प्रशिक्षार्थीहरूलाई रोजगारी तथा स्वरोजगारीमा प्रवेश गर्न सहयोग पुर्याउने व्यवस्था पनि उत्तिकै आवश्यक देखिन्छ ।
- (ग) व्यावसायिक विषयहरू श्रमबजारको आवश्यकताअनुरूप नभएकाले व्यावसायिक शिक्षा हासिल गरेका युवावर्ग श्रमबजारमा खपत हुन सकेनन् । यसकारण श्रमबजार सूचना प्रणालीको विकास गरी सीपयुक्त जनशक्तिको आपूर्ति र मागबीच तालमेल मिलाउनु पर्ने आवश्यकता छ ।
- (घ) व्यावसायिक विद्यालयहरूको विस्तार अप्रत्याशित रूपमा भएकाले सीप विकासका लागि आवश्यक पर्ने औजार, सामग्री, कार्यशाला तालिम प्राप्त शिक्षकका लागि स्रोत र साधन राज्यले उपलब्ध गराउन सकेन । व्यावसायिक विद्यालयहरूको विकास र राष्ट्रको स्रोत र साधनले भ्याउने गरी सीमित मात्रामा गर्न उपयुक्त हुनेछ ।
- (ङ) विद्यार्थीको चाख र पेसागत उद्देश्यको सही पहिचान नगरी सबैलाई अनिवार्य बनाउनाले व्यावसायिक शिक्षाले प्रभावकारी नतिजा दिन सकेन । यसकारण व्यावसायिक शिक्षा ऐच्छिक कार्यक्रमको रूपमा विकास हुनुपर्ने महसुस भएको छ ।
- (च) विद्यार्थीको चाख र क्षमताको सही मूल्याङ्कन गरी व्यावसायिक सल्लाह दिने परिपाटीको विकास भएन । यसकारण माध्यमिकस्तरमा व्यावसायिक सल्लाहसेवा विद्यार्थीलाई उपलब्ध भएमा उनीहरूको चाख र क्षमताअनुसारको व्यावसायिक विषयमा प्रवेश गर्ने थिए ।

वर्तमानका चुनौति

विद्यालयस्तरको व्यावसायिक विषय १०० पूर्णाङ्कको १ विषयमा सीमित गरियो । सबै माध्यमिक विद्यालय साधारण विद्यालयमा परिणत भएका छन् र विद्यार्थीहरूलाई उच्च शिक्षाको लागि तयार पार्ने लक्षमा जुटेका छन् । व्यावसायिक विषय केवल व्यवसायको परिचय दिने विषय मात्र बन्न पुगेको छ । व्यावसायिक विद्यालयको विकल्पका रूपमा विकसित प्राविधिक शिक्षालयहरूको सङ्ख्या गत २० वर्षमा १४ ओटा पुगेका छन् र ज्यादै सीमित युवावर्गले मात्र उक्त शिक्षालयहरूबाट तालिम हासिल गर्न पाएका छन् । निजी क्षेत्रमा स्थापित करिब १५० ओटा प्राविधिक शिक्षालयहरूले चर्को शुल्क लिने हुनाले विपन्न तथा पिछडिएका वर्गका युवावर्गको पहुँचबाट टाढा छ ।

प्राविधिक शिक्षालयहरूको स्थापना तथा विकासमा ज्यादै बढी लगानी हुँदा अपेक्षित रूपमा यी शिक्षालयहरूको विकास हुन सकेको छैन । प्राविधिक शिक्षालय राष्ट्रिय शिक्षाको मूल धार (Stream) को रूपमा विकसित हुन सकिरहेका छैनन् । स्पष्ट राष्ट्रिय नीति तथा प्रतिबद्धताको अभावमा प्राविधिक शिक्षालयहरू तालिम दिने संस्था हुन् कि शिक्षा प्रदान गर्ने संस्था हुन यकिन गर्न सकिएको छैन । यस क्षेत्रमा कार्यरत विशेषज्ञहरू आ-आफ्नो किसिमले यी कार्यक्रमलाई परिभाषित गर्दछन् । शिक्षालाई जीवनोपयोगी एवम् सर्वसुलभ बनाउन स्पष्ट कार्यनीतिको अभाव देखिन्छ । विद्यालयस्तरमा व्यावसायिक शिक्षा प्रदान गरिनुपर्ने आवाजहरू एवम् जनगुनासाहरू प्रशस्त सुनिन आउँछन् । तर विगतको व्यावसायिक शिक्षा कार्यक्रमको असफलताले गर्दा निर्धक्क भएर व्यावसायिक शिक्षाको विकास गर्न र यस क्षेत्रमा लगानी गर्न अब पनि राष्ट्र तयार हुन सकेको छैन ।

वर्षेनी करिब ३ लाख विद्यार्थीहरूले माध्यमिक स्तरको शिक्षा प्राप्त गरे पनि करिब १ लाख मात्र उच्च माध्यमिक शिक्षाका लागि तयार हुन्छन् । त्यसमध्ये एक तिहाइ मात्र उच्च अध्ययनका लागि सफल हुन्छन् । उच्च शिक्षाको अवसरबाट बञ्चित युवावर्गका लागि बैकल्पिक शिक्षा वा तालिमको व्यवस्था हुन सकेको छैन । सबै युवावर्गले एउटै निश्चित शैक्षिक धारालाई मात्र अँगाल्नुपर्ने बाध्यताले गर्दा बहुसंख्यक युवाले शैक्षिक असफलताको तीतो अनुभवका साथै रोजगारीको अवसरबाट समेत बञ्चित हुनु परेको छ ।

दशौँ पञ्चवर्षिय योजनामा प्रत्येक जिल्लामा १/१ ओटा व्यावसायिक माध्यमिक विद्यालयको विकास गर्ने योजना रहेको छ । विगतमा व्यावसायिक शिक्षामा भएको लगानी खेर गएको परिप्रेक्षमा पुनः व्यावसायिक माध्यमिक विद्यालयहरूको सुरूवात गर्नु एकथरीले स्रोत र साधन खेर फाल्नु ठान्दछन् भने व्यावसायिक शिक्षाको वकालत गर्नेहरू परिवर्तित परिस्थितिमा उपयोगी हुने ठहर गर्दछन् । तर पनि व्यावसायिक शिक्षालाई प्रभावकारी बनाउन तलका प्रश्नहरूको सही हल निकाल्नुपर्ने हुन्छ ।

१. विद्यालय स्तरको व्यावसायिक शिक्षाको उद्देश्य के हुने हो ? विद्यालय स्तरको व्यावसायिक शिक्षाले रोजगारीका लागि तयार पार्छ कि रोजगारीबारे अलग्गै शिक्षा दिने हो ?

२. विद्यालयको कुन स्तरमा व्यावसायिक शिक्षा समावेश गर्नुपर्ने हुन्छ ? श्रमबजारमा आवश्यक पर्ने पेसागत दक्षता कसरी हासिल गर्छन् ?
३. विद्यालय स्तरमा दिइने व्यावसायिक शिक्षा कसका लागि हो ? सबैका लागि हो कि उच्च शिक्षामा जान नचाहनेका लागि मात्र हो । व्यावसायिक शिक्षा अलग धारको रूपमा विकसित गर्ने कि साधारण शिक्षा भित्र नै समाहित गर्ने ?
४. व्यावसायिक विद्यालयमा कुनकुन विषयको व्यावसायिक शिक्षा दिने हो ? ती विषयहरू छनोट गर्ने आधारहरू के हुन् ? सीपको दक्षता हासिल गर्न व्यावहारिक प्रयोगात्मक शिक्षाको अवसर कसरी दिने हो ?
५. व्यावसायिक दक्षता, औद्योगिक अनुभव र प्रशिक्षण गर्ने तालिम प्राप्त प्रशिक्षकबिना व्यावसायिक शिक्षा सफल हुन सक्दैन । यस प्रकारका प्रशिक्षक कसरी तयार पार्ने ?
६. अन्त्यमा व्यावसायिक शिक्षा तुलनात्मक हिसाबले साधारण शिक्षा भन्दा बढी महङ्गो हुन्छ । सीप विकासका लागि आवश्यक पर्ने कार्यशाला, उपकरणहरू, औजार, कच्चा पदार्थ तथा अन्य शैक्षिक सामग्रीको व्यवस्था गरी कार्यक्रम सञ्चालन गर्न आवश्यक आर्थिक स्रोत नियमित रूपले व्यावसायिक शिक्षा कार्यक्रमलाई उपलब्ध हुन सक्छ कि सक्दैन ? व्यावसायिक शिक्षा कार्यक्रमलाई कसरी सर्वसुलभ बनाउने र दिगो बनाउने ?

उक्त चुनौतीहरू विद्यालयस्तरको व्यावसायिक शिक्षा विकासका लागि ज्यादै महत्वपूर्ण छन् । उक्त प्रश्नहरूको सही समाधान निकाल्न सके मात्र व्यावसायिक शिक्षाबाट परिलक्षित उद्देश्य हासिल गर्न सकिन्छ र सीपयुक्त उत्पादनशील युवावर्ग तयार पार्न सकिन्छ । साधारण विद्यालयमा व्यावसायिक विषय समावेश गरी सीपयुक्त जनशक्ति तयार पार्ने हो भने उक्त बुँदहरूमा राष्ट्रियस्तरमा व्यापक छलफल गरी सही निकास निकाल्नु आवश्यक छ ।

सुझावहरू

१. व्यावसायिक शिक्षा ऐच्छिक विषयको रूपमा विकसित गर्ने ।
२. कक्षा ८ देखि साधारण शिक्षा र व्यावसायिक शिक्षाका धार छुट्याउने । माध्यमिकस्तरमा व्यावसायिक आधारभूत सीप सिकाउने र उच्च माध्यमिकस्तरमा रोजगारीका लागि तयारी पार्ने ।
३. माध्यमिक तथा उच्च माध्यमिकस्तरमा साधारण शिक्षा र व्यावसायिक शिक्षा हासिल गर्न पाउने व्यवस्था मिलाउने र माध्यमिक विद्यालयमा सिकेको व्यावसायिक विषयलाई उच्च माध्यमिक विद्यालय समेतमा निरन्तरता दिने ।

४. व्यावसायिक शिक्षालाई दिगो राख्न आन्तरिक स्रोत परिचालन गर्ने र व्यावसायिक शिक्षा विकासका लागि कोष निर्माण गर्ने ।
५. उद्योग, व्यवसाय तथा व्यावसायिक बिषयमा अनुभव प्राप्त गरी दक्षता हासिल गरेका व्यक्तिहरूलाई उनीहरूको सीप र दक्षताको आधारमा शिक्षक/प्रशिक्षकको रूपमा उपयोग गर्न सकिने व्यवस्था मिलाउने ।
६. व्यावसायिक शिक्षाको लक्ष्य, संरचना, स्वरूप, पाठ्यक्रम, उच्च शिक्षासँगको सम्बन्ध, प्रशिक्षण आदि विषयहरू समेटिने गरी स्पष्ट निर्देशिका तयार पारी लागू गर्नुपर्ने देखिन्छ ।
७. पटक पटक असफल भएको शिक्षा व्यवस्था भएकाले व्यावसायिक विद्यालयहरूको विकास सावधानीपूर्वक हुनुपर्ने आवश्यकता छ । सीमित सङ्ख्यामा सञ्चालन गरिने यी विद्यालयहरूको प्रभावकारिता मूल्याङ्कन गरेर मात्र अन्य विद्यालयहरूमा क्रमशः विस्तार गर्दै जानुपर्ने हुन्छ ।
८. व्यावसायिक सीप विकास कार्य अनौपचारिक शिक्षाको अभिन्न अङ्गको रूपमा विकास गर्ने ।
९. अनौपचारिक शिक्षा क्षेत्रको विकास र विस्तार गर्दै विद्यालयको निश्चित समयमा विद्यालय जान नसक्नेका लागि पनि व्यावसायिक शिक्षा उपलब्ध हुन सक्ने र उच्च शिक्षाको धारमा प्रवेश गर्न सक्ने लचिलो शैक्षिक संरचना व्यवस्था हुनुपर्ने ।
१०. विद्यालयस्तरमा व्यावसायिक शिक्षा व्यवस्थित बनाउन र प्रभावकारी रूपले सञ्चालन गर्न राष्ट्रिय रूपमा छलफलमा ल्याउने र सुझाव प्राप्त गर्ने ।

उपसंहार

बढ्दो जनसङ्ख्या, बेरोजगारी र गरिबीले आक्रान्त पारेको नेपाल जस्तो देशले युवावर्गलाई शिक्षाको माध्यमबाट उपयुक्त सीप प्रदान गरी आयआर्जन गर्न सक्ने बनाउनु आजको आवश्यकता हो । उपयुक्त गुणस्तरीय र कम खर्चिला व्यावसायिक विद्यालयहरू र प्राविधिक शिक्षालयहरूको विकासले उपरोक्त आवश्यकता पूर्ति हुन सक्छ । तर विगतका असफलताबाट पाठ सिक्दै नयाँ श्रमबजारको आवश्यकताअनुरूपका सिर्जनशील व्यावसायिक विद्यालयहरूको विकासमा समुदायको सहभागिता अपरिहार्य छ । विगतमा असफल प्रणाली पुनः लागू गर्नुअगाडि शिक्षा मन्त्रालयले यस सम्बन्धमा राष्ट्रव्यापी छलफल गराई सुझाव सङ्कलन गरेर मात्र विद्यालयस्तरको व्यावसायिक शिक्षासम्बन्धी कार्यक्रम लागू गरे बेश हुनेछ ।

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प्राथमिक शिक्षालाई प्रभावकारी बनाउने तत्त्व

- माधव प्रसाद गडतीला*

विषय प्रवेश

शिक्षाको आधार प्राथमिक शिक्षा हो । अर्को अर्थमा प्राथमिक शिक्षा शिक्षाको जग पनि हो । जग बलियो हुँदा घर बलियो भएजस्तै प्राथमिक शिक्षाको जग राम्रो भएमा त्यसपछि अरु शिक्षा हासिल गर्न सजिलो पर्ने हुन्छ । प्राथमिक शिक्षा भन्नाले १ देखि ५ कक्षासम्मको अध्ययनलाई जनाउँछ । जुन व्यवस्था शिक्षा ऐन २०२८ को चौथो संशोधनबाट कायम भएको छ ।

प्राथमिक शिक्षा विकासका लागि भएका प्रयास

(क) राणा शासनको प्राथमिकता शिक्षाभन्दा सम्पत्ति सङ्कलनमा थियो । जनता शिक्षित होऊन् या नहोऊन् उनीहरूलाई कुनै चासो थिएन, चासो यति नै थियो कि राणाहरूको ढुकुटी कुनै पनि हिसाबले भरिनु पर्थ्यो । वि.सं. २००७ सालमा राणा शासनको समाप्तिपछि भने विद्यालय खोल्ने चाहना बढेको पाइन्छ । पुण्य कमाउन र आफ्नो नाम अमर राख्न विद्यालय स्थापना गर्ने र विद्यालयको नाममा चलअचल सम्पत्ति चन्दा, वा दान दिने गरेको पाइन्छ । २०४६ पछिका सरकारले पनि प्राथमिक शिक्षा विकासमा जोड दिएको छ । जनआन्दोलनबाट स्थापित बहुदलीय प्रजातान्त्रिक शासन व्यवस्था र जन निर्वाचित सरकारले प्राथमिक शिक्षा सुधारलाई उच्च प्राथमिकता दिएको छ । सरकारले शिक्षामा विशेष गरी प्राथमिक शिक्षामा सुधार ल्याउनका लागि सुधारका काम गर्ने स्पष्ट प्रतिबद्धता जनाएको छ । आठौँ पञ्चवर्षीय योजना(१९९२-१९९७) ले पनि आधारभूत तथा प्राथमिक शिक्षालाई उच्च प्राथमिकता दिएको थियो । नेपालले “सबैका लागि शिक्षा” भन्ने विषयको १९९० को Joeien घोषणापत्र स्वीकार गर्‍यो । प्राथमिक तहको भर्ना बढाउने, कक्षा छाड्नेको दर घटाउने, निरक्षरताको दर घटाउने र देशका सबै बालबालिकालाई गुणात्मक शिक्षा प्रदान गर्ने प्रतिबद्धता जनायो । प्रतिबद्धताको आधारमा श्री ५ को सरकारले मानव अधिकारको विश्वव्यापी घोषणापत्रको दफा २६ अनुसरण गरेको छ । जसमा उल्लेख छ : प्रत्येक व्यक्तिलाई शिक्षा प्राप्त गर्ने अधिकार छ । कमसेकम प्राथमिक तथा आधारभूत तहको शिक्षा निशुल्क हुनेछ । प्राथमिक शिक्षा अनिवार्य हुनेछ । प्राथमिक र व्यावसायिक शिक्षा सामान्यतया सबैका लागि उपलब्ध गराइनेछ, उच्च शिक्षा भने योग्यताका आधारमा सबैको समान पहुँचको विषय हुनेछ ।

शिक्षामा सुधार गर्ने सरकारको प्रतिबद्धताअनुसार राष्ट्रसङ्घीय विकास कार्यक्रमको प्राविधिक सहयोगमा श्री ५ को सरकारले सन् १९९१ मा आधारभूत तथा प्राथमिक शिक्षा गुरुयोजना (१९९१-२००१) तयार गर्‍यो । यसैको परिणामस्वरूप श्री ५ को सरकार शिक्षा

मन्त्रालयले आधारभूत तथा प्राथमिक शिक्षा परियोजना विश्व बैंक, डानिडा, जाईका र युनिसेफको आर्थिक सहयोगमा कार्यान्वयन भयो ।

सरकारी कोष र एशीयाली बिकास बैंकको सहयोगमा प्राथमिक शिक्षा विकास परियोजना पुनः कार्यान्वयन गरियो । उक्त परियोजनाको मुख्य जोड गुणात्मक शिक्षा प्रदानका लागि प्रा.वि. शिक्षक र विद्यालय व्यवस्थापनमा संलग्न रहने जि.शि.अ. र क्षेत्रीय शिक्षा निर्देशकहरूको तालिममा थियो । (उही प्रतिवेदन)

(ख) श्री ५ को सरकारको प्रतिबद्धतासमेत भएकाले डकार सम्मेलनबाट समेत घोषित सन् २०१५ सम्म सबैकालागि शिक्षा कार्यक्रम हासिल गर्न प्राथमिक कक्षाको खुद भर्ना दर (Net enrollment rate) शतप्रतिशत पुर्याउनु हाम्रा लागि चुनौती बनेको छ ।

(ग) सेप्टेम्बर ८, २००० मा संयुक्त राष्ट्र संघले न्यूयोर्कमा आयोजना गरेको सहस्राब्दी शीखर सम्मेलन (Millennium Summit) ले सन् २०१५ सम्ममा पूरा गर्ने गरी सहस्राब्दी बिकास लक्ष (Millennium Development Goals) घोषणा गर्‍यो । जसअनुसार सन् २०१५ भित्रमा प्राथमिक शिक्षा शतप्रतिशत बालबालिकाहरूलाई उपलब्ध गराउने समेतको घोषणा गरिएको छ । सो घोषणापत्र लागू गर्न आवश्यक रकमका बारेमा संयुक्त राष्ट्र सङ्घकै आयोजनामा २००१ को मार्च १८-२२ सम्म मेक्सीकोको मोण्टेरी शहरमा त्यस्तै किसिमको शीखर सम्मेलन भयो । जसमा बिकसित मुलुकहरूले आफ्नो कूल गार्हस्थ उत्पादनको ०.७ प्रतिशत विदेशी सहायताको रूपमा दिनु पर्ने कुरामा सहमती भएको छ । जस्ताई Monterrey Consensus को नामाकरण गरिएको छ ।

प्राथमिक शिक्षाको उपलब्धि स्थिति विवरण

शिक्षाको जग नै प्राथमिक शिक्षा भएकाले बहुदलीय व्यवस्थाको पुर्नबहालीभन्दा अगाडिदेखि नै प्राथमिक शिक्षामा सरकारले जोड दिँदै आएको हो । प्राथमिक शिक्षा सुधारको प्रयास सन् १९८३ मा विश्व बैंकको सहयोगमा पाइलट प्रोग्रामको रूपमा प्राथमिक शिक्षा परियोजना लागू हुँदा देखिनै प्रारम्भ भएको हो । १९८३ देखि हालसम्म प्रसस्त रकम यसको सुधार प्रक्रियामा खर्च भइरहेको छ । २०४६ सालमा भएको बहुदलीय व्यवस्थाको पुर्नबहाली पश्चात् पनि प्राथमिक शिक्षामा जोड दिएको कुरा माथि उल्लेख भै सकेको छ । जुन प्रयास अहिले सम्म जारी रहेको छ । प्राथमिक शिक्षाको बिकासका लागि भएका यस्ता प्रयासपछि प्राथमिक शिक्षाको उपलब्धिको स्थिति के कस्तो छ भन्ने सम्बन्धमा चासो राख्नु स्वाभाविकै हो । यसका बारेमा बिभिन्न समयमा भएका अध्ययनहरूले देखाएको प्रगतिबाट पनि थाहा पाउन सकिन्छ जसलाई निम्न बमोजिम उल्लेख गरिएको छ ।

विद्यार्थीहरूको उपलब्धीको तुलनात्मक चार्ट (mean score) मा

अध्ययन	कक्षा	गणित	नेपाली	सामाजिक अध्ययन
आ.प्रा.सि.प.१९९८	५	२६.५८	५२.४१	३५.८७
प्रा.शि.वि.प.१९९८	५	३३.६८	४०.५७	३९.५२
आ.प्रा.शि.प. १९९७	४	२८.००	४७.००	४२.००
EDSC १९९७	३	४३.८१	४५.६५	५०.३७
EDSC १९९९	५	२७.२५	५१.४६	४१.७९

उक्त अध्ययन प्रतिवेदनहरूबाट के निष्कर्ष निकाल्न सकिन्छ भने प्राथमिक तहमा कक्षा ३, ४ र ५ मा अध्ययनरत विद्यार्थीहरूको गणित विषयको उपलब्धि सबैभन्दा कम रहेको छ जसलाई सन्तोषजनक मान्न सकिँदैन । सामाजिक अध्ययन विषयमा गणित विषयभन्दा केही बढी उपलब्धि भएको देखिए पनि यसमा पनि सन्तोष मानिहाल्नुपर्ने अवस्था छैन । दुईजोटा संस्थाले गरेको अध्ययनको तुलना गर्ने हो भने प्रा.शि.वि.प. ले १९९८ मा गरेको अध्ययनमा कक्षा ५ का विद्यार्थीको गणितमा ३३.६८ नम्बर आएको र EDSC ले १९९९ मा गरेको सोही कक्षामा अध्ययनरत विद्यार्थीको सोही विषयमा गरेको अनुसन्धानबाट २७.२५ अङ्क मात्र उपलब्धि भएको देखाउँछ । एकै वर्षको अध्ययनमा छ अङ्कभन्दा बढीको फरक आउनाले धेरै प्रश्न उठाउन सकिने देखिन्छ ।

EDSC ले १९९७ र २००१ मा कक्षा ३ का विद्यार्थीको उपलब्धिस्तर बारे गरेको अध्ययनको उपलब्धिस्तर चार्ट २ मा देखाइएको छ । साधन र स्रोतको उपयोगको दृष्टि एवम् शिक्षकको शिक्षण क्षमतालाई आधार मान्ने हो भने तुलनात्मक रूपमा नेपाली विषयको कम उपलब्धि हुनु निश्चय पनि चिन्ताको विषय हो । घरमै नेपाली बोल्ने विद्यार्थीको सङ्ख्या ७७ प्रतिशत हुँदाहुँदै पनि नेपाली विषयको न्यून उपलब्धि हाम्रा लागि चुनौती हो । नेपाली विषयको कम उपलब्धिलाई लिएर सो प्रतिवेदन स्पष्टसँग उल्लेख गर्छ कि यदि हाम्रा विद्यार्थीहरूले पहिलो भाषा (हाम्रो सन्दर्भमा नेपाली) माथि दखल कायम गर्न सके भने उनीहरूलाई अंग्रेजी जस्तो कुनै दोश्रो भाषा सिक्नलाई सजिलो हुन्छ । किनकी भाषा विज्ञानको दृष्टिकोणले भन्ने हो भने पहिलो भाषाले दोश्रो भाषा सिक्नेको निमित्त आधारभूत जगको निर्माण गर्दछ । उपलब्धिको विषयलाई लिएर प्रतिवेदनले अगाडि भनेको छ यदि विद्यार्थीहरू यति तल्लो स्तरको क्षमताबाट आफ्नो शिक्षा प्रारम्भ गर्छन् भने तिनीहरूलाई उच्च स्तरको शिक्षा ग्रहण गर्न कठिनाई हुन्छ ।

विषय	उपलब्धिस्तर (प्रतिशतमा) १९९७	उपलब्धिस्तर (प्रतिशतमा) २००१
नेपाली	४५.६५	४४.५
गणीत	४३.८१	४७
सामाजिक अध्ययन	५०.३७	६३.६
विद्यार्थी अध्ययन सङ्ख्या	३४७२	३५३४

स्रोत: अध्ययन प्रतिवेदन २०५८/५९ शिक्षा विभाग

तथ्याङ्कले शिक्षाको आधारभूत जगको रूपमा काम गर्ने साक्षरता र सङ्ख्या (Literacy and numbering) मा सन्तोषजनक प्रगति भएको देखिँदैन ।

प्राथमिक शिक्षाको प्रभावकारितामा सघाउ पुऱ्याउने कुराहरू

प्राथमिक शिक्षाको विकासमा सघाउ पुऱ्याउने धेरै कुराहरूको भूमिका भए तापनि केही कुराहरूको बारेमा निम्न बमोजिम व्याख्या गर्ने प्रयास गरिएको छ ।

(क) शिक्षकको योग्यता

अध्यापन कार्यमा शिक्षकहरूको योग्यताले ठूलो भूमिका निर्वाह गरेको हुन्छ । शिक्षकको जति बढी शैक्षिक योग्यता हुन्छ त्यतिनै बढी ज्ञान विद्यार्थीहरूलाई दिन सक्ने विश्वास गर्न सकिन्छ । यसैले प्राथमिक शिक्षा दिने शिक्षकहरूको योग्यता के कस्तो छ भन्ने कुराको बारेमा जानकारी हुनु आवश्यक हुन्छ । यस विषयमा शिक्षा विभागको उक्त प्रतिवेदनले केही तथ्य प्रकाशमा ल्याएको छ । (उही प्रतिवेदनको पेज २०)

- प्रा.वि.मा कक्षा १० देखि स्नातकोत्तर तहसम्म योग्यता भएका शिक्षकहरू छन् ।
- दश कक्षा अनुत्तीर्ण शिक्षकहरू थोरै मात्र छन् ।
- ६३.७ प्रतिशत शिक्षकहरूले एस.एल.सी. उत्तीर्ण गरेका छन् ।
- २५ प्रतिशत शिक्षकहरू प्रमाणपत्र तह उत्तीर्ण छन् ।
- ७.५ प्रतिशत शिक्षकहरू स्नातक तह उत्तीर्ण छन् ।
- १.२ प्रतिशत शिक्षकहरू स्नातकोत्तर उत्तीर्ण छन् ।
- करिब ३४ प्रतिशत शिक्षकहरूले कुनै पनि किसिमको तालिम लिएका छैनन् ।

यसैगरी प्राथमिक शिक्षकको योग्यता र उनीहरूले पढाउने विषयको सम्बन्धलाई लिएर उल्लेख भएको निम्न कुराले पनि हाम्रो प्राथमिक शिक्षाको गुणस्तर र शिक्षकको योग्यताको बारेमा शिक्षा प्रशासनसँग सम्बन्धित व्यक्ति एवम् निकायको ध्यानाकर्षण गराउँछ ।

The Existing academic level of Primary School Teachers (S.L.C) has not been adequate for them to acquire the required competence for providing quality education to the students. The contents of the courses that offered for grade 5 students could be too difficult to handle for those teachers who have studied only upto SLC."

(ख) अध्यापन कार्यको निरीक्षण र सुपरिवेक्षण

विद्यालयमा दिइने शिक्षाको प्रभावकारिता के कस्तो छ भन्ने कुराका बारेमा जानकारी राख्न अध्यापन कार्यको निरीक्षण एवम् सुपरिवेक्षण नियमित रूपमा हुनु आवश्यक हुन्छ । यसबाट कुन शिक्षकले कसरी पढाइरहेको छ, पढाएको कुरा विद्यार्थीले बुझेका छन्छैनन्, अब के कस्तो सुधार गर्नुपर्छ भन्ने जस्ता कुराको जानकारी हासिल गर्न सकिन्छ जुन कुरा कुनै पनि विद्यार्थीको लागि अति आवश्यक हुन्छ । यस्ता कुराहरूका बारेमा विभागबाट प्रकाशित उक्त प्रतिवेदनबाट धेरै कुराहरूको जानकारी लिन सकिने हुन्छ । जसमा निम्न कुराहरू स्पष्टसँग उल्लेख गरिएको छ ।

व्यवहारमा निरीक्षक र स्रोत व्यक्तिबाट हुनुपर्ने शिक्षकहरूको कक्षाकोठाको गतिविधिहरूको सुपरिवेक्षण ज्यादै न्यून थियो ।

कुनै विद्यालयमा कक्षाकोठा शिक्षणको सुपरिवेक्षण प्र.अ. हरूले गरेको पाइयो ।

सुपरिवेक्षण कार्यलाई प्रभावकारी बनाउने उद्देश्यले आधारभूत तथा प्राथमिक शिक्षा कार्यक्रम दोस्रो चरणमा स्रोत केन्द्र (RC) संयन्त्रमार्फत सुपरिवेक्षण कार्य गर्ने- गराउने लक्ष्य राखेको पाइन्छ । तर सुपरिवेक्षण कार्य प्रभावकारी रूपमा हुन सकेको पाइँदैन । जसलाई निम्न बुँदहरूबाट अझ स्पष्टसँग बुझ्न सकिन्छ ।

Resource Persons (RPs) and school supervisors of a district have role conflict to some extent because of unclear guidance of DEO. At first, school supervisors were instructed to take responsibility of supervising lower- secondary and secondary schools where as RPs were asked to supervise the primary schools within clusters of resource centre but no instruction was provided for supervising attached primary school of lower- secondary and secondary schools.(A.B.Bhandari: Enhancing Quality Education through School Supervision: A model for decision, Distance Education 2059.)

(ग) विद्यालय सञ्चालन व्यवस्था

शिक्षण कार्यलाई प्रभावकारी बनाउन विद्यालय खुले दिन, अध्यापन गर्ने दिन र विद्यालयले दिने विद्या जस्ता कुराले पनि प्रभाव पारेको हुन्छ । विद्यालय बढी दिन खुलेमा शिक्षण कार्य बढी हुन गई विद्यार्थीले बढी ज्ञान हासिल गर्न सक्ने कुराप्रति आश्वस्त हुन सकिन्छ । विद्यालयले उपलब्ध गराउने विद्याको सुबिधाको पनि अध्ययनअध्यापन कार्यमा प्रभाव पार्ने हुन्छ जस्ताई निम्न तथ्याङ्कबाट पनि पुष्टि गर्न सकिन्छ । तथ्याङ्कबाट सरकारी विद्यालय भन्दा निजी विद्यालयको उपलब्धि राम्रो देखिन्छ । विभागबाट प्रकाशित उक्त प्रतिवेदनले विद्यालयमा शिक्षणका लागि कार्य दिन नपुगेको कुरा पनि उल्लेख गरिएको छ । जुन कुराले शिक्षण कार्यमा नकारात्मक प्रभाव पारेको अनुभव गर्न सकिन्छ । यसको कारण निम्न बमोजिम उल्लेख छन् ।

विद्यालयको किसिम	औसत खुलेको दिन	शैक्षणिक दिन	परीक्षा सञ्चालन	विद्या
निजी	१९२	१७०	२०	१०९
सरकारी	१८७	१६४	१६	११५

विद्यालयका लागि आवश्यक शिक्षण कार्य दिन नपुग्नाका कारण

- शैक्षिक सत्रको परिवर्तन हुनु ।
- बन्द वा हडताल भइरहनु ।
- विद्यालयको प्रयोग त्रि.वि.र लोक सेवा आयोगको परीक्षाका लागि हुनु ।
- स्थानीय पर्व र वर्षा मौसम
- शिक्षकलाई तालिममा पठाउनु ।
- शिक्षक विद्यामा बस्नु ।
- बालबालिकाको धेरै समय अनावश्यक खेलमा खेरजानु ।

(घ) शिक्षण कार्य प्रति शिक्षक संवेदनशील हुनुपर्ने

शिक्षाको विकासका लागि शिक्षक शिक्षण कार्यप्रति संवेदनशील हुनु आवश्यक हुन्छ । पढाउने कामका लागि नियुक्त शिक्षकको ध्यान विद्यार्थीले कसरी सजिलै बुझ्न सक्छन् भन्नेतर्फ केन्द्रित हुनुपर्ने देखिन्छ । पेसाप्रति इमान्दार शिक्षकबाट मात्रै अध्यापन कार्यमा प्रभावकारिता आउन सक्छ । बहुदलीय व्यवस्थाको पुनर्स्थापना पश्चात्को समयमा शिक्षकहरू अध्यापन कार्यभन्दा दलीय स्वार्थमा केन्द्रित भएको गुनासाहरू सुनिने गरेका पनि छन् । शैक्षिकस्तर खस्कनमा यस्ता कुराहरूले ठूलो भूमिका निर्वाह गरेको अनुमान गर्न सकिन्छ । अहिलेको आवश्यकता शिक्षण कार्यको प्रभावकारी अनुगमन पनि हो । यसै सम्बन्धमा उक्त प्रतिवेदनमा उल्लेखित प्रधानाध्यापकको भनाइ यस प्रकार छ । “शिक्षक तयारी नगरी कक्षा लिन्छन् र सकेसम्म कक्षा लिन चाहन्दैनन् । शिक्षक कक्षामा बिना

तयारी जान्छन्, कक्षा लिन उत्सुक हुँसन् र बिना उत्साह अल्छी पाराले शिक्षण गर्दछन् । प्रथमतः उनीहरू आवश्यक दक्षताको अभावले गर्दा आफ्नो पेसाप्रति समर्पित हुन असमर्थ छन् भने दोस्रो धेरै शिक्षकहरूको अधिक कार्यभार छ र कक्षाको तयारीका लागि उनीहरूलाई समय नै पुग्दैन ।

(ड) विद्यालयसँग सम्बन्धित तत्वहरू

अध्ययनको सम्बन्ध विद्यालयको भौतिक अवस्था लगायतका अन्य कुराहरूसँग पनि रहेको हुन्छ । यसका लागि विद्यालयमा फर्निचर, शौचालय (महिला र पुरुषको बेग्लै) खानेपानीको सुविधा जस्ता कुराहरू उपलब्ध हुनुपर्दछ । यस्ता कुराको अभावले अध्ययन अध्यापन कार्यमा अवरोध पुऱ्याउन पनि सक्छन् ।

हाम्रा विद्यालयमा यस्ता सुविधाहरू के कति छन् भन्ने कुराको जानकारी हामीलाई हुन सकेमा मात्र आगामी दिनमा गरिने राम्रा कामहरूको सुरुवात गर्न सकिन्छ । यस्ता कुराहरूको बारेमा बिभागको उक्त प्रतिवेदनमा केही कुराहरू उल्लेख भएका छन् जसले हामीलाई मार्गदर्शन गर्न सघाउ पुऱ्याउँछन् ।

- नमुना अध्ययनका लागि लिइएका ५.४ प्रतिशत विद्यालयको कक्षाकोठामा डेस्क, बेञ्च मेच, कालोपाटी आदि केही पनि थिएनन् ।
- लगभग एक चौथाइ (२४ प्रतिशत) विद्यालयमा खानेपानी र २७ प्रतिशत विद्यालयमा शौचालयको व्यवस्था थिएन ।
- ६१ प्रतिशत विद्यालय जहाँ शौचालयको व्यवस्था उपलब्ध थियो ती विद्यालयमा छात्राहरूको लागि अलग्गै शौचालयको व्यवस्था थिएन ।
- तीन चौथाइ (७७ प्रतिशत) भन्दा बढी विद्यालय बिना पुस्तकालय थिए ।

विद्यालयको भौतिक अवस्थाले पनि अध्ययन-अध्यापन कार्यमा ठूलो प्रभाव पारेको हुन्छ । यसै सन्दर्भमा School Effectiveness in Nepal विषयमा CERID, TU ले सन् २००२ मा गरेको Formative research for BPEP II को synthesis report मा school's physical condition का बारेमा निम्न कुराहरू उल्लेख गरेको छ । जुन अध्ययन अधिराज्यका १६१ विद्यालयमा कक्षा ३ मा अध्ययनरत विद्यार्थीहरूको उपलब्धिस्तरको आधारमा गरिएको थियो । विद्यालयको दयनीय अवस्था, बालिकाका लागि बेग्लै शौचालयको अभाव, फर्निचर, खेल मैदान र उचित वातावरणको अभाव, विद्यार्थीलाई कक्षाकोठाभित्रै बन्धक गरे जस्तो देखिने, शिक्षक निस्कनासाथ विद्यार्थीहरू निसासिएर एक छिनका लागि भए पनि खुला वातावरणमा बाहिर निस्कने, गरेको कुरा उक्त प्रतिवेदनमा उल्लेख छ । कक्षाकोठामाभन्दा बाहिर joyful learning गर्न पाउने जस्ता कुरा पनि उल्लेख गरिएको छ । प्रतिवेदनकै शब्दमा-

"Using 13 basic indicators of school's physical condition it is found that 75 percent of the community schools fall into moderate and poor conditions. Those in the moderate and poor conditions lack the very basic amenities such as the usable and separate toilets for girls, drinking water, clean school environment, enough furniture and ventilation in the classrooms, and playground. Most of the classrooms in the community schools were found consisting of bare walls, a chalkboard, and some furniture. There were no displays of any kind and nothing that would attract children to be in the classrooms for the entire day. The concept of joyful learning in the community schools is found mostly crippled in the absence of materials, environment, and the very guiding concepts to making the classrooms attractive and joyful. Virtually nothing is there in the classrooms in the community schools that exhibit or motivate these young kids to come and be in the school all the day and everyday. Instead, mostly in the junior classes it looked like the teacher has kept students hostage in the classroom. Once the teacher was out momentarily, every one ran out in the field. They find joy not in the classroom but out in the fields. This very characteristic is also cultural because classrooms have been strictly regarded as for the teaching only. Since many schools lack playground and playing inside the classroom is insane, no surprise school environment producing repelling effect among students. Hence it is quite important to define and enforce to maintain the minimum basic services and facilities in the schools."

(च) विद्यार्थीहरूमा विद्यालय जाने रुचि

विद्यार्थीहरूले विद्यालय जाने रुचि देखाएको अवस्थामा अध्ययन-अध्यापन कार्यमा प्रभावकारिता आउने आशा गर्न सकिन्छ । यसको विपरीत विद्यार्थीहरू विद्यालय जान नै चाहने भन्ने शिक्षामा गरेको लगानी बालुवामा पानी खन्याए सरह हुन जान्छ ।

विद्यार्थीहरूलाई के गरिएको खण्डमा उनीहरू विद्यालय जान रुचाउँछन् भन्ने कुराको जानकारी हुनु आवश्यक हुन्छ । यस सन्दर्भमा विभागको उक्त प्रतिवेदनले विद्यार्थीहरू विद्यालय जान रुचि राख्ने कुराहरूका बारेमा उल्लेख गरेको छ । जस्तो: असल साथी, मायालु शिक्षक, सिकाइमा विद्यार्थीलाई रुचि जगाउने शिक्षकको क्षमता र विभिन्न सुविधाहरू जस्तै सामग्री प्रदान गर्नु, विद्यार्थीको लागि खाना र खाजाको व्यवस्था आदि । यसैले विद्यार्थीहरूलाई विद्यालय जाने चाहना बढाउने हो भन्ने यस्ता कुराहरूप्रति विशेष ध्यान जानै पर्ने देखिन्छ ।

(छ) विद्यालय रहने स्थान

विद्यालय सबै विद्यार्थीलाई पायक पर्ने ठाउँमा हुनुपर्छ । यो कुरामा कसैको बिमती सायद हुँदैन । छोटो समयमा विद्यालयमा बालबालिकाहरू पुग्नु भन्ने चाहना सबै अभिभावकको हुन्छ । यसैले पनि थोरै समयमा विद्यालयमा विद्यार्थीहरू पुग्नु भन्ने हिसाबले विद्यालयको निर्माण गरिनुपर्ने हुन्छ । साथै विद्यालय यस्तो स्थानमा हुनुपर्छ जहाँ अध्ययन र अध्यापन भई रहेको समयमा कुनै कुराले बाधा नपुऱ्याओस् ।

कक्षामा पढ्ने विद्यार्थीहरूलाई यस्ता सुविधाहरू छन्छैनन् भन्ने कुरामा ध्यान जानु जरुरी हुन्छ । सरकारी प्रयास सबै क्षेत्रका लागि भए तापनि यदाकदा आधारभूत कुराहरू नपुगीकनै केही विद्यालयहरू स्थापना भएका समाचार आउने गरेका छन् । सबैको ध्यान खिच्ने यस्ता समाचार पढ्दा नरमाइलो लाग्ने पनि हुन्छ । यसै सम्बन्धमा हालै प्रकाशित समाचारले दिन खोजेको सन्देश यहाँ प्रस्तुत गरिएको छ ।

राजधानी नजिकका विद्यालयको बेहाल ।

विद्यार्थी हिलोमा गाडिएर पढ्न बाध्य :

ललितपुरको नख्खु खोलाको श्री बुद्ध प्रा.वि. नदीक्षेत्रभित्र बनाइएको छ । विद्यालयको उत्तरपट्टीको जग्गा शवदाहघाटको लागि प्रयोगमा छ । शवदाहको गन्धले विद्यार्थी तर्सने गरेका छन् । विद्यालय तल खोलो र विद्यालयमाथि छतकै उचाइमा गाडी हिँडाउने सडक भएको र गाडी हिँडाउँदा छतमा खस्ने डरले विद्यार्थी भयभित हुन्छन् सो विद्यालयको बारेमा अलिहेसम्म कतैबाट चासो देखाएको छैन । (१८ भाद्र, ०५९ को गो.प.बाट)

(ज) अभिभावक र नागरिक समाजको भूमिका

विद्यालयमा अध्ययन-अध्यापन कार्य सुचारू रूपले गराउन अभिभावक र नागरिक समाजको ठूलो भूमिका रहेको हुन्छ । कम शासन गर्ने सरकारनै असल सरकार हो र यसबाट शुसासन कायम गर्न सघाउ पुग्छ भन्ने मान्यताबाट कार्यक्रम निर्देशित हुनुपर्छ भन्ने सोचाइले अहिले प्राथमिकता पाएको छ । सरकारी निर्देशन र नियन्त्रणमा मात्रै विद्यालय प्रभावकारी रूपले सञ्चालन हुन नसक्ने कुरालाई दृष्टिगत गरी स्थानीय जनताको पनि सहभागिता होस् भन्नाका खातिर विद्यालय व्यवस्थापन समितिको व्यवस्था भएको छ । विद्यालयहरू समुदायलाई हस्तान्तरण गर्ने कार्यले पनि निरन्तरता पाउन थालेको छ । यसले गर्दा आफ्ना बालबालिकाहरू अध्ययन गर्ने विद्यालयको रेखदेख अभिभावकबाट नै हुन सक्ने देखिन्छ । जसका लागि अभिभावक र नागरिक समाजले सशक्त भूमिका खेल्नुपर्ने हुन्छ ।

शिक्षाको जगको रूपमा रहेको प्राथमिक शिक्षाको अध्ययन-अध्यापन प्रभावकारी रूपमा हुनु अहिलेको आवश्यकता हो । शिक्षाको जग नै कमजोर हुन गएमा त्यसपछि हासिल गर्ने शिक्षा उपलब्ध गर्न कठिन हुन जाने हुन्छ । अध्ययन-अध्यापन कार्यमा शिक्षकको योग्यता, क्षमता, पाठ्यपुस्तकको उपलब्धता, घरबाट विद्यालय पुग्न लाग्ने समय, विद्यार्थीका अभिभावकको ज्ञान र क्षमता जस्ता कुराले महत्वपूर्ण भूमिका निर्वाह गरेको हुन्छ । साथै विद्यालय सूचारुरूपले सञ्चालन गर्न व्यवस्था भएको विद्यालय व्यवस्थापन समितिको भूमिकालाई पनि यस परिप्रेक्ष्यमा हेरिनु आवश्यक देखिन्छ ।

अध्ययन प्रतिवेदनले देखाएका समस्याहरूप्रति हामी संवेदनशील बन्नुपर्ने देखिन्छ । प्राथमिक शिक्षामा भएको लगानी, वैदेशिक सहयोग र हाम्रा काम कारबाहीमा तालमेल आउन सकेमा प्राथमिक क्षेत्रको मात्र नभै समस्त शिक्षा क्षेत्रको विकास हुन्छ । यसका लागि सरकारी, गैरसरकारी एवम् निजी क्षेत्र र नागरिक समाजको पनि भूमिका महत्वपूर्ण हुने छ ।

पृष्ठभूमि

नेपाल बहुभाषा भाषीको देश हो । नेपाल अधिराज्यको संविधान २०४७ ले आफ्ना बातबालिकालाई प्राथमिक तहसम्मको शिक्षा आफ्नै मातृभाषामा दिने गरी विद्यालय सञ्चालन गर्ने अधिकार प्रत्येक समुदायलाई प्रत्याभूति गरेको छ । प्राथमिक शिक्षा पाठ्यक्रम २०४९ अनुसार ऐच्छिक विषयको रूपमा प्राथमिक तहका बातबालिकाहरूलाई स्थानीय भाषाका रूपमा मातृभाषा पठनपाठन गराउन सकिने व्यवस्थाले शिक्षाको नीतिगत कुरामा विकेन्द्रीकरणको अवधारणा ल्याएको पाइन्छ ।

नेपाली भाषा शिक्षणको प्रसङ्गमा प्राथमिक विद्यालयमा अध्ययन गर्ने बातबालिकाहरूलाई पहिलो भाषा र दोस्रो भाषाका रूपमा नेपाली भाषा सिक्ने विद्यार्थी भनेर वर्गीकरण गर्न सकिन्छ । पहिलो भाषाका रूपमा नेपाली भाषा सिक्ने बातबालिकाको घरपरिवारमा पनि नेपाली भाषाको नै प्रयोग हुन्छ र उनीहरूले सुरुमा जानेको भाषा नै नेपाली भाषा हुन्छ । त्यस किसिमका बातबालिकाले कथ्य नेपाली भाषाको सामान्य प्रयोग गर्ने क्षमता घरपरिवारबाटै हासिल गरिसकेका हुन्छन् । अर्को शब्दमा भन्ने हो भने नेपाली भाषालाई मातृभाषाका रूपमा सिक्ने विद्यार्थीहरू पहिलो भाषाका रूपमा नेपाली भाषा सिक्ने बातबालिकाहरू हुन् । मातृभाषा अर्कै भएका वा नेपाली भाषा सिक्न सुरु गर्नुभन्दा पूर्व नै अन्य भाषामा भाषिक व्यवहार गर्न सामान्य रूपले जानिसकेका बातबालिका भने दोस्रो भाषाका रूपमा नेपाली भाषा सिक्ने विद्यार्थी हुन् । यसरी मातृभाषा नेपाली भएका र मातृभाषा नेपाली नभएका आधारमा बातबालिकाहरूको भाषिक पृष्ठभूमिका बारेमा जानकारी राख्न सकिन्छ ।

नेवार परिवारका बातबालिकाको पहिलो भाषा नेवारी र नेपाली मध्ये कुनै एक हुनसक्छ । नेवार परिवारका बातबालिकाले नेवारी भाषामा भाषिक व्यवहार गर्न सक्ने भएपछि उनीहरूले नेपाली भाषा सिक्न थालेको हो भने उनीहरूका लागि नेपाली भाषा दोस्रो भाषा मानिन्छ र उनीहरूको पहिलो भाषा भनेको नेवारी भाषा नै हुन्छ । नेवार परिवारको बालक वा बालिका भए पनि नेपाली भाषामा नै सुत्देखि भाषिक व्यवहार गर्दै उसले आएको छ, उसले नेवार भाषा जानेकै छैन भने उसका लागि पनि पहिलो भाषा नेपाली भाषा नै हो । यसैले उपत्यका भित्रका र सदरमुकाम क्षेत्रका नेवारहरूको नेपाली भाषाको बोलाइमा र मोफसतका गाउँघरका नेवारहरूको नेपाली भाषाको बोलाइमा भिन्नता प्रष्ट रूपमा पाउन सकिन्छ । यो भिन्नता पहिलो वा दोस्रो भाषाको रूपमा नेपाली भाषाको प्रयोगका आधारमा देखापर्न गएको भिन्नता हो, यो एउटा उदाहरण हो । दोस्रो भाषाका रूपमा नेपाली भाषासिक्ने बातबालिकाको सङ्ख्या हाम्रा प्राथमिक विद्यालयमा प्रशस्तै पाइन्छ ।

नेपालको उत्तरी सीमा क्षेत्रमा बसोबास गर्ने धेरैजसो नेपालीहरू भोटवर्मेली परिवारका भाषाहरू बोल्छन् । यसको उदाहरणका रूपमा शेर्पा, तामाङ, गुरुङ, आदिले बोल्ने शेर्पा, तामाङ, र गुरुङ भाषालाई लिन सकिन्छ । त्यस्तै नेपालका पूर्वी भागमा बस्ने राईहरूको मातृभाषा राई भाषा नै हो । नेपालको दक्षिणी भेगका आदिवासी नेपालीहरू पहिलो भाषाका रूपमा मैथिली, हिन्दी, भोजपुरी, उर्दू आदि प्रयोग गर्छन् र दोस्रो भाषाका रूपमा उनीहरू नेपाली भाषा सिक्छन् ।

दोस्रो भाषाका रूपमा नेपाली भाषा सिक्ने बालबालिका पनि दुई किसिमका हुन्छन् । एकखाले बालबालिकाहरू दोस्रो भाषाको रूपमा नेपाली भाषासित घरपरिवारमा नै सामान्य रूपमा परिचित भइसकेका हुन्छन् भने अर्को खाले बालबालिकाहरूको नेपाली भाषासितको सम्पर्क विद्यालयमा आएर मात्र भएको हुन सक्छ । नेपाली विषय शिक्षण गर्दा भाषा विषयका शिक्षकले बालबालिकाहरूको उक्त भाषिक पृष्ठभूमि थाहा पाउनु आवश्यक हुन्छ ।

दोस्रो भाषाको रूपमा नेपाली सिक्ने र पहिलो भाषाको रूपमा नेपाली सिक्ने बालबालिकाको सिकाइको गतिशीलतामा अन्तर आउँछ । पहिलो भाषाका रूपमा नेपाली भाषा सिक्ने बालबालिकाका लागि तुलनात्मक रूपमा नेपाली भाषाको सिकाइ सरल र दोस्रो भाषाका रूपमा नेपाली भाषा सिक्नेहरूका लागि बढी जटिल हुनु स्वाभाविक हुन्छ । यसैले दोस्रो भाषाका रूपमा नेपाली भाषा सिक्ने बालबालिकाहरूका लागि नेपाली भाषा शिक्षण गर्दा नेपाली विषयका शिक्षकले विशेष व्यवस्था मिलाउनुपर्ने अवस्था सिर्जना हुन्छ । समूह निर्माणसम्बन्धी व्यवस्था, थप घन्टीको व्यवस्था, फरक शिक्षण-सिकाइ क्रियाकलापको प्रयोग, शैक्षिक सामग्रीको निर्माण र प्रयोग, शिक्षणका लागि शिक्षकले गर्नुपर्ने विशेष तयारी र भाषिक वातावरणको सिर्जना जस्ता कुराहरू दोस्रो भाषाका रूपमा नेपाली सिक्ने बालबालिकाहरूका लागि गरिनुपर्ने विशेष व्यवस्था हुनसक्छन् । शिक्षणसिकाइमा महत्वपूर्ण केन्द्रीय भूमिका त शिक्षणसिकाइ क्रियाकलापको नै हुनआउँछ ।

दोस्रो भाषाका रूपमा नेपाली भाषा शिक्षण गर्दा आइपर्ने कठिनाइ

दोस्रो भाषाका रूपमा नेपाली भाषा सिक्ने बालबालिकाहरूलाई निम्न किसिमका कठिनाइहरू आइपर्न सक्छन् :

- (क) उच्चारणसम्बन्धी कठिनाइ
- (ख) तुलनात्मक रूपमा व्याकरणसम्मत भाषाको प्रयोगमा आइपर्ने कठिनाइ
- (ग) शब्दाभण्डारको अभाव वा कमीले आइपर्ने कठिनाइ
- (घ) मातृभाषाको संरचनाले पारेको असर र मातृभाषामा परेको बानीका कारण उत्पन्न हुने कठिनाइ ।
- (ङ) भाषिक वातावरण पर्याप्त मात्रामा नपाउँदा हुने समस्या र भाषा सिकाइको गतिशीलतामा उत्पन्न हुने अवरोध सम्बन्धी कठिनाइ ।

(च) भाषाका मौलिक विशेषताहरू फरक-फरक हुने भएकाले भाषाको मौलिक स्वरूप वा विशेषता पहिल्याउन आइपर्ने कठिनाइ । आदि ।

कठिनाइ क्षेत्रमा केन्द्रित भएर दोस्रो भाषाको रूपमा नेपाली भाषा शिक्षण

बहुभाषिक देश भएकाले कतिपय प्राथमिक विद्यालयमा बहुभाषिक कक्षामा नेपाली विषयका शिक्षकहरूले दोस्रो भाषाका रूपमा नेपाली भाषा शिक्षण गर्नुपर्ने र बालबालिकाहरूमा नेपाली विषयका सिकाइउपलब्धि हासिल गराउनुपर्ने हुँदा कठिनाइ अनुभूति हुनु स्वाभाविक हुन आउँछ । यस्तो अवस्थामा नेपाली भाषा शिक्षणलाई सरल बनाउन विद्यालयमा नेपाली विषयका शिक्षकहरूले दोस्रो भाषाका रूपमा नेपाली भाषा शिक्षणको वातावरण सिर्जना गर्नु आवश्यक हुन आउँछ । यसका लागि निम्न उपायहरू अपनाउन सकिन्छ ।

- (क) उच्चारणसम्बन्धी कठिनाइ क्षेत्र पत्ता लागेर वर्ण, शब्द र वाक्यलाई आधार मानेर उपयुक्त किसिमले उच्चारण गर्ने सीप बालबालिकामा विकास गराउन अभ्यासात्मक शिक्षण विधिलाई अंगाले र शिक्षण गर्नु उपयुक्त हुन्छ ।
- (ख) भाषिक संसर्ग विधिको आधारमा र पाठ्यपुस्तक विधिको आधारमा नेपाली भाषा शिक्षण गरेर दोस्रो भाषाको रूपमा नेपाली भाषा सिक्ने बालबालिकाहरूलाई व्याकरणसम्मत भाषा प्रयोग गर्ने बानी सुरुदेखिनै बसाल्नु उपयुक्त हुन्छ । बालबालिकाले पछि गएर आपैत सच्याउँछन् भनेर दोस्रो भाषाको रूपमा नेपाली भाषा शिक्षण गर्दा बेवास्ता गर्न भिन्दैन ।
- (ग) बालबालिकामा शब्दभण्डारको अभावका कारण पनि उनीहरूको सिकाइको स्तरमा भिन्नता आउँछ । भाषा भनेको नै शब्दहरूको व्यवस्थित व्यवस्थापन हो । शब्दलाई अर्थपूर्ण ढङ्गले प्रयोग गर्ने क्षमताको अभावमा भाषा सिकाइले सार्थकता पाउन सक्तैन । त्यसैले दोस्रो भाषा सिक्ने बालबालिकाहरूमा शब्दभण्डारको विकास गर्ने कुरामा विशेष ध्यान दिनु आवश्यक हुन्छ । यसका लागि सामान्यार्थक शब्द, अनुकरणात्मक शब्द, विपरीतार्थक शब्द, समूहवाचक शब्द, बालबोली शब्द, पर्यायवाची शब्द, अनेकार्थक शब्द, सांस्कृतिक शब्द र प्राविधिक शब्द आदिको आधारमा बालबालिकाहरूमा शब्दभण्डारको विकास गर्न सकिन्छ ।
- (घ) बालबालिकाको मातृभाषाको संरचनागत भिन्नताले गर्दा उनीहरूलाई दोस्रो भाषाका रूपमा नेपाली भाषा सिक्न कठिनाइ पर्छ । कुनै कुरालाई मनन गर्ने, कुनै कुरामा सपना देख्ने र कुनै कुराका बारेमा कल्पना गर्ने जस्ता कुराहरू बालबालिकाहरूले आफ्नै मातृभाषामा सिक्न थालेका हुन्छन् । यी कारणहरूले गर्दा बालबालिकाहरूलाई दोस्रो भाषाका रूपमा नेपाली भाषा सिक्न र त्यसको प्रयोगमा बानी बसाल्न कठिनाइ पर्ने भएकाले उनीहरूका लागि नेपाली भाषा शिक्षणमा विशेष उपाय अपनाउन सकिन्छ वा विशेष उपाय

अपनाउनुपर्छ । नेपाली भाषाको सिकाइमा उनीहरूको मातृभाषाको कुन-कुन पक्षले असर पार्छ ती कुराहरूको ख्याल गरेर तनदुरूपका उपायहरू अपनाउन सकिन्छ ।

(ङ) नेपाली भाषा सिक्ने बालबालिकालाई नेपाली भाषिक वातावरणमा नै बढी मात्रामा घुलमिल गराउनु उपयुक्त हुन्छ । घरपरिवारमा पनि नेपाली भाषाका प्रयोग गर्ने वातावरणको सिर्जना गर्नु आवश्यक छ । दोस्रो भाषाका रूपमा नेपाली भाषा सिक्ने बालबालिकाहरूका लागि नेपाली भाषा शिक्षणमा थप कक्षाको व्यवस्था गर्नु आवश्यक पर्न सक्छ । विद्यालयमा साथीहरूसँग पनि नेपाली भाषामा नै कुराकानी गर्ने प्रबन्ध मिलाउनु उपयुक्त हुन्छ । सुरुमा कथ्य भाषातिर र त्यसपछि लेख्य भाषातर्फ उनीहरूको भाषिक व्यवहारको बानीलाई आकर्षित गर्नु उपयुक्त हुन्छ । सुरुमा सुनाइ र बोलाइमा र त्यसपछि पढाइ र लेखाइमा विशेष ध्यान केन्द्रित गर्नु उपयुक्त हुन्छ । जति नै बढी मात्रामा नेपाली भाषाको वातावरण पाई त्यतिनै चाँडो मात्रामा दोस्रो भाषाको रूपमा नेपाली भाषा सिक्ने बालबालिकाहरूले नेपाली भाषाको सिकाइमा सफलता पाउन सक्छन् ।

(च) निपातको प्रयोग, अनुकरणात्मक शब्दको बाहुल्यता, त्यस्तै उखानतुक्काको प्रशस्त प्रयोग, कथ्य र लेख्य भाषामा अन्तर, हिज्जेमुखी लेखाइ आदि कुराहरूलाई नेपाली भाषाको विशेषता मान्न सकिन्छ । भाषाका यी पक्षहरूमा बालबालिकाहरूलाई बेलैमा परिचित गराउनाले उनीहरूलाई नेपाली भाषा सिक्ने सजिलो हुन्छ ।

उक्त कुराहरूलाई ध्यानमा राखेर नेपाली भाषा शिक्षण गरेमा दोस्रो भाषाका रूपमा नेपाली भाषा सिक्ने बालबालिकाहरूका लागि नेपाली भाषाको सिकाइमा प्रभावकारिता आउन सक्छ । यी कुराहरूका साथै नेवार मातृभाषीलाई “त” वर्ग र “ट” वर्गको प्रयोगमा, मैथिली मातृभाषी भएकालाई “ड” “द” र “र” वर्णको प्रयोग गर्नमा तामाङ मातृभाषीहरूलाई अ र आ वर्णको प्रयोगमा कठिनाइ, अन्योल र द्विधाको स्थिति सिर्जना हुन्छ । यस्ता कतिपय अन्य कठिनाइ उत्पन्न गर्ने अवस्थाहरू हुन सक्छन् । यी कुराहरूलाई खोज गरेर त्यसअनुसार शिक्षण गरेमा दोस्रो भाषाको रूपमा नेपाली भाषा सिक्ने बालबालिकाहरूका लागि नेपाली भाषाको शिक्षण उपलब्धिमूलक हुन आउँछ ।

पढाइ/पराइ, अब/आब, कता/काता, चिन्ता/चिन्टा जस्ता जोडी शब्दहरूको प्रयोगबाट दोस्रो भाषाका रूपमा नेपाली भाषा सिक्ने बालबालिकाहरूलाई नेपाली भाषा सिक्ने बानी बसाल्नु आवश्यक हुनआउँछ । भाषा अनुसरण प्रयोग र अभ्यासका आधारमा सिक्ने विषय भएकाले विभिन्न क्रियाकलाप प्रयोग गरेर नेपाली भाषाका सिकाइमा बालबालिकालाई अभ्यास गराउनु आवश्यक मानिन्छ । शिक्षकले विद्यालयका वातावरणमा आफूले नेपाली भाषामा भाषिक व्यवहार गर्दा भाषाको वास्तविक स्वरूपलाई ध्यान दिनु आवश्यक हुन्छ, अनि मात्र बालबालिकाले स्तरीय भाषालाई व्यवहारमा उतार्न सक्छन् र उनीहरूलाई नेपाली भाषा सिक्ने सजिलो हुन्छ ।

दोस्रो भाषाका रूपमा नेपाली भाषा शिक्षण गर्ने भाषा शिक्षणका क्रियाकलाप

(क) उच्चारण र अभ्यास

दोस्रो भाषा सिक्ने बालबालिकाहरूलाई पर्ने कठिनाइमा विशेष गरेर उच्चारणसम्बन्धी कठिनाइ नै प्रमुख मानिएको छ । उनीहरूले गर्ने नेपाली भाषाको उच्चारणमा नेपाली भाषाको आफ्नो मौलिकपन कम भएकैले । यसैले दोस्रो भाषाका रूपमा नेपाली भाषा सिक्ने बालबालिकाहरूलाई शिक्षक तथा नेपाली मातृभाषासँग सम्बन्धित अन्य बालबालिकाको अनुकरण गरेर उच्चारण गर्ने कार्यमा बढी अभिप्रेरित र थप अभ्यास गराउनु आवश्यक हुन्छ । उच्चारणसम्बन्धी सिकाइ उपलब्धि हासिल नहोउज्जेल उच्चारण क्रियाकलापमा निरन्तर लाग्ने कार्यलाई उच्चारणका सम्बन्धमा गरिने अभ्यासका रूपमा लिन सकिन्छ ।

नेपाली भाषाको शिक्षण सन्दर्भमा उच्चारण गराउने आधारका रूपमा नेपाली वर्णमालाका वर्ण, ती वर्ण मिलेर बनेका अक्षर तथा शब्द, नेपाली भाषाका शब्दहरूमा पनि कठिन शब्द, कठिन शब्द प्रयोग भएका नेपाली भाषाका सरल र संयुक्त वाक्य आदिलाई लिन सकिन्छ । उच्चारण शिक्षण गर्न शिक्षकले बालबालिकाका लागि सानो भाषिक समूहबाट ठूलो भाषिक समूह निर्माण गर्ने तर्फ अग्रसर नीति उपयुक्त हुन्छ । मिल्दा दुईजना साथीको भाषिक समूहदेखि लिएर २५/३० जनासम्मको भाषिक समूह बनाउन सकिन्छ । सीमितबाट व्यापकतर्फको शिक्षण सिद्धान्तलाई आधार मानेर नै भाषिक समूहको निर्माण गर्नुपर्छ ।

बालबालिकाहरूलाई उच्चारणमा अभ्यास गराउँदा/नेपाली विषयका शिक्षकले नमुना उच्चारण गरेर प्रदर्शन गर्नुपर्छ । शिक्षकले आफ्नो भाषिक व्यवहारमा पनि भाषिक शुद्धतामा सतर्क हुनु खाँचो र चासोको विषय हो, किनभने भाषा बालबालिका आफूभन्दा ठूलोको अनुकरणबाट नै सिक्छन् । त्यस किसिमबाट नै सिक्ने गरेको पनि पाइन्छ । त्यसैले नेपाली विषयका शिक्षकले नेपाली भाषाशास्त्रका आधारमा नेपाली भाषाको उच्चारणसम्बन्धी भाषिक व्यवहारलाई अपनाउनु आवश्यक मानिन्छ । यसका साथै विद्यालयका बालबालिकाले उच्चारण गर्दा त्रुटि उच्चारण हुन गयो भने त्यसलाई तत्काल सच्याउनु उपयुक्त हुन्छ । यसले गर्दा विद्यालयमा नेपाली भाषाको शिक्षणसिकाइ गर्न अनुकूल वातावरणको विकास हुनआउँछ ।

उच्चारणमा बालबालिकालाई अभ्यास गराउँदा शिक्षकलाई उच्चार्य वर्ण, अतिरिक्त उच्चार्य वर्ण र अनुच्चार्य वर्ण बारेमा राम्रो जानकारी हुनु आवश्यक हुन्छ । जस्तो : ऋ-रि, श-ष-स, इ-ई उ-ऊ आदि अनुच्चार्य वर्णभित्र मात्रा, सुर र लयसम्बन्धी कुरा पर्छन् ।

वर्ण उच्चारणको सबभन्दा तल्लो विभेदक भएकाले उच्चारण अभ्यासको थालनी वर्णहरूका आधारमा नै सुरु गर्नु उपयुक्त मानिन्छ । भाषामा उच्चार्य दृष्टिले अर्थविभेदक हुन सक्ने वर्णहरूको विशेष महत्व रहन्छ ।

नेपाली विषय शिक्षण गर्ने शिक्षकले नेपाली भाषाका वर्णहरूको उच्चारण प्रक्रियाका बारेमा विशेष जानकारी राख्नु आवश्यक मानिन्छ ।

जस्तो : क- कण्ठस्थानबाट उच्चारण हुनु स्पर्शी वर्ण त्यस्तै अन्त्यप्राण तथा अघोष ध्वनि

कुनै उच्चारण स्थानमा नठोकिइ वा श्वास प्रवाहमा बाधा नपरी उच्चारण हुने वर्णलाई स्वर भनिन्छ ।

स्वर अक्षरको रूपमा प्रयोग हुन सक्छन् तर स्वरको सहायता बेगरका वर्णहरू वर्णको रूपमा मात्र प्रयोग हुन्छन् । व्यञ्जन व्यर्णले अक्षरको रूपमा हैसियत पाउन स्वरको सहायता लिनैपर्छ । यसरी व्यञ्जनले स्वरको सहयोग लिएर मात्र अक्षरको रूपमा आफ्नो अस्तित्व कायम गर्न सक्ने हुन्छन् ।

अक्षर संरचनाको केन्द्र बिन्दु भनेका स्वर नै हुन ।

अनुनासिक उच्चारण :- आ, औ, इ, उँ, ऐ आदि ।

उच्चारण अवयवलाई ख्याल गरेर नेपाली वर्णहरूलाई स्थान, प्रयत्न , घोषत्व र प्राणत्वका आधारमा वर्गीकरण गर्ने गरिएको पाइन्छ ।

नेपाली भाषाको विशेषतामा नेपाली वर्णहरू संयुक्त हुने प्रक्रियालाई पनि लिन सकिन्छ ।

नेपाली भाषाका वर्णहरू विभिन्न किसिमबाट संयुक्त हुन्छ ।

जस्तो :

- असमान वर्णसँगको संयुक्तता, य, व, र, ल सँग हुने संयुक्तता जस्तै : भाग्य, धवाँसो, चक, बाक्लो आदि ।
- समान वर्णसँगको संयुक्तता जस्तै : पक्का, पत्ती, भन्न, अलग्ग आदि ।
- मिश्रित वर्णसँगको संयुक्तता जस्तै : पदम, चुल्हो, ब्रह्मा आदि ।
- पृथक लेख्य चिन्हका रूपमा एकाकार गरेर प्रयोग गरिने संयुक्तता :- रक्षा, ज्ञानी, पत्र आदि ।

वर्णभन्दा माथिल्लो भाषिक एकाइ अक्षर हो ।

अक्षरभन्दा माथिल्लो भाषिक एकाइ शब्द हो । एक अक्षरदेखि धेरै अक्षरसम्म मिलेर बनेका शब्दहरू भाषिक व्यवहारको प्रचलनमा प्रयोग हुन सक्छन् । अक्षर र तिनको सीमालाई ठम्याएर उच्चारण गरेमा मात्र सही उच्चारण हुन सक्छ । यसैले उक्त विषयवस्तुको अध्ययनको आधारमा बालबालिकाहरूलाई उच्चारण शिक्षणमा अभ्यास गराउन सजिलो हुन्छ । दोस्रो भाषाका रूपमा नेपाली भाषा सिकने बालबालिकाहरूलाई उच्चारण शिक्षणमा

अभ्यास गराउनका लागि माथि लेखिएका कुराहरूका बारेमा नेपाली विषयका शिक्षकले जानकारी राख्नुपर्छ र शिक्षणसिकाइलाई पनि प्रभावकारी बनाउनुपर्छ ।

(ख) अनुवाद र कुराकानी

दोस्रो भाषाको रूपमा नेपाली भाषा शिक्षण गर्ने विभिन्न क्रियाकलापहरूमा अनुवाद र कुराकानी सम्बन्धी क्रियाकलापलाई पनि लिन सकिन्छ । अनुवाद भनेको भाषिक रूपान्तरण हो । अनुवाद क्रियाकलाप प्रयोग गर्दा वाक्य वा अनुच्छेदलाई मातृभाषाबाट नेपाली भाषामा रूपान्तरण गर्न लाउनुपर्छ । रूपान्तरण भनेको बदल्नु हो । नेपाली भाषाका शिक्षणसिकाइको प्रसङ्ग भएकाले बालबालिकाहरूले उनीहरूको मातृभाषामा प्रयोग गरेका वाक्यलाई नेपालीमा बदलेर सिकाउनु उपयुक्त हुन्छ । यसले सिकाइ रुचिकर पनि हुन्छ । वर्ण तहको शिक्षण उच्चारणका आधारमा, शब्द तहको शिक्षण अर्थका आधारमा र त्यो भन्दा माथिल्लो तहको भाषिक सिकाइ अनुवादका आधारमा गर्ने प्रचलन निकै पहिलेदेखि विकसित भएको हो ।

अनुवादलाई बोध केन्द्रित क्रियाकलापको रूपमा लिन सकिन्छ । दोस्रो भाषालाई पहिलो भाषाको रूपमा रूपान्तरण गर्ने कार्यभन्दा पहिलो भाषालाई दोस्रो भाषाका रूपमा बदलेर सिक्ने बानी बसाल्नाले सिकाइमा गतिशीलताको अभिवृद्धि हुन्छ । दोस्रो भाषाको रूपमा नेपाली भाषा सिक्ने बातबातिका र शिक्षक दुबैका लागि यो भाषा शिक्षणको ज्यादै सरल उपाय मानिन्छ ।

अनुवाद मौखिक र लिखित दुबै रूपमा उत्तिकै महत्वपूर्ण हुन सक्छ । कक्षा शिक्षणको सन्दर्भमा र व्यक्तिगत रूपमा व्यावहारिक विषयमा कुराकानी गर्दा मौखिक अनुवादको सहयोगमा नेपाली भाषाको शिक्षण गर्नु उपयुक्त हुन्छ भने कक्षा कार्य गराउँदा, गृहकार्य दिँदा, प्रश्नोत्तर गर्दा लिखित रूपमा अनुवाद क्रियाकलापलाई प्रयोगमा ल्याउन सकिन्छ । उदाहरणको रूपमा नेवारी भाषाबाट नेपाली भाषामा अनुवाद गरिएका वाक्यहरू :

नेवारी भाषा - राम भीम पासा खः ।

नेपाली भाषा - राम असल साथी हो ।

नेवारी भाषा - नेपाल भिगु दे खः ।

नेपाली भाषा - नेपाल हाम्रो देश हो ।

नेवारी भाषा - लालीगुराँस राष्ट्रिय स्वाँ खः ।

नेपाली भाषा - लालीगुराँस राष्ट्रिय फूल हो ।

मैथिली भाषाबाट नेपाली भाषामा अनुवाद गरिएका केही वाक्यहरू

मैथिली :- बहुत पहिनेक बात थिक ।

नेपाली :- धेरै पहिलेको कुरा थियो ।

मैथिली :- चारै दिशा ध्वनि गुञ्जित रहय ।

नेपाली :- चारै दिशा ध्वनि गुञ्जि रह्यो ।

मैथिली :- चैतक मास छलैक ।

नेपाली :- चैतको महिना थियो ।

यसरी मातृभाषाबाट नेपाली भाषामा अनुवाद गर्न सिकाउनाले दोस्रो भाषाका रूपमा नेपाली भाषा सिक्ने बालबालिकाहरूमा स्तरीय नेपाली भाषाको प्रभाव बढ्छ र पहिलो भाषाको रूपमा नेपाली सिक्ने विद्यार्थीहरूको तुलनामा दोस्रो भाषाको रूपमा नेपाली सिक्ने बालबालिकाहरूले नियम सम्मत वा व्याकरण सम्मत नेपाली भाषाको प्रयोग गर्न थाल्छन् ।

कुराकानी पनि दोस्रो भाषाको रूपमा नेपाली भाषा शिक्षण गर्ने सरल क्रियाकलाप हो । कुराकानीको माध्यमबाट अन्य मातृभाषाका बालबालिकाहरूलाई नेपाली भाषाको कथ्य रूपका बारेमा परिचित गराउन सकिन्छ । कुराकानीलाई अर्को शब्दमा छलफल वा संवाद पनि भनेर भनिन्छ । कुराकानी कुनै गहन विषयमा केन्द्रित भएर पनि गर्न सकिन्छ र सामान्य गफ गर्ने सिलसिलामा पनि कुराकानी हुन सक्छ । प्राथमिक तहका बालबालिकाहरूलाई नेपाली विषयको शिक्षण गर्दा उनीहरूका अनुभव क्षेत्रका विषयहरूलाई नै लिएर कुराकानी गर्नुपर्छ । जस्तो : तिमीलाई मन पर्ने खेल कुन हो ? तिमीलाई कुन विषय सिक्न कठिन लाग्छ ? तिमी भविष्यमा आफूलाई के बनाउन चाहन्छौ ? तिम्रो परिवारमा क-कसले के के काम गर्छन् ? वर्षभरिमा तिम्रो समुदायमा कति चाड पर्व मनाइन्छन् ? तिम्रो समुदायको सबभन्दा ठूलो चाडपर्व कुन हो ? जस्ता प्रश्न गरेर कुराकानीलाई अगाडि बढाउन सकिन्छ । यस किसिमका कुराकानीबाट बालबालिकाहरूमा सुनाइ र बोलाइ सीपको विकास हुन्छ । त्यसैले सरल रूपमा भाषा सिक्ने सिकाउने क्रियाकलाप वा माध्यम भनेको नै कुराकानी हो । औपचारिक किसिमबाट भन्दा अनौपचारिक किसिमबाट गरिने कुराकानी नै बालबालिकाहरूका लागि भाषा सिक्ने सरल उपाय मानिन्छ । बालबालिकाहरूलाई उनीहरूका बीचमा आपसमा कुराकानी गर्न लगाउने, शिक्षक र बालबालिकाहरूले आपसमा कुराकानी गर्ने, बालबालिकाहरूलाई निर्देशन पालना गराउँदा नेपाली भाषामा निर्देशन दिने र नेपालीमा नै प्रश्न सोध्न भन्ने आदि तरिकाहरूलाई अँगालेर कुराकानी गर्नाले दोस्रो भाषाका रूपमा नेपाली भाषा सिक्ने बालबालिकाहरूलाई निकै सहयोग पुग्न सक्छ ।

(ग) सस्वर र मौन पठनमा अभ्यास

दोस्रो भाषाका रूपमा नेपाली भाषा सिक्ने गर्ने बालबालिकाहरूलाई नेपाली विषयको शिक्षण गर्दा सस्वर र मौन पठनमा अभ्यास गराउन उपयुक्त हुन्छ । यी पनि भाषा शिक्षणका महत्वपूर्ण क्रियाकलापभित्र पर्छन् । सस्वर र मौन पठन भाषा शिक्षणका पढाइ सीपसँग विकसित क्रियाकलाप हुन् ।

सस्वर पठन भन्नाले कुनै पाठका केही अनुच्छेद वा पूरै पाठलाई स्वरमा वा उच्चारण गरेर गरिने पठन भन्ने बुझिन्छ, त्यस्तै मौन पठनले ओठ नचलाई वा आवाज ननिकाली चुपचापसँग मनमनै गरिने पठनलाई जनाउँछ । ध्यान केन्द्रित नभएको अवस्थामा र सामान्य वातावरणमा सस्वर पठनबाट बालबालिकाले पठनबोध गर्न सक्छन्, तुलनात्मक रूपमा पठन बोध सस्वर पठनबाट भन्दा मौनपठनबाट बढी मात्रमा हुनसक्छ । तल्लो कक्षाका बालबालिकाहरूका लागि सस्वर पठन र माथिल्लो कक्षामा लागि मौन पठन क्रियाकलाप उपयोगी मानिन्छ । सस्वर पठनबाट बालबालिकाको पठनबोधका बारेमा जानकारी लिनुको साथै उनीहरूको उच्चारणको स्पष्टता र शुद्धताका बारेमा पनि जानकारी राख्न सकिन्छ ।

बालबालिकाहरूलाई सस्वर पठनमा अभ्यास गराउँदा शिक्षकले नमुना वाचन गरेर सुनाउनु पर्छ र त्यसको आधारमा गति र यतिलाई ख्याल गरेर सस्वरवाचन गराउनु राम्रो हुन्छ । तुलनात्मक रूपमा सस्वरवाचनबाट केही बढी थकावटको महसुस बालबालिकाले गर्न सक्छन् । तेह्र-चौध वर्षसम्मका बालबालिकाहरू मौनवाचनमा भन्दा सस्वरवाचनमा नै बढी रुचि राख्ने गर्छन् ।

दोस्रो भाषाका रूपमा नेपाली भाषा सिक्ने बालबालिकाहरूले भाषा सिक्ने सन्दर्भमा सस्वर र मौन दुवै पठनलाई अभ्यासको रूपमा प्रयोग गर्नुपर्छ । कुन क्रियाकलाप बढी महत्वपूर्ण मानिन्छ भन्ने कुरा पाठको प्रकृतिमा पनि भर पर्ने कुरा हो । कविता र संवाद सस्वर वाचनका आधारमा शिक्षण गर्नु सान्दर्भिक हुन्छ भने चिठी र कथा विद्याअन्तर्गतका पाठहरूको अध्ययन मौनवाचनका माध्यमबाट गर्नु बढी उपयुक्त हुन सक्छ । सस्वरवाचनले बोलाइ सीपको विकासमा पनि केही मद्दत पुऱ्याउन राख्ने हुन्छ भने मौनवाचन चाहिँ केवल पढाइ सीपसँग मात्र केन्द्रित हुन्छ । सस्वरवाचनबाट स्रोत र पाठक दुवै लाभान्वित हुन पुग्छन् भने मौनवाचनको क्रियाकलापबाट भने अध्ययन गर्ने बालबालिका वा विद्यार्थी मात्र लाभान्वित हुन्छन् ।

प्राथमिक तहका बालबालिका त्यसमा पनि दोस्रो भाषाका रूपमा नेपाली भाषा सिक्ने बालबालिकाहरूका लागि सस्वर पठन र मौन पठन दुवैमा उत्तिकै अभ्यास गराउनु उपयुक्त हुन्छ । भाषा शिक्षणमा कुनै पनि शिक्षण क्रियाकलाप भाषिक सीपलाई नै आधार मानेर वा भाषिक सीपको विकासलाई नै ख्याल गरेर प्रयोग गर्नु उचित हुन्छ । सस्वर पठनले पढाइ, सुनाइ, बोलाइ, र लेखाइ जस्ता सबै खाले भाषिक सीपको विकासमा सहयोग गर्छ, त्यस्तै मौन पठनले पढाइ र लेखाइ सीपको विकासमा विशेष महत्व राख्छ ।

(घ) शब्द प्रयोग र वाक्य गठन

दोस्रो भाषाका रूपमा नेपाली भाषा सिक्ने बालबालिकाहरूलाई नेपाली भाषा सिकाउँदा प्रयोग गरिने अर्को भाषिक क्रियाकलापका रूपमा शब्द प्रयोग र वाक्य गठनलाई लिन सकिन्छ । शब्दलाई वाक्यमा प्रयोग गर" भन्ने अभ्यासात्मक प्रश्न नेपाली भाषा शिक्षण-सिकाइमा प्रयोग गरिने बहुप्रचलित क्रियाकलाप मानिन्छ । शब्द प्रयोगबाट बालबालिकाहरू भाषा शिक्षणको शब्द तह र वाक्य तहका सम्बन्धमा आफ्नो क्षमतालाई एकै साथ विकास गर्न सक्छन् ।

शब्द प्रयोगबाट शब्दको अर्थ र वाक्यको संरचनाका बारेमा बालबालिकाहरूलाई एकै साथ जानकारी हुन्छ । शब्दलाई वाक्यमा प्रयोग गर्न लगाउँदा कस्तो किसिमको वाक्यमा शब्दलाई प्रयोग गर्न लगाउने हो त्यस सम्बन्धमा पनि निर्देशन दिन सके नेपाली भाषाको शिक्षण-सिकाइ बढी प्रभावकारी मानिन्छ । जस्तो उदाहरणका लागि किताबलाई प्रश्नात्मक वाक्यमा, "खरायोलाई विध्यर्थक वाक्यमा "देउता" लाई इच्छात्मक वाक्यमा र "दर्शन" लाई सम्भावनार्थक वाक्यमा प्रयोग गर भनेर वाक्यमा प्रयोग गर्ने क्रियाकलापलाई सीमाङ्कन गर्नु बढी बैज्ञानिक हुन्छ । यसका साथै शब्दलाई वाक्यमा प्रयोग गर्न लगाउँदा सरल, संयुक्त र मिश्र वाक्यमध्ये कुन किसिमको वाक्यमा प्रयोग गर्न लगाउने हो त्यो पनि निश्चित रूपमा तोकेर शब्दलाई वाक्यमा प्रयोग गर्ने कार्यलाई तल्लो कक्षाभन्दा माथिल्लो कक्षामा सीमाङ्कन गर्दै जानु बढी सान्दर्भिक र बढी बैज्ञानिक हुन सक्छ ।

दोस्रो भाषाको रूपमा नेपाली भाषा सिक्ने बालबालिकाहरूलाई शब्द प्रयोगका बारेमा अभ्यास गराउँदा उनीहरूका अनुभव क्षेत्रका शब्दहरूलाई नै वाक्यमा प्रयोग गर्न लाउनु उपयुक्त हुन्छ । सरलताबाट जटिलतातर्फ भन्ने सिकाइ सिद्धान्तलाई आधार मानेर प्राथमिक तहका तल्ला कक्षाका बालबालिकाहरूलाई वाक्यमा प्रयोग गर्न शब्द निश्चित गर्दा सरल शब्दहरूको छनोट गर्नुपर्छ । यसले शिक्षण-सिकाइ सार्थक हुन्छ ।

प्राथमिक तहका बालबालिकाहरूलाई शब्द प्रयोगका आधारमा वाक्य गठनको संरचनाका बारेमा जानकारी गराउन मौखिक र लिखित दुबै खाले क्रियाकलापलाई शिक्षण सिकाइमा प्रयोग गर्न सकिन्छ । यसले बालबालिकामा बोलाइ र लेखाइ सीपका बारेमा साथ-साथै जानकारी हुनसक्छ ।

नेपाली भाषा शिक्षण गर्नु भनेको नेपाली भाषाको प्रयोगमा दोस्रो भाषाका रूपमा नेपाली भाषा सिक्ने बालबालिकालाई कुशल तुल्याउनु हो । यसका लागि शब्द प्रयोग र वाक्य संरचनामा उनीहरूलाई जति सक्तो बढी मात्रामा अभ्यास तुल्याउनु आवश्यक हुन्छ । किनभने भाषाको शिक्षण-सिकाइ गर्ने भन्ने कुरा नै अभ्यासमूलक विषय हो । प्राथमिक

कक्षाका बालबालिकाहरूलाई सम्बन्धित कक्षाका नेपाली विषयका पाठ्यपुस्तकबाट नै शब्द प्रयोग र वाक्य संरचना सम्बन्धी कुराहरू सिकाउन सकिन्छ ।

(ड) अभ्यास र पुनरावृत्ति

नेपाली भाषा शिक्षण अभ्यासमूलक विषय हो । दोस्रो भाषाका रूपमा नेपाली सिक्नेहरूका लागि भाषाका विभिन्न क्षेत्रमा अभ्यासको जरूरत पर्दछ । अभ्यास गरेको कुरा नविर्सियोस् भन्नका लागि पुनरावृत्ति गराउनु आवश्यक मानिन्छ । भाषिक सीपको विकासमा पुनरावृत्ति र भाषिक सीप विकासका अन्य पक्षमा पनि पुनरावृत्तिको खाँचो परिरहन्छ । यसैले नेपाली विषयको शिक्षण गर्ने शिक्षकले अभ्यास र पुनरावृत्ति गराउने कार्यमा विशेष समय दिनु उचित मानिन्छ ।

(च) शैक्षिक सामग्रीको प्रयोग

दोस्रो भाषाका रूपमा नेपाली भाषा शिक्षण गर्न शैक्षिक सामग्री प्रयोगले बढी सहयोग पुऱ्याउने कुरालाई महत्वपूर्ण रूपमा लिन सकिन्छ । दोस्रो भाषाका रूपमा नेपाली भाषा सिक्ने बालबालिकाहरूका लागि नेपाली भाषा अन्यौल र अरुचिको विषय पनि हुन सक्छ, किनभने नेपाली भाषाको वातावरण नै उनीहरूले पाउन सकेको हुँदैन । कतिपय शब्दहरूको उनीहरूलाई अर्थबोध गर्न कठिन हुन्छ । यी समस्याको निरूपणका उपायका रूपमा थप शैक्षिक सामग्रीलाई प्रयोग गर्नु आवश्यक हुन्छ ।

दोस्रो भाषाको रूपमा नेपाली भाषा शिक्षण गर्दा ठोस वस्तु, शिक्षक निर्मित शब्दपत्ती, तालिका, चित्र, पाठ्यक्रम, पाठ्यपुस्तक र अन्य सन्दर्भ सामग्रीहरूलाई प्रयोग गर्न सकिन्छ । दोस्रो भाषाका रूपमा नेपाली भाषा शिक्षण गर्दा प्रयोग र अभ्यासलाई विशेष प्राथमिकता दिनुपर्ने भएकाले पनि थप शैक्षिक सामग्रीको जरूरत पर्न जाने हुन्छ ।

(छ) कक्षा कार्य र गृह कार्य

दोस्रो भाषाका रूपमा नेपाली भाषा बालबालिकाहरूलाई नेपाली भाषाका बारेमा शिक्षण गर्दा क्रियाकलापमुखी शिक्षण विधिमा विशेष जोड दिनु आवश्यक मानिन्छ । व्याख्या, कथा कथन र वर्णनको आधारमा मात्रै बालबालिकाले दोस्रो भाषाका रूपमा नेपाली भाषा सिक्ने सम्भावना कम रहन्छ । बातबालिका केन्द्रित क्रियाकलापमुखी शिक्षण कार्य सञ्चालन गर्नु भनेको उनीहरूको रुचि अनुकूलको कक्षा कार्यमा बातबालिकाहरूलाई संलग्न गराउनु हो र बातबालिकाहरूका लागि गरेर सिक्ने वातावरणको सिर्जना गर्नु हो । अतः भाषा शिक्षणको कक्षामा बातबालिकाहरूलाई उपयुक्त स्तरको कक्षा कार्य दिएर त्यसमा उनीहरूलाई संलग्न गराउनु आवश्यक मानिन्छ ।

कक्षा कार्य अवलोकनका आधारमा बालबालिकाको सिकाइउपलब्धिलाई मूल्याङ्कन गरी शिक्षकले आफ्नो शिक्षण कार्यमा सुधार ल्याउन सक्ने प्रशस्त गुञ्जायस हुन्छ । कक्षा कार्य दिँदा वैयक्तिक विभिन्नतालाई पनि ख्याल गर्नु बढी राम्रो मानिन्छ । कक्षा कार्यको मूल्याङ्कनका आधारमा बालबालिकालाई शिक्षण सिकाइमा अभिप्रेरित गर्न सकिने भएकाले कक्षा शिक्षणमा कक्षा कार्यलाई अभिन्न अङ्गका रूपमा लिन सकिन्छ ।

बालबालिकाहरूलाई घरमा गर्न दिइने शिक्षणसम्बन्धी कार्यलाई गृहकार्य भनिन्छ । दोस्रो भाषाका रूपमा नेपाली भाषा सिक्ने बालबालिकाहरूलाई नेपाली भाषाको सिकाइसम्बन्धी गृह कार्य दिनाले उनीहरूको घरपरिवारमा पनि भाषिक वातावरणको सिर्जना हुन सक्छ । यसले बालबालिकालाई दोस्रो भाषाका रूपमा नेपाली सिक्नमा सहयोग पुग्न सक्छ ।

दोस्रो भाषाका रूपमा नेपाली भाषा सिक्ने बालबालिकाहरूलाई कक्षा कार्य र गृह कार्य दिँदा भाषिक त्रुटिहरूलाई कम गर्न सकिने कुरालाई ख्याल गर्नुपर्छ । कक्षा कार्य र गृहकार्य दिनु मात्र महत्वपूर्ण कुरा होइन, त्यसबाट बालबालिकामा कतिसम्म सिकाइ उपलब्धि हासिल हुन गयो, त्यो बढी महत्वपूर्ण कुरा हो । त्यसका लागि बालबालिकाहरूको कक्षा कार्य र गृहकार्यको अनुगमन गर्ने दायित्व नेपाली भाषा शिक्षणको सन्दर्भमा नेपाली विषयका शिक्षकको हुन आउँछ । कक्षा कार्य र गृहकार्यमा बालबालिकाहरूले गरेका गल्तीहरू सच्याउने र त्यस किसिमका गल्तीहरूको पुनरावृत्ति बालबालिकाहरूमा नहोस् भन्नका लागि सन्दर्भ र प्रसङ्ग अनुसारका निराकरणात्मक उपायहरूलाई व्यवहारमा लागू गर्नु पनि नेपाली विषयका शिक्षकको महत्वपूर्ण दायित्व हुन आउँछ ।

निष्कर्ष

प्राथमिक विद्यालयमा पहिलो भाषाका रूपमा र दोस्रो भाषाका रूपमा नेपाली भाषा सिक्ने बालबालिकाहरू अध्ययन गर्छन् । दोस्रो भाषाका रूपमा नेपाली भाषा सिक्ने बालबालिकाहरू पनि घरपरिवारमा नै नेपाली भाषाको सम्पर्क आएका र विद्यालयमा प्रवेश गरेपछि मात्र नेपाली भाषाको सम्पर्कमा आएका गरी दुई किसिमका हुन्छन् ।

यस किसिमले तीन किसिमको भाषिक पृष्ठभूमि भएका बालबालिकाहरूलाई एउटै कक्षामा राखेर नेपाली भाषाको शिक्षण गर्नुपर्ने चुनौती नेपाली विषयका शिक्षकहरूका सामु छ ।

- (क) नेपाली मातृ भाषा भएका बालबालिका ।
- (ख) परिवारबाट नै नेपाली भाषासँग सामान्य रूपमा परिचित बालबालिका ।
- (ग) विद्यालयमा प्रवेश गर्दासम्म नेपाली बोल्न र बुझ्न नसक्ने बालबालिका ।

दोस्रो भाषाका रूपमा नेपाली भाषा सिक्न आएका बालबालिकाहरूको भाषिक समुदाय पनि एकै किसिमको छैन । सुनुवार, तामाङ, नेवार, राई, मैथिली, हिन्दी, भोजपुरी विभिन्न भाषिक परिवारका बालबालिकालाई एउटै कक्षामा शिक्षण गर्नुपर्ने समस्याले नेपाली विषय शिक्षणलाई भन जटिल बनाउँदै आएको पाइन्छ । यसका लागि समूह विभाजन गरेर नेपाली भाषा शिक्षण गर्नु आवश्यक हुन्छ । यसका साथै बहुभाषिक कक्षामा नेपाली भाषा शिक्षण गरेर नेपाली विषयका सिकाइ उपलब्धि हासिल गराउन नेपाली विषयका शिक्षक र विद्यालय व्यवस्थापनले विशेष व्यवस्था मिलाउनु पर्ने विवशतालाई टड्कारो रूपमा लिन सकिन्छ ।

हाम्रा प्राथमिक विद्यालयमा पहिलो भाषाका रूपमा नेपाली भाषा सिक्ने र दोस्रो भाषाका रूपमा नेपाली भाषा सिक्ने दुवै खाले बालबालिकाहरूको उत्तिकै बाहुल्य छ । यी दुवै खाले विद्यार्थीहरूलाई एउटै कक्षामा राखेर शिक्षण गर्नुलाई बहुभाषिक कक्षा मानिन्छ । बहुभाषिक कक्षामा प्रभावकारी ढङ्गबाट नेपाली विषयको शिक्षण गर्नु भनेको नेपाली विषयका शिक्षकका लागि एउटा चुनौतीकै विषय मानिन्छ । त्यसका लागि दोस्रो भाषाका रूपमा विषयको शिक्षण गर्न उच्चारण र अभ्यास, अनुवाद र कुराकानी, सस्वर र मौन वाचन, अभ्यास र पुनरावृत्ति, शैक्षिक सामग्रीको प्रयोग तथा कक्षा र गृहकार्य जस्ता क्रियाकलापलाई विशेष रूपमा अवलम्बन गर्नु आवश्यक मानिन्छ ।

परिचय

मानव सभ्यताको विकाससँगै शिक्षणसिकाई प्रक्रियाका विकसित भएको हो । विद्यालय स्थापना भएपछि परम्परागत शिक्षण पद्धति (Chalk and talk method) शुरु भयो । यस समयमा सूचना प्रवाह गर्ने कार्यमा शिक्षक आफूलाई प्रस्तुत गर्दथे । १९६० को दशकदेखि संसारमा ज्ञान र विज्ञानका क्षेत्रको विकास द्रुत गतिमा हुन थाल्यो जसले गर्दा शिक्षा र शिक्षण दुबै क्षेत्रमा नयाँ नयाँ ज्ञान र प्रविधिको प्रयोग प्रारम्भ गरियो । प्रभावकारी शिक्षणका लागि शिक्षक तालिममा समेत नयाँ अवधारणा विकसित भए । फलस्वरूप प्रभावकारी शिक्षणका लागि बैज्ञानिक आधारको शिक्षक तालिम, शिक्षण विधि, बाल केन्द्रित अब धारणा आदिको प्रभाव पऱ्यो ।

शिक्षाशास्त्री Pestalogi लाई आधुनिक शिक्षक तालिमको पिता मानिन्छ । उनले प्रतिपादन गरेको सिद्धान्तका अनुसार "शिक्षकको शैक्षिक काम बालकको बारेमा ज्ञान राख्ने र उनीहरूको अनुभवमा बढी जोड दिनु हो । यस सिद्धान्तले मनोबैज्ञानिक पक्षमा बढी जोड दिएको पाइन्छ । यस्तै गरी शिक्षणमा तालिमको महत्व दिने शिक्षाविदहरूमा Plato, Froebel, Aristotal र Socrates लाई मानिन्छ ।

कुनै पनि पेसाका लागि पेसागत दक्षता एक अपरिहार्य आवश्यकता हो । शिक्षण कार्य पनि एक पेसा हो । यसलाई सफततापूर्वक सम्पन्न गर्नका लागि पेसागत दक्षता आवश्यक पर्दछ । एउटा सफल शिक्षकको लागि तालिम आवश्यक मानिएको छ । शिक्षाको गुणस्तर निर्धारण गर्ने परिसूचकहरूमध्ये शिक्षकलाई पनि एक महत्वपूर्ण अङ्ग मानिन्छ । राष्ट्रका लागि आवश्यक पर्ने निम्न, मध्यम एवम् उच्चस्तरीय गुणात्मक जनशक्ति उत्पादनमा शिक्षकको महत्वपूर्ण भूमिका रहेको हुन्छ । शिक्षकले समय सापेक्ष तालिम नपाउने हो भने जसरी मेशीन नचलाउँदा खिया लाग्न गई उत्पादकत्व ह्रास हुँदै जान्छ त्यसैगरी तालिमको अभावमा शिक्षकको क्षमतामा पनि प्रतिकूल प्रभाव पर्दछ । तालिम भन्दा पनि तालिमबाट शिक्षकमा कुनकुन पक्षहरूको विकास हुने हो त्यो कुरा ज्यादै महत्वपूर्ण हुन्छ ।

आफूले चाहेजस्तो व्यवहार ल्याउनमा परिवर्तन सिकाइने ज्ञान, सीप र धारणासम्बन्धी क्रियाकलापहरूलाई तालिम भनिन्छ । अर्थात कुनै पनि कार्यमा व्यवस्थित रूपले दिइने सीपमूलक शिक्षालाई तालिम भनिन्छ । जसबाट कुनै पनि व्यक्तिले आफूमा भएको ज्ञान, सीप र अभिवृत्तिलाई

परिष्कृत र पुनर्ताजगी गरी पेसागत काममा निपुर्णतापूर्वक कार्य सम्पादन गर्दछ । तालिम कुनै पनि क्षेत्रमा विशिष्टता प्राप्त गर्नको लागि आवश्यक पर्ने साधन हो । शिक्षण सिकाइ सरल र प्रभावकारी बनाउन, शिक्षकहरूको पेसागत दक्षतामा अभिवृद्धि गर्न, सिकाइका लक्ष्यहरू पूरा गर्न, द्रुत गतिमा भइरहेको शिक्षण विधिको विकाससँग शिक्षकलाई परिचित गराउन, समाजको माग अनुसारको शिक्षा प्रदान गर्न, सक्षम बनाउन सिकाइको आधुनिक चिन्तन, बाल मनोविज्ञान र शिक्षण विधिहरूको आधारमा विद्यार्थीको आवश्यकता अनुसारको ज्ञान सीप र प्रविधिको विकास गर्न, शिक्षकलाई शैक्षिक योजना निर्माण, सामग्रीको निर्माण तथा प्रयोग गर्न, मूल्याङ्कन प्रविधि अपनाउने सम्बन्धमा सक्षम तुल्याउन र शिक्षणमा भइरहेको परम्परागत प्रविधिलाई हटाई आधुनिक र वैज्ञानिक प्रविधि अपनाई शिक्षण गर्न शिक्षक तालिमको आवश्यकता हुन्छ ।

नेपालमा शिक्षक प्रशिक्षण

नेपालमा औपचारिक रूपमा शिक्षक तालिमको शुरूवात वि.सं. २००४ सालमा काठमाडौंमा स्थापना गरिएको आधार शिक्षा अन्तर्गत आधार शिक्षक शिक्षण केन्द्रको स्थापना पछि भएको मान्न सकिन्छ । वि.सं. २०१३ साल भदौ १४ गते आधार शिक्षक शिक्षण केन्द्रलाई राष्ट्रिय शिक्षक शिक्षण केन्द्रमा परिणत गरियो । वि.सं. २००७ सालमा प्रजातन्त्रको उदय भएपछि देशको सर्वोत्तमोखी विकासका लागि शिक्षाको आवश्यकता महसुस भए अनुरूप वि.सं. २०१३ सालमा आधार शिक्षक शिक्षण केन्द्रलाई नेपाल शिक्षक शिक्षण केन्द्रमा परिणत गरियो र शुरूमा प्रवेशिका पास गरेका अनुभवी प्राथमिक शिक्षकलाई ३ महिने सघन तालिम दिने व्यवस्था थियो । साथै १० कक्षा सम्मको अध्ययन समाप्त गरी बसेका प्रत्यासी प्राथमिक शिक्षकलाई ६ महिनाको शिक्षक तालिम दिएर विभिन्न जिल्लामा स्कूल खोली शिक्षणको लागि खटाइएको पाइन्छ । यसपछि तालिमको अवधि बढाएर १० महिनाको बनाइयो ।

नेपाल राष्ट्रिय शिक्षा आयोगको प्रतिवेदन २०११ बमोजिम माध्यमिक शिक्षक, प्रधानाध्यापक, शिक्षा प्रशासक र निरीक्षक उपलब्ध गराउन २०१४ सालमा कलेज अफ एजुकेशनको स्थापना भयो । कलेज अफ एजुकेशनबाट स्नातक पास गरेकालाई एक वर्ष, इन्टरमिडियट पास गरेकालाई २ वर्ष, र एस.एल.सी. पास गरेकालाई ४ वर्ष कार्यक्रम शुरु भयो । बढ्दो विद्यालय सङ्ख्याको आधारमा शिक्षक प्रशिक्षणलाई विस्तार गरी शिक्षक प्रशिक्षण कार्य घुम्ती केन्द्रहरूद्वारा दिन थालियो । जसको नाम नर्मल स्कूल रहन गयो । कलेज अफ एजुकेशन (College of Education) को शुरु भएदेखि सञ्चालन गरेका शिक्षक शिक्षण तथा प्रशिक्षण कार्यक्रमहरू मध्ये २०१८ सालसम्म नर्मल स्कूलबाट तालिम प्राप्त गर्ने ३,००० जना लगायत कुल ९,००० जनाले प्राथमिक शिक्षक सेवाकालीन तालिम प्राप्त गरेका थिए । ती तालिमहरू निम्नअनुसार छन् :

- क) नर्मल स्कूल तालिम
- ख) शिक्षा शिक्षक तालिम कार्यक्रम
- ग) व्यावसायिक प्रशिक्षण कार्यक्रम

- घ) दुर्गम क्षेत्र शिक्षक तालिम
- ड) महिला शिक्षक तालिम

उपरोक्त तालिम सञ्चालन गर्नुको मुख्य उद्देश्य प्राथमिक शिक्षकहरूको पेसामा दक्षता अभिवृद्धि गर्नु रहेको थियो ।

वि.सं. २०२८ सालमा राष्ट्रिय शिक्षा पद्धतिको योजना शुरु भएपछि प्राथमिक विद्यालयको स्थायी शिक्षक बन्नका लागि तालिमलाई अनिवार्य बनाइ न्यूनतम शैक्षिक योगता S.L.C. कायम गरियो । राष्ट्रिय शिक्षा पद्धतिको योजना २०२८ सँगै सेवाकालीन र पूर्व सेवाकालीन शिक्षकहरूलाई तालिम दिनेको लागि त्रिभुवन विश्वविद्यालयअन्तर्गत शिक्षा शास्त्र अध्ययन संस्थान खडा गरियो । यो रा.शि.प. को योजना शुरु भएपछि शिक्षाशास्त्र अध्ययन संस्थानले सेवाकालीन शिक्षकहरूलाई तालिम दिने क्रममा निम्न कार्यक्रमहरू शुरु गरेको पाइन्छ ।

- क) 'A' लेभल तालिम कार्यक्रम
- ख) 'B' लेभल तालिम कार्यक्रम
- ग) तालि स्थानीय तालिम कार्यक्रम
- घ) दूर शिक्षण कार्यक्रम (वि.सं. २०२९ देखि २०३५ सम्म)

राष्ट्रिय शिक्षा पद्धतिको योजना २०२८ को पूर्णावधि मूल्याङ्कन २०३७ पछि तालिम सम्बन्धी मुख्यता दुईओटा नीतिगत परिवर्तनहरू भए जुन निम्नअनुसार छन् :

- १) शिक्षक तालिमसम्बन्धि कोष शिक्षा शास्त्र अध्ययन संस्थानले र अरु नन्- क्रेडिट कोर्सहरू शिक्षा मन्त्रालयले सञ्चालन गर्ने ।
- २) शिक्षण पेसामा स्थायी नियुक्तीका लागि शिक्षक तालिमको अनिवार्यतालाई हटाइयो ।

वि.सं. २०३७ सालदेखि प्राथमिक शिक्षक सेवाकालीन तालिम श्री ५ को सरकार शिक्षा मन्त्रालयले सञ्चालन गरेको थियो । जुन कार्यक्रम निम्न अनुसार छन् :

- १) प्याकेज कार्यक्रम :
यो ५ महिने नन्-क्रेडिट प्राथमिक शिक्षक तालिम शिक्षा मन्त्रालयको अनुरोधमा शिक्षा शास्त्र अध्ययन संस्थानबाट सञ्चालन गरिएको थियो ।
- २) सेती अञ्चलमा लागू गरिएको ग्रामीण विकासका लागि शिक्षा परियोजना (२०३९)
आधारभूत ज्ञान र सीप विकासमा जोड दिने भनी सञ्चालन गरिएको उक्त तालिमको अवधि २९ दिनको थियो ।
- ३) प्राथमिक शिक्षा परियोजना :
यो परियोजना वि.सं. २०४९ सालमा विश्व बैंक र युनिसेफको सहयोगमा सेवारत प्राथमिक शिक्षकहरूको पेसागत दक्षतामा बृद्धि गर्न सञ्चालन गरिएको थियो ।

यसले शिक्षकहरूलाई कार्य स्थलमै शिक्षक प्रशिक्षणको तर्जुमा र सञ्चालन गरेको थियो । यस परियोजनामार्फत शिक्षकहरूलाई १५० घण्टे सेवाकालिन तालिम पनि दिइएको थियो । (जुन कार्यक्रम १२ दिनको थियो तीन पटक गरी १५० घण्टा बराबर बनाइन्थ्यो ।)

४) रेडियो शिक्षा शिक्षक तालिम :

प्राथमिक शिक्षामा गुणस्तर बृद्धि गर्न श्री ५ को सरकारले संयुक्त राज्य अमेरिकाको सहयोगमा यो कार्यक्रमको शुरुवात वि.सं. २०३५ सालबाट गरेको हो । यस तालिम मार्फत वि.सं. २०३७ साल देखि २०४२ साल सम्म S.L.C. अनुतिर्ण अधिराज्यभरका ७२ जिल्लामा करिब ५,००० शिक्षकहरूले B Level को तालिम प्राप्त गरेका थिए । यसैगरी उक्त आयोजनाले S.L.C. अनुतिर्ण शिक्षकहरूको निमित्त अंग्रेजी, गणित जस्ता विषयमा ट्यूसन कार्यक्रम सञ्चालन गरेको थियो भने २०४४/४५ देखि S.L.C. उतिर्ण शिक्षकहरूलाई १५० घण्टा बराबरको आधारभूत तालिम दिएको थियो ।

५) १५० घण्टे तालिम :

यो कार्यक्रम वि.सं. २०४४ सालदेखि क्षेत्रीय शिक्षा निर्देशनालयबाट आधारभूत तालिम कार्यक्रमको रूपमा सञ्चालन गरिएको हो ।

वि.सं. २०४६ सालको जन आन्दोलनपछि गठित राष्ट्रिय शिक्षा आयोगको प्रतिवेदन २०४९ ले तालिम प्राप्त प्राथमिक शिक्षक बन्न १० महिने तालिम पूरा गर्नुपर्ने व्यवस्था गर्‍यो । वि.सं. २०४९ सालमा आधारभूत तथा प्राथमिक शिक्षा परियोजना शुरु गरियो । यस परियोजनाले शिक्षामा गुणस्तर बृद्धि गर्न यो परियोजना सञ्चालन भएका जिल्लाहरूमा १५० घण्टे तालिम लिएका शिक्षकहरूलाई १८० घण्टे तालिम दिई ३३० घण्टे प्रथम, चरण सरह बनाउनुका साथै यस परियोजनाले ३३० घण्टे प्राथमिक शिक्षक तालिम प्रथम चरण पनि सञ्चालन गरेको थियो । यसैगरी वि.सं. २०४९ सालमै शुरु भएको प्राथमिक शिक्षक विकास परियोजनाले प्राथमिक शिक्षक तालिम सञ्चालन गर्न शैक्षिक जनशक्ति विकास केन्द्र र यस अन्तर्गत अधिराज्यभरमा ९ ओटा प्राथमिक शिक्षक तालिम केन्द्रको स्थापना गरी लामो अवधिका १८० घण्टे, ३३० घण्टे प्रथम, दोश्रो, तेश्रो र चौथो चरणका कार्यक्रमहरू सञ्चालन गरियो । यसैगरी वि.सं. २०५० सालमा स्थापना भएको दूर शिक्षा केन्द्रले १५० घण्टे, १८० घण्टे र ३३० घण्टे प्राथमिक शिक्षक तालिम प्रथम, दोश्रो र तेश्रो चरणका कार्यक्रमहरू सञ्चालन गरिसकेको छ भने अहिले शैक्षिक जनशक्ति विकास केन्द्रअन्तर्गतका अधिराज्यका ९ ओटा प्राथमिक शिक्षक तालिम केन्द्र, दूर शिक्षा केन्द्र र शिक्षा विभागबाट प्राथमिक शिक्षक तालिम कार्यक्रम सञ्चालन भइरहेको छ ।

प्राथमिक शिक्षक तालिम कार्यक्रम

हाल देशमा विभिन्न संस्थाहरू मार्फत शिक्षकहरूलाई तालिम दिइने कार्य हुँदै आए तापनि आशातित उपलब्धि हुन सकेको छैन । यस कार्यमा संलग्न निकायमा शिक्षा शास्त्र संकायले मा.वि.र नि.मा.वि.तहको पूर्वसेवाकालीन शिक्षक शिक्षा कार्यक्रम सञ्चालन गरेको छ भने प्राथमिक शिक्षक तालिमअन्तर्गत निजी क्षेत्रमा सञ्चालित तालिम केन्द्रहरूद्वारा पूर्वसेवाकालीन तालिम दिने काम भएको छ । यस्तै गरी श्री ५ को सरकार शिक्षा तथा खेलकुद मन्त्रालयअन्तर्गतका शैक्षिक संस्थाहरूले प्राथमिक शिक्षक तालिम कार्यक्रमका विभिन्न चरणहरू सञ्चालन आएका छन् । यी संस्थाहरूबीच समन्वय गर्न र तालिम पाठ्यक्रम तयार गरी कार्यक्रमको अनुगमन निरीक्षण समेत गर्न मन्त्रालय स्तरमा एक उच्च स्तरीय प्रशिक्षक प्रशिक्षण समितिको स्थापना भएको छ । श्री ५ को सरकारले प्राथमिक शिक्षक तालिमतर्फ मुख्यतया दुई प्रकारका तालिम कार्यक्रमहरूको व्यवस्था गरेको छ । ती हुन् :

१. पुनर्ताजगी शिक्षक तालिम (Recurrent Teacher Training)
२. प्रमाणिकरण शिक्षक तालिम (Certificate Teacher Training)

१) पुनर्ताजगी शिक्षक तालिम (Recurrent Teacher Training)

विद्यालयको शिक्षणसिकाइ वातावरणमा सुधार ल्याउन, सम्बन्धित क्षेत्रमा विद्यालयबाट कसरी सहयोग लिने भन्ने सम्बन्धमा जानकारी दिन, प्रधानाध्यापकहरूको व्यवस्थापकीय सीप विकास गर्न, शिक्षकहरूको शिक्षण सीप विकास गर्न, विद्यालय सञ्चालन तथा शिक्षणसिकाइको सन्दर्भमा देखापरेको तत्कालिन समस्याहरू समाधान गर्न र शैक्षिक क्षेत्रमा विकास भएका नयाँ विधि तथा शैक्षिक प्रविधिबारे तत्काल जानकारी गराई विद्यालयसँग सम्बन्धित शिक्षक प्रधानाध्यापकहरूको पेसागत सीप विकासमा सहयोग पुर्याउने उद्देश्यले सञ्चालित छोटो अवधिको तालिम कार्यक्रमहरूलाई पुनर्ताजगी शिक्षक तालिम भन्दछन् । शुरुमा प्राथमिक शिक्षकहरूको तत्कालीन आवश्यकता, चाहना र समस्या समाधान गर्न सक्षम बनाउन र उनीहरूमा पेसागत सीप विकास गराई शिक्षण प्रभावकारी र गुणस्तरयुक्त बनाउने उद्देश्यले स्रोत केन्द्र मार्फत छोटो अवधिको तालिम सञ्चालन गर्ने जिम्मा आधारभूत तथा प्राथमिक शिक्षा परियोजना (BPEP-I) लाई दिएको थियो भने हाल यो कार्यक्रम शिक्षा विभाग अन्तर्गत तालिम र निरीक्षण शाखाले निरन्तरता प्रदान गर्दै आएको छ ।

आधारभूत तथा प्राथमिक शिक्षा कार्यक्रम लागू भएका जिल्लाहरूमा प्राथमिक विद्यालयमा कार्यरत प्राथमिक शिक्षकहरूलाई बर्षेनी १० दिने पुनर्ताजगी तालिम आ-आफ्नो स्रोत केन्द्रमा सञ्चालन हुँदै आएको छ । हालसम्म यो कार्यक्रमअन्तर्गत सञ्चालन हुँदै आएका तालिमहरूका बारेमा निम्न अनुसार उल्लेख गरिएको छ ।

१) शिक्षण विधि तालिम

- २) आधारभूत शैक्षिक सामग्रीको प्रयोग तालिम
- ३) सिकाइ प्रक्रिया र मूल्याङ्कनसम्बन्धी तालिम
यी तीन किसिमका तालिमहरू प्राथमिक विद्यालयमा कार्यरत सबै प्रकारका शिक्षकहरूलाई पालैपालो आ-आफ्नो स्रोत केन्द्र मार्फत दिने व्यवस्था गरिएको छ ।
- ४) कक्षा शिक्षण तालिम
यो तालिम खास गरेर कक्षा शिक्षण गर्ने शिक्षकहरूलाई दिइन्छ । यो तालिमले एकजना शिक्षकले वर्षभरि एउटा कक्षाका सबै विषयहरू पढाउनु पर्ने बारेमा जोड दिन्छ ।
- ५) बहुकक्षा शिक्षण तालिम
सञ्चालित कक्षाभन्दा शिक्षक सङ्ख्या कम भएका विद्यालयहरूमा बहुकक्षा शिक्षण तरिका अपनाउनु पर्ने हुन्छ । यो तालिमले एउटै समयमा एक भन्दा बढी कक्षाका विद्यार्थीहरूलाई कसरी शिक्षण गर्ने भन्ने सम्बन्धी ज्ञान र सीप प्रदान गर्छ ।
- ६) प्र.अ. व्यवस्थापन तालिम
- ७) पाठ्यक्रम कार्यान्वयन प्रधानाध्यापक तालिम
प्र.अ. व्यवस्थापन तालिम र पाठ्यक्रम कार्यान्वयन प्रधानाध्यापक तालिम प्राथमिक विद्यालयका प्रधानाध्यापकहरूलाई दिइन्छन् । यी तालिमले प्रधानाध्यापकमा प्राथमिक इन्चार्जहरूको व्यवस्थापकीय सीप, कार्यान्वयन र मूल्याङ्कन गर्ने क्षमता विकास गर्न मद्दत गर्दछ ।
- ८) होल.स्कुल अप्रोच (Whole school approach) भाग- १ र २
यी दुई तालिम कार्यक्रममा एउटा कार्यक्रममा विद्यालयका प्रधानाध्यापक समेत सबै शिक्षकहरूलाई एकै समयमा एकै स्थानमा तालिम दिने गरिन्छ । यसबाट सबैले एकै पटक तालिममा सहभागी हुने अवसर पाउने, तालिमका विषयहरूसँग सबै परिचित हुने, सबैको सहभागिताको कारणबाट विद्यालयमा सिकाइ वातावरण सिर्जना गर्न सजिलो हुने, शिक्षकहरूमा सामूहिक प्रयास र उत्तरदायित्वको भावना विकास हुने, कक्षाकोठामा सिकाइ वातावरण सिर्जना गर्ने जिम्मा प्रत्येक शिक्षकको हो भन्ने भावना जगाउन सजिलो हुन्छ ।

होल स्कुल तालिम कार्यान्वयन प्रणाली अन्य तालिम कार्यान्वयन प्रणाली भन्दा भिन्न छ । तालिममा सिकेका कुराहरू व्यवहारमा उतार्न र विद्यालयमा सिकाइ वातावरण सिर्जना गर्न विद्यालयसँग सम्बद्ध व्यक्तिहरूको सहयोग कसरी लिने भन्ने जानकारी दिन यो तालिम कार्यक्रमलाई दुई चरणमा विभाजन गरी कार्यान्वयन गर्ने व्यवस्था मिलाइएको छ ।

पहिलो चरण : यो चरणको तालिम अवधि ४ दिनको हुन्छ । यसमा प्रधानाध्यापक सहित सबै प्रा.वि.शिक्षकहरू सम्बन्धित स्रोत केन्द्रमा भेला भै तालिम लिन्छन् ।

दोश्रो चरण : यो चरणको तालिम अवधि ६ दिनको हुन्छ । यो दोश्रो चरणको तालिम कार्यक्रम सम्बन्धित विद्यालयको प्र.अ. को नेतृत्व र सुपरिवेक्षणमा सम्बन्धित विद्यालयहरूमा नै सञ्चालन हुन्छ । यो चरणको तालिममा खास गरेर पाठ्यक्रममा उल्लेखित सिकाइ उपलब्धिहरू हासिल गराउन आ-आफ्नो विद्यालयमा भौतिक तथा अन्य सुविधाहरू कसरी जुटाउने र सुधार गर्ने भन्ने कुरासँग केन्द्रित हुन्छ ।

९) अंग्रेजी शिक्षक तालिम र गणित शिक्षक तालिम

यी दुई प्रकारका विषयगत शिक्षक तालिम गत वर्ष निर्माण गरिएको हो । यी तालिममा प्राथमिक तहको अङ्ग्रेजी र गणित विषयको पाठ्यक्रममा आधारित भएर प्याकेज निर्माण गरी तालिम सञ्चालन गरिन्छ । यसरी शिक्षा विभाग अर्न्तगत रहेको तालिम तथा निरीक्षण शाखाले शिक्षकको आवश्यकता, चाहना अनुसार उपरोक्त तालिम प्याकेजहरू निर्माण गरी तालिम सञ्चालन गर्ने व्यवस्था गरेको छ ।

१०) अन्तर्क्रियात्मक रेडियो शिक्षण कार्यक्रम

अन्तर्क्रियात्मक रेडियो शिक्षण कार्यक्रम दूर शिक्षा केन्द्र मार्फत सञ्चालन गरिएको छ । यस तालिम कार्यक्रममा प्राथमिक तहको कक्षा ३ को गणित र कक्षा ५ को अङ्ग्रेजीमा २५/२५ ओटा ३०/३० मिनेटको रेडियो पाठहरू तयार गरी नमुनाको रूपमा रेडियो नेपालमार्फत प्रसारण गरिन्छ । यो तालिम कार्यक्रम अन्य तालिमभन्दा फरक किसिमको छ । यसमा कक्षाकोठामा शिक्षक र विद्यार्थी दुबैले एकैपटक रेडियो सुनी क्रियाकलाप गरिने भएकोले यसलाई द्वय स्रोत रेडियो तालिम कार्यक्रम पनि भनिन्छ ।

२) **प्रमाणिकरण शिक्षक तालिम (Certificate Teacher Training)**

(क) सेवाकालीन प्राथमिक शिक्षक तालिम

राष्ट्रिय शिक्षा आयोगको प्रतिवेदन २०४९ र शिक्षा नियमावली २०४९ अनुसार तालिम प्राप्त प्राथमिक शिक्षक बन्नको लागि १० महिने तालिमको अनिवार्यता गरिएको थियो । यसैलाई आधार मानि १० महिनाको अवधिलाई चार चरणमा विभाजना गर्दा प्रत्येक चरण २.५ महिनाको हुने र प्रत्येक २.५ महिनामा ३३० घण्टा प्राथमिक शिक्षकहरूले शिक्षण तालिममा संलग्न हुनुपर्ने भएकोले १० महिनाको तालिम अवधिमा प्रा.वि. शिक्षकहरूले जम्मा १३२० घण्टा शिक्षक तालिममा अनिवार्य रूपले संलग्न हुनुपर्ने हुन आउँछ । यसरी प्राथमिक शिक्षकका लागि सेवाकालीन तालिम प्रदान गर्न श्री ५ को सरकार शिक्षा तथा

खेलकुद मन्त्रालय मार्फत शैक्षिक जनशक्ति विकास केन्द्र अन्तर्गतका नौओटा प्राथमिक शिक्षक तालिम केन्द्रमा प्रथम र चौथो चरण तालिम सञ्चालन गरिन्छ भने दूर शिक्षा केन्द्रबाट दोश्रो र तेस्रो चरणको तालिम कार्यक्रम सञ्चालन गरिन्छ । निर्धारित शिक्षक तालिमका नीति र प्रक्रियाको आधारमा प्राथमिक शिक्षक तालिम कार्यक्रमलाई समयानुकूल परिमार्जन र सुधार गर्ने दायित्व प्रशिक्षण समितिमा रहेको छ । यसै सन्दर्भमा दोस्रो र तेस्रो चरणको तालिमलाई ६६० घण्टे शिक्षक तालिमका रूपमा एकीकृत गरी दोस्रो चरणको प्राथमिक शिक्षक तालिमको दूर शिक्षा केन्द्रबाट हुने भएको छ । वर्तमान सन्दर्भमा दूर शिक्षा केन्द्रले रेडियो तथा अन्य माध्यमबाट दूर शिक्षा प्रणाली अन्तर्गत सेवाकालिन प्राथमिक शिक्षकहरूलाई तालिम सञ्चालन गर्दै आएको छ । यसरी सेवाकालीन प्राथमिक शिक्षक तालिमको पहिलो र तेस्रो चरण face- to- face mode मार्फत शैक्षिक जनशक्ति विकास केन्द्रबाट र दोस्रो चरण दूर शिक्षा प्रणाली मार्फत दूर शिक्षा केन्द्रबाट सञ्चालन गर्ने कार्यक्रम रहेको छ । सोही अनुसार प्रथम चरणको आधारभूत तालिम यस आ.व.देखि सुरु भइसकेको छ भने दोस्रो चरण आगामी आ.व. देखि दूर शिक्षा केन्द्रबाट सञ्चालन गर्ने कार्यक्रम रहेको छ । सेवाकालीन प्राथमिक शिक्षक तालिम पाठ्यक्रमको ढाँचा निम्नानुसार छन् ।

Structure of Primary Teacher Training Curriculum (In-service)

Content Areas	Phase I (330 Hours) Basic	Phase II (660 Hours) Content and Professional Studies	Phase III (330 Hours) Practical Applications	Total (1320 Hours)
1.Primary Education and Development	45	90	10(+35)	145
2. Professional Studies	45	90	10(+35)	145
3. Teaching Primary Subjects: Generic	30	90	10(+35)	130
Subject wise teaching	150	380	120	650
4. Practicum	50	10	170	220
External examination	10 (for comprehensive exam)	10 (for comprehensive exam)	10 (For comprehensive exam)	30
Total	330	660	330	1320

Note : Hours Within Parentheses for Primary Education and Development, Professional Studies and Teaching Primary School Subject (generic) are included under practicum.

1)

(ख) पूर्व सेवाकालीन प्राथमिक शिक्षक तालिम

गत आ.व. देखि श्री ५ को सरकारले प्राथमिक शिक्षक तालिमलाई सेवाकालीन र पूर्व सेवाकालीन गरी दुई भागमा सञ्चालन गर्ने निर्णय गरेको थियो । हालसम्म निजीस्तरमा देश भरिमा १६ ओटा प्राथमिक शिक्षक तालिम केन्द्रहरू सञ्चालन भइरहेका छन् भने चालु आ.व.मा निजी प्राथमिक शिक्षक तालिम केन्द्र खोल्न इच्छुक व्यक्ति तथा संस्थालाई आव्हान गरिए अनुरूप १५० ओटा निवेदन पर्नआई स्वीकृति दिनका लागि आवश्यक कारवाही अगाडि बढिरहे पनि निर्णय भएको भने देखिदैन । हाल सञ्चालित पूर्वसेवाकालीन तालिम दुई सेमेष्टरमा पूरा हुन्छ । ५/५ महिनाको सेमेष्टर अन्तर्गत पहिलो सेमेष्टरमा सात विषय समावेश छन् र यस पहिलो सत्रको पाठयांशले सिद्धान्त तथा विषयवस्तुमा जोड दिइएको छ भने दोस्रो सेमेष्टरमा प्रयोगात्मक विषयवस्तु तथा सीप पक्षमा जोड दिइएको छ । जसको पाठ्यक्रमको ढाँचा निम्नानुसार छन् ।

Structure of Primary Teacher Training Curriculum (Pre-service)

First Semester (5 Months)			Second Semester (5 Months)		
S.N.	Subject	Hours	S.N.	Subject	Hours
1.	Fundamentals of Teaching	100	1.	Primary Education in Nepal	100
2.	Child Development & Learning	100	2.	Teaching Environmental Science	100
3.	Evaluation of Students' Achievement	100	3.	Teaching English	100
4.	Teaching the Nepali Language	100	4.	Teaching Physical Education	50
5.	Teaching Social Studies	100	5.	Preparation for Practicum	
6.	Teaching Mathematics	100		i) Teaching Nepali Part I	20
7.	Teaching Creative & Expressive Arts	50		ii) Teaching Social Studies Part II	20
8.	Comprehensive Examination	10		iii) Teaching Environmental Science Part III	20
				iv) Teaching Mathematics Part IV	20
			v) Teaching English	20	
			6.	Practicum	200
			7.	Comprehensive Examination	10
Total		660	Total		660

प्राथमिक शिक्षक तालिमको समस्या र चुनौतीहरू

- शिक्षकको आवश्यकता अनुरूपको तालिम सञ्चालन नहुनु ।
- तालिम सीपको लागि भन्दा मार्कसिटको लागि भन्ने भावना विकसित हुनु ।
- तालिममा सिकेको कुराहरू कक्षाकोठामा उपयोग हुन नसक्नु ।
- प्रभावकारी अनुगमनको कमी ।
- तालिम सञ्चालन गर्ने संस्थाहरूमा समन्वयको अभाव ।
- शिक्षकहरूको तालिम प्रतिको सोचाइ सकारात्मक नहुनु ।

प्राथमिक शिक्षक तालिमको प्रभावकारी रूपमा सञ्चालन गर्नुपर्ने कार्यहरू :

- तालिम सञ्चालन गर्ने संस्थाहरूको बीच समन्वय तथा एकीकृत हुनुपर्दछ ।
- तालिममा सिकेका सीपहरू कक्षाकोठामा प्रयोग भएनभएको प्रभावकारी अनुगमन हुनुपर्दछ ।
- शिक्षकहरूलाई शिक्षण सिकाइमा परेको समस्याहरूको तत्कालसमाधान गर्ने व्यवस्था हुनुपर्दछ ।
- शिक्षकहरूमा तालिम पेसागत क्षमता अभिवृद्धिको लागि हो भन्ने भावना विकास गर्नु पर्दछ ।
- तालिम शिक्षकको आवश्यकता अनुसार हुनुपर्दछ ।

सन्दर्भ सामग्री

- १) सेवाकालीन प्राथमिक शिक्षक तालिम पाठ्यक्रम २०५७, शैक्षिक जनशक्ति विकास केन्द्र ।
- २) पूर्वसेवाकालीन प्राथमिक शिक्षक तालिम पाठ्यक्रम २०५७, शैक्षिक जनशक्ति विकास केन्द्र
- ३) कान्तिपुर प्रकाशन: (शैक्षिक अन्तर्क्रिया) २०५७ ।
- ४) खुवीराम अधिकारी (२०५८) दूर शिक्षा तालिमप्रति सहभागी शिक्षकहरूको धारणा : स्नातकोत्तर अप्रकाशित सोधपत्र ।

परिचय

गुणस्तरीय जीवनमा (Quality of life) व्यक्तिले सुख र सन्तुष्टिको महसुस गरी उल्लासमय जीवन बिताइरहेका हुन्छ । जबसम्म कुनै पनि देश वा समाजका नागरिकहरू स्वस्थ भई आफ्ना न्यूनतम आधारभूत आवश्यकताहरू पुरा गर्न सक्ने स्थितिमा हुँदैन त्यस अवस्थामा गुणस्तरीय जीवनको कल्पना समेत गर्न सकिदैन । गुणस्तरीय जीवन जीउनका लागि आधारभूत आवश्यकता पूर्ति हुनुपर्ने हुन्छ । गुणस्तरीय जीवन भन्नु नै आनन्दमय जीवनशैली हो भन्दा फरक पर्दैन ।

जनसङ्ख्या बृद्धि र गुणस्तरीय जीवनको बीच घनिष्ट सम्बन्ध छ । गुणस्तरीय जीवनको आशय व्यक्तिको सुखसुविधाको उपलब्धि हो । जीवनस्तरको अभिवृद्धि एक कठिन कल्पना हो । किनभने यसको सम्बन्ध समाजका मानिसहरूको भावनात्मक आवश्यकता तथा सामाजिक आकांक्षासँग रहन्छ । यति मात्र नभई समाजको उर्जा, भोजन, आवास, भूमि आदिको क्षमता पनि यस अन्तर्गत पर्दछ ।

भौतिक पूर्वाधारहरूको प्रयोगको आधारमा नागरिकहरूको जीवनस्तरलाई दुई भागमा विभाजन गरी अध्ययन गर्न सकिन्छ :

- क) मानिसको आधारभूत भौतिक आवश्यकता- खाद्यान्न, स्वच्छ हावा, आवास, लत्ताकपडा आदि ।
- ख) मानिसको सामाजिक तथा सांस्कृतिक आवश्यकता- शैक्षिक तथा रोजगारीको अवसर, औषधी र स्वास्थ्य सुविधाहरू, कामको अवस्था, सुरक्षा, यातायात, मानवीय स्वतन्त्रता, आराम तथा मनोरञ्जनको अवसर आदि ।

गुणस्तरीय जीवनको अर्थ नै आनन्दमय जीवन हो । यस किसिमको जीवनशैलीको प्राप्ति भन्नु नै विश्वका मानव जातिको साभा उद्देश्य हो । गुणस्तरीय जीवन प्राप्तिको सन्दर्भमा नेपालमा थुप्रै समस्याहरू विद्यमान छन् । जस्तै- शिक्षा, स्वास्थ्य, आवास, खाद्यान्न, वातावरणीय प्रदूषण, अन्धविश्वास आदि । मानव जातिको साभा लक्ष्य भनेको गुणस्तरीय जीवन प्राप्त गर्नु हो । यसको लागि शिक्षाको महत्वपूर्ण भूमिका रहेको हुन्छ । जुन परिवार समाज वा राष्ट्रका नागरिकहरू शिक्षित हुन्छन्, शिक्षा व्यावहारिक र उत्पादनमूलक छ भने उनीहरूको चेतनाले गुणस्तरीय जीवन प्राप्त गर्न सहयोग पुऱ्याउँछ ।

* सह-प्राध्यापक, भक्तपुर बहुमुखी क्याम्पस

गुणस्तरीय जीवन के हो ?

गुणस्तरीय जीवनलाई विभिन्न जनमानसको दृष्टिकोणबाट हेर्दा यसको अर्थ उस्तै वा एउटै न हुन सक्छ । विभिन्न वर्गहरूबीच गुणस्तरीय जीवनसम्बन्धी धारणा भिन्दा भिन्दै हुन सक्छन् । यससम्बन्धी परिभाषाहरू यहाँ उल्लेख गरिएको छ -

“खुसी, या सन्तुष्ट रहने भावना नै जीवनको गुणस्तर हो । ”

जनसङ्ख्याको बृद्धिले गुणस्तरीय जीवन प्राप्तिमा विभिन्न किसिमले प्रभाव पार्दछ । जनसङ्ख्या बृद्धि भएमा प्रतिव्यक्ति आय, प्रतिव्यक्ति खाना, शैक्षिक र रोजगारीको अवसर, स्वास्थ्य सुविधा, वातावरणीय स्वच्छता, आवास इत्यादिको पर्याप्ततामा प्रभाव पर्न जान्छ । जसको असर सोझै जनजीवनमा पर्न जान्छ । गुणस्तरीय जीवन प्राप्तिका लागि सामाजिक शान्ति सुरक्षा तथा आरामदायक जीवनस्तरमा सुधार हुनुपर्दछ ।

“गुणस्तरीय जीवन एउटा यस्तो जटिल धारणा हो जसले सांस्कृतिक समुदायका संवेगात्मक आवश्यकताको सन्तुष्टि र सामाजिक अभिताषाको साथसाथै खाना, बसोबास, आदि समाजको आधारभूत आवश्यकतालाई आफ्नैले पूरा गर्न सक्ने समाजमा सन्निहित क्षमता समेत समावेश गरेको हुन्छ । “(The quality of life is a very complex concept as it involves the satisfaction of the emotional needs and social aspiration of the community or society as well as the society's ability to meet the basic needs of food, energy, space, housing etc. by itself- Sharma, 1994).

संयुक्त राष्ट्रसंघीय विश्वव्यापी मानव अधिकारको घोषणापत्रमा व्याख्या गरिएको छ - “समाजको प्रत्येक सदस्यहरूलाई सामाजिक सुरक्षाको अधिकार हुनेछ र उसको आर्थिक, सामाजिक तथा सांस्कृतिक अधिकारलाई व्यक्तित्व विकासका लागि छुट्याउनै नसकिने आधारमा महसुस गर्न सकिने गरी अख्तियार समेत दिइएको छ ।”

गुणस्तरीय जीवनमा प्रभाव पार्ने तत्वहरू (Factors Affecting Quality of Life)

गुणस्तरीय जीवनमा प्रभाव पार्ने तत्वहरू धेरै छन् । जस्तै : -

१. जनसङ्ख्या

गुणस्तरीय जीवनको प्रमुख कारक तत्वको रूपमा जनसङ्ख्या हो । घर, परिवार, समाज र राष्ट्रमा स्रोत र साधनले भ्याउन सक्ने जनसङ्ख्या भएमा उनीहरूले आफ्नो जीवन राम्रोसँग बिताउन सक्दछन् । थोरै जनसङ्ख्या भएमा तिनीहरूलाई शिक्षा, स्वास्थ्य, रोजगारी, लालनपालन, खानपान राम्रोसँग पुर्‍याउन र उपलब्ध गराउन सकिन्छ । बढी जनसङ्ख्या भएमा आफ्ना छोराछोरीलाई राम्रोसँग लालनपालन गर्न सकिँदैन ।

२. समाजिक, धर्मिक तथा सांस्कृतिक मूल्य र मान्यताहरू

समाजको रहन सहन परम्परा र संस्कृतिले पनि गुणस्तरीय जीवन व्यतित गर्नमा सघाउ पुऱ्याएको हुन्छ । समाजको संरचना र पारिवारिक स्थितिले जीवनको गुणस्तरलाई प्रभाव पारेको हुन्छ । समाजको आफ्नै किसिमको मूल्य मान्यता र वातावरण हुन्छ ।

३. राजनीतिक प्रणाली

देशको राजनीतिक प्रणाली राष्ट्रिय जीवनको गुणस्तरीयता (Quality) मा प्रत्यक्ष प्रभाव पार्ने अर्को महत्वपूर्ण कारक तत्व हो । देशको अर्थतन्त्रलाई कुन दिशातिर लैजाने हो सो राजनीतिले नै तयार गर्दछ । अनुदार राजनीति प्रणाली भएका देशमा राष्ट्रिय अर्थतन्त्रको वांछित विकास भएको पाइँदैन । जनताको गुणस्तरीय जीवन (Quality of Life) का निम्ति आवश्यक पर्ने पक्षहरू ध्वस्त भएमा सुरक्षा, स्वास्थ्य, आवास, आदि आधारभूत आवश्यकताका कुराहरू जुटाउन निकै कठिन पर्दछ ।

४. जीवन शैली

समाज वा राष्ट्रका नागरिकहरूको जीवनशैलीबाट पनि गुणस्तरीय जीवन निर्धारित हुन्छ । नागरिकहरूको जीवनशैली ठाउँ पिच्छे फरक हुन्छ । यसले गर्दा गुणस्तरीयजीवनमा प्रभाव पर्छ ।

५. खाद्यान्न आपूर्ति

प्रतिव्यक्ति आयले जसरी गुणस्तरीय जीवनलाई प्रत्यक्ष वा अप्रत्यक्ष रूपबाट प्रभाव पारेको हुन्छ त्यसरी नै खाद्यान्न आपूर्तिले पनि गुणस्तरीय जीवनमा प्रभाव पारेको हुन्छ । नेपालमा करीब ८० प्रतिशत रोजगारी र ६० प्रतिशत कुल राष्ट्रिय उत्पादन कृषिबाटै प्राप्त हुन्छ । खाद्यान्न उत्पादनको दरमा बृद्धि गर्नुका साथै जनसङ्ख्या बृद्धिमा नियन्त्रण गर्न सकियो भने मात्र खाद्यान्न सुलभ रूपले उपलब्ध हुन सक्ने छ ।

६. आय वितरण

देशमा आय र सम्पत्तिको वितरण समान रूपमा भएमा त्यहाँका नागरिकहरूलाई गुणस्तरीय जीवन बिताउन सजिलो हुन्छ नत्र यसको ठीक उल्टो हुन्छ । आज विश्वका ३ अर्ब मानव प्रति दिन २ डलर भन्दा पनि कम खर्च गरेर अत्यन्तै दर्दनाकपूर्ण गरिबीको जीवन बिताउन बाध्य छन् । यो सङ्ख्या अझ बढ्दो रूपमा जाने देखिएको छ ।

७. जीवनस्तर

जीवनको गुणस्तरीयतामा कुल राष्ट्रिय गार्हस्थ्य उत्पादनको ज्यादै महत्वपूर्ण स्थान छ । राष्ट्रिय कुल गार्हस्थ्य उत्पादन पर्याप्त भएमा अत्यावश्यक सामग्री मुलुकभित्रै आपूर्ति गर्न सकिन्छ । तर कुल राष्ट्रिय उत्पादन घट्दै गएमा ती सामग्रीहरू बाह्य मुलुकबाट आयात गर्नुपर्दछ र आयात

निर्यातमा सन्तुलन नहुन सक्छ । अर्को कुरा पिछडिएका वर्गहरूको जीवनस्तरमा सुधार गर्न विभिन्न जनहितका कार्यक्रमहरू पनि सञ्चालन गर्न सकिन्छ ।

८. आर्थिक विकास

देशको आर्थिक विकास उच्चस्तरको भएमा जनताहरूको जीवनशैली पनि उच्च हुन्छ । देशमा प्रशस्त कृषि उत्पादन र उद्योगधन्दा प्रर्याप्त भएमा रोजगारीको अवसर उपलब्ध हुन सक्छ । यसले जनताहरूको जीवनस्तर उच्च हुन्छ र गुणस्तरीय जीवन प्राप्त गर्नमा सहयोग पुऱ्याउँछ । उत्पादन बृद्धि गर्नका लागि सरकारी, गैऱ सरकारी र व्यक्तिगत तवरबाट त्यससँग सम्बन्धित कार्यक्रमहरू सञ्चालन गर्नुपर्दछ । जसले गर्दा आयस्तरमा बृद्धि ल्याउन सकिन्छ ।

गुणस्तरीय जीवन बिताउनका लागि शिक्षा पहिलो शर्त हो । शिक्षित समाजबाट देशले ठूलो अपेक्षा राखेको हुन्छ । शिक्षालाई देशको मेरुदण्ड र एक आवश्यक वस्तुका रूपमा ग्रहण गरिन्छ । शिक्षाले ज्ञान, बुद्धि र विवेकका आधारमा सबै मानवजातिको उज्ज्वल भविष्यको निर्माण गर्दछ ।

गुणस्तरीय जीवन प्राप्त गर्न शिक्षाको भूमिका

नेपालमा दुई किसिमको शिक्षा प्रणाली अपनाइएको छ । जस्तै –

- १) औपचारिक शिक्षा (Formal Education)
- २) अनौपचारिक शिक्षा (Informal Education)

औपचारिक शिक्षा भन्नाले विद्यालयीय शिक्षालाई बुझाउँछ भने अनौपचारिक शिक्षा भन्नाले जनखंख्याको कुनै खास उपवर्ग (प्रौढको साथसाथै बालबालिका) हरूलाई दिन छनौट गरिएको शिक्षा भन्ने बुझिन्छ । औपचारिक पद्धति भन्दा बाहिरको परिधिमा संगठनात्मक ढङ्गले क्रमबद्ध रूपमा व्यवस्था गरिएको शैक्षिक क्रियाकलाप नै अनौपचारिक शिक्षा हो ।

नेपालको सन्दर्भमा हाल अनौपचारिक शिक्षा अन्तर्गत साक्षरता प्रमुख रूपमा रहेको छ । साधारणतया साक्षरताको परिभाषा निम्नानुसार गरिएको छ - आफ्नो मातृभाषा वा राष्ट्रभाषामा लेखिएका दैनिक जीवनसँग सम्बन्धित छोटो र साधारण वाक्यहरू बुझेर लेखपढ गर्न सक्ने तथा साधारण हरहिसाब गर्न सक्ने व्यक्ति साक्षर व्यक्ति हुन् ।

औपचारिक पद्धतिभन्दा बाहिर संगठित रूपमा दिइने शिक्षालाई अनौपचारिक शिक्षा भनिन्छ । निरक्षर प्रौढहरू तथा विभिन्न कारणले विद्यालय जान नसक्ने बालबालिकाहरूलाई फुर्सदको समयमा अनौपचारिक शिक्षा दिइन्छ । लेखपढ र सामान्य हरहिसाब गर्न नसक्नेहरूलाई पढ्न लेख्न सिकाउनुलाई साक्षरता कार्यक्रम भनिन्छ । साक्षरताले मानिसमा चेतनाको विकास गर्दछ । अनौपचारिक शिक्षाको पछिल्लो महत्वपूर्ण कार्य पनि साक्षर बनाउनु हो । साक्षर भइसकेपछि

सधैभरि त्यसलाई न बिर्सिनको लागि निरन्तरता दिन साक्षरोत्तर कार्यक्रमहरू सञ्चालन गरिएको हुन्छ । साक्षरोत्तर कार्यक्रमले साक्षरतालाई जीवनत राख्दछ । अनौपचारिक शिक्षा अर्न्तगत प्रौढ शिक्षा र बाल शिक्षाका कार्यक्रमहरू सञ्चालन गर्ने लक्ष्य राखी श्री ५ को सरकारले शिक्षा नियमावलीमा समेत अनौपचारिक शिक्षाको व्यवस्था गरेको छ ।

शिक्षाको तात्पर्य संस्कृतिको हस्तान्तरण हो जुन कि एउटा पुस्ताबाट अर्को पुस्तामा व्यक्तिगत गुणको रूपमा क्रमशः सरेर जान्छ र साश्वत रूपमा रहिरहन्छ । महात्मा गान्धीले शिक्षाको परिभाषा दिदै भन्नुभएको छ । “ सच्चा शिक्षा त्यही हो जसले बच्चाहरूमा आध्यात्मिक, बौद्धिक र भौतिक सुविधाहरूको विकास गर्नमा मद्दत गर्दछ ।” (The Education is that which dreams, acts and stimulates the spiritual, intellectual and physical facilities of the children)

शिक्षाको उद्देश्यबारे पनि विभिन्न शिक्षाविद्हरूको भिन्दाभिन्दै मत देखिन्छ । प्रजातान्त्रिक शासनमा शिक्षाको उद्देश्य निम्नानुसार रहेको पाइन्छ । “प्रजातान्त्रिक समाजमा मानिस राजनैतिक रूपले स्वतन्त्र हुन्छ । त्यसैले सबैलाई समान रूपले शिक्षा दिइनु पर्दछ ।” (A man is to be educated as a man because of his human nature. In a democracy all men are politically free,all should have liberal education .)

प्रजातान्त्रिक खुला समाजमा जबसम्म मानिसले जीवनोपयोगी शिक्षाको अवसर पाउँदैन त्यसबेलासम्म प्रजातन्त्रको कुनै अर्थ रहदैन । शिक्षाको विकासबिना प्रजातन्त्रको संस्थागत विकास हुन सक्दैन । शिक्षाले प्रजातन्त्रमा विकासको आधारशीलाको रूपमा काम गर्दछ । जबसम्म सबैले राम्रो शिक्षाको समान अवसर पाउँदैनन् त्यो बेलासम्म प्रजातन्त्र सफल हुन सक्दैन । (Education is the weapon of democracy and without good education for all democracy will not be successful).

आखिर जे जस्तो भए तापनि शिक्षाको मुख्य उद्देश्य भनेको व्यक्तिको ब्यक्तित्व विकास गर्नु नै हो । व्यक्तिको ब्यक्तित्व भनेका व्यक्तिमा सामाजिक भौतिक, बौद्धिक, नैतिक , आध्यात्मिक र परलौकिक ज्ञानहरूको विकास गर्नु हो । यस स्थितिमा देशकाल र परिस्थितअनुसार शिक्षाको परिभाषा पनि फरक फरक हुन सक्दछ । (The main objective of the education is to develop personality of individual. The personality of individual is complex one. It has different aspects, social, physical, Intellectual, moral, spiritual aesthetic etc. In this situation, the definition of education may differ according to their interpretation)

शिक्षा एउटा यस्तो प्रक्रिया हो जसद्वारा व्यक्ति जटिल सामाजिक स्वरूप वा संरचनासित समायोजन हुन सक्दछ । शिक्षाको माध्यमबाट नै व्यक्तिले एकभन्दा बढी संस्थागत समूहमा रहेर आफ्नो दायित्व निर्वाह गर्न सक्दछ । हरेक समाजलाई नेतृत्व प्रदान गर्ने, समाजका बातबालिकाहरूलाई

शिक्षित बनाउन र समाजका नवागत सन्तानलाई विविध सामाजिक संस्थाहरूमा सक्रियतापूर्वक सहभागिता लिन सक्ने तुल्याउन शिक्षा वा शैक्षिक संस्थाको आवश्यकता पर्दछ । शिक्षकले एकैतिर सामाजिक स्वरूपलाई संरक्षण प्रदान गरिरहेको हुन्छ भने अर्कोतिर सामाजिक स्वरूपलाई नवीकरण पनि गर्दछ । आजको शिक्षा प्रणालीले विभिन्न चुनौतीहरू सामना गर्नु परिरहेको छ । विषयगत ज्ञानको विकास क्रममा सीपयुक्त जनशक्तिको आवश्यकता पूरा गर्ने शिक्षा दिनु परेको छ । प्रायः सबैले शिक्षालाई व्यक्तिले लिने पेसाको लागि जीवनको तयारीका रूपमा लिने गरेको पाइन्छ । शिक्षाले सधैं सामाजिक तथा मानवीय बिन्दुबाट यात्राको प्रारम्भ गर्नु पर्दछ । प्रयोजनवादी शिक्षाको सामाजिक उद्देश्य एउटा असल तथा संगठित वातावरणयुक्त संसार सृजना गर्नु हो ।

शिक्षा देशको विकासको लागि मेरुदण्ड हो । शिक्षा परिवर्तनको बाहक पनि हो । शिक्षाको विकासबाट नै देशको आर्थिक तथा सामाजिक विकास भई जनताको जीवनस्तरमा सुधार ल्याउन सकिन्छ । जनसङ्ख्या बढिले शिक्षाको विकासमा असर पर्दछ । व्यक्तिहरूको शैक्षिक स्थितिले गर्दा देशको आर्थिक सामाजिक जन-सांख्यिक तथा राजनीतिक पक्षहरूमा प्रत्यक्ष तथा अप्रत्यक्ष रूपले असर पारेको हुन्छ । नेपालतयागत विश्वका अन्य विकासशील देशहरूको प्रजनन् दर र मृत्यु दर उच्च हुनुको मुख्य कारणहरूमध्ये यी देशका बहुसंख्यक व्यक्तिहरूको शैक्षिक स्थिति न्यून रहनु पनि एक मुख्य कारण मान्न सकिन्छ । अतः व्यक्तिहरूको शैक्षिक स्थितिले यस्ता पक्षहरूमा पार्ने असरलाई समेटेर कार्य गरेको खण्डमा सन्तुलित तथा प्रभावकारी रूपमा जीवनस्तर समुन्नत हुन सक्छ ।

देशको विद्यमान गरिवी उन्मूलन गर्न आर्थिक, सामाजिक उत्थानमार्फत जीवनस्तरमा अनुकूल सुधार गर्न तथा मानवीय स्रोत र साधनहरूको उचित विकासद्वारा राष्ट्रिय विकासको लक्ष हासिल गर्न शिक्षालाई मूल माध्यमको रूपमा लिइएको छ । सामान्य अर्थमा पढ्नु, लेख्नु, बौद्धिक कुराकानी गर्नु र समस्या समाधान गर्न सक्नुलाई शिक्षा भनिन्छ । वास्तवमा शिक्षा प्राप्त गर्नु भनेको किताबी ज्ञान आर्जन गर्नु मात्र नभई सामाजिक परिवेशमा व्यावहारिक योगदान समेत गर्न सक्नु हो । यसरी योगदान पुऱ्याउन सक्ने शिक्षालाई नै स्तरीय शिक्षा (Quality Education) वा गुणस्तरीय शिक्षा भन्ने गरिन्छ । सैद्धान्तिक र व्यावहारिक दुबै पक्षमा सामाज्यस्य मिलाउने र समन्वय कायम गराउने शिक्षा नै गुणस्तरीय हुन्छ । शिक्षा एउटा यस्तो प्रक्रिया हो जसद्वारा व्यक्ति जटिल सामाजिक संरचनासित समायोजन हुन सक्दछ । शिक्षाको माध्यमबाट नै व्यक्तिले एकभन्दा अधिक संस्थागत समूहमा रहेर आफ्नो दायित्व निर्वाह गर्न सक्दछ ।

कुनै पनि मुलुकमा जबसम्म त्यहाँका अधिकतम मानिसहरू शिक्षित हुँदैनन् तबसम्म त्यस्ता मुलुकमा विकास एक सैद्धान्तिक नारामात्र हुन जान्छ । विकास मानिसका लागि मानिसले नै गर्ने र निरन्तर रूपमा चलिरहने गतिशील प्रक्रिया हो । वास्तवमा कुनै पनि देशले सर्वाङ्गीण विकासका लागि सर्वप्रथम त्यसको जनशक्ति विकास गर्न अत्यावश्यक देखिन्छ जुन कुरा शिक्षाको ठोस विकासबाट मात्र सम्भव छ । स्तरीय शिक्षाको अभावमा दक्ष तथा गुस्तरीय जनशक्ति उत्पादन हुन सक्दैन । गुणस्तरीय शिक्षा प्रदान गरी अनुशासित, लगनशील, सिर्जनशील, कर्मठ, स्वावलम्बी तथा दक्ष

जनशक्ति उत्पादन गर्ने मुख्य उद्देश्य मुलुकको शिक्षा प्रणालीको हो । शिक्षा क्षेत्रमा देखा परेका विभिन्न समस्याहरूमध्ये शिक्षाको गुणस्तरमा आएको हास एउटा प्रमुख समस्याको रूपमा सिर्जिएको छ । पाठ्यक्रममा निर्दिष्ट गरिएबमोजिमका उद्देश्यअनुरूप विद्यार्थीहरूमा विकास गर्न खोजिएका ज्ञान, गुण र सीपहरूको समुचित विकास हुनु नै शिक्षाको गुणस्तर बढ्नु हो ।

शिक्षाको गुणस्तर नाप्ने कुनै खास मापदण्ड नभए पनि मूल्याङ्कन र परीक्षाको नतिजाको आधारमा हामी विद्यालयको स्तर बढेको वा घटेको कुरा प्रमाणित गर्न खोज्दछौं भने विद्यार्थीहरूमा देखा परेका व्यवहारिक परिवर्तनबाट पनि शिक्षाको स्तरीयता निर्धारण गर्ने गरेको पाइन्छ । (स्रोत कमल प्रसाद लाल कर्ण, शिक्षाको गुणस्तर : एक समस्या "शिक्षा" शैक्षिक वार्षिक पत्रिका, वर्ष २०१५ असार, श्री ५ को सरकार शिक्षा मन्त्रालय, पाठ्यक्रम विकास केन्द्र, सानो ठिमी भक्तपुर पेज नं. १) शिक्षा प्रणाली र शिक्षणसिकाइ प्रक्रियासँग सम्बन्धित सबै तत्व शिक्षाको गुणस्तरसँग आवद्ध भएका हुन्छन् । यी मध्ये केही महत्वपूर्ण तत्वहरू पाठ्यक्रम, पाठ्यपुस्तक, शिक्षक, विद्यार्थी, शिक्षण विधि, शिक्षण सामग्री परीक्षण प्रणाली, मूल्याङ्कन, विद्यालयको भौतिक अवस्था, सामाजिक परिवेश, सामाजिक तथा आर्थिक अवस्था, शिक्षण संस्थाको संगठनात्मक ढाँचा, तहगत अन्तरसम्बन्ध, अभिभावक, शिक्षा प्रेमीहरू, राजनेता, उद्योगपति भौगोलिक अवस्था आदि हुन् । यी सबै तत्वको समुचित व्यवस्थापन, परिचालन र सदुपयोगबाट मात्र शिक्षाको स्तरीयताताई कायम राख्न सक्ने कुरामा सायद दुई मत न होला ।

विश्व बैंकको प्रतिवेदन (१९८०) अनुसार ...शिक्षाले परस्परमा सम्बन्धित तीन रूपमा योगदान दिन्छ :

- क) आधारभूत मानवीय आवश्यकताको रूपमा
- ख) अन्य आधारभूत आवश्यकताहरू पूरा गर्ने माध्यमको रूपमा र
- ग) सर्वतोमुखी विकासलाई दिगो तथा द्रुततर बनाउने क्रियाकलापको रूपमा ।

अल्फ्रेड मार्शलले "ज्ञान" उत्पादनको सबभन्दा शक्तिशाली यन्त्र हो भनेका छन् ।

जीवन निर्माण गर्न ज्ञान, धारणा, मूल्य तथा सीप प्राप्त गर्ने शिक्षा आवश्यक पर्दछ । यस्तो शिक्षाले मानिसलाई नयाँ कुरा सिक्ने, नयाँ अवसरअनुसार चल्ने, सामाजिक तथा सांस्कृतिक परिवर्तनमा समायोजन हुने, राजनीतिक, सांस्कृतिक तथा सामाजिक क्रियाकलापहरूमा सहभागी हुने क्षमता दिन्छ । समाजको विकास भएपछि विद्यमान संस्कृति पहिचान गर्न व्यक्तिको सामर्थ्यको लागी शिक्षा आवश्यक शर्त हुन्छ । अर्को कुरा शिक्षाले पर्याप्त पोषण, स्वच्छ पिउने पानी, स्वास्थ्य सेवा तथा वास जस्ता विभिन्न आधारभूत आवश्यकताहरू प्राप्त गर्नमा सहयोग पुऱ्याउँछ । पोषण तथा खानेपानीको राम्रो प्रयोगले राम्रो स्वास्थ्य दिलाउँछ । राम्रो स्वास्थ्य भएमा उत्पादकत्व र आमदानी बढाउँछ भने ज्ञान वा जानकारी प्रदान गर्न शिक्षाले विशेष सहयोग पुऱ्याउँछ । शिक्षाले अर्धव्यवस्थाको सबै क्षेत्रमा पूँजी, प्राविधिक सेवा तथा प्रशासनको व्यवस्थापन गर्न विभिन्न तहको दक्ष जनशक्ति तयार गर्ने र प्रशिक्षित गर्ने कार्य गर्दछ । पूँजीको लगानी तथा प्रविधिको

स्थानान्तरणसँगै पर्याप्त मानवीय ज्ञान र सीप भएन भने विकास परियोजनाहरू राम्ररी कार्यान्वयन हुँदैनन् । अन्य क्षेत्रमा भएको लगानीभन्दा शिक्षामा भएको लगानीको आर्थिक प्रतिफल बढी हुन्छ भन्ने कुरा विभिन्न अध्ययनहरूले देखाएका छन् । बदलिदो संस्कृतिको पहिचान गर्ने तथा समाजमा रचनात्मक भूमिका प्राप्त गर्ने व्यक्तिहरूको सामर्थ्य धेरै हदसम्म शिक्षामा निर्भर गर्दछ । शिक्षाले स्व-जानकारीद्वारा समाजलाई राम्रो ज्ञान तथा संस्कृतिको समालोचनात्मक दृष्टिकोण दिन्छ ।

शिक्षाले उत्पादकत्व बढाउँछ । श्रममा गतिशीलता तथा रोजगारीको दर बढाउँछ । श्रम शक्तिमा मानिसको प्रतिशत बढाउँछ र उत्पादन बृद्धि गर्दछ । श्रमको प्रयोगमा शिक्षाले अत्यन्तै महत्वपूर्ण भूमिका खेल्छ । शिक्षाले श्रमको गुणस्तरमा सुधार ल्याउँछ । शिक्षाले काम गर्ने बानी, अनुशासन, सीप, जानकारी तथा दक्षता प्रदान गर्दछ । शिक्षाले मानिसको काम गर्ने तत्परतामा प्रभाव पार्दछ । श्रम शक्तिको साथसाथै शिक्षाले जन्मदर घटाउन मद्दत गरेको हुन्छ । शिक्षाले जनसङ्ख्या विस्फोटनको सामाजिक दुष्परिणामबारे ज्ञान दिलाएर राम्रो प्रभाव पार्दछ । शिक्षाले सूचना प्राप्त गर्ने र प्रयोग गर्ने सामर्थ्य बढाउँछ । शिक्षाले उत्पादनशीलता बढाएर आवश्यकताहरू पूरा गर्न सक्षम बनाउँछ । यसबाट उच्च जीवनस्तर प्राप्त गर्न सहयोग पुग्छ । शिक्षाले सृजना र नव-प्रवर्तन गर्ने सामर्थ्य बढाएर व्यक्तिगत तथा सामाजिक उपलब्धि प्राप्त गर्न धेरै अवसर प्रदान गर्दछ । शिक्षामा गरिएको खर्चले न्याय तथा गरिबी निवारणमा ठोस योगदान पुऱ्याउँछ । शिक्षाबाट व्यक्तिगत फाइदा मात्र नभएर समाजलाई पनि फाइदा पुग्दछ । शिक्षाबाट समाज, आफू, आफ्नो परिवारलाई सन्तुष्टि र आत्मिक लाभ हुन्छ र सरकारलाई राजस्वको रूपमा मौद्रिक लाभ हुन्छ । शिक्षाले सहिष्णुता, आत्मविश्वास र सामाजिक तथा नागरिक उत्तरदायित्व बढाउने गर्दछ ।

नेपालको शैक्षिक अवस्था र स्थिति

शिक्षित जनशक्ति नै राष्ट्रका अमूल्य सम्पदा र प्रगतिका संवाहक हुन् । देशको बहुआयामिक विकास तथा प्रगति मुलुकले अख्तियार गरेको शिक्षा नीतिमा निर्भर गर्दछ । राष्ट्रभक्त, अनुशासित र उत्पादनशील जनशक्ति निर्माणमा शिक्षाको अहम् भूमिका रहन्छ । शिक्षामा समान अवसरको उपलब्धता, गुणात्मकस्तरमा सुधार, आन्तरिक र बाह्य सक्षमतामा अभिवृद्धि तथा शिक्षालाई विकासको आवश्यकता सापेक्ष बनाउने तर्फ विशेष जोड दिइएको छ । शिक्षण पेसालाई अझ बढी मर्यादित आकर्षक र प्रभावकारी बनाउन सरकार सधैं चिन्तनशील छ ।

विकासशील विश्वमाथि बढ्दो ऋणभारको कारण १९८० को दशकलाई "...हारिएको दशक" भनियो । राष्ट्रहरूले आफ्नो खर्चमा कटौति गर्नु पर्यो । स्वभावतः शिक्षामा गरिने लगानी पनि घट्न पुग्यो ।

सन् १९८० र १९८६ को अवधिमा ल्याटिन अमेरिका र क्यारेबियन क्षेत्रमा शिक्षाको लगानी प्रतिव्यक्ति ४० प्रतिशतले घट्यो । अफ्रिकामा यो ह्रास ६५ प्रतिशतसम्म भयो । परिणाम स्वरूप शिक्षाको अवसरमा प्रगति हुन सकेन र शैक्षिक स्तर पनि खस्कियो ।

दक्षिण एशियाली क्षेत्रहरूमा प्राथमिक विद्यालय उमेरका ५ करोडभन्दा बढी बालबालिका विद्यालय जाँदैनन् । एउटै देशभित्र पनि भर्ना दरमा उल्लेखनीय विविधता पाइन्छ । भारतमा शहरी क्षेत्रका ८० प्रतिशतभन्दा बढी बालबालिका विद्यालय जान्छन् तर ग्रामीण क्षेत्रमा यो दर २० प्रतिशत भन्दा न्यून छ ।

सन् २०१५ सम्ममा सबैका लागि शिक्षा पुर्‍याउने महत्वाकांक्षी योजना निर्धारित समयमा पूरा नहुने मुलुकमा नेपाल पनि परेको छ । सन् २००० मा सेनेगलको डकारमा सम्पन्न विश्व शिक्षा मञ्चको बैठकमा सहभागी १ सय ५० भन्दा बढी मुलुकले सन् २०१५ सम्ममा सो योजना पूरा हुने प्रतिवद्धता जाहेर गरेका थिए । संयुक्त राष्ट्र शैक्षिक, वैज्ञानिक तथा सांस्कृतिक संगठन (युनेस्को)ले एक विज्ञप्तिमार्फत नेपाल, पाकिस्तान र भियतनाम लगायत ३० मुलुकको नाम सबैका लागि शिक्षा पुर्‍याउन नसक्ने मुलुकको सूचिमा परेको सार्वजनिक गरेको छ । सो प्रतिवद्धता जनाएका मुलुकहरूले २०१५ सम्ममा साक्षरता दर २००० को तुलनामा ५० प्रतिशतले बृद्धि गर्नु पर्ने भए पनि बढीमा ३० प्रतिशतले बृद्धि गर्ने अनुमान युनेस्कोले गरेको छ ।

वि.सं. २०५८ को जनगणना अनुसार नेपालमा पढ्न र लेख्न सक्ने साक्षरहरू ५४ प्रतिशत छन् भने पढ्न मात्र सक्ने साक्षरता दर ६० प्रतिशत छ । निरक्षरता हटाउन विशेष भूमिका अथवा अभियान सञ्चालन नभएमा सन् २०१५ मा विश्व निरक्षरताको ९२ प्रतिशत निरक्षर ३० मुलुकहरूमा हुने दावी पनि युनेस्कोले गरेको छ । सन् १९९० मा थाईल्याण्डमा सबैका लागि शिक्षा विषयक विश्व सम्मेलनमा नेपाल लगायतका सहभागी मुलुकले सन् १९९० मा रहेको प्रौढ निरक्षर दरलाई सन् २००० मा आधा घटाउने र सबैलाई प्राथमिक शिक्षाको पहुँच पुर्‍याउने लगायतका प्रतिवद्धता जाहेर गरेका थिए । त्यतिबेला नेपालको प्रौढ साक्षरता दर ३२ थियो भने ४० प्रतिशत बालबालिका विद्यालय जानबाट वञ्चित थिए ।

देशको कुल जनसङ्ख्याको आधा भाग ओगटेको महिला वर्गको शैक्षिक स्थितिलाई सरसरती हेर्दा विगत चार दशक अगाडिको साक्षरता ०.७ प्रतिशतको दाजोमा हाल ३७.८ प्रतिशत महिला साक्षरता हुनु उत्साहवर्धक हो । तर उक्त प्रतिशतलाई हालको ६७.९ प्रतिशत साक्षर पुरुषहरूको तुलना गर्दा साक्षर महिलाहरूको स्थिति निकै न्यून (३७.८) देखिन्छ । (स्रोत: राम प्यारी श्रेष्ठ, ...महिला शिक्षा कार्यक्रम- एक परिचय, महिला शिक्षा वार्षिक प्रकाशन वर्ष १, अङ्क १, २०५७ श्रावण, शिक्षा विभाग, महिला शिक्षा शाखाबाट प्रकाशित शैक्षिक प्रकाशन पेज नं. - १)

साक्षरता प्रतिशत नै शैक्षिक स्थितिको पूर्ण रूप होइन, यसको मापदण्ड विद्यमान शिक्षामा भएको सहभागीताको आधारमा लिने गरिन्छ । सन् १९९८ को तथ्याङ्क अनुसार प्राथमिक विद्यालयमा छात्रहरूको सहजै देखिने विद्यालय भर्ना दर १२०.७ छ भने छात्राहरूको १०६.२ प्रतिशत मात्र छ । त्यस्तै गरी खुद भर्ना दर छात्रहरूको ७९.० प्रतिशत छ भने छात्राहरूको ६९.० प्रतिशत मात्र छ । यसरी ३९ प्रतिशत बालिकाहरू विद्यालय बाहिर रहेका छन् । प्राथमिक विद्यालयमा भर्ना भएकामध्ये पनि कक्षा दोहोर्‍याउनेमा धेरै छात्राहरू नै पर्दछन् । विद्यालयमा भर्ना भएका मध्ये छात्र छात्राको सङ्ख्या आधा- आधा हुनु पर्नेमा छात्रहरूको बाहुल्य छ । यद्यपि यसमा क्रमसः सुधार पनि हुँदै

गइरहेको छ । (स्रोत: राम प्यारी श्रेष्ठ, ...महिला शिक्षा कार्यक्रम- एक परिचय, महिला शिक्षा वार्षिक प्रकाशन वर्ष १ अङ्क १ २०५७ श्रावण शिक्षा विभाग महिला शिक्षा शाखाबाट प्रकाशित शैक्षिक प्रकासन पेज नं. - १)

शिक्षित युवा, छात्रा वा महिला वर्गले समाज र राष्ट्रको उत्थानका लागि खेल्न सक्ने विभिन्न सामाजिक पारिवारिक शैक्षिक र विकाससम्बन्धी केही महत्वपूर्ण भूमिका यस प्रकार छन् । क) प्रेरणाको स्रोतको रूपमा ख) परिवर्तनको संवाहको रूपमा ग) विकासको कार्यकर्ताको रूपमा घ) सचेतकको रूपमा ङ) असल गृहिणीको रूपमा तथा अन्य विकासको कामको मनोवैज्ञानिक बौद्धिक, प्राविधिक तथा संगठनात्मक रूपले सक्षम बनाउन शिक्षाको व्यापक प्रचार प्रसारले प्राथमिकता पाउनु पर्ने कुरा स्पष्ट छ । सरकारी, गैरसरकारी, जनस्तरीय, राष्ट्रिय र अन्तरराष्ट्रिय क्षेत्रहरूबाट स्रोत साधन र सहयोग परिचालन गरी सक्रिय र बृहत अभियानकै रूपमा निरक्षरता उन्मूलन गरिनु अति आवश्यक भएको छ ।

समस्या तथा सुझावहरू

शिक्षा नै विकासको सूचक हो । हाल पनि प्रायः विकासोन्मुख मुलुकमा साक्षरता प्रतिशत नाजुक छ । स्कूल तथा कलेजको शिक्षा प्राप्त गर्नेको सङ्ख्या नगन्य नै पाइन्छ । शिक्षाको सुविधा राम्रो नभएको अवस्थामा व्यक्तिको चेतनास्तर नाजुक भई मानिस कष्टकर जीवन जीउन बाध्य हुन्छन् । शिक्षा बिना मानिस कुहिरोमा अलमलिएको काग सरह नै हुन्छ । शिक्षा नभएको मानिसले समाज, आफ्नो परिवारलाई सही गति प्रदान गर्न असमर्थ हुन्छ । तर वर्तमान विश्वमा शिक्षितभन्दा अशिक्षित व्यक्तिहरूको बाहुल्य पाइन्छ । तसर्थ त्यस्ता व्यक्तिहरू भएको मुलुकमा मानिसहरूको जीवन सुखमय बन्न सक्दैन । नेपाल जस्तो विकासोन्मुख मुलुकहरूमा जनसङ्ख्या बृद्धिदर तीव्र भएकाले शैक्षिक क्षेत्रमा लगानी बृद्धि हुन सकेको छैन । जनसङ्ख्या बृद्धि दर तीव्र भएको कारणले गर्दा परिवारको आर्थिक स्थिति दयनीय बन्दै गएको छ । जसले गर्दा कलिला बालबालिकाहरू शिक्षाको न्यानो घाम पाउनबाट बञ्चित हुन पुगेका छन् । विशेष गरेर बालिकाहरूको स्थिति भ्रम दयनीय हुन पुगेको छ । यिनीहरूलाई सानै उमेरमा विवाह गरिदिनाले असमयमै गर्भ धारण गरी बढी सन्तान जन्माउनाले पनि जनसङ्ख्या बृद्धि हुन गएको देखिन आउँछ ।

शिक्षाले जनसङ्ख्या बृद्धि नियन्त्रण गर्न चेतना जगाउनु साथै गुणस्तरीय जीवन प्राप्त गर्न मद्दत पुऱ्याउने गर्दछ । शिक्षाले मानवमा चेतना जगाउँछ र जसले उसलाई स्वस्थ भई शिक्षित हुन मद्दत गर्दछ । नेपालमा साक्षरता प्रतिशत बढ्न गए पनि तीव्र जनसङ्ख्या बृद्धिको कारणले गर्दा शिक्षा क्षेत्रमा भएको लगानी अनुरूप शैक्षिक स्तर बढ्न नसकी खस्कन गएको छ । गुणस्तरीय जीवन प्राप्त गर्न कठिन हुनुको साथसाथै बेरोजगारीको सङ्ख्या पनि बढ्दै गएको छ । उच्च तथा गुणस्तरीय शिक्षा प्राप्त गर्न गरीब जनताहरू असक्षम भएका छन् । शिक्षाको क्षेत्रमा देखा परेका विकृतिहरूलाई हटाई गुणस्तरीय शिक्षा प्रदान गर्नु र समान अवसर प्रदान गर्नु आजको मुख्य चुनौती र आवश्यकता रहन गएको छ । शिक्षालाई बढी प्रभावकारी बनाउन शिक्षा उपयुक्त किसिमको हुनु जरुरी छ ।

उपयुक्त नभएमा शिक्षा आर्थिक विकासमा सहयोगी हुनुको सट्टा बाधक बन्न सक्छ । शिक्षा प्राप्त गरेका व्यक्तिहरूले चाहेअनुसारको काम तथा पारिश्रमिक नपाउँदा उनीहरूमा दुःखदायी, बेरोजगारी, गरिबी तथा निराशा बढ्छ । प्रमुख अर्थशास्त्री जेराल्ड एम. मेयर (Gerald M. Meier) को कथन छ कि उपयुक्त काम पाउन नसकेको शिक्षित मानिसले राष्ट्रिय उत्पादनमा योगदान गर्न सक्दैन र राजनीतिक अस्थिरताको कारण बन्दछ । अर्को अर्थशास्त्री फ्रिज म्याकुलुप (Friz MacLup) को विचार धारा अनुसार बेरोजगार ... शिक्षित जनताले शहरको फोहोर बस्तीमा भीड गर्दछन्, काम पाउँदैनन्, चिन्ताजनक अवस्थामा रहन्छन् र राजनीतिक स्थिरतालाई धम्की बाहेक केही उत्पादन गर्दैनन् । केही अर्थशास्त्रीहरू भने अधिकांश जनतालाई सबै तहको शिक्षा दिनु पर्ने कुरामा जोड दिन्छन् ।

अर्थर लुइस (Arthur Luis) ले विकासोन्मुख देशमा माध्यमिक शिक्षा बढी फलदायी भएको बताउँछन् । माध्यमिक शिक्षाले छोटो अतिरिक्त तालीम पछि देशलाई आवश्यक प्राविधिक (परिचारिका, शिक्षक, लेखापाल, कारिन्दा, कृषि सहायक आदि) जनशक्ति दिने गर्दछ । अर्को कुरा प्राथमिक शिक्षाको प्रतिफल दर उच्च पाइएको छ । माध्यमिक तथा उच्च शिक्षाको पनि महत्वपूर्ण भूमिका हुन्छ । उच्च शिक्षा प्रत्यक्ष सेवा गर्ने अनुसन्धानकर्ता, प्राविधिक, व्यवस्थापक तथा प्रशासकका लागि आवश्यक छ । शिक्षित व्यक्तिलाई उत्पादनशील काममा लगाउनुपर्दछ । राष्ट्रिय आर्थिक विकास सँगसँगै शैक्षिक न्याय पनि गतिशील हुनुपर्दछ । यसका लागि ग्रामीण क्षेत्रमा बढी शिक्षाको आवश्यकता पर्दछ । सुधारिएको कृषि पद्धति अवलम्बन गर्न, उद्योगहरू विकास गर्न र ग्रामीण क्षेत्रमा आयस्तर बढाउन शिक्षाले योगदान दिन्छ । नेपालमा कूल जनसङ्ख्याको आधाभन्दा बढी भाग महिला भए पनि अधिकांश महिला शिक्षाबाट बञ्चित छन् । महिलालाई शिक्षाको अवसर दिनाले समानतामा बृद्धि हुन्छ । राष्ट्रिय विकासको गति बढ्छ र गुणस्तरीय जीवन बिताउन मद्दत पुग्छ ।

नवौँ योजना (२०५४- २०५९) मा दीर्घकालीन अवधारणा २० वर्ष लागि तोकिएको छ । दीर्घकालीन अवधारणानुसार शिक्षालाई समय सापेक्ष बनाउनुको साथै खोजपूर्ण, बैज्ञानिक, सिर्जनशील, प्राविधिभूतक शिक्षा जस्ता महत्वपूर्ण शैक्षिक कार्यक्रमहरूको विकास र कार्यान्वयनमा जोड दिइने छ । शिक्षाबाट बञ्चित पिछ्छडिएका वर्ग, जनजाति, दुर्गम स्थानमा बसोबास गर्ने विपन्न र सामाजिक मूलधारबाट अलग रहेका विभिन्न समुदायमा समेत आधारभूत शिक्षा पुर्याउने छ र राष्ट्रिय मूल प्रवाहमा सबैलाई समेटिने छ ।

दशौँ योजना (२०५९/६०- २०६३/६४) मा उल्लेख गरिएअनुसार यस योजनामा प्राथमिक शिक्षालाई अनिवार्य गरी महिला शिक्षालाई अभियानको रूपमा सञ्चालन गर्ने, माध्यमिक तह सम्मको शिक्षा सञ्चालनको जिम्मेवारी जनस्तरमै दिई शिक्षाको गुणस्तर सुधार गर्ने नीति राखिएको छ । व्यावसायिक र सीपमूलक शिक्षा पद्धतिमा जोड दिँदै उच्च शिक्षा क्रमशः लागतको आधारमा सञ्चालन गरी विशिष्टीकरण केन्द्र स्थापना तर्फ जोड दिइने छ । रोजगारी प्रवर्धनका लागि प्राविधिक तथा व्यावसायिक शिक्षामा विशेष जोड दिइने छ । सूचना प्रविधिमा आएको नवीनतम

परिवर्तनलाई दृष्टिगत गरी शिक्षालाई प्रभावकारी रूपमा लागू गरिने छ । जनसंख्या विषयलाई सबै तहको औपचारिक, अनौपचारिक तथा व्यावसायिक शिक्षामा समावेश गर्ने व्यवस्था गरिने छ । सो अनुरूप शिक्षकहरूलाई तालिम दिदै जाने व्यवस्था गरिने छ ।

उपसंहार

नवौँ योजना (२०५४-२०५९) मा देशको साक्षरता ७० प्रतिशत पुर्याउने लक्ष्य रहेकोमा आधारभूत शिक्षाको पहुँच अझै सर्वसुलभ हुन सकेको छैन । महिला तथा पिछडिएका विपन्न वर्गका बाबतबातिका तथा अपांग, असक्त बालबालिकाहरूलाई विद्यालय तहको शिक्षा उपलब्ध गराउन अझै कठिनाई महसुस गरिएको छ । कक्षा दोहोर्‍याउने र छोड्ने प्रवृत्ति घटाउनु पर्ने तथा स्थानीय स्रोत र साधनको परिचालन गर्नु पर्ने खाँचो रहेको छ । प्राथमिक तहको शिक्षा, स्वास्थ्य, खानेपानी सरसफाई जस्ता क्षेत्रमा स्थानीय तहमै प्रशासन र स्वामित्व बृद्धि गर्दै लैजानु पर्ने चुनौती छ । माध्यमिक र उच्च शिक्षालाई सक्षम र आत्मनिर्भर हुन सक्ने गरी स्वायत्तता दिने तर्फ रणनीति तर्जुमा गर्नुपर्ने आवश्यकता छ ।

शिक्षितहरूको प्रतिशतको आधारमा शिक्षाको स्तर निर्धारण गरिन्छ । तर यसो नगरी देशका नागरिकहरूले प्राप्त गरेको शिक्षा कस्तो छ, शिक्षाले व्यक्तिलाई कस्तो ज्ञान, सीप तथा धारणाको विकास गराउन सक्षम भएको छ । औपचारिक, अनौपचारिक अन्य प्राविधिक शिक्षा आर्जन गरेका व्यक्तिहरूले आफ्नो जीविकोपार्जन गर्न सकेका छन् कि छैनन्, शिक्षा उत्पादनमूलक छ कि बेरोजगार बढाउने किसिमको छ भन्ने कुरा छलफलको विषय हुन सक्छ । यस किसिमको विश्लेषणको आधारमा देशमा लागू गरिएको शिक्षा प्रणालीले गुणस्तरीय जीवनमा सहयोग गरेको हुनुपर्दछ । वास्तवमा भन्ने हो भने गुणस्तरीय जीवनका लागि देशको शिक्षाको स्थिति पनि गुणस्तरीय नै हुनु पर्दछ तर शैक्षिक बेरोजगार बढाउने किसिमको शिक्षा वा अव्यावहारिक शिक्षा भयो भने त्यसको खासै औचित्य रहदैन । अतः गुणस्तरीय जीवन (Quality of Life) मापनको आधार साक्षरताको प्रतिशतलाई माने तापनि वास्तविक रूपमा साक्षर भएका मानिसहरूले आफ्नो जीवनलाई निरक्षरको भन्दा व्यवस्थित ढङ्गबाट चलाउन सके भने मात्र शिक्षाको औचित्य रहन्छ । अर्को कुरा गरिवी निवारण, मानव विकास र आधारभूत शिक्षाको बीच अन्योन्याश्रित सम्बन्ध रहेको छ । मानव विकासमा यसले प्रत्यक्ष प्रभाव पार्नुका साथै श्रम उत्पादकत्व बढाउने र विकास प्रयासमा अरु सक्रिय भूमिका खेल्न मद्दत गर्ने हुँदा शिक्षाको क्षेत्रमा आधारभूत तथा प्राथमिक शिक्षाको भन्ने विशेष भूमिका रहन्छ ।

नेपालमा साक्षरताको दर खासगरी महिला साक्षर बढाउन नसक्नु, आधारभूत शिक्षातर्फ पिछडिएका वर्ग र क्षेत्रको पहुँच प्रभावकारिरूपबाट बढाउन नसक्नु र पहुँच पुगेको क्षेत्रमा पनि शिक्षाको गुणस्तर विशेष गरी सरकारी विद्यालयको शैक्षिकस्तर एकदम न्यून रहनु नै हाम्रा लागि शैक्षिक समस्याको विषय बन्न गएको हो । बीचैमा विद्यालय छाड्ने प्रवृत्ति र कक्षा दोहोर्‍याउने दर उच्च छ । यो समस्या महिला वर्गमा अझ बढी पाईएको छ । न्यून उमेर समूहका विद्यार्थीको अधिक भर्ना, साक्षरता र प्राथमिक शिक्षालाई सर्वव्यापी र सर्वसुलभ बनाउने चुनौती अनुरूप अघि बढ्न नसक्नु, उच्च माध्यमिक शिक्षाको अवधारणालाई अंगिकार गरिए पनि कार्यान्वयन गर्न नसक्नु र शिक्षामा

हालसम्म औपचारिक शिक्षामा बढी जोड दिएकोले कक्षा बीचैमा छाडी आफ्नो श्रम उत्पादकत्व बढाउन नपाएकाहरूलाई पर्याप्त मात्रामा अनौपचारिक, व्यावसायिक तथा प्राविधिक शिक्षाका अवसरहरू उपलब्ध हुन नसक्नु पनि शिक्षामा थप समस्या बन्न गएका छन् । उच्च शिक्षा तर्फ गुणस्तरीय शिक्षा र मुलुकको उद्योगधन्दाबाट सिर्जित माग अनुसार जनशक्तिको उत्पादन हुन नसक्दा शिक्षित बेरोजगारीको अवस्था सिर्जना भएको छ । सार्वजनिक र निजी विद्यालय बीचको गुणस्तरमा ठुलो भिन्नताले गर्दा शैक्षिक क्षेत्रलाई गुणस्तरीय, व्यवसायमूलक र उपतथिमूलक बनाउन सकिएको छैन । शिक्षा प्राणलीमा विद्यमान तहगत पद्धतिबीच आपसी समन्वय र सामञ्जस्यताको कमी विद्यालयहरूको गुणस्तरमा भिन्नता तथा अन्तर निकाय बीच समन्वयको खाँचो रहेकाले वर्तमान पाठ्यक्रम व्यवस्थापन समय सापेक्ष र संगतिपूर्ण हुन नसकेको देखिन आउँछ ।

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- वीणा राजभण्डारी, लैङ्गिक समानता तथा महिला सशक्तीकरणका लागि राष्ट्रिय कार्ययोजना अनुरूप शिक्षा क्षेत्रमा भएका प्रयासहरू, महिला शिक्षा, वार्षिक प्रकाशन वर्ष १, अङ्क १, २०५७ श्रावण, शिक्षा विभाग, महिला शिक्षा शाखाबाट प्रकाशित शैक्षिक प्रकाशन ।
- डा. सुरेश राज शर्मा, आधारभूत आवश्यकताको परिपेक्ष्यमा शिक्षा, विकासको निम्ती शिक्षा, त्रि.वि.वि. शिक्षा विकास तथा अनुसन्धान केन्द्र, त्रिपुरेश्वर, काठमाण्डौ, २०४६ ।
- सशक्तिकरण (Empowerment, (A Quarterly Journal of MWCSW) वर्ष १, अङ्क १, २०५८ चैत्र, श्री ५ को सरकार महिला, बातबालिका तथा समाज कल्याण मन्त्रालय, सिंहदरबार काठमाडौँ ।
- गम्भीर बहादुर हाडा ...नेपालको शैक्षिक क्षेत्रमा लैङ्गिक असमानता : एक चर्चा, ...शैक्षिक उन्नयन अर्ध वार्षिक वर्ष २, २०५६ पूर्णाङ्क ३, शैक्षिक प्रवर्धन केन्द्र, काठमाडौँ ।

What is Distance Education?

Before discussing about distance education system, we first need to consider what we mean by distance education systems Frantz and King (2000) defined distance education as:

" Planned training that normally occurs in a different place from teaching and as a result required special techniques of course design, special instructional techniques. special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements". (p.2)

Similarly, King and Bartels (1996) defined distance education from the perspective of learner as: "A class of methods of instruction, either formal or non-formal, that place learner apart from the teacher, or the learning and practice detached by time and or space from the teaching and the instruction. Communication channels and media such as computers and associated networks, print, audio, cable, satellite or videotape or combinations of their media are required to bridge the time and distance".

Based on these definition may outline the key elements of distance education a focus on the learner, selection and use of appropriate instructional strategies, the type of communication channels, instructors and designers, and educational outcomes to see achieved by the process. Distance education is a dynamic system that allows flexibility and multiple options for the learner. Under the guidance and continued interaction with the teachers at distance, the learners learn, practice and progress using appropriate means and media.

* Director, DEC

Within a context of global change and outburst of information technology and multi-media, the Nepalese education system is challenged with providing more quality education and training to the unreached and deprived people with different alternative mode of education. Many educational institutions in the developed countries are answering this challenge by adopting distance education programs. At its most basic level distance education takes place when physical distance, and technology separate a teacher and students.

Education deliberations imparting through a technology with negligible involvement of face to face interaction between teacher and learner generally has been considered as distance education. The concept of distance education was emerged with the "Correspondence Course" of U.K. in 1940 and formation of "Home Study Society" of U.S.A. in 1973. Commonwealth of Learning (COL, 1992) has recognized distance education as correspondence education, have independent study, and external study; off campus study, open education etc.

'Distance Education is defined as a system of education using on instructional process in which a significant proportion of the teaching is conducted by someone removed in space and time from the learner. Its emphasis is on overcoming restrictions resulting from geographical isolation and remoteness from the larger cultural life of the country.

Keegan (1986) has pointed out five basic features for distance education mode:

- No face-to-face interaction,
- Different from private study having education institution for deliberating programs,
- Media as a contact point for interaction,
- Learning center and contact session a means of two way communication between learner and tutor, and
- Creation of self- help groups for time-time discussions and seminars.

Distance education system now involves a high degree of interactivity between teacher and student, even in rural and isolated communities separated by perhaps their sands of miles.

"Distance learning allows students to hear and perhaps see teachers, as well as allowing teachers to react to their students' comments and questions (U.S. Congress (1988) p. 17)

Is Distance Education Effective?

Many educators ask if distant students learn as much as students receiving traditional face-to-face instruction. Research comparing distant education to traditional face-to-face instruction indicates that teaching and studying at a distance can be as effective as traditional instruction; when the method and technologies are appropriate to the instructional tools, there is student to student interaction, and when there is timely teacher-to-teacher feedback (Moore and Thompson, 1990).

History of Distance Education In Nepal

The Distance Education Center, which was formerly known as Radio Education Teacher Training project (RETTP), was come into existence in 1978 as a joint venture of HMG and the US Government. However, the project came to an end in 1989.

The RETTP was initiated with a view of providing training to the untrained rural primary school teachers through well-prepared radio lessons with self-instructional materials and organizing workshops. Altogether 72 districts of the country participated in the course so far and within a few years of its implementation 2944 under SLC teachers were trained. Then a Ten-month course was developed on the concept of providing teachers with appropriate teaching methodologies and review of the content of primary school curriculum.

Accordingly, in 1984 an agreement was made between HMG and USAID/ Nepal in launching the RETTP II project to enrich the content knowledge of the under SLC

teacher and at the same time, assist them to pass the SLC (i.e. matriculation) examination and become fully qualified primary teachers. The RETTP II was started with the goal of developing radio courses in English, mathematics, Science and Nepal, the four subjects causing the most SLC failures. However, due to certain limitations only English Lesson entitled "Radio Tuition" could be developed and broadcast initial Radio tuition program was broadcast on May 4, 1986. Altogether 493 trained teachers got opportunities to take this English tuition course.

As per the change in the government's policy of substituting the under SLC teachers by the SLC ones, the DEC has been conducting training programs for the SLC pass untrained primary teachers since 1988.

Teacher Training at Distance

In a mountainous country like Nepal where places are inaccessible and interaction among teachers is not possible, the concept of distance learning may prove fruitful. It is how felt that training through radio alone is not enough.

Hence, the Distance Education Center (DEC) was set up in 1994 with a broader concept of expanding the educational program in various possible ways and to enhance the quality of education by conducting well-prepared and effective programs on the massive scale.

In 1978 when the first radio training was initiated, the DEC designed its own curriculum to train primary school teachers which was endorsed that these should be uniformity in training content of various organizations responsible for providing training to the primary school teachers of Nepal. Consequently, the government made a regulation to train primary school teachers based on the same content and curriculum. Based on this regulation, in present day context, the DEC used the same curriculum to develop its materials. There are four packages of 1320 hours in the curriculum each lasting for two and half months. The NCED conducts 1st and 4th packages and the DEC conducts 2nd and 3rd packages of training.

The existing DEC is an out growth of former RETTP, which was established with administrative reform plan of government in 1994 in keeping view of global needs and broader perspectives of open education system. But due to lack of responder and clean vision towards it, DEC has been limited to teacher training. At present, DEC conducts the second and third package 330 hour's which was developed by NCED. These training packages of NCED have been conducted through distance mode dividing into six parts 40 hour radio broadcast, 80 hours pre broadcast activities, 106 hours post broadcast activities, 59 hours' contact session, 35 hours practice teaching and 10 hours' examination. Moreover, 341 lesson have been divided into 160 radio lessons and 181 self-instruction material lessons. From the fiscal year 2000/2001 phone-in program of 14 hours having each of 2 hrs and external examination of 45 minutes having each of 15 minutes have been added for effective implementation of the program as non-credit course. Beside teacher training, DEC conducts a weekly education program of 15 minutes, which is broadcast through radio based on collected educational information, innovations and methods.) Since every year the number of dropouts are increasing and only 20% of NER are attending their full schooling in Nepal. This data is based on the statistics report of DOE (2000). Therefore, the DEC is going to launch open learning for those who are deprived from their educational rights. It is also going to devise a 10-month in-service teacher-training program for lower-secondary with the technical and funding support of SESP from next year. Since out of 25375 lower secondary teachers, 10268 are only trained teachers in Nepal. This data is based on the statistics report of DOE (2000).

Teaching and learning at a distance is demanding. However, learning will be more meaningful and deeper for distant learners, if the learners and their instructor share responsibility for developing learning goals and objectives, actively interacting with class members, promoting reflection on experience, relating new information to examples that make sense to learners, maintaining self- esteem, and evaluating what is being learned.

The Cost Effectiveness of Distance Education for Primary Teacher Training

So far as the cost effectiveness is concerned, Distance learning could be cheaper and more effective in comparison to the conventional teaching/learning. It could be a boon for those who are deprived from their educational rights due to several reasons and lagging behind from the main stream of the society. A report on, the cost effectiveness of distance learning and teacher training was submitted to the COL. in 1997.

" The evidence confirms that there are circumstances in which distance education is at an economic advantage as composed with conventional education. This is not invariably so and some programs have operated on too small a scale to yield economies. A major economic advantage of distance education is that it does not require lengthy full time residence at a college.

Distance Education mode of instruction, being cost effective and high coverage, could be implemented. Countries of the world, either developed or underdeveloped have given their attention towards the development of Distance Education throughout which rewire technologies and materials could be utilized for making education better, qualitative, accessible, and equitable. The evidence on the use of distance education for teacher training is positive both economically and educationally. (COL, 1997)

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Training the Headteachers for School Effectiveness: Lessons from the First Secondary Education Development Project

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Context

Organizational and management dimensions of the school are crucial in enhancing the school's effectiveness, quality of student learning, and internal efficiency. Needless to say, the role of the headteacher is critical in the management of schools. Therefore, any effort to improve the quality of education must place due priority to programs that strengthen the management capacity of individual schools. In Nepal, there is a growing realization among educators and educational planners that the school's management capacity should be strengthened so as to enhance the performance of the school. With a view to developing management capacities of headteachers of secondary schools of Nepal, the first Secondary Education Development Project (SEDP) designed and implemented a headteacher training program. During the life of the Project, large numbers of headteachers received the training. An evaluation study was designed to examine the effectiveness and effects of the school management training provided to secondary headteachers under SEDP. This paper is prepared in using the data collected as part of the evaluation study. Given that the Ministry of Education and Sports (MOES) is preparing for the implementation of the Secondary Education Support Program (SESP) beginning the fiscal year of 2003/2004, the findings of the evaluation study are still relevant and useful.

The Training Program

The program consisted of a three-phase sequence whereby headteachers attended a three-day training center-based (e.g. Secondary Education Development Unit, SEDU) orientation workshop, followed by an eight week school-based self-learning period and a three-day training center-based follow-up. The package thus did not require headteachers to be away from their schools for a long period of time. The first phase of the training was designed to acquaint them with the general principles and practices of secondary school management. The second phase was designed to give them an opportunity to relate the knowledge and skills learned in the training to the realities of their schools and apply them to solve problems encountered on an everyday basis. On the other hand, the follow-up phase was expected to give the headteachers an opportunity to review the whole training experience together with their trainers and other fellow participants.

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The training program covered topics such as job description, curriculum management, time management, maintaining a daily diary, goal setting, preparing school budget, head teacher self-evaluation, teacher self-evaluation, staff development and training, communication, classroom observation, supervision of staff, instructional supervision and organizing meetings. Each SEDU had a team of trainers (one senior headteacher and a trainer). A Trainer's Manual and a Workbook were prepared. The training course was developed by a group of national and international consultants.

Methodology

A total of 126 headteachers who had completed the training were selected in partly random and partly purposive manner. In the selection of headteachers following factors were considered: (a) school type (public or private), sex (male or female), school location (rural or urban) and year of completion of training (recent or training completed a year ago). Schools from all five-development regions and three ecological zones were proportionately represented in the sample.

A survey questionnaire was developed and then used it collect the required information. The questionnaire covered the basic data on schools, headteachers' background characteristics, headteachers' perceptions on the various aspects of the training, the extent to which headteachers felt the training topics to be useful, extent of implementation of training knowledge and skills, and effects of the training in school organization and management. The survey questions were derived through a brief analysis of the training contents.

Key Findings and Conclusions

Profile of Secondary Headteachers. One task of the study was to prepare a profile of secondary headteachers. This was done by collecting and analyzing headteachers' demographic and professional characteristics. In this regard, headteachers' age was an area of interest. The mean age of secondary headteachers was found to be 44.1 years. A study earlier reported the mean age of secondary teachers as being 33.5 years (SEDP, 1999), suggesting that headteachers are normally mature as compared to the teachers they have to manage. Like many other professions, women are seriously under-represented in positions of educational administration. Only 10 headteachers (8%) out of a total of 126 were found to be women. While women form a small minority in the entire teaching force, one would not expect a higher representation of women in administrative positions because headteachers are drawn mainly from the teaching cadre. Almost all the headteachers in the sample belonged

to the Brahmin, Chhetri and Newar caste groups. Educational policy of Nepal must work out strategies to ensure increased representation of women and linguistic minorities in teaching and leadership positions.

A majority of secondary headteachers (79%) had a bachelor's degree, which is a minimum qualification required to become a secondary teacher. Only 21% of the headteachers in the sample had a master's degree. A SEDP study had earlier reported more or less the same picture among secondary teachers. Headteachers' qualifications thus correspond to that of secondary teachers. The fact that headteachers are expected to provide academic leadership to their teachers, one would expect that headteachers possess qualifications higher than those of their teachers. On the ground that large numbers of headteachers are not different from their teachers in terms of academic qualification, their ability to provide academic leadership may be questioned.

An overwhelming majority of the headteachers (84%) reported having been trained as a secondary teacher. Sixteen percent of the total headteachers in the sample were, however, found to be untrained. In the SESP, the headteacher has an immense role to play in the professional development of his or her teachers. In this regard, professional development activities are to be planned and executed within the school. The headteacher must take a proactive role in the planning and execution of school-based professional development activities. It is therefore important that the headteachers are fully trained. Most headteachers had their specialization in social science (30%), followed by English (29%) and Nepali (17%). There were fewer numbers of headteachers with specialization in science and mathematics. In some countries, teachers who have degrees in physical education are preferred because it is believed that these people have better organizing ability.

Data revealed that persons with long years of teaching occupy headteacher positions. The average teaching experience of headteachers in the sample was found to be 21.1 years. Although seniority in teaching is not the officially defined criterion for appointment of headteachers, District Education Officers (DEOs) perhaps use teaching experience as a key criterion while appointing headteachers. Since there are no proven methods to assess one's ability to manage or lead the school, those who appoint headteachers prefer to rely on most obvious criteria such as teaching experience and training. There is no research evidence to suggest that more years of teaching makes one a better teacher.

Fifty three percent of the headteachers had served only as teachers prior to their appointment as headteachers, whereas 47% of them had served as assistant headteacher prior to becoming headteachers. The study showed that headteachers

must bear some teaching responsibility in addition to their administrative duties. The average teaching load per week per headteacher was 17 periods. Sixty percent of the headteachers taught between 10 to 20 periods a week, while about one-quarter of them had a weekly teaching load of more than 20 periods. A small proportion of the headteachers had a weekly load of 10 periods. Headteachers in large school systems (more than 500 students) had fewer teaching loads as compared to their counterparts in small school systems. Many headteachers mentioned that there was little time left for administration, instructional supervision, public relations and teacher development due to the pressure to teach.

Effectiveness of the School Management Training. The study attempted to examine the effectiveness of the training by analyzing headteachers' perceptions on different aspects of the course. In this regard, the quality of the training process was assessed. All indicators of the training process (formal lectures/presentations, individual work sessions, group sessions, role play exercises, self-study sessions, and self-learning materials) were rated at the moderate level, suggesting that the training process was less than effective.

For a training to be effective, its course contents must be properly balanced. It was found that there was no proper balance in the training course. The respondents stated that topics such as job descriptions, curriculum management, maintaining daily diary and goal setting were covered too much. On the other hand, topics like preparing school budget, teacher self-evaluation, staff development and training and communication were insufficiently covered. The headteachers also expressed the view that topics such as instructional supervision, conduct of school-based staff development and in-service training activities, teacher management, resources mobilization and fiscal planning, school-community relations and community participation, teacher evaluation and institutional planning, would make relevant and useful topics for training.

The contents of the training course were too wide to be completed within the few days available. Master trainers stated that they had to resort to lectures to cover the topics and did not have time for discussions, practical exercises, role-play sessions, and other group or individual assignments.

The structure of the training involved a 3-day formal lecture followed by an eight-week of school-based practice and a three-day follow-up formal meeting. This structure was adopted to suit the busy schedules of headteachers and it allowed them to relate their training knowledge and skills to their day-to-day realities. A large majority of the respondents viewed this structure as being either appropriate (57%) or very appropriate (17%). About a quarter of them, however, found this structure

appropriate to some extent or to a little extent. It signals that training courses for serving administrators must consider their time constraints.

The majority of the headteachers believed that the self-learning period was poorly organized and, hence, it was ineffective. Nearly a quarter of them saw it otherwise. During interviews, headteachers expressed that the self-learning period could not be made productive enough for a number of reasons. A large majority of the headteachers did not receive any support and supervision during the period when headteachers had to apply the newly acquired knowledge and skills and carry out some project works.

The respondents gave a low rating to the subject matter competency, teaching methods and preparation for training of the instructors/master trainers. Likewise, the majority of the respondents assessed the peer performance or characteristic (aptitude, background and experience, and interest and motivation to learn) only moderately.

Some respondents reported having received follow-up support and monitoring by the SMTs (33%). Central staffs of Secondary Education Development Center (SEDEC) and Master Trainers (MTs) were also reported to have provided the same. Supervisors were found to have been least involved in this activity. As many as two-third of the headteachers of the sample stated that they were never contacted by anyone after the completion of the training.

Impact of the Training. In an attempt to assess its impact, the evaluation study sought to examine the changes in administrative practices and behaviors brought by the training. For the most part, respondents experienced no major change in their administrative behaviors after the completion of the training. In particular, no marked changes were observed in the following areas: (a) frequency of instructional supervision, (b) goal setting, (c) time management, (d) development of job descriptions of staff personnel, (f) quality and productivity of staff meetings, (g) time devoted to instructional improvement, (h) mobilization of local resources for school development, (i) frequency of staff meetings, (j) frequency of school-based staff meetings. The headteachers expressed having experienced some changes in at least three things: (a) communication with staff, parents and students, (b) financial management of the school, and (c) frequency of meetings with SMC members. On the whole, the impact of the training in headteachers' administrative behaviors was found to be only minimal. The majority of the respondents affirmed that training did not permit reflection, the deepening of learning, or attitudinal changes.

A number of reasons were given for minimal impact of the training course. In the first place, most of the lessons taught in the training were seldom implemented by the

headteachers. A number of factors such as lack of resources, poor school conditions, lack of reward and punishment were found to limit the effective implementation of the lessons taught. Secondly, the training was too short to make any impact in school system. A large number of headteachers (71%) reported that the duration of the training was too short to grasp the entire contents of the course. Other reported reasons included no proper follow-up, support and monitoring, poor quality of instructors, poor teaching methods, superficial organization of self-study and school-based activities, and limited discussions on school problems. Few other weaknesses stated by the headteachers were no reflection on findings of school-based project works, irrelevant cases presented in workbooks, and inadequate self-reading materials.

Lessons Learned

A number of lessons can be learned from the implementation of the headteacher training in question. These lessons are described below:

1. Any training program requires a well-qualified team of master trainers or instructors who have expertise in educational management as well as an understanding of the varied contexts in which Nepalese headteachers must work. The fact that instructors/master trainers are practicing headteachers increases the possibility of their offering ideas to other headteachers that are well-grounded in experiences in similar contexts. However, throughout the study master trainers' professional competence to provide the training was questioned. Understanding that SEDEC must recruit master trainers from among practicing headteachers, two specific suggestions can be given. In the first place, selection of master trainers should be handled carefully using professional criteria such as demonstrated evidence of effective school management, ability to serve as a trainer and good academic background. Secondly, master trainers must be provided with a rigorous training in school management followed by annual refresher courses held regionally or sub-regionally.
2. School conditions and unavailability of resources contribute to non-implementation of training knowledge and skills, hence, to limited impact of the training. Public secondary schools in Nepal as they are organized and financed offer few incentives and little support for implementing newly acquired knowledge and skills. Headteachers pointed out that training alone would not suffice to alleviate the management problems facing the secondary schools. Therefore, as a long-term measure, the MOE may consider finding

lasting solutions to the problems of school autonomy, schooling financing and teacher motivation.

3. Headteachers' opinions about the nature of contents and allocation of time for each topic has been mixed. The study pointed out that the package has lost the balance somewhere because some trivial topics are over-emphasized while important ones are given less priority. Some of the topics in the package are almost Western in origin. Apparently, there is a need to carry out a content analysis of the entire package by a group of school management experts. Since this is the only package devised for the in-service training of school administrators, efforts must be made to make it a national package through continuous review, experimentation, studies, follow-up and revision. One immediate task could be to conduct comparative study of the job expectations and job skills of the incumbent headteachers to identify their training needs.
4. In recent years, short-term training is widely used to train school teachers and administrators. It is understandable why short-term training is preferred over long ones, because it is easy to design and deliver, reasonably expensive, and does not pull school personnel for long periods of time. Given the growing complexity of school management and increasing knowledge in the field, MOE must consider developing long-term management courses for school administrators. In the changing context, headteachers will have to take on new responsibilities and their job demands will be even more complex. Therefore, short and skill-based training, while still necessary, needs to be supplemented with stronger training in the substance of educational administration, leadership and organizational management.
5. School management training is now being given as a response to an immediate need. It is very much project-driven. Perhaps time has come to institutionalize it to make headteacher training an on-going feature of school development.
6. The focus of the headteacher training should shift from the management of personnel and resources to that of leadership and inspirational aspects of the role of the headteacher. In the process of revising the package, a proper balance must be sought between the two aspects of the role of the school head.
7. For the most part, the management of public secondary schools in Nepal is district-based. The headteachers have limited powers and authority and enjoy

limited autonomy in a number of areas of school administration, such as teacher management, financial administration, and selection of curriculum materials. The concept of headteacher as manager and school leader has to be clearly recognized. Training alone will not make headteachers effective in their roles as school leaders and managers. Therefore, in the long term the government must consider instituting school-based management, guaranteeing greater autonomy, authority and responsibility to headteachers.

8. To be able to provide professional/academic leadership to teachers, organize school-based in-service activities and provide in-class support to teachers, headteachers' own qualifications and training must be upgraded. In recent years, the instructional leadership and/or curriculum management role of headteachers has been emphasized. In this context, the present level of academic qualification to be a secondary headteacher may not be adequate. MOES, therefore, may consider increasing the entry qualification from the present level (bachelor) to a higher level.

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Access in Education for Hard-core Group

- Laba Prasad Tripathee*

Background

Nepal is a landlocked and buffer state. The two large countries China in the north and India in the south, east and west bound the country. Approximately it has an area of 147181 Sq. Km. Nepal is mosaic of and geographical social diversities. Geographically, it consists of four layers of distinct zones: (1) the Himalayas, the high mountain range with snow covered peaks (2) the Mahabharat, lush high hills and the valleys (3) Siwalik, low conglomerate hills and shifting valleys, and (4) the Tarai, strip of fertile plain. All these geographic entities of Nepal range from east to west. Nepal has population of 2, 31, 51, 423 (population census 2001). It has people with diverse social, cultural, and ethnic background, the census noted 102 social groups, recorded 92 languages out of which more than a dozen are in use among significant sizes of population sections (more than one hundred thousand). Nepal is also home to a number of large varieties of birds, animals and plants, many of which are rare species in the world and many are unique to Nepal.

Nepal has a very fine living history of cultural riches more than a dozen sites are now listed as the world cultural heritage. And it continues to sustain the culture of celebration that combines spiritual values, mythology and the wonders of nature. Because of the cultural values and the ideal, many social groups in Nepal have been living spiritually and culturally driven lives even in the circumstances of the tough economic and geographic challenges for survival. This brighter aspect of the social and cultural heritage of Nepal that is potential for upholding a different dimension of the human development.

What is the Hard-core Group?

How to provide access in education for the hard-core group is the most difficult area to discuss under the Nepalese situation. Under the Nepalese situation, the hard-core group could be categorized as children of conflict situation or children in difficult circumstances, children at risks, children below the poverty line, children from the disadvantaged groups, orphan children, children from the ethnic groups, children from linguistically undeserved population, children from the minority groups,

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children from the socially, culturally, and economically isolated groups and street children. These children either not attending school at all even or they do not attend on the regular basis at all. Difficult circumstance/ children at risks are created due to the natural calamities such as earthquake, landslides, volcanoes, disease havoc, etc. insurgencies, and death of the parents, effect by HIV/AIDS etc.

The hard-core group children are also the children from the families who are below the poverty line or economically isolated groups. The children who are from the disadvantaged group are the ones who are deprived from the resources, equity, justice and social recognition by the people and the state. The ethnic group children are from the families that are indigenous and traditional. The children from the minority groups are the children from the population group that are very thinly populated or isolated from the social cohesion.

Issues of Access for the Hard-core Groups

- There are about 20% of the primary school age children who are not enrolled in the schools. These children are especially from the disadvantaged families and they are mostly the girls.
- Though Nepal a small country, it has a difficult topography. Moreover, people are living sparsely in mountains and hills. Rugged mountainous topography, lack of economic means and resources divers social contexts including ethnic, linguistic, and cultural diversities are rather difficult to address in the education system.
- Feudal social dynamics that are used as a system of caste hierarchy, ethnicity and language as means of political and social domination by the elite over the poor and disadvantaged have been the causes in our society for the social disparity.
- There has been an environment of biased social opportunities in favor of the elite. The elite groups have better opportunities in education.
- Nepal in relation to the values and norms look down upon work and the worker class people, mainly the minority ethnic communities, the Dalit and the poor.
- The children and the families affected by insurgency since last seven years and the declaration of the state of emergency for about 18 months are major

concerns of focus for the nation. There are many children adversely affected due to insurgency and state of emergency and they are critically at risk.

- Poverty is a continued barrier to schooling. Even minimal costs associated with sending children to school are a significant burden to many families. These are compounded by the opportunity costs of forgone child labor. About 38% populations are below the poverty line. Poverty has resulted the child labor and street children.
- Gender discriminations that exist in the society have been playing a major role to lower the access of education for the girl child. Three factors lower the incentive for the education of daughters. Firstly, girls leave their families through early marriage while sons remain in the family home to care for parents in their old age. Secondly, non-farm employment is perceived as more realistic for boys. Thirdly, gender-based division of farm work requires more routing work from girls than boys.
- Caste and the social values play important role in the access of education for the children of the hard-core group. The children from the scheduled castes are vulnerable for education.
- There is a growing gap between private and public education in Nepal. Families who can afford the fees are increasingly sending their children to private schools. The mass psychology of the parents to send their children especially their boys to the private schools and the children who go to a poor community school have created difference in their child psychology.
- The seven years insurgency in the country has affected heavily in the education sector. Due to insurgency, many people were killed, many children are psychologically depressed, and children of the affected families and the children who joined Maoist cadres are in difficult position to continue their education.
- We have not been able to make timely address of the educational needs for the children of the families who have been affected by the natural calamities like earthquake, landslides, flood, diseases and HIV/AIDS etc.
- The street children, child labors, the children who are from disadvantaged groups and the children who are linguistically, culturally, socially and religiously neglected especially the girls are the most vulnerable groups to be addressed in getting them into the educational system.

The Strategies Proposed

- An affective action plans implemented on the partnership basis with the real stakeholders and continued effective monitoring will definitely bring changes in different areas of the educational programs at the implementation.
- Designing programs that are participatory ownership taken by the local communities especially by the local government should be the critical areas of focus of the decentralization in the education sector.
- The grassroot level planning i.e., preparation of the School Improvement Plan (SIP), Village Education Plan (VEP), and the District Education Plan (DEP) started now should be strengthened, coordinated, supported, expanded and the concerned local stakeholders be empowered in the local level planning. These plans should reflect the needs of the educational programs and activities for the children of the hard-core groups of the catchment area of the school and the VDC and these activities be given priority for funding.
- The District Educational Plan should reflect the pockets of the district where there are low enrolment of girls, ethnic and disadvantaged as well as underserved people. The DEP should focus special programs for such underserved population based on the VEP.
- The government should provide special block grants to such programs that are targeted for the hard-core groups. The SMCs, VDCs, VECs, DEC and the DDCs are empowered in respect with planning, monitoring, reporting and data keeping.
- At the central level special fund be created and utilized as emergency fund in the education sector. This fund should be mobilized for the education of the children who are affected by the natural calamities, disease havoc, and insurgency and so on and so forth.
- The hard-core group children will not only need the support for the fee exemption, and stationary support but also some of them might need lodging and food support as well.
- The hard-core groups children be supported not only in one level of education but also some of them might need support in another level of education as well. So the existing residential facilities be utilized for such children. The

local bodies should be aware enough to plan some rehabilitation programs for the children with disability also.

- Inclusive education be expanded and coordinated by involving the SMCs, VDCs, parent teacher association as well CBOs. The Government should train teachers, the local communities on his delivery and monitoring of inclusive education at the delivery level.
- The present mechanism of preparing the Annual Strategic Implementation Plan (ASIP) at the DOE is continued. Based on this ASIP, Annual Work Plan and Budget (AWPB) and action plans should also be continued. When there is empowerment among the stakeholders preparation of the district education strategic implementation plans, annual village education strategic implementation plans and the annual strategic school improvement plan be prepared and based on these plans SIP, VEP and DEP should be prepared as action plans respectively.
- The funding modalities of the bottom up planning under piloting now are to be evaluated and the experiences gained be expanded in other districts. The formula funding mechanism be further evaluated and be expanded with the bottom up planning. The resource gaps on the prioritized activities in the SIP, VEP and DEP are to be funded either by the center or by the local supports.
- A sound monitoring and the auditing system be developed and the budget be allocated to be informed to the SMCs, VECs and DEC's before they are asked to prepare their plans. The social auditing is the part of their plans so that they (the local stake-holders) can maintain transparency and take responsibilities and ownerships of the plan.
- The schools should be friendly to the children and then should create conducive environment to the girl child and to the persons with disability. The teachers are expected to use most appropriate methods of teaching. The schools maintain conducive environment to the girl child, the child with the disability and to the children of the disadvantaged community.
- The DEOs should play important roles in mobilizing the programs implemented by the INGOs, NGOs and CBOs in the district. Their programs should address the targets and priorities of the DEP, VEP and SIP.

- The social mobilization and the empowerment of the community should be the focus of each activity of the program so that stakeholders are heavily involved in the planning process.

Conclusions

An effective implementation plans prepared by the real stake-holders, regular and local level monitoring, involvement of ethnic and disadvantaged groups in community mobilization are the key success areas to focus at the address for the risky child.

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A Glimpse on the Identification of Learning Needs

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Why Is It Needed?

Learning is a process which may be designed in different forms such as formal, informal and non-formal with the aim of engendering among learners better ideas, values, skills and knowledge so that they can acquire enabling qualities and competencies for an improved and humane living. In order to make learning increasingly useful for bringing about substantive transformation among learners, it is most desirable to uncover learning needs which contribute to making learning programs needs-based and relevant. Therefore, advocacy for the identification of learning needs and structuring learning programs accordingly prevails widely and invariably.

Who Should Become Involved In It?

Contextual diversities may be considered as attributes for the differentiation of learning needs. Learning needs in a specific context may differ from those of a different context. However, needs of a common nature may also exist, no matter how diverse the contexts are.

Again, the kinds of learning needs that are most important and immediate have to be identified with rigor because they do not appear visibly and explicitly. Meanwhile, it cannot be accepted that experts alone have the knowledge of what learning needs are relevant for the learners. Equally important is the fact that learners themselves may have ideas as to which areas of learning they actually need in order to be able to transform the existing reality into an improved one. Similarly, community people may also be considered as an important source in the process of identifying learning needs. Voluntary and social organizations may also serve as resourceful constituents in this regard.

The question why is there the need for the involvement of so many constituents prompt us to reflect on the fact that identification of learning needs should be emphasized as a collective initiative because some needs are known only to the experts and some other, only to the learners. Similarly, there may be needs, which are known to both the parties. And, on some occasions, other stakeholders may have their own ideas related to what learning needs are worth for learning. Therefore, a

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rigorous approach to identifying learning needs should not rule out the essentiality of the involvement of diverse sources of knowledge and information.

How Is It To be Done?

Identification of learning needs necessarily involves interaction between experts and sources of information (subjects). In order to ensure a substantively result-bearing interaction, a sound and effective methodological design and its utilization is most necessary. Since effective learning may be attributed to enriched learning programs, the need for the identification of genuine, immediate and commonly felt needs which help develop such programs is unarguably meaningful.

Usually, identification of learning needs is carried out by conducting general survey, with the major involvement of experts who participate predominantly in this endeavor. Equal emphasis on energizing concerned subjects' participation and their articulation is mistakenly minimized. In a situation like this, chances are such that expert's biases are reflected increasingly while reporting the identified learning needs. Therefore, in order to justify the experts' recommendations that the needs identified are really genuine it is important to examine whether experts have given due consideration to allowing the subjects adequate space in order to enable them to be equal partners, in the process. This concern can be addressed if increased recognition is given to using qualitative methodology.

Actually, qualitative methodology emphasizes description, induction, grounded theory and the study of subjects' knowledge, ideas, skills and, above all, their understanding. For the operationalization of qualitative methodology with respect to the present concern, i.e. identification of learning needs, the following procedural steps are essential.

1. **Creating Access:** As we know that identification of learning needs is a research activity; information and ideas of subjects need to be acquired by establishing with them mutual co-operation and trust. Therefore, the experts who intend to gather information from various sources should, first of all, make a favorable access to the concerned subjects. For this they should prepare themselves to answer questions such as what is intended to be done ? What help can be expected from this endeavor ? How are the findings useful for the subjects ? Why was this particular setting selected ? These questions may be raised by the subjects who are the sources of information.
2. **Participant Observation:** This is the next important step to eliciting real and relevant learning needs. The experts as participant observers should try to

present themselves in the work setting in a friendly and helpful way so that the subjects do not hesitate to accept them warmly. In order to effectively perform participant observation the research experts should always think of such questions as how much to participate ? and how to participate ? Another important point worth considering in this step is that the experts may have to deal with diverse realities and diverse groups. In such situations, they are required to maintain a balance between the extent of participation and the extent of observation.

3. **Focus on Cultural Diversities :** The important point to note here is that the people in the setting, where needs identification activity is conducted, may not necessarily share the same language, life style, customs, human communication and relationships, values and norms, as those of the experts. Bearing this sensitive reality in mind, they should try to 'go native' in the concerned contexts.
4. **Interviewing:** An interview involves purposeful conversation usually between two persons- and on some occasions more than two persons-where the interviewer asks the interviewee(s) questions aimed at generating information. In order to arouse the interviewees' willingness to provide actual and useful information, experts (interviewers) should always recognize the importance of building good relationships with them (interviewees), of creating unobtrusive situation of informing them (interviewees) of the purpose of the interview, and of making the interviewees fully assured that the information provided by them will not be disclosed. Chances to elicit more qualitative information will be high if the interviewer (expert) administers unstructured (open-ended) interview and encourages the interviewees to state his/her ideas and probes deeply on the topics and issues.
5. **Visual recording:** This is an important technique used for identifying learning needs and resources in a given context. Visual records collected through photography will depict the reality from which ideas can be derived regarding what learning needs do exist and what learning resources are available. While using the photographic technique the people should not feel uncomfortable and scary.

Focus Group Discussion: This technique is an added advantage over other techniques as mentioned above. Essentially, focus group discussions involve people who are identified as target audience. The discussion is initiated by the facilitator by drawing the attention of the participants to the issues in question and is advanced by streamlining them to the related issues only. Deviations and distractions are corrected

by the facilitator. Moreover, the facilitator should have strong will power to be genuinely objective, fair, unbiased and impartial in leading the discussion towards meeting the intended objectives. Similarly, every participant of the focus group discussion should get room to express his/her ideas. Effective measures of encouragement is essential for activating non-assertive and passive participants. The facilitator should be led to demonstrate his/her abilities and skills in order to make this happen.

New ideas and techniques are being investigated to design enriched, improved and qualitatively relevant learning activities with emphasis on enabling the learners to face challenges confidently and fulfill the emerging needs properly by applying the skills, knowledge, techniques and ideas gained through the improved approach to learning. The dominant views held by educators at present assign high value to the importance of deriving learning objectives from the assessment of learning needs basically in consonance with social, economic, familial, environmental, demographic, political, educational, cultural and religious milieu of a given context. Learning objectives developed in such a manner help advance the learning process more practically, fruitfully and gainfully and, as a result, the possibility of ensuring increased essence, real meaning and greater value in the learning activities tend to materialize.

Background

The global movement on Education For All (EFA) started after the Jomtein Worlt Convention on Education For All held in 1990. Reviewing the progress made by various nations in achieving the EFA goals, Dakar World Convention held in 200 AD set six EFA goals. For achieving these EFA goals by 2015, it was decided that every nation prepares National plan of Action (NPA) by 2002 AD. As per the commitment made in Dakar, the participatory process for preparing NPA started in Nepal in 2000. In view of the constitutional provision for providing primary education in one's mother tongue, National Education Forum (NEF) chaired by the Minister of Education and Sports (MOES) decided to add seventh goal relating to education in mother tongue in the NPA for Nepal. Seven thematic groups were formed to work in each 'EFA goal. After the discussions in various groups and at different levels, each thematic group prepared its thematic report NPA was prepared based on these thematic group reports along with the discussions held with different stakeholders at various levels. NEF approved the NPA in December. 2002 and has forwarded it to UNESCO head quarters. In the meantime, the government is reviewing the NPA to Provide its formal approval.

This paper presents (a) the current status with regard to the achievement of the EFA goals in Nepal, (b) an assessment on efforts of the government and non-government agencies, and (c) key steps to be taken to achieve these goals.

Present Status by EFA Goals

This section Presents a critical review of the present status by the following seven EFA goals:

- a. *Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.* Early Childhood Development (ECD) programs for children (below 6 years) have been initiated under various names by different institutions including private schools, government supported schools and NGO supported schools, It is estimated that less than 13% of the children aged 3-5 years have access to ECD services. Private schools have served mainly the children from the rich families living in urban areas in the

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form of pre primary education, comprising three years of nursery, lower kindergarten, and upper kindergarten. In the absence of any ECD programs, the under-aged children in rural areas are compelled to stay in class one, with some schools separating younger children for one year before allowing such children to progress to grade one. It is believed that the quality of the primary education is low because children in rural areas are compelled to join class one in most schools without any preparation at home. Considering the lack of access to ECD to 3-5 years children, NPA has targeted to provide ECD services covering 80% of children aged 3-5 years by 2015 A.D.

- b. *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.* According to MOES data, primary education net enrollment ratio (NER) has reached 80% in 2000 A.D. It is presumed that primary education enrollment may have even declined from 80% as a result of Maoist insurgency prevailing in the country for the last seven years. This means the number of children aged 6-10 years who do not go to school is more than 20%. The Education Act Seenth Amendment (EASA, 2002) has clarified the concept of free primary education. Under the present MOES programs, scholarships are given to Dalit children and other girls but the scholarship amount is merely Rs. 250 per annum and the program does not cover all needy children. There is no provision in the EASA to enforce compulsory primary education. The Constitution of Nepal also does not ensure the rights of children to education. Though the piloting of compulsory primary education has been carried out in five districts, no efforts have been made to draw lessons from the piloting schemes. In this context, the present policy is to make education accessible to all providing favorable education environment for enrollment and retention.
- c. *Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs.* Various communication media have reiterated the fact that the present education system does not provide appropriate life skills required for improving quality of life. The school level curriculum and textbooks for both formal and non-formal education have been criticized for not emphasizing contents and materials relating to life skills. Since the technical and vocational education is costly, it has not been accessible to needy groups. Considering these facts, NPA has included programs to impart life skills through school level curriculum and textbooks revisions and expanded skill-training programs.

- d. *Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girl's full and equal access to and achievement in basic education of good quality.* Indicators such as the proportion of girls in total enrolment, and the shares of females in the teaching force and education administration show the existence of extreme gender disparity in Nepal's education system. The educational participation of the disadvantaged communities is also less than satisfactory. The existing policies such as deploying at least one female teacher in each primary school have also not been implemented effectively. It is estimated that more than 8000 primary schools do not have female teachers at all. NPA plans to ensure gender equity in education by implementing existing policies effectively and initiating new activities.
- e. *Ensuring the rights of indigenous people and linguistic minorities to basic and primary education through mother tongue.* The provision made in the Constitution of Nepal with regard to primary education in mother tongue has not been implemented effectively due to various constraints including the lack of resources. NPA has adopted a phase wise expansion policy to make the primary education accessible in respective mother tongue.
- f. *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.* According to the 2001 census, 54% of the population above six years is literate. The adult literacy rate is lower than 50%. Female adult literacy rate is extremely low. NPA target for 2015 is to achieve a literacy rate of 75%. Non-Formal Education (NFE) programs have not been able to contribute to increase literacy rate as envisaged in the Ninth plan mainly because of poor program design and implementation and problems relating to dropouts and non-completion. NPA aims at improving the NFE program adding the elements of continuing education and skill training.
- g. *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, numeracy and essential life skills.* It has been realized that quality of the education provided in the community schools is very low. The strategies included in the NPA to increase education quality include (a) establishing a systematic monitoring mechanism with established quality indicators, (b) improving the textbooks and examination, (c) extending the duration of primary education from class five to class eight, and (d) improving teacher quality.

The main issues with regard to achieving the EFA goals are identified as follows:

- a. **Lack of resources and effective utilization of the available resources.** Though EASA intends to provide primary education to all school age children completely free, it has not been possible to implement the free primary education policy effectively due to lack of required financial resources. Government has not been able to implement the recommendation of various Education Commissions and Committees, which have emphasized the need to increase the share of education in national budget. Measures to increase the utilization of available resources efficiently and direct the saved resources towards free primary education are not explored and implemented. Funds made available from donors have not been spent as per the country's need. Donors are given rooms to get involved in policy formulation and resource allocation leading to a situation where funds are directed and used for pleasing the donor agencies by incorporating more Technical Assistance elements in the form of long-term foreign consultants regardless of the need of the program. Government has been using foreign loan taken for primary education even to finance consultant service, foreign training and buying luxury vehicles.
- b. **Weak management system:** Education management at all levels from the MOES to the school is not result oriented but is directed by "business as usual" mindset. Though EASA has made provision for the formation of School Management Committee (SMC) represented by parents including the chairperson, it has not been fully functional due to lack of adequate authority to manage the schools and absence of training to enable it utilize the authorities given under EASA. Advocacy, dissemination and community mobilization programs designed to inform parents and SMCs about their roles to improve access, quality and management of schools are implemented by the advertisement agencies like Thomson which provides information from the radio and television advertisements. Resource persons (RPs) placed in Resource Centers to provide technical support for primary teachers have not been made resourceful with adequate training to carry out their functions and have not been evaluated on their performance. District Education Officers (DEOs) also do not have adequate knowledge and skills to take technical leadership in the district. The role of Regional Education Directorates (REDs) is still unclear and REDs do not have adequate budget to plan and implement programs for improving quality of education. Department of Education (DOE) and other Central Level Agencies (CLA) operate without effective

coordination and collaborating leading to wastage of limited resource available for education. some CLAs created under the donor supported education projects and regularized with pressure from the donors have not proved to be useful agencies. MOES, which is supposed to be a technical Ministry responsible for formulating policies, is heavily engaged in implementation activities.

- c. **Unfavorable socio-economic situation:** Poverty is the major challenge for achieving the EFA goals. Poverty alleviation programs implemented in the country have been unable to address the challenges of the education sector, particularly in developing mechanisms to provide access to education to the poor. Political commitment and understanding in developing effective mechanism for reaching the poor is lacking. Similarly, programs to make favorable social environment for the education of women, Dalit and backward communities have not been initiated. Though the NPA has addressed these issues, it is still in abstract form and additional homework to address practical implementation issues is necessary to translate it into action.

Efforts of Government and Non-government Sectors

Nepal has made substantial efforts for the achievement of EFA goals since the 1990s. After the successful completion of Basic and primary education Project (BPEP : 1992-98) in 1998, MOES has initiated BPEP II (1999-2004) with internal and external resources to increase access to primary education improve education quality and strengthen management capacity. MOES has already developed a concept note for the third phase of BPEP II, which is expected to start from 2005. Similarly, I/NGO s have been engaged in different education programs mainly in the areas of ECD and Non-formal education. The contribution of I/NGOs in formal education is, however, negligible. government supported schools have been converted into community schools and are run by SMCs with majority of parents. SMCs have started to work in the form of civil societies in the country.

Recommended Actions

EFA NPA was prepared following participatory approach during 2001-02. The main challenge now is to ensure effective implementation of the NPA. The major steps necessary for this are identified as follow:

- a. It is necessary to seek Parliament's approval on NPA to create favorable environment for mobilizing, financial and other resources from inside and outside the country. Parliament's approval would help to coordinate support from concerned ministries and agencies within the country. It

would and facilitate to mobilize extra resource from external development partners (EDPs) as per the international commitment made in Dakar.

- b. Provisions made in EASA relating to increasing access to education by improving education quality in community schools and operating corporate schools under a well defined regulatory framework should be implemented effectively.
- c. It is also necessary to disseminate the targets, strategies and programs envisaged by the NPA up to the school level and involve all stakeholders at all levels which making annual work plan and budget (AWPB). These measures will not only help to mobilize internal resources but also contribute to ensure optimum utilization of available resource.
- d. It is recommended to form a high level follow up committee to ensure that all activities are implemented in time as envisaged in NPA and **provide necessary feedback** require to initiate timely reform activities.

Cost Sharing Approach in the Secondary Education of Nepal

- Ramswarup Sinha*

At the world conference on "Education for all" in 1990 and 'Dakar' conference 2000, most of the developing countries reaffirmed their commitment to providing universal access to a first cycle of education to their school-age children. As a result, the primary enrolment throughout the developing world has grown, fuelled by grants and expanded its lending through substantial domestic allocations resources. Little attention was paid at the conference to the consequences of enrolment expansion in relation to the resources needed for the secondary schools.

However, it was clear then that in many developing countries secondary school participation rate could not grow rapidly without changes in the structure and nature of their financing. Countries with the lowest gross enrolment rates (GER) at the secondary level had the highest ratio of costs per student as a proportion of Gross National Product (GNP) per capita and were often allocating substantial proportion of the total education budget to this level. (Lewin & Cailods, 2001)

Finance is key instrument of the organization and mobilization of stakeholders and resources geared to the enhancement of educational capability. The nature, scale, distribution modality and efficiency of finance allocation can play a highly significant role in the promotion of education.

Despite all the continued expansions in the past, access to secondary education is still very limited in Nepal. The gross enrolment rates (GER) of the lower- secondary level is 58.3% and it is 3 ? % the in the secondary level. The net enrolment rates (NER) in lower secondary schools is 33.3 % and it is 20% in the secondary schools. Therefore, it is clear that only 50% of the children of secondary school age i.e.; 11 to 15 are getting access to the secondary education. Access to secondary schooling is particularly very limited to the girls. The GER of the girls in the lower- secondary schools is 49.1% whereas it is 29.8% in secondary level. Similarly, GER for the lower- secondary schools is 27.9% and it is only 16% in the secondary level. The participation of the children from the rural areas, poor families, deprived communities, ethnic groups and minorities is very minimum due to the direct and indirect costs associated with schooling.

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Viewing over, the above statements on financing issues in the secondary education, so many questions may arise as: What were the historical prospective of educational financing? What are the present approach of educational financing and its implications on quality education and on the efficiency of education system? What would be the future directions for educational financing? It has tried to answer these questions here. In comparison to most of the developing countries of the world Nepal is still adopting a simple formula of financing educational institutions. The government pays only the teacher's salaries with minimum other allowances but rest of the expenditures have to be met either by the institutions individually or by the other sources.

Education in ancient Nepal was regarded as an integral part of religion. Ancient Hindu scriptures stated "donation of education is the best of all the donations." Nepal seems to have followed this moral teaching in the provision of education during the ancient and medieval period. It was a sacred consortium of the "Guru" the "Chela" and the "Community" with highly pronounced moral and religious overtones. Institutional arrangements were simple 'ASHRAMS' or "MATHAS" and the classes were held in the open solitude of the woods. Financing requirements for education were few and simple. Money did not play a motivating part in the sacred temples of learning in ancient Nepal.

With the spread of Buddhism in medieval Nepal, education got institutionalized in monasteries and viharas. It was residential. Social interactions in education became popular. Because of this larger as well as more stable sources of financing then were required. The major sources of financing were endowments of lands and villagers including establishment of "Guthis" or "trust".

In modern Nepal, the great king Prithvi Narayan Shah limited the state funding in education, especially to support the children of military personnel. "Guthis" or guilds of tradesmen and craftsmen, generally with ethnic characters, also supported the financial of education. Modern learning institutions known as "schools" or colleges" were established in Nepal only in Rana regime. Rana Prime Minister Jung Bahadur sensed the importance and value of English education and then established a school in 1856 in his palace and the door of this school was opened to the public in 1900. Probably, this was the first school in Nepal where the teachers appointed on monthly salary basis by the government.

The involvement of government on the financing of schools had started with some hundred "BHASHA PATHASALAS" by the prime minister Dev Shamsheer in 1990-1991 BS. Later on, the government established few English schools and one English college. Therefore, by the end of Rana regime, Nepal had schools in operation with

various types of financial support with grants-in-aids for government schools. They were:

- Fully government supported English school and 'Bhasha pathshala.'
- Partially government supported public schools.
- Public supported English schools.

With the advent of democracy in 1951, the government assumed a greater responsibility of financing education in Nepal. In the period of 1951 to 1970, there were three types of financial support existed for educational institutions through grants-in-aids. The categories for grants-in-aid in higher education ranged between Rs. 20,000 to 45,000. The lower- secondary and the secondary schools received nominal grants only like Rs. 2,400 to 7,200 upto 1970. The annual grants for primary schools were Rs. 1,100, 2,200 and 3,300 categorically.

The National Education System Plan (NESP) placed a very high premium on teacher's salary and it proposed numerous measures to make the teaching profession attractive. The lower-secondary with (I.A., I.Ed.) teachers had got 30.5% while secondary level teachers including head teachers with (B.A, B. Ed.) had got average of 91.5% increment in their salary and the primary teachers with (SLC) had got an average of 81% increment in their salary.

Table 1 : Government Responsibility of Financing Education
(Percent of Teachers' Salary)

Level of Education	Remote Districts	Other Districts
Primary Schools	100	100
Lower-Secondary Schools	100	75
Vocational Secondary Schools	100	75
General Secondary Schools	100	50
Higher Education	50	50
Technical Higher Education	100	100

Source: NESP 1971—1975, Ministry of Education

The educational financing under the NESP conceived as a shared responsibility of the government and the people. It was clear then that the responsibility of His Majesty's Government was limited to financing except for the higher technical education and for the primary education of the remote areas. In other words, it was confined to financing of a specified percentage of teacher's salary only. All other expenses were to be met from local sources such as fee, donations, income from permanent assets etc. The NESP is a bold plan of education in terms of its commitment to spend national budget on education. The educational institutions were deprived of their powers to fix the tuition fees. The regional directorate fixed

the schools fees upon the recommendation of District Education Committee (DEC). The result has been a financial chaos.

After the restoration of democracy in 1990, the government declared education free, up to the secondary level and took the responsibility of financing 100% teacher's salaries. The primary schools do not have to bear minimum budget to run a reasonable instructional program. The government has not been able to provide the teacher's quota to support its free education policy especially in the secondary level. Most of the lower-secondary and secondary schools are running in deficit budget. Local schools, in turn, have fought back by charging non-tuition fee from students including primary level, thus effectively nullifying the free school education policy. The de-facto charging (non-tuition) fees highly affected mass access to education. It has also raised the problem of financial sustainability at the state level.

It is a big challenge for the government about meeting quality expenditures such as physical facilities, instructional materials, teaching aids, library service, equipment, laboratory etc. On the other hand, there are many people who believe that the available resources in the public secondary schools, are not utilized in proper ways.

Table 2 : Recurrent Public Obligations on Secondary Schooling

Schools	Primary	L.-Sec.	Secondary	Govt. share
Teacher salary	4100	4900	7500	100%
Remote area allowances for teachers	100%	100%	100%	100%
Head teacher allowances/ month Rs.	100	150	200	100%
Administrative cost / year Rs.	11,000	13,000	21,000	100%
Stationery cost per teacher / year Rs.	300	500	500	100%

Recently, the government has made the seventh amendment of Education code 2028 and approved the Education regulation 2058. The government has made policy of charging fees from the lower secondary and secondary students. However, it is prohibited to collect any kind of fee from the government-aided primary schools. This policy will weaken the financial base of the schools unless the government provides additional resources. The drastic increase in the salary and the subsequent increments require a regular financial source and a planned income growth for funding the school expenditure.

Issues and Challenges

The present financing system (which is primarily based on enrolment) can be said to have contributed to low internal efficiency and the poor learning environment of students. It does not encourage teachers to aim at the higher level of performance. As a result, GIA policy, has inclined to see the teachers themselves as employees of a distant parent organization (i.e. school) they serve. Thus the present GIA policy as part of centralized management system provides little control of resources to those responsible for implementation at the field level.

Under free education policy, government aided schools were prevented from collecting monthly fees from students. To meet the expenses, the schools often raise different types of illegal fees which have a serious impact on the participation and retention of deprived children.

The education sector is not under the priority of HMG/N; only 14% of total public expenditure is allocated in education sector. Among it only 20.7% budget is allocated in secondary education sub-sector. So, the secondary education has remained to be neglected by the government side.

The expenditure aspect of the public secondary schools is mostly covered 85% by the recurrent cost; especially in teachers salaries. Only about 4% of total school budget is spent on instructional materials or quality concern.

From the point of view of national level educational outcomes only 23%, students of the public secondary schools are competing the S.L.C examination. The irony is 77 percent is covered by the private schools, and the fact is very few are holding first division from the public secondary schools which is a direct concern to the quality of education. Therefore, a high percent of failures, dropouts, and repeaters has directly affected the internal efficiency of the public secondary schools.

The private schools, which are running from profit motive in their own investment and not functioning within the government policy framework try to collect very high and some illegal fees. There is a big gap between free education and fee education

Future Direction

The issue in the context of financing secondary education has received status of national agenda. In the context of expansion of secondary education employment based on new production methods, the improvement of mature technological and the widespread diffusion of information and communication technology increasingly

demands workers with more than basic education needs, more finances resources, which can be met only through cost sharing by stakeholders.

"Cost sharing means meeting costs of schooling by households, community and the government jointly. If the education providers (government or the private) meet full costs by other sources such as government subsidy or community contributions and do not collect funds from the household is called zero cost recovery method. In case of no sharing of direct schooling costs by the households means zero cost recovery approach; whereas, in the full cost recovery, households bear all the costs. As the private service, providers may earn profit."

According to the concept of the decentralized spirit, it should be incorporated in the local institutions and to make responsible to the civic society for the planning, implementing and monitoring work. The public schools should change in to the community schools. Lump-sum block grant system should be developed and the management of the public schools should be handed over to the community.

In the context of utilization of resources, the government should allocate 17% of its budget in education. And its share in secondary education should be increased to meet at least 70% of the recurrent expenditures of the school and the rest 30% should be met by the house hold / community. Government's grant in aid amount should not be teacher linked but should be in block grant, so that the school can utilize the grant as per its necessity.

Providing government grant-in-aid in specified heading such as teachers' salaries and allowances, administrative costs and stationery is not sufficient to meet the expenses at schools. Meeting these expenses is possible only through the cost sharing with the govt./ household/ community because of the constraints of resources. For this the following the conditions should be allowed:

- Recurrent expenses should be shared with direct beneficiaries and
- Capital expenses with stakeholders

In order to meet with cost sharing in secondary education, the following factors should consider for the institutionalizing the cost sharing practice in secondary education.

- Decentralization
- Trust and confidence
- Coordination / Monitoring

Review in funding modality

Financing policy prevailing under the grant-in-aid in a blanket manner is to be structurally revised and the grant should be based on the merit of the performance of schools.

Accountability

The respective institutions should make accountable for the quality of services they provide.

Sensitization and Empowerment

The households and community should be sensitized and exposed to take a role in decision-making and resource mobilization issues.

Sense of Ownership

Unless the sense of ownership is established the cost-sharing concept can be beyond its materialization.

External efficiency

Low returns at the secondary level means that there are a few job opportunities for the secondary school graduates. So, it requires to improve quality of education at the secondary level with appropriate skills

Role of business community

Business men and industrialists are also the potential partnership of education. Government at central level and local government at the local community level should seek ways to bring them to the main stream of education financing.

Different Financing Modalities

Supply-side financing modality

The supply-side financing involves building schools, paying for teachers and other operating costs by the government even the teachers do not show up for class.

Demand side financing modality

Demand side financing concept is based on the assumption that households and individuals determine the demand for schooling by an implicit cost-benefit analysis. The costs to households are direct costs such as fees, books, and materials and indirect costs including the opportunity costs or income foregone public support to households through demand-side financing.

Options to Increase Financing Participation in Secondary Schools

- Option 1.** Increase overall allocation to the education sector 4% of GNP in education; 18% of Government budget.
- Option 2.** Shift resources from other levels within the education sector.
- Option 3.** Reduce unit cost at the secondary level and /or produce more graduates with existing resources.

Reducing unit costs

Development of long term vision of including classes 11 and 12 in secondary education

- Option 4.** Cost recovery and community contribution can be looked as the sustainable source for financing secondary education
- Option 5.** External assistance is available only for development works. Bearing recurrent cost has been the prerequisite for the external assistance in education.

Conclusions

The major issues related with the financing of education in Nepal can be concluded as: the resource constraints in government sector, limited contribution by local people, inequitable and inadequate fee structure and under utilization of resources in educational institutions. Therefore, the improvement in education system and particularly in secondary education sub-sector is the prerequisite for accelerating economic development of Nepal. The private sector needs to create funds for sponsoring poor and deprived students to study in better schools. In this regard, the government should also provide quota to both public and private sectors as much as possible.

In addition, the government should act as facilitator and monitor of the school system through its appropriate financing policy. The government financing support to the schools should be based on the performance of the schools and not simply based on ownership.

Finally, The situation needs an exhaustive reformation. It can be said that the approach of providing government financial support to the schools should be the basis and the inputs needs to be changed. This will help to bring about an effective utilization of the resources.

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Media Culture and Media Violence: Its Growing Impact on Young Children in Nepal

- Dr. Kishor Shrestha*

This paper consists of four major sections. The first section deals with the media culture and access of media sources to children in Nepal. The second section deals with the effects of television on children. The third section presents examples of children's involvement in violence as the result of viewing television as told and retold by the teachers and parents. In the fourth section some of the strategies for controlling the negative effects of media on children are presented. Except in the first and fourth sections, the paper is mainly based on the views of 87 parents collected through the administration of a questionnaire. The questionnaire was administered only to parents having children below eight years of age. Thirty-nine of the parents were pre-primary school teachers with at least one child aged below eight. The questionnaire was distributed only to those parents who had at least one television set in the family.

Media Culture and Access of Media Sources for Young Children

Media available for young children include toys, radios, televisions, films, computer/video games, Internet, printed materials, billboards, posters and pamphlets. There is a notable difference in the availability of these means for the children in urban and rural areas. Most of the children living in rural areas have access only to toys and radios. Electronic means such as television, computer/video games, and films are not available to many children living in rural areas because of the cost of these materials and the lack of electricity in the rural areas.

Toys are very common forms of materials available to children of both urban and rural areas. Children in urban areas have access to commercial toys whereas children in rural areas get locally made toys. It is a common practice to make toys like butterflies, dolls and balls out of rags and old clothes. They make toy carts, toy guns and toy tractors of wood. The toys children are given to play and the toys the children choose for themselves differ gender-wise. Dolls are very common for girls, and balls and guns for boys. Toys are powerful medium of interaction for children. In most cases toys are miniature versions of the real world materials. The children develop concepts from the toys they play with. A child who is more inclined to play with toy guns is more likely to develop violent behavior.

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Radio is the only media, which has reached every corner of the country. Thirty-eight sets of radio are available for a population of 1,000. Radio is a popular source of information and entertainment for the people living in both urban and rural areas. It is also used for education purposes. In the 1980s radio was used for training primary school teachers. Even now it is being used for training pre-primary and primary school teachers. The “Dual Audience Interactive Radio Instruction” for primary school teachers and the “Interactive Radio Instruction” (IRI) program for early childhood education (ECE) program facilitators and children in the ECE centers are very popular. Radio news of crimes, killings and fighting can be detrimental for young children. It is not clear how far the radio programs are child-friendly.

Television became popular only after the establishment of the Nepal Television in 1985. The use of cable television and international program channels came to be used after the comeback of the democratic form of government and its open policy since 1991. Television has been one of the most popular means of entertainment for the people living in urban settlements. At the national level 6 sets of televisions are available for a population of 1,000. However, there is a big gap between urban and rural areas. Many people in Nepal cannot afford having a television set at home. In the remote rural areas, even those who can afford do not own any—for want of electricity. The audio-visual effect of the television program could be very effective and remain in a child's mind for a longer period of time than other media sources. If the parents and adults are not aware about what kind of television programs are good for children, (particularly where there are a large number of international television channels available) it could be a problem to the proper physical and mental development of children.

Films and Video films have been common in places where electricity facilities are available. Hindi, English and Nepali feature films, cartoon films, and video films are easily available. The number of theatres, high vision halls and video parlors are dramatically increasing in all urban areas. Interestingly, in most of the situations there is no restriction for the children to view films of any forms. Comparatively the cartoon films are more popular with children. Viewing films by children, irrespective of the types of films, could have serious consequences in the development of young children.

Computer/video games are becoming highly popular among the children who are living in urban communities and whose parents are able to afford for such facilities. Various kinds of computer and video games are available these days. Such games are becoming popular with young children because most of them are interactive. Computer and video games of wrestling, gunfights and fighting are becoming very popular. The game a child plays is likely to have a direct effect on his/her behavior.

Internet is another new means of communication that is growing very rapidly. Cyber cafes in most of the urban areas are growing rapidly and providing Internet facilities. One can have access to this facility by paying about rupees one per minute or less. Many well-to-do families have their own personal Internet accounts. There are a large number of personal and commercial Internet users in Nepal. Internet 'chatting' and viewing of pornography in the Internet could damage the normal behavior of children, which could lead to an irreversible loss of children's psychosocial traits if it is not corrected in time.

Printed materials such as newspapers, magazines, journals and books are widely available. Some of these materials are specifically targeted for children. However, materials that are counterproductive for children are also easily accessible. News on violence and destruction, pictures and vulgar scenes and pornography booklets, which are easily available in the market, could be counterproductive for children.

Billboard, pamphlets and posters are another means of communication children encounter frequently. The billboards of the new products ranging from daily consumables to big products like motor cars are found everywhere in urban localities. Similarly, posters and pamphlets of the commodities and products containing attractive stories and photographs are widely displayed and distributed by business organizations. The billboards of liquors, cigarettes and junk food can have negative impact on children. The erotic pictures/photographs used in such boards and advertising pamphlets and posters could have a similar impact. The advertisement of junk food is so strong that most of the school-going children prefer having junk food than the food prepared at home, even though the one prepared at home is in many ways better from the nutrition point of view.

Various forms of media sources available in the country are used both by adults as well as children. No study has yet been conducted to find out the impact of various media sources on the minds and behaviors of the young children in Nepal. In this regard an attempt is made here to analyze the impact of television viewing on young children.

A Study on Effects of Television on Young Children

Television has a very strong effect on both the children and adults due to its audio and visual effects. An analysis of the distribution of time for various programs on national television channel shows that about 65 percent of time is used on entertainment related programs, about 21 percent of time on information related programs and 12 percent on educational programs. About 2 percent of the total time

is being used for telecasting children's program. However, due to the ignorance and carelessness the parents and guardians allow children to watch all the programs without keeping in mind what is good for them to watch and what is not. Out of 87 respondents 34 mentioned that they had cable television and international program channels. The international television channels and cable television networks have been adversely affecting the socio-cultural life of many people in Nepal. Many social scientists in the country are worried about the indiscriminate use of television by children as well as by adults. Of the 87 respondents (parents and teachers) only 4 mentioned that they did not allow children to watch television other than the children's programs.

All the parents and teachers who returned the questionnaire mentioned that the children were spending lots of time watching television. An analysis of their responses show that on school holidays children at early childhood age spend 2 to 7 hours of time watching television. About 29 percent of the respondents mentioned that their children watched television 4 to 7 hours on holidays. More than fifty percent of the respondents mentioned that their children watched television 2 to 3 hours a day on holidays. However, on the workdays the duration of watching television was limited to three hours maximum. A majority of respondents (61 percent) mentioned that the children watched television for about one hour a day. Thirty-three percent mentioned 2 hours and only 6 percent mentioned three hours of television watching on workdays.

Effects of Television on Young Children

The parents and teachers were asked to state their observations and feelings about the effects of television on children's study and general behavior. The responses received in this regard were mixed. About fifty percent of the respondents stated that the television was making positive effects on children. About 13 percent mentioned that the television had not made any (neither positive nor negative) effect on children. The rest (about 37 percent) of the respondents mentioned that the television was having negative impacts on the study habit and general social behavior of children.

Positive Effects

Those who felt that the television was making positive effects on children's behavior stated that because of viewing television children had become more knowledgeable about the international events, nature and the world at large. For instance, a teacher mentioned that it would otherwise have been very difficult for children to learn about sea and ship living in a landlocked country like Nepal. From the television children

easily understand the concepts of the things, which are not available in the immediate environment. Some of the parents mentioned that due to watching television children have become inquisitive, clever, outspoken and interested in taking part in singing and dancing.

Negative Effects

A majority of those who think that television is negatively affecting children's behavior state that it is adversely affecting the study habits of children. Children watch television for hours and hours and while they are watching they forget everything. They even do not go to bed on time. They do not follow their regular routine. They are irritant when they have to follow the daily routines. Some of the parents have also mentioned that due to the television lots of indigenous cultural patterns are being changed. Children do not respect, as their elders would do in the earlier years. The way of life of the youngsters - their dress up, their hairstyle, walking style - all is being influenced by external cultures, which have entered in the country through television. They are worried that the influence will be greater when the young children of today will get to adulthood. Some of the respondent school teachers mentioned that children imitate fighting from the television and they apply it in and outside the school. The children these days are becoming more violent. Whenever they fight they use both hands and feet. As a result of viewing television the children these days have started using sticks as guns in their plays. The children in the earlier years were not like that.

Children's Involvement in Violence as the Result of Viewing Television

After the analysis of questionnaire the respondents who mentioned that they had witnessed or heard about the involvement of children in some kind of violence as a result of viewing television were again contacted for further information about the incidence. A total of six respondents mentioned that they witnessed or heard such incidents in their families, relatives and neighborhoods. A description of each incident, as stated by the parents, is given below:

1. After watching a horror movie on television, one girl child could not sleep soundly. She had seen a ghost chasing her, in the dream. So she was full of sweat when she got up early in the morning. The impact of the bad dream did not last the whole day. But the child was murmuring until late in the afternoon. So her family rushed her to the hospital for treatment.
2. In a very popular Hindu epic Tele-serial Ramayan, Hanuman, the son of the Wind God demonstrates his extraordinary power of flying. Inspired by this

Tele-serial a child tried to fly himself from the roof of his two-storied house and was injured. He broke one of his legs and had to undergo a major operation.

3. In another very popular Hindu epic Tele-serial Mahabharat, in a competition, the Hero, Arjun, hits one of the eyes of a moving clay fish with an arrow and marries Droupadi, the Princess. In an incident, a six-year old boy hit one of the eyes of his four years old cousin with a sharp arrow made of bamboo. The injured girl was taken to the hospital immediately but she lost one of her eyes forever.
4. One of the respondents who is also a schoolteacher mentioned that these days children use their legs while fighting. This she thinks is the influence of television. As a result of it, once a child was seriously injured when they played kicking as imitate from the television. She further said that such a behavior is common in the case of boys. The girls do not play such kicking games.
5. The WWF wrestling shown on television is so popular among children and adults of all ages. In this program the fighters hit the opponents not only with their hands and legs but also with chairs, rods and belts. After watching this program a young boy, while playing, hit his father with a hammer on the head and made him unconscious. The father had to be hospitalized for two days.
6. A parent having a nuclear family (father, mother and a son) mentioned that she is having a problem with her son who is eight years old. Her son is addicted to watching television. For quite some time the parents watched television together with their son. The television they have had multi-channel facility. 'MTV' and 'Bay Watch' were their favorite programs. The child watched the television program of his interest for hours with or without his parents by his side. The mother was shocked when the child asked his mother to dress up only in Bikini and kiss him the way he watched on the television screen. This made the mother realized their mistake of permitting the child to watch indiscriminately. Now, the parents have allowed the child to watch only cartoon films and national programs. However, the mother says that whenever parents are away he keeps on changing the channels.

The above descriptions indicate the need for conducting a comprehensive study on the effects of television on young children in Nepal. Like television the other media sources could have strong effects on children. It shows the importance of conducting comprehensive studies and indicates the need for continuous assessment of the

impact of media on children. On the basis of the study findings it is important to develop national plans and policies.

Ways of Preventing Negative Impact of Media Violence on Young Children

In the international community there has been an increasing concern among the government authorities, teachers and parents about the harmful impacts of media violence on children. The government, teachers and parents have a vital role to play to combat the harmful situations caused by the media.

The government should have a clear-cut media policy for children. Such a policy should turn the media sources and programs to fostering the development of young children and also should squash such media sources and programs that are detrimental or that could be counterproductive. In this case it is important to protect children from exposure to violence-related news. The scary things the children see and hear will have a lasting effect on their minds and behavior. Such things can adversely affect the normal growth and development of children. Viewing of a crime/ killing/ bloodshed/ vulgar scene could have long-term effect on the physical and mental state of a child, which directly and immediately hampers the concentration of a child on his/her studies.

The teachers and parents of young children have a vital role to play. Whenever children bring violence-related news/events into their conversations, the teachers and parents should know how to deal with them. It is important to help them feel safe about what they saw and heard. The teachers and parents should wipe off the misconceptions the child might have. It is also equally important to teach them alternatives to violence.

While dealing with children it is important to remember that 'don't do this' and 'don't watch that' kinds of restriction is not an effective way of dealing with the children. Such a direction is more likely to arouse inquisitiveness among the children about the prohibited matter. As a result of it, the child will always want to try the things, which is prohibited. The best way of dealing with the children is to directly talk with them on the matter. Let them realize what is good and what is bad and also why something is good or bad. The child should be educated not to chat with an unknown person and ignore the junk mails a child may receive while using Internet. A simple message for the parents is that if you want your child to be peace loving do not encourage your child to play with toy guns.

If a child is already traumatized, an expert counseling may be required. However, the major responsibility still remains with the parents. Parents should try to find out if the child is in the normal state or in stress. They should look for the signs of stress and observe the changes in the child's behaviour. A child in stress will show signs of increased aggression or withdrawal, difficulty in sleeping, loss of appetite, irregular behavior, loss of interest in studies, etc. In such cases the child would need extra support. As it is almost impossible to fully protect the children from viewing violence in the real life and media sources the parents and teachers have a vital role to play in helping children sort out what the children see, hear and feel. In such situation the parents and teachers should try to understand the problem of the child in stress. It is important to remember that the extra hugs and reassurances from the parents and teachers can be a miracle in sorting out the problem. In order to regain the equilibrium with a child in stress the parents and teachers should give the feeling that the adults are there to help the child. The parents and teachers then should answer the questions and do away with the misconception that has been creating worries and confusions. Talking about non-violent ways to solve conflicts and supporting the children to maintain routines are the best ways of helping the children.

Problems and Factors Associated to Promoting Life in Classrooms in the Primary Schools of Nepal

- Bishwanath Karmacharya*

The dramatic increase in the number of schools indicates quantitative progress but the quality of education is very poor in spite of various efforts made from different education sectors. No improvement in learning achievement of school children can be expected without improving the quality and ways of classroom instruction. The life of classrooms in Nepalese primary schools is the most neglected part in the field of education. How can the life in classrooms be lively, purposeful and responsive to teaching learning processes? How can the teachers and students contribute to learning through experience sharing? Can the monotonous, stereotyped, torturous and custodious life be changed into a real, democratic and happy one? There might be many more pertinent questions like these. Identification of the problems and factors associated to promoting life in classrooms is an essential part. A number of factors, I believe, are contributing to inhibit the promotion of positive life in classrooms. This is an attempt to identify the problems and to analyze the factors associated to them reflecting some of the relevant theories, theoretical concepts and models.

Rigid View of Learning

Teachers have a very rigid view about learning theories and principles that the students should follow them without any objection and learn the contents of the textbooks prescribed. The major objective of teaching and learning is just to make students able to answer the questions related to the contents of the textbooks. The students are to listen passively to the teachers and do the tasks assigned by the teacher. Teachers simply try to follow the traditional theories of learning like classical conditioning and operant conditioning, which are debatable as experimented only on animals, and the student's knowledge and the experiences are totally neglected. The students are behaved as pet animals with empty mind and teaching is considered as just to putting something in their mind. But man is a social being and his activities are influenced from socio-cultural aspects. These theories do not consider socio-cultural aspects as Pavlov and Skinner experimented only on 'dog' and 'cat'. Knowledge has been compartmentalized in different areas and designed to impart in isolation without relating to everyday life. Teacher is considered as omniscient and students have no opportunity to develop their creative skill and to use their experiences. Hamilton (1996) terms this as "pedagogies of the 'closed fist' and

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clearly says that such pedagogies treat knowledge as unambiguous, learners as passive objects, and teaching as licensed carriers of the word.” Due to lack of participatory and cooperative activities the life in classrooms is dull and monotonous.

Teaching is not simply imparting information and learning just conserving culture. Children are not like computers which collect data and provide whenever needed i.e. cumulative learning. Ferguson (1980) suggests that the school must be ‘of the real world’ not different from community, from milieu of real life and therefore the windowless wall should be broken.

Hierarchical Relationship Between Teachers and Students

Teacher is very highly respected and all in all in class. The teacher is authoritative and powerful and thus students are always dominated by her/his personality and they do not feel free in the classroom during her/his presence. The students have fear and tension in the class rather than learning. Can we expect their intellectual journey to be successful in such a torturous situation? How can we minimize the hierarchical distance between teachers and students?

Human socialization and acculturation occur through natural life and communication and interaction. Direct sharing of thoughts and ideas between teacher and students and among students is essential for learning. “Thinking about thinking” has to be a principal ingredient of any empowering practice of education.”

The students have to obey the teacher, as they are considered inferior to him. As a result of their habitués the teachers behave their students in the same way as their teachers behaved them. Holt (1997) mentions that children come to school curious; within a few years most of that curiosity is dead, or at least silent. Can the relationship be improved to keep children’s curiosity alive? If yes, how? Teachers should not forget the fact that children are knowledgeable and they can think.

Perpetuating Socio-cultural Order

Most of the teachers and people involved in designing national curriculum belong to elite group or higher-middle class. Subtly their culture is reflected into curriculum and classroom activities. In fact they perpetuate their own socio- cultural order because of their habitués. This approves Bourdieu’s argument that school grades equate social class and knowledge is legitimized which creates social pressure among children even in school life. The structural functional frame (caste system and their division of work) of the society helps grow conservativeness.

According to Bourdieu, cultural hegemony plays a vital role in shaping the society and school. Thus the children from lower class and backward families are compelled to be in the uncomfortable situation in the class. Can satisfactory learning progress be expected in such an uncomfortable situation?

The above situation indicates the need for balancing structuralism (existing) and constructivism (newness) considering lived reality through practice. Classroom instruction is highly influenced from structuralist constructivism rather than constructivist structuralism, as the curriculum itself is a legitimized knowledge that follows the already established social structure. The purpose of education seems to be limited to cultural reproduction dominated by nobility and thus the majority of children cannot identify themselves with the curriculum and classroom activities, as they are not relevant with their everyday life. As a result they are not able to raise any question or to judge the answer they get is right or wrong. Education is the major embodiment of a culture's way of life not just a perpetuation for it. Teacher should have freedom in designing curriculum to meet the need of everyday life of all children in the classroom. "Big book" is a book written by children. Children learn a lot more than a curriculum envisages. The hidden curriculum is of great importance to relate learning to everyday life.

According to Bourdieu, the school as well as classroom is functioning as Maxwell's Demon in maintaining the preexisting order, that is, the gap between pupils endowed with unequal amounts of cultural capital. The selection operation system separates the holders of inherited cultural capital from those who lack it. In this way the students are categorized as "bright and dull" without considering the cultural differences among children knowingly or unknowingly. The structuring structures are structured structures of the social order, which affect the life in classrooms through perpetuation of socio- cultural order.

Cultural reproduction refers to the ways in which schools, in conjunction with other social institutions, help perpetuate social and economic inequalities across the generations. The concept directs our attention to the means whereby, via hidden curriculum, schools influence the learning of values, attitudes and habits.

Lack of Democratic Environment

Democracy is an overall idea in which freedom is one of the major principles, freedoms in classroom, society, state and even at home under generally accepted norms and values. Majority should protect minority while implementing the principles of majority.

There is a lack of democratic environment in Nepalese primary school classrooms. Teachers are authoritative and expect students to follow them blindly. The students do not feel secure in class. There is always a risk of making mistakes and being punished by the teacher. The class observation data also show that the students felt relaxed and free in the class during the absence of the teacher while they felt tensed and threatened during her presence. Facilitating is more democratic than teaching. Democracy in class comes when children are allowed to communicate - two-way communication. Students need to share their common values and norms in the school /class. Group discussion is a way of creating knowledge rather than merely finding who has what knowledge. The students complete their task in the class only because the teacher forces them. They don't feel responsible and are not motivated as mostly teachers adopt Mac Gregory's 'X' theory of motivation i.e. negative approach as a result students do not identify themselves with classroom activities.

Giddens (1998) has clearly classified school as a custodial organization because attendance is obligatory, and children are 'kept off the streets' between early childhood and their entry into work. In my opinion classrooms provide a very suitable environment like crowd, praise and power to exercise democratic norms and values.

Socio- cultural Complexities

Almost all the primary schools of Nepal have children from different socio- cultural groups. So the life in classrooms is full of socio- cultural complexities and thus it is, indeed, very difficult and challenging to create a comfortable and suitable environment in the classroom. It is necessary to appreciate every culture of the crowd and to maintain power-balance among the members. Bruner (1997) suggests. "Though culture is man- made, nothing is culture free but neither are individuals simply mirrors of their culture." School is the reflection of society or vice versa (Society ↔ School). Classroom situation doesn't reflect the students' culture and social context i.e. their everyday life, and thus, students feel quite uncomfortable in the class on one hand, and the teacher has much difficulty in adjusting herself / himself with the cultural complexities on the other. There is much difference in socio-cultural aspects between home and school.

Education is never neutral, never without economic and social consequences. Bruner (ibid) argues that: "school curriculum and classroom climate always reflect inarticulate cultural values as well as explicit plans, and these values are prerogatives of social power." There is an imbalance application of social constructivism and structuralism in socialization and acculturation. "To talk of socialization is to refer,

preferentially, to the attributes that all human share, whereas to talk of acculturation is to focus on differences of life style," as stated by Hamilton (1996: 10).

According to Bernstein quoted by Giddens (1998), working class children possess 'restricted code' whereas the children from middle- class belong to 'elaborated code.' In this way the middle class children easily follow the elaborated code used by the school but the children from low socio- economic background have much more difficulties with it and tend to be under achievers at school. Hamilton (1996: 20) has also stated the difficulties to interpret the "*connotative*" and "*denotative*" meanings due to multi- message system of language over socio- cultural complexities. It should be no surprise, therefore, that teaching and learning are complex communication activities.

The environment of classroom should help avoid the thinking of job ceiling by working class children, as education is both cultural reproduction and production. Bourdieu's theory of practice, i.e. *lived reality can play a vital role in balancing the two extremes Constructivism and Structuralism, and Subjectivism and Objectivism* i.e. objectification of objectification in practice. Bourdieu calls this 'science' the dialectic of 'the internalization of externality and the externalization of internality,' or simply incorporation of objectification.

Racism is another bitter experience children feel in the life in classrooms in Nepal. The lower- caste children are dominated by so called higher- caste children. Let us have an example of racism occurred in the school I visited in Bhaktapur, Nepal. A PODE family (so called untouchable caste) wanted other higher caste children to mix with his son without any discrimination. So he lied his caste while admitting his son to school. He admitted his son to school as MAHARJAN one of the higher castes. In this way his son completed his study smoothly without any discrimination by his classmates. His father disclosed his caste as PODE only when he had to fill the registration form for School Leaving Certificate examination (Interview with teachers).

Gap Between Lived and Objective Reality

There is a gap between objective reality (theory) and lived reality (practice) along all the way through curriculum design to classroom practice. This gap exists even in teacher education and assessment of learning achievement of students in Nepal. Greenfell and James quote Hillard (1971) that: "Scientific theory is descriptive, educational theory is predictive." Results are used in science whereas issues are used in education. It is very challenging and needs great effort and skill, if not impossible, to exterminate the gap between theory and practice. Teaching and learning take place

in highly complex, context dependent sites, where unpredictability and individual idiosyncrasy are the norms rather than the exception. According to Nelson Goodman "Reality is made not found." The reality also depends on the time and space. So educational theories should be suitable to the life in classrooms to make teaching-learning effective. But this is lacking in Nepalese educational system. On one hand, the theories propounded through western culture are imported as they are and thus both the teacher and students are in dilemma, and on the other hand the teachers can't \don't apply those modern western pedagogical theories and methods in their classrooms because teachers don't feel comfortable with those theories. "The notion of habitus... is relational in that it designates a meditation between objective structures and practices. First and foremost, habitus has the function of overcoming the alternative between consciousness and unconsciousness.... Social reality exists, so to speak, twice, in things and in minds, in fields and in habitus, outside and inside agents. And when habitus encounters a social world of which it is the product, it finds itself as a fish in water, it does not feel the weight of water and takes the world about itself for granted."

So it is clear that a theory is the product of the structured structure and thus its reality lies in relativity. Objective reality may differ subjectively and can be modified or changed through practice. Nepalese primary schools have their own special structure and the teachers and students have acquired habitus from their specific field and practice. Does the objective reality match with this lived reality? Why is life in classrooms not effective? Do the methods and techniques reflect the real life of children? Are the dispositions of the teachers and students given due importance in educational planning and programming?

Education is not simply a technical business of well managed information processing, nor even simply a matter of applying 'learning theories' to the classroom or using the results of 'subject centered' 'achievement test.' It is a complete pursue of fitting a culture to the needs of its members and of fitting its members and their ways of knowing to the needs of the culture. Children go to school not because they like to but because they have to. Students are always afraid of being failed in exams because teaching is exam-oriented and not related to their real life. Everybody concerned with education should take this as a serious problem and find out ways to make training and teaching related to real life situation.

Pedagogical Domination

"Every pedagogy is a form of life. Pedagogies are the main springs of schooling. They can serve variously, as agents of social reproduction or as levels of social production" (Hamilton: 1996: 55). According to Jackson (1997: 118) crowd, praise

and power are the three major characteristics of life in classrooms. The division between the weak and powerful is clearly drawn in a class and in a school as a whole. Teachers are indeed, more powerful than students.

The above arguments cannot be an exception to Nepalese primary schools. Power makes the teacher autocratic and her method is automatically teacher-centered. Teachers consider themselves omniscient and students believe that their teachers are the only source of knowledge. The life in classroom is isolated from real life situation.

Barnstein argues that pedagogy in itself is dominant. Bourdieu suggests that facilitation should be free of domination by modifying it as shared learning. Holt (1997) expressed his views about life in classrooms, which exactly reflect the situation of Nepalese primary schools, that school is “a place where children learn to be stupid”. He argues that school routines can create contexts in which children can feel so afraid to make mistakes that they learn to make themselves dependent on the teacher.

The students do not have any choice in the class. They must do what the teacher wants them to do even if they don't want to do. They don't dare to put their curiosity and questions forward. They impatiently wait for the gap when there won't be any teacher in the class. They feel free in the absence of the teacher. What is the difference between students and prisoners?

Pedagogical domination does not really help learning and does not make the life in classrooms comfortable and relaxing. The life in classrooms should have as much opportunity as possible to exercise democracy through dialogues, communication and collaboration because pedagogy is to help the child understand better, more powerfully and less one-sidedly. Cooperative-learning and peer learning can provide real life to the life in classrooms. The pedagogy can be designed and organized to lessen the separation of the teacher from the learner.

Governance through Fear and Punishment

Governance refers to controlling, directing or influencing somebody or something (Advanced Learner's Dictionary of Current English). Every walk of life is governed by its discipline. The Universe is itself a bulk of discipline. Institutional discipline may be defined as commonly accepted rules and regulations through which they are governed. In this sense governance is not culture free. The culture is reflected in its discipline.

Most of the institutions including schools in Nepal are found to be adopting 'Power – coercive' model of change. The schools and classrooms are bound with several non-democratic rules. Reprimand is predominant over reinforcement in maintaining discipline in schools and the classrooms as well. The argument made by John Holt(1997) is quite relevant to the prevailing situation in the primary schools of Nepal that: " Even in the kindest and gentlest of schools, children are afraid, many of them a great deal of time; some of them almost all the time. This is a harsh reality of life to deal with. What can we do about it?"

Can the ritualistic and cyclic daily schedule be changed into a surprising and relevant to children's interests with a variety of democratic activities to overcome suffocation and pressure?

Discipline is also a part of hidden curriculum and it is not always negative. The rational empirical model of change, task culture and collaborative culture of teachers certainly help improve disciplinary structure of the schools through self-governance. Reinforcement, praise and recognition are better than reprimands. Governance through fear and punishment can never be appreciated in comparison to love and affection that create warm atmosphere in the classroom where children feel comfortable and at home.

Self- defined Disciplines

'What' children learn is as important as "how" they learn. The life of classroom is highly influenced from what is taught. The subject matters and the discipline to be taught in the primary schools of Nepal have been centrally decided and self-defined. This might be the result of the influencing dimensions of curriculum development in Nepal. The dimensions that have influenced the development of curriculum in Nepal are as follows: (a) Reproduction (b) Centralized (c) Subject-oriented (d) Material (e) Narrow/ closed (f) Compulsory (g) Product focused (h) Value- based (i) Knowledge and skill-based (j) Behavioral language.

One of the major issues in the present context relates to the modality as to how the national curriculum can be made to bear local or regional relevance preserving its common core of studies essential to all primary school children, irrespective of their caste, creed or community (BPEP Master Plan: 1997). The Master Plan also states that: "Although quite a few ethnic groups have their certain specific habitats concentrated in certain areas the general distribution of population in most of the districts presents a varied assortment of different castes and communities living together which has direct implication for a mixed child population of various groups enrolled in the majority of primary school classrooms in the country." This indicates

that the self-defined discipline may not suit to all the children in the class and those who find the discipline different from their real life experience feel quite uncomfortable and isolated in the class. Meaningful child learning does not occur simply as an accumulation of discrete bits and pieces of information or course contents, it is rather an assimilation of knowledge into the existing cognitive structure to form an integrated whole of new learning.

The Nepalese curricula have been fragmented, dispersed aggregates of subjects rather than unified programs of study. Can we expect real life situation in classrooms through such curricula? Hamilton (1996) argues that: "If a curriculum is more than the sum of its parts, it comprises not only a range of individual units but also the interrelationships and interactions that holds the units together."

The teacher follows the textbook blindly not even the curriculum and the students have to follow the teacher. So there is nothing to do with students' previous knowledge and experience because the contents are detached from their every day life. The life in classrooms is totally dependent like a robot. The life in classrooms seems to be lifeless during the presence of the teacher. Though the self-defined discipline is not the only factor for the situation, it is a major one.

Learning is a life long process so the individual should have an opportunity to learn how to learn in a school. School should be a place where children learn what they most want to know, instead of what we think they ought to know. The discipline of the school should recognize students' cultural capital and habitus and it should be related to practical life if not, students consider learning just for learning's sake. They may be sitting in the class to please their parents and they are working in the class to satisfy the teacher.

Hamilton's (1996: 38) view about curriculum is quite relevant to Nepalese context that: "As a power tool, a curriculum is more likely to reflect the cultural selections; values and aspirations of powerful social groups than the cultural assumptions and aspirations of powerless groups." Nepalese primary school curriculum reflects the powerful groups culturally and ecologically and neglects the less powerful groups. For example children in mountain regions are dominated and have difficulty to adjust themselves with the classroom situation and with the learning. Can local curriculum be developed reflecting the cultural assumptions and aspirations of the powerless groups? Hamilton (1996) has opined that learning can only be accomplished if learners can find ways to link their own prior experiences to the experiences offered by their teachers. Working class children experience a much greater cultural clash when they enter school than those from more privileged homes. In this way the organization of learning discipline affects the life in classrooms.

Hidden curriculum plays an important role in the life in classrooms. There is learning going on which we do not know about. Since it is hidden a school can not control it. Teachers should be aware of hidden curriculum in promoting life in classrooms.

Gender Disparity

Classroom is a place where there is always a crowd. Most of the primary schools are co-education and thus there are both boys and girls in classrooms. There is no gender equity in the life in classrooms. The class as well as the texts are male dominant. More than 75% of the examples represent males in the textbooks (CERID: 1997). Gender differences can also be seen in the management and planning of the class. Boys get a great deal more teacher's attention than girls do. The teacher assigns different sex specific roles for girls and boys. This type of discrimination can be found in the highly stereotyped teaching materials also-women are nurses not doctors, etc. Such activities and texts lead the girls to inferiority complex which may hinder their intellectual development.

The Nepalese families are male dominant which is reflected in the life in classrooms. Sex segregation clearly exists even in sitting and group division no matter under teacher's instruction or their own. Sara Delamont (1997) suggests that: "Teachers who want boys or girls to co-operate on tasks must, therefore, struggle to overcome pupils' sex segregation and hostility."

Isn't it possible to maintain life in classrooms without sex differentiation? There is no readymade answer for the issue and therefore it demands a careful study in the field considering the lived reality and practice.

Cultures of Teaching

Of the four cultures (i) Individualism; (ii) Balkanization; (iii) Collaborative and (iv) Contrived-collegiality suggested by Hargreaves (1992), only the (i), (ii) and (iv) are common in Nepalese primary schools. These cultures of teaching may certainly help to develop teachers' culture for enhancing life in classrooms of Nepal.

According to Hargreaves teaching strategies in the classroom arise not only from the demands and constraints of the immediate context, but also from the culture of teaching: beliefs, values, habits and assumed ways of doing things among the teaching staff which have been developed for many years. The cultures of teaching prevailing in Nepalese primary schools cannot be considered as positive because the life in classrooms is extremely isolated and threatening that children are always

worried about staying in the classrooms. Teachers are not feeling comfortable in applying the skills they learnt in their training although MOE along with other organizations has tried its best to enhance the life in classrooms through teacher training. This clearly indicates that Nepalese primary teachers who were taught through lecture method under teacher's authority use the same techniques with their students. They consider teaching as simply vomiting. This also indicates the fact that the traditional culture needs to be changed for establishing a new culture of teaching for enhancing the life in classrooms

The expectations of teachers and students also depend upon their culture. Teachers are also persons and members of the society. Therefore they expect similar situation regarding differences of sex, age, social class ability and behaviour of the life in classrooms and act accordingly. This makes much difference in children's psychology and learning. This is a very significant part which has to be incorporated in teacher training courses. Bourdieu's theory of correspondence i.e. the backgrounds of teacher and students provide societal correspondence in schools- may be relevant while designing teacher training courses so that all the students from different socio-cultural backgrounds may enjoy the classroom activities equally without any discrimination.

Unfavourable Classroom Climate

There are many factors, physical, social, and psychological, that affect the climate of classrooms. Classroom climate is created and it is likely to be different from one school to another. The classroom climate reflects the socio-cultural structure of the society.

Children are naturally interested in games and participatory activities. They enjoy experiential learning through questioning rather than believing. According to Hamilton (1996:63) learners are expected to be productive rather than reproductive. In our Nepalese context too reproduction of nobility does not motivate the middle class children and thus production (of cultural capital) may help create positive climate in classrooms because every classroom inevitably contains pupils with different personalities, abilities, and backgrounds. The classroom climate of the primary schools of Nepal does not have the flavour of mutual interdependence.

The classroom climate should be suitable to children and not to the teacher or adults. Joan Dean (1992:257) writes that children enjoy the company of children and that they are comfortable and at home in the classroom which facilitates sense of purpose, encourage discussion in groups, class work, group work and individual work, and

relationship between teacher and students, which is reflected into the relationship with one another. Nepalese primary school classrooms lack such important aspects.

Nepal is a multi-cultural country with ethnic diversity. But the teachers and even teacher trainers are not aware of the fact while teaching and training. Bruner (1997) very clearly states that school curricula and classroom climates always reflect inarticulate cultural values as well as explicit plans, and these values are prerogatives of social power. Teachers need to maintain balance in the praise and power of the crowd in the classroom.

The climate of the classrooms is not attractive and welcoming. One of the girls I interviewed said that she did not want to go to school but she did because her parents would get angry if she did not. Regular professional support and training can help teachers to make teaching and learning effective and interesting. Whole school approach is one of the best methods for improving the situation.

Conclusions

Schooling is not separate from society. Every society has its own cultural norms and values, which its members take for granted. Nepali teachers have their own cultures of teaching and they have already acquired the habitus. In this regard Bourdieu's (1998) notion of habitus is very much relevant and useful: "The notion of habitus.....is relational in that it designates a medium between objective structures and practices. First and foremost, habitus has the function of overcoming the alternative between consciousness and unconsciousness.... Social reality exists, so to speak, twice in things and in minds, in fields and in habitus outside and inside agents. And when habitus encounters a social world of which it is the product, it finds itself 'as a fish in water', it does not feel the weight of the water and takes the world about itself for granted."

To sum up: More than anything else practices of classroom organization, teacher training, and the teacher support system affect what a teacher does in a classroom and how he does it. Evidently, the above 3 systems are found to deter life in classrooms. Hence, the need for reorganizing of those systems is justified.

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Investment in ECD to decrease Wastage in Primary Education

- Devina Pradhanang*

Background

One of the objectives of Basic Education in Nepal is to improve the learning achievement in primary level. In other words, to enhance the quality of classroom teaching learning is the main objective. However, the over crowded class of Nepal indicates that such objective is very difficult to achieve. The creation of this situation is due to enrolment of underage children who cannot keep pace with the classroom standard in grade one. The statistics show that 30 percent of enrolled children in grade one are underage (BPEPII-PIP). Most of the children come with their elder siblings. In Nepal, the provision of early childhood education is negligible. Though the private sector is providing early childhood education (ECE) through pre-primary classes in urban and suburban areas, it is not available in most needy areas such as villages. In some BPEP districts Sishu Kakshya (SK) on ECE program which is a form of early childhood development (ECD) has been initiated in order to prepare the students for grade one. However, these are not sufficient. In reality, most of the students are poorly prepared for grade one. This can be observed in rural areas, mostly in case of those children whose parents are illiterate and poor. This is one of the many causes of high repetition, high dropout rate and low achievement on primary level. Repetition rate in grade one is 29.6 percent and dropout rate is 23 percent. In this regard, ECE program is one of the most essential interventions to achieve the goal of overall quality and efficiency in primary education. ECD program efficiency reduces the class size in grade one resulting in improvement in teaching learning process.

Additionally ECD program help primary school age children, especially girls by freeing them from custodial and caring service of young siblings. Participation of girls in the school helps to achieve the goal of education for all. At the same time the younger siblings who come with their elder sisters or brothers will also get an opportunity to utilize the educational facilities.

Why to Invest in ECD?

According to the UN convention the right of child, education is one of the basic rights of the child. However, there are millions of children, who are deprived from

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educational opportunity. The government needs to provide ground of simple humanitarian reason and it becomes our solemn duty to facilitate the provision of basic educational service for these children.

Investment in early years can bring about high return later by increasing productivity. According to Mauria Chezan (date not available) –"The five years of children life have been considered of great importance from his/her emotional, intellectual and social development". This statement clearly signifies the importance of foundation for improving the quality of human resource. So the education during the early years helps the development of human resources in the country. If the nation could not produce efficient human resources, development will always be behind.

Thus pre-school education has been increasingly recognized throughout the world as a valuable preparation for subsequent schooling particularly for children who would otherwise be behind academically and socially when entering formal schooling, in the context of Nepal. It will increase the participation of school age children in primary school and reduce the dropout and repetition rate as well. Here the justification put forth by Myers (1992) for investment on ECD is highly relevant. He justified the investment in ECD with various logic.

1. **Early childhood education logic:** The early childhood is a very crucial time in terms of development because the rate of development in this stage is very high.
2. **A Child right activity's logic:** Children have the right to education and to develop their full potential. Early childhood development is not a privilege it is the right.
3. **Logic of moral and social Value:** Children through humanity transmit its values which begins with conception. To preserve desirable moral and social values in the future, one must begin with the child.
4. **An economic logic:** Society can benefit economically from investing in child development. Skilled qualified and well-educated manpower is always an invaluable asset of the country.
5. **Social equity logic:** By providing fair start it is possible to modify social, economical and gender related inequities.

6. **Political Logic:** Children provide a relying point for social and political actions that build consensus and solidarity. ECD is the entry point for any human resources development program.
7. **Scientific Logic:** Researches demonstrate forcefully that the early years are critical in development of intellectual ability, personality and social behaviors. Studies also suggest that there are long term effects associated with a variety of early intervention programs
8. **Changing social and demographic circumstances:** Since the family structure and work pattern are changing, migration of people from village to cities is a trend and women are participating in labor forces which along with demographic changes require attention to early care and development.
9. **Women development logic:** Women are solely responsible for taking care of children. ECD providing better care for children lessen women's responsibilities and allow them more time to do other activities.
10. **The program efficacy argument:** The efficacy of other programs such as health, nutrition, education, women development program can be improved if the child development program is combined with them.

Similarly, in our context the ECD intervention has a great psychological impact as well, because if the child is well taken of parents will feel secured and confidence. This is important for an overall development of a child and the work efficiency of the parents.

The necessity of ECD has been proved from the neurological point of view as well. Researchers have found that different aspects of learning occur at different as due to brain vitalizing different neuron connection with the brain. As mention by J. Bugle, (1996, Newsweek) different portion of brain vitalize different skills, which are opened in different ages. For example, the mathematical and logical skills are opened from birth to four years old. At this stage, if children are taught simple concept of mathematics, they will do better in math later and develop the spatial skills as well. The language brain is responsible for language skills. This is also opened from birth to 10 years and circuit in the auditory cortex, representing sound and, is wired by the age of 4. More words a child hears by the age 2, the larger the vocabulary will grow. Similarly, the musical brain develops the skills of music, which can be stimulated from the age of 3 to 10. At this stage, string player can

develop a larger area of their sensory cortex dedicated to fingering digits. The argument gives enough logic for Sishu Kakshya.

Recently, considering the impact of ECD program on the later life of a child the government of Nepal has also given priority to ECD program.

Links between ECD and Primary Level

Emergent of ECD in society is with two functions which is well mentioned in different documents produced by different organizations or institutions. The first function is to prepare children to enter into the primary schools and second is to unburden families from the duties of childcare during working hours (1996, UNESCO). The functions of ECD differ from organization to organization according to goals. The organizations, which work with education as it, focus, concentrates on the first function, whereas the organization with income generation program and developmental program for women concentrates on the second function. So, the organization's interest and goals have guided the function of ECD.

But after a long time the third dimension has emerged. This third dimension covers children's total well-being or all round development (1996, UNESCO). This has positively impacted a child's development not just as a means to succeed in the school but as a way to develop the ability to cope with the complexity of the world. This will certainly influence a child's ability to exploit available opportunities in later life. Thus, the ECD as a readiness of learning has its direct impact on primary level.

The ECD as foundation of learning has been explicitly stated by UNESCO (1998) as, the deficits cumulate and the opportunities lost during the valuable period from birth to the age of eight are opportunities lost in later life. "(UNESCO, pp.7). It has been proved that the brain of the early age children develops fast within the short span of time. During this time the foundation of learning is also set, because the person's abilities learn and their attitude towards learning stem from their early years. So, stimulation and mediation are necessary at this stage to develop the foundation of learning.

The intervention in early age is necessary to lay the foundation for future life, which implies that ECD program needs to be established to allow children to stimulate their learning abilities. In ECD centers or Sishu Kakshyas children will get an appropriate environment to foster as well as exert his/her mental and physical abilities. Availability of playmates alone helps to social aspects of children by developing social skills such as cooperation, discipline, tolerance and sharing. This kind of environment and stimulation are essential for better functioning of the brain. For

instance "Children with active playmates are the early age have measurably better functioning of brain than the children brought up in less stimulating environment (UNESCO, 1998,pp7).

Additionally, ECD center is a bridge between home and school. The ECD centers are organized on informal may were teaching and learning activities are very flexible and children get enough time to pay. In this kind of environment, it is assumed that children can adjust himself/ herself easily.

At the same time, in terms of its rules and relations centers are formal. Children are expected respects and act according to the center rules. In the centers children are expected to follow a routine framework to some extent as found in formal schools. So, as the students enter into the ECD centers, the transition between home and schools slowly adjust. According to Jackson (1994) children from classroom learn to deal indirectly.

The children from ECD centers go through a hidden curriculum. Thus children are unconsciously and slowly accultured in the school situation. This helps them in developing the positive attitude towards schooling and classroom.

When children enter into ECD centers, they have to learn to live in a classroom i.e. learning to live in crowd. They have to work with others or at the presence of others,. Secondly, they have to learn to accept the appreciation as well as feedback. They will be evaluated by his/her teachers and friends, which they need to accept. Thirdly, they have to learn to deal with power dynamics. These experiences at early age help children to cope in the school both at social and academic level. The learning referred here however, is not learn to adjust in the complexity of the world as well.

ECD programs address the children's natural needs and desire to experiment to deep to open up the minds of the children and experience the joy of learning. The pedagogy used in ECD allows children to exposure and discovers which enable them to develop creativity. It would help develop intuitiveness, self-dependency and curiosity in children, which are very important qualities for overall development and learning achievement.

Montessorie and Froebel emphasized that the teaching technique for young children should be child centered, learning by doing and on individual basis. This lays down the foundation of learning. Caring child's individuality, considering child-centered learning, letting children experiment mean creating interest in learning in the children. In other words, it is an approach to or process of learning, which stimulates willingness to learn rather mere acceptance of teacher's commands.

The learning through playing is the main feature of the ECD pedagogy, which helps on creating children's interest in learning and developing self-initiated and self-directed activities. It is very important setting for encouraging the zone of proximal development which is the zone between the child actual development level as determined by independent problem solving and level of potential development through problem solving under the guidance or in collaboration with more capable peers. (Vygotsky 1978). While playing a child always behaves beyond his/her average age or above his/her normal behaviors. he/she acts as though he/she were a head taller than himself/herself. Vygotsky elaborates the connection between play and between play and child's future development, as the focus of magnifying glass play contains all developmental tendencies in condensed form and is itself major source of development (quoted by Tina Bruce (1987).

The above statement clarifies that the child development can be easily visualized from his/her involvement or inacted behaviour in the play. Children involving in different activities means children laying down the foundation of learning. According to ECD philosophy, children should be allowed to learn through activities with the direction of adult i.e. in Montessorie's term teacher is thus gardener. If children are able to do activities with the help of their teachers. adults they are capable to perform in their later lives. This has been stressed by Vygotsky as well, then he said "what is child can do with assistance today she will be able to do herself tomorrow", (1978pp, quoted by Tina Bruce, 1987 pp. 40) this clearly indicated to the importance of laying foundation for later learning. In observation also, the children who get chance to get involved in activities and play, are able to adjust in society and school.

Children deprived of ECD experiences will suffer more. Their brain will not expand to its full capacity. This signified the development at cognitive level, behavior level and emotional level of child. It has been proved that when experiences is wounded the brain, the foundation of learning is also set. It is true because opportunity to learn through experiment, play and exploration on early age leave a positive impact the children's ability to learning in later lives. This is explained by Hamilton (1990) when he says" schooling for instance, is one of the product of that attention, and institution designed to occupy young during their transition form infancy to adulthood. "(pp. 83). Hamilton's observation emphasized on the foundation for later development of the children by performing the task of preparing the child for schooling.

In this light, it can be stressed that the ECD program is necessary for the later learning. It helps the children to be accumulated with the school environment and helps to adjust in school. In addition to this, ECD program helps the Development of

children's cognitive wings as well as social and emotional aspects, which are important for later learning too. ECD program also help on physical development of children, which is also essential for later development of a child.

Impact of ECD in Primary Level Education

With the help of early intervention, we could minimize to wastage. Investment in early years produces higher return later. In other words making children ready for schooling can reduce the wastage in primary level. Thus early childhood development programs have shown high potential to enhance overall achievement and to reduce dropout and repetition in primary level.

ECD program positively influences the quality of primary education by resulting in reduced dropouts and repetition rates. The causes of dropout and repetition have been most of the time caused by the enrollment of underage children. Barker (date not available) views early dropout is a critical issue. He explicitly says "In terms of educational investments, the early dropout is also a serious loss to government and funding agencies" (pp. 18). For example a review of PROAPE, and ECD program in Brazil reveals that the combined repetition and dropout rate of PROAPE Vs. non-PROAPE children was 39 percent Vs 52 percent in first grade. Regarding the total expenditure the total cost of schooling including PROAPE service per one second grades graduate was about 1 percent less for students who had been in the PROAPE program then who had not been in PROAPE program then who had not been in PROAPE (Myer 1993 pp 87).

The issue of cost effectiveness has been highlighted by a similar study in Nepal as well. This mentioned that the wastage cost between \$ 10-\$29 million per year (Rs. 95,59,9400 to 1,65,95,19000). Thus wastage is caused by repetition and dropouts in grade one.

Considering this fact, the urgent need of ECD program can thus be emphasized. Additionally, Barker also shows the need of ECD when he says, "dropouts can overcome by two ways either to improve the quality of educational process itself or to improve the experience and skills of the children entering the school system (pp19).

Following Barker's opinion ECD program is the process of providing educational experiences to the children before they enter primary school. If children are expressed to experience to and skills required by schooling it would make them easier to adjust in the primary level. This eventually minimizes the early dropout in primary level. In the context of Nepal, vast number of children enters the school with

few experiences and skills needed for schooling. It is such group of children who form the bulk of dropouts in the educational system as Barker has already mentioned.

With regard to this, the habitous developed by the children in ECD program helps on minimizing the dropout rate. Here habitous imply to habit, social skill, ability to think and act etc., that children earn from the ECD programs.

Regarding the effect of ECD, UNESCO 1996 statement is quite valid, which stated, "Early childhood is the period of exploration experimentation and master change. It could pave the way for life of learning autonomy and discovery. It is crucial period when children come to develop the positive attitudes towards the learning desire to participate the world. The opportunity lost during the valuable period from birth to age of eight is opportunity lost in later life".

Michael Greenfield, David and others (1998) in their discussion with Bourdieu quotes the statement of Bourdieu (pp15) as.

The habitous acquired in the family underline the structuring of school experiences (in particular the reception and assimilation of specifically pedagogical messages) and the habitudes transformed by schooling, itself diversified, in turn underlies the structuring of all subsequent experiences and so on from restructuring to restructuring (pp.87).

According to these viewpoint children who enter in the ECD program acquire the structuring of school experience, which is transformed into the habit of attending school regularly. This impacts their attendance and achievement in primary level, for example children of PRONEI an ECD program of Peru were socially and intellectually more prepared for primary school than non-ECD children (Myers, 1993). Similarly, children of PPH, the parent children program of Chile scored better on readiness test and did better in school than others (ibid).

In Nepal as well, according to grade one teachers, children with Sishu Kakshya showed the progress in day to day classroom performance such as ability to comprehend capabilities to draw, ability to hold the pencil in right manner, better writing skills and higher level inquisitiveness (CERID, 1997). The ECD program not only improves children's learning ability to reduce dropout but also minimized the repetition. The common cause of repetition is lack of readiness in reading writing and numerically and language acquisition as unprepared ness to entry into primary schools.

Above examples show that readiness can be brought through ECD. On one hand, most parents of the primary level children in Nepal, lack literacy skills and time to attend their children and on the other, there is scarcity of appropriate educational materials for the children. Combination of these factors has certainly, contributed to children lack of readiness to enter primary level. Additionally, the less educated and poor parents are unable to help their children as needed. So ECD program is very essential and relevant for such children in order to gain the education experiences as well as social skills before they enter the primary school.

One of the specific causes of repetition is language. Children come to school with different social economical and cultural backgrounds. Also they are unequal at the point of entry. This situation may be compounded by the differences of mother language, the difference in the dialect also impact children adjustment in the school. This is matter a of different codes (Bernstein 1965) in different strata of the society and the language of the school. Such issues may lead to learning difficulties or failure as well as grade repetition.

According to Bernstein (1965), the class differences affect the selection of linguistic codes. He believes that children learn either restricted or elaborated codes according to their place in social structure. The speech of lower working class children tend to be restricted due to rigidity of syntax and limited and restricted sentence organization, which is generally context, bound i.e. related to particular situation. On preschool age children who have limited linguistic backgrounds tend to be limited in their vocabulary, sentence length and use of grammar (Templin 1957).

This can be observed in Nepal as well. The multicultural and multilingual situation of Nepal determines children's linguistic codes. However, ECD program can prevent children from the complication created by linguistic variation by providing language experiences early on the children. In ECD program children learn to communicate in " legitimate" (Bourdieu) language in a very informal atmosphere through various activities such as play. This helps children to prepare themselves to communicate when they enter primary level. Thus, ECD program facilitates a smooth transition of children to primary school and reduce failure, dropout and repetition among primary level students.

Conclusions

The high dropout and repetition caused by the enrollment of underage children is the basis of argument for investing in early childhood development. Still the response of most international organization and many national governments has been timid and investment has been minimal. If we go back to history of ECD, it has been focuses

on the overall development of the children have been delivered. This new initiation works on an integrated way. Thus, early childhood development program of Nepal also needed to deliver its service along the new concept. In this regard the government has to invest its efforts in this field as demanded by new concept. Given this, there is no debate about the importance of early childhood development. But how, from where, by whom and for whom needs to be well debated.

The need of intervention in early year is necessary for the better performance and continuation in the school. The early childhood stage is the time, when children establish the relationship between experience, action and thought through activities. At this age children normally learn to trust to the extent that they allow their parents to leave them under other's supervision without anxiety of anger. They will be well on the road to gaining independence, assertion self-reliance, curiosity and interest. Additionally, the ECD program also carries out adjustment of formal schooling. These help on children's later learning which help on retention in the school as well as learning achievement.

ECD program has positive impact on repetition as well. If we intervene at early stage, the enrolled children will be able to begin their primary education on an equal footing. ECD program acts as a kind of remedy to the shortcoming of the formal education system itself. The significant factor common to children who repeat classes is related to their initial lack of readiness for learning. It has been commonly recognized that prior participation in ECD programs plays an important role in child's future education because they shape positive attitude towards the basic skills and learning. Thus the children's repetition and promotion depends upon their experience on ECD.

All the above logics and evidences plead on the necessity of investment on ECD by the government.

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Context

Improving the every day life of people is the main function of education. Thus, it can be said that education as a necessity of life (Dewey, 1916). Poverty, backwardness, social inequalities, etc are the major concerns that education tries either to eliminate or to minimize. Universal primary education, compulsory primary education, quality education, access to education, equal opportunities to education, mainstreaming the backward people to national education system, gender equity etc are some of the movements that are initiating in the field of education in order to improve the lives of the people. All these initiatives are aiming to improve the quality of life of the people. Lifelong learning and human development is the major part of education through initiating innovation (Wilson, 2001). For this purpose, both quantity and quality improvement of education have crucial role.

Building national capacity is another significant area, where education has to play a key role. Capacity building can only act as a foundation stone in the area of educational innovation. Without having sufficient capacity (individual and institutional), both quality and quantity of education cannot be enhanced. All the essential tasks for educational development such as planning, programming, implementing, counseling and guiding, evaluating, budgeting, organizing, etc. become effective and efficient only when there are enough capable personnel and institutions. Competencies such as communication skills, leadership skills, negotiation and influencing skills, skills of planning, coordinating and controlling, focus on service and quality, ability to handle change are some of the development focus competencies that are essential for a changed management (Paton and McCalman, 2000). Change management, greater stimulation and cooperation, high level commitment and honesty, transparency and accountability, participation and collaboration are some of the competencies those can act better in developing education. Attainment of such competencies is possible through capacity building process.

Comprehensive analysis on the structure, staffing, organizing, planning, policy making, decision-making, implementing, leading etc is helpful to all the persons involved in the education system in improving the input provided, process delivered and outcomes achieved. These are the professional skills, which are fundamental to

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improvement (Gusky and Huberman 1995). Attaining the competencies of acceptance of; analysis of; interpretation of reliable information on education can generate a new level of responsibility, self-respect, self-realization, self-correction, and reflection of work carried out are fundamental for comprehensive analysis. These competencies strengthen the capacity of educators for undertaking the comprehensive analysis. It will contribute significantly in educational innovation and development.

Educational research can bring new ideas on educational development. In order to identify the need of: a) educational expectation of people b) curriculum development c) teacher training d) educational planning e) evaluating and monitoring f) social development through education g) employment generation h) economic development I) professional development, research studies would be worthwhile. Likewise, it is also equally important to explore the various problems associated with education system. Educational innovation and research can thus contribute a) initiating various developmental efforts b) building national capacities c) development of necessary educational infrastructures d) establishing the culture of collaboration e) developing collaborative network f) making policies to meet the intention of the local people g) making educational management and administration more transparent, accountable and responsible h) facilitating innovative activities to enhance quality and equity. For these reasons, knowledge and understanding of educational research, innovation and development is fundamental in the development of education system. A notable point is that innovation is more a social, economic, and cultural term than a technical one (Wilson, 2001) and thus it covers a variety of areas.

Problems of Educational Research and Innovation for Development

The task of research and innovation needs a high-level research oriented knowledge, skills, attitudes, and expertise. However, the professional expertise available within the national education system is low. The staff development is unplanned. There is no priority on staff development. No programs were initiated to foster educational research and innovation. No plans and programs are set up to use the available expertise. The available expertise is not used properly. The administrative environment is not positive on building and maintaining the team for undertaking research and innovative activities. Policy decisions are not based up on the research based knowledge. Once the research is carried out the its report goes into the cupboard. The educational management does not promote collegial interaction and acknowledges relationship among professionals.

The administration rarely provides regular opportunities to employees for participating and sharing information and ideas. Without having shared purposes and

improvement goals, innovation and research have no role to play. Therefore, work in team to maintain supports, continuous feedbacks on results, continued follow up and support, integration of research and innovative programs with regular educational programs, successful implementation of innovative programs, combining ideas are fundamental to release great energy in the improvement process, which is possible through research based professional knowledge and expertise. This is lacking in Nepalese educational management and administration. The following nature of educational administration and management has created problems for the development of research and innovation in the process of educational management and administration:

1. No risk taking mentality in educational administration.
2. Lack of trust towards the initiatives taken by the employees.
3. The process and procedures did not promote commitment to working with colleagues.
4. Educational plans and programs are not prepared based up on the knowledge generated through documenting and researching the initiatives.
5. Effective collaboration, collaborative work culture, peer relationships, team building, cross-institutional partnership, inquiry, personal vision building, mastery, etc. lay in shadow in educational administration and management.
6. The potentialities for better educational administration and management such as development of a learning culture, continuing acquisition of relevant knowledge, reflection, on going learning from experiences, mutual observation and discussion, providing access to knowledge etc are not observed in educational administration and management.
7. Less or more often no participation of implementation level managers and administrators in deliberative process i.e. planning, problem solving, analyzing, evaluating, and decision-making.
8. Less emphasis on capacity building and use of built up capacity. For initiating research, innovation and development, educational administrators need knowledge of: subject matter, education, societal, classroom management, educational management, conflict resolution, planning, evaluating, research, innovation etc. Much emphasis was not given in providing and using such

knowledge because there is no human resource development plan on the one hand and opportunities of using the expertise on the other.

9. The administration is not helping employees discover their ideas and intelligence to initiate innovative work, providing opportunities to discuss and prepare and implement their ideas through recognizing and making decisions.
10. One way communication, lack of transparency, accountability, effective monitoring and evaluation, participatory decision making, over politicization, less opportunity of career development, secretness, centralization etc are the common characteristics of the government bureaucracy. The educational administration is not an exception. Thus, such characters are also creating a great barrier in research, innovation and development.
11. Policy hindrance is another responsible factors in the area of research and innovation. The government employee cannot be eligible to bid in initiating research and innovation activities within the governmental and non-governmental institutions. Although they are capable enough to carry out research and write a report, there is no provision of doing such activities by them. In house research and innovation more or less is impossible. All the educational researches and innovations were carried out either through an individual consultant or consultancy institutions from outside. Such policy provision is creating a great barrier in enhancing the research and innovative skills, experiences and attitudes of employees and their uses for educational development.

Strategies for Educational Research, Innovation and Development

A number of reasons determine the types and kinds of strategies for educational innovation and development. For instance, economic situation, religious and cultural values, structure of population, age distribution of population, birth rate and standard of living, the level of literacy, social belief system, type of administration, government policies, sectoral developmental condition of the country, attitude to authority delegation and change, the level of diversities, and the political system of the country. In a similar way, the education system, the contents and structure of curriculum, type of examination, the use of pedagogy, the educational management system, the teachers' professionalism etc are also playing a crucial role in designing strategies for educational innovation and development.

The socio-economic situation (poverty, disparity between rich and poor, environment degradation, misuse and abuse of drugs, HIV/AIDS pandemic, social conflict, and lack of security and confidence), the demographic situation (total population, growth rate, large amount of young population) the historical and cultural perspective (deeply rooted philosophies, religions and cultures, great diversity in language, race, caste, ethnicity, high migration rate) are the major factors responsible in designing and formulating strategies for educational innovation and development.

There are many concerns related to the development of education. Elimination of gender disparity, education for peace, human rights, sustainable development, reduction of poverty, inclusion of socially disadvantaged groups, exchange of insights, skills, and expertise, sharing of innovative experiences, facilitation, co-ordination, consultative and technical services, establishment of educational network, revitalization of educational networks, etc are some fundamental dimensions that have direct implication in educational development. Educational research and innovation, can contribute a lot in the improvement or development of these dimensions that could play a positive role for educational development.

While formulating the strategies for educational innovation and development, educational planner or policy maker has to consider the potentialities mentioned above. The following strategies can be useful for the educational innovation and development.

Ensure Access, Quality and a Conducive Teaching-learning Environment in Schools by

1. Raising the achievement level of basic literacy through expanding the access to education for all children. In order to overcome the issue of unequal access and participation from the deprived groups, possible alternatives should be identified and implemented based on the innovation and research.
2. Improving all aspects of quality education through developing skills and competencies of the educational planners, implementers, teachers and other supporting staff. Innovative training with special focus on providing generic skills, developing qualitative resource materials, providing easy access to such resources, developing gender friendly, child centeredness, and unbiased curriculum and textbooks are some of the way outs in this regard.

Ensure Better Educational Management and Leadership Through

1. Improving the condition of low efficiency. For this purpose, restructuring the management structure at district and resource center level, initiating the philosophy of management of change through providing an appropriate training and developing the capacity at the concerned levels, enabling the educational administrators (teachers) coping with the challenges in the modern world developing positive attitudes to research and innovation etc are the supportive strategies.
2. Creating collaborative approaches in various managerial functions such as planning, organizing, staffing, directing, coordinating, networking, leading, controlling, monitoring, evaluating etc. Strategies of group work, ideas sharing, joint design and evaluation of educational activities, participatory approach of decision making, two-way communication, partnership development etc are helpful to ensure better educational management and leadership.
3. Strengthening the capacity of management for educational change and innovation by coordinating and undertaking research activities. Institutional capacity building, initiation of joint innovative projects, provision of advisory services, involvement of educational managers in project design, plan, evaluation, monitoring, and developing possible alternatives are the important strategies to improve the management and leadership capacity in line with the research, innovation and development.

Making and Enacting Policies to Enhance Research and Innovation for Educational Development Through Providing Attentions Towards

1. Facilitating policy dialogue for systematic innovation and reform by understanding the educational environment, level of professional skills, and adopting the policy of promoting innovation and expertise on innovative approaches through advocacy and networking.
2. Reviewing and assessing the existing policies and strategies, and reforming education policies.
3. Modifying and introducing some new strategies for research, innovation and development .

4. Identifying, assessing the current context and challenges and addressing them through introducing and applying research, innovation and development approaches.
5. Mobilizing resources towards educational research, innovation and development.
6. Changing the static context for the work and introducing dynamism, collaboration, team culture and democratic practices.
7. The development of new plan, consideration of the fact of lesson learnt, identification of new needs, identification of the priority areas, formulation of appropriate strategies to address the challenges and priorities, and meeting the new needs etc.
8. Strengthening the human capabilities for research, innovation and development through research, training, and advisory services. Collecting example of innovative work, disseminating the same through collaborative approach, and planning for human resource development for providing in-depth understanding of the nature, dynamics, direction of scientific research, innovation, and development are the important strategies that could be worthwhile in educational research, innovation and development.

Shift in Context and Style of Administrative Practice By

1. Changing the traditional style to new one. Traditionally the personnel in the bureaucracy try to avoid risk, follow the procedural supply driven method of delivery, showing highly reactive nature of behaviour, standing strictly on the positional hierarchy, emphasis on control and crisis management style of administration. Such types of characters of the administration do not enhance the research, innovation and development in education. Therefore, changing administrative practice is demanding. For this, administration should focus its attentions towards making ready to its personnel to: a) take high risk b) be professional c) be demand driven d) be highly proactive e) develop team culture f) develop strategy for implementation g) make advance planning instead of adopting last minute business h) be professional in control i) enhance mutual learning and self-reliance j) lay a special stress on educational innovation for development
2. Improving quality of overall governance and administration through taking initiation to make government administration more transparent, responsible.

accountable, responsive, participative, decentralized and innovation centered. Developing procedures to create open and accountable administration, to delegate authority and responsibility for access to facilities and resources, supportive in taking initiatives, forming strategic framework of implementation, focusing on development oriented educational innovations, creating an environment of mutual support for the improvement of quality of education, identifying emerging challenges in education, establishment of effective networking with the research institutions etc are the major strategies for changing administration from traditional to innovative and professional one.

Some Suggestions Towards Educational Innovation

In order to initiate innovative and development oriented activities in education system the following suggestions are made

1. ***Planned change in the deliberative process-*** it is suggested because deliberative attempt to improve the quality of education is the most for change and development. For achieving the anticipated outcomes planned changed for identifying the problems, needs, alternative solutions, changing behaviour attitude and practice etc are essential that can only improve the educational administration and pedagogy as well.
2. ***Planned changed in the curriculum-*** development of an effective curricula can improve the research and innovation for educational development. Inventive curriculum can enhance educational development through: a) developing high level thinking capacity, b) making all-round development of the individual c) providing opportunities to enhance the individual strength, abilities, technical and problem solving skills d) enhancing participation e) democratizing education f) providing essential skills g) developing entrepreneurship with research institutions h) developing supportive material I) translating creative ideas into practice. For these reasons, planned changed in the curriculum is essential to make it more inventive.
3. ***Pedagogical change-*** the change in the pedagogical practice is the most. The pedagogy should: a) identify and stimulate innovative activities and co-operative actions b) adopt indigenous approaches to carryout development oriented activities c) Foster and advocate educational innovation and research for development d) establish a trusty environment for sharing experiences e) develop high-level commitment to initiate change and management concept f) enhance in generating sufficient innovation processes g) initiate

dissemination of information on educational innovation h) create an effective working network i) develop and implement educational research and development scheme j) encourage active participation of students and teachers in research for development k) create awareness on emerging challenges l) give students the opportunities to obtain essential skills through classroom experiences m) develop students potential and increase their confidence and self-esteem towards research and innovation.

4. ***Initiation of activity based interventions-*** activity based interventions in the education system is suggested for educational development. Therefore, development of activity based: curriculum, teacher training package, teaching learning materials, reference materials, and organization of activity based: teacher training, pedagogy, seminars and meetings, etc can contribute to meet the emerging challenges towards educational research and development.
5. ***Capacity building for innovation-*** through research, training, and advisory services are suggested. The educational development is not possible unless all the areas of educational management such as planning, management and leadership, monitoring and evaluation, organization, supervision, implementation, supervision, staffing and staff development, etc are improved through research based knowledge. More specifically, the development aspects such as curriculum development, textbooks writing, reference material development, development of teacher training packages, initiation of research and innovation, preparation of development plans, teacher development etc become weakened in the absence of technical capabilities and competencies. Therefore, capacity building through research, training and advisory services play a crucial role in educational development.
6. ***Creation of research friendly environment*** is another attempt, which can be supportive for educational development. Thus, it is suggested that to promote and stimulate educational innovation, the working environment should be made research friendly. For this purpose, promoting knowledge, sharing culture, creating effective working relationships with the research based institutions, improvement of communication strategies, encouraging and facilitating personnel to initiate research based work, making decisions based on the research based knowledge by collaborating and consulting with the researchers, promoting innovation and disseminating the best practices, initiating innovations in policy reform through analyzing situation, promoting empowerment and participation of employees in educational research and innovation activities are some of the suggested activities for making the environment of education more research friendly.

7. *Creating and facilitating network and dialogue for scientific innovation* is a type of strategic suggestion that can improve the innovation in education. Full understanding of the educational environment, focus on innovative approaches, advocacy, networking, with the research based institutions, non-governmental institutions, sharing of the research based knowledge, dialogue for creating friendly environment, development of partnership in initiating innovative works etc will be functional to encourage research and innovation through networking and dialogue.

Conclusions

The overall discussion above indicated that research and innovation could contribute a lot for educational development. The quality of education is possible through providing qualitative curriculum, standard and appropriate pedagogy, and transparent, responsible, accountable, responsive, decentralized educational administration. In each activity of education, research and innovation can support in a worthwhile manner. Educational development, its sustainability, its linkage with the poverty reduction, collaboration and consultation, decentralization, integration of various activities with educational activities, addressing the emerging challenges, empowerment of schools, reviewing and assessing the current strategies, mobilizing resources, etc become effective and efficient through utilizing the knowledge generated by research and innovation.

To improve the educational administration, improving the quality of education, promoting experimentation, making more reliable decisions, developing partnerships in education, making policy reform, promoting empowerment and participation educational research and innovation plays a crucial role through generating a variety of knowledge. More specifically, all the developmental activities related to education are guided by the research and innovation.

In the Nepalese context, research and innovation for educational development have faced several problems. Some of the distinct problems are : lack of commitment, lack of positive environment, less use of research based knowledge in deliberative process, less emphasis of using research and innovative these activities in initiating development oriented activities are some of the factors that are creating barriers in empowering research and innovation for development.

Some strategies can be useful for the development of research and innovation. They are ensuring access, quality and a conducive teaching-learning environment in schools by raising the achievement and improving all aspects of quality education.

Similarly, ensuring better educational management and leadership through improving the condition of low efficiency, creating collaborative approaches in various managerial functions, and strengthening capacity of management for educational change and development is another strategy. Making and enacting policies to enhance research and innovation in education for its development can also be a strategy for educational development. More specifically, changing the context and style of administrative practice in education is more influencing strategy, which can change many aspects of educational management.

This paper also highlighted some of the suggestive measures for educational development through educational research and innovation. For instance, planned changes in the deliberative and curriculum development process; changes in pedagogical practices; initiation of activity-based interventions; capacity building for innovation; creation of research friendly environment and creating and facilitating network and dialogue for scientific innovation are some of the suggested strategies.

Knowledge Raised by the Article

- Research and innovation is functional for educational development
- Traditional administrative style need to change for creating friendly environment for educational research and innovation
- Traditional style of educational administration need to be replaced by the improved one through developing and implementing some strategies and, making it more research oriented, service oriented, change and management oriented, development oriented, cooperative and collaborative.
- Educational development becomes more effective and efficient through the use of research based knowledge and experiences.
- Development of partnership among the research based institutions, civil society organizations and networking with them is the most useful tool for educational development.
- The concerned authority should be ready in preparing and implementing plans and programs considering the fact of suggestive measures in relation to educational research and innovation for development.

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“Early Childhood Development”

Child’s Hidden Characteristics and Comprehensive Development

- Bhoj Bahadur Balayar*

Abstract

This study is based on my own observation, academic research and critical analysis of different literatures and data. On the basis of qualitative research method, the children's hidden activities and needs of different Nepalese ECD level are explored with different post-modern theory. In the Nepalese ECD level, teaching of the three R's (reading, writing and arithmetic) has been predominance, but multicultural and other divers hidden needs and activities are shaped through play and other aesthetic activities, which constituted the everyday life of children. This study demonstrates that teacher controlled academic practice and pre-specified content-based teaching learning has been developing the motivation for three R's, but have neglected the psycho-social competencies, which involved children's implicit activities and needs.

Introduction

It is universally emphasized that children's experiences during their early years influence future development, because most of the behavior patterns and attitudes are formed during this period. Early childhood development (ECD) refers to the overall development of the children as the period of child's life from conception to age eight. The term ECD is also closely connected with the children's psycho-social stimulation as well as health and nutrition components in terms of multidimensional children's holistic development. It includes physical, emotional, social, and cognitive development of the child. The impact of one dimension is influenced by changes of others and these conceptual distinct dimensions are inter-related. In this context, children's psycho-social development have important role for an overall development.

The early childhood development is a broad area and closely connected to the elements of developmental psychology and stimulating social environment to addressing the specific needs of children. These are related to the social, cultural, emotional, cognitive and physical as well as linguistic skills. Children's development program should, therefore, focus on fulfilling both psycho-social and physical needs of a child. Moreover, the basic principle of child development cannot be compartmentalized into health, nutrition, education, social and emotional

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components. Therefore, progress and weakness in different dimensions have been equally influencing on the development of different aspects.

In conclusion, Early Childhood Development is closely connected with child-care, learning, socialization, attachment, as well as holistic development. Evan and others (2000), stress that early childhood-care for development is about meeting the child's multiple needs by taking into account health, nutrition, and psycho-social stimulation, while at the same time strengthening the environments in which children live. In this context, home and child development center, like any institution, involves a process of socialization, attachment and social control. Some of these norms and values are fairly explicit (e.g. work hard for good marks) whilst others are implicit or hidden.

ECD Level Children's Hidden Characteristics

Social constructionist viewed that early childhood development must be seen as the social and psychological phenomenon whereas children's knowledge is originated through our active interaction with other people and with society as such. In order words, early childhood development related activities are socially constructed and children have unique hidden needs and activities, which are explored by the facilitators as well as knowledgeable adults to socialize the child in their community. The stimulation environment has explored children's hidden activities and needs. In this context, Evans and others (2000), stress children's hidden activities and needs associated with a given age.

Birth to 3 Months

Children's Activities	Children 's Need
1. Learn about the world through all their senses	a) Protection from physical danger
2. Track people and objects with eyes	b) Adequate nutrition (exclusive breast-feeding is best)
3. Respond to faces and bright colors	c) Adequate health care (immunization, oral re-hydration therapy as required, hygiene)
4. Reach, discover hands and feet	d) An adult with whom to form an attachment
5. Lift head and turn toward sound	e) An adult who can understand and respond to their signals
6. Cry, but are often soothed when held	f) Things to look at, touch, hear, smell, and taste
7. Begin to smile	g) Opportunity to be held, sing to , and rocked
8. Begin to develop a sense of self	

4 to 6 Months

Children's Activities	Children's Need
<ol style="list-style-type: none"> 1. Smile often 2. Prefer parents and older siblings 3. Repeat actions with interesting results 4. Listen intently 5. Respond when spoken to 6. Laugh, gurgle, imitate sounds 7. Explore hands and feet 8. Put objects in mouth 9. Sit when propped, roll over, scoot, bounce 10. Grasp objects without using thumb 	<p>All of the above, plus:</p> <ol style="list-style-type: none"> a) Opportunities to explore the world b) Appropriate language stimulation c) Daily opportunities to play with a variety of objects

7 to 12 Months

Children's Activities	Children's Need
<ol style="list-style-type: none"> 1. Remember simple events 2. Identify themselves, body parts, familiar voices 3. Understand one's own name, other common words 4. Say first meaningful words 5. Explore, bang, shake objects 6. Find hidden objects, put objects in containers 7. Sit alone 8. Creep, pull themselves up to stand, walk 9. May seem shy or upset with strangers 	<p>All of the above, plus:</p> <ol style="list-style-type: none"> a) Introduction of supplementary foods b) Opportunities to hear stories, be read to c) A safe environment to explore

1 to 2 Years

Children's Activities	Children's Need
<ol style="list-style-type: none"> 1. Imitate adult actions 2. Speak and understand words and ideas 3. Enjoy stories and experimenting with objects 4. Walk steadily, climb stairs, run 5. Assert independence, but prefer familiar people 6. Recognize ownership of objects 7. Develop friendships 8. Solve problems 9. Show pride in accomplishments 10. Like to help with tasks 11. Begin to pretend to play 	<p>In addition to the above:</p> <ol style="list-style-type: none"> a) Support in acquiring new motor, language, thinking skills b) A change to develop some independence c) Help in learning how to control their own behavior d) Opportunities for play and exploration e) Play with other children f) Read to/tell stories daily g) Health care must also include deforming if required

2 to 3 ½ Years

Children's Activities	Children's Need
<ol style="list-style-type: none"> 1. Enjoy learning new skills 2. Learn language rapidly 3. Are always on the go 4. Gain control of hands and fingers 5. Are easily frustrated 6. Act more independent, but are still dependent 7. Act out familiar scenes 	<p>In addition to the above, opportunities to:</p> <ol style="list-style-type: none"> a) Make choices b) Engage in dramatic play c) Sing favorite songs d) Work simple puzzles

3 ½ to 5 Years

Children's Activities	Children's Need
<ol style="list-style-type: none"> 1. Have a longer attention span 2. Act silly, boisterous 3. Talk a lot, ask many questions 4. Want real adult things 5. Keep art projects 6. Test physical skills and courage with caution 7. Reveal feeling in dramatic play 8. Like to play with friends, do not like to lose 9. Share and take turns sometimes 	<p>In addition to the above:</p> <ol style="list-style-type: none"> a) Opportunities to develop fine motor skills b) Encouragement of language through talking , reading , singing c) Activities which will develop a positive sense of mastery d) Opportunities to learn cooperating, helping , sharing e) Experimentation with pre-writing and pre-reading skills f) Hands -on exploration for learning through action g) Opportunities for taking responsibility and making choices h) Encouragement to develop self- control, cooperation, persistence in completing projects i) Support for their sense of self-worth and pride in accomplishments j) Opportunities for self-expression (drawing, painting, working with clay or mud) k) Encouragement of creativity l) Rhythmic movement m) Listening to music of all kinds

5 to 8 Years

Children's Activities	Children's Need
1. Grow curious about people and how the world works	In addition to the above:
2. Show an increasing interest in numbers, letters, reading, and writing	a) Support in acquiring additional motor
3. Become more and more interested in final products	b) Language, thinking skills
4. Gain more confidence in physical skills	c) Additional opportunities to develop independence
5. Use words to express feeling and to cope.	d) Opportunities to become self-reliant in terms of personal care
6. Like grown-up activities	e) Opportunities to develop a wide variety of skills
7. Become more outgoing, play cooperatively	f) Support for the further development of language through talking, reading, singing
	g) Activities that will further develop a positive sense of mastery
	h) Opportunities to learn cooperation, helping, and teamwork
	i) Hands-on manipulation of objects to support learning
	j) Opportunities for taking responsibility and for making choices
	k) Support in the development of self-control and persistence in completing projects
	l) Support for their sense of self-worth and pride in accomplishments
	m) Motivation and reinforcement for academic achievement
	n) Opportunities to practice questioning and observing
	o) Opportunities to make music, accomplish art, dance
	p) Attend basic education

Children's overall development as a process of change in which the child comes toward more complex level of thinking, feeling, and interacting with other people and objects in the social environment. In the process of attachment, socialization and learning; children acquiring knowledge, skills, habit and value through experience, experimentation, observation reflection through learning by playing etc. in the hidden ways. Thus, quality of child development depends on the learning procedures, which focus on "learning through children's eye" in the perspective of both psycho-social elements.

The phrase "hidden activities and needs of children" involves social values, norms, pupil's abilities and behavior as well as children's drives. The transmission of social skills and orientation to the child as a part of the hidden or informal activities is reflected by the knowledgeable adults and peers. The structuralist sociologist argues that education is a socialization process where as values are transmitted and norms

governing the organization of institutions reflect these values. But interactionist sociologists tend to take the opposite view in terms of focusing on what happens inside the institution, classroom. In this perspective, individual children's active participation depends on their construction and re-constructions of their world on a daily basis (Education Australia, 2002). Thus, on the hidden and explicit characteristics of children consider these.

1. Development begins prenatal and learning begins at birth,
2. The first eight years of a child's life from the foundation for all later development, early attention to the child's needs is critical,
3. Children's needs and activities differ across the early childhood years depending on the social environment and others,
4. Child development is multi-determined and varies as a function of the child's nutritional and biomedical status, genetic inheritance and social and cultural context,
5. Children are active participants in their own development and learning,
6. Development and learning occur as a result of the child interacting with people and objects in his/her environment,
7. Children live within a context-family, community, culture-and their needs are most effectively addressed in relation to that context,
8. Knowledgeable adults consider learning through children's eye.

A child's hidden needs and activities are the part of socialization process or social production process. The nature of children is not only determined by the structure of the society and social background within an educational system. But it involves understanding the dynamic relationship between teachers, pupils, parents, and so on and so forth.

Understanding ECD Age Children's Hidden Characteristics in the Nepalese Institutional Practice

All over the world the early childhood program has been increased in danger of being modeled it with the corporate/industrial or factory model in terms of transforming raw materials into pre-specified products by treating it to a sequence of pre-specified standard process. Such type of child development or dominant construction of early childhood institution is a procedure of so-called care and of standardized and pre-determined child outcomes. This dominant construction of child development has been practiced in Nepal. The child development institutions in Nepal, particularly focus on as reproducers of knowledge, identity, and cultural values and norms. The broad and important task of these institutions as producer is to

fill the *empty vessel*, which is similar to John Locks's view of "*Tabula rasa*" and which is being criticized enormously.

The Nepalese ECD institution has been practicing different early childhood development programs in the form of private pre-primary schools, community-based program and others. These programs have been conducted separately in the notion of Early Childhood Education (ECE), Early Childhood Care and Education (ECCE) and Early Childhood Development (ECD), which create confusion and inequality in the system. If we analyze these programs, say ECE program refers to educating children on the cognitive aspects of learning and appears to be less concerned with second aspects, and ECCE program connotes taking care, and learning but ECD is a very newly developed term in the field of early childhood care which implies holistic development (physical, mental social and emotional development) (Evans *et. al.* 2000). This is because; there is a lack of integrated policy on the part of government. These institutions have not been established in the philosophy of ECD, which and they have been emerged as institutions like factory. They lack professional development.

Generally, ECD programs in Nepal are linked with children's education and care but the present philosophy in the field of ECD implies overall development of children rather than only sticking to education and care. However, the early childhood development programs in Nepal have been supported by different governmental and non-governmental organizations. These agencies have been taking different roles and activities as well as creating their own programs without concerning all the components of childhood development and social reality. Here, different agencies have adopted and practiced two types of visions. They are one is related to so-called 'whole child' development and another is related to ECE or preparatory education, but both of these programs emphasize more on parrot coaching together with the concept of care and whole child development.

The ECD level children in Nepalese classrooms represent various socio- cultural backgrounds i.e. they have different types of hidden characteristics as well as everyday life activities. However, in reality of Nepalese ECD institutions, a curriculum monolith has been created and teachers have taught accordingly. Further, it gives more emphasis on teacher centered methods. And the formal curriculum is based on routine activities. The socio-cultural aspects in the classroom are not given due attention, which ultimately result becoming on passive learners on the part of learners.

In order to conduct innovative and creative activities in the classrooms, let's pay attention to children's hidden drives. This is a major and important part for the

holistic child development which is lacking in Nepalese classrooms. Brian Jackson (Life in Classroom, 1968) is arguing that pupils, if they are to succeed within the education system, have to "learn how to learn". That is to say, they have to learn not just the formal rules of the school but also informal rules, beliefs and attitudes perpetuated through socialization process (Education Australia, 2002). The hidden children's desires and wishes consist of those things pupils learn through the experience of attending institution rather than the stated educational objectives of such institutions.

In order to develop social ability and further to explore hidden children's drives, there should be contact with other people through interactions and communication. The Nepalese ECD system mainly based on the educational activities should be seen only as an intellectual matter such as teaching alphabet, numbers etc. rather than the child's comprehensive development. Teachers are timetabled for classes and duties with almost no provision for collaborative work with children and peers. In this situation, Brain Jackson (1968) (Cited in Education Australia, 2002) stresses that the context, methods and substance of classroom teaching transfers value and information greater than that contained in the official syllabus. In addition to the knowledge-based curriculum, other skills and attitudes are carefully planned for and taught. Skills such as predicting, interpreting, hypothesizing and evaluating are important for a child's intellectual growth. Similarly, attitudes of co-operation, self respect, self-concept, consideration and politeness etc. are to be left to chance, and are therefore part of the curriculum of institution in the way of hidden or explicit nature.

Conclusions

The phrase "hidden activities and needs of children" involves social values, norms, pupil's abilities and behavior as well as children's drives. Nepalese ECD institution mainly focuses on three R's, whereas children's social competences have been dominated. Generally, ECD programs in Nepal are linked with children's education and care, but the present philosophy in the field of ECD implies overall development of children rather than of their only education and care. This dominant construction of child development in Nepalese institutions, particularly represent as reproducers of knowledge, identity, and cultural values and norms. Thus, the success and failure of the system depends on how children's implicit or hidden drives are incorporated into the everyday classroom activities. This is a major and important part for a holistic child development.

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