

Sukuna Journal, Volume 1 (Issue 1) 2025 ISSN



SUKUNA JOURNAL

A Peer Reviewed Journal

Volume-1



Educational Research Cell (ERC)
Sukuna Secondary School
Sundarharaincha, Morang, Nepal

Email: erc@sukunaschool.edu.np Website: www.sukunaschool.edu.np

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Copyright: Educational Research Cell (ERC), Sukuna Secondary School
Sundarharaincha, Morang, Nepal

Publisher: Educational Research Cell (ERC), Sukuna Secondary School

Year of publication: April 2026

Specification: Multidisciplinary

Accepted language: English and Nepali

ISSN: 3102-1026 (Print)

Publication: Annual

Website: www.sukunaschool.edu.np

Email: erc@sukunaschool.edu.np

Phone no.: 021-545366, +977-9852074365, +977-9852041739

Copies: 700

Price: Personal 400 /- (4 USD)

Institutional 800 /- (8 USD)

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This is a multidisciplinary, peer-reviewed journal that covers all fields of study and accepts submissions in both English and Nepali. The journal publishes one volume annually.

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Paper size and spacing: Use A4 paper, single column, linespacing 1.5 pt for English and 1.25 pt for Nepali.

Font: English; Times New Roman, 12 pt bold for heading and 12 pt for body text, scientific names are italic. Nepali; Unicode Kalimati 12 pt bold for heading and 12 pt for body text.

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Tables: Use horizontal lines only.

Figures and diagrams: Minimum 400 dpi.

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Title: Centre, font size 12 pt and bold.

Abstract: Approximately up to 250 words.

Keywords: 5 - 9 terms arranged alphabetically.

Introduction: 300 - 900 words, including background, objectives, and hypothesis (if applicable).

Methods/Methodology: 350 - 700 words, describing the research process.

Results: 200 - 700 words. Present data using tables, figures, and text. Use APA 7th edition for subheadings.

Discussions: 400-1300 words. Interpret the results.

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Acknowledgments: If any.

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Plagiarism check: Submissions will be checked for plagiarism and AI-generated content. A similarity index of plagiarism of less than 15% required for acceptance of the manuscript.

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Submission: Manuscript must be submitted digitally via the journal's official email address, erc@sukunaschool.edu.np

AI-generated content: A clear justification must be provided in the cover letter for manuscripts over the word count in each form of paper type.

Processing and timing

Format check, desktop review: Email within one week from the date of submission.

First anonymous review: 45 days from the resubmission after format check and desktop review.

Publication Process

The publication process was adopted by the Education Research Cell (ERC) of Sukuna Secondary School and the Editorial Board of the journal publication.

1. Based on the decision of the School Management Committee and the action plan of the School ERC, Sukuna Secondary School invites submissions of manuscripts in accordance with the journal publication guidelines.
2. The School Management Committee and ERC at Sukuna Secondary School formed an editorial board comprising experts from universities across the country and abroad.
3. ERC, Sukuna Secondary School: Collect the manuscript in accordance with the guidelines.
4. ERC, Sukuna Secondary School, hand over articles to the editorial board.
5. The editorial board provided first-round feedback to the author(s) after desk review.
6. Based on the desk review's suggestions, the authors resubmitted the articles to the editorial board.
7. The editorial board compiled a list of potential experts to review the manuscript and sent requests for their consent to review.
8. The editorial board developed the manuscript evaluation form.
9. The board sent the desk-reviewed manuscripts to the reviewers for evaluation without disclosing the authors' identities for the specific review.
10. After the reviewers have reviewed the manuscripts, rejected articles are sent to the authors with the reasons for rejection and are excluded from the list. Remaining manuscripts are sent to the respective authors along with suggestions without disclosing the identities of the reviewers.
11. After receiving the manuscript with the reviewers' suggested revisions, resend it to the original reviewers for final confirmation.
12. The editorial board examined plagiarism and AI with the support of the Research Management Cell of Sukuna Multiple Campus.
13. The editorial board meeting decided on the final acceptance or rejection of the manuscript for publication.
14. The final accepted manuscript is designed for the journal and submitted to the ERC, Sukuna Secondary School.
15. The ERC and Sukuna Secondary School obtain consent from the School Management Committee and the school administration for the publication of the journal.

Message from Editorial Board

Dear Readers and Contributors,

It is a great pleasure to launch the Multidisciplinary, research-based, peer-reviewed Sukuna Journal from the Education Research Cell at Sukuna Secondary School. This is the first volume of the journal. The articles included in this journal fully follow the author guidelines listed above. Subject-specific, well-experienced reviewers conducted the peer review. This volume includes eight Multidisciplinary articles.

We are also pleased to announce that, thanks to the support of authors, reviewers, the School Management Committee, and the school administration, we have received valuable support. We encourage you to continue submitting your high-quality, original work for consideration. Your feedback, ideas, and discussions on how we can further improve the quality and impact of the journal are always welcome.

We look forward to our continued collaboration and wish you a year full of discoveries and exciting innovations. We want to gently announce the message for the submission of your research works for the upcoming volume.

Best wishes,



Chief of Editorial Board
Sukuna Journal
April 2026



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DOI: <https://doi.org/10.3126/sjournal.v1i1.95117>

Education Transformation of Nepal: From Traditional Schooling to Digital and Interactive Learning

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Abstract

Education refers to the learning process. It depends upon the development of society and the advancement of Technology. The advancement of Technology has significantly transformed the educational System as well as the learning process across the world. This Study is an analysis of the transformation of education in Nepal in the context of change in the political, social, and structural position of the nation. This research presents the situation of school education reform in Nepal during the period from traditional Schooling to the modern digital and interactive stage. From the traditional Gurukul System, the chalk and blackboard teaching system has already transformed into a digital and interactive learning System; in this way, education has undergone a paradigm shift. This Study explores how technological developments is transformed the education system and how does education govern the new environment of modern advancement, such as Artificial Intelligence, Virtual Reality, Learning Management Systems, etc. The digital pedagogy has influenced the structure, accessibility, and Quality of education. The Study presents the opportunity and threat related to the field of educational transformation based on the use of Technology and the new educational policy governed in the Nepalese context.

Keywords: educational transformation, smart class, professional development, quality education, happy curriculum, contemporary society, inclusion, soft skills.

Introduction

Education in Nepal has been launched from the beginning of civilization, with philosophical guidelines existing in both Eastern and Western principles of thought and ideas. Western philosophers, such as Aristotle, assumed that education is the link to the cultivation of moral values, the transformation of knowledge and the generation

of civilized characters and a competent workforce (Collins, 1990). Eastern philosophy at that time argued that education is integrated with human values and life. Swami Vivekananda supported and focused on education as a multidimensional part of development that linked heart and mind and built the moral character of humanity to "stand on one's own feet," which encourages the internal strength and self-confident power of wisdom. The history of educational thought aligns with common assignments of education as a multidimensional process that promotes human Skill and knowledge and regulates thought, expression, and action (Nithiya, 2012).

Gurukul is the traditional process of learning delivery that is modelled to be followed as an illustration of cultural aspects of the learning process, especially in the Indian region, including Nepal, where education is focused on discipline, moral value, and lifelong practice. Rajnish Osho suggested a revolution of education by changing the previous model and applying the learner-centered, cooperative, and future-guided education that reduces the evils of comparison and unhealthy competition (Pareek & Mathur, 2017). Modern educational frameworks are based on Holistic approaches in order to integrate cognitive, emotional, ethical, and experiential areas in order to foster various aspects of human resource development (Barrable, 2020).

The education Policy of the Nepalese government is also practice-based and applied to the transformation of education. Agreements are conducted to launch different projects and policy documents in handling the delivery of education well. The provision of the Constitution of Nepal (2072 B.S.) announced free and compulsory basic education and delegates power to manage school-level education to the local Level, so the community-based local government is assumed to be responsible and accountable. The Global plan on UNDP, as a long-term Sustainable Development Goals (SDGs), particularly SDG 4, stressed equitable, inclusive, and quality education as a fundamental basis for sustainable development (Nazar et al., 2018; Parahakaran, 2021). However, Nepal is trying to fulfil the policy gaps in education despite the political change, even though the implementation of the education plan, regular efforts of policy support to bear the challenges, and realizing children's educational rights are concerning issues (Sangroula, 2022). Similarly, the development of technological advancement has been accelerated by the COVID-19 pandemic, which has brought digital transformation that is way out of school reform (World Bank, 2021; UNESCO, 2023).

In this way, philosophical foundations, policy commitments, and global agendas are causes and focus areas of transformation of education. This research critically synthesizes how educational transformation is occurring in Nepal in relation to technological change, political restructuring, and fulfilment of curriculum demands. Existing literature focuses on ICT-based learning, policy reform in a new concept, historical remarks, or global comparisons without a comprehensive analysis of how these forces collectively shape the present and future school education system of Nepal. Nepal is a federal governing System after the centralized governing System, so it generated gaps in both governance and learning environments. To address this, structural parts digitalization and technological progress support the reform of education. This Study presents the road map of the transformation of education to balance in both policy and implementation. The aim of this Study is to analyze the transformation of school education by evaluating the process of educational thoughts and guidelines in the context of long historical reform, political changes, and technological advancement of digital contemporary schooling practices; it illustrated the certain condition of similar field of educational transformation applied in China, Finland and India (Delhi) model in relation to the context of Nepal. The objectives focused on shifts in curriculum, good governance, and an ICT-based digital framework dedicated to the paradigm shift in the school education system of Nepal.

The history of education in Nepal has been deeply rooted in its political changes. Before 2007 B.S. (1951 A.D.), the institutions of education were out of public reach; only the elite Rana families were registered in the school, and the government provided facilities for them. Before the Rana regime, Gurukuls, Monasteries, Madrasas, and private tutorship at home, etc., were ways of learning institutions in formal and non-formal ways of education delivery. During the period of the Rana regime, very few public institutions of education were established, and they were fully controlled by the Rana rulers. The democratic movement of 1951A.D. Darbar High School and Tri-Chandra College were facilitated and provided opportunities for general learners. National periodic planning is proposed to make the Nepal Education Planning Commission and Systematic education Services for citizens begin to deliver after the formal education is directed by guidance of modernized curriculum and provision of teacher training (KC, 2023).

This Study is both a practical and Academic analysis of the education system. Academically, it helps with the scholarship by synthesizing different theoretical, historical, and policy practices and represents the transformation of education in Nepal. Practically, the findings of this Study are beneficial to the policymaker. Government wings and school leaders, teachers, and local governments who are directly or indirectly strengthening educational reform, especially in the areas of Technology, are helpful for federal governance, provincial governments, and local levels. It is also helpful for curriculum modernization. This Study supports applying the transformation of education in relation to decision making and preparing the guidelines for future policy formulations, which is aimed at equitable and quality education.

Methods

This Study is based on a qualitative literature review design to examine the integrative transformation of school education in Nepal. It is beginning from traditional schooling practices to modern competency-based soft skill learning and interactive learning models. The systematic synthesis of theoretical perspectives, empirical findings, and policy documents was submitted in an integrative review. It aims to develop a common and detailed understanding of historical, political, and technological change in education among various criteria and dimensions. The integrative review design is particularly applied while analyzing various reforms in contexts of Nepal, in which the classroom-based studies and empirical classroom-based studies, they are limited or divided. The review is presented in the historical development of school education, from the Gurukul tutorial system to recent technology-based digital Schooling, policy implementation, and Structural transformations in pedagogy, in the school education model of Nepal. The reference is taken from global models such as India (Delhi model), China, and Finland. These comparative examples were taken to instruct representative cases for the implementation of governance, pedagogical, and technological approaches for educational transformation; they are related in the context of the School and Schooling System of Nepal.

The literature was searched from Google Scholar as the digital search engine to find worldwide coverage of peer-reviewed journals, academic books, policy reports, and international publications related to School education in progressive

development contexts. For the upgrade of academic intention and reliability of Sources, the search provided the publications and renowned institutional sources, Such as UNESCO, the World Bank, government policy reports, and reviews. In addition to these peer-reviewed articles, national and international policy documents were reviewed, such as the Constitution of Nepal (2072 B.S.), the Sustainable Development Goals (2015–2030 A.D.), and school education reform plans. These sources provided authentic information and evidence for the identification of legal frameworks, commitments of policy plans, and national priorities of School educational transformation in Nepal.

A Selection of keywords was a guideline for the literature search. They were typically used for educational transformation, school education reform, competency-based education, digital learning, ICT in education, the education system of Nepal, technological transformation in Schooling, comparative education systems, Gurukul education system, Delhi education model, Chinese education system, Finnish school model, and the history of school education in Nepal. The operated keyword combination was used to refine search results after finding the relevant literature on the transformation of School education within Nepal and across global practice, which were comparatively taken for this Study. The inclusion and exclusion criteria were applied in relation to the relevance and quality of the literature. Peer-reviewed journal articles, academic books, and authoritative policy documents, studies focusing on basic and secondary school education, literature addressing educational reform, pedagogy, curriculum transformation, or technology integration, publications written in English, studies related to Nepal or offering relevant comparative insights from India, China, Finland, and the Delhi model were included in the Study.

A total of 35 documents were initially studied; among them, 17 sources were finalized for detailed analysis and citation. Those articles were excluded that had very old documents, lacked empirical or theoretical grounding, focused on higher education or vocational training, duplicated publications, or sources without clear methodological explanations. Literature related to out of Nepalese regions and not directly relevant to Nepal (e.g., American or East Asian models beyond China) was also excluded. The selected literature was evaluated since methodological transparency, relevance to the research objectives, and contribution to understanding educational transformation and academic credibility. Priority was given to peer-

reviewed articles, recognition of policy documents, and analytical publications or conceptual frameworks.

This research ensured a quality assessment that the synthesis was grounded in reliable evidence rather than descriptive or anecdotal sources. The analysis applied a qualitative synthesis under a thematic approach. First, all selected texts were read to become familiar with their central ideas and arguments and pick up cohesive major points. At the beginning, key dimensions were coding on traditional pedagogy, position of governance and policy reform, curriculum change, digitalization, teacher roles, institutional capacity, and student-centered learning. These initial codes were compared, refined, and grouped into broader analytical themes that are related to the research questions of this Study. The themes were used to find out the structure of the Results section, divided into clear divisions between findings, interpretation, and discussion. Comparative inputs from international studies were integrated to associate with educational reforms of Nepal in the schooling System across broader global trends.

This study is analyzed on Secondary data, which are publicly available sources; no data collectors were involved, and formal ethical approval or authorization was not required. All sources were cited appropriately to maintain academic integrity and transparency. Finally, this methodological process was enabled by the systematic guideline, comparative discussion, and context-oriented synthesis of literature, providing a strong foundation for analyzing the historical development, contemporary challenges, and preparing the future directions of school education transformation in Nepal.

Results

The Result section represents the synthesized findings of the Study based on research questions, integration of reviewed literature, and comparison of different provisions of policy documents. The results are thematically organized to reflect the major dimensions of school educational transformation. The policy and structural reforms, change in pedagogical approaches, integration of technological situation, access and equity, comparative experiences, and institutional capability and research gaps due to the time frame and change in socio-political situation. The findings highlight the historical transition of Nepal from traditional Schooling to a modern,

technology-supported system, which also reveals the persistence and determination of structural and implementation challenges.

The findings have been strongly influenced by constitutional, policy, and governance reforms in educational transformation in Nepal. The Constitution of Nepal (2015 A.D.) indicates education as a fundamental right. The structure of the state apparatus is categorized specially in a federal government and decentralizes authority to provincial governments and local Levels. The role of these three governing units in conducting education is specified in the provision. School Education is governed at the local Level, which is the government among the citizens. The educational reform is closely linked with nation-building during political transition. The reviewed literature shows that democratization and political changes directly influence the evolution of the education system in the global context. Nepal is not out of this provision. Most policy frameworks are accepted by the government, which is a representative body of people in a democratic situation, so it emphasizes inclusive education, equity, lifelong learning, critical thinking and reflection, and quality education. These are major goals under Sustainable Development Goal 4. However, the results are consistently unequal in education delivery and implementation across different regions, particularly in rural areas and marginalized communities, revealing a significant gap between the intent of policy and the implementation of the strategy for Quality and institutional capacity. The emerging issues regarding the transformation of Schooling from traditional Gurukul and monastic systems to education toward formal, Technology friendly and competency based learning is applied after 1951 A.D. Major policy guidelines including the National Education System Plan (1971 A.D.), School Sector Reform plan (SSRP), School Sector Development Plan (SSDP), and School Education Sector Plan (SESP) played a significant role in restructuring of school education to manage inclusive and competency based learning.

A major finding of this Study concerns the pedagogical shift from teacher-centered and rote learning instruction toward interactive learner-centered and competency-based approaches. Life skill education, problem-solving approach, digital literacy, and critical thinking approaches are introduced in curriculum reforms. Despite these, the results show that Limited teacher training, large class sizes, resource constraints, restrictions on effective planning and its implementation,

structural barriers to the application of progressive curricular goals, etc., are recent realities in classrooms in Nepal.

The emerging tool for transforming education is technology integration. The experience of implementation of policy plan for the transformation of education and Study reports facilitates the adoption of ICT tools, digital platforms, and online learning platforms, particularly after the COVID-19 pandemic. In Nepal, ICT education at the secondary Level initiates the promotion and demonstrates institutional recognition of Technology to enhance access and quality education. Several sources, learning Management Systems (LMS) are developed in both government and private sectors to use digital platforms in School education, such as Sikai Chautari, Teachers Copilots, my second teacher, Samyak Tutors, Canvas, etc., which are used in day-to-day smart classroom activities. In this way, the use of Technology reflects gradual alignment with global digital education trends. The constitutional provisions and international agreements of the SDG goal provide more emphasis on access and quality enhancement through Technology. However, the results pointed out the significant disparities in Nepalese Schools in the context of digital access, geographical situations, and availability of resources. The schools of certain urban areas are well-managed and resourceful, but on the other hand, some rural schools face limitations in infrastructure, lack of connectivity, and teacher preparedness. This digital disparity significantly affects the pace and equity of the transformation of school education in Nepal. Another key result is concerned with and expanded to the access of people and inclusion within the education system. The rate of school enrollment, gender parity, and participation of marginalized groups are increased according to the reviewed literature that reflects the progress, but in the context of alignment with global human rights-based educational approaches, Nepalese education has not been sufficient yet.

Nevertheless, inclusion is not an absolute term; it depends upon the relativity in practice, so it remains uneven in practice. The socioeconomic backgrounds, remote regions, and linguistic minorities, cultural and genetic and hereditary conditions of students are facing various barriers to the opportunities of quality education. The findings determine that the access and availability of resources alone do not ensure educational equity; it requires regular systemic support, which is essential for

meaningful, practicable, and active participation of the community and governing mechanisms to achieve effective learning outcomes.

The comparative analysis with the Delhi model of India, the China model, and the Finland model provides broader insights into the transformation of School education in Nepal. Evolution from Gurukul traditions to modern public Schooling, particularly through the Delhi model, demonstrates well improvements in governance, equity, and technology use in the secular policy guidelines within decentralized sectors. The illustration of China indicates that centralized planning directly governed education over a great Chinese region. Historically, Confucian discipline and large-scale digital investment have played a very important role in accelerating the transformation of education in China. The world-famous Finnish model of education highlights the importance of the teacher's role and professionalism, pedagogical autonomy, and child-centered learning, with building competency as a necessary condition to improve the quality of education, which is a transformation of education.

The results show that the education of Nepal is transforming in the present time with similar philosophical commitments of equity, modernization, and technology-enhanced learning environments. However, limited economic resources, lack of infrastructure, and insufficient institutional capacity building constrain the scale and pace of progress in implementation. The final thematic finding emphasizes that institutional capacity improvement and teachers' professional development are necessary to sustain transformation in education. Teachers are identified as key agents of transformation of the school system and learning system, so until there is a well-established environment of professional development and there are insufficient opportunities, the transformation is not driven well. Although policies acknowledge the continuous professional learning and implementation efforts of stakeholders, they facilitate a conducive environment in this field.

The results of this Study highlight the challenges, including inadequate digital infrastructure, limited ICT-based pedagogical capacity, and socioeconomic disparities. The progress remains gradual and unequal in comparison with neighbouring countries that sustained national strategies. The review also identifies significant research gaps, particularly the lack of empirical studies focusing on school-level technological transformation in Nepal. Overall, the results illustrate a continuous but unequal transitional period of education in Nepal from traditional

Schooling to a modern, technology-supported System. While education programs and reform efforts are supportive and evident, the depth of experience research, stronger institutional capacity building, and more equitable technological implementations are necessary conditions to sustain meaningful educational transformation.

Discussions

The transformation of school education is not an isolated reform, but it is cross-cutting issues with broader socio-political and technological progress. The findings of this Study indicate that various efforts are implemented in this respective field, such as promoting students' access, reforming policy frameworks, and initiating technology integration, based on the experiences of reform in different countries, but the Level of education remains uneven. This discussion interprets the results by comparing the situation of educational change within a certain depth and limitations. The intentions of the policy have been translated into improvement in pedagogical impact. This Study is associated with the contribution of descriptive literature analysis and interpretations of global experiences of educational models in the context of political history, governance structures, and institutional capacity of the education environment of Nepal. Similarly, the discussion emphasizes the significance, limitations, and broader implications of School educational transformation.

One of the central emerging insights from the Study is the historical progress of the education system in Nepal. The major changes are taken from caste-linked and elite-controlled learning provision to mass schooling digital models. It reflects the post-authoritarian and post-colonial contexts of India. Confucian education is applied to the modern Chinese model, as well as in Finland. Political transitions often move faster than institutional adaptation, which has a direct influence on education. The shift from the centralized National Education System Plan to federalized governance power delegation is interrelated with global practices. The structural power decentralization is not the only factor of transformation of education in real practice. Although policies such as the National Curriculum Framework (2076 B.S.) and the School Education Sector Plan (2022–2032 A.D.) promote competencies, ICT integration, and inclusion, teachers' professional developments, Model School development programs and Science education promotion programs, etc., are implemented in School improvement of Nepal.

A major interpretation of literature reviews finds that Nepal is gradually moving forward in learner-centred and competency-based pedagogy adaptation. International research consistently shows that pedagogical transformation depends on sustained, action research-based teacher professionalism, which is more effective than the improvement of curriculum reform alone. The experience of Finland highlights the strong pre-service preparation and professional autonomy that enable teachers to translate curricular goals into real classroom practice. At the same time, the reforms of Chinese education emphasize regular professional upgrading linked to digital and technological competence. In contrast, lecture-based and examination-oriented practices rely heavily on Nepalese Schooling teachers. This is not resistance to change, but rather to outdated pre-service programs, irregular in-service training, and limited pedagogical support are adverse practices of Nepalese Teachers. These findings suggest that reforms have been more structural and symbolic than pedagogical, reinforcing global arguments and meaningful transformation requires deep investment in teacher capacity development.

The comparative practices from China, Finland, and the Delhi model further guide the education transformation of Nepal. China shows that the model of strong political commitment, centralized planning, and sustained investment in digital ecosystems can rapidly expand access and standardize quality in education. The integration of smart classrooms, digital governance, and AI-supported learning is applied strongly in the Chinese model. Chinese students and learners are practically involved in physical technology functions effectively, and then they develop as skilled and capable human resources that are embedded within a coherent national strategy (Li, 2012). Nepal can apply similar policy intentions but shows that a lack of investment and infrastructural readiness directly affects the comparable outcomes. As a result, technology enhancement, professional ethics and regular learning remain beneficial rather than uneven and often superficial contemporary efforts.

Finland guides a contrasting grounded model in decentralization, trust, and professional autonomy. The success of Finland underscores that decentralization is effective when accompanied by a strong institutional capacity set up and teacher professionalism. The federal structure and local governance mechanisms of Nepal provide opportunities for contextualized decision-making, but the review literature shows that capacity at provincial and local levels varies widely, and there is a lack of

an education plan and a priority for child investment rather than for social security procedures functioning. Without adequate training, resources, and autonomy, decentralization poses risks for transferring responsibility without empowering actors. This finding reinforces the promotion of education in the context of global reform. The literature review emphasizes that governance reform must be combined with capacity development to achieve sustainable change.

The Delhi model of India provides a very crucial change in education due to an additional interpretive lens by demonstrating that certain targeted political will, innovation of curriculum, and trustworthy accountability mechanisms can produce rapid reform in public education. The application of the Happiness Curriculum at the basic Level, the Entrepreneurship Mindset Curriculum at the secondary level, and to awaken patriotism are common objectives of Delhi school education. That denotes that an effective way of learning is associated with innovation, structural adjustment and promotion of service mechanisms in education, health and social services (Federick, 2020). In the context of Nepal, the curriculum is regularly reforming, it wants to incorporate life skills and child-centred principles, but due to the lack of systematic support for teachers, translation of classroom-level, student-teacher ratios, etc., is not sufficient for the expected results. It is necessary to accelerate reform by strengthening collaboration among teachers, community awareness, and first priority to invest by the governments, and support for technical experts, continuous monitoring, and feedback mechanisms should be managed well, and collaboration is needed for good practices along with the Delhi Model, Chinese model and Finland Model. (Kumar & Gautam, 2025).

A key contribution of this study is to highlight the political inability in the educational transformation of Nepal. The education sectors have been continuously trying to shift from Rana autocracy to democratisation, from centralised planning to decentralised handling, from feudal integrated System to capitalistic liberalisation, and from unitary governance to federalism. These political transitions frame out the vision of both the direction and pace of reform, often producing policy discontinuities and implementation gaps. This supports theoretical perspectives that view education reform as a negotiated political process rather than a linear technical intervention of development (KC, 2023).

Technological transformation represents one of the most significant contemporary reforms. Global literature emphasizes that digital learning is effective only when supported by physical infrastructure, digital literacy and competency of teachers, effective curriculum integration and guidance, and long-term investment. The adoption of learning management systems, facilities of smart boards, and digital content e-libraries, software-based recording and monitoring and assimilation with global practices are commonly used platforms recently introduced in Nepal. However, persistent disparities in network connectivity, device availability, and limited technical support directly impact the transformation. If these fundamental foundational conditions are not improved, then the problems may not be solved or reduced. The efforts should be handled at the government, community, and people's Levels comparatively to enhance technology risks and pedagogical reform. The example of Sukuna Secondary School provides an important institutional-level interpretation of reforming school education. The far-sighted leadership, effective resource management, and community engagement can align to build trust among citizens, and joint efforts of stakeholders are a crucial movement for reform. The transformation begins with infrastructure set-up, and traditional teaching methods are to be diversified with technology-supported programs that promote the institution with coherent planning and sustained investment. However, the fact that progress is not widespread highlights systemic inconsistency in contrast between model schools and under-resourced institutions, underscoring the need for stronger coordination between central planning, full government ownership and capacity building at the local Level.

Another significant contribution of this Study is the emphasis on equity beyond enrollment indicators. The access and participation have expanded; meaningful inclusion remains uneven, so Students from disadvantaged socioeconomic backgrounds, remote regions, and linguistic minorities continue to face barriers to quality learning, which is another socio-cultural factor of educational backwardness. This finding aligns with rights-based education on thematic issues that distinguish between formal access and substantive educational justice. Despite this documented progress, important research gaps remain in practice. The studies of the education system of Nepal are mainly policy-guided and theoretically descriptive, with certain experience-based focus areas on classroom practices, digital pedagogy, and learning

outcomes. Such types of research should be more effective in future, which are associated with prioritising school-level and classroom-based evidence to examine the teacher's attitude and students' experience for the application of technological and competency-based reforms in practical life.

Finally, the advancement of this discussion is an argument that educational transformation in Nepal is an ongoing, contextually negotiated process influenced by governance reform, pedagogical capacity improvement, technological application, and promotion of social equity. The Study allows for comparison with the literature of education by discussing the model of global reform that is adapted in local areas, interruption and reinterpretation. Its use of research is highly emphasised as a need for alignment in policy and practice. It is also invested in the sustainability of teachers' Quality Quality and professional development. The use of modern Technology is also an equity-based strategy to ensure that reform moves beyond thematic discourse toward meaningful educational transformation.

Conclusions

In conclusion, this study expresses that the transformation of the school education system of Nepal from traditional to modern, digitalised, and interactive learning has been changed by political revolution and political changes. The society is dynamic in nature, and technological advancements are a fast-growing matter in this context model of education has changed rapidly. From an autocratic System in politics, toward a democratic system, rote-based learning is applied. Inclusive and competency-driven education is more interactive than rote learning. The analysis shows that while major reforms have been completed in different periods, significant progress and change have been addressed, such as the formation of the Constitution, policy guidelines in education, modernisation in pedagogy, and digital integration in learning. Many challenges have appeared, such as rural-urban disparities, inadequate teacher preparation and professionalism, weak governance, and a lack of sufficient technological infrastructure. Comparative Study from India, China, Finland, and the Delhi model is a guided model to improve the education system in Nepal. The Study recommends that the priority of Nepalese education should be clearly identified as compulsory "basic education" and competency-based skill development. The investment of the government should be increased in the education sector, especially

for the use of communication technology, equitable digital infrastructure, effective teacher training, and modernisation of curriculum development to ensure competent relevance and quality. It is necessary to generate textbook publications, instructional approaches with transformative learning, and planning for resource management so that education meets the national goals and promotes individual development. The integration of academic activities is also guided by extracurricular and co-curricular learning, setting up a mindset for further career development, nurturing values-based development and responsible authority, and fostering social consciousness for individual development. The present situation of education is a governing crossroads of technological and socio-cultural transformation. The socialistic education should be followed to address the goals and aims of the present political and social conditions, as indicated in the Constitution of Nepal 2072 B.S., which accepts a certain background of equality, equity, and collective progress of the community. The collaboration and coordination among government, communities, and educational institutions play a crucial role in building a resilient, innovative, and inclusive 21st-century education system that can meet SDG-4 and govern the nation toward multidimensional sectors with political, economic, and cultural transformation for the application of Education in Socialism.

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Difficulties in English Pronunciation within Nepali Secondary Schools

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Abstract

This study inspects the significance of pronunciation for Nepali secondary-level learners of English by recognizing major linguistic and pedagogical components that affect their spoken accessibility and communicative competence. Meanwhile, pronunciation plays a central role in effective oral communication, and research focusing specifically on secondary school learners in Nepal, which emphasizes classroom environments, teacher expertise, and suprasegmental features, remains limited. Acquiring a qualitative research design, the study focuses on discovering both language-related and classroom-based barriers that delay the development of accurate pronunciation. Data were collected through structured questionnaires and in-depth inquiry to secondary level students, where the analysis was guided by self-determination theory. The findings specify that learners' pronunciation difficulties stem from a combination of strong first language influence, insufficient exposure to authentic spoken English, unpredictable instructional practices, and unacceptable classroom conditions. Moreover, inadequacy in teachers' training further hinders learners' ability to develop clear and confident speech. This study concludes that improving pronunciation results in Nepali secondary requires directed professional development for mentors, improved connection to spoken English input, and classroom practices that promote frequent, low fear speaking opportunities. Focusing on these fields can contribute to improving pronunciation, enhancing learner confidence, and making English language learning more effective overall.

Keywords: classroom challenges, exposure to spoken English, linguistic and pedagogical factors, mother-tongue influence, students' pronunciation

Introduction

Despite English is being regularly practiced in secondary schools, learners still present weak pronunciation skills, which consequently affect their oral communication, classroom activities, confidence, and overall communicative competence. Mainly, the classroom is engaged only in grammar and written skills, leaving pronunciation instruction underemphasized. Moreover, limited access to authentic spoken English, a lack of well-trained expertise in pronunciation pedagogy, and unsuitable classroom conditions further compound the problem. These challenges expand further with linguistic difficulties and relate to learners' psychological well-being, including anxiety, fear of making errors, and negative self-evaluation (Zhang & Rahimi, 2025). Given the seriousness of the issue, there is a lack of specific research examining pronunciation challenges at the secondary level in Nepal, particularly from both linguistic and classroom perspectives.

Objectives

In response to these challenges, this study aims to:

- Identify the major linguistic factors affecting English pronunciation among Nepali secondary-level students.
- Examine classroom-related and pedagogical factors that influence students' pronunciation development.
- Explore the psychological barriers that hinder learners' willingness and confidence to practice pronunciation.
- Provide insights to improve pronunciation teaching practices and teacher training at the secondary level in Nepal.

Research questions

Guided by these objectives, the study seeks to answer the following research questions:

- What linguistic factors contribute to pronunciation difficulties among Nepali secondary-level students?
- How do classroom practices, teacher expertise, and learning environments affect students' pronunciation development?
- What psychological factors influence students' confidence and participation in pronunciation activities?

- How can pronunciation instruction be improved to enhance students' oral intelligibility and communicative competence?

Finally, some of the major influencing factors are a strong mother tongue, low authentic exposure, lack of everyday classroom practice, and psychological barriers. To improve, some strict action must be taken; for instance, explicit instruction, expert teachers, developed access to authentic spoken English, motivated classroom activities that connect meaningful oral interaction, and confidence development.

Methods

Research Design

This research uses a qualitative research method following action research aims to investigate pronunciation challenges faced by students and the resource constraints for interventions related to improving pronunciation outcomes. The deep understanding of learners can be attained by the qualitative inquiry, which it was selected due to experiences, activities in the classroom, and the influence of social and linguistic context on pronunciation learning (Adhikari, 2021). Allowing the researchers to systematically plan, utilize, observe, and replicate focused instructional intervention in a dependable setting (Burns & Claire, 2018). The collaboration of both qualitative inquiry and action research allowed for the identification of pronunciation difficulties, creating active practice tasks, and developing teaching practices through a repeated and reflective process.

Research Context and Participants

The research was conducted in a multilingual educational setting where English function as the second language, with their first mother tongue Nepali, and based on the many other languages spoken in that community. A multilingual location has been selected knowingly to find out how linguistic, contextual, and socio-economic factors affect English pronunciation learning. Grade 9 and Grade 10 students are most useful for purposive sampling. It is because students face developed communicative suffering difficulties in the curriculum. The sample consists of varying levels of exposure to English, with a high level of exposure and low levels, with a lack of opportunities for English practice outside the classroom. The mentor's problem in the research also had diverse levels of training and experience in pronunciation pedagogy (Paudel & Kappar, 2024).

Data Collection

Different qualitative data collection processes were applied to confirm facts and contextualized data.

Classroom Observation

The first method was classroom observation, where the researcher also studied non-participant classroom observation to find out how pronunciation was utilized and practiced at the time of learning the English language. Some of the focus points were on strategies, stress, rhythm, and intonation. After knowing the challenges, correction methods such as errors correction technique, encouragement on students' participation and regular engagement, improvement on classroom environment that is a constant number of students 40, interactive class activities. Moreover, a record of each field observation, the notes taken about action taken in the teaching and learning class, and reflective comments, are essential components of qualitative documentation (Creswell & Creswell, 2023).

Survey

Self-reported data was managed to gather information about pronunciation difficulties, confidence, expertise, manpower with authentic exposure, involvement outside the classroom, utilization of digital resources that is online application or materials. Furthermore, the research objective questions were related to triangulate observation data. Learners' understanding and activities were identified with the help of survey provided additional views into classroom behaviors and reading challenges (Dornyei & Taguchi, 2018).

Action Research Intervention

From the survey, some detailed gaps were recognized between students. These gaps help to find out action research interventions that consist of pair exercise, pronunciation errors, recorded listening tasks, model-based repetition, and guided practice with feedback and self-correction opportunities. The practice of intervention action was applied to many classroom sessions, supporting research cycle: planning, acting, observing, and reflecting.

Documentation and Reflection

From the intervention phase, field notes were documented. The records filed: improve on self-confidence with behavior changes, guidance followed by students in everyday activities to develop sounds in English. Informal interactions and reflective

discussions with mentors also supported the data. After each report, the researcher reflected on the consequences, discovered positive ideas and concepts, and utilized instructional principles in needed places.

Data Analysis

Thematic analysis has been used to examine data from observations, surveys, and field notes. Recurring patterns related to pronunciation obstacles, instructional practices, and learner involvement were identified and distributed. This analysis balanced the inter critics of how linguistic background justified pronunciation learning and the process of classroom-based interventions aimed at improvement.

Ethical Considerations

The study was guided by ethical principles. Students participated, and the agreement was followed by both teachers and students. Confidentiality was safeguarded by using valid and practical information from data.

Results

Although English language learning with its pronunciation has been regulated in secondary level instruction in Nepal, the action research cycle disclosed that a substantial proportion of students continue to experience constant difficulties in pronunciation. These obstacles were significantly related to first language influence, limited exposure, and lack of regular practice classes, which have a negative impact on spoken intelligibility.

Participation and Data Overview

Out of 80 students during the survey, 40 were from class 9, and 40 students from class 10 were involved. Information collected from classroom observation, objective pronunciation question test, and student survey. Table 1 presents the frequency of pronunciation errors across four categories. These findings show that vowel pronunciation posed the highest difficulty, followed by word stress, consonant articulation, and connected speech features.

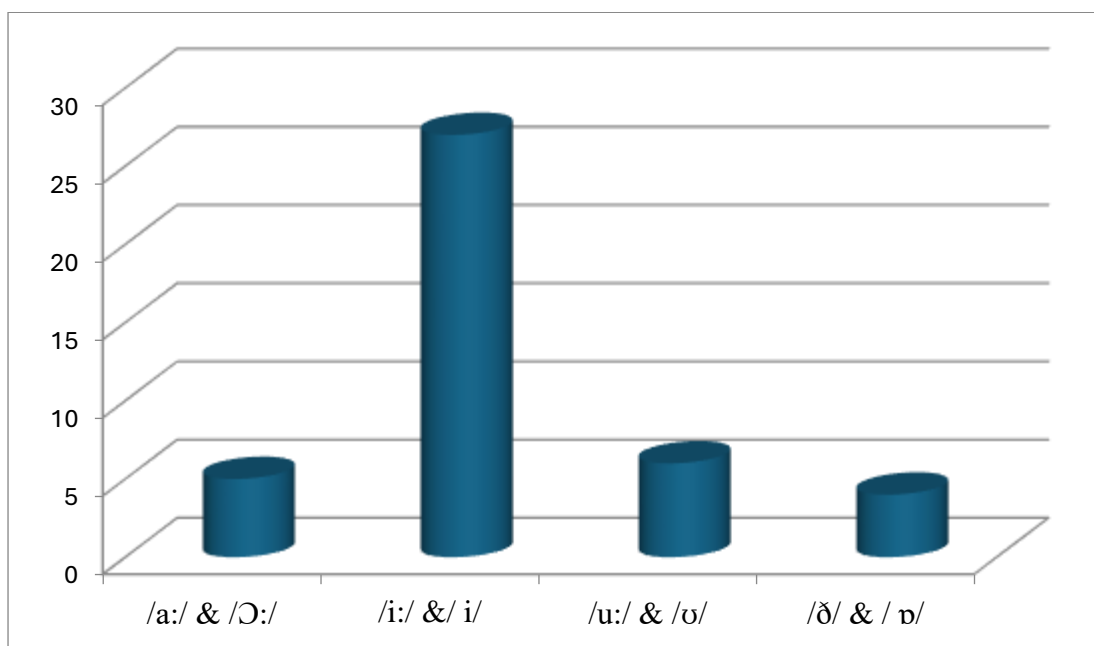
Vowel Confusion

One of the most problematic areas, vowel pronunciation, where sixty-two out of 80 students, that is 78%, presented difficulty in finding the difference between long

and short vowel contrast, during the objective listening test questions administered to 40 Grade 10 students. Where 31 students selected the same answer for minimal pairs such as "ship" and "sheep", indicating specific differentiation /I/ and /i:/. Similar confusion was found between /æ/ and /ə/ sounds. During classroom dialogue activities, these vowel errors frequently led to misunderstanding, requiring teachers to request repetition or clarification. Observation data confirmed that students relied heavily on the Nepali vowel system, which contains fewer vowel distinctions than English. Figure 1 illustrates that the /i:/ vs /I/ contrast was reported as the most confusing vowel pair among students.

Figure1

Which vowel contrast caused the most confusion for students?

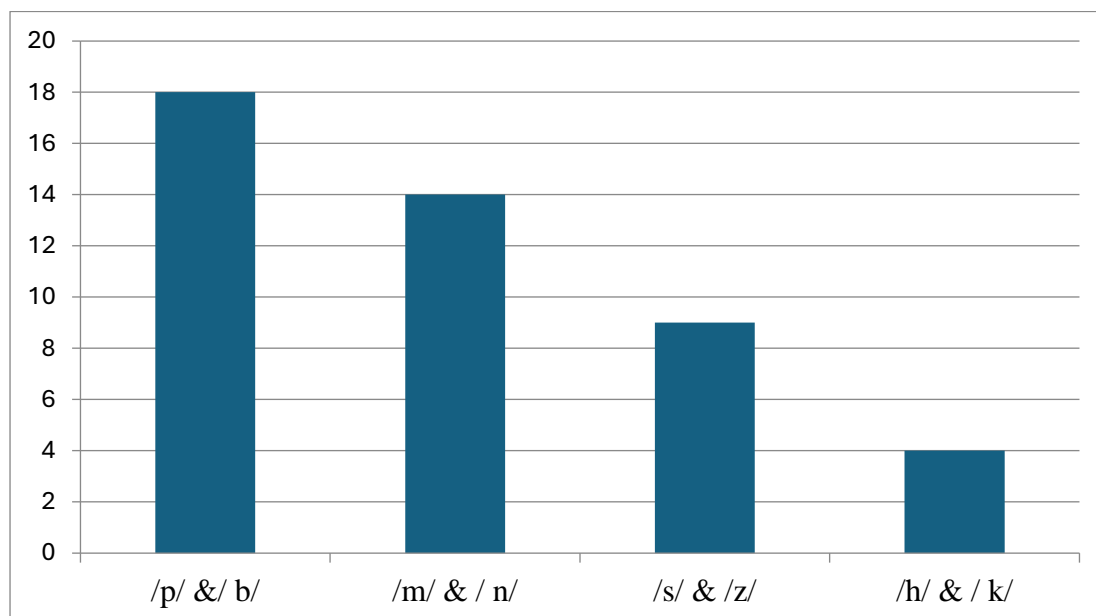


Consonant Substitutions

Out of 80 students, 52 students found errors in consonant pronunciation, that is, English labiodental fricatives with Nepali bilabial stops. On the other hand, the test of multiple-choice objective questions with a total of 40 from Grade 9 students, where 28 students identified pronouncing 'fan' as 'pan' and 26 students identified 'van' as 'ban'. Likewise, classroom observation proved that students pronounced /f/ and /v/ using /p/ and /b/, reflecting the absence of labiodental fricatives in Nepali phonology. Similarly, a substitution pattern was observed for /s/ and /ʃ/ as well as /m/ and /ŋ/. Figure 2 shows that the /p/ and /b/ contrast was the most challenging consonant pair for students.

Figure 2

Which consonant pair is often challenging because of similar pronunciation?

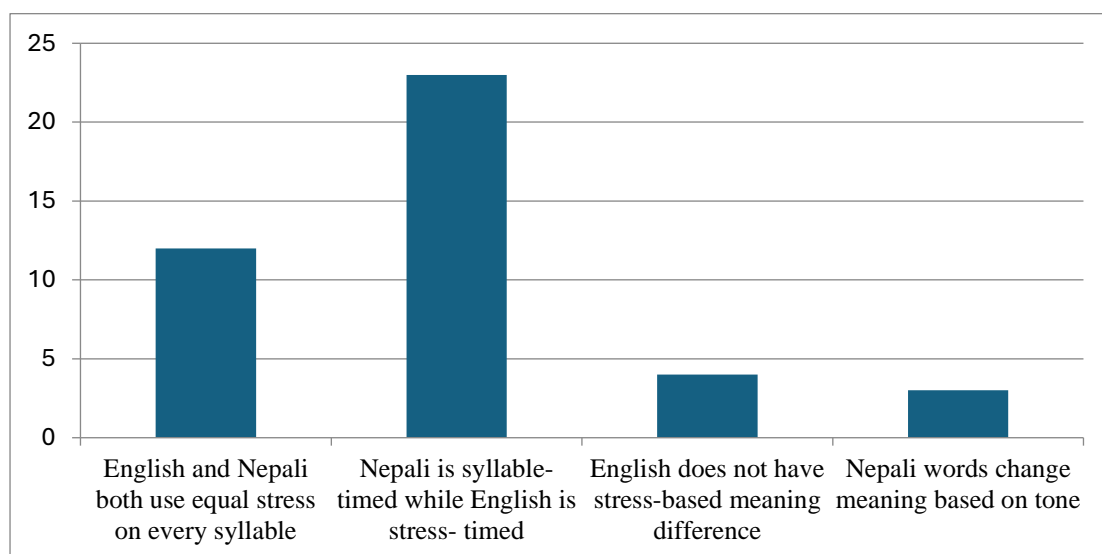


Word Stress Difficulties

Out of 80 students, that is 71%, where 57 students were recorded as having incorrect word stress placement. At the time of reading practice with a loud voice from the English textbook, which is dialogue reading practice, where students consistently misplaced stress in words such as record, develop, and photography. For example, out of 40 students from Grade 10, 22 students placed primary stress incorrectly on the final syllable of photography. These mistakes were connected to differences between Nepali and English rhythm patterns because Nepali is largely syllable timed; on the other hand, English is stress timed, requiring variable stress for meaning and original in its form. Figure 3 depicts that 46 students correctly distinguish syllable timing difference as the first reason for stress misplacement. At the time of the survey, data showed that mentors rarely modeled stress patterns consistently during instruction.

Figure 3

Which of the following best explains why many Nepali students misplace stress in English words like "record," "develop," and "photography"?

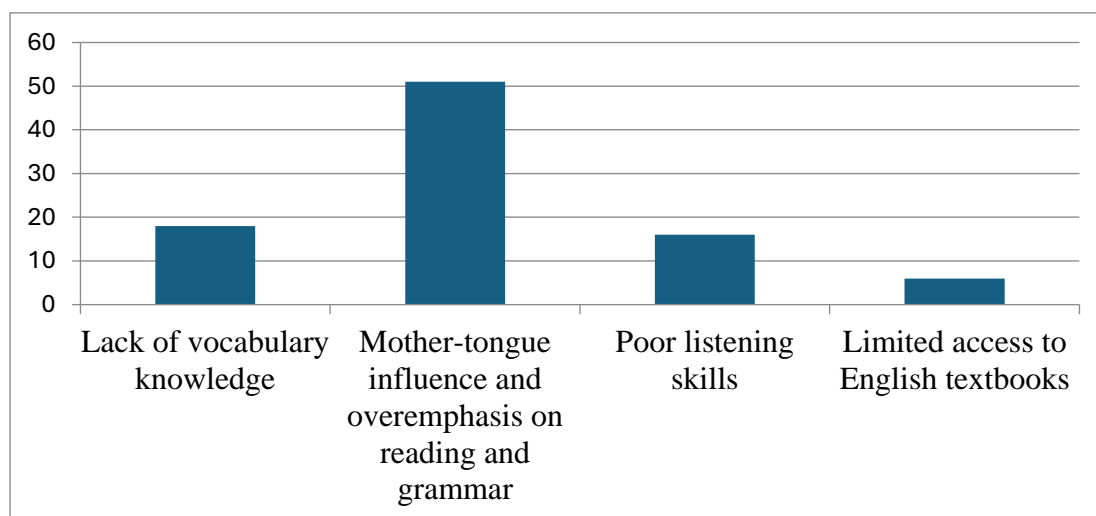


Connected Speech Limitations

Out of 80 students, that is 54% were observed having difficulties with connected speech features. Some of the problems are linking, elision, and weak forms. At the time of speaking tasks, students usually uttered words separately, for example, "I-want-to-eat", instead of saying "I want to eat". The consequences of the survey proved that 49 students focused on mother-tongue influence and overemphasis on reading and grammar as the main reasons for their difficulty with connected speech. Figure 4 with classroom observation further revealed that students from linguistically diverse backgrounds, e.g., Limbu, Rai, Tamang, Sherpa, and Tharu communities retrained intonation patterns from their native mother tongue while speaking the English language as a part of communication. This came out with consequences of mixed rhythmic patterns and reduced fluency during oral tasks.

Figure 4

Which factor mainly contributed to students' difficulty with connected speech in English?



Discussions

The findings indicate that pronunciation challenges among Nepali secondary-level students result from the interplay of linguistic, pedagogical, and environmental factors (Giri & Awasthi, 2021; Paudel, 2024). The most significant factor is being recognized as the mother-tongue influence for learners as they replace unfamiliar English sounds with those from Nepali sounds or ethnic languages (Swan & Smith, 2001; Arias et al., 2024). The finding exposed a crisis of trained expertise, limited access to modern technological resources, and instructional limitations, further hindering pronunciation development (Tiwari, 2024; Lee & Kim, 2024). In the village area, the limited access to multimedia services restricts students' exposure to authentic pronunciation models (Forsyth, 2014). Some other factors appeared as an obstacle, like psychological terms with fear of public speaking and low confidence that decreases participation in speaking activities (Shak et al., 2016; Zhang & Rahimi, 2018).

There are some more problems revealed during the survey, not only students but also Nepalese teachers face difficulties and challenges in this area. In comparison to native teachers, non-native teachers' fluency is quite different in terms of sounds and often influences the quality. The findings suggest that instead of following

grammar and reading tasks, only awareness of phonetic sounds and daily practical habits would increase the level of interaction and communication. Sufficient training in phonetics and pronunciation pedagogy can improve stress, rhythm, and intonation (Umar & Aspany, 2024).

Additionally, the force to complete the syllabus for testing purposes often makes teachers avoid oral practice. A lack of confidence among teachers themselves causes inconsistent error correction or giving up speaking activities, further decreasing the chances for student practice (Vireak & Bunrosy, 2025). Class size is another constraint. In the context of Nepal, the size of the class and number of students are almost larger, making it impossible to reach each and every student to practice with personalized feedback. Similarly, students are afraid of speaking in front of the class when presenting a speech, as a result, their embarrassment, mispronunciation, or fear of being laughed at, which further stops students from participating and limits the practice needed for pronunciation progress (Zhang & Rahimi, 2018). Likewise, speaking or pronunciation classes are mostly conducted at the time of the exam only by using a textbook, due to which the gap between native and non-native speakers is increasing day by day. Every day with meaningful practice is required for accuracy in English sounds instead of depending on the curriculum only. The research also focuses on inequalities between rural and urban institutions. Urban students are facilitated with trained teachers, full of needed resources and materials, which have a direct impact on students' motivation and confidence. Exposure to natural English sounds helps faster improvement when adopted with appropriate guidance in pronunciation (Zhang & Smith, 2001). Having addressed all challenges, the research identifies several promising solutions. The proper knowledge and expertise about the concerned field, that is, minimal pairs, phonetic sounds that they relate to authentic models, students develop remarkable progress (Zubaydova & Toyirova, 2024). Some other helpful techniques or strategies include daily drilling, recording, and repetitive practice, and simple phonetic skills to develop awareness of problematic sounds. Physically verbal related programs support learners by decreasing embarrassment and improving confidence.

However, the research also emphasized a dedicated, promising solution. Some of the vital findings are that interventions using minimal pairs, regular drilling practices, classes, and phonetically sensible activities proved remarkable

improvement in learner confidence and intelligibility (Toyirova & Zubaydova, 2024; Brigui & Bougataia, 2025). The discussion above indicates that strategic instructional support, increased exposure, and stronger teacher preparation can significantly enhance pronunciation outcomes in Nepalese secondary schools.

Conclusions

Similarly, the most common errors, such as English labiodental fricatives /f/ and /v/ with bilabial stops /p/ and /b/, were frequent among many students. These methods reflect phoneme absence in Nepali phonology, reinforcing the act of cross-linguistic interference in pronunciation learning (Derwing & Munro, 2015). The continuity of these errors across objective tests and classroom speech practice strengthens the validity of this conclusion. From the survey, we find out that word stress misplacement affects over two-thirds of participants, mainly due to the gap between Nepali-syllable-timed rhythm and English stress-timed rhythm. Beginners' incorrect stress placement in multisyllabic words, for instance, phonography presents how rhythmic transfer from the first language distracts intelligibility in second language speech, a process widely documented in second language phonology research (Celce-Murcia et al., 2010). Moreover, obstacles with connected speech features, including linking, elision, and weak forms, focused students' tendency to develop English as isolated words rather than as fluent speakers. Some of the suggestions that this limitation is reinforced by instructional focus on reading and grammar over spoken activities, rather than by elements not evidenced in the data. Having a different background was identified as retaining native patterns, resulting in mixed rhythmic output and reduced spoken fluency, consistent with findings in a multilingual EFL context (Foote et al., 2016).

After completing the survey, the research confirmed that English pronunciation remains a significant challenge for secondary-level students in Nepal, despite its formal inclusion in the curriculum. Some evidence is classroom observation, pronunciation objective tests, listening tests, and research consistently proves that linguistic background (L1) influence, lack of expertise, communicative exposure, and insufficient resources in everyday practice classes are the core factors affecting students' speaking or communicative habits. The finding indicates that vowel production represents the most difficult area because 78% of students are not

able to distinguish between long and short vowel contrast, such as /I/ and /i:/. This aligns with established phonological research showing that beginners focus on finding out unfamiliar second language sounds on their first language vowel resources when the target language contains more contrast than the native language (Flege, 1995; Avery & Ehrlich, 2012). Observation data finalized that reliance on the Nepali vowel system, which has fewer distinction than English, directly contributes these perceptual and production mistakes.

Finally, the output drawn from the data shows that pronunciation difficulties among Nepali secondary students are systematic patterns rather than incidental, where the word formation and spoken method are old traditional in linguistic transfer and pedagogical practice. The consequences obtained from research validate the importance of explicit and consistent pronunciation development progress that will happen simultaneously. The derived conclusion from the survey connects with the data presented above and does not extend to claims beyond the documented evidence.

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DOI: <https://doi.org/10.3126/sjourn.v1i1.95119>

Species Diversity of Urban Birds in Biratchowk, Morang, Nepal

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Abstract

Urban birds are species that thrive in city habitats and serve as indicators of urban environmental change. The present study was conducted to explore the diversity of urban birds in Biratchowk to develop baseline information for future research to understand how ongoing urban growth may be influencing their diversity, which will be helpful for future research. The data were collected during March to May of 2025 by using the point count method. A total of 24 species representing 23 genera, 16 families, and 7 orders were recorded. The order Passeriformes contributed the highest number of species (10), and Bucerotiformes and Charadriiformes each had a single species in the study area. The ecological indices showed moderate species diversity ($H = 2.81$), high evenness ($E = 0.88$), and semi-disturbed richness ($D = 3.96$). This study revealed that dense human settlement, limited vegetation, and scarcity of suitable nesting sites are associated with only moderate species diversity in the Biratchowk area.

Keywords: bird diversity, diversity indices, Morang district, point-count survey, urban area

Introduction

Birds are ecological indicators because they are sensitive to environmental change and respond to various structures of different habitats (Hossain & Baki, 2015). Urban birds are the bird species that adapt to human-dominated urban environments, showing behavioural, physiological, and morphological changes caused by urbanization (Isaksson, 2018). The importance of studying urban birds is that they are key components of urban biodiversity and are sensitive indicators of environmental change, and nearly 20% of the world's bird species occur in cities (Aronson et al., 2014; Bhusal & Ghimire, 2023). Their density, presence, or disappearance shows the ecosystem's health (Dangaura et al., 2020; Shrestha et al., 2023). In addition, birds

play crucial roles in pollination, seed dispersal, pest control, and nutrient cycling (Sekercioglu, 2006).

Nepal, being a world hotspot of avian diversity due to its diversified topography and climate (Lama et al., 2022), supports 892 bird species (DNPWC & BCN, 2025). However, increasing urbanization in city areas is leading to declining avian diversity due to habitat destruction and fragmentation (Desalegn & Abebe, 2024). Public places such as Parks and gardens become important shelters for the bird species (Baral et al., 2022). There are studies on bird diversity in wetlands and forest areas (Bhattarai & Devkota, 2020; Ghimire et al., 2022); however, studies on urban birds are limited in Nepal; most have focused on major cities such as Kathmandu, Pokhara, and Butwal, leaving other rapidly growing cities without baseline data (Bhusal & Ghimire, 2023).

Biratchowk is a rapidly growing urban area located in the Morang district of Koshi Province with no prior baseline data on avian species, which makes it harder to determine the impact of urban growth on birds. It is essential to develop evidence-based baseline data on urban bird species richness and abundance in the Biratchowk area to address this research gap. The present study will be helpful for future scientific research for comparison and analysis.

Methods

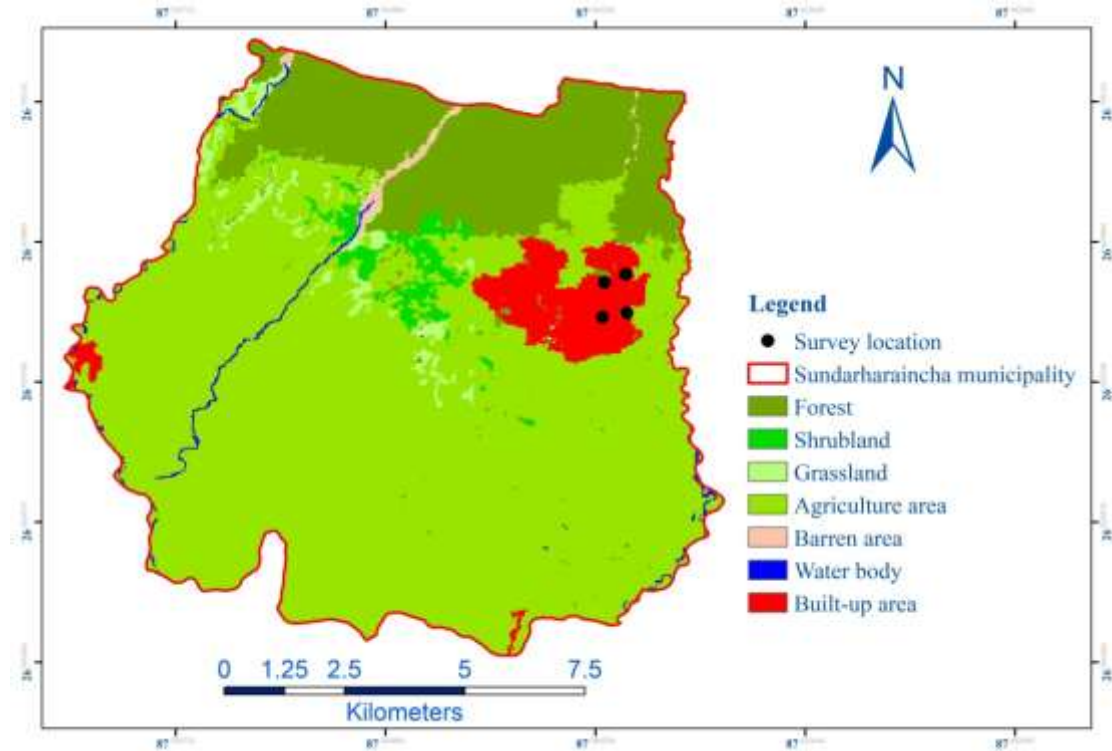
Study area

The present study was conducted in the Biratchowk area, in the Morang district of Koshi Province, at an elevation of 144 m above sea level, at 26°67' N latitude and 87°38' E longitude (Fig. 1). The study area has an average annual temperature range between 14.6°C and 30.6°C, with dominant vegetation of Sal (*Shorea robusta*), Sissoo (*Dalbergia sissoo*), Golden shower tree (*Casia fistula*), and Chir pine (*Pinus roxburghii*) and major crops grown in the study area of rice, maize, and jute (Mandal et al., 2021). Biratchowk is an educational hub, with Sukuna Secondary School, Sukuna Multiple Campus, and several reputed private schools clustered within a small area. As a result, the region supports dense, diversified human settlements, and their activities may influence the local biodiversity. Minimum distance of 1 km between points for data collection, and their coordinates were recorded using a Garmin eTrex10 GPS device and indicated on a study map. Each point was observed for 20 minutes between 10.00 am and 12.00 pm. Photos of birds

were taken using a Nikon D5600 DSLR camera and a 70–300 mm lens for documentation.

Figure 1

Map of Sundarharaincha municipality with black spots indicating survey locations



Data collection

The data were collected for three months from March to May 2025 (a total of 15 survey days) by the point count method with a 50 m radius (Hutto et al., 1986; Bibby et al., 1992). Four fixed observation points were randomly selected, with a. Bird identification was done using the field guidebook *Birds of Nepal* (Grimmett et al., 2016), the documented list of "Birds of Nepal: An Official Checklist" (Department of National Parks and Wildlife Conservation & Bird Conservation Nepal, 2022), and online resources such as iNaturalist and the eBird websites.

Analysis method

The key ecological diversity indices, such as the Shannon–Wiener Diversity Index for overall species diversity (Shannon & Wiener, 1948), Pielou's Evenness for how evenly individuals are distributed among species (Pielou, 1969), and Margalef's Richness Index for species richness relative to sample size (Margalef, 1958), were calculated using Microsoft Excel 2010.

The Shannon-Wiener Index (H) = $-\sum_{i=1}^n P_i \times \ln P_i$ where,

P_i represents the proportion of individuals of a specific species n divided by the total number of individuals N in the community,

\ln denotes the natural logarithm,

Σ is the sum over all species present in the community.

Pielou's Evenness (E) = $\frac{H}{\ln(S)}$, where,

H denotes Shannon-Wiener Diversity Index,

\ln represents the natural logarithm,

S is the number of species present in the community.

Margalef's Richness Index (D) = $\frac{S-1}{\ln(N)}$, where,

S is species richness,

N denotes the total number of individuals in the community.

Results

A total of 24 species belonging to 23 genera, 16 families, and seven orders were recorded during the study period (Table 1).

Table 1

Species of birds in the Biratchowk area

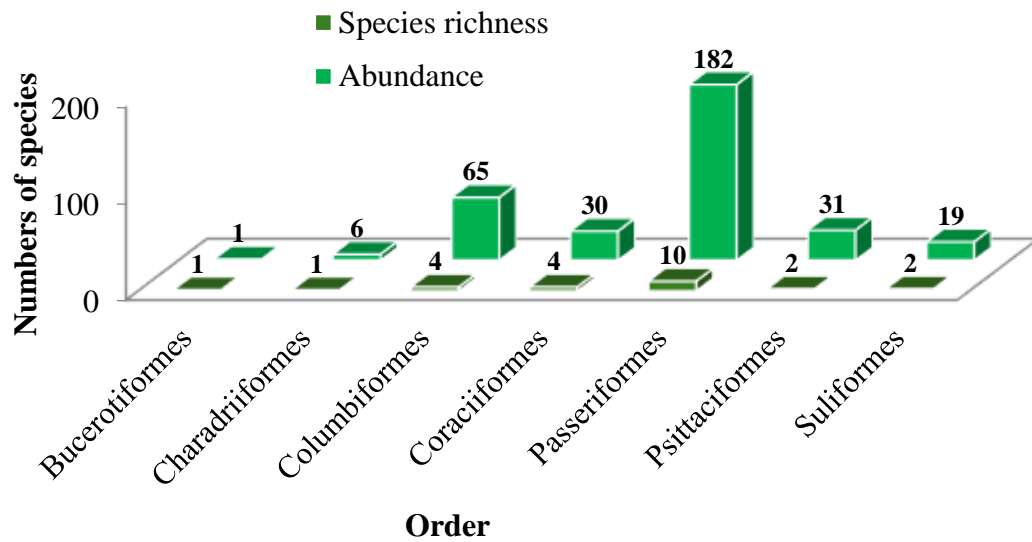
S.N.	Family	Scientific name	Common name	Nepali name	Abundance	CITES
Order: Bucerotiformes						
1	Bucerotidae	<i>Ocyrceros birostris</i>	Indian Grey Hornbill	सानो धनेश	1	
Order: Charadriiformes						
2	Charadriidae	<i>Vanellus indicus</i>	Red-wattled Lapwing	हुट्टियाउँ	6	
Order: Columbiformes						
3	Columbidae	<i>Columba livia</i>	Rock Pigeon	मलेवा	26	
4	Columbidae	<i>Spilopelia suratensis</i>	Spotted Dove	कुर्ले ढुकुर	17	
5	Columbidae	<i>Streptopelia decaocto</i>	Eurasian Collared Dove	कण्ठे ढुकुर	13	
6	Columbidae	<i>Treron phoenicopterus</i>	Yellow-footed Green Pigeon	हलेसो	9	
Order: Coraciiformes						
7	Alcedinidae	<i>Alcedo atthis</i>	Common Kingfisher	सानो माटीकोरे	5	
8	Alcedinidae	<i>Halcyon smyrnensis</i>	White-throated Kingfisher	सेतो कण्ठे माटीकोरे	13	
9	Meropidae	<i>Merops leschenaultia</i>	Chestnut-headed Bee-eater	कटुसटाउके मुरलीचरा	7	

10	Meropidae	<i>Merops orientalis</i>	Asian Green Bee-eater	मुरलीचरा	5	
Order: Passeriformes						
11	Aegithinidae	<i>Aegithina tiphia</i>	Common Iora	सुसेलीचरा	2	
12	Corvidae	<i>Dendrocitta vagabunda</i>	Rufous Treepie	कोकले	4	
13	Dicruridae	<i>Dicrurus macrocercus</i>	Black Drongo	कालो चिबे	15	
14	Estrildidae	<i>Lonchura punctulata</i>	Scaly-breasted Munia	कोटेरो मुनियाँ	29	
15	Oriolidae	<i>Oriolus xanthornus</i>	Black-hooded Oriole	कालोटाउके सुनचरी	2	
16	Paridae	<i>Parus major</i>	Great Tit	चिचिल्कोटे	2	
17	Passeridae	<i>Passer domesticus</i>	House Sparrow	घर भँगेरा	31	
18	Pycnonotidae	<i>Pycnonotus cafer</i>	Red-vented Bulbul	जुरेली	39	
19	Sturnidae	<i>Acridotheres tristis</i>	Common Myna	डाङ्गे रुपी	52	
20	Sturnidae	<i>Gracula religiosa</i>	Common Hill Myna	मदनसारिका मैना	6	
Order: Psittaciformes						
21	Psittacidae	<i>Himalayapsitta cyanocephala</i>	Plum-headed Parakeet	टुईसी सुगा	17	II
22	Psittacidae	<i>Alexandrinus krameri</i>	Rose-ringed Parakeet	कण्ठे सुगा	14	
Order: Suliformes						
23	Phalacrocoracidae	<i>Microcarbo niger</i>	Little Cormorant	सानो जलेवा	13	
24	Phalacrocoracidae	<i>Phalacrocorax carbo</i>	Great Cormorant	जलेवा	6	

The study documented avian diversity across seven orders. Passeriformes exhibited the highest dominance, comprising 9 families, 10 genera, and 10 species. In contrast, Bucerotiformes and Charadriiformes were each represented by only a single family, genus, and species. The order Passeriformes had the maximum species abundance with 182 individuals, followed by the order Columbiformes with 65 individuals and least by the order Bucerotiformes with a single individual (Figure 2). *Himalayapsitta cyanocephala* recorded in this study is listed under CITES Appendix II.

Figure 2

Graphical presentation of species richness and abundance across different orders recorded in the study area



The present study recorded a Shannon–Wiener Diversity Index for birds of $H = 2.81$, along with Pielou’s evenness ($E = 0.88$) and Margalef’s Richness Index ($D = 3.96$). (Table 2).

Table 2

Calculation of ecological indices

Ecological indices	Calculated value
Pielou's evenness	0.88
Shannon-Wiener Diversity Index	2.81
Margalef's Richness Index	3.96

Discussions

The present study showed the highest species richness and abundance of the order Passeriformes in the study area, consistent with prior research in Nepal (Shah & Sharma, 2022; Chalise et al., 2021; Dangaura et al., 2020; Jha, 2019; Jha, 2020) can be attributed to their strong ecological adaptability, broad habitat tolerance, flexible foraging behavior, diverse diet, and high reproductive capacity (Gill, 2007). Their dominance is further supported by their relatively small body size, which enables them to exploit microhabitats more efficiently and occupy a variety of ecological niches (MacArthur & MacArthur, 1961). In contrast, non-passerine orders such as Bucerotiformes and Charadriiformes were recorded in lower species richness and abundance, due to their more specialized ecological requirements. These birds often depend on specific habitat types: Bucerotiformes, for instance, are typically associated with dense primary forests, while Charadriiformes are commonly linked to wetland ecosystems (Bird Life International, 2022). This difference shows that birds with flexible habits, like those in the order Passeriformes, can live in many different environments, while the bird species of the orders Bucerotiformes and Charadriiformes showed narrow habitat preferences that may limit their distribution and abundance in the human-dominated settlement area.

Acridotheres tristis (Common Myna) showed the highest abundance in the study area mainly because of its well-adaptedness to urban environments, as they like to live in human settlement areas, farmlands, feed on a wide variety of food, and use buildings and tree cavities for nesting (Garrock et al., 2012; Lowther & Craig, 2020). In contrast, *Ocyrceros birostris* (Indian Grey Hornbill) was recorded only once, indicating the lowest abundance because it strongly depends on large trees for nesting and prefers wooded habitats. The lack of mature trees in urban areas and high human activities likely limit its presence (Jathar & Rahmani, 2006; Grimmett et al., 2011).

The present study recorded a Shannon–Wiener Diversity Index of $H = 2.81$, indicating moderate bird diversity, while Pielou's evenness ($E = 0.88$) showed an evenly distributed bird community. Margalef's richness index ($D = 3.96$) falls within a semi-disturbed range, which is expected in a growing city area. Bird diversity is often lower in such areas due to human disturbance, limited plant diversity, noise, and pollution, all of which reduce habitat quality and resource availability (Blair, 1996; McKinney, 2008). Urban environments generally have only a few species that can

tolerate frequent human disturbance, which leads to reduced species richness (Clergeau et al., 2001). Likewise, the limited green spaces and low tree density in the urban area restrict nesting and feeding opportunities for many birds, resulting in only moderate levels of diversity (Fernández-Juricic, 2000).

Conclusions

The study revealed a moderately rich bird community within the Biratchowk area, with most species belonging to the highly adaptable order Passeriformes. The diversity indices indicate that the area functions as a semi-disturbed habitat with even species distribution. Human disturbance, limited vegetation, and restricted green space appear to shape the composition of the avifauna. Improving habitat structure and plant diversity could support greater avian diversity in the future. Further future studies should be done throughout the year to cover all seasons to assess seasonal variations with additional methods, such as camera traps or sound recordings, to detect hidden or nocturnal species.

Limitations of the study

The survey period covered only three months, which is probably not enough to capture seasonal variations of certain migratory species. Besides that, having only four observation points may be insufficient to cover all habitat heterogeneity in the area. Since the study was conducted during the day, cryptic or nocturnal species might have been missed.

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Appendix

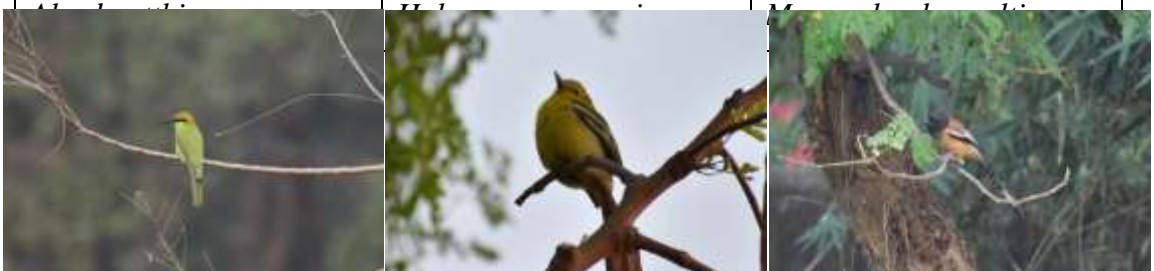
Photo plate I



<i>Ocyrceros birostris</i>	<i>Vanellus indicus</i>	<i>Columba livia</i>
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<i>Spilopelia suratensis</i>	<i>Streptopelia decaocto</i>	<i>Treron phoenicopterus</i>
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<i>Merops orientalis</i>	<i>Aegithina tiphia</i>	<i>Dendrocitta vagabunda</i>
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Photo plate II



Dicrurus macrocercus

Lonchura punctulata

Oriolus xanthornus



Parus major

Passer domesticus

Pycnonotus cafer



Acridotheres tristis

Gracula religiosa

Himalayapsitta cyanocephala



Alexandrinus krameri

Microcarbo niger

Phalacrocorax carbo

DOI: <https://doi.org/10.3126/sjournal.v1i1.95120>

The Impacts of Drug Abuse Across Individual, Family and Societal Dimensions

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Abstract

Drug addiction is a serious issue that affects not only individuals but also their families and society. This study aims to understand how drug addiction influences people's lives and their relationships with family, relatives, and others. The researcher spoke with 10 individuals from different age groups who are residing in two rehabilitation centers in Morang, Nepal. The researcher also spoke with two individuals who have completed their treatment and are now struggling to return to a normal life. Simple questions were asked to understand their experiences, challenges, and feelings. The findings reveal that most people start using drugs as teenagers, mainly due to peer influence. Many of them dropped their studies and got involved in harmful activities such as borrowing money from others and selling valuable household items to manage money for drugs. All participants expressed their regret for their past activities, acknowledging that their addiction caused emotional pain, financial problems, and loss of trust within their families and relatives. They also faced difficulties adjusting back into their society. The study clearly shows that drug addiction negatively affects their personal life, education, family relationships, and future opportunities. The study also reveals that the whole community should work together to protect young people, so they do not fall into the world of drug addiction.

Keywords: drug addiction, effects on the individual, family, society

Introduction

Drug addiction is a chronic, relapsing disorder in which compulsive drug-seeking and drug-taking behavior persists despite serious negative consequences. Addictive substances induce pleasant states (euphoria in the initiation phase) or relieve distress. Continued use induces adaptive changes in the central nervous system that lead to tolerance, physical dependence, sensitization, craving, and relapse. The

addictive drugs discussed here are opioids, cannabinoids, ethanol, cocaine, amphetamines, and nicotine (Camí & Farré, 2003). Three terms related to drug abuse are used commonly: tolerance, dependence, and addiction. Tolerance represents a reduced effect upon repeated exposure to a drug at a constant dose, or the need for an increased dose to maintain the same effect. Dependence is defined as the need for continued exposure to a drug to avoid withdrawal July 1992, 12(7): 2439-2450 School of Medicine, past, physical dependence was part of the definition of addiction. However, the requirement for physical dependence as a necessary or sufficient aspect of drug addiction is no longer considered valid. Many drugs with no abuse potential, for example, β -adrenergic antagonists, clonidine, and tricyclic antidepressants, can produce marked physical symptoms on withdrawal. On the other hand, many unquestionably severe abusers of some drugs have little or no physical withdrawal syndrome upon cessation of drug exposure (e.g., most marijuana or cocaine users). Similarly, not all drugs of abuse produce tolerance to all their effects. (Nestler, 1992).

People today still look to their families for social support, attachment figures, and connections they need. It is important to think about how substance use disorders (SUDs) affect people in a family setting. Financial problems, legal issues, emotional suffering, unfulfilled developmental requirements, poor connection, and physical aggression are just some of the far-reaching implications that a person's drug use may bring to their loved ones. Substance use disorder is also more common in young people (Hamid et al., 2024). Drugs have been around for ages, and they come in many different forms throughout their existence. With changes in technology and other environmental dynamics over time, the contributing factors and mentality behind drug abuse have evolved. For instance, advanced communication facilities contributed to the easy accessibility of drugs among the youth. Hence, the methodology used in curbing drug abuse needs to be upgraded to cope with the ever-changing technology used in drug peddling (Foo et al., 2012).

Young people abuse drugs due to complex social and peer groups' influence, frustration, depression, curiosity, sub-cultural and psychological environment that induce the youths to take drugs. The effects of drug abuse are felt on many levels: personal, friends, family, and societal. Drug addiction leads to the disintegration of family ties. Drug addicts pose a threat to the family because of the hostile behavior of the drug abuser; the family is at risk. Normal activities of the family are disrupted due

to the antisocial activities of the abuser. The drug addict youth drop out of school/college, or university. The service holder loses his job because of irregularities. Social isolation and alienation are very common. A family of drug addicts became isolated from the community. The drug abuser swallows the lion's share of the family income for buying drugs (Shazzad et al., 2013; Hasam & Mushahid, 2017).

Addiction is chronic, it is progressive, and if left untreated. The initial decision to take drugs is voluntary for most people. But repeated drug use can lead to brain changes that challenge an addicted person's self-control and interfere with their ability to resist intense urges to take drugs. Drug addiction isn't about just heroin, cocaine, or other illegal drugs. You can get addicted to alcohol, nicotine, opioid painkillers, and other legal substances (Kumar et al., 2019). It has been understood from different research that drug addiction becomes a chronic problem. Once people fall into addiction, it will be difficult for them to come out of it. It even spoils the economy and social reputation of the family. Youth are the major victims of drug addiction. They spoil their precious lives by avoiding their studies, forgetting their responsibilities towards their family, society, and nation. They destroy the dream of their parents as well as their bright future. They misuse the drug and enter the world of addiction, forgetting their life, family, and their future career. This research concentrates on finding the effect of drug addiction on individuals and families.

Methods

The questionnaire and qualitative analysis were employed in this study. The author has prepared 15 closed questions and one open question. In the closed questions, abusers were asked different questions based on their past and present lives. The questions were designed to assess various aspects of their start-up, from inception to regression. The researcher wanted to know their starting period, education status, social impact, financial management, re-establishment in society, their regression, their thoughts about their future generation, and so on. In the open-ended question, the abusers were asked to give suggestions to the upcoming generations. Their suggestions gave a positive message to the new generation. A total of ten abusers, aged 22 to 51, were chosen for this research. Among the abusers, eight were taken from two rehabilitation centers, and two were chosen from outside who had recently completed their course in rehabilitation centers. The abusers were staying

there to be cured of their addiction. These two rehabilitation centers are located at Kerabari Ruler Municipality, Morang, and Sundarharaincha Municipality, Morang. These are chosen for this study because they are the best rehabilitation centers in these localities. Many abusers are staying there to be cured from the problem of their addiction. Eight abusers are chosen from there because they are from the researcher's locality. Three of them had completed their course and are working as volunteers in the rehabilitation center. Five of them are under treatment to get rid of it. Two were chosen from outside who completed their course from the rehabilitation center and are struggling to adjust normally in society.

Here, the researcher collects the necessary data from abusers from the two rehabilitation centers by interviewing them and uses a closed questionnaire along with an open question. The questionnaire is formed mainly based on problems caused by abusers who cause trouble to their families because of their attitude and behavior. The open question is to give suggestions to the upcoming generations from individuals who have suffered from addiction. They want to make them aware of drug addiction. They have created a lot of problems for their family due to their habits. To analyze the problem created by the abusers, the researcher has asked different types of questions and analyzed them based on their experiences, thoughts, feelings, regression, and suggestions to the upcoming generation to know the facts and to know their real feelings.

Results

The result is based on the answers given by ten addicted people, who are interviewed and are staying in the two rehabilitation centers for their treatment. While observing the answer to the question 'When did you become addicted to drugs?', it has been known that six of the addicted people started using drugs in their adolescence period, whereas four of them started during their youth. It shows that during their adolescence, they are under the care of their parents and teachers. When they become young, their parents think that they are mature, and they don't take care of them as they did before. So, they fall into the world of drug addiction. In the second question, 'How did you become addicted to drugs?', it is found that eight of the abusers are influenced by their friends, but two of them are influenced by seeing their neighbor and other seniors taking drugs in front of them. It is known that bad company must be avoided by everyone to be safe from drug addiction.

‘What was the status of your studies after you became addicted?’ While observing their educational status, it has been understood that two of them are continuing their studies to make their future bright after their treatment in the rehabilitation center. Two of them quit it after SEE (Secondary Education Examination; Completion of 10th grade), thinking that it is a burden in their lives, and two of them quit it after +2. But four of them are not interested in studies after falling into drug addiction. While observing the answers to ‘How did you manage the money required to use drugs?’, it has been understood that three of them manage money for drugs by asking their parents. One manages borrowing with their friends, relatives, and others. Five of them manage it by doing some income-generating activities, and one manages by selling valuable things in their house, such as gold, silver, and other expensive household items. Observing the answers to ‘Do you regret being addicted and feel like your life has been ruined?’, ‘What effect has your addiction had on society?’, and ‘What kind of effect has your addiction had on your family?’, it is observed that all of them regret their present situation. They feel that they have spoiled their precious lives, and nine of them feel that they have created negative effects in society, but one feels that he did not create any effect on society. They also feel that they have created a negative effect on their family members.

‘Do you feel that the dreams your family had seen for you have been fulfilled?’, and ‘What makes you confident that you can still do better in life?’, While observing the answers to these questions, it is found that eight of them become hopeful to fulfil the dreams of their family, and two of them are completely hopeless to do anything better for their family in the future to come. They are confident enough that they can come out of this life and do something better in their lives by quitting drugs and by keeping good company and following the suggestions, advice, and encouragement of their family and friends. They even think that they are unable to fulfill the dream of their family. They become hopeless in their lives because of addiction. They feel that it ruined their lives. In the question ‘Will it be easy for you to re-establish yourself in society?’, it is known that their previous attitude and behavior don’t allow them to live freely in society. But four of them feel that it will be difficult for them to re-establish themselves in society. But five of them think that they can easily re-establish themselves in society, while one feels that it will be difficult for them to be accepted in society.

While observing the answer to the question ‘How much trouble have you caused your family?’, it has been found that eight of them feel that they have given a lot of physical, mental, and economic trouble to their family. But two of them feel that they haven’t given any kind of torture to their family. In the question ‘How do you feel that your current situation will affect your future generations? They agree that their current situation affects the upcoming generations. They think that “as father, as son,” their future generation might follow the path they had followed. They are very much worried about it. But seven of them feel that it has a completely negative effect on their future generation. ‘What kind of person would you want to see the future generation be?’ and ‘Do you want your future generation to fall into drug addiction?’ In these questions, they feel that they have ruined their precious lives, but they don’t want their future generation to be like them. They want them to be safe from addiction and become successful and well-cultured in their lives. They want them to do something better for their society and nation. In the last open question, they all have suggested that all adolescents and youths should not fall into addiction. It is like a curse and very difficult to get rid of. They also suggested to them that parents are like God, and they should follow their suggestions because they never lead the way, which they should not follow.

Discussions

This study helps us understand how drug addiction affects people and their families in many ways. The answers from people in rehabilitation centers indicate that they are similar to what other countries find, but they also reflect the special social and cultural situations of Nepal. This part of the study brings together all the findings and explains what they mean in the bigger study of drug addiction. The research shows that most drug users first experimented with inhaling drugs during adolescence due to peer influence. (Kandel et al., 2007; Stone et al., 2016). Drug initiation during the teenage years, with peer pressure and social groups (Stone et al., 2016). This study also found the same situation in Nepal. People start using drugs when they are adolescents and young adults. In this growing age, they can easily be influenced by others. In the study, about 8 addicted people agreed that they started taking drugs because of peer pressure. They want to be accepted by their friends. So, they sometimes practice the things told by a peer to fit in the group. Others said they learned about drugs by watching their neighbors or older people who use drugs and

smoke in front of them. This shows that when drugs are seen being used in a community, young people might start to think it is normal and good, and might follow them too. Visible drug use in communities increases youth experimentation (Bohnert et al., 2009).

Drug addiction often contributes to school dropout and reduced academic engagement (Henry et al., 2012). The study finds the same scenario. Drug addiction causes many people to stop going to school. When someone drops out of school, they lose many opportunities for a better future. When people stop studying, they often feel lonely and become less active, which can make them use drugs even more to feel better. This shows that addiction can make school problems worse, and school problems can also make addiction worse. Addiction leads to financial loss, debt, and household stress (McKenna et al., 2017; Orford et al., 2013). This study also showed that people who are addicted to drugs often use bad or wrong ways to get money. Many of them borrow money, cheat others, or sell valuable household items from their home to manage money for drugs. These activities break the trust of the family and make life harder, especially for families who already have a financial crisis. Because of this activity, addiction not only hurts the person using drugs but also makes the whole family have problems with basic needs and the future. Financial crisis often causes quarrels at home, creates sadness, and makes family members feel isolated from each other.

Drug addiction creates emotional strain and psychological suffering for family members (Velleman & Templeton, 2007). The study discovered that drug addiction hurts families very badly. Everyone in the study said that their addiction caused sadness, worry, and disappointment in their families. Parents suffer a lot because it is very painful for them to see their children involved in addiction. As the addiction gets worse, families may feel ashamed, feel hatred from other people, and become isolated in the community. Many of them in the study felt guilty for hurting their families, and this feeling shows that they understand the problem they caused to their family and society. This understanding is an important lesson in getting better in their lives. Stigma reduces employment chances and social acceptance of recovering individuals (Livingston et al., 2012). The study also found that it is very difficult for them to join society again after rehabilitation. Some people are confident that they could live a normal life again, but many are worried that it would be difficult for them to be

accepted in society. Because many people take drug addiction negatively, those who are recovering face a lot of problems, such as finding jobs, making friends again, or gaining trust in their community. This shows that society needs to be kinder and more supportive of them so that they can start normal lives again. Communities should conduct such programs that help recovering people to feel welcomed in the community, judge them positively, so that they feel more at ease starting a better life.

Participants' concern for their children aligns with studies showing intergenerational patterns of addiction (Keeley et al., 2015). This study also found that many people were worried that their addiction might affect their children or future generations. They feared that their addiction might set a wrong example for their children or might put them at risk of using drugs. This worry shows that the recovering individuals are becoming more responsible towards their children. It also shows that raising awareness in children at an early age about the dangers of drugs is very important to prevent them from getting involved in drug addiction in the future. The open answers in the study show that it gives a strong message to the young people that they should never start using drugs. The respondents suggest that children must listen to their parents, remain close to good friends, focus on studies and physical fitness, and try to become good citizens. Their own experiences were full of regret, and they want to make sure that others do not go through the same path they followed. Overall, the study shows that drug addiction is not only a problem of an individual but a problem for the whole family and community. It affects a person's school life, money, relationships, and mental health. To recover, a person needs their own effort, strong willpower, support from their family and community, and help from good rehabilitation centers. To stop addiction before it begins, we need awareness programs, school and parents' counseling, strict laws, and community support about the dangers of drugs. Strong family love and open talking at home can also help parents see early signs and protect children from addiction.

Conclusions

At the end of this research, it is found that if the adolescents and youth are not controlled, they may fall into drug addiction due to their company, they spoil their creative period for managing the sources of drugs. Once they fall into it, they not only quit their studies but also concentrate on how to manage money for drugs. They even

sell the valuable things from their home if their parents don't give them the money they asked for. It shows that they even resort to robbery to manage money for drugs. It not only gives mental torture but also gives economic torture to their family. They regret their past, but it is too late for them, and they find themselves in difficulty re-establishing themselves in society, and feel worried about their future generation, whom they want to make well-cultured, and do something for their family, society, and nation. Finally, the researcher suggests that all adolescents and youth should not enter the world of drugs. It spoils their lives. It doesn't let them lead their lives on the path of success. It hinders them from fulfilling their own dream, the dream of their family, and their responsibility towards society and the nation. It gives their family physical, mental, and economic torture. So, the author suggests to them that it is hell and not to try to enter it.

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DOI: <https://doi.org/10.3126/sjournal.v1i1.95121>

Absurdity of Human Condition: A Study of Fritz Karinthy's Refund

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Abstract

Fritz Karinthy's one-act drama Refund effectively presents the absurd condition of human life through the comic yet striking idea of an adult demanding reimbursement for his schooling. This study attempts to find out the absurdist traits of the drama that are connected to the broader literary scenario of Samuel Beckett, Eugène Ionesco, and Albert Camus. In Refund, Karinthy makes a harsh critique of human stupidity and follies of the educational system using illogical conditions, irrational behaviours, and ironic twists. In fact, Absurdism, philosophically speaking, tries to delve into the conflict between our continuous search for meaning within meaninglessness. An absurdist approach emphasizes how literary texts explore meaninglessness, irrationality, and the breakdown of logical sequence. It talks about how characters face and react to purposeless and disordered circumstances in the text. Some main features of Absurdism can be the lack of obvious reasoning and a vain attempt to find a sense in connection to the play. Karinthy creates such a dramatic world in which logic does not function, and the educational institution presents itself in an illogical manner. The student's responses have been manipulated, and ignorance has been rewarded over knowledge in Refund. Therefore, Karinthy's Refund shows bureaucratic illogicality, revealing comic absurdity as rigid rules produce irrational outcomes in our education system.

Keywords: absurdity, comical, illogical, irrationality, meaninglessness

Introduction

Absurdism investigates the inherent meaninglessness of human existence within an irrational universe (Abrams, 2001). It is a popular philosophical and literary movement of the twentieth century. Absurdism as a branch of existentialism developed with ideas of existentialists like Albert Camus, Samuel Beckett and so on. Fritz Karinthy's play Refund, published in the 1930, gives a comic presentation of

Absurdism in a dramatic way. This study deals with the notion that the characters, narrative and themes of the play have taken the absurdist approach, and it focuses on the irrationality existing in educational institutions. According to absurdist philosophy, any literary text is analyzed by studying human efforts to find any purpose in a world that manifests as irrational and indifferent. Albert Camus, one of the initiators of the theory of the absurd, asserts that Absurdism presents the conflict between man's search for order and meaning and the world's denial to fulfil it. Eugène Ionesco, a French dramatist, described absurdist literature: "People drowning in meaninglessness can only be grotesque, their sufferings can only appear tragic by derision." Absurdist criticism attempts to explore how the major tension is dramatized in the text. Absurdism opines that we are living in a meaningless and disordered world. In literary works, absurdist texts frequently portray characters ensnared in illogical, repetitive, or meaningless circumstances (Brater et al., 1990). Some features of absurdist texts consist of satire, repetitive actions, circular arguments, and nonsensical dialogues. The principal objective is to show the unnecessary imposition of rationality over an irrational universe.

Absurdist interpretation focuses on characters who strive to discover meaning or coherence in their existence, only to encounter confusion, silence, or futility (Stoppard, 1966). These characters are often confined within repetitive patterns such as daily routines, endless duties, or recurring situations that underscore the monotony and purposelessness of life (Heller, 1961). That means to say that people have been alienated from themselves, from society, which represents the existential loneliness of every human individual. Human life has been structurally fragmented, lacking its coherence in totality. Absurdist works frequently abandon conventional narrative forms, lacking a clear plot, climax, or resolution (Beckett, 1954). In this manner, absurdist literary criticism examines how a text represents the tension between humanity's desire for meaning and the silence of the universe, investigating characters' reactions to this tension, the disintegration of language and logic, and the ways in which narrative form itself expresses absurdity (Esslin, 1960).

Absurdism, rooted in the philosophy of Albert Camus, particularly *The Myth of Sisyphus*, explores the clash between the human search for meaning and the universe's indifference to that pursuit. In fact, the terminology 'Theatre of the Absurd' was introduced by Martin Esslin. In drama, it indicates dramas that have existential

humour to reveal the futility of rational order. Similarly, such absurdist plays attempt to deal with purposeless actions as well as illogical and circular dialogue.

Methods

Absurdist philosophy believes that human institutions, including logic, politics and education, are simply arbitrary constructions. Our human universe lacks any absolute meaning or structured order itself. That means to say, human language loses its precision and clarity, and communication itself becomes problematic altogether. From the absurdist perspective, humour serves to reveal the emptiness underlying existence (Hinchliffe, 1969). Such an Absurdist perspective has been applied to study Fritz Karinthy's play *Refund*. It aims at observing various absurdist tools, such as irrational situations and unconventional humour, for the analysis of *Refund*. Viewed through an absurdist lens, the situation becomes a critique of humanity's persistent attempt to impose order and meaning upon a world that often resists rationality.

An essential component of absurdist methodology is the examination of the disintegration of language and reasoning, a feature that lies at the heart of the humour in *Refund*. Absurdist methodology does not follow an obvious cause-and-effect relationship. In this, events emerge randomly and purposelessly. Dialogues might be distorted, repetitive or nonsensical, demonstrating a breakdown of communication. Absurdism talks about the meaninglessness of human existence, highlighting the idea that life has no inherent purpose or rational order at all. Similarly, absurdist methodology makes use of paradox and contradiction. Here, situations and characters frequently contradict themselves to reveal the rational nature of reality. In Fritz Karinthy's *Refund*, the main character Wassercopf demands a refund for his education, creating an irrational and absurd condition. Teachers intentionally pass him in the re-examination even if he gives incorrect answers to the questions. Conversations between Wassercopf and teachers manifest as ironic and unreasonable. The drama depicts the mechanical nature of our education system. The serious issues, such as education and the value of knowledge, have been presented comically.

The absurdist notion that our existence is marked by various contradictions, irrational desires and unfulfilled expectations has been highlighted by Karinthy's *Refund*. The protagonist of the play seems to be dissatisfied with life. He tries to hold the school administration accountable. Even though the world is absurd and

meaningless, he tries his best to search for whether there lies any meaning or purpose in life. Absurdist philosophy generally persuades readers to search for logic within illogicality. The duty or responsibility of the institutions should be to maintain rational order. However, they ultimately indulge in comic irrationality. This absurdist study here attempts to demonstrate the meaningless, mechanical and rigid nature of educational authority through satire. Refund criticizes the education system by showing teachers' praises of wrong answers and misuse of academic provisions for the fulfilment of their vested interests. In this way, absurdist reading clarifies how social institutions turn into objects of parody in our human world. Through its exaggerated comedy, the play captures the essence of Absurdism by depicting a world in which logic disintegrates, meaning becomes unstable, and human efforts frequently culminate in contradiction.

In this study, Absurdism has helped to reveal how Karinthy exposes the irrationality of human expectations and social systems. The major character Wasserkopf's demand to get back his school fees after a long time is itself an absurd issue. Wasserkopf's peculiar demand questions logic and order. This drama demonstrates the absurd human behaviour to quest for meaning in events that are generally hollow and purposeless. In fact, the former student blaming the school for his failures indicates the very notion of absurdity. The very situation of returning to school to "undo" education shows the Absurdist idea that human attempts to impose reason often collapse into comic futility.

Results

Refund tells the story of Wasserkopf, a former student who, years after graduation, returns to his old school demanding a refund for his education. He argues that his life has been a failure and that the knowledge gained from school was useless. The principal and teachers, after initial disbelief, decide to re-examine him with the hidden goal of proving him pass-worthy and refusing the Refund. In an ironic twist, Wasserkopf cleverly gives absurd answers, which the teachers justify with their own illogic, leading to his passing with distinction. Karinthy's Refund is a short, satirical one-act play. However, it lends itself beautifully to analysis through the lens of Absurdism, especially as developed by thinkers like Albert Camus and dramatists such as Samuel Beckett and Eugène Ionesco.

Refund by Fritz Karinthy presents Wasserkopf, a middle-aged person, as the principal character of the text. In the play, Wasserkopf thinks that he has been a complete failure in his life because the education he received from that educational institution is meaningless. One day, as he is walking along the road, he meets his former school friend Leaderer, who suggests that Wasserkopf go back to school where they had studied together and claim his Refund. The headmaster and teachers, in a bid to outwit him, agree to test his knowledge again -only to twist every one of his wrong answers into a "right" one. In the end, they declare that he has passed with distinction, and Wasserkopf's absurd quest for a refund collapses. The responses of the teachers acquire greater depth when viewed through an absurdist lens. The teachers do not contradict the former student. However, they humorously manipulate questions of various subjects in the so-called re-examination.

Furthermore, they grant him high marks in every subject, even if all his answers are drastically irrational and absurd. Such peculiar circumstances suggest that our educational institutions have reflected hollowness and futility on their administrative level. The climax, in which Wasserkopf inadvertently "demonstrates" his intelligence and thereby forfeits his Refund, reinforces the absurdist notion that life's outcomes are frequently arbitrary and ironic. In this way, the play employs humour, illogical dialogue, and circular reasoning to depict the absurd condition of human existence. The illogical premise itself plays a crucial role in this context. Refund is a satire on the present-day education system. Our education system does not prepare students for life. This emphasises memorisation rather than creative thinking. In this sense, the knowledge imparted by our education may not have practical relevance in one's day-to-day life. Similarly, most of the students intend to learn just for the examination rather than for knowledge. A mere certificate will not support them in their future career. A man about forty goes back to the school in which he had studied and demands a Refund of the fees he had paid eighteen years back, claiming that he had learnt nothing useful, and he is now good for nothing. This play brings out the extraordinary sense of parody and wordplay in Karinthy's literary art. The play is full of humour, which deals with an extraordinary situation. All incorrect responses of the protagonist are regarded as correct, meaning is reversed, distortion of language leads to the comic circumstances and linguistic precision is ridiculed. Language has been misused simply as a defensive instrument, but not as a medium of circulating

truth and logic. The wrong answers given by Wasserkopf can be regarded as proof that the student has been taught to think and act freely. Similarly, it is proven that he has learned correctly if he succeeds in providing the right answers. Karinthy satirizes bureaucratic and institutional reasoning through his dramatic presentation. From an absurdist standpoint, logic itself turns into a kind of absurd game or a system of words that sustains itself without engaging with reality, reminiscent of Eugène Ionesco's *The Bald Soprano*, where language loses its communicative function. The absurdity of the characters, along with the portrayal of human systems, particularly education, as farcical, constitutes another crucial aspect in this context. Karinthy's play satirically exposes how educational institutions often prioritize self-preservation over truth. The teachers, fearing humiliation more than the loss of genuine knowledge, resort to validating incorrect answers in nonsensical ways. Wasserkopf himself stands as a caricature of a man governed by resentful and distorted reasoning. Wasserkopf believes that education provides him with the knowledge that certainly guarantees his success in life. When it does not happen, he starts conducting nonsensical activities. In this way, the play comically attempts to reflect serious matters such as the gap between knowledge and wisdom, the failure of human systems and the lack of order and rationality. Absurdism often reflects the existential crisis of modern man's search between the desire for meaning and a meaningless universe.

Wasserkopf's demand for a refund converts education from a commercial, serious social institution into a transaction. In fact, any educational institution is believed to have been established to provide a notion of order and logic to the students. However, in the play *Refund*, the school is accepting the humorous idea of refunding the former student. The language used over here is to prove the wrong answers given by Wasserkopf right suggests purposelessness, meaninglessness and futility existing in our education system. In this condition, the absurdist interpretation asserts that human institutions persist through self-deception. They justify their existence even when their purpose is hollow. Existential irony and the absurd hero emerge as one of the significant elements in this context. Wasserkopf's pursuit itself is absurd. He wants a refund for his education because he's "unfit for life," but to obtain the Refund, he must prove he learned nothing, requiring intelligence to fail intelligently. He represents the figure of the absurd hero, comparable to Albert Camus' *Sisyphus*: conscious of life's futility, yet persistently acting within that very

condition. His resistance though humorous expresses a deep human dissatisfaction with meaningless social frameworks. From an absurdist perspective, Wasserkopf challenges an irrational world through an equally irrational action. Like Sisyphus in Camus' philosophy, his defiance does not result in freedom but instead intensifies the underlying irony. The reversal of purpose and roles also emerges as a significant factor in this context. The teachers who are expected to preserve truth distort it without hesitation, while the student who is supposed to learn insists on having his ignorance acknowledged. The outcome is a striking inversion of logic, roles, and moral order. Absurdism claims that we cannot find a real meaning or authority in the world. However, we always try to search for any purpose or meaning within it that ultimately proves to be completely irrational and absurd. In fact, as absurdist philosophy asserts, all human roles, including hierarchies and societal ranks, come to be simply mere performances. Human beings are always engaged in a continuous act of role-playing, which is, in fact, a mere illusion. Likewise, humour in the play plays a significant role in revealing the voices of the existential crisis of human nature. The play's farcical tone doesn't conceal but reveals emptiness. The laughter is uneasy-it's the laughter of recognition at the absurdity of human institutions. The audience realizes that everyone-teachers, students, and the system-is trapped in a self-deceiving cycle. Absurdist humour can be found here as laughter becomes a response to existential despair, echoing Lonesco's or Beckett's comic absurdity.

Discussions

Meaninglessness of rational systems has been found to be a significant concern in this absurdist study of Refund. Education becomes a meaningless ritual here. Similarly, failure of communication plays another vital role in human life. Words are twisted to mean their opposite. Dehumanization in bureaucracy has been presented in an absurdist way as the school acts mechanically to defend its image. In addition to this, existential rebellion has been given a strong assertive role as Wasserkopf rebels against the absurdity in life and education. Additionally, circularity of existence has been obviously visible as the play ends where it begins: with nothing changed, only justified. Various published literature has made much academic research on different literary writings with the application of the theory of Absurdism. Bindu Sharma, in his research paper entitled "Theatre of the Absurd and King Lear:

An Exploration of Artistic and Aesthetic Similitude", has tried to look and trace artistic and aesthetic similarities between the playwrights of absurdist school such as Samuel Beckett, Eugène Ionesco, Edward Albee and Harold Pinter, and the genius of Shakespeare in his plays (Sharma, 2013). Sara Marzana, in her essay entitled "The Absurdly Meaningful Quest for Purpose in King Lear and Hamlet", claims that the concept of the grotesque and the absurd has had a significant impact on William Shakespeare's composition of King Lear and Hamlet. In these tragedies, Shakespeare emphasizes the absurdity of the human condition to portray one of the main paradoxes of existence: once thrown into this world, aware of our own capacity to act but essentially unable to understand the meaning of our actions, our attempt to confront and challenge the absolute will always fail (Marzana, 2017).

In their research article entitled "The Land and the Waste: Meaninglessness and Absurdity in T. S. Eliot's *The Waste Land*", three writers Dr. Yasir Arafat Muhammad Qasim and Tahir Alam Awan opine that their study explores and analyses the aspects of meaninglessness and absurdity in *The Waste Land* (1930) in the light of Sartre's philosophy and contends to say that almost all the characters presented in the poem encounter meaningless chaotic lives (Arafat et al., 2022). Another researcher, Anita Neziri, in her article "Exploring the Absurdity of War: A Literary Analysis of *Catch-22*", is of the opinion that her study aims to conduct a comprehensive analysis of the absurdities inherent in combat events as depicted in Joseph Heller's novel *Catch-22*. This study tries to portray the use of various literary techniques such as surrealism, black humour, and sarcasm, intending to clarify the contradictions, irrationality and entire nature of war (Heller, 1961). Furthermore, this study plans to reveal the underlying implications in society, such as moral degradation and dehumanization. Next researcher, Nadiyah Khushboo, in his article entitled "A Study of Absurdity in Samuel Beckett's *Waiting for Godot*" claims that his exploration paper features the existential way of thinking in Samuel Beckett's work "Waiting for Godot 1954". It explains absurdity in Beckett's work with the assistance of literary confirmations from "Waiting for Godot" to demonstrate how the essayist actively opened ways for conversation about human corruption (Khushboo, 2021). Literary studies on various literary works with the application of the Absurdist approach have dealt with different themes and issues such as the meaninglessness of human existence, irrationality and illogical behaviour, alienation and isolation, existential

anxiety, and uncertainty. Similarly, many common themes and elements typically found while studying much research-related works cited above through the Absurdist theory include absurdity of social systems, dark humour and satire, futility of human effort and so on. These elements have been found as common aspects and themes in this study of Frits Karinthy's play 'Refund ' with the application of the Absurdist approach.

Conclusions

Though wrapped in humour and farce, Refund is a powerful commentary on the absurdities of modern life. Fritz Karinthy may not be labelled a central figure in absurdist literature, but his play brilliantly captures its essence. Refund talks about the schooling of a former Hungarian student as a light-hearted farce. This play satirizes humans' continuous task to impose logical order upon an illogical and irrational universe forcefully. In the past, people used to consider education as a rational understanding, but it is regarded as a hollow bureaucratic effort in modern times. Similarly, language, instead of justifying and elaborating, plays the role of a distorting tool. Generally, humans search for meaning, as compared with Wasserkopf's claim for his tuition fees back, which has been proved to be quite comic, absurd, circular, and futile in the play. Therefore, Fritz Karinthy's Refund touches the features of the Theatre of the Absurd as it uses humour, paradox, and irony to depict both tragic and comic circumstances in the existence of human beings. We always attempt to search for purpose and meaning in our lives. However, Wasserkopf, like every individual, is ultimately destined to face mere absurdity, irrationality, and meaninglessness in totality.

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DOI: <https://doi.org/10.3126/sjourn.v1i1.95381>

कक्षा शिक्षणमा सूचना तथा सञ्चार प्रविधिको
प्रयोग र चुनौती : सुकुना माध्यमिक विद्यालय एक अध्ययन

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लेखसार

विज्ञान र प्रविधिको तीव्र विकाससँगै शिक्षण सिकाइ प्रक्रिया प्रविधिमैत्री बन्दै गएको छ । डिजिटल साधनले सिकाइलाई अन्तरक्रियात्मक, प्रभावकारी र विद्यार्थी केन्द्रित बनाएको भए पनि कक्षाकोठामा यसको प्रयोग शिक्षकको सिप, आत्मविश्वास, पहुँच र प्रविधिगत पूर्वाधारमा निर्भर रहन्छ । यस अध्ययनले विद्यालयीय कक्षाकोठामा सूचना तथा सञ्चार प्रविधि (ICT) को प्रयोगको अवस्था, प्रभाव र चुनौतीहरूको विश्लेषण गर्ने उद्देश्य राखेको छ । प्रस्तुत अध्ययन मोरङ जिल्लाको सुन्दरहरैँचा नगरपालिकामा अवस्थित सुकुना माध्यमिक विद्यालयमा “कक्षा शिक्षणमा सूचना तथा सञ्चार प्रविधिको प्रयोग र चुनौती” शीर्षकमा सम्पन्न गरिएको हो । अध्ययनमा गुणात्मक अनुसन्धान विधि अपनाई अर्धसंरचित अन्तर्वार्ता र कक्षा अवलोकनमार्फत तथ्याङ्क सङ्कलन गरिएको छ । विद्यालयमा १०४ वटा कम्प्युटर, ४० थान इन्ट-याक्टिभ प्यानल बोर्ड, स्मार्ट टिभी, प्रोजेक्टर, डिजिटल हाजिरी र सुरक्षा प्रणालीजस्ता अत्याधुनिक प्रविधिगत संरचना उपलब्ध भए पनि यसको प्रयोग शिक्षकको सिप, आत्मविश्वास र पहुँचअनुसार फरकफरक देखिन्छ । कतिपय शिक्षकहरूका लागि प्रविधिको प्रयोगविना कक्षा सञ्चालन नै सम्भव नभएको देखिएको छ । जियोजेब्रा, पावरप्वाइन्ट, भिडियो, अडियो र अनलाइन पोर्टलको प्रयोगले सिकाइलाई आकर्षक र प्रभावकारी बनाएको पाइन्छ तर धेरै शिक्षकहरूमा प्रविधि सञ्चालनमा अनभिज्ञता, आत्मविश्वासको कमी, शैक्षिक सामग्री निर्माणमा समय अभाव, इन्टरनेटको अस्थिरता, विद्युत् समस्या तथा उपकरण बिग्रिरहनेजस्ता कारणले ICT को नियमित प्रयोग न्यून रहेको देखिन्छ । वर्तमान समयका विद्यार्थीहरू छोटो एनिमेसन, रमाइला दृश्य सामग्री र इन्ट-याक्टिभ गतिविधिमा बढी आकर्षित हुने देखिन्छन् । यद्यपि कालाखेती, २०२६. कक्षा शिक्षणमा

शिक्षकहरूद्वारा प्रविधि सिक्ने इच्छा व्यक्त गरिएको र प्रविधि-एकीकृत शिक्षण आजको शिक्षण प्रक्रियाको अनिवार्य आवश्यकता भएको निष्कर्ष यस अध्ययनले निकालेको छ। शब्दकुञ्जी: इन्ट्याक्टिभ प्यानल बोर्ड, कक्षा शिक्षण, डिजिटल कक्षाकोठा, प्रविधि एकीकरण, शिक्षक दक्षता, शिक्षण चुनौती, सूचना सञ्चार प्रविधि, TPACK ढाँचा ।

परिचय

आजको समाज विज्ञान र प्रविधिले सुसज्जित समाज हो । समाजका धेरै मानिस प्रविधिसँग परिचित छन् भने समाजको रूपान्तरणमा प्रविधिको अहम भूमिका पनि रहेको छ । प्रविधिले शैक्षिक समस्याको समाधान गर्ने मात्र होइन यसले मानिसले हरेक दिन समाधान गर्नु पर्ने समस्यालाई बिनाझन्झट अत्यन्त सजिलो र छिटो छरितो गरी समाधान गर्न मद्दत गर्छ (गिरी, २०७९) । त्यसैले वर्तमान समयमा कुनै देश, संस्था, व्यक्ति, प्रविधिभन्दा पर रहन सक्ने अवस्था देखिँदैन । आजको विश्वमा कुनै पनि देश कति विकसित छ भन्नुभन्दा पहिले त्यो देशमा प्रविधिको प्रयोग कति भएको छ भन्ने कुरा पहिला आउँछ (OECD, 2021) । त्यसैले भन्न सकिन्छ कि देश विकास र प्रविधि एकअर्कामा अन्तरसम्बन्धित छन् । नेपालजस्तो विकासशील देशले प्रविधिको प्रयोगले समग्र देशको सामाजिक आर्थिक विकास गर्ने हो भने राष्ट्रिय रणनीतिमा नै परिवर्तन गरी प्रविधिको पहुँचलाई बढाउनुपर्ने हुन्छ (Younes & Al-Zoubi, 2015) । त्यसैले शैक्षिक संस्थाहरूमा पनि प्रविधिको प्रयोगलाई परिष्कृत गर्नुपर्ने आवश्यकता देखिएको छ । परम्परागत चक्र र बोर्डको प्रयोगले आजका विद्यार्थीको जिज्ञासा र उत्सुकता पूरा गर्न सक्दैन (Digital Nepal Framework, 2019) । प्रविधिको प्रयोगले विद्यार्थीको प्रत्यक्ष सहभागिता बढाउनाका साथै कठिन विषयवस्तुलाई सहज तरिकाले बुझ्न र सिकाइलाई रोचक तथा व्यावहारिक बनाउन सहयोग पुऱ्याउँदछ (UNESCO, 2022) । यति हुँदाहुँदै पनि सबै शिक्षकहरूमा प्रविधिको प्रयोगमा उच्च कोटिको दक्षता नहुन सक्छ र यसको प्रभावकारिता कल्पना गरेजस्तो नहुन सक्छ । कक्षाकोठा प्रविधिमैत्री हुनु आजको पहिलो सर्त हो भने कक्षा शिक्षणमा मेसिन, मेन, मेडिया, मेथड, मटेरियल्सजस्ता विभिन्न प्रविधिहरूको सन्तुलित प्रयोग हुनु सान्दर्भिक देखिन्छ (पाण्डे, २०२४) । शिक्षण सिकाइ क्रियाकलापमा सूचना तथा प्रविधिको प्रयोगमा जोड दिनु भनेको शिक्षकको भूमिका

ज्ञानको हस्तान्तरणकर्ताबाट ज्ञानआर्जनमा सहयोग कर्ताका रूपमा परिवर्तन हुनु हो । यो अवस्थामा शिक्षकमा प्रविधिको प्रयोगसम्बन्धी ज्ञानले मात्र पुग्दैन प्रविधिको प्रयोगले विद्यार्थीको सर्वाङ्गीण विकासमा सहयोग पुग्नुपर्दछ (आचार्य, २०७५) । त्यसैले प्रविधिले छरिएर रहेको ज्ञानलाई व्यवस्थित र सुसङ्गठित गरी सिकाइलाई जीवन्तता दिन सहयोग पुग्ने कुरामा विश्वास गरिएको छ ।

प्रविधिसम्बन्धी नेपालको सन्दर्भमा र विश्व सन्दर्भमा धेरै अध्ययनहरू भएका छन्, ती सबैको पुनरवलोकन गर्न सम्भव नभएकाले यस अध्ययनसँग सान्दर्भिक केही अध्ययनहरूको मात्र पुनरवलोकन गरी प्रस्तुत लेखलाई पूर्णता दिइएको छ । शिक्षण सिकाइमा प्रविधिलाई एकीकरण गरी सिकाइको माध्यमका रूपमा पनि प्रविधिलाई विकास गर्नुपर्ने कुरा उल्लेख गरिएको छ । कक्षा शिक्षणमा प्रविधिको प्रयोगको विषय निकै महत्त्वपूर्ण सवाल हो । प्रविधिप्रयोगको सवाललाई अलग गरेर सामग्रीलाई मात्र जम्मा गर्दा शिक्षण प्रभावकारी नहुने भएकाले उपयोगको अवस्थाको अध्ययन अति जरूरी छ (MoE, 2013-2017) । शिक्षामा ICT ले शिक्षण र सिकाइको उपकरणका रूपमा काम गर्दछ र मानव संसाधनको विकास, डिजिटल शिक्षण सामग्रीको विकास, शिक्षा प्रणालीको वृद्धि गरी ICT को प्रयोगमार्फत शिक्षा प्रणालीको सुधार गर्ने उद्देश्य राख्दछ । Johnson et al. (2016) मा उल्लेख भएअनुसार वर्तमान समयमा प्रविधिको प्रयोग गर्नु सामान्य भए पनि सबै शिक्षकहरूले वर्ल्डवाइड वेब, इमेल र अन्य निर्देशनात्मक उपकरणहरूका बारेमा राम्रो जानकारी नहुँदा प्रविधिको पहुँच हुने र नहुनेहरूबिच "डिजिटल विभाजन" सिर्जना हुन्छ (Gorski, 2005) । विद्यालयमा स्मार्ट टिभी, प्यानल बोर्ड र प्रोजेक्टरजस्ता उपकरणहरू कक्षासिकाइमा प्रयोग गर्न थालिएको छ । प्रविधिको प्रयोगले शिक्षणलाई आकर्षक, अन्तरक्रियात्मक र विद्यार्थी केन्द्रित बनाउन मद्दत गरे पनि यसको प्रभावकारी प्रयोग शिक्षकको प्रविधि साक्षरतामा निर्भर हुन्छ । Koehler & Mishra (2009) द्वारा विकसित TPACK Framework ले शिक्षकले विषयवस्तु (Content Knowledge), शिक्षण पद्धति (Pedagogical Knowledge) र प्रविधि (Technological Knowledge) बिच सन्तुलन कायम गर्न सक्नुपर्छ भन्ने कुरा उल्लेख भएको पाइन्छ । यस ढाँचाले शिक्षणलाई केवल उपकरणमा सीमित नराखी विषय र प्रविधिको संयोजनमा केन्द्रित गर्छ । युनेस्को (२०११) मा उल्लेख भएअनुसार ICT Competency Framework for Teachers मार्फत शिक्षकको

प्रविधिप्रयोग क्षमतालाई ICT Literacy, Knowledge Deepening, र Knowledge Creation तीन तह विभाजन गरेको छ, जसका कारण शिक्षणमा प्रविधिको प्रयोगलाई योजनाबद्ध र उद्देश्यपूर्ण बनाउँछ । अझै पनि विद्यालयहरूमा प्रविधिको समान पहुँच छैन । इन्टरनेटको पहुँच, तालिमको अभाव र उपकरण मर्मतको समस्या प्रमुख चुनौतीका रूपमा रहेका छन् (Prajaknate, 2016) । त्यसैले प्रविधि-आधारित शिक्षणलाई प्रभावकारी बनाउन शिक्षकको TPACK आधारित दक्षता अभिवृद्धि र नियमित प्रविधि सहयोग अनिवार्य देखिन्छ ।

सुकुना माध्यमिक विद्यालय

उल्लिखित सन्दर्भमा मोरङ जिल्लाको सुन्दरहरैँचा-१० मा अवस्थित सुकुना माध्यमिक विद्यालय नेपालमा नाम चलेको अब्बल विद्यालयका रूपमा परिचित छ । यस विद्यालयमा हाल ४,५०० विद्यार्थी अध्ययनरत हुनुले पनि यो अभिभावक र विद्यार्थीको पहिलो रोजाइको विद्यालय हो भन्न सकिन्छ । प्रविधिमैत्री विद्यालयका रूपमा समेत चिनिएको यस सुकुना मा. वि. मा हिमाल, पहाड र तराईका विभिन्न जिल्लाबाट विद्यार्थीहरू अध्ययन गर्न आउँछन् । विद्यालयको प्रतिवेदन २०८१ अनुसार यस विद्यालयले आधुनिक सूचना प्रविधिमा आधारित भई विभिन्न शैक्षिक कार्यक्रम सञ्चालन गरेको कारण सन् २०२३ मा आइसिटी एजुकेशन अवार्डका लागि देशकै उत्कृष्ट ३ विद्यालयमा छनोट भएको र सन् २०२४ मा प्रथम अवार्ड प्राप्त गर्न सफल भएको विद्यालय हो । यसरी प्रविधिमा अब्बल रहेको विद्यालयमा कम्प्युटर १०४ ओटा, प्रिन्टर १६ ओटा, प्रोजेक्टर ३३ ओटा, स्मार्ट टेलिभिजन ५ ओटा, इन्ट्याक्टिभ प्यानल बोर्ड ४० ओटा रहेका छन् । शिक्षण सिकाइ प्रयोजनका लागि ६३ जना शिक्षकलाई एक/एक ओटा ल्यापटप वितरण गरिसकिएको छ (सुकुना मा. वि., २०८१) । यति मात्र होइन विद्यालयमा नियमित विद्युत् आपूर्तिको लागि वैकल्पिक ऊर्जाको पनि व्यवस्था छ । सिसि क्यामरा विद्यालय परिसर र सबै कक्षा कोठामा जडान गरिएको छ । नियमित शिक्षक विद्यार्थीको विद्युतीय हाजिरी हुन्छ । कक्षा सकिएको जनाउ घन्टी, कक्षा सुरु हुनुभन्दा पहिले गाइने राष्ट्रिय गान र तत्कालै सबै कक्षाकोठामा सूचना सम्प्रेषण गर्नुपरेमा बर्जर साउन्ड सहितको घन्टी सबै कक्षा कोठामा जडान गरिएको छ । यस विद्यालयमा भएको अर्को अभ्यास प्रत्येक वर्ष शैक्षिक सत्र सुरु हुनुभन्दा अगाडि पाठ्यक्रम

प्रबोधीकरण र आवश्यकताअनुसार आइसिटिका तालिमहरू पनि विद्यालयद्वारा आन्तरिक रूपमा नै सञ्चालन गर्ने गरिएको छ ।

सुकुना माध्यमिक विद्यालय प्रविधिमा अब्बल भनेर दावी गरिएको र सामान्य अवलोकनबाट हेर्दा इन्ट-याक्टिभ प्यानल बोर्ड र प्रोजेक्टरको सुविधा भएको विद्यालय हो । अतः विद्यालय शिक्षणमा सहजीकरण गर्ने शिक्षकहरूले कुन रूपमा र कसरी प्रविधिको प्रयोग गरेर कक्षा सञ्चालन गर्नुभएको छ ? शिक्षकले प्रविधिको प्रयोग गर्ने क्रममा कक्षाकोठामा के कस्ता चुनौतीहरूको सामना गर्नुपरेको छ ? आगामी दिनमा प्रविधिको प्रयोगमा सुधार गर्न वा उन्नत रूपमा प्रविधिको प्रयोग गर्न विद्यालयले र शिक्षकले के कस्ता कार्य गर्नु आवश्यकता छ ? शिक्षक र विद्यार्थीहरूले प्रविधिसम्बन्धी के कस्ता कुरा खोजिरहेका छन् ? तथा विद्यालयमा स्वयम्का लागि समेत के कस्ता चुनौतीहरू छन् ? भन्ने बारेमा प्रश्नहरूमा केन्द्रित भएर अध्ययन गर्नु यस अनुसन्धानको उद्देश्य रहेको छ ।

अध्ययन विधि

कक्षा शिक्षणमा सूचना तथा सञ्चार प्रविधिको प्रयोग र चुनौती शीर्षकमा गरिएको अध्ययन सुकुना माध्यमिक विद्यालयभित्र सीमित रहेकाले एक मात्र विद्यालय र यसै विद्यालयभित्रको प्रविधिकेन्द्रित अध्ययन गरिएकाले यो अध्ययनलाई विद्यालयगत मामला बनाइनाका साथै अध्ययन परिवेश सुकुना माध्यमिक विद्यालय मात्र रहेकाले यो सिङ्गल एक केस स्टडी (Single Case Study) का रूपमा रहेको छ । अध्ययनको मुख्य उद्देश्य कक्षा शिक्षणमा प्रविधिको प्रयोग र यससँग सम्बन्धित चुनौतीहरूको गहन अध्ययन रहेको छ ।

नमुना छनोट

अध्ययनका लागि उद्देश्यमूलक नमुना (Purposive Sampling) प्रयोग गरी विद्यालयको छनोट गरिएको हो भने छनोटमा परेका विद्यालयमा अध्यापनरत सात जना शिक्षकहरूलाई नमुनाका लागि छनोट गरिएको छ । नमुना छनोटमा तहगत र विषयगत विविधता, अनुभव र प्रविधिप्रयोग क्षमतालाई प्राथमिकता दिइएको छ । साथै विधिगत ट्रयाङ्गुलेसन गरी वैद्यता कायम गर्न नमुना शिक्षकहरूका कक्षाहरूमा पुगी विद्यार्थीहरूसँग अन्तरक्रियात्मक प्रश्नोत्तर (Interview/Feedback) मार्फत कक्षाशिक्षणमा प्रविधिको प्रयोग,

प्रविधिको प्रयोगले सिकाइमा पारेको प्रभाव, संलग्नता तथा अनुभवहरूको सङ्कलन गरिएको छ ।

सूचना सङ्कलन

शिक्षकहरूबाट अर्ध-संरचित अन्तर्वार्ता (Semi-structured Interviews) मार्फत प्रविधिप्रयोग सिप, आत्मविश्वास, कक्षा सञ्चालन, सामग्री निर्माण र चुनौतीहरूसम्बन्धी जानकारी सङ्कलन गरिएको छ। विद्यार्थीसँगको अन्तर्क्रिया र छलफलका प्रतिक्रियाबाट शिक्षकको प्रविधिप्रयोगले सिकाइमा पारेको प्रभाव, विद्यार्थी उत्साह र कक्षा संलग्नतामा पार्ने असरको अध्ययन, विश्लेषण तथा मूल्याङ्कन गरिएको छ।

तथ्याङ्क विश्लेषण

सङ्कलित सूचना र तथ्याङ्कलाई वर्णात्मक (Descriptive) र व्याख्यात्मक (Interpretive) ढाँचामा विश्लेषण गरिएको छ। शिक्षक र विद्यार्थी दुवै पक्षबाट प्राप्त प्रतिक्रियालाई थिम्याटिक हेडिङ (Thematic Headings) अनुसार वर्गीकरण गरी अनुसन्धान निष्कर्ष तयार पारिएको छ। यसरी संरचित अध्ययनले शिक्षक र विद्यार्थी दुवैको दृष्टिकोणबाट प्रविधिप्रयोगको अवस्था, चुनौती र प्रभाव स्पष्ट रूपमा उजागर गर्दछ भन्ने मान्यतामा केन्द्रित रही यो अध्ययनलाई अगाडि बढाइएको छ।

नतिजा

सातैजना शिक्षकहरूको कथनलाई हेर्दा सुकुना माध्यमिक विद्यालयमा कक्षा शिक्षणमा प्रयोग भएका प्रविधिको सम्बन्धमा शिक्षकहरूका बिच प्रविधि प्रयोगसम्बन्धी सिप, आत्मविश्वास र अभ्यासको स्तर फरक-फरक छ । धेरै कक्षामा स्मार्ट बोर्ड, प्यानल बोर्ड, प्रोजेक्टर, स्क्रिन बोर्डजस्ता प्रविधि उपलब्ध भए पनि सबै शिक्षकले समान रूपमा प्रयोग गर्न नसकेको देखियो । कतिपय कक्षामा अफिस प्याकेज नभएको, अपडेट नभएको वा सिस्टम बिग्रिएर महिनौंसम्म नबनेको समस्या देखियो जसले गर्दा प्रविधिको प्रयोगमा उत्साह घटेको देखियो । यस स्कुलमा इन्टरनेटमा अस्थिरता, ढिलो लोड हुने, विद्युत् आपूर्तिमा बारम्बार बाधा आउनेजस्ता समस्याहरू रहेको छ । शिक्षकहरू कतिपयले युट्युब, स्क्रिन बोर्ड प्रयोग गरेको र कतिपयले प्यानल बोर्डको प्रयोगसमेत नगरेको पनि पाइएको छ । गणित र विज्ञान शिक्षण गर्नुहुने शिक्षकहरूले PPT, इमेज,

अडियो, एनिमेटेड भिडियो, जियोजेब्रा, अनलाइन पोर्टल सक्रिय रूपमा प्रयोग गर्ने प्रयास गरेको पाइएको छ । गणित शिक्षणमा प्रविधिले ज्यामितीय टुल, जियोजेब्रा, दृश्य सामग्रीमार्फत सिकाइ सजिलो भएको देखिन्छ । सामाजिक विषय पढाउने शिक्षकका लागि व्याख्या र संवादमा आधारित शिक्षण नै प्रभावकारी भएको देखिन्छ । विद्यार्थीहरूद्वारा छोटो एनिमेशन, रमाइला भिडियोहरू, इन्टर्याक्टिभ प्यान बोर्डका सामग्रीहरू मन पराइएको देखिन्छ । उनीहरू डिजिटल सामग्री तथा छोटो भिडियोहरू मन पराउने तर लामो व्याख्यामा ध्यान नदिने र आफैं सिक्ने, सिर्जनशील, अन्वेषणशील र एआइ (AI) मा रमाउने स्वभावका छन् । शिक्षकहरू कतिपयमा विशेष गरी एनिमेशन तथा भिडियो सामग्री बनाउन कठिन भएको र कतिपयमा प्यानल बोर्ड खोल्ने तथा प्रयोग गर्ने तरिकासमेत थाह नभएको अवस्था पनि पाइएको छ । यसले गर्दा प्रविधिको उपयोग र सामग्री निर्माणसम्बन्धी तालिम तथा अभिमुखीकरण कार्यक्रमहरू निरन्तर रूपमा सञ्चालन गर्नुपर्ने आवश्यकता देखिएको छ । शिक्षकहरू प्रायः सबैले विषयगत रूपमा डिजिटल सामग्री निर्माण, प्रविधिउपयोग र खोजसम्बन्धी नियमित तालिमका साथै बेलाबेलामा पुनर्ताजगी तालिम आवश्यक भएको कुरा बताएका छन् । शिक्षकहरूमा प्रविधिमा अपडेट नभए कक्षामा टिक्न गाह्रो हुन्छ भन्ने चेतना विकास भएको पाइन्छ । जसले गर्दा उनीहरूद्वारा विशेष गरी एआइ (AI) प्रयोग, स्मार्ट बोर्ड सञ्चालन, शैक्षिक सामग्री निर्माण, अनलाइन प्लेटफर्म सिक्न इच्छुक रहेको बताइएको छ ।

व्याख्या विश्लेषण

सातै जना शिक्षकहरूको कथनलाई एकीकृत रूपमा विश्लेषण गर्दा सुकुना माध्यमिक विद्यालयमा प्रविधिको उपलब्धताभन्दा यसको प्रभावकारी प्रयोगमा संरचनागत, प्राविधिक तथा पेसागत चुनौतीहरू बढी गम्भीर रूपमा देखा परेका छन् । यस अध्ययनका नतिजाहरूलाई अनुसन्धान प्रश्नसँग प्रत्यक्ष सम्बन्ध राख्ने गरी निम्नअनुसार प्रमुख थिमहरूअन्तर्गत प्रस्तुत गरिएको छ :

प्रविधिसिप र आत्मविश्वास

यस अध्ययनमा सातै जना शिक्षकहरूको कथनबाट स्पष्ट देखिन्छ कि विद्यालयमा प्रविधि उपलब्ध भए पनि शिक्षकको प्रविधिप्रयोग सिप, आत्मविश्वास र सञ्चालन

सहजतामा कमी रहेको छ । धेरै शिक्षकले प्रविधिप्रयोग गर्ने चाहना हुँदाहुँदै पनि समय अभाव, इन्टरनेट समस्या, अपूर्ण तालिम र उपकरणसम्बन्धी अनभिज्ञताका कारण ICT प्रयोगलाई असहज मानेका छन् । केही शिक्षकले त उपलब्ध प्रविधि कसरी चलाउने भन्ने आधारभूत ज्ञानको कमी भएकाले प्रयोग गर्न नसकेको बताएका छन् । यो निष्कर्ष Mishra र Koehler (2006) को TPACK Framework सँग मेल खान्छ, जसअनुसार शिक्षकको Technological Knowledge (TK) कमजोर हुँदा प्रविधि शिक्षण प्रक्रियामा प्रभावकारी रूपमा एकीकृत हुन सक्दैन । Ertmer (2005) ले पनि शिक्षकको आत्मविश्वास र सिप अभावलाई ICT एकीकरणको प्रमुख अवरोधका रूपमा व्याख्या गरेका छन् । यसैले विद्यालयमा ICT तालिम एकपटकको औपचारिक कार्यक्रम मात्र नभई नियमित र आवश्यकता-आधारित हुनुपर्ने आवश्यकतालाई यस अध्ययनले पुष्टि गर्दछ ।

परम्परागत शिक्षण विधिमा सहजता

यस अध्ययनको अर्को महत्त्वपूर्ण निष्कर्ष सामाजिक तथा अन्य केही विषयहरूमा व्याख्या, चर्चा र उदाहरणमा आधारित परम्परागत शिक्षण विधि अझै केन्द्रमा रहनु हो । शिक्षकहरूले बोर्डमा लेखेर पढाउने विधिलाई विद्यार्थीमैत्री, सहज र प्रभावकारी मानेका छन् । यसको परिणामस्वरूप प्रविधि कक्षाकोठाको मुख्य शिक्षण माध्यम नभई वैकल्पिक वा सहायक उपकरणका रूपमा सीमित भएको देखिन्छ । यो अवस्था Cuban (2001) को अध्ययनसँग मिल्दोजुल्दो छ, जहाँ विद्यालयमा प्रविधि उपलब्ध भए पनि शिक्षण अभ्यासमा परम्परागत विधि नै हावी रहने देखाइएको छ । यसका साथै Ertmer (1999) ले भनेझैं शिक्षकको शिक्षण विश्वास र अभ्यास परिवर्तन नभएसम्म प्रविधिप्रयोग सतही रूपमा सीमित रहने कुरा यस अध्ययनको निष्कर्षले पनि देखाएको छ ।

संरचनात्मक व्यवस्था

तेस्रो प्रमुख विषय विद्यालयको प्राविधिक संरचनागत तथा व्यवस्थापकीय कमजोरीसँग सम्बन्धित छ । शिक्षकहरूको कथनअनुसार उपकरण जडान भए पनि सफ्टवेयर अपडेट नहुनु, अफिस प्याकेज नचल्नु, इन्टरनेट आवश्यक समयमा नचल्नु वा ढिलो चल्नु तथा विद्युत् कटौती भइरहनुले प्रविधिमा आधारित कक्षा शिक्षणलाई अस्थिर बनाएको छ । यस्तो अवस्था Pelgrum (2001) ले उल्लेख गरेका first-order barriers सँग

प्रत्यक्ष रूपमा सम्बन्धित छ । UNESCO (2018) ले पनि विकासोन्मुख देशका विद्यालयहरूमा ICT पूर्वाधार, मर्मत र व्यवस्थापनको कमजोरीलाई प्रविधि एकीकरणको प्रमुख चुनौतीका रूपमा पहिचान गरेको छ । यस अध्ययनले समस्या केवल शिक्षकको सिपमा मात्र नभई विद्यालयको प्रविधि व्यवस्थापन प्रणाली कमजोर हुनुमा रहेको कुरा स्पष्ट गर्दछ ।

विद्यार्थी-शिक्षकबिचको प्रविधि खाडल (Digital Divide)

यस अध्ययनको चौथो महत्त्वपूर्ण निष्कर्ष कक्षाकोठामा विद्यार्थी प्रविधिमैत्री भए पनि शिक्षक प्रविधि क्षमतामा कमजोर देखिनु र शिक्षक र विद्यार्थीबिच प्रविधि क्षमताको दूरी बढ्दै जानु हो । शिक्षकहरूको कथन अनुसार आजका विद्यार्थी डिजिटल स्रोत खोज्न, छोटो भिडियो, एनिमेसन तथा AI प्रयोग गर्न रुचि राख्छन् तर शिक्षक अद्यावधिक हुन नसक्दा सिकाइ प्रभावकारितामा असर परेको छ । यो अवस्था Prensky (2001) को Digital Natives and Digital Immigrants अवधारणासँग मेल खान्छ, जहाँ विद्यार्थी र शिक्षकबिचको प्रविधि क्षमताको अन्तरले कक्षाकोठामा डिजिटल डिभाइड सिर्जना गर्ने उल्लेख गरिएको छ ।

नवप्रवर्तनमा अवरोध

यस अध्ययनका निष्कर्षहरू Rogers (2003) को Diffusion of Innovation Theory सँग पनि स्पष्ट रूपमा मेल खान्छ । शिक्षकहरू प्रविधिप्रतिको ज्ञान (Knowledge) र सकारात्मक मनोवृत्ति (Persuasion) चरणमा पुगेका छन् । युट्युब, PPT, जियोजेब्रा, अनलाइन पोर्टल तथा AI सिकाइमा उपयोगी रहेको कुरा सबै शिक्षकले स्विकारेका छन् तर Decision, Implementation र Confirmation चरणमा इन्टरनेट समस्या, विद्युत् कटौती, उपकरण बिग्रिनु, सफ्टवेयर अपडेट नहुनु तथा मर्मतसम्भारको कमीले ICT प्रयोगलाई निरन्तरता दिन अवरोध गरेको देखिन्छ । परिणामस्वरूप धेरै शिक्षकले प्रविधि प्रयोगलाई स्थायी अभ्यासका रूपमा अपनाउन सकेका छैनन् ।

समग्रमा यस अध्ययनले देखाउँछ कि विद्यालय प्रविधिमैत्री भए पनि यसको प्रभावकारी प्रयोग दिगो र भरपर्दो हुन सकेको छैन । समस्या केवल शिक्षकको प्राविधिक सिप अभावमा सीमित छैन; कमजोर पूर्वाधार, व्यवस्थापन प्रणाली, नीतिगत स्पष्टताको अभाव र नियमित तालिम नहुनु पनि ICT एकीकरणका प्रमुख अवरोध हुन् । तथापि विद्यार्थी

प्रविधिमैत्री छन् र शिक्षकहरू प्रविधि-प्रयोगप्रति सकारात्मक भएकाले विद्यालयले व्यवस्थित ICT नीति, नियमित तालिम, द्रुत इन्टरनेट, मर्मत-अपडेट प्रणाली विकास गर्न सके TPACK प्रभावकारी रूपमा विकास भई कक्षाकोठामा नवप्रवर्तन दिगो रूपमा स्थापित हुनसक्ने देखिन्छ (Mishra & Koehler, 2006; Rogers, 2003) ।

निष्कर्ष

सबै शिक्षकहरूको विचारलाई सामूहिक विश्लेषण गरी हेर्दा विद्यालयमा प्रविधिको पहुँच राम्रो रहेको छ तर प्रविधिको प्रयोग समान रूपमा नभएकाले यसको प्रभाव पूर्ण रूपमा कक्षामा देखिएको छैन । शिक्षकहरू प्रविधिमैत्री बन्न इच्छुक रहेको र धेरैले प्रयास पनि गरेका छन् । जियोजेब्रा, युट्युब, PPT, प्यानलबोर्ड, अनलाइन स्रोतजस्ता साधनले सिकाइलाई दृश्यात्मक, सरल र आकर्षक बनाउन सहयोग गरेको छ तर प्राविधिक अवरोध (इन्टरनेट, विद्युत् सप्लाई, उपकरण बिग्रिने, अपडेट नहुने आदि) र तालिमको अभावले प्रविधि एकीकृत शिक्षणलाई अस्थिर बनाइरहेको छ ।

विद्यार्थीहरूमा प्रायः सिकाइस्तर कम, लामो सामग्रीमा ध्यान नदिने तर रमाइला र छोटो भिडियो तथा इन्ट-याक्टिभ सामग्रीमा आकर्षित हुने भएकाले प्रविधिप्रयोग सावधानीपूर्वक मिलाउनुपर्ने देखिएको छ । समग्रमा विद्यालयमा प्रयाप्त प्रविधि छ, शिक्षकमा इच्छा छ तर संरचना, तालिम र सामग्री निर्माणमा शिक्षकको चासो र समर्थन अति कम भएका कारणले प्रविधिको प्रयोग पूर्ण रूपमा हुन सकेको छैन । विद्यालयको प्रविधि व्यवस्थापन र शिक्षक तालिममा निरन्तरता आएमा कक्षा शिक्षण अझ प्रभावकारी हुन सक्छ ।

विद्यालयका लागि सुझाव

सबै कक्षाका स्मार्ट बोर्ड/प्यानल बोर्ड अपडेट, मर्मत-सम्भार र नियमित जाँच गर्ने प्राविधिक प्रणाली विकास गर्ने; इन्टरनेटको गति सुधार गर्ने, विद्युत् अवरोध हटाउनका लागि Backup system राख्ने; शिक्षक क्षमता विकासका लागि स्मार्ट बोर्ड सञ्चालन सिप, एनिमेटेड सामग्री, जियोजेब्रा निर्माण, PPT, अनलाइन प्लेटफर्म, एआइ टुलसम्बन्धी तालिम नियमित सञ्चालन गर्ने; कक्षामा जडान गरिएका आइसिटिका उपकरण कसरी प्रयोग गर्ने भन्ने सम्बन्धमा सबै शिक्षकलाई अनिवार्य रूपमा तालिम दिने; शैक्षिक सामग्री निर्माणमा

शिक्षकलाई सहयोग गर्नका लागि छोटो एनिमेसन, भिडियो, इमेजमा आधारित शैक्षिक सामग्री बनाउन सहयोग गर्ने समूह र समयको समेत व्यवस्थापन गर्ने; विद्यालयले शैक्षिक सामग्री बैङ्क (Resource library) बनाउने; टेम्प्लेट, भिडियो, PPT, इमेज सबै शिक्षकले साझा गर्न सक्ने; सामाजिकजस्ता विषयमा व्याख्या, दृश्यसामग्री मिलाएर प्रयोग गर्न शिक्षकलाई सहयोग गरी प्रविधिको प्रयोगमा प्रोत्साहान गर्ने; कक्षा अनुगमन र सुधारमा ध्यान दिई प्रविधिप्रयोगको नियमित अनुगमन गर्ने र समस्या देखिए तुरुन्त समाधान गर्ने संयन्त्र बनाउने; नियमित रूपमा शिक्षक विद्यार्थीबाट पृष्ठपोषण सङ्कलन गरी प्रविधि नवीकरण/अपग्रेड गर्ने योजना बनाउनेजस्ता कुरामा विद्यालयले ध्यानदिनु अनिवार्य देखिएको छ ।

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विद्यालय तहमा योग तथा आयुर्वेद शिक्षाको आवश्यकता र प्रभावकारिता

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लेखसार

संस्कृतको 'युज्' धातुबाट व्युत्पन्न भएको योग शब्दको मुख्य अर्थ जोड्नु, मिलाउनु, एकाकार हुनु वा 'संयोजन हुनु' भन्ने हुन्छ । व्यक्ति अर्थात् जीवको आत्मा (जीवात्मा) लाई परमात्मा (सर्वोच्च चेतना) सँग एकत्वमा ल्याउनु योग हो । आत्मालाई परमात्मसँग जोड्न सक्ने एकमात्र साधनका रूपमा यम, नियम, आसन, प्राणायाम, प्रत्याहार, धारणा, ध्यान र समाधिजस्ता चरणहरू योगमा समावेश छन् । यसले व्यक्तिलाई अनुशासित बनाई सत्सङ्ग, सत्कर्म र सद्बुद्धिका बाटामा हिँडाउने प्रयत्न गर्दछ । योग पूर्वीय दर्शनअन्तर्गत आयुर्वेदसँग सम्बन्धित छ जसलाई संसारकै मौलिक, पुरानो, सर्वसम्मत, प्राचीन, वैज्ञानिक र सर्वाङ्ग चिकित्सा पद्धति मानिन्छ । यो चार वेदमध्ये अथर्व वेदको उपवेद हो । 'आयुर्वेद' आयु र वेद शब्द मिलेर बनेको छ । आयुको अर्थ जीवन र वेदको अर्थ विज्ञान भन्ने हुन्छ । आयुर्वेदमा स्वस्थ आहार, विहार र सदाचारको पालना गर्ने तथा विभिन्न रोगमा आफ्ना पुर्खाबाट सिकेका योग र स्थानीय जडीबुटीको प्रयोग गर्ने ज्ञान नेपाली जनमानसमा परापूर्वकालदेखि नै प्रचलनमा रहिआएको पाइन्छ । वर्तमान अवस्थामा विद्यालय तहमा अध्ययनरत विद्यार्थीहरूले भोगिरहेका सामाजिक-आर्थिक परिवेशजन्य जीवनशैलीका कारणले हुने विभिन्न किसिमका शारीरिक र मानसिक तनावजस्ता समस्याहरूबाट मुक्ति दिलाई शारीरिक एवं मानसिक रूपमा स्वस्थ व्यक्तित्व निर्माणमा जोड दिने उद्देश्यले तयार गरिएको यो लेख गुणात्मक अनुसन्धान ढाँचामा आधारित छ । विभिन्न विद्वान्हरूका भनाइ तथा अन्तर्वार्ताहरू, रेडियो, टेलिभिजन, युट्युबका पोडकास्ट, योगसम्बन्धी इन्टरनेटमा प्राप्त विभिन्न लेखरचना र पुस्तकहरू, विविध नीतिगत जानकारी तथा कार्यविधिहरूलाई अध्ययनका स्रोतका रूपमा

लिइएको छ । यस विश्लेषणका आधारमा आधुनिक जीवनपद्धतिले निम्त्याएका असङ्ख्य समस्या र चुनौतीहरूलाई नियमित योग र साधनाबाट हटाउन सकिने अध्ययनको निष्कर्ष रहेको छ ।

शब्दकुञ्जी: आयुर्वेद, एकत्व, गुरुकुल, तनाव, दर्शन, ध्यान, पतञ्जली, योग, सर्वाङ्ग ।

परिचय

संसारकै सबैभन्दा पुरानो ज्ञानको विधा भनेको दर्शन हो । दर्शनशास्त्रको 'दर्शन' शब्द संस्कृत भाषाको 'दृश्' धातुमा 'अन' प्रत्यय लागेर बनेको शब्द हो । जसको अर्थ 'हेर्नु' अर्थात् 'To See' भन्ने हुन्छ । संस्कृतमा "दृष्यते अनेन इति दर्शनम्" अर्थात् आँखाले देखेका वस्तुको अर्थ र काम परिभाषित गर्नु नै दर्शन हो भनी बताइएको छ । दर्शन शब्द अङ्ग्रेजी शब्द 'Philosophy' को नेपाली रूपान्तरण हो । जुन शब्द ग्रीक भाषाको 'Philo + Sophia' शब्दबाट व्युत्पत्ति भएको मानिन्छ । जसमा 'Philo' को अर्थ प्रेम र 'Sophia' को अर्थ ज्ञान भन्ने हुन्छ । यस आधारमा शाब्दिक अर्थमा भन्नुपर्दा ज्ञानप्रतिको प्रेम वा अनुराग नै दर्शन हो भने यसको विशिष्ट अर्थ चाहिँ ईश्वर, आत्मा र प्रकृतिसम्बन्धी गहिरो अध्ययन हो जसले अस्तित्वमा लुकेर रहेको वास्तविकताको खोजी गर्दछ (अधिकारी, २०७०) । यसलाई अझ व्यापक रूपमा हेर्ने हो भने हरेक व्यक्ति कुनै न कुनै रूपमा सत्यको अर्थात् वास्तविकताको खोजीमा लागि रहन्छ । आफ्नो आदर्श, मूल्य र उद्देश्यअनुसारको धारणा वा दृष्टिकोण बनाउँछ । सिलसिलाबद्ध रूपमा आफ्नै प्रकारको जीवनदर्शनको निर्माण गर्दछ । तर्क, बुद्धि, चिन्तन, मननजस्ता मानसिक साधनामा लीन भई असल-खराब, सत्य-असत्य, उचित-अनुचित, सुन्दर-असुन्दर, न्याय-अन्याय के होजस्ता मार्मिक प्रश्नरूपको उत्तर खोज्ने र त्यसलाई आफ्नो अनुभवको कसीमा खार्ने काम नै दर्शनशास्त्रको हो ।

योग दर्शनको सुरुवात महर्षि पतञ्जलीद्वारा गरिएको हो । पतञ्जलीका अनुसार 'अथ योगानुशासनम्' 'योगः चित्तवृत्तिनिरोधः' जस्ता १९४ वटा योग सूत्रको प्रतिपादन गरिएको छ । ऋषिका अनुसार योगको तात्पर्य मानव देहस्थित स्वचेतना र चेतनाको मुख्य केन्द्र परम चैतन्य परमात्माको दिव्य शक्ति एकाकार हुनु हो । योग शब्दले निश्चित विधान र प्रक्रियाहरू बताउनुका साथै त्यसको अन्तिम लक्ष्य जीव र परमात्माको

संयोगलाई पनि अर्थ्याएको पाइन्छ (स्वामी, सन् २०२५) । द्रष्टा बनेर अन्तरात्माको दिव्य प्रेरणाले प्रेरित भई कुशलतापूर्वक कर्म गर्नुलाई गीतामा योग मानिएको छ । सङ्क्षेपमा भन्नुपर्दा अस्थिर मनलाई स्थिर बनाउनु, अज्ञानबाट ज्ञानतर्फ, जडबाट चेतनतर्फ, निर्बलताबाट सबलतातर्फ, जीवनबाट ब्रम्ह, प्रत्यक्षबाट परोक्ष तथा सीमितताबाट असीमितताको आध्यात्मिक यात्रामा लाग्ने मार्ग नै योग हो । योग दर्शनलाई आठ भागमा विभाजन गरी अष्टाङ्ग योगको प्रतिपादन गरिएको छ । यसअन्तर्गत यम, नियम, आसन, प्राणायाम, प्रत्याहार, धारणा, ध्यान र समाधि पर्दछन् । जसले बिरामीको उपचारका साथै निरोगी व्यक्तिलाई कसरी निरोगी नै राखिराख्न स्वस्थ जीवन जिउने कला पनि सिकाउँछ (बस्नेत र अन्य, २०८२) । यसैले आधुनिक मानिसलाई परम्परागत जीवनशैलीसँग पुनः जोड्दै आफ्नै माटोमा उत्पन्न भएका योग तथा आयुर्वेदलाई घर-घरमा पुऱ्याई स्वास्थ्यसम्बन्धी चेतना जगाउनका साथै “मेरो स्वास्थ्य-मेरो जिम्मेवारी” भन्ने भावना जागृत गराउने प्रयास यस लेखमा गरिएको छ । यसले विद्यालय तहमा योग शिक्षाको प्रभावकारिता र आवश्यकता समेत देखाएको छ (स्वास्थ्य तथा जनसङ्ख्या मन्त्रालय, २०८०) । यिनै पृष्ठभूमिमा विद्यालय तहमा योग तथा आयुर्वेद शिक्षाको व्यवस्था गर्नु किन आवश्यक छ र यसको प्रभावकारिता कस्तो हुन सक्छ भन्ने समस्यामा केन्द्रित भएर यो लेख तयार पारिएको छ । वर्तमान अवस्थामा विद्यालय तहमा अध्ययनरत विद्यार्थीहरूले भोगिरहेका सामाजिक-आर्थिक परिवेशजन्य जीवनशैली (जस्तै: खानपान, रहनसहन, सामाजिक गतिशीलता, नवीनतम प्रविधिहरूको प्रयोग र त्यसका प्रभावहरू) आदि कारणले हुने विभिन्न किसिमका मानसिक तनाव, छटपटी, चिन्ता, निराशा, आवेग-संवेग, आलस्य र दुर्बलताजस्ता समस्याहरूबाट मुक्ति दिलाई शारीरिक एवं मानसिक रूपमा स्वस्थ व्यक्तित्व निर्माणमा जोड दिनु यस लेखको उद्देश्य रहेको छ । यसका लागि योग तथा आयुर्वेद शिक्षासम्बन्धी प्राप्त सामग्रीहरूको अध्ययन विश्लेषण गरी यो लेखलाई पूर्णता दिइएको छ ।

अध्ययन विधि

प्रस्तुत लेख तयार पार्न गुणात्मक अध्ययन विधि उपयोग गरिएको छ । अध्ययनमा द्वितीयक स्रोतबाट आवश्यक सामग्रीहरूको सङ्कलन गरिएको छ । यसमा

उद्देश्यमूलक नमुना छनोट विधिद्वारा योग तथा आयुर्वेद शिक्षा क्षेत्रका उपलब्ध ६ जना विज्ञ व्यक्तिवहरूसँग प्रत्यक्ष भेटघाट एवं कुराकानी गरी सामग्री सङ्कलन गरिएको छ, जसमा जिल्ला आयुर्वेद स्वास्थ्य केन्द्र मोरङका वरिष्ठ कविराज निरीक्षक र आयुर्वेद चिकित्सक, पतञ्जली योगगुरुसँग प्रत्यक्ष संवाद तथा जीवन विज्ञानका संस्थापक गुरु र योग शिक्षाका गुरुसँग भर्चुअल संवाद तथा कुराकानीका साथै विभिन्न औपचारिक तालिम कार्यक्रमहरूमा सहभागी भई प्रवचन तथा प्रशिक्षण श्रवण गरेर सङ्कलन गरिएका सामग्रीहरूलाई तथ्याङ्कको स्रोत मानिएको छ । यसै गरी योग तथा आयुर्वेद शिक्षासम्बन्धी प्राप्त पुस्तक तथा पत्रिकाहरू, राष्ट्रिय योग अभ्यासक्रम र योग साधनासम्बन्धी लेखरचना तथा प्रतिवेदनहरूलाई समेत स्रोत सामग्रीका रूपमा राखी विश्लेषण गरिएको छ । नेपालको सङ्घीय सरकारको आ. व. २०८२-०८३ को बजेट र कोशी प्रदेश सरकारको स्वास्थ्य नीति २०८२ मा उल्लिखित विषयहरूको सार कुराहरूलाई पनि स्रोत सामग्रीका रूपमा राखी विश्लेषण गरिएको छ । यसका साथै अध्येताको स्वअनुभवका आधारमा द्वितीयक स्रोत सामग्रीहरू सङ्कलन गरी वर्णनात्मक, विश्लेषणात्मक र व्याख्यात्मक विधिको प्रयोग गरी निष्कर्ष निकालिएको छ ।

नतिजा

योग र ध्यानमार्फत विद्यालयका बालबालिकाहरूमा दीर्घकालीन व्यवहार परिवर्तन गर्न सकिने कुरा विभिन्न व्यावहारिक अनुसन्धानहरूले पुष्टि गरेको छ । योगले विद्यार्थीहरूमा शारीरिक स्फूर्ति, क्रियाशीलता, भावनात्मक सन्तुलन, ध्यान नियन्त्रण, आत्म संयमता र संज्ञानात्मक दक्षताको विकास गरी डर, अनावश्यक चिन्ता, नकारात्मक विचार वा भावना, खराब लत वा बानीजस्ता कुराहरू हटाउँछ । योगले बालबालिकाहरूको शारीरिक सुगठनमा मात्र नभई यसले स्मृति, ध्यान, बोध क्षमता, सिकाइ, समस्या समाधान, तर्क र निर्णय क्षमताजस्ता संज्ञानात्मक विकासमा पनि ठुलो प्रभाव पार्छ । विद्यार्थीहरूको स्मरण शक्ति बढाउने योग, पद्मासन, शीर्षासन, पश्चिमोत्तानासन, सर्वाङ्गसन, भ्रामरी प्राणायाम, नाडी शोधन प्राणायाम, ओम उच्चारण, बालासन आदि हुन् । यसले विद्यार्थीहरूका लागि शारीरिक तथा मानसिक स्वास्थ्य, कार्यकुशलता र दक्षता अभिवृद्धिमा समेत सकारात्मक प्रभाव पार्ने भएकाले योग र ध्यानलाई पाठ्यक्रममा

समावेश गर्नु पर्ने देखिन्छ। दैनिक रूपमा योग अभ्यास गर्नाले एकाग्रता बढ्छ र जसले गर्दा सिकाइ क्रियाकलापमा सकारात्मक प्रभाव पर्दछ। जो व्यक्ति मानसिक रूपमा स्वस्थ छ ऊ यस किसिमको संज्ञानात्मक कार्यसम्पादनमा सफल हुन्छ (बस्नेत र अन्य, २०८२)। यसै गरी आयुर्वेदअन्तर्गत स्वस्थ आहार, विहार र सदाचारका विषयवस्तुहरू पर्दछन्। रसायनयुक्त र अस्वस्थकर खानेकुराहरूको अधिक प्रयोगका कारण विभिन्न रोगहरूले आक्रान्त पारिरहेको अवस्थामा स्थानीय वनस्पति तथा जडीबुटीहरूको प्रयोगद्वारा प्राकृतिक रूपमै त्यस्ता रोगहरूको नियन्त्रण गरी स्वस्थ रहन सकिने भएकाले विद्यालय तहदेखि नै आयुर्वेद शिक्षाको आवश्यकता देखिएको छ। यसले परापूर्वकालदेखि आफ्नै परिवेशमा प्रयोग गरिआइएको स्वास्थ्योपचारसम्बन्धी रैथाने ज्ञान, सिप र प्रविधिको संरक्षण तथा संवर्धनमा समेत ठुलो सहयोग पुऱ्याउन सक्छ। योग तथा आयुर्वेद हाम्रो नेपाली समाजको अति प्राचीन र मौलिक विज्ञान पनि हो, जसलाई आधुनिक विज्ञानले पुनर्परिभाषित गर्दै आएको अवस्था छ। आधुनिक चिकित्सा विज्ञानले निको पार्न नसकेका धेरै रोगहरूको उपचार आयुर्वेद चिकित्सा पद्धतिद्वारा निको पारिएको छ। यसर्थ विद्यालय तहमा अनिवार्य रूपमा नै योग तथा आयुर्वेद शिक्षा लागु गर्नु उपयुक्त हुने देखिन्छ।

व्याख्या विश्लेषण

योगको सन्दर्भलाई जोडेर विभिन्न विद्वानहरूले भिन्नाभिन्नै पुस्तक तथा लेख रचनामार्फत आआफना विचार तथा धारणाहरू प्रस्तुत गरेका छन् अर्थात् योगलाई परिभाषित गर्ने प्रयास गरेका छन्। योग भारतीय दर्शनको इतिहासमा लगभग ५,००० वर्ष पुरानो आध्यात्मिक अनुशासन हो। यसको उद्देश्य मुख्यतः आध्यात्मिक र मानसिक शक्ति प्राप्त गर्नु हो। यद्यपि वर्तमान अवस्थामा औद्योगिकीकरण र हाम्रो अतिद्रुत जीवनशैलीका कारण तनाव, चिन्ता र डिप्रेसनसँग लड्ने सन्दर्भमा योग अत्यन्त लोकप्रिय मानिएको छ। योग केवल शरीर केही झुकाउने व्यायाम तथा आसनहरूको दोहोरिने क्रम मात्र नभई जीवनको सूक्ष्म ऊर्जाहरूको अन्वेषण र खोज गरी पूर्ण शारीरिक, सामाजिक, मानसिक र आध्यात्मिक रूपमा स्वस्थ शरीर र शान्त मनका साथ व्यक्तिले सुखी अनि तनावमुक्त जीवन बिताउने तरिका हो (गौहरे र अन्य २०८२)। योग एक बहुआयामिक दर्शन, चिकित्सा प्रणाली र जीवन शैली हो। योग दुई तरिकाले अभ्यास गरिन्छ-

गैरशारीरिक र शारीरिक। योग गतिविधिहरूले प्राथमिक विद्यालयका विद्यार्थीहरूलाई तनाव व्यवस्थापनमा सहयोग पुऱ्याउन सक्छ र यसलाई सामाजिक तथा भावनात्मक सिकाइ गतिविधिहरूको परिपूरकका रूपमा समावेश गर्न सकिन्छ। योग भनेको मन र शरीरको तन्दुरुस्तीको एउटा स्वरूप हो जसमा मांसपेशी गतिविधिको संयोजन र आन्तरिक रूपमा निर्देशित आत्म, सास र ऊर्जाको जागरूकतामा ध्यान केन्द्रित हुन्छ (Khatun et al., 2022)। यसै गरी योगबाट हुने फाइदाको सम्बन्धमा योग अभ्यास गर्ने अधिकांश उत्तरदाताहरूले योग लाभदायक भएको कुरा उल्लेख गरेको पाइन्छ। सहभागीहरूलाई उद्धृत गर्दै लेखिएका प्रमुख फाइदाहरूमा शरीरको लचिलोपन र सन्तुलनमा सुधार, तनावमा कमी, जीवनको गुणस्तरमा सुधार, शरीरको तौल कायम राख्ने, रोग प्रतिरोधात्मक क्षमतामा सुधार आदि कुराहरू उल्लेख गरिएको छ। समग्रमा योगले जीवनशैलीमा सुधार गर्न फाइदा पुऱ्याउने भएकाले मानिसहरूलाई नियमित रूपमा योग अभ्यास गर्न सिफारिस गरिएको कुरा उल्लेख छ (Khanal & Khanal, 2021)। यसरी योगले शारीरिक र मानसिक स्वास्थ्यमा सकारात्मक प्रभाव पर्ने निष्कर्ष निकालेको पाइन्छ। जसले गर्दा विद्यालय तहदेखि नै योग शिक्षाको व्यवस्थापन गर्नुपर्ने आवश्यकता देखिन्छ। बेलायत, अमेरिका, क्यानाडा, जापान जस्ता विकसित देशहरूमा पनि विद्यालयको आधारभूत तहदेखि विश्वविद्यालयसम्मको पाठ्यक्रममा योग तथा आयुर्वेद शिक्षा समावेश गरिएको पाइन्छ। संयुक्त राज्य अमेरिकाभरि ९४० भन्दा बढी विद्यालयहरूमा योग प्रदान गर्ने ३६ वटा कार्यक्रमहरू पहिचान गरिएका थिए। योगले किशोर-किशोरीहरूको मानसिक र शारीरिक स्वास्थ्य, भावनात्मक सन्तुलन, ध्यान नियन्त्रण, संज्ञानात्मक दक्षता, चिन्ता, नकारात्मक विचार ढाँचा, भावनात्मक र शारीरिक उत्तेजना, प्रतिक्रियाशीलता र नकारात्मक व्यवहारसहित धेरै कारकहरूमा सकारात्मक प्रभाव पारेको अनुसन्धानहरूले बताएको छ (Butzer, et al., 2015)।

नेपालमा पनि योग अभ्यास कार्यक्रमलाई संस्थागत ढङ्गबाट संवर्धन गर्ने कार्यहरू क्रमिक रूपमा भइरहेको छ। नेपालमा वि. सं. २०३६ साल माघ १ गतेदेखि जनस्तरमा राष्ट्रिय योग दिवस र सन् २०१५ (वि. सं. २०७२) देखि संयुक्त राष्ट्र सङ्घको आह्वानमा अन्तर्राष्ट्रिय योग दिवस पनि मनाउदै आइएको छ। २०७२ साल साउन २८ गते नेपाल सरकार, मन्त्रपरिषद्को निर्णयबाट प्रत्येक वर्ष माघ १ गते राष्ट्रिय

योग दिवस मनाउने गरिएको हो। यसै सालदेखि नेपाल सरकारले राष्ट्रिय र अन्तर्राष्ट्रिय योग दिवस आयोजनाको जिम्मेवारी शिक्षा, विज्ञान तथा प्रविधि मन्त्रालयलाई दिएको देखिन्छ। विश्वमा राष्ट्रिय योग दिवस मनाउने एकमात्र देश नेपाल हो (शिक्षा, विज्ञान तथा प्रविधि मन्त्रालय, २०७७)। यस सन्दर्भमा नेपाल सरकार, शिक्षा विज्ञान तथा प्रविधि मन्त्रालयद्वारा अन्तर्राष्ट्रिय योग दिवसको अवसर पारेर राष्ट्रिय योग अभ्यासक्रम नामक पुस्तिका प्रकाशन गरिएको पाइन्छ। अन्तर्राष्ट्रिय योग दिवस मनाउने क्रममा गठित आयोजक समितिले नेपालको आफ्नै राष्ट्रिय योग अभ्यासक्रम बनाउने निर्णय गरेको हो। वर्तमान सन्दर्भमा "योगमाया आयुर्वेद विश्वविद्यालय स्थापनाको कुरा यस क्षेत्रमा चालिएको अर्को महत्त्वपूर्ण कदम हो। यसलाई पूर्वीय दर्शनको विशेषतः आयुर्वेद र योग ध्यानको विशिष्टीकृत विश्वविद्यालयका रूपमा अघि बढाउनुपर्ने आवश्यकता देखिन्छ। नेपाल सरकारबाट आर्थिक वर्ष २०८२/०८३ को बजेटमा नेपालको स्वास्थ्य र शिक्षा क्षेत्रअन्तर्गत आयुर्वेद र योग कार्यक्रमका लागि गरिएका केही प्रयासहरूलाई समेत यहाँ प्रस्तुत गर्न सान्दर्भिक देखिन्छ।

क) आयुर्वेद सेवा कार्यक्रम: स्वास्थ्य तथा जनसङ्ख्या मन्त्रालयद्वारा २०८२/०८३ का लागि कार्यक्रम कार्यान्वयन निर्देशिका जारी गरिएको छ, जसमा प्रान्तीय स्तरमा कार्यान्वयन गरिने आयुर्वेद सेवा कार्यक्रम समावेश छ।

ख) योग र ध्यान: बजेट भाषणमा "स्वस्थ नेपाल, स्वस्थ नेपाली" अभियानको एक भागका रूपमा योग र ध्यान समावेश गर्ने तथा स्वस्थ जीवनशैलीलाई प्रवर्द्धन गर्ने सन्दर्भमा उल्लेख गरिएको छ।

ग) योगमाया हिमालयन आयुर्वेदिक विश्वविद्यालय: उच्च शिक्षा र विश्वविद्यालय सुधारको सन्दर्भमा योगमाया हिमालयन आयुर्वेदिक विश्वविद्यालयसहित नयाँ विश्वविद्यालयहरूको विकास गर्ने कुरा उल्लेख गरिएको छ (अर्थ मन्त्रालय, २०८२)।

यसै गरी कोशी प्रदेश सरकारको प्रदेश स्वास्थ्य नीति २०८२ को बुँदा नं. ६.१.१४ मा सम्बन्धित निकायसँग समन्वय गरी प्रत्येक सामुदायिक माध्यमिक विद्यालयमा एक जना नर्स परिचालन गरी विद्यालय स्वास्थ्य कार्यक्रम एवं विद्यालय

आयुर्वेद तथा योग शिक्षा कार्यक्रम सञ्चालन गरिने छ भन्ने कुरा उल्लेख छ (प्रदेश स्वास्थ्य निति, २०८२) ।

पाठ्यक्रम विकास केन्द्रले परम्परागत शिक्षाअन्तर्गत संस्कृत, गुरुकुल र वेद विद्याश्रमतर्फको कक्षा ९-१० को पाठ्यक्रममा मात्र योग शिक्षा लागु गरेको छ । विद्यालय तहमा योग तथा आयुर्वेद शिक्षा लागु गर्नुपर्ने केही महत्त्वपूर्ण अवस्थाहरू पनि देखिन्छन् । नेपाल सरकारले २०८२/०८३ को बजेटमा योगमाया हिमालयन आयुर्वेदिक विश्वविद्यालय स्थापना गर्ने नीति प्रस्ताव गरेको छ । विश्वविद्यालयमा उच्च शिक्षा अध्ययन गर्न आउने जनशक्ति उत्पादन गर्ने प्रारम्भिक थलो नै विद्यालय हो । यसै गरी विद्यालय योग तथा आयुर्वेद शिक्षा कार्यक्रममार्फत नसर्ने रोगहरूको रोकथाम तथा नियन्त्रण गर्नुका साथै आयुर्वेद र योग शिक्षालाई प्रवर्द्धन गर्दै विद्यार्थीहरूको शारीरिक र मानसिक स्वास्थ्य सुदृढ बनाउने लक्ष्य राखिएको छ ।

विश्व बैङ्कको प्रतिवेदनअनुसार हरेक वर्ष ५०,००० भन्दा बढी नागरिक नसर्ने रोगको उपचारका क्रममा गरिबीको रेखामुनि धकेलिन बाध्य भएका छन् । यसले गर्दा नागरिकलाई उपचारका लागि ठुलो राशिमा ऋण लिनु पर्ने अवस्था सिर्जना भइरहेको छ । आर्थिक अभावका कारण उपचार गर्न नसक्दा धेरै नागरिकहरू कठिनाइमा परिरहेका छन् । जसका कारण देशले समेत दीर्घकालीन आर्थिक दबाव व्यहोर्नुपर्ने सम्भावना देखिन्छ । आर्थिक वर्ष २०८२/८३ को बजेटमा आधारभूत स्वास्थ्य सेवा उपलब्ध गराउन १५ अर्ब चार करोड रुपैयाँ तथा नसर्ने रोगको उपचारमा सहूलियत प्रदान गर्न तीन अर्ब रुपैयाँ विनियोजन गरिएको भए पनि यसको प्रभावकारिता सन्तोषजनक देखिएको छैन । यस्तो अवस्थामा रोग लागेपछि उपचार गर्नेभन्दा रोग लाग्न नदिन नागरिकलाई सजग र जिम्मेवार बनाउनु दिगो समाधान मानिन्छ (अर्थ मन्त्रालय, २०८२) । यही उद्देश्यले परम्परागत योग, आयुर्वेद तथा वैकल्पिक उपचार पद्धतिलाई प्रोत्साहित गर्दै “मेरो स्वास्थ्य, मेरो जिम्मेवारी” भन्ने नारासहित नागरिक आरोग्य तथा विद्यालय योग शिक्षा कार्यक्रम सञ्चालन गरिएको छ । यसका लागि २४ करोड रुपैयाँ छुट्याइएको छ, जसले नागरिकलाई स्वावलम्बी, स्वस्थ र सक्रिय बनाउनाका साथै देशको समग्र समृद्धिमा योगदान पुग्ने अपेक्षा गरिएको छ (स्वास्थ्य तथा जनसङ्ख्या मन्त्रालय, २०७६) ।

निष्कर्ष

वर्तमान अवस्थामा आधुनिक जीवनपद्धतिले निम्त्याएका असङ्ख्य समस्या र चुनौतीहरू थपिँदै गएका छन्। प्रकृतिबाट टाढा प्रविधिसँग नजिक शारीरिक श्रम गर्नबाट हटेका, प्रविधि-नियन्त्रित कमजोर मानवको जीवनशैली तनावग्रस्त र जटिल बन्दै गएको छ। नयाँ-नयाँ किसिमका रोगहरू थपिँदै गएका छन्। अझ कोभिड-१९ को महामारीपछि विश्वस्तरमै मानसिक समस्याहरू वृद्धि हुँदै गएका छन्। सन् २०३० मा भयावह हुने प्रक्षेपण गरिएको मनोवैज्ञानिक समस्याहरू अहिले नै सतहमा देखा परेका छन्। नेपाल पनि यसबाट अछुतो छैन। यस्तो अवस्थामा नेपाली जनजीवनलाई आशावादी बनाउन; उत्पन्न भएका समस्याहरूलाई एकलै वा सामुहिक ढङ्गले समाधान गर्ने सकारात्मक ऊर्जा निर्माण गर्न; उत्पादनशील, आत्मनिर्भर, स्वस्थ र मर्यादित समाज निर्माण गर्न नेपाललाई एउटा विराट अभियानको आवश्यकता छ। यस्तो अभियानले मात्र पन्ध्रौँ पञ्चवर्षीय योजनाको मूल नारा “समृद्ध नेपाल, सुखी नेपाली” को आकाङ्क्षालाई सार्थक तुल्याउन सक्छ। यस सन्दर्भमा “राष्ट्रिय योग अभ्यासक्रम” यही आवश्यकतालाई पूरा गरी बालबालिकाहरूको स्वास्थ्य सुधार गर्ने एक व्यावहारिक र प्रभावकारी रणनीति हो भन्न सकिन्छ। यस्तो रणनीतिक अभियान सफल कार्यान्वयन र फलादायी बनाउन पनि विद्यालय तहदेखि नै योग र आयुर्वेद शिक्षाको आवश्यकता देखिन्छ।

मानव सृष्टिको सुरुवातदेखि प्रचलनमा आएको आयुर्वेद तथा योग चिकित्सा पद्धति नै आधुनिक चिकित्सा प्रणालीको आधार बन्न पुगेको देखिन्छ। विज्ञान र प्रविधिको विकाससँगै आधुनिक चिकित्सा प्रणालीले विभिन्न रोगहरूको निदान र उपचारमा उल्लेख्य मात्रामा फड्को मारे पनि योग तथा आयुर्वेदीय पद्धतिलाई नकार्न सकिने अवस्था देखिँदैन। यो आफैँमा प्राकृतिक विज्ञानसँग सम्बन्धित भएकाले धेरै कुराहरू अकाट्य छन्। आधुनिक चिकित्सा प्रणालीमार्फत उपचार सम्भव नभएर मानिसले जिउने आशा नै गुमाइसकेको अवस्थामा पनि योग तथा आयुर्वेदको माध्यमबाट स्वास्थ्य लाभ लिई पुनः आफ्नो दैनिक जीवन सहज रूपमा बिताउन सक्षम भएका धेरै उदाहरणहरू हाम्रै समाजमा देखिन्छन्। आधुनिक चिकित्सा विज्ञानका भुक्तभोगी डाक्टर तथा नर्सहरू स्वयं परम्परागत जीवन शैलीभिन्न रहेको योग तथा आयुर्वेदको सहारा लिन बाध्य भएका छन्। मानिसहरू पुनः परम्परागत जीवनशैलीतर्फ आकर्षित हुन थालेका छन्। यस्ता उदाहरणहरूले

भविष्यमा योग तथा आयुर्वेदप्रति भरोसा जगाइदिएको छ। यही आधारमा भविष्यका कर्णधार बालबालिकाहरूका लागि विद्यालयमा योग तथा आयुर्वेद शिक्षा लागु गर्न आवश्यक देखिन्छ।

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DOI: <https://doi.org/10.3126/sjourn.v1i1.95394>

समाहित कक्षामा साङ्केतिक भाषा शिक्षणका समस्या र समाधानका उपायहरू

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सारसङ्क्षेप

समाहित शिक्षा नीतिले सबै प्रकारका विद्यार्थीहरूलाई एउटै कक्षामा समान अवसरसहित अध्ययन गर्ने वातावरण सिर्जना गर्ने उद्देश्य राखेको पाइन्छ । यसरी हेर्दा समाहित शिक्षा सबै प्रकारका विद्यार्थीहरूलाई सिकाइ वातावरणमा सहभागी गराउने समाहित दृष्टिकोण हो । यसमा विशेष गरी बहिरा तथा सुस्तश्रवण अपाङ्गता भएका विद्यार्थीहरूका सन्दर्भमा साङ्केतिक भाषा शिक्षण अत्यन्तै महत्त्वपूर्ण मानिन्छ । विभिन्न किसिमका अपाङ्गता भएका बालबालिकाहरूमध्ये बहिराहरूमा साङ्केतिक भाषाको प्रयोग अपरिहार्य रहेको छ । साङ्केतिक भाषा भन्नाले सङ्केत वा इसारालाई जनाउँदछ र सङ्केत भाषामा कुरा गर्न पाउनु बहिराहरूको नैसर्गिक अधिकार पनि हो र उनीहरूका लागि साङ्केतिक भाषामा शिक्षण अत्यन्तै महत्त्वपूर्ण छ तर व्यावहारिक रूपमा यसको प्रयोगमा समस्या हुँदा विद्यार्थीहरूको सिकाइ प्रक्रियामा कठिनाइ पनि देखिएको छ । समाहित कक्षा सञ्चालनका क्रममा साङ्केतिक भाषासम्बन्धी थुप्रै समस्याहरू रहेका छन् जसले सिकाइ प्रक्रियामा अवरोध पुऱ्याउँछ । समाहित कक्षामा देखिने मुख्य समस्यामध्ये साङ्केतिक भाषाको दोभासे नहुनु हो । शिक्षकमा साङ्केतिक भाषाको आवश्यक ज्ञान तथा तालिम नहुँदा विद्यार्थीहरूलाई उचित मार्गदर्शन हुन सक्दैन जसका लागि दक्ष दोभासेको समेत आवश्यकता पर्दछ । साङ्केतिक भाषामा पाठ्यसामग्री तयार नहुनु, प्राविधिक उपकरणको कमी हुनु, विद्यालयमा भाषागत संवेदनशीलता देखिनुजस्ता चुनौतीहरू रहेका छन् । यसले गर्दा कक्षामा हुने छलफल, समूहगत गतिविधिमा बहिराहरू प्रत्यक्ष रूपमा सहभागी हुन सक्दैनन् । यसले उनीहरूको आत्मविश्वास, सामाजिक सम्बन्ध र शैक्षिक उपलब्धिमा असर पर्दछ । यसको समस्या समाधान गर्न धेरै तरिकाहरू अपनाउन सकिन्छ । शिक्षकलाई आधारभूत तहदेखि उच्च तहसम्म

शर्मा चापागाई, २०२६. समाहित कक्षामा.....

तालिमको व्यवस्था गर्ने हो भने शिक्षक र विद्यार्थीबिच सहज रूपमा सञ्चार सम्भव हुन्छ । पाठ्यपुस्तक तथा अध्ययन सामग्रीहरूलाई दृश्य भिडियो वा साङ्केतिक भाषामा रूपान्तरण गरिनुपर्दछ । जसलाई सूचना प्रविधिको प्रयोग गरेर सिर्जना गर्न सकिन्छ । स्रोत शिक्षक, सहपाठी शिक्षक, विद्यार्थी र अभिभावकहरूलाई तालिमको व्यवस्था गर्नुपर्दछ । समुदाय र सरोकारवाला निकायहरूको सक्रिय सहभागिता रहने गरी सरकारले स्रोत केन्द्रहरूको उचित व्यवस्थापन र तालिमको सुनिश्चित गरेमा समाहित कक्षा अझ प्रभावकारी बन्ने देखिन्छ ।

शब्दकुञ्जी: बहिरा तथा सुस्त श्रवण, स्रोत केन्द्र, समाहित शिक्षा, साङ्केतिक भाषा

परिचय

शिक्षा प्रत्येक बालबालिकाको आधारभूत अधिकारको कुरा हो । संयुक्त राष्ट्र सङ्घको बालअधिकार महासन्धि १९८९ अनुसार समाहित शिक्षा भनेको सबै पृष्ठभूमि, क्षमता र आवश्यकताका विद्यार्थीहरूलाई एउटै शैक्षिक वातावरणमा सिक्ने अवसर उपलब्ध गराउने अवधारणा हो । UNESCO (2020) ले सबै बालबालिकालाई गुणस्तरीय र समाहित शिक्षा सुनिश्चित गर्न राज्यलाई आह्वान गरेको छ । सन् १९९० मा थाइल्यान्डको जोम्पिनमा सबैका लागि शिक्षाको घोषणा पत्रको धारा ३ को उपधारा ५ मा अपाङ्गता भएका व्यक्तिहरूको सिकाइ आवश्यकतालाई ध्यान दिनुपर्दछ र शिक्षा प्रणालीको अभिन्न अङ्गका रूपमा अपाङ्गता भएका व्यक्तिहरूको प्रत्येक वर्गलाई शिक्षामा समान पहुँच प्रदान गर्न कदम चाल्नु आवश्यक छ भन्ने उल्लेख गरिएको छ । विशेष आवश्यकता भएका बालबालिकाहरूका लागि शिक्षाको मुख्य उद्देश्य समावेशी शिक्षा हो । यसअन्तर्गत उनीहरूको शैक्षिक आवश्यकताअनुसार विशेष शिक्षा प्रदान गरिन्छ । विशेष आवश्यकताका विद्यार्थीहरूलाई पढाउने शिक्षकहरूलाई विद्यार्थीहरूको अपाङ्गतासँग समायोजन हुनका लागि विशेष विचारको आवश्यकता पर्दछ (Mpofu & Chimhenga, 2013) । शिक्षामा समाहित कक्षा शिक्षणको प्रयोग विद्यालयसँग सम्बन्धित छ । सामान्य खालको अपाङ्गता भएका, सिकाइमा कठिनाई भएका, पिछडिएका समुदायका बालबालिकाहरू, मनोवैज्ञानिक रूपमा असर परेका बालबालिकाहरू, बालश्रमिक, अनाथ वा असहाय बालबालिकाहरूका लागि विशेष किसिमबाट सहयोग गरिने शिक्षण

सिकाइ नै समाहित शिक्षण हो । समावेशी शिक्षा भनेको सामान्य शैक्षिक संस्थाहरूमा शिक्षाको सङ्गठनमार्फत व्यक्तिगत शिक्षण विधि प्रयोग गरेर बालबालिकाहरूको शैक्षिक र संज्ञानात्मक विकासलाई ध्यानमा राखी विशेष आवश्यकता भएका बालबालिकाहरूको शिक्षामा समान पहुँच कायम गर्ने शिक्षा हो (Kozibroda et al., 2020) । यो एउटा नयाँ अवधारणा भए तापनि सन् १९९४ को स्पेनको सालमाडका सम्मेलनले यसलाई विश्वव्यापी बनाउने कार्य गरेको हो । सन् २०१४ को मानव अधिकारसम्बन्धी घोषणापत्रको धारा २६ ले प्रत्येक व्यक्तिलाई निःशुल्क प्राथमिक शिक्षा पाउने अधिकार सुनिश्चितता प्रदान गरेको छ, जसअन्तर्गत अपाङ्गता भएका व्यक्तिहरू पनि पर्दछन् (United Nations, 2014) । सबैलाई गुणस्तरीय र समान शिक्षा प्रदान गर्नु एक्काइसौँ शताब्दीको प्रमुख उद्देश्य हो । यस उद्देश्यलाई हासिल गर्न समाहित शिक्षाको अवधारणाले विशेष आवश्यकताका विद्यार्थीलाई पनि नियमित विद्यालयमा सहभागी गराई समान अवसर उपलब्ध गराउने लक्ष्य राख्दछ, जस्तै: अपाङ्गता, भाषा, जातीयता, सामाजिक अवस्था आदिका कारणले शिक्षाबाट अलग नगरी एउटै कक्षामा सहभागी गराउने पद्धतिलाई जनाउँछ ।

अपाङ्गता समावेशीकरण भन्नाले आफू वरपरका विविधतामा अपाङ्गता भएका सम्पूर्ण व्यक्तिहरूको सार्थक सहभागिता, संस्थाका सम्पूर्ण कार्यहरूमा उनीहरूको अधिकारलाई प्रवर्धन एवं मूल प्रवाहीकरण गर्ने, अपाङ्गता विशेष कार्यक्रमको विकास तथा अपाङ्गतासम्बन्धी दृष्टिकोणहरूलाई महत्त्व दिने कुरा बुझाउँछ, जुन अपाङ्गता भएका व्यक्तिको अधिकारसम्बन्धी महासन्धिअनुसार रहेको छ । त्यसका लागि आन्तरिक तथा बाह्य रूपमा कार्य सञ्चालन, कार्यक्रम निर्माणका सबै क्षेत्रहरूमा अपाङ्गता सहभागिताको एउटा दिगो र व्यवस्थित पद्धतिको विकास तथा कार्यान्वयनको आवश्यकता पर्दछ (अपाङ्गता स्रोत पुस्तिका, २०८०) । समाहित शिक्षण प्रणालीले सबै प्रकारका विद्यार्थीहरू चाहे तिनीहरू शारीरिक, मानसिक, बौद्धिक अपाङ्गता भएका किन नहुन् एउटै कक्षामा सिक्ने वातावरण तयार पार्दछ भन्ने अवधारणा राख्दछ । यस्ता कक्षामा बहिरा अपाङ्गता भएका विद्यार्थीहरूका लागि सञ्चारको मुख्य माध्यम साङ्केतिक भाषा हो तर विविध सामाजिक, भौगोलिक र शैक्षिक संरचना भएको देशमा साङ्केतिक भाषाको जनशक्ति अभाव, आवश्यक सामग्रीको कमी र व्याख्याता नहुनुजस्ता समस्याहरूले

समाहित शिक्षणलाई प्रभावकारी बनाउन अवरोध सिर्जना भइरहेको छ (Mpofu & Chimhenga, 2013) । सुस्त श्रवण भएका बालबालिकालाई साङ्केतिक भाषामा मात्र सीमित नगराई अन्य उपकरणको प्रयोगबाट पनि सिक्न सक्ने सामान्य विकल्पको खोजी गरी उपर्युक्त अवसर प्रदान गरिने छ भन्ने रहेको छ (राष्ट्रिय शिक्षा नीति, २०७६) । नेपाल सरकारले अपाङ्गता भएका व्यक्तिलाई शिक्षा हासिल गर्न सहज बनाउन उनीहरूको आवश्यकताबमोजिम वैकल्पिक लिपि साङ्केतिक भाषा सूचना प्रविधिको साधन र दौतरीबाट सिक्नेजस्ता एकभन्दा बढी माध्यमबाट शिक्षा दिन सक्ने छ (अङ्गता भएका व्यक्तिको अधिकारसम्बन्धी ऐन, २०७४) ।

शिक्षक र विद्यार्थीबिच प्रत्यक्ष संवाद सशक्त रूपमा नभएसम्म सिकाइको गुणस्तर सुनिश्चित गर्न सकिँदैन । त्यसैले साङ्केतिक भाषाको प्रयोग शिक्षकबाट पूर्ण रूपमा हुन नसकेका खण्डमा सिकाइ प्रक्रियामा बालबालिका वञ्चित हुने अवस्था आउँछ । UNCRTD को धारा २४ ले राज्यहरूलाई सामान्य शिक्षाभिन्न विभिन्न पृष्ठभूमिका विद्यार्थीहरूलाई मिसाउनेभन्दा बाहिर जान र शिक्षा प्रणालीमा भिन्नता समावेश गर्न आवश्यक छ, ताकि अपाङ्गता भएका व्यक्तिहरूले स्वतन्त्र समाजमा प्रभावकारी रूपमा भाग लिन र सीपहरू सिक्न सकून् र अन्य पृष्ठभूमिका विद्यार्थीहरूको अनुभवबाट लाभ उठाउन सकून् (Majoro, 2021) । त्यसैले यस अध्ययनमा समाहित कक्षाअन्तर्गत साङ्केतिक भाषाको शिक्षणमा केकस्ता समस्याहरू रहेका छन् र तिनका समाधानका लागि केके उपायहरू अपनाउँदा साङ्केतिक भाषाको कक्षा शिक्षणलाई प्रभावकारी बनाउन सकिन्छ भन्ने विषयमा परिचर्चा गर्ने प्रयास गरिएको छ । समाहित कक्षामा बहिरा विद्यार्थीहरूको शिक्षण सिकाइ कार्यलाई सहज बनाउन साङ्केतिक भाषासम्बन्धी समस्या पहिचान गरी तिनका व्यावहारिक समाधानका लागि उपायहरू प्रस्तुत गर्नु यस लेखको मुख्य उद्देश्य रहेको छ । यस सन्दर्भमा साङ्केतिक भाषाको शिक्षणसम्बन्धी समस्या पहिचान गरी उपयुक्त समाधानका उपायहरू खोजी प्रस्तुत गरिएको छ ।

अध्ययन विधि

प्रस्तुत लेख क्षेत्रीय अध्ययन विधिमा आधारित छ । यो अध्ययनमा नमुनाका रूपमा सुकुना माध्यमिक विद्यालयमा सञ्चालित स्रोत तथा समाहित कक्षालाई आधार मानिएको

छ । नेपालमा समाहित शिक्षा नीतिगत रूपमा २०५३ सालको शिक्षा ऐन सातौँ संशोधनपछि कार्यान्वयन भएको र त्यसको लगत्तै वि. सं. २०५४ पुसदेखि सुकुना मा. वि. मा पनि विशेष शिक्षाअन्तर्गत बहिरा तथा सुस्तश्रवण कक्षा सुरुमा १० जनाबाट सुरु भएको र हाल २० जना बालबालिकाहरू स्रोत तथा समाहित कक्षामा पठनपाठनमा सहभागी भइरहेको अवस्था छ । यसमा उद्देश्यमूलक नमुना छनोट विधिको उपयोग गरिएको छ । जसअनुसार सुकुना माध्यमिक विद्यालयमा हाल अध्ययनरत र पूर्व बहिरा तथा सुस्तश्रवण अपाङ्ग विद्यार्थीहरूका साथै समाहित कक्षाका विषय शिक्षकहरूलाई नमुनाका रूपमा लिइएको छ । यसअन्तर्गत कक्षा ४ देखि १० सम्ममा अध्ययनरत १४ जना बहिरा तथा सुस्तश्रवण विद्यार्थी, ५ जना तिनका अभिभावक र उनीहरू अध्ययन गर्ने कक्षामा अध्यापन गर्ने ९ जना विषय शिक्षकहरू गरी जम्मा २८ जना व्यक्तिलाई नमुना वा सूचकका रूपमा सहभागी गराइएको छ, जसले साङ्केतिक भाषा प्रयोगसँग प्रत्यक्ष वा अप्रत्यक्ष सम्बन्ध राख्दछ । अध्ययनमा बहिरा विद्यार्थीहरू र उनीहरूका अभिभावकहरू तथा विषयगत शिक्षकहरूबाट सङ्कलित सामग्रीहरूलाई प्राथमिक स्रोतका रूपमा राखिएको छ भने साङ्केतिक भाषाका सम्बन्धमा भए-गरेका अध्ययनहरू, लेखहरू, शोधकार्यहरूबाट प्राप्त सामग्रीहरूलाई द्वितीय स्रोतका रूपमा उपयोग गरिएको छ । अध्ययन गुणात्मक अनुसन्धान ढाँचामा तयार पारिएको छ । सामग्री सङ्कलनका लागि सूचकहरूसँग अनौपचारिक रूपमा प्रश्नोत्तर तथा छलफल गरिएको छ । साङ्केतिक भाषा प्रयोग गर्दा हुने कठिनाइ तथा समस्याहरू र त्यसको समाधान बारे खुला प्रकृतिका प्रश्नावली बनाई विस्तृत रूपमा प्रश्नोत्तर विधिद्वारा सामग्री सङ्कलन गरिएको छ । विषय शिक्षकहरूसँग अन्तर्वार्ता लिनुका साथै विषयगत रूपमा कक्षा अवलोकनसमेत गरिएको छ । ससाना तर महत्त्वपूर्ण सूचना तथा जानकारीहरू सङ्कलनका लागि अध्ययनमा फिल्ड नोटको पनि प्रयोग गरिएको छ । यसका साथै कक्षा शिक्षणका क्रममा गरिएको अनुभवहरूलाई समेत आधार मानी तथ्याङ्कहरूको सङ्कलन तथा विश्लेषण गरी लेखलाई पूर्णता दिइएको छ । यस अध्ययनमा सङ्कलित सामग्रीहरूको विश्लेषण वर्णनात्मक एवं व्याख्यात्मक ढाँचामा गरी निष्कर्ष निकालिएको छ ।

नतिजा

यस अध्ययनमा समाहित कक्षा शिक्षणमा साङ्केतिक भाषामा देखिएका समस्याहरू पहिचान गरी समाधानका सम्भावित उपायहरू प्रस्तुत गरिएको छ । साङ्केतिक भाषा केवल बहिराहरूको मात्र सरोकारको विषय नभएर साङ्ग-अपाङ्ग सबैको साझा सरोकारको विषय हो भन्ने कुरामा जोड दिइएको छ । प्रस्तुत अध्ययन प्रतिमानमा आधारित छ । प्रतिमानले विद्यार्थीहरूका कक्षा कोठाभित्रका सिकाइ अनुभवहरू, कक्षा कोठामा निर्धारित समय र समूहभित्रका साथीसङ्गीको धारणा निर्माण गर्दछ । यसले शिक्षण सिकाइमा रचनात्मक दृष्टिकोण अपनाउनका लागि सहयोग पुग्दछ । विभिन्न समुदायबाट विद्यालयमा शिक्षा आर्जनका लागि आउने जोसुकै विद्यार्थीले समान अवसर र पहुँचयुक्त शिक्षा प्राप्त गर्न सकोस् भन्ने उद्देश्य राखी यो लेख तयार पारिएको छ ।

व्याख्या विश्लेषण

समाहित शिक्षाका बारेमा अध्ययन गर्दा एकीकृत शिक्षाबाट समाहित शिक्षाको अवधारणा विकास भएको पाइन्छ । एकीकृत शिक्षा भन्नाले सानो भाग वा एकाइलाई सम्पूर्णसँग मिसाउने र शिक्षण गर्ने भन्ने जनाउँछ । नेपालमा यही एकीकृत विद्यालयको अवधारणाबाट नै समाहित शिक्षाको व्याख्या गरिएको पाइन्छ । एकीकृत र समाहित शिक्षामा मात्र स्रोत कक्षा हुन्छ । बौद्धिक अपाङ्गता, दृष्टिविहीन र बहिरा बालबालिकालाई मात्र शिक्षण गर्न स्रोत कक्षाको व्यवस्था भएको पाइन्छ । यस्ता बालबालिकालाई विशेष किसिमको शिक्षण आवश्यक पर्ने भएका कारण यसलाई आवश्यकतामा आधारित शिक्षा वा विशेष शिक्षा पनि भनिन्छ । यस्ता बालबालिकाहरू विशेष प्रकृतिका भएका कारण विशेष कक्षामा शिक्षण गर्नुपर्दछ । विशेष कक्षा हुँदै समाहित कक्षामा समावेश गराएर शिक्षा प्राप्त गराउनु नै समाहित शिक्षा हो । अपाङ्गतामा बहिरा बालबालिकाहरू पनि पर्दछन् । नेपाल सरकारको परिभाषाअनुसार सुनाइका अङ्गको बनावट एवं स्वरको पहिचान, स्थान, उतारचढाव तथा स्वरको मात्रा र गुण छुट्याउन नसक्ने व्यक्तिलाई सुनाइसम्बन्धी अपाङ्गता भएको मानिन्छ । यसअन्तर्गत दुई किसिमका अपाङ्गता हुने गर्दछन् ।

क) बहिरा (Deaf) : नसुन्ने, अस्पष्ट बोल्ने वा बोल्न नसक्ने र सञ्चारका लागि साङ्केतिक भाषाको प्रयोग गर्नु पर्ने व्यक्ति बहिरा हो । ८० डेसिबलभन्दा माथिको ध्वनि सुन्न नसक्ने भनेर जान्न सकिन्छ (बस्याल, २०८०) ।

ख) सुस्त श्रवण (Hard of Hearing) : कान कम सुन्ने तर सुनेर स्पष्टसँग बोल्न सक्ने, सुन्नलाई कानमा श्रवण यन्त्र राख्नु पर्ने व्यक्ति हो । ६५ डेसिबलदेखि माथि ८० डेसिबलसम्मको ध्वनि सुन्न सक्ने व्यक्तिलाई सुस्त श्रवण भनिन्छ (अपाङ्गता समावेशीकरण स्रोत पुस्तिका, २०८०) ।

समाहित भन्नाले सबैलाई ठाउँ दिने, सबै समूह विचार र क्षमता भएका मानिसहरूलाई समान अवसर दिई सहभागी गराउनु हो । समाहित शिक्षा सबै बालबालिकाहरूको जन्मसिद्ध शिक्षा पाउने अधिकारमा विश्वास गर्छ र सबैखाले विभिन्नताहरूलाई सम्बोधन गर्न सक्छ । व्यक्तिलाई सामाजिकीकरण गराउनु समाहित शिक्षाको मुख्य काम हो । विभिन्नता र विविधतालाई सम्बोधन गर्न समाहित शिक्षाको आवश्यकता पर्दछ । समाहित शिक्षाले निम्न '4A' Approach to Education लाई अङ्गीकार गरेको हुन्छ । अर्थात्, Availability: शैक्षिक अवसरहरूको उपलब्धता; Accessibility: शैक्षिक अवसरहरूको पहुँच; Acceptability: शैक्षिक अवसरहरूको स्वीकार्यता; Adaptability: शैक्षिक अवसरहरूको समायोजितता । यी चारओटा अवस्थाहरू हुन सकेमा मात्र शिक्षा पाएको सार्थकता रहन्छ । समाहित शिक्षामा आधारभूत रूपमा मानव अधिकारका कुराहरू समावेश भएको हुन्छ । शिक्षासम्बन्धी हक हरेक नागरिकको अधिकारको विषय हो जुन समाहित शिक्षामा हुन्छ (Khanal, 2015) । राज्यको मूल कानून नेपालको संविधान २०७२ को भाग ३ मा मौलिक हकअन्तर्गत धारा ३१ मा शिक्षासम्बन्धी हक र त्यसैको उपधारा (४) मा दृष्टिविहीनलाई ब्रेल लिपिमा र बहिरालाई साङ्केतिक भाषामा शिक्षा पाउने व्यवस्था गरिएको छ (नेपालको संविधान, २०७२) । यसरी गुणस्तरीय र पहुँचयोग्य शिक्षा प्राप्ति गर्नु हरेक बालबालिकाहरूको नैसर्गिक अधिकार हो भन्ने कुरा पुष्टि हुन्छ ।

भाषा मानिसको परस्पर विचार विनिमय गर्ने सर्वोत्तम साधन हो । मानिसले भाषाको माध्यमबाट आफ्नो भाव वा विचारलाई प्रकाश पार्दछ । भाषाको प्रयोग ध्वनिमा आधारित हुन्छ । ध्वनिको विशिष्ट संयोजनले सार्थक भाषाको निर्माण गर्दछ ।

बहिराहरूको पनि ध्वनि त निस्कन्छ तर त्यस ध्वनिको पहिचान कानले गर्न सक्दैन । जब मानिसले आफ्नो कानले ध्वनिको पहिचान गर्न सक्दैन तब उसले सङ्केतको प्रयोग गर्दछ । हातका औँला, हाउभाउ वा आँखा आदिले इसारा गर्ने काम नै सङ्केत हो । सङ्केत शब्दमा 'इक' प्रत्यय लागेर साङ्केतिक भएको हो, जसको अर्थ सङ्केत वा इसाराको रूपमा व्यक्त गरिएको प्रतीकात्मक भाव भन्ने हुन्छ । यिनै प्रतीकात्मक भाव व्यक्त गर्ने सङ्केत पद्धतिलाई साङ्केतिक भाषा भनिन्छ । यो यस्तो भाषा हो, जो अर्थ सूचित गर्नका लागि श्रवणीय ध्वनि सम्प्रेषण गर्नका बदला दृश्यात्मक रूपमा सङ्केतहरूको सञ्चालन गरिन्छ जसमा वक्ताको विचारलाई धाराप्रवाह रूपले व्यक्त गर्नका लागि हातको आकार, विन्यास र सञ्चालन अवयवहरू तथा चेहराका हाउभाउ एकैसाथ उपयोग गरिन्छ । जहाँ वा जुन समुदायमा बहिरा मानिसहरूको उपस्थिति रहन्छ त्यहाँ साङ्केतिक भाषा नै उनीहरूको मातृभाषाका रूपमा प्रयोग हुन्छ । हातको इसारा, अनुहार तथा शरीरको हाउभाउ आदिबाट सञ्चार सम्प्रेषण निरन्तर रूपमा चलिरहन्छ । यसरी बहिरा व्यक्ति वा सुनाइसम्बन्धी अपाङ्गता भएका व्यक्तिको पहिलो भाषा वा मौलिक भाषाका रूपमा साङ्केतिक भाषालाई लिन सकिन्छ । साङ्केतिक भाषा झट्ट सुन्दा र हेर्दा बहिराहरूका लागि मात्र जस्तो लाग्छ तर हामी सबैका लागि यो भाषाको आवश्यकता पर्दछ । विशेष गरी बहिराहरूकै लागि अपरिहार्य हो तर पनि हामीले समाहित कक्षा शिक्षण गर्दा बहिरा बालबालिका कक्षामा रहेको खण्डमा शिक्षकले शिक्षण गरेको कुरालाई उनीहरूले बुझ्न सक्छन् कि सक्दैनन्? हाम्रो परिवारमा कोही सदस्य बहिरा भएमा शिक्षा दिने कि नदिने? र व्यवहार गर्ने कि नगर्ने? इत्यादि कुराले गर्दा हामी सबैले साङ्केतिक भाषाको सञ्चारमा विचार पुऱ्याउनु पर्ने हुन्छ र साङ्केतिक भाषाको ज्ञान हुन आवश्यक छ ।

साङ्केतिक भाषाको सुरुआत र नेपालमा भएका प्रयासहरू

साङ्केतिक भाषाको प्रारम्भिक विकासक्रमलाई हेर्ने हो भने लिखित अभिलेख इ. पू. पाँचौं शताब्दीमा प्लेटोको क्रेटिलसमा भएको पाइन्छ । यसै गरी सन् १७५५ मा अल्बेडी लेपीले पेरिसमा बहिरा बच्चाहरूका लागि पहिलो पटक विद्यालयको स्थापना गरेको पाइन्छ (भुसाल, २०२४) । नेपालमा भने विशेष शिक्षा कार्यक्रम वि. सं. २०२१ सालबाट सुरु भई बहिराहरूका लागि विशेष विद्यालयको स्थापना वि. सं.

२०२३ सालमा भएको पाइन्छ । राष्ट्रिय शिक्षा पद्धतिको योजना २०२८ का आधारमा वि. सं. २०३० सालमा विशेष शिक्षा परिषद् गठन भएको र वि. सं. २०३७ सालमा बहिरा कल्याणकारी युवा क्लबले नयाँ शब्दको सङ्केत र नेपाली हस्त वर्णमाला प्रयोगमा ल्याएको पाइन्छ । त्यसपछि वि. सं. २०४५ सालमा पहिलोपटक साङ्केतिक भाषाको सुरुआत गरिएको हो । त्यसअघि बहिरा विद्यालयमा पूर्ण रूपमा ओठे भाषाको प्रयोग गरिएको बताइन्छ । वि. सं. २०४६ सालमा शिक्षा मन्त्रालयले विशेष शिक्षा विस्तारका लागि समिति बनाएपछि वि. सं. २०४९ सालमा विशेष शिक्षालाई नियमावलीमै व्यवस्था गरिएको देखिन्छ । वि. सं. २०५३ मा भएको शिक्षा ऐन संशोधनले समाहित कक्षामा जोड दिनुका साथै साङ्केतिक भाषा सिक्न चाहने प्रशिक्षार्थीले ३ महिनाको ४५० घण्टे तालिम लिनु पर्ने व्यवस्था गरेको गरेको पाइन्छ । वि. सं. २०७२ सालमा साङ्केतिक भाषा शब्दकोश प्रकाशित भइसकेको छ, जसमा करिब ७ हजार शब्दहरू छन् । जसले गर्दा साङ्केतिक भाषामा केही राहत पुगेको देखिन्छ तर पनि बहिरा बालबालिकाहरूको साक्षरता दर वृद्धि गर्न सकिएको छैन ।

विद्यालय शिक्षामा अपाङ्गता भएका बालबालिकाहरूको चर्चा गर्दा विशेष विद्यालयको सङ्ख्या ३४ वटा रहेको देखिन्छ । सामुदायिक विद्यालयको सङ्ख्या २६,६०६ र ती विद्यालयहरूमा आधारभूत तह (१-८) मा अध्ययनरत विद्यार्थीको सङ्ख्या ३६,९२,८५९ छन् भने माध्यमिक तह (९-१०) मा अध्ययनरत विद्यार्थीको सङ्ख्या ७,८७,५८७ रहेको पाइन्छ (शिक्षा तथा मानव स्रोत विकास केन्द्र, २०८१) । तर, राष्ट्रिय जनगणना २०७८ मंसिर ९ गतेको नतिजाअनुसार नेपालको कुल जनसङ्ख्या २,९१,६४,५७८ मध्ये ६,४७,७४४ जना अर्थात् २.२ प्रतिशतमा कुनै न कुनै प्रकारको अपाङ्गता रहेको पाइन्छ । जसमध्ये सुनाइसम्बन्धी अपाङ्गता ६१,५६० अर्थात् १५.९ प्रतिशत भएको पाइएको छ । उक्त तथ्याङ्कमा बहिरा वा सुस्तश्रवण भएका भनी गणना गरिएको छ (राष्ट्रिय जनगणना, २०७८, अपाङ्गसम्बन्धी तथ्याङ्कीय प्रतिवेदन) । कोशी प्रदेशको जनसङ्ख्या ४९,६१,४१२ मध्ये सबैखाले अपाङ्गताहरूको सङ्ख्या १,१७,२१९ अर्थात् २.४ प्रतिशत रहेकामा सुनाइसम्बन्धी अपाङ्गताको सङ्ख्या २०,२२७ अर्थात् १७.३ प्रतिशत रहेको छ । समग्र अपाङ्गताहरूको साक्षरता दर ५०.१ प्रतिशत रहेकोमा बहिरा अपाङ्गता भएकाहरूको साक्षरता ४०.४ प्रतिशत रहेको

शर्मा चापागाई, २०२६. समाहित कक्षामा.....

देखाइएको छ । कोशी प्रदेशमा मात्र अपाङ्गताहरूको जनसङ्ख्या १,१२,९६१ मध्ये ५८,१२८ अर्थात् ५१.५ प्रतिशत साक्षरता छन् । त्यसमा बहिरा साक्षरता १६.२ प्रतिशत रहेको पाइन्छ । नेपालमा एस.इ.इ. वा सोसरह उत्तीर्ण गर्ने बहिराहरूको सङ्ख्या १,४८१ अर्थात् ७.३ रहेको छ भने कोशी प्रदेशमा २३२ जना अर्थात् ६.७ प्रतिशत रहेको पाइन्छ ।

साङ्केतिक भाषाको प्रयोगसम्बन्धी समस्याहरू

समाहित कक्षा शिक्षणमा साङ्केतिक भाषाको केही साझा समस्या प्रायः बहिरा बालबालिका र शिक्षकले सामना गर्नुपरिरहेको हुन्छ । यस्ता केही समस्याहरूलाई बुँदागत रूपमा तल प्रस्तुत गरिएको छः

- **शब्द सङ्केतको कमी:** कथ्य भाषामा प्रयोग हुने सबै किसिमका शब्दहरूको साङ्केतिक शब्द नहुनु ।
- **औँला हिज्जेको प्रयोग:** साङ्केतिक भाषामा औँला हिज्जेको प्रयोग एउटा महत्त्वपूर्ण अवस्था हो । औँला हिज्जे भन्नाले शब्द सङ्केतको साटो ती शब्दलाई लिखित रूपमा प्रयोग गर्नु हो । कहिलेकहीं शब्द सङ्केत तत्काल सम्झन सकिएन भने त्यसको सट्टा औँला हिज्जेको प्रयोग गर्नुपर्ने हुन्छ ।
- **मनोभावनात्मक तथ्य:** एउटा इसारा गर्दा अर्को अर्थ लाग्नु, अर्थको अनर्थ हुनु, त्यस्तो गल्तीबाट नकारात्मक सन्देश प्रवाह हुनु ।
- **दोहोरो शब्द:** कुनै कुनै शब्द र वर्णहरू (नेपाली र अङ्ग्रेजी वर्णहरू) एउटै औँला हिज्जे प्रयोग भएका अक्षर रहेकाले झुक्किने र लेखनमा समस्या आउने गरेको पाइन्छ, जस्तै: समान हिज्जे भएका केही अक्षरहरू- ड र Y, ब र B, 'र' र R, ७ र L, २ र V, ३ र W, इ र ८, आदि छन् भने शब्दहरूमा पनि यस खालका समस्या रहेको पाइन्छ ।
- **विविध विषय:** औँला हिज्जेमा हातको रखाइ वा ढल्काइ मिलेन भने पनि समस्या आउने गर्छ, जस्तै: अङ्क १-२ र स्वरवर्ण अक्षर ए-ऐ; ७ अङ्क र अङ्ग्रेजी अक्षर L मा द्विविधा हुने गरेको पाइन्छ । प्राविधिक शब्दहरू, स्वास्थ्य शारीरिक, सामाजिक, विज्ञान र गणितका ज्यामितीय शब्दहरूमा ज्ञानको कमीका कारणले बोलीमा जस्तो शतप्रतिशत साङ्केतिक भाषामा हुन सक्दैन ।

यसका साथै साङ्केतिक भाषामा व्याकरणात्मक त्रुटिहरू पनि प्रशस्त मात्रामा हुने गर्दछन् । मौखिक भाषामा जस्तो सार्थक र अर्थगत एकाइमा सङ्गठित रूपमा सङ्क्षेपीकृत (Acronym) शब्दलाई साङ्केतिक भाषामा सजिलै बुझ्न र बुझाउन कठिन हुन्छ किनकि यसमा विभिन्न सङ्केत तत्त्वहरूको संयोजन गर्नुपर्दछ, जस्तै: HOLME शब्दको सङ्केतका तत्त्वहरू- H = Hand shape (हातको आकार), O = One notation (हातको विन्यास), L = Location (स्थान), M = Movement (गति) र E = Expression (चेहराको भाव) हुन् ।

यी माथिका केही उदाहरणहरू मात्र हुन् जसले गर्दा बहिरा विद्यार्थीहरूलाई कक्षा शिक्षणमा सोचेजस्तो सहज ढङ्गबाट प्रभावकारी रूपमा सिकाइ क्रियाकलाप सञ्चालन गर्न कठिनाइ भइरहेको हुन्छ । यसबाट उनीहरूको सिकाइ उपलब्धिमा समेत प्रभाव पर्न सक्छ ।

समाहित कक्षामा साङ्केतिक भाषा शिक्षणका समस्याहरू

स्रोत भाषा र लक्ष्य भाषा दुवैमा हुने सीमित भाषिक प्रवीणता, दुवै भाषाको लेखाइ र बोलाइमा वक्ताको सांस्कृतिक र पारिभाषिक शब्दावलीको ज्ञान, भाषाको वाक्य संरचना र व्याकरणीय तथा अन्य कारणले गर्दा कक्षामा शिक्षकले विभिन्न किसिमका समस्याहरूको सामना गर्नुपर्छ । यस्ता केही समस्याहरूलाई बुँदागत रूपमा निम्नानुसार प्रस्तुत गरिएको छः

- १) साङ्केतिक भाषामा दक्ष शिक्षकको अभावः समाहित कक्षा सञ्चालन भएका धेरै विद्यालयमा साङ्केतिक भाषामा प्रशिक्षित दक्ष शिक्षकको अभाव हुनु । जसले शिक्षक र विद्यार्थीबिचको प्रत्यक्ष संवादमा कठिनाइ हुनु ।
- २) साङ्केतिक भाषाको स्वरूपमा एकरूपताको अभावः साङ्केतिक भाषामा क्षेत्रगत भिन्नता भएका कारण विभिन्न किसिमका सङ्केतहरूको प्रयोग हुने हुँदा बुझाइमा असमानता आउनु, जसले गर्दा भावको सञ्चारमा समस्या देखिनु ।
- ३) शिक्षण सामग्रीको सीमितताः पाठ्यपुस्तक, भिडियो वा डिजिटल सामग्रीमा साङ्केतिक भाषाको प्रयोग नहुँदा विद्यार्थीले पूर्णतः सिकाइ क्रियाकलापमा सक्रिय रूपमा सहभागी हुन नसक्नु ।

- ४) समय व्यवस्थापनमा समस्या: दोभासे प्रयोग गर्दा शिक्षण प्रक्रियामा अतिरिक्त समय लाग्नु, जसले गर्दा सबै विद्यार्थीको गति बराबरी राख्न समस्या हुनु ।
- ५) सामाजिक दूरी र एकलोपनको अनुभव: भाषिक अवरोधका कारण विद्यार्थीले सहपाठीसँग सहज सम्पर्क गर्न नसक्ने भएकाले उनीहरूको सामाजिक तथा भावनात्मक विकासमा असर पर्ने सम्भावना रहनु ।

समस्या समाधानका उपायहरू

समाहित कक्षामा साङ्केतिक भाषा शिक्षणसम्बन्धी समस्या समाधानका उपायहरू निम्नानुसार प्रस्तुत गरिएको छ ।

- १) साङ्केतिक भाषाको तालिम: स्रोत शिक्षक, विषय शिक्षक, दोभासे र विद्यालयका तोकिएका कर्मचारीलाई आधारभूत तहदेखि उच्च तहसम्मको नेपाली साङ्केतिक भाषा (NSL) को तालिम दिनुका साथै वार्षिक रूपमा पुनर्ताजगी तालिम आयोजना गरी दक्षता अभिवृद्धि गर्ने ।
- २) दक्ष एवं योग्य दोभासेको व्यवस्था: सरकारले विद्यालयमा साङ्केतिक भाषाको प्रामाणिक र दक्ष दोभासे शिक्षक/कर्मचारी व्यवस्थापनका लागि नीति बनाई कार्यान्वयन गराउने ।
- ३) साङ्केतिक भाषाको मानक निर्धारण: क्षेत्रीय भिन्नता हटाउन मानक नेपाली साङ्केतिक भाषाको विकास गरी एकरूपता कायम गर्नाका साथै डिजिटल शब्दकोश, मोबाइल एप्स र भिडियो सामग्रीहरूमार्फत समाहित कक्षामा साङ्केतिक भाषा शिक्षणलाई सहज बनाउने ।
- ४) शैक्षिक सामग्रीको सरलता र अनुकूलता: पाठ्यपुस्तक, अभ्यास सामग्री र भिडियोमा साङ्केतिक भाषाको अनुवाद वा व्याख्या समावेश गर्ने, शैक्षिक सामग्रीहरू शिक्षक तथा विद्यार्थीमैत्री बनाउने ।
- ५) सहपाठी सहयोग प्रणालीको विकास: समाहित कक्षा सञ्चालन भएका विद्यालयहरूमा सबै शिक्षकहरूलाई कम्तीमा आधारभूत तहको साङ्केतिक भाषाको तालिम दिलाएर सहपाठी सहयोग प्रणालीको विकास गरी शिक्षण सिकाइमा प्रभावकारिता ल्याउने । यसले कुनै विषय शिक्षकको अनुपस्थितिमा समेत कक्षा सञ्चालन हुनुका साथै एकलोपन हटाई सामाजिक अन्तरक्रिया बढाउँछ ।

- ६) समय व्यवस्थापनमा सुधार: शिक्षण योजना बनाउँदा दोभासेमार्फत व्याख्या हुने समयलाई समेत ध्यानमा राखी आवश्यक भएसम्म अतिरिक्त कक्षा वा सहायक सामग्री उपलब्ध गराउने ।
- ७) कानुनी तथा नीतिगत व्यवस्था: शिक्षा ऐन तथा नियमावलीमा समाहित शिक्षामा साङ्केतिक भाषाको अधिकार स्पष्ट रूपमा सुनिश्चित गरी स्थानीय तथा सङ्घीय तहमा बजेटको व्यवस्थापन गर्ने ।

निष्कर्ष

समाहित शिक्षाको सफल कार्यान्वयनका लागि सबै विद्यार्थीलाई समान अवसर र पहुँच सुनिश्चित गर्नु अनिवार्य छ । बहिरा विद्यार्थीका लागि साङ्केतिक भाषा नै प्रमुख माध्यम भाषा भएको हुँदा यसलाई बेवास्ता गर्नु भनेको समाहित शिक्षालाई कमजोर बनाउनु हो । अहिलेको अवस्थाले के देखाउँछ भने शिक्षक, विद्यालय र नीतिगत तहमा अझै पनि पर्याप्त पहल हुन सकेको छैन । योग्य दोभासेको अभाव, तालिमको कमी, पाठ्यसामग्रीको अभावले गर्दा विद्यार्थीहरू पछि पर्दछन् । त्यसैले समस्याको मात्र पहिचान नभई ठोस कार्यान्वयनमुखी समाधान आवश्यक छ । नीतिगत तहमा सरकारले विद्यालय स्तरमा नै साङ्केतिक भाषा शिक्षण अनिवार्य गर्ने व्यवस्था गर्नु पर्दछ । बहिरा मानिसहरूका लागि मात्र नभएर बुद्धिजीवी, शिक्षक, कर्मचारी, सामाजिक अभियन्ताजस्ता सबै व्यक्तिहरू र समुदायका लागि समेत साङ्केतिक भाषाको आवश्यकता रहेको छ । साङ्केतिक भाषाको प्रभावकारी शिक्षणका लागि शैक्षिक सामग्रीलाई बहुभाषिक स्वरूपमा तयार गरी सबै विद्यार्थीले सहजै बुझ्ने वातावरण बनाउनु पर्दछ । प्रविधिको प्रयोग गरेर सिकाइलाई समाहित बनाउनुपर्छ, जसमा डिजिटल उपकरण र श्रव्यदृश्य सामग्री महत्त्वपूर्ण मानिन्छन् । वर्तमान शिक्षाको प्रभावकारितामा कमी, स्रोत साधनको अभावजस्ता समस्याहरू देखिए तापनि उल्लिखित सुधारात्मक उपायहरू कार्यान्वयन गरियो भने बहिरा विद्यार्थीहरूको सिकाइमा प्रभावकारिता वृद्धि हुन्छ किनकि उनीहरूका लागि साङ्केतिक भाषा नै सञ्चार सम्प्रेषण गर्ने भाषा हो । पाठ्यक पने विद्यालयहरूलाई स्रोत विद्यालय मानेर तालिम केन्द्रका रूपमा स्थापना गर्न सकेमा विद्यार्थी, शिक्षक, अभिभावक सबैले साङ्केतिक भाषाको तालिम लिई सञ्चारलाई सहज बनाउन सकिन्छ । यसका अतिरिक्त समाजमा नै भाषागत दक्षता अभिवृद्धि गरेर बहिरा समुदायलाई पृथक्

नगरी सामुहिक सिकाइ प्रक्रियामा सक्रिय सहभागी बनाउन सकिन्छ । जबसम्म साङ्केतिक भाषालाई शिक्षण प्रक्रियाको अभिन्न अङ्गका रूपमा विकास गरिँदैन तबसम्म समाहित शिक्षा अधुरो रहन्छ । त्यसैले दीर्घकालीन दृष्टिले साङ्केतिक भाषाको प्रभावकारी प्रयोगमा ध्यान दिनु आवश्यक छ । यसो भएमा मात्र सबै विद्यार्थीलाई समान अवसर दिलाउन र शैक्षिक असमानता न्यूनीकरण गर्न सकिन्छ ।

सन्दर्भ सूची

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