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(A Multi-disciplinary Peer Reviewed Journal)

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Foreword

It is my great pleasure to announce the publication of the inaugural edition of the *Journal of Research in Education (JoRE)*, by the Central Department of Education, Far Western University. With immense pride, I extend my heartfelt congratulations to JoRE, its Editor-in-Chief, Dr. Gambhir Bahadur Chand, and his dedicated team for this remarkable academic initiative. I also applaud the editorial board, esteemed reviewers, contributing authors, and the entire Department of Education for their collective efforts in achieving this historic milestone in the field of academia. This historic volume features a diverse range of articles encompassing topics from English, Nepali, Health, and more. We encourage all valued readers and scholars to contribute to future issues and to enhance their academic growth by exploring the articles included in this volume.

I express my sincere gratitude to the editorial board, reviewers, and authors for their invaluable contributions. Most importantly, I urge all readers to engage with the articles deeply and critically, offering constructive feedback and creative suggestions to help us continually improve the quality of the journal.

Thank you all for your support and encouragement.

Arjun Singh Negi

Associate Professor
Head of the Department
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Editorial

It is our immense pleasure to introduce the first volume of the Journal of Research in Education (JoRE), a scholarly endeavor of the Research Management Cell, Central Department of Education, Far Western University. This journal aims to serve as a platform for scholars to share their research, exchange ideas, and contribute to advancing knowledge in the field of education.

We are pleased to bring this inaugural volume as our first effort to publish the Journal of Research in Education. Publishing a journal is a challenging task as it requires dedication, devotion, collaboration, and commitment. However, we have accepted this challenge with enthusiasm to contribute to the academic field and develop a platform for scholarly sharing in education.

The articles in this journal cover diverse areas of education. Each Contribution provides unique perspectives and innovative approaches in the field of education. We believe that these insights will not only promote academic discourse but also inspire practical applications that can be used in teaching/learning practices around the world. In this regard, the JoRE is envisioned as a medium through which educators, researchers, policy makers can collaborate, share ideas, and engage in meaningful dialogue to address contemporary challenges and explore future possibilities in education.

The publication of this journal is the result of collaboration and dedication. We extend our heartfelt gratitude to the authors, reviewers, and the editorial board for their invaluable contributions and efforts to bring this volume to fruition. Their hard work, dedication, and commitment have made this journal a high-quality platform for academic sharing and research in education.

We look forward to getting your continued support and collaboration in the days ahead.

Your suggestions and constructive comments are always welcome.

With best regards,

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Promoting English Language Teaching through intercultural communication: A Case of Far Western University

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Abstract

Language and culture are deeply interconnected. Culture finds its expression in language; so, learning a new language without familiarity with its culture remains incomplete. English speakers at present have dual challenges: one to be able to adopt in world cultures and to promote their local culture in comparison to other cultures. So the goal of English language teaching has undergone changes from imitating "native speakers" to becoming an intercultural communicator though pedagogical implementations have not been fully realized in classrooms, especially the ones that enable students to communicate globally while at the same time help them maintaining their native / traditional languages and cultures. The main purpose of this study is to explore lived experiences of Campus Level English teachers regarding the use of intercultural communication in ELT classes. To explore the issue the researcher has used Sociocultural theory(1962,1981) and Intercultural Competence model(1997b) for the observation of intercultural communication in ELT classes. The researcher has adapted an interpretive paradigm as the research design to guide the study and employed phenomenology as the research method. Five English language teachers of Central Campus of Far Western University are the participants for the study. As the data collection tools, in depth interview and personal narratives have been used. The participants are found positive in the use of intercultural communication for promoting



English language teaching as well as in promoting their local cultures. The study will be useful for teachers, students, curriculum designers, as well as researchers. The research will be beneficial for teachers as they will learn some techniques to teach English and promote intercultural communication in the classrooms. Learners will develop knowledge of various cultures and be able to communicate successfully with the people of various linguistic and cultural backgrounds. Similarly curriculum designers will adopt various strategies to promote various cultures in syllabus designing.

Keywords: *Intercultural Communication, ELT, Sociocultural theory, intercultural competence, English as a Foreign Language*

Introduction

Language and culture are deeply interconnected. Language is a key medium through which cultural values, traditions, and beliefs are expressed and transmitted. It shapes how individuals perceive the world, influences social interactions, and reflects cultural identity.

Intercultural communication refers to the process of exchanging information and ideas between individuals or groups from different cultural backgrounds. It involves understanding how cultural differences -such as language, values, beliefs, and social norms affect communication styles and interactions.

Effective intercultural communication can enhance relationships, reduce misunderstandings, and promote collaboration in diverse environments, such as workplaces, educational settings, and communities. Traditional methods for teaching foreign languages emphasized the importance of students practicing language structures, pronunciation, and vocabulary in order to become native like speakers. The goal for the students is to start by questioning their preconceived ideas before entering into a process of discovery about the other with the intent of becoming more willing to seek out and engage with otherness in order to ultimately experience relationships of reciprocity (Byram, 1997). As students continue to engage in analysis of other cultures, certain knowledge must be acquired. Once learners have taken time to discover the similarities and differences between their culture and that of the target culture, the teacher must craft activities that will prepare students to build relationships with people of diverse backgrounds and languages (Byram, 1997). The students should be given opportunities for interpretation of foreign culture so that they can link it with their native culture. When students begin to identify ethnocentric perspectives and misunderstandings related to cross-cultural situations, they become able to

understand and then explain the origins of conflict and mediate situations appropriately in order to avoid misinterpretations (Byram, 1997). Furthermore, skills in discovery and interaction allow intercultural speakers to identify similarities and differences between home cultures and foreign cultures resulting in successful communication and the establishment of meaningful relationships (Byram, 1997). A successful intercultural speaker seeks out opportunities to meet individuals from diverse cultures in order to share information through communication in a foreign language. Majority of the EFL learners feel align to the foreign language cultures in the classroom so now the situation is that neither the learners are fully capable to enjoy target culture and adopt it in their practical life nor they are fully aware of the issues of their own culture.

In intercultural curriculum, the home language and the home culture of the learners (and of many non-native teachers) will be valued in the classroom alongside the often glamorized target language i.e. English. So that the intercultural learner ultimately serves as a mediator between different social groups that use different languages and language varieties. Furthermore, the ultimate aim of intercultural communication to English as a Foreign Language Education is not so much native speaker competence but rather an intercultural communicative competence (Guilherme, 2002). Intercultural communicative competence includes the ability to understand the language and behavior of the target community, and explain it to members of the home community and vice versa. Few learners can achieve native speaker linguistic competence completely. Many, however, can achieve the valuable skills of observation, explanation, and mediation that contribute to intercultural communicative competence (Byram, 1997b).

In this way, intercultural communication trains learners to be able to view different cultures from a perspective of informed understanding and the key goal of intercultural communication is language development and improvement with intercultural understanding and mediation. In the context of Far western university, the students have poor background in English. They lack the exposure of target language in terms of vocabulary, literature, communication skills and cultural norms and values. The reading materials and classroom pedagogy is not quite entertaining to learners.

The main problem is how to integrate target language culture knowledge with the knowledge of first language culture of the students and how to integrate both of the cultures in their practical communication. Although, English language teaching has received extensive treatment in the literature regarding English in international contexts (Canagarajah, 2005, Jenkins, 2003), the cultural dimension has still to be fully explored. However, a consensus is beginning to emerge on the importance of skills and knowledge that go beyond the structure and vocabulary of a language and begin to address the importance of negotiation, adaptation, and accommodation in intercultural and /or cross-cultural communication. Merely language structures and vocabulary are not enough to achieve the mastery in foreign language learning but the comparative analysis of the values of target culture and home culture with respect to both of them is still lacking in global context and Nepal is no exception.

Literature Review

Many studies from a decade have shown the relation between language and culture and highlighted the role of culture in teaching and learning English as a foreign language. In this context, Chaudhury (2014) has emphasized the role of culture in teaching language. Similarly, Romadloni & Mantasiah (2018) have highlighted the role of attitude, culture, cultural understanding and the knowledge of first language and foreign language cultures to increase students' motivation in foreign language learning. But critically, Budiarti (2018) opined that the implementation of intercultural approach is a challenging and demanding task for the language teachers who had to possess at least some intercultural knowledge and very often keep developing it alongside his/her students. The EFL teachers must implement the intercultural approach in a tactful, skillful, and conscious way. Colson (2008) and Williams (2010) claim that language is inseparable from its culture and teaching any language will inevitably involve teaching its culture. Only through understanding the culture of the target language a language learner will be able to function properly in the language s/he is learning. Clout (2012) considered culture teaching not in terms of sharing knowledge rather than intercultural skill development. Byram and Fleming (1998) highlighted in developing intercultural competence which in turn may involve promoting language diversity while encouraging English as both a means and an end of instruction.

The study of Baker(2009) declared that the successful intercultural communication utilizes dynamic, forms, practices and frameworks of reference as the resources that moves between individual, local, national, and global references. In this context, Agudelo (2007) highlighted the importance of local culture over target culture by stating that critical cultural awareness makes the learners to be able to understand other cultures without losing perspective in their own culture. Safi (2016) indicated that the students positively perceived the influential role of face to face intercultural communication to enhance their English. Mohammed& Abd Algare (2020) investigated that mastering in a language requires learners' mastery of cultural contexts in which important social acts occur because it conveys warm feelings and solidarity among speakers.

According to Hall(1959) language was one of culture's main features and was present at all levels of his research and analysis. Hall emphasized the fact that culture is heavily acquired through language and communication and that it controls individual's lives to such an extent that the member of that culture are not even aware they are internalizing it. In the same way, Vivelo(1987) believes that the complex totality of culture includes knowledge, beliefs, morals, values, laws, traditions, and all the capabilities and habits acquired by the individual as a member of that specific society. Here culture has been taken as the shared knowledge and beliefs with which people organize their perceptions, experiences, make decisions and act. So culture is a type of conceptual code that people use to recognize and understand the world and interact.

The ultimate goal of intercultural communication to language education is not so much native speaker competence but rather intercultural communicative competence (Byram,1997). In other words, intercultural communication aims to develop an intercultural communicative competence that allows the student to act as mediator between the two cultures. Intercultural communication aims to develop intercultural communicative competence that includes the ability to understand the language and behavior of the target community and explain it to members of the home community and vice versa.

In classroom, home culture of the learners can be exploited as a valuable classroom resource. This involves teachers finding out about students' production and consumption of cultural products-whether home culture in this sense means ethnic culture, class culture, or professional culture. This can be done initially

through questionnaires which can target specific topic areas (Murray et al. 1992). Similarly, Canagarajah (2005) focuses on the local in the global. Drawing on Clifford's conception of "travelling cultures" (1992), Canagarajah views cultures in global contexts as hybrid, diffuse, and deterritorialized. For this reason, English language use and teaching needs to be understood from a perception of fluidity and mixing of languages; cultures, and identities. Learners of English are not learning to join a single language community but are, "shuttling between communities" (Canagarajah, 2005) between the local and the global, in which a variety of norms and a repertoire of codes are to be expected.

English language teaching in Nepal still emphasizes linguistic proficiency rather than sociolinguistic and cultural proficiency. Similarly, there is the gap in integration of learners' native language culture and other foreign culture. Still there is the lack of integration between language and culture especially in the context of English language teaching in Nepal. Learners are not found highly motivated in their learning because of the gap between first language culture and target language culture.

Methodology

I have adopted qualitative research design and interpretative paradigm. In this design, priority is given to the lived experiences of the participants regarding their views and understandings of how they perceive and practice intercultural communication in ELT classes. I have used phenomenology as the research design. Similarly, in depth interview has been used as the research tool. The area of my study is the central campus of Far Western University. Five English teachers have been selected as the informants of the study purposively. Sociocultural theory (Vygotsky, 1962, 1981) has been used as the theoretical framework. Sociocultural theory, basically developed by Russian psychologist Lev Vygotsky, puts emphasis on the role of language, culture, and social interactions for the development of cognitive functions. This theory argues that learning and cognitive development are deeply rooted in social and cultural contexts, where the interactions take place with more knowledgeable others, they are teachers, peers, or family members. Mediation is the key factor in cognitive development. Key factors in mediation are language, symbols, and artefacts. These factors are supportive in shaping our ideas and influencing how we think, solve problems, and interact with the world.

Vygotsky (1978) argues that cognitive functions are not innate but developed through social interaction and engagement with cultural artefacts in the sphere of Zone of proximal development (ZPD) where guidance or support is provided through scaffolding by the more experienced learners to the novice learners in the form of guidance, support or encouragement. Vygotsky further highlights that children use private speech to guide themselves through tasks, which eventually becomes silent, internalized thought (1934). Sociocultural theory has practical implication in educational settings, where teachers use scaffolding, encourage collaborative learning, and create culturally responsive environments that facilitate cognitive growth.

Another key factor taken into account in this study is Intercultural Communicative Competence (here after ICC) model presented by Byram (1997). He views Intercultural Communicative Competence (ICC) model as the term that covers key components, including linguistic competence, sociolinguistic competence, discourse competence, and intercultural competence, which enable individuals to interact with others who are from different linguistic and cultural backgrounds. Similarly, Lazar et. al. (2007), state that ICC is composed of speakers' skills and attitudes with respect to communicating in various cross-cultural situations. In short, ICC can be perceived as speakers' communicative abilities, competences, skills, and attitudes towards other interlocutors with regard to their linguistic and cultural identities in multilingual and multicultural contexts.

ICC model (Byram, 1997) is appropriate for this study because it provides foreign language educators a fundamental principle for promoting language learners and users as intercultural speakers who should be equipped with knowledge, skills, and attitudes of language other than their first or native languages, which can be applicable for educational and professional settings.

Challenges in intercultural communication are often due to the fact that people have different perceptions and attitudes towards other people's language and culture, particularly in linguistically and culturally diverse contexts (Nomnian, 2018). Effective intercultural communication competence is extremely important to overcome communication challenges since such challenges between people of diverse language and culture backgrounds usually stem from sociolinguistic and cultural differences that influence their distinctive perceptions, interpretations, lack of shared experiences and frames of reference (Silverthorne, 2005).

Result and Discussion

The collected data from the participants was recorded and transcribed. After the deep analysis of the data, it was organized into four themes: relation between language and culture, intercultural communication promotes English language Teaching, promoting intercultural communication, strategies followed by EFL teachers, and implications of intercultural communication for curriculum designing, classroom delivery, and student evaluation.

Relation between language and culture

The relation between language and culture is a complex and dynamic interplay that shapes individual identities and social structures. Language serves as a cultural carrier. In other words, language serves as a vessel for cultural values, beliefs, and norms. It allows for the transmission of cultural knowledge across generations. According to Sapir (1921), 'language is a guide to social reality', indicating that the words and structures of a language reflect the cultural context in which it is used.

Different cultures have unique ways of expressing emotions, politeness and social hierarchies through language. For example, Tanen (1990) explores how conversational styles differ across cultures, affecting communication patterns and misunderstandings. Regarding the relation between language and culture, different teachers have the following opinions. In this context, teacher A believes that there is close relation between language and culture like nail and flesh. Teacher A said,"

There is a close relation between language and culture just like nail and flesh. They are interconnected with each other in such a way that we can separate them. Language expresses culture and culture guides the way you speak. In a sense, learning a language means learning their culture as well.

B: Teaching a foreign language does not only involves teaching its linguistic system but also its cultural system.

C: Without cultural understanding, communication in English will encounter many difficulties and cultural misunderstandings may create a lot of problems.

D: Developing learners' communication competence in the target language requires an integration of language and culture.

E: I think it is important for EFL teachers to include aspects of English culture in their classroom.

By analyzing these statements we can say that there is a close relation between language and culture. Without cultural understanding, communication in English will not be successful. Instead it may create difficulties in understanding and may create problems in communication. Therefore we should integrate language and culture for successful communication. To put it in another way, understanding the relationship between language and culture is essential for appreciating the diversity of human experiences across different cultures.

Intercultural communication promotes English language teaching : The role of intercultural communication in English language teaching is significant as it influences learners' understanding, engagement, and use of the language. Integrating cultural elements into language instruction can enhance communication skills, foster intercultural competence, and provide context for language use. Understanding cultural nuances can help learners navigate conversations more effectively. In this context, Kramsch(1993) states, 'language is not only a means of communication but also a social practice shaped by culture.'By exposing students to different cultural contexts, teachers can prepare them for real- world interactions.

In this context, teacher A said," *It teaches how people from different cultural background interact with one another*".

In this context, teacher B states that teaching English culture motivates students to learn English language. Intercultural communication creates motivational learning environments. Engaging with culture can motivate students by making learning more relevant and enjoyable. As stated by Tomlinson(2013),''culturally relevant materials can increase motivation and facilitate deeper learning,' leading to a more dynamic classroom atmosphere. In other words, incorporating culture into English language teaching not only enhances language proficiency but also prepares learners for global citizenship, making the learning experience richer and more meaningful.

C: It develops openness and tolerance towards the people from other cultures.

D: Students' overall proficiency in English may be improved by integrating English language and English culture in classroom teaching.

E: culture understanding can promote adjustment in practical communication.

By analyzing these statements we come to conclusion that language and culture are interrelated. In this globalized world we should understand different cultures and respect different cultures. Cultural understanding motivates learners in their language learning. It promotes their tolerance towards other cultures. In a sense cultural knowledge promotes their overall language proficiency so that we should integrate language and culture.

Regarding promoting intercultural communication among second language learners, we can promote it through the understanding of both the L1 and L2 cultures. Making students aware of their culture help in finding out the differences and similarities between cultures. Similarly, promoting cultural awareness activities in the class can be equally fruitful. Regarding this issue there are different viewpoints of different teachers as mentioned below:

A: openness inside and outside the classroom can encourage learners to adjust in multicultural environment.

B: A trained or well educated teacher possesses knowledge of his /her class and students individually and collectively.

C: Often the role of a teacher is culturally defined and language teaching needs cultural aspects to be taken into account as any language is culture bound.

D: Effective way of teaching language requires the use of materials that could make things familiar to the learners.

E: Materials should be locally available and based on the culture of the students.

By observing these statements we can declare that language teaching requires cultural understanding. The materials familiar to the students may facilitate the learners. For this we should include local as well as global materials in the course. Integration of cultures and contents broaden the understanding of the learners and prepare them for intercultural communication.

Strategies followed by EFL teachers to promote intercultural communication.

In this context, teacher A said," *I use cooperative learning and role play kinds of things for intercultural communication.*

B: I ask the students about their feasts and festivals, how they celebrate them and then compare them with other cultures.

C: I try to discuss and minimize misunderstandings of the students regarding each other's cultures. Through compare and contrast I try to create mutual understanding of the learners regarding different cultures. I also encourage them to explore different cultures so that they could develop respect with each other's cultures.

We can follow various strategies to teach English language. The selection of strategies may differ from one place to another. Some of the strategies we can use in English Language Teaching are cooperative learning, role play, experience sharing, group discussion and discussion.

Implication of intercultural communication for curriculum designing, classroom delivery, and student evaluation:

In this context, teacher A said," the implication is that the curriculum designers should try to incorporate texts from various cultures in order to promote cultural awareness on the part of learners.

B: culture based activities increase students' interest as they are personalizing and at the same time familiarize learners with the culture of the target language in order to raise their cultural consciousness.

C: to promote cultural awareness is important for overall linguistic development.

The following pedagogical implications could be suggested after the completion of my research:

This study will be significant for teachers, students, curriculum designers, and policy makers. It will be significant to improve daily communication, classroom teaching and learning, promoting intercultural communication, textbook writing, syllabus designing and overall policy making for English language teaching in Nepal. This study will be a landmark for the university level syllabus designers, textbook writers, material developers, teachers and students. There should be radical change in planning and policy levels.

A: English language curriculum/ syllabus should be designed to develop intercultural competence as an asset to cope with practical problems and to adjust in different linguistic and cultural environments.

Language and culture should be presented integratedly.

B: There should be equal representation of first language culture as well as second language culture.

English language teaching and learning is not merely imposing target language culture upon the students rather it is comparison, integration, and respect of different cultures in practical communication.

The judicious use of mothertongue in the class should be encouraged and recommended by the experts in modern ELT pedagogy.

C: There should be deliberate parallel reference of first language and target language cultures to make analogy and comparison so that the learners will understand the actual difference between first language culture and target language culture.

If we develop intercultural awareness in teachers and students they will start to learn, respect and enjoy different cultures. It will minimize linguistic and cultural conflicts and develop harmony among different cultures and will be able to adjust in any part of the globe.

It will be a paradigm shift in curriculum designing by advocating the integration of cultural aspect in EFL course designing and teaching.

It will encourage learners in communication by developing skills for adjustment in different linguistic / cultural environments.

D: As language and culture are interrelated, intercultural awareness would be a relevant concept for English language teaching particularly in a global context.

Merely syntax and lexis are not enough for effective mastery of language at present, however, it needs the mastery of the ability to make use of linguistic and other communicative resources in the negotiation of meaning, roles, and relationships in the diverse sociocultural settings of intercultural communication.

A single framework for evaluating English language proficiency is not enough in international context. In other words, monolingual ENL(English as

native Language) evaluators are not the best judges, as 'what works best for an international context can be very different matter from what is appropriate in an ENL perspective. In this context, Mauranen(2012: 239) argues that,' English language testing should take place in interaction: the speakers to be evaluated for spoken proficiency should be observed as full participants with other international speakers.

Jenkins(2007: 241) reasonably suggests that examination boards could start prioritizing accommodation skills and not penalizing forms that are already existing as frequent, systematic, and intelligible among proficient ELF speakers, regarding of the fact that they differ from ways in which native speakers of English speak to each other.

It is high time to develop evaluation schemes that could address the need and skills of the English speakers representing different linguistic and cultural backgrounds and experiences.

Reform is mandatory in policy making, syllabus designing, classroom delivery and evaluation system regarding English Language teaching in Nepal.

Discussion

An interculturally competent person is someone who can display a wide range of capacities: cognitive (knowledge of discovery, interpreting and relating, critical cultural awareness, behavioural flexibility, communicative awareness and affective(acknowledgement of identities of others, respect for others, tolerance for ambiguity, empathy) (Byram, 2006).

The goal of intercultural language learning is then not native speaker level competence in target language but competences which enable language learners to mediate/ interpret values, beliefs and behaviors of themselves and of others and to 'stand on the bridge ' or indeed 'be the bridge' between people of different languages and cultures'(Byram2006).

Teaching a foreign language does not merely involve teaching its linguistic system but also its cultural system.A native speaker of English may tolerate EFLspeaker's grammatical or phonological errors in communication, but cultural errors may not be tolerated and may create serious problems which lead to communication failure. Therefore, English culture should be given an adequate place in EFL teaching and syllabi if we want to produce competent users of

English who can use it effectively and appropriately for communication with English people. For this reason, learning English culture can help the students in developing critical thinking regarding English culture and their own culture. A very effective way to teach the language would be to use materials that could make things familiar to the learners. My study is in line with Silverstone(2005) which points out that effective intercultural communicative competence is extremely important to overcome communication challenges since such challenges between people of diverse language and cultural backgrounds usually stem from sociolinguistic and cultural differences that influence their distinctive perceptions, interpretations, lack of shared experiences and frames of reference. As with the study of Larzen Ostermark(2008), most of the teachers in the present study regarded culture as an extremely intricate and multifaceted concept which cannot be perceived in a single perspective.

My study concludes that English culture and local culture should be integrated in the syllabus and classroom delivery whereas Luk's (2012) study did not find local cultural material as very appropriate and thought that to be real English teachers, they must focus on English culture.

Conclusion

University English teachers are found positive in the use of intercultural communication in English language teaching. Intercultural communication is very important in EFL context, as it prepares learners for the communication in a global context. It encourages learners to mediate/ interpret values, beliefs and behaviours of themselves and of the people of different languages and cultures. Thus, reform is mandatory in policy making, syllabus designing, classroom delivery and evaluation system regarding English language teaching in Nepal. The research will be beneficial for teachers as they will learn some techniques to teach English and promote intercultural communication in the classrooms. Learners will develop knowledge of various cultures and be able to communicate successfully with the people of various linguistic and cultural backgrounds. Similarly curriculum designers will adopt various strategies to promote various cultures in syllabus designing.

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Corporate Governance Practices and Perceived Performance of Commercial Bank in Nepal

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ABSTRACT

This study explores the role of corporate governance in the performance of selected commercial banks in Nepal. The research aims to assess the current status of corporate governance practices, analyze the relationship between key governance elements and organizational performance, and examine the overall impact of corporate governance on perceived performance. A quantitative research including descriptive and casual comparative research design were adopted, with data gathered from 200 respondents using a self-administered survey questionnaire adapted from a previously validated instrument from employees working in both public and private banks, using convenience sampling. The study employed descriptive statistics, correlation, and multiple regression analyses to investigate the relationship between corporate governance practices and organizational performance. The findings indicate a positive correlation between effective corporate governance and improved perceived performance, highlighting the crucial role that transparency, accountability, fairness, discipline, and responsibility play in enhancing bank performance. The research underscores the importance of implementing corporate governance practices to maximize organizational efficiency. Additionally, the study suggests that fostering a supportive work environment can boost employee satisfaction and personal growth, contributing to the achievement of organizational goals and objectives.

Keywords: Corporate governance, perceived performance, transparency, accountability, fairness, discipline, responsibility



INTRODUCTION

Corporate governance refers to the systems, guidelines, and procedures that direct and control business operations, focusing on the relationships among stakeholders like shareholders, management, and the board of directors. Nyaupane (2020) found that the primary goals of firm are to ensure accountability, fairness, integrity, and transparency in decision-making processes and ultimately aiming to increase shareholder value while balancing the interests of all stakeholders. The importance of corporate governance has grown, particularly after numerous corporate fraud cases in both developed and developing countries. Effective governance frameworks are essential for improving organizational performance and safeguarding the interests of stakeholders. This is especially critical in the banking sector, where poor governance practices can lead to severe economic consequences. For instance, the 2008 global financial crisis highlighted how inadequate corporate governance in major U.S. banks contributed to widespread economic instability (Bernanke, 2003; Mareinkowska, 2017).

Good corporate governance not only fosters productivity and a long product life cycle but also plays a crucial role in shaping the social and economic lives of communities through specific governance institutions. It outlines the distribution of rights and responsibilities among the board, managers, shareholders, and other stakeholders, promoting healthy market practices and reducing financial irregularities caused by agency problems (Syangbo, 2021).

Moreover, corporate governance has evolved to include best practices and codes developed by organizations such as the OECD and Basel, focusing on board responsibilities, internal controls, related party transactions, and conflict of interest management (Cabraal, 2014). In the contemporary business environment, governance also addresses environmental, social, and governance (ESG) issues. This shift reflects the growing public expectation for companies to adopt sustainable and responsible practices, which not only prevent environmental and social risks but also attract socially conscious investors, thereby enhancing financial performance (Cumming et al., 2021; Karwowski&Raulinajtys, 2021).

The primary goal of this study is to evaluate corporate governance practices in Nepalese commercial banks, with specific objectives to assess the current status of these practices in selected banks, analyze the relationship

between various corporate governance elements and organizational performance, and examine the impact of corporate governance on perceived performance. This study examines the critical connection between corporate governance and bank performance, particularly in Nepalese commercial banks, where strong governance practices are linked to improved financial outcomes. It aims to enhance understanding of how governance influences organizational performance, providing practical insights for banks to refine their governance structures and benchmark against best practices. The research will provide strategic insights for policymakers to develop stronger regulatory frameworks, contributing to improved governance in the banking sector. It will also add valuable empirical data to existing literature, serving as a critical educational resource for understanding governance and performance linkages (Ortega-Rodríguez et al., 2020; Wirasandhi et al., 2023). By identifying governance factors with the most significant impact on bank performance, the study aims to boost investor confidence by emphasizing the role of effective governance in enhancing transparency and accountability (Arifudin, 2019).

LITERATURE REVIEW

This section has discussed the impact corporate governance on the perceived performance. By examining relevant studies and findings from various researchers, it aims to shed light on the complex relationship between corporate governance and organizational performance. The literature reviewed includes an analysis of different ownership structures and board configurations, which are crucial for understanding how governance practices can influence performance outcomes in the banking sector.

The concept of governance, originating from the Greek word "Kubernao," meaning "to steer," encompasses social and institutional aspects of business management and gained prominence in the 1990s through economists and political scientists, with expansion by organizations like the UNO, IMF, and World Bank (Smith, 2006; Berle & Means, 1992). Corporate governance, rooted in economic theory and the "theory of the firm," addresses issues of ownership and control, as highlighted by Smith (2006) and further explored by Berle and Means (1992) in their discussion on the separation of ownership and control in corporations. Coase (1937) introduced the concept of transaction costs, providing a framework for understanding firm structures. The importance of corporate governance, especially

in financial institutions, has been underscored by the global debate on governance fueled by privatization, mergers, deregulation, and financial crises, leading to initiatives like the Cadbury Committee in the UK (Galbraith, 1973; Freixas & Rochet, 2008). Agency theory, particularly relevant in banking, explores the principal-agent problem, where conflicting interests can threaten financial stability (Scott, 1998; Kern, 2004). Anderson and Campbell (2004) emphasized that while governance alone did not cause the financial crisis, effective governance could have mitigated its effects. Overall, corporate governance is essential for organizational success, requiring a committed and proactive approach to ensure ethical behavior, accountability, and effective decision-making.

In their examination of corporate governance ideas for the OECD, Hawley and Williams (1998) distinguished four main theories: agency, stewardship, stakeholder, and political models. Agency theory focuses on balancing managers' interests with those of owners to mitigate agency problems arising from self-serving managerial behavior, which can lead to increased costs and weak governance. Conversely, stewardship theory emphasizes enhancing governance by involving non-executive directors and viewing managers as stewards motivated to maximize business profits and shareholder returns (Donaldson & Davis, 1991; Davis, Schoorman, & Donaldson, 1997). Stakeholder theory expands the scope by arguing that governance ought to take into account the interests of all parties involved, not only shareholders, such as consumers and the community. Political theory recognizes the impact of political conditions and governmental activities on corporate governance and highlights the role of stakeholders in determining the distribution of corporate power.

The Nepalese financial sector's ongoing consolidation highlights the increasing importance of corporate governance, which remains under-researched in Nepal despite its growing recognition in developing economies (Levine, 2004; Oman, 2001; Lin, 2001). Effective corporate governance is crucial for addressing public policy goals, such as reducing vulnerability to financial crises, lowering transaction costs, and fostering capital market development, which in turn can attract Foreign Direct Investment (FDI) and improve economic measures like GDP growth (Sapkota, 2008). However, poor governance has contributed to financial sector crises in Nepal, as seen in the failures of several banks due to governance issues and promoter conflicts (Sapkota, 2011). Research by Pradhan

and Adhikari (2009) found that strong governance practices, including timely AGMs and quality auditing, are associated with better firm performance. Additionally, the concentration of corporate ownership and dominance of family businesses have hindered good governance in Nepal (Armstrong & Spellman, 2009). The global rise in corporate governance importance is driven by factors such as privatization, the influence of institutional investors, mergers, deregulation, and economic crises, all of which underscore the need for robust governance practices (Becht, 2007). Shrestha (2011) found that governance played a negligible role in the performance of banks in Nepal. Ghimire (2010) further analyzed the relationship between corporate governance variables, such as institutional ownership and public director roles, with firm performance, finding a positive impact on firm value. Research in various regions, including studies by Wang and Cao (2022) on Taiwanese banks and by Al-Matari et al. (2014) on governance factors like board size and CEO tenure, highlighted the nuanced influence of corporate governance on financial performance. While some studies, such as those by Kabara and Modibbo (2020) and Amin and Nor (2019), indicated that factors like ethnic diversity had minimal or insignificant impacts on performance, others, including Gul et al. (2016), suggested that moderate ethnic diversity could enhance board monitoring. Additionally, research on corporate governance in other sectors, such as by Chilumuri and MBA (2013) on the State Bank of India, emphasized the importance of governance in improving various operational aspects. Overall, the literature reveals a complex relationship between corporate governance and performance across different contexts (Ghimire, 2010; Shrestha, 2011; Wang & Cao, 2022).

Based on the facts and understandings from past research endeavors, the following hypotheses were developed.

- H1: There is a significant positive relationship between transparency and perceived performance of commercial bank in Nepal.*
- H2: There is a significant positive relationship between accountability and perceived performance of commercial bank in Nepal.*
- H3: There is a significant positive relationship between fairness and perceived performance of commercial bank in Nepal.*
- H4: There is a significant positive relationship between discipline and perceived performance of commercial bank in Nepal.*

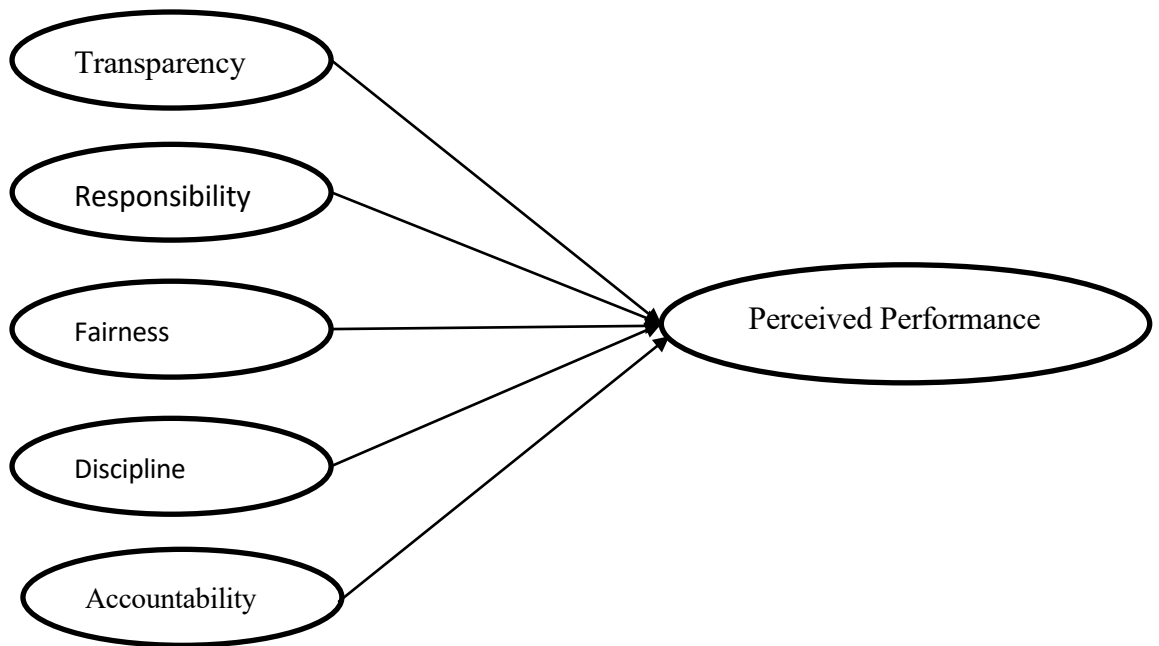
H5: There is a significant positive relationship between responsibility and perceived performance of commercial bank in Nepal.

Conceptual Framework

The study uses a conceptual framework to visualize the relationship between several independent variables (transparency, responsibility, discipline, fairness, and accountability) and a dependent variable (perceived performance). This framework indicates that these factors contribute to corporate governance and ultimately influence perceived performance.

Figure 1

Conceptual Framework



Independent Variables

Dependent Variable

Source: Bhagat and Bolton(2008)

Transparency involves openness in sharing information, fostering trust among stakeholders (Ortega-Rodríguez et al., 2020; Wirasandhi et al., 2023). Responsibility ensures ethical and effective fulfillment of duties (Wirasandhi et

al., 2023), while accountability emphasizes justifying actions to maintain trust (Ortega-Rodríguez et al., 2020). Fairness ensures equity in decision-making (Nurhikmayanti, 2017, as cited in Arifudin, 2019). Discipline entails adherence to rules for efficiency (Matei&Iwinska, 2014, as cited in Arifudin, 2019), and regulations provide legal frameworks for compliance (Arifudin, 2019). Together, these variables impact perceived performance, reflecting stakeholders' evaluation of organizational success (Wirasandhi et al., 2023).

METHODS

The impact of corporate governance policies on the perceived performance of commercial banks in Nepal was investigated using a quantitative methodology that combined descriptive and causal-comparative research approaches in order to meet the study's objectives. The sample of 200 employees from five public and private banks in the Kanchanpur district were chosen for the study. According to Krejcie and Morgan (1970), a sample size of around 200 is appropriate for populations of several hundred to a few thousand when aiming for a 95% confidence level with a 5% margin of error. The sample includes employees from various management levels with knowledge of corporate governance. Convenience sampling was used for data collection due to its simplicity and efficiency. The research used primary data to build a theoretical framework, primary data was collected through a structured questionnaire with multiple-choice questions and rating scales. The questionnaire assessed six variables: five independent variables (transparency, responsibility, fairness, discipline, and accountability) and one dependent variable (perceived performance). SPSS software was used to analyze the data, with responses gathered on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The questionnaire was divided into two sections: demographic information and questions on corporate governance determinants. Descriptive statistics was used for showing the respondent's profile. These statistics included frequency counts and percentages. To test theories and illustrate data, statistical techniques Pearson's correlations, and linear regression were employed. Multiple regression examined the impact of independent variables on the dependent variable, while correlation analysis evaluated relationship between variables. The regression equation for this analysis is represented as:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + e_i$$

Where:

- Y = Perceived Performance (dependent variable)
- X_1 = Transparency
- X_2 = Responsibility
- X_3 = Discipline
- X_4 = Fairness
- X_5 = Accountability
- α = Constant term
- $\beta_1, \beta_2, \dots, \beta_5$ = Regression coefficients for each independent variable
- e_i = Error term

RESULTS AND DISCUSSION

Respondent Profile

A respondent profile provides a detailed description of the demographic and background characteristics of individuals participating in a study, such as gender, age, marital status, education, and occupation. It helps researchers understand the sample composition, assess its representativeness, and identify potential biases. By segmenting the data, researchers can explore how different groups may have varying opinions or experiences, offering insights into how factors like age or education influence perceptions and behaviors. Overall, the respondent profile is essential for ensuring the validity and reliability of survey research findings.

Table 1*Respondent Profile*

Description		No. of Respondent	Percentage
Gender	Male	104	52%
	Female	96	48%
Age	Below 20	3	1.50%
	21-30	59	29.50%
	31-40	104	52.00%
	Above 40	34	17.00%
Marital Status	Single	91	45.50%
	Married	109	54.50%
Academic Qualification	Higher Secondary	1	0.50%
	Undergraduate	17	8.50%
	Graduate	105	52.50%
	MPhil/PhD	77	38.50%

The sample of 200 respondents is characterized by a nearly balanced gender distribution, with 52% male and 48% female. Age-wise, the majority (52%) are aged 31-40, followed by 29.5% aged 21-30, while 17% are above 40 and only 1.5% are under 20. This middle-aged concentration provides diverse insights across life stages. In terms of marital status, 54.5% are married, and 45.5% are single, which may influence factors such as personal responsibilities and work-life balance. The respondents are also well-educated, with 52.5% holding a graduate degree and 38.5% having education beyond graduation, which likely impacts the depth of their responses.

Table 2*Correlation Analysis*

Variable	TP	AC	FR	DS	RS	PP
TP	1					
AC	0.328**	1				
FR	0.597**	0.540**	1			
DS	0.623**	0.350**	0.491**	1		
RS	0.772**	0.440**	0.629**	0.728**	1	
PP	0.817**	0.324**	0.572**	0.659**	0.805**	1

TP=Transparency, AC=Accountability, FR=Fairness, DS=Discipline, RS=Responsibility; PP=Perceived Performance

Note: Correlation is significant at the 0.01 level (2-tailed).

The Pearson Correlation coefficients show how perceived performance, discipline, accountability, fairness, and transparency are related to one other. Transparency and perceived performance have a significant positive correlation (0.817), suggesting that higher levels of transparency are associated with higher performance perceptions. Accountability, on the other hand, has a poor association with perceived performance (0.324). At 0.572, fairness shows a moderate to strong positive association, suggesting that improved perceived performance is typically correlated with greater fairness. Additionally, discipline shows a substantial positive connection (0.659), suggesting that better perceived performance is linked to effective discipline. Lastly, accountability reveals a substantial positive association at 0.805, demonstrating that greater responsibility is associated to better perceived performance. Overall, this analysis underscores the significant relationships among these factors and their contributions to the perception of performance. The Pearson Correlation coefficients demonstrate how perceived performance, discipline, accountability, fairness, and transparency are interrelated. This aligns with findings by Bovens (2007), who emphasized the role of accountability in improving organizational performance. Transparency's strong positive correlation with performance is consistent with Piotrowski and Van Ryzin (2007), who highlighted its significant role in enhancing perceptions of performance. Similarly, fairness's moderate to strong correlation with performance aligns with Colquitt et al. (2015), who found that perceptions of fairness are crucial for organizational success.

Hypothesis Result

The analysis presented in Table 2 exposes that the Pearson Correlation Coefficient for transparency and perceived performance is $r = 0.817$, indicating a strong positive correlation that is statistically significant at the 5% level, as the p-value is less than 0.05 ($0.001 < 0.05$), leading to the acceptance of H1. For accountability and perceived performance, the coefficient is $r = 0.324$, suggesting a moderate-to-high positive correlation, also significant at the 5% level with a p-value below 0.05 ($0.001 < 0.05$), resulting in the acceptance of H2. The correlation between fairness and perceived performance is $r = 0.572$, indicating a positive correlation, which is significant at the 5% level with a p-value under 0.05 ($0.001 < 0.05$), thereby accepting H3. The coefficient for discipline and perceived performance is $r = 0.659$, reflecting a strong positive correlation that is significant at the 5% level,

as the p-value is less than 0.05 ($0.001 < 0.05$), leading to the acceptance of H4. Lastly, the correlation between responsibility and perceived performance is $r = 0.805$, demonstrating a strong positive correlation that is statistically significant at the 5% level with a p-value below 0.05 ($0.001 < 0.05$), resulting in the acceptance of H5.

Regression Analysis

By analyzing the relationships between independent and dependent variables, regression analysis can provide insight into the type and strength of these relationships. It estimates the effects of changing independent variables on the dependent variable and quantifies those effects.

Table 3

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.866 ^a	0.751	0.749	0.439

a. Predictors: (Constant), Total responsibility, Total Accountability, Total Discipline, Total Transparency, Total Fairness:

Table 3 presents the model summary, which includes the coefficient of determination (R-squared) and the adjusted R-squared. The R-squared value is 0.751, meaning that 75% of the variability in perceived performance is explained by the independent variables. The remaining 25% of the variability is not explained by the model, suggesting that there are other factors influencing perceived performance that are not included in this study. The R-squared value of 0.751 indicates that 75% of the variability in perceived performance is explained by the independent variables, which is considered a strong model fit (Hair et al., 2019). The remaining 25% of unexplained variance suggests the presence of other influencing factors not captured by the model. This finding aligns with previous studies that acknowledge the limitation of R-squared in explaining all possible determinants of complex outcomes like perceived performance (Field, 2013). The adjusted R-squared value of 0.749 accounts for the degrees of freedom and confirms that 74.9% of the variation in perceived performance is explained by the independent variables. The adjusted R-squared value of 0.749 further supports the model's explanatory power, accounting for degrees of freedom and validating the fit of the model (Tabachnick & Fidell, 2019). The standard error of the estimate is

0.439, indicating the average distance between the observed values and the regression line.

Table 4

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	461.585	5	92.317	478.474	.000 ^b
	Residual	153.195	794	0.193		
	Total	614.780	799			

a. Dependent Variable: Total perceived performance
 b. Predictors: (Constant), Total responsibility, Total Accountability, Total Discipline, Total Transparency, Total Fairness

Table 4 provides the ANOVA results, which assess the overall significance of the regression model. The F-value is 478.474 with a p-value of 0.000, which is less than the alpha level of 0.01. This indicates that the regression model significantly predicts the dependent variable (perceived performance). In other words, at least one of the independent variables (transparency, responsibility, discipline, fairness, accountability) significantly contributes to explaining the variance in perceived performance.

Table 5

Beta Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.638	0.085		7.512	0.000
Transparency	0.486	0.031	0.458	15.448	0.000
Accountability	-0.079	0.029	-0.083	-2.708	0.007
Fairness	0.125	0.029	0.148	4.257	0.000
Discipline	0.088	0.025	0.091	3.472	0.001
Responsibility	0.334	0.035	0.329	9.663	0.000

Beta Coefficients

Table 5 shows the beta coefficients from the regression analysis, which indicate the impact of each independent variable on the dependent variable. The estimated regression equation is:

$$Y=0.638+0.486X_1-0.079X_2+0.125X_3+0.088X_4+0.334X_5+e_i$$

Where:

- Y = Perceived Performance (dependent variable)
- X_1 = Transparency
- X_2 = Responsibility
- X_3 = Discipline
- X_4 = Fairness
- X_5 = Accountability
- α = Constant
- $\beta_1, \beta_2, \beta_3, \beta_4, \beta_5$ = Regression coefficients of Transparency, Responsibility, Discipline, Fairness, and Accountability, respectively
- e_i = Error term

The result shows that accountability is not significant ($p > 0.05$), while discipline, fairness, and responsibility are important independent variables determining perceived performance. According to regression analysis, accountability ($\beta_5 = 0.334$, $p = 0.000$), fairness ($\beta_3 = 0.125$, $p = 0.000$), discipline ($\beta_4 = 0.088$, $p = 0.001$), and transparency had the biggest beneficial effects on perceived performance. Notably, an increase in accountability results in a 0.079 unit fall in perceived performance, while an increase in transparency boosts perceived performance by 0.486 units.

DISCUSSION

The study highlights a positive correlation between the independent variables—transparency, responsibility, discipline, fairness, and accountability—and perceived performance, with discipline and responsibility having the strongest

influence. This finding aligns with existing research that emphasizes the critical role of corporate governance practices in enhancing organizational performance. Discipline and responsibility are essential in promoting ethical behavior and decision-making within firms, which in turn contributes to improved performance (Fama & Jensen, 1983; Tricker, 2015). Studies have shown that transparency and responsibility foster trust, reduce agency costs, and align the interests of stakeholders, ultimately benefiting organizational outcomes (Aguilera et al., 2008).

In contrast, the study finds that accountability does not significantly affect perceived performance, a result that diverges from previous work suggesting its importance in corporate governance. Accountability is often seen as a key determinant of corporate success by ensuring that managers are answerable for their actions, which reduces the risk of unethical behavior and improves performance (Kaptein, 2008). Similarly, Miles (2010) and Ilyas and Rafiq (2012), which underscore the importance of corporate governance aspects but suggest that some variables, like discipline and responsibility, are more critical in this context. One possible explanation for the lack of significance in this study may be the specific context or the way accountability was measured, as its effects can often be indirect and mediated by other governance factors (Tricker, 2015). The findings are in line with the work of Fama and Jensen (1983) and Aguilera et al. (2008), who argue that strong governance mechanisms, including responsibility and discipline, play a pivotal role in improving firm performance by enhancing decision-making and safeguarding shareholder interests. These results reinforce the view that effective governance structures are crucial for ensuring long-term corporate success (Kaptein, 2008).

CONCLUSION

The research aimed to explore the relationship between corporate governance and its related variables. It reviewed existing literature to identify key factors influencing corporate governance, drivers of effective governance, and methods to measure its impact. Using a sample of five commercial banks in Nepal, the study assessed the state of corporate governance, evaluated perceived performance, and analyzed the impact of governance practices on performance. This study explored the corporate governance practices of Nepalese commercial banks and their relationship with perceived performance, focusing on key variables: transparency,

accountability, discipline, fairness, and responsibility. The findings confirmed a significant link between corporate governance and bank performance, suggesting that improving governance is essential for better outcomes. While transparency, responsibility, discipline, and fairness significantly impact perceived performance, accountability was found to have a lesser effect.

The study also identified issues such as the lack of distinction between the board of directors and management, dissatisfaction with the audit committee, and infrequent board meetings. Despite the existence of a written code of conduct, its implementation was often lacking. The research emphasizes the importance of corporate governance, especially in the banking sector, where it affects information disclosure and organizational effectiveness. Strong governance, particularly in areas like responsibility, discipline, and fairness, can greatly benefit banks, though accountability's impact appears limited. The study concludes that top management should prioritize corporate governance to enhance customer satisfaction and overall success.

The study recommends enhancing transparency, responsibility, and accountability in Nepalese banks, with a focus on improving disciplinary actions and corporate governance practices. Future research should include more corporate governance factors, a larger sample size, and cover regions beyond the Kanchanpur for better generalization. Expanding the sample to include more banks across Nepal and incorporating interviews alongside surveys could provide deeper insights into governance's impact on organizational success. Policymakers and top management should prioritize governance improvements to boost customer satisfaction and overall performance.

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Exploring Reflective Practices for In-service English Language Teachers' Professional Development

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Abstract

Reflective practice helps teachers to enhance their professional development by critically evaluating their actions, sharing experiences, and building confidence through collaborative discussions with peers. This study aims to explore reflective practices for in-service English language teachers' professional development. Narrative inquiry was employed as the research method, with semi-structured interviews to capture the participants' lived experiences. Four English language teachers, teaching at the secondary level in Rupandehi, were purposefully selected from two public schools as participants. The data collected were analyzed using thematic analysis, which allowed for the identification of key patterns and insights related to reflective practices. The findings revealed that all participants consistently engaged in reflective practices within their classroom teaching, regularly adapting and modifying their teaching strategies to enhance and update their professional skills. Reflective practice also fosters continuous professional growth by encouraging teachers to evaluate their actions, collaborate with peers, and promote a culture of sharing and pedagogical improvement. These findings suggest that reflective practice plays a crucial role in ongoing professional development, allowing educators to refine their teaching techniques. The study provides valuable insights for teachers, supporting them in becoming proficient reflective practitioners and contributing to more effective teaching methods.

Keywords: collaborative activities, professional development, reflective practice, self-inquiry, self-reflection



INTRODUCTION

Reflective practice is a systematic and collaborative approach to self-assessment and continuous improvement in teaching that fosters professional growth and enhances classroom outcomes. It encompasses a process of systematic self-assessment and critical examination of teaching approaches aimed at achieving enhanced educational outcomes. Reflective practice is a systematic method where educators analyze their classroom experiences, identify strengths and areas for growth, and make informed changes to their strategies (Farrell, 2017). Collaborative reflective practices further enhance this process by fostering idea-sharing among educators and enriching the teaching community. When combined with professional development initiatives such as workshops, peer observations, action research, and training reflective practice offers a robust framework for academic and professional growth.

In the teaching profession, reflection serves as a critical method for reviewing past efforts and reframing practices that educators have previously engaged in. Reflective practice involves a systematic and cyclical inquiry process wherein teachers collect and analyze data about their teaching methods to foster self-improvement and enhance future practice (Farrell, 2016a; Mathew & Peechattu, 2017). This process positions teachers as perpetual learners who continuously gain insights from their experiences, literature, and ongoing professional development. As noted by Smith and Craft (2011), frequent engagement in reflective practices significantly enhances teachers' performance and facilitates professional growth. Through reflective practice, educators observe their activities and develop theories to address challenges faced in the classroom, thereby promoting their professional development (Agustin, 2019). Mann and Welsh (2017) assert that reflection plays a central role in professional improvement, directly impacting the effectiveness of teaching and learning activities. Mandal (2017) also highlights that many teachers in Nepal actively engage in reflective practice, recognizing its importance for their professional growth. Therefore, reflective practice is not merely an act of reflection; it represents a thorough examination of the teaching-learning process.

Reflective teaching is characterized by an ongoing process in which teachers consistently observe, assess, and adjust their instructional methods while critically evaluating their experiences. This practice encourages educators to engage in

purposeful thought and research-based activities, particularly as they observe their students in action (Semerci & Kilinc, 2010). In a constantly changing educational landscape, teachers must remain flexible and adapt their lesson plans in response to new challenges. Although teachers may acquire effective strategies during their training, the dynamic nature of teaching necessitates continual adaptation to ensure relevance.

The notion of ‘one size fits all’ is increasingly deemed inadequate in modern classrooms, emphasizing the importance of becoming a competent teacher for professional development. Reflective practices empower teachers to identify their strengths and weaknesses, thereby improving student outcomes. By sharing their professional development experiences with colleagues, teachers enhance their confidence and capacity for self-reflection. Gautam (2018) analyzed the transformational phases of his career as an English language teacher educator, illustrating how reflective experiences shaped his professional journey. As Bolton (2010) posits, reflective practice allows teachers to narrate their experiences meaningfully by engaging in dialogue with others and sharing their learning. Through this practice, educators can gain insights by exploring different perspectives, facilitated by collaborative learning activities, peer observations, and training opportunities.

Thus, reflective practices empower teachers to drive professional growth, inspire collaboration with leaders, and create learning communities to improve education and meet diverse student needs. However, Reflective practice is undervalued in Nepal due to administrative challenges, heavy workloads, and limited sharing cultures among teachers, despite its significance for professional development. Integrating structured and collaborative reflection into education programmes is essential for fostering teacher growth and enhancing teaching practices (Joshi et al., 2018). While reflective practice is essential for professional growth, research has not sufficiently addressed the structural and institutional barriers, such as heavy workloads and limited support, that hinder its consistent application, particularly in resource-constrained contexts like Nepal (Farrell, 2016a; Mathew & Pechattu, 2017; Mann & Welsh, 2017).

Ultimately, this study aims to explore in-service English language teachers' reflective practices to enhance their professional improvement, thereby contributing to a deeper understanding of how reflection can positively impact

teaching efficacy and professional growth. This study addresses the following research question: How do in-service English language teachers engage in reflective practice to foster their professional development?

LITERATURE REVIEW

This section explores the role of reflective practice in teacher development, its significance as a lifelong learning process, and the challenges associated with its implementation in the context of teacher development.

Role of Reflective Practice in Teacher Development

Reflective practice is essential for in-service teachers to improve their teaching through self-evaluation, collaboration, and support from their schools. In-service teachers can enhance their pedagogical techniques through self-evaluation of their instructional practices. According to Gnawali (2008), self-reflection is more effective in facilitating educational improvement than merely learning from others. In collaborative teaching environments, educators work alongside their peers to ensure student comprehension (Komur & Gun, 2016). Reflective practice engages teachers in continuous learning and exploration of their pedagogical ideas, making it an integral component of in-service professional development (Gutierrez, 2015). This practice enables teachers to analyze and discuss each other's work, facilitating a deeper understanding of their strengths and weaknesses in preparation for constructive feedback. The importance of reflective practice has gained prominence, as teaching experience alone does not guarantee effective practices (Nguyen, 2017). Engaging in reflective activities encourages dialogue in the classroom and motivates instructors to develop context-specific lessons. However, public school teachers often face limited opportunities to assess their teaching techniques due to insufficient reflective practices. Candy (2020) noted that organizational constraints can hinder successful reflective practice.

Reflective practice has emerged as a fundamental approach in teacher development, offering educators a systematic method for improving their teaching through self-evaluation, peer collaboration, and institutional support. It is widely recognized as an effective strategy for enhancing instructional methods, fostering continuous professional growth, and promoting adaptive teaching practices (Gnawali, 2008; Gutierrez, 2015). Teachers engaged in reflective practices

critically assess their teaching strategies, making necessary adjustments based on classroom experiences, feedback from colleagues, and evolving educational needs (Komur & Gun, 2016). This process is central to professional development, particularly in in-service training, as it encourages teachers to become lifelong learners and adapt to the changing educational landscape (Ryan, 2015).

The professional development of in-service English language teachers is a critical area of investigation. Ongoing reflection activities allow teachers to enhance their professionalism in fulfilling their roles and responsibilities. Nevertheless, inadequate administrative support and overwhelming workloads in Nepal lead educators to perceive reflective practice as a less significant tool for professional development (Joshi et al., 2018). Effective implementation of reflective practice relies on support from the school administration. For teachers to identify effective and ineffective lesson components, they must make their teaching behaviours visible through collaborative reflective practice (Pokhrel, 2022). This approach fosters a culture of collaboration and strategic planning among colleagues, ultimately contributing to professional development within schools.

Reflective Practice as a Lifelong Learning

Learning is a lifelong process that requires teachers to continuously update their knowledge and adapt to new educational approaches. This process is no longer confined to specific courses taken during teacher preparation; instead, teachers must stay informed about the latest teaching methods and approaches. Given the rapidly evolving educational landscape, there is no longer a definitive framework from the past or external sources upon which teachers can rely to guide their future practices. Consequently, continuous education post-degree attainment is essential for teachers (Ryan, 2015). In this dynamic environment, educators must be adaptable, current, and responsive in their lesson planning.

Reflective practice helps teachers adapt to changing contexts by assessing their methods, gaining insights, and adopting innovative strategies for professional growth. While teachers may acquire certain strategies during their training, such knowledge can become obsolete as contexts change. The principle of 'one size fits all' remains relevant in contemporary classrooms, necessitating the adoption of innovative instructional methods. Reflective practice provides English language teachers with opportunities to assess their performance and

enhance their professional growth. Reflection-on-action serves as a strategy for reviewing instructional decisions and generating new insights. Various platforms are essential for teachers to document their experiences, daily teaching strategies, and other professional elements. Methods such as reflective journals, peer observation, lesson studies, action research, and digital tools like blogging are prevalent. Cirocki and Widodo (2019) emphasized two primary techniques used for reflective practice: microteaching and teaching practicum modules, thereby highlighting the significance of reflective practice for pre-service educators.

Reflective journals serve as valuable tools for teachers to record their work experiences, uncertainties, and inquiries, ultimately facilitating the generation of new ideas for instructional improvement. This self-engaging strategy allows teachers to learn from their teaching processes while identifying their strengths and areas for growth. For novice teachers currently in the classroom, maintaining reflective journals is crucial for their professional development, as these journals provide personal records of their teaching experiences. To cultivate a discourse that other reflective practitioners can utilize and share, teachers need to maintain these journals (Cirocki & Farrell, 2017). Through reflective journaling, teachers can clarify any uncertainties they encounter while instructing their students. Goker's (2016) research involving 16 pre-service Turkish teachers revealed that reflective journaling enhanced participants' comprehension of their teaching methodologies and assessment practices.

Collaborative reflection, supported by peer observation, lesson studies, action research, and technology, helps teachers improve their instructional methods and enhance student learning. Collaborative reflection on pedagogical practices can occur through peer observation, where teachers observe each other's instructional methods, provide constructive feedback, and share reflections. Such two-way discussions foster teachers' confidence, and commitment to teaching, and enhance their instructional approaches, helping students connect theory with practice. This collaborative environment also promotes collegiality, enriching teaching practices while heightening teachers' critical awareness of their own methods. Lesson study represents another approach teachers utilize to facilitate reflection. As a teacher-driven platform for collaborative inquiry, it supports curriculum development, instructional improvement, and student learning (Akiba et al., 2019). Through this process, teachers collaboratively identify challenges within teaching materials, enhancing student learning outcomes. Similarly, action research prompts

educators to critically evaluate their instructional strategies, thereby encouraging their active participation in learning and enhancing their teaching practices. According to Myers (2014), technology plays a central role in improving the quality of instruction globally in the twenty-first century. Various digital technologies are accessible to teachers, and by comparing their instructional practices with those of their peers, they are encouraged to engage in collective reflection (Tajeddin & Aghababazadeh, 2018). This reflection highlights the role of technology in facilitating English language instruction within schools.

Challenges of Reflective Practice in Teacher Development

Despite its benefits, the consistent implementation of reflective practice is often challenged by various organizational and cultural constraints. In many contexts, particularly in resource-constrained settings such as Nepal, teachers face significant barriers such as heavy workloads, inadequate administrative support, and limited time for collaboration and reflection (Candy, 2020; Joshi et al., 2018). These challenges hinder the full potential of reflective practice, limiting its impact on professional growth. The lack of a supportive infrastructure for reflection, including access to peer observation, collaborative reflection, and formalized time for self-assessment, exacerbates these limitations (Pokhrel, 2022).

Furthermore, the concept of reflective practice extends beyond initial teacher education and into the realm of lifelong learning. For teachers to remain effective, they must continuously evaluate and update their instructional methods, a task facilitated by reflective tools such as journals, peer observations, and action research (Cirocki & Widodo, 2019). These practices encourage teachers to assess their performance, engage with new pedagogical strategies, and gain insights into improving their teaching practices. However, the sustainability of reflective practice is often undermined by institutional challenges such as workload pressures and insufficient support (Cirocki & Farrell, 2017; Goker, 2016).

In reviewing the existing literature, studies highlight both the transformative potential of reflective practice and the barriers to its successful implementation. While research emphasizes the positive impact of reflective practice on teaching quality and professional development (Gnawali, 2008; Almazrawi, 2014). It also reveals that organizational constraints, lack of institutional support, and cultural factors hinder its widespread adoption (Mandal, 2017; Kramer, 2018). Many studies from diverse regions, including Nepal and Afghanistan, underscore the

role of reflective practices in adapting to evolving educational demands. However, these studies often overlook the long-term sustainability of reflective practices and fail to address how structural barriers influence their consistent application (Pokhrel, 2022; Gaire, 2023; Baluchzada, 2023). As such, further research is needed to explore how reflective practices can be effectively implemented and sustained across different educational contexts, particularly in settings like Nepal, where external factors may significantly influence their outcomes.

The studies reviewed highlight the importance of reflective teaching in enhancing teachers' professional skills and instructional methods. However, they fail to address the challenges of consistently implementing reflective practices across diverse contexts, particularly in resource-limited settings like Nepal. While various reflective tools are acknowledged for improving teaching, the gap in understanding their application in specific contexts, such as Nepal, calls for further research. A deeper investigation into how teachers in Nepal use reflective practices could provide valuable insights for improving teaching effectiveness and fostering sustainable professional development.

METHODS AND PROCEDURES

In this study, a narrative inquiry research method was employed, making it qualitative as it aims to explore the actual lived experiences of the participants. According to Clandinin (2013), narrative inquiry guides the researcher in gathering information from the participants' past and present, providing a deep understanding of the events and experiences. This approach is particularly useful for exploring and comprehending the complexities of participants' realities, such as their excitement, feelings, emotions, and unfolding workplace experiences. Additionally, narrative inquiry allows for multiple interpretations of the data, as noted by Kim (2016). Wang (2015) also emphasized that live narratives enable the researcher to access multiple layers of information.

The study involved four purposively selected secondary-level in-service English teachers. This purposive sampling was chosen to ensure the involvement of participants with detailed knowledge of the specific issues under investigation, as recommended by Cohen et al. (2007). Data were collected through semi-structured interviews and open-ended questions, allowing for an in-depth exploration of the participants' experiences. Ethical considerations were upheld by obtaining informed consent from the participants, and they were fully briefed on

the study's objectives. Permission to record the interviews on mobile devices was granted, ensuring transparency in data collection. To protect the participants' identities, pseudonyms were used following Mertova and Webster's (2020) guidelines.

The participants exhibited a significant degree of engagement in reflective practices and were willing to share their insights and lived experiences related to these practices. The interviews were conducted in Nepali and later transcribed into English for analysis. The thematic approach by Barkhuizen et al. (2014) was utilized for data analysis, involving repeated data review, coding, categorizing findings, and identifying themes. Self-narratives offer important insights into individuals' self-perceptions and behaviours in their contexts. Due to the qualitative nature of the study, thematic analysis was employed, and descriptive themes were developed to systematically interpret the data.

RESULTS AND DISCUSSION

The data obtained from in-depth interviews regarding participants' experiences with reflective practice were analyzed and interpreted, resulting in the identification of two key themes: collaborative sharing of teaching experiences in reflective practice and technology-enhanced reflective practice. These themes provide a structured understanding of how participants engage with reflective practice in their professional environments. The first theme, collaborative sharing, emphasizes the importance of peer interaction and mutual exchange of teaching experiences as a means of fostering reflective growth. The second theme highlights the role of technology in enhancing reflective practices, demonstrating how digital tools support and expand the reflective process in contemporary educational settings.

Collaborative Sharing of Teaching Experiences in Reflective Practice

Through peer sharing, in-service teachers critically examine their professional development experiences, viewing interaction as a form of reflective practice. Such exchanges allow educators to benefit from the support and encouragement provided by their colleagues. Collaborative efforts, which involve sharing insights and actively listening to one another, enable teachers to clarify any uncertainties they may have. Hail et al. (2011) emphasize that peer sharing is a reciprocal process that fosters a deeper and clearer understanding among

educators. Ramu asserted, "I emphasize making the classroom interactive by using pair work and group work." By making class interactive, teachers can learn a lot of things from their students as the students are also resources of knowledge for teachers. By sharing their experiences, both teachers and students learn from each other. He further added,

In the beginning, I was hesitant to share my teaching methods. However, after attending workshops and seminars, I changed my approach. Recognizing that teaching and learning are interactive processes, I began collaborating with colleagues. I invited them to observe my classes and also observed theirs. Although I was initially nervous, this exchange allowed me to openly discuss and address my teaching challenges.

Ramu shares his experiences reflecting on his professional practice during a peer-sharing activity. Initially, he feels uneasy about engaging in two-way conversations and lacks the confidence to invite his colleagues to observe his lessons. However, as he integrates this collaborative sharing practice into his professional routine, he finds inspiration to improve his teaching. This experience aligns closely with the findings of Foong et al. (2018), who assert that reflective practice is a collaborative learning process that offers numerous opportunities for correction and development. Ramu now engages in discussions with his colleagues about the challenges he faces in his instructional methods with increased confidence. Throughout their teaching careers, educators acquire knowledge not only from academic literature but also through their interactions and experiences with their colleagues. Gita stated, "My students are teaching me. I have learnt from my students. Sometimes they even have corrected my word meaning, my pronunciation, sometimes even grammar." Her narratives explore that she does not feel scared by students' corrections but rather as an opportunity to learn new things. Students can also serve as teachers, and learning never stops. Teachers may become aware of several facts about their instruction from the pupils and they love teaching and learning.

Reflective practice is enhanced through personal experiences and professional development opportunities like conferences. Reflective practice is a collaborative process through which teachers continually gain insights from their students, classroom experiences, educational resources, and other learning opportunities. Ramu has learnt about reflective practice more from his personal

experiences and attending conferences like NELTA, than by other means. Raju stated, "When I started attending the conferences presenting and listening to others' presentations, I started to reflect more. I also started to share my reflections in the classroom. Earlier, I never shared my reflections." His experience indicates that the students become closer to him. His professional learning is that sharing reflection brings students closer to teachers. His view is consistent with Gnawali (2016) who mentions that conferences and other events make a platform for teachers to professional networks and learn.

Teachers with colleagues exchanging ideas and expertise add more confidence in teachers. Professional development becomes rewarding for teachers if they work together to see their situation through others' eyes. Sanju mentioned, "Studying in groups and sharing helped me to know the things that I could not know about being alone. I implemented this strategy on my students. My students liked working in groups in a cooperative venture." Sanju gives importance to collective practices as she shares her ideas with her colleagues as a cooperative venture. It makes all her fellow teachers feel easy to work with. Her learning ideas are in harmony with Vygotsky's ideas of the Zone of proximal development. Less talented teachers or learners can learn from more talented ones in the course of sharing ideas. Teachers have to significantly contribute to creating a shared learning atmosphere (Humaira & Rarieya, 2008). Peer sharing does not imply inequality between the teachers involved (Robbins, 2015). Hence, teachers feel free to change their views on academic discussion with each other. Gita stated, "I don't use a particular method or plan when I teach. I use an eclectic approach, which implies that, depending on the situation and the environment, I apply some strategies and methodologies. I, therefore, integrate strategies from several perspectives." Her lived experience demonstrates that reflective practitioners are innovative thinkers who dislike sticking to just one way and prefer to bring about change in everything, including the methods they employ.

Problems she faces in the classroom are like an opportunity for her to dig into them and work on them. In this regard, Raju asserted, "While teaching in the classroom, whenever I face some problems, immediately I develop a research topic on that particular problem and I just browse some of the articles on the net for literature." His life story indicates that while conducting action research, he reads a lot of literature which acts as motivation for him and enhances his professional skills.

Technology-Enhanced Reflective Practice

The integration of technology is crucial for enabling teachers to reflect on and enhance their teaching performance. Teachers reported that they engage in reflective practices by incorporating technology into their instructional methods. Gita asserted, "Although I was a trained teacher, I had never received ICT training. I was literate in computer technology but didn't know how to use it in teaching. I even didn't have my computer." Her lived story shows that teachers are mostly on their own in terms of learning and practising new things. She added, "I use ICT to develop the students' knowledge. These days, I use PowerPoint to aid lessons. I also present through PowerPoint." With the use of ICT, she develops students' knowledge to grow in their learning. As a teacher educator, by using ICT devices myself and encouraging the students to use them, I make teaching more effective. Ramu mentioned, "ICT training organized by my school after COVID-19, 2019, I learnt to record my classroom teaching activities to get me back. My audio recorder provided me insight with into a platform for digital collaboration. Then I got improvement in teaching." Ramu's response indicates that the incorporation of technology significantly enhances the teaching and learning process. Through digital collaboration and the review of his recorded classes, he can identify and address his challenges. Utilizing technology to record his instructional sessions facilitates his reflective practice, allowing him to critically examine his teaching methods.

Video recording serves as an effective technique for self-reflection, enabling educators to gain insights into their instructional practices. Recording video is a technique for reflective practice to mirror oneself. In this regard, Sanju claimed, "I gave my recording even to colleagues in school. That helped me to improve my teaching. Recordings develop the habit of the ability to practice with reflection." Her narratives reveal that incorporating technology in education is a good reflection of teachers' work. Teachers may cooperate with a different software application to teach the students and they get corrected through it. She reveals that the teachers and students get many benefits. The teachers look at them by their performances and they are inspired to do well. Recordings develop the habit of the ability to practice with reflection. It ensures the quality of educators. Self-reflection via video recording contributes to the professional's overall development (Kayapinar, 2016). Raju asserted,

Technology was new to me, but after the epidemic in 2020, I used it. I began instructing students in the classroom using a computer. In addition to that, when we were in lockdown, I made an electronic portfolio. I looked at my e-portfolio to learn more about myself.

Raju's experiences illustrate that engaging with technology provides a valuable means for teachers to observe and evaluate their professional practices. Despite being new to technology, he demonstrates a willingness to adapt and utilize it as a tool for self-reflection. The use of an e-portfolio serves as a technological platform that connects him to previous documentation of his knowledge and offers opportunities for ongoing updates to his work. This approach facilitates his reflective process, enabling him to critically assess his teaching practices and enhance his professional development.

CONCLUSION AND IMPLICATIONS

This study talks about the reflective practices of in-service English language teachers in enhancing their professionalism. The study reveals that reflective practice encourages teachers to critically evaluate their classroom activities, allowing them to reshape their beliefs and thinking in ways that promote continuous learning and professional growth. Through reflection, teachers become increasingly aware of the need to present themselves as competent professionals. Collaborative efforts to improve teaching, such as working in groups, enable teachers to gain deeper insights into their pedagogical methods. Teachers also enhance their teaching by engaging in professional development opportunities, such as conferences, seminars, workshops, training, action research, and peer observation. This fosters a culture of sharing within schools, providing an optimal environment for professional development. Such shared practices facilitate pedagogical shifts, allowing teachers to continuously evolve in their roles. The habit of reflecting on work experiences cultivates a professional culture of sharing, which serves as a valuable avenue for academic advancement. Teachers' regular review of their professional experiences ties their current practices to prior efforts, and through comparison and reflection, they make necessary adjustments to improve their teaching methods. Furthermore, the integration of technology such as PowerPoint presentations, e-portfolios, and Zoom enhances teachers' reflective practices, enabling them to assess their previous experiences and receive collective feedback for professional growth. Effective utilization of technological

resources in education improves learning outcomes. A culture of sharing among teachers promotes professionalism, develops their identity in teaching and enhances student achievements. Through self-reflection, teachers devise effective strategies to adapt to the evolving demands of their profession to be professionally sound teachers.

Teachers who engage in peer teaching, action research, and peer observation co-create academic discourse, enriching their reflective practices. This study offers valuable insights for other reflective researchers and practitioners, presenting pertinent information in an accessible format to advance English language teaching and learning. Additionally, it provides valuable insights into reflective practices for policymakers in the development of policies aimed at supporting reflective practice. However, as a small-scale study, its conclusions may not be generalizable to all teachers across the nation. Therefore, future research should address barriers such as institutional support, teacher workload, and access to professional development to offer a more comprehensive understanding. Reflective practices can be widely adopted and sustained in diverse educational contexts by fostering a culture of continuous professional development, encouraging collaboration among educators, integrating reflection into institutional policies, and providing accessible resources and training.

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Stakeholder Perceptions Among School Nutrition and Mid-Day Meal Programme

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Abstract

The midday meal program is a key initiative that aims to improve school-aged children's health, nutrition, and education. This study carried out in a basic school in Gulariya Municipality, Bardiya District, Nepal, investigates the perspectives and experiences of students, parents, teachers, and the school management committee on the program. Data were obtained using a qualitative case study design based on social cognitive theory, with focus group discussions and in-depth interviews to understand better the dynamic interplay between individual, behavioural, and contextual factors. The findings emphasize the program's beneficial effects on students' health, attendance, and learning outcomes. Despite these advantages, major obstacles to implementation exist, including insufficient finance, inadequate infrastructure, limited human resources, and concerns about the quality, quantity, and variety of food. The program's short length reduces its potential. These limitations are consistent with broader issues raised in global research on school-based lunch programs, but they are exacerbated by Nepal-specific variables such as resource restrictions and cultural considerations. To maximize the program's benefits, stakeholders must address these concerns by boosting financing, enhancing facilities, and encouraging greater community and policymaker collaboration. By overcoming these challenges, the mid-day meal program can continue to contribute to the overall development and well-being of school children, ensuring its long-term viability.

Keywords: Case study, enhancing, health outcomes, involvement, quality education,



Introduction

The mid-day meal program for school children is an important effort focused on enhancing health, educational quality, social fairness, and equality (Menezes, 2014). Studies have repeatedly demonstrated that having healthy meals available at school not only improves children's health but also supports their all-round growth and development (Acharya & Acharya, 2020). Nutritious foods at schools address issues like stunted growth and poor nutrition in students while also improving the success shown in health outcomes at the country level (Calvert et al., 2021). Additionally, mid-day meal programs have been connected to students' regularity in school and lower dropout rates, which can result in improved learning outcomes and later financial benefits (Krämer et al., 2018).

Proper nutrition is crucial for children's health and growth, especially in school environments (Hada, 2010). In several nations, like Nepal, mid-day meal initiatives have turned into an important approach to tackle nutrition problems and improve learning outcomes for students (Government of Nepal, 2019).

The improvement of children's health and well-being is a worldwide issue, with nearly one-third of the global population being below 18 years old, mainly in low- and middle-income nations (Krämer et al., 2018). Bad health and nutrition in children and teenagers can greatly influence school achievement, which subsequently affects a country's growth (Feroozanfar et al., 2022). In Nepal, studies have indicated that every rupee spent on a healthy mid-day meal can bring back 5.2 times its worth in economic advantages (Bastola & Acharya, 2015). The mid-day meal program is open to all, making sure that every child gets the same standard of food, which is in line with Nepal's constitutional promise of free and mandatory basic education and the right to food security (School Day Meal Management Handbook 2077, 2020). This program, called "Diva Khaja," helps to achieve the Sustainable Development Goals (SDGs) by tackling hunger, poverty, and guaranteeing quality education for everyone (Pant, 2020). Mid-day meal is a significant initiative that satisfies the objectives and pledges of sustainable development, including the eradication of hunger and poverty and guaranteeing that everyone has access to high-quality education (UNICEF, 2021). The mid-day meal program in Nepal is built on the strong link between nutrition and education, as shown by several studies (Shrestha et al., 2019). This programme starts from the fiscal year 2077/78. Currently, the government has given mid-day meals to

students from early child development up to class 5 in all government schools, highlighting the principle that a sound mind in a sound body (Government of Nepal, 2019). The goals of the program include meeting 30% of children's daily nutrition needs, improving involvement in teaching and learning, ensuring fair access to quality basic education, and supporting local farm products to strengthen the local economy (School Day Meal Management Handbook 2077, 2020).

Various research studies indicate that the midday meal Program, initiated by the Government of Nepal in schools, positively influences the health and well-being of students (Tripathi, 2020). For this program to succeed and be productive, all involved stakeholders (teachers, parents, students, and the school management committee Members) need to engage actively and work in harmony (Bassi et al., 2019). However, a substantial number of schools in Nepal encounter considerable obstacles, such as insufficient funding and restricted physical resources (Pun & Shrestha, 2020). In this scenario, effective cooperation among these stakeholders becomes essential to deliver quality mid-day meals to students. While extensive research has been conducted on different facets of the mid-day meal program in Nepal, a significant gap exists in studies that explore the concerns of those stakeholders directly engaged in the program.

Keeping this thing in mind, a basic school situated in Ward No. 4 of Gulariya Municipality, Bardiya District, was chosen for this research work. The main aim of the research is to explore the perceptions of students, parents, teachers, and the school management committee concerning the mid-day meal and school nutrition programme. This study specifically seeks to answer the following research questions: i) What difficulties and barriers exist in the program's effective management and operation? ii). What are the stakeholder's experiences regarding the implementation of the school nutrition Program? By exploring these questions, the research intends to provide an in-depth overview of stakeholders' perspectives and generate practical suggestions for improving the mid-day meal programme.

Review of Literature

A commonly implemented programme worldwide for improving nutritional status and learning outcomes among school-going children is known as the mid-day meal programme (Menezes, 2014). Though it has enormous potential, the success of the same rests squarely on the perceptions and attitudes of various

stakeholders. Many researches have indicated that stakeholders' perception is the most influencing factor in the implementation and subsequent success of school nutrition programs (Shrestha et al., 2019). Therefore, a study into the views of stakeholders involved in Nepal's mid-day meal programme becomes quite appropriate.

In order to investigate the social dynamics and relationships that affect the implementation and results of the school nutrition and midday meal program, this study applies a sociological approach. For an understanding of these interactions, Bandura's Social Cognitive Theory (1986) provides an effective framework.

According to this theory, people's perceptions, experiences, and interactions with their surroundings all influence their attitudes and behaviours (Hall et al., 2015). This indicates that, in the case of the school nutrition program, the opinions and experiences of stakeholders are impacted by their own participation in the program, their contacts with school staff and other stakeholders, and their views of how the program is being carried out (Kim et al., 2016). A number of studies examine the perceptions of beneficiaries regarding Nepal's mid-day meal programme. (Acharya & Acharya, 2020) Highlight how family norms and feeding culture bear the most influence on forming and fostering healthy eating behaviour among children. In their study, the role of parents in food habits and feeding strategies is seen as the dominant determinant in developing eating behaviour and food choices related to mid-day meals in schools. (Bassi et al., 2019) Showed that stakeholders perceive the program as very helpful for students' health and education; however, there is a need to overcome some challenges in the areas of finance and infrastructure. According to Pant (2020), mid-day meals in schools have various problems in the aspects of management, financial resource shortage, inadequate infrastructure, and lack of facilities for hygiene and sanitation—all impeding the proper implementation of the program and its ultimate objective of providing healthy meals to students and impacting their health and education.

By synthesizing the findings of these studies, this literature review aims to gain a deeper understanding of the social processes and relationships that shape the outcomes of the School nutrition and mid-day meal programme in Nepal.

Methodological Process

The study used a qualitative case study design to investigate the perspectives of various stakeholders on the execution of the school nutrition and mid-day meal program at a selected school. The case study was chosen to look thoroughly into the stakeholders' experiences, obstacles, and perceptions, resulting in a more comprehensive insight into the program's background and impact. This design enabled a thorough investigation of the program's operational features, governance, and community involvement, resulting in findings that were rich and contextually relevant (Gerring, 2019).

The study was conducted in a basic school in Gulariya Municipality's Ward No. 4, Bardiya District. The school, located about 3 kilometers from Gulariya, the district headquarter, provides education from early childhood development until grade 8. There currently exist 212 students. The student enrollment is largely Madhesi, with little representation from the Tharu, Brahmin, Chhetri, and Dalit communities. Despite its proximity to the district offices, the school was chosen for the study owing to its limited physical resources and the fact that the majority of its students are from economically disadvantaged families.

Participants were carefully selected through a combination of census and purposive sampling procedures to provide a wide representation of stakeholders. The study comprised teachers, members of the school management committee (SMC), students, and parents. The headmaster and selected teachers presented insights into the program's overall management and operational system, as well as their perspectives on its implementation and impact on students. The SMC members exchanged ideas on governance, decision-making, and community involvement. Two students from class (3-5) were chosen based on gender and caste to represent those who will be directly impacted by the program. Furthermore, the parents of the same students were asked to share their thoughts on how the program affected their children's diet and education. This multi-stakeholder approach improved not just the reliability and validity of the findings, but also ensured a thorough understanding of the program's complex impact. The details of the sampled population process are presented in the table below.

Table 1. Population, sampling procedures and applied tools

Participants	Male	Female	Total	Sampling Method	Applied Tools
CMC Members	4	3	7	Census	FGD
Teachers	3	2	5	Purposive	FGD
Parents	4	2	6	Purposive	FGD
Students	3	3	6	Purposive	Interview
Total	14	10	24		

Focus group discussions (FGDs) and individual in-depth interviews were used to collect data, to encourage participants to communicate openly and honestly. Each stakeholder group received tailored discussion guides that focused on key issues such as program experiences, perceived benefits, problems, and suggestions for improvement. These instructions were pilot-tested to guarantee their clarity and relevance. FGDs were held in both combined and separate groups to promote open and extensive conversations (Eeuwijk & Angehrn, 2017). Teachers and SMC members participated in joint groups, while students and parents were divided into individual groups. Each session lasted about 60-90 minutes and was led by a qualified moderator to ensure that all attendees could contribute.

All discussions were audio-recorded with participants' permission and transcribed for analysis, ensuring that the perspectives of all stakeholders were accurately represented. Secondary data sources, such as relevant publications, guidelines, policies, and research articles, were also reviewed to help contextualize and validate the findings. The study is based on Social Cognitive Theory, which stresses how individual, behavioural, and contextual factors influence perceptions and actions (Hall et al., 2015). This theoretical framework led the analysis by emphasizing how stakeholders' experiences and perceptions are influenced by their social contexts, relationships, and the larger educational environment, resulting in a more comprehensive understanding of the program's dynamics.

This study conforms to strict ethical standards. Prior to data collection, all participants provided informed consent, confirming that they understood the study's aims, procedures, and any possible risks. The research method was conducted with complete confidentiality and anonymity. Participants were promised that their personal information would be kept strictly confidential and that their identities would not be exposed in any study papers or reports. The data collected was securely stored, and access was limited to the research team.

Result

The selected school for the study is about 3 kilometres north of the district headquarters. The Madhesi community dominates the area, but Tharu, Brahmin, Chhetri, and Dalits also live there. The majority of residents in this area face difficult social and economic conditions, with many living in poverty. Agriculture is the community's major occupation, but many people also work as day labourers. The management committee members and parents interested in the study work mostly in agriculture. While the majority of these people are normally literate, just a few have completed their schooling through the 12th grade.

After collecting the necessary information from the participants in this study, some themes were created based on the main concepts expressed by the participants, which are explained and analyzed as follows.

Situation of mid-day meal operation and management

The midday meal program is essential to enhancing the nutrition and general health of kids. However, based on the opinions of participants, the results show a number of difficulties and obstacles to its effective operation and functioning. A discussion of these challenges is provided below, backed up where needed by the participant verbatim.

One major obstacle that was often brought up by participants was the inadequate physical infrastructure. The lunch area is disorganized, according to students, because there aren't enough classrooms. As one student put it, *"We typically eat day meals in the same room that we study."* It is untidy and uncomfortable. The efficiency of the program and the overall eating experience are severely impacted by the absence of a designated dining area. Similarly, members of the school management committee highlighted the difficulty of managing both the kitchen and food storage in a single location. One CMC member said, *"The lack of separate areas for cooking and storage makes it difficult to maintain hygiene and organize meals on time."*

The limited availability of resources, both human and material, emerged as a common issue. Parents criticized the lack of variety in meals, with one parent saying, *"My child frequently complains because they get the same type of food every day. There is no variety, and it's not always fresh."* Teachers noted that the limited teaching staff is obliged to do meal preparation tasks, which has an impact on both teaching and meal management. The teacher said, *"We are already understaffed. Managing lunch takes away from our teaching responsibilities."* Parents were dissatisfied with the school's lack of participation in the meal

program. One parent stated, *"We were never asked about what meals should be served."* If parents were involved, the food could be more carefully arranged." This lack of interaction has resulted in stakeholder unhappiness and an impression of poor management.

Likewise, concerns regarding the nutritional value of the meals were prevalent. Both parents and school teachers stated that the quality and dietary value of food are not consistently checked. According to a teacher, *"We follow a menu, but there is no systematic testing to ensure it meets nutritional standards."*

Inefficiencies abound in the program's day-to-day operations. Students noticed delays in meal service, with one remarking, *"Sometimes lunch is late, and we miss part of our break."* This dilemma derives from teachers' dual roles as educators and meal preparers. The school management committee also noted the need for more staff to ensure that meals are prepared and distributed on time.

Despite these problems, a separate committee is in charge of supervising the initiative. However, its usefulness is restricted due to resource and personnel shortages. The headmaster said, *"We try to ensure quality and adherence to guidelines, but without adequate resources, it is impossible."*

Stakeholders, Perception of the mid-day-meal Programme

The school nutrition program, especially the mid-day meal program, has received broad approval from teachers, students, parents, the school headmaster, and school management committee (SMC) members. Stakeholders typically report considerable health improvements among kids and relate these benefits to the program.

Teachers highlight that the students from families with limited incomes, who frequently confront food insecurity at home, benefit significantly because the program meets up to 30% of their daily nutritional requirements. Students are excited about the program, saying it encourages a sense of equality and friendship during meal times. Many students indicate that *"Eating with friends during lunch breaks improves our overall school experience and allows us to focus better on later classes."*

According to the parents, the programme has reduced the financial burden of supplying daily meals, resulting in healthier eating habits and overall well-being for their children. Many parents have noticed that their children's interest in healthy eating has increased as a result of the wide and nutritious menu. On the other hand, positive effects on educational results, such as lower dropout rates and higher attendance, are noted by the school headmaster. According to him,

"Students are more inclined to attend class all day, which promotes their learning achievement.:

Similarly, an important factor in the school nutrition program's success has been its cultural relevance. The majority of participants argue *"The meals' conformity to local dietary requirements has proven advantageous since it ensures that students and their families will recognize and like the food they consume. The program's acceptance and participation rates have increased as a result of this cultural convergence."* Nevertheless, there have been times when new foods have been introduced, which has caused some children to object and be reluctant to eat the meals. In order to lessen this, initiatives to include the community in meal planning and selection can help guarantee that the program continues to be culturally appropriate and to satisfy the requirements and tastes of the local populace. Chairperson of SMC emphasizes *"The program's contribution to lowering stigma, promoting equality among students from different socioeconomic backgrounds, and strengthening school communities."*

The program has many advantages but also has several drawbacks. The government only allows 15 rupees per student, of which 4 rupees are used for fuel and labour, leaving just 11 rupees for the purchase of food. This is a significant problem. The headmaster said *"it is getting harder to serve wholesome meals within this restriction as market prices rise."* Due to restricted availability and high prices in local markets, schools also find it difficult to purchase a variety of food items, which leads to repetitious menus that occasionally cause parents and students to complain.

Inadequate infrastructure makes these problems even worse. A shortage of non-teaching staff puts extra strain on teachers and disrupts classroom activities. The teacher said, *"There are still questions about the food's quality and cleanliness, and some parents blame the program for unrelated health problems, which puts extra strain on school officials."* Another drawback is that the alliance is only provided for 180 of the 220–230 school days that are offered each year. This disparity prevents students from having access to meals for a significant amount of the school year.

Stakeholders Suggestions for Improvement of Mid-Day Meal Programme

The Nepal government's Mid-day Meal Program has surely been a huge step forward in promoting pupils' overall development. However, the program faces problems that limit its full potential, as noted by stakeholders such as teachers, parents, School Management Committees (SMCs), and students. Their opinions

provide a complete assessment and suggest plausible modifications that should be seriously considered.

One of the key problems highlighted by teachers is the program's incomplete implementation, which is limited to primary-level students. They claim that this produces a perception of unfairness among students at the same institution, increasing thoughts of injustice. Excluding secondary-level students weakens the spirit of inclusion, which may have an impact on school relationships and student morale. A teacher made the observation, *"The students attending the same school whereby some are given lunch while others are not, will make students feel less of each other."* Such observations highlight the significance of expanding the program to include secondary levels, guaranteeing equitable treatment and long-term learning and nutritional benefits for all students. However, fiscal limits, as evidenced by the government's decision to end the program at class five, highlight systemic financial issues. Addressing these obstacles requires additional financing and effective resource distribution systems. The subsidy's limited maximum duration of 180 days, despite a school year extending to 220-230 days, raises serious concerns. An SMC chairperson appropriately noted this gap: *"Currently, the funding is only up to 180 days when our school is open for 220 to 230 days per year."* This gap leaves students unsupported for a significant portion of the school year, reducing the program's effectiveness. To fulfil this gap, the funding period must coincide with the school year, ensuring continuous meal service while lowering reliance on internal funds, which is frequently insufficient. Another major issue is the inadequacy of the per-student budget, which is now fixed at 15 rupees. According to an SMC member, this amount is insufficient to offer nutritional meals, especially given rising living costs. He continued: *"It is getting increasingly difficult to provide nutritious meals within 15 rupees per student."* Raising this allocation to at least Twenty-five rupees per student, as proposed, would be a practical step towards improving meal quality and achieving nutritional standards.

Discussion

The findings outline the mid-day meal program's strengths and challenges. Its benefits include improved student health, increased school attendance, and greater educational equity. Participants reported that the program covers up to 30% of pupils' daily nutritional needs, which is an important benefit for low-income children. Furthermore, the shared lunch experience promotes equality and social solidarity, enhancing students' overall educational achievements. On the other hand, the programme has widespread support from stakeholders such as teachers,

parents, and students. The perceived health benefits, particularly for low-income families experiencing food insecurity, are significant. The mid-day meal program, according to many participants, has significantly improved students' health and learning outcomes. The sense of community generated during mealtimes contributes to a pleasant educational environment by encouraging equality among students from various backgrounds.

Similarly, the cultural relevance of the meals increases program acceptance, demonstrating that matching food offers to local dietary habits is critical for success. However, the introduction of new meals can elicit resistance from students, indicating the necessity for continued community involvement in meal planning.

Despite these successes, considerable challenges remain. Issues such as insufficient infrastructure, resource constraints, and operational inefficiencies impede the program's efficacy. The lack of defined dining places, insufficient staff, repetitious menus, and insufficient student financing were all highlighted as key challenges. These implementation gaps highlight areas that require specific adjustments to fully realize the program's potential.

The findings are consistent with previous research, such as (Calvert et al., 2021) which established the benefits of regular nutritious meals on students' physical and cognitive health. Similarly, (Shrestha et al., 2019) stressed the relationship between a healthy diet and enhanced academic performance, particularly in terms of cognitive function and concentration. Various studies conducted under the ambit of school nutrition showed that mid-day meal programs are some of the great initiatives taken by many countries to offer free or subsidized meals to students (Karn et al., 2017). Among the program's objectives are fostering educational equity, lowering malnutrition, and guaranteeing food security (School Day Meal Management Handbook 2077, 2020).

However, this study also identifies context-specific problems that have not been thoroughly explored in worldwide research. For example, whereas studies like (WFP, 2017) found improved enrollment and academic outcomes in international contexts, this study focuses on Nepal-specific challenges such as limited funding allocation. The existing financing of Fifteen rupees per student severely limits the ability to provide a variety and nutritious meals, highlighting an important area for governmental intervention (Pant, 2020).

The results have theoretical and practical implications. From a theoretical approach, the study contributes to our understanding of how social and economic conditions influence nutrition program efficacy. The favorable benefits seen, such

as improved health and reduced stigma, are consistent with Social Cognitive Theory (SCT), which emphasizes the interaction of personal, contextual, and behavioral factors (Islam et al., 2023). The program's role in promoting social cohesion strengthens SCT concepts by illustrating the impact of environmental interventions on behaviors and attitudes.

However, the observed obstacles, such as limited community participation and insufficient resources, reveal areas where SCT principles are underutilized. For example, incorporating stakeholders in menu design may strengthen reciprocal determinism by aligning environmental parameters with community needs and expectations.

This study presents various novel ideas that help to comprehend the challenges of program execution. First, localized issues like financial constraints and infrastructural limitations emphasize the significance of designing context-sensitive solutions that are adapted to unique locations. These limits highlight the need for novel ways that address resource scarcity while maintaining program quality. Second, cultural relevance emerges as a key element in program acceptance. Integrating local dietary preferences into program design improves cultural alignment, resulting in increased acceptability and participation from stakeholders. This conclusion underscores the need to include cultural concerns in program structures. Third, the simultaneous burden on educators, who are responsible for both teaching and meal supervision, exposes systemic inefficiencies that impair educational quality and program success. To address this issue, duties and responsibilities must be reviewed in order to ensure that teachers receive adequate support. Collectively, these observations point to the necessity for an integrated approach that incorporates global best practices while addressing local issues, assuring the program's longevity and efficacy.

The findings emphasize the importance of social cognitive theory in analyzing and improving school nutrition programs. The observed improvements in health and social fairness demonstrate the impact of environmental factors, such as meal provision, on individual outcomes. However, the issues highlight inadequacies in the theory's implementation, particularly in resource-constrained environments.

To fill these shortcomings, the paper proposes expanding SCT by incorporating participatory design and resource optimization methods. Similarly, actively involving stakeholders, such as parents, in program planning may increase community ownership and acceptance while boosting menu diversity and nutritional quality.

Several practical approaches can be adopted to improve program effectiveness and sustainability. First, boosting the per-student budget to at least Twenty-five rupees with the coordination of various donor agencies will increase meal quality and diversity, alleviating worries about nutritional sufficiency and monotonous menus. Expanding program coverage to include secondary-level students would promote equity and social cohesion while minimizing feelings of exclusion among older students. Furthermore, upgrading infrastructure by dedicating funding for specific dining areas and additional personnel would increase hygiene and operating efficiency. To fulfil this need, it would be appropriate to request the necessary budget from school parents, local and provincial governments, and other donor agencies. Increasing the involvement of stakeholders such as parents, teachers, and community members in program design and monitoring will promote shared responsibility and result in improved outcomes. Adopting this holistic approach will address current issues, maximize program benefits, and ensure long-term sustainability.

Limitations of the study

The study's findings are limited by factors impacting generalizability and reliability, such as its concentration on a single school in Gulariya Municipality and a small sample size of 24 participants, which may not be representative of broader settings. Potential biases in self-reported data, affected by social desirability and fear of repercussions, as well as time limits during 60-90-minute sessions, limited the scope of exploration. The single-case design limits comparative research, while linguistic and cultural limitations, notably with Madhesi and Tharu populations, as well as reliance on the moderator's skills, pose further challenges to data accuracy. Secondary data restrictions, as well as ethical or practical difficulties such as participant hesitation and scheduling challenges, all had an impact on the results.

Conclusion

The study investigated the perspectives and experiences of children, parents, and teachers regarding the school nutrition program at a primary school in Gulariya Municipality, Bardiya District, Nepal. The findings demonstrate the program's ability to improve kids' health, academic performance, and general well-being. However, various obstacles, such as insufficient finance, a lack of infrastructure, and limited resource availability, impede its effectiveness. To overcome these issues and increase the program's impact, focused actions are required. These could include boosting government financing, enhancing infrastructure, training employees, and incorporating the community in program

conception and execution. By addressing these concerns, the school nutrition program has the potential to greatly improve Nepali children's health, education, and general development. The study provides policymakers, educators, and administrators with useful insights into improving school nutrition programs and fostering a healthier and more equitable environment for school students. Further, the mid-day meal program aligns with such sustainable development goals as eradicating poverty, eradicating hunger, and ensuring quality education for all. It serves to fulfill constitutional rights towards food sovereignty and free and compulsory basic education.

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Dimensions of Inspirational Leadership: An Exploratory Factor Analysis in the School Settings

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Abstract

School leadership addresses the challenges and threats of the school regarding the change process by inspiring and motivating teachers. This function of leadership is represented by inspirational leadership, which is composed of five dimensions according to Bass and Bass, 2008. Connecting to it, the researcher aims to determine the factors of inspirational leadership among teachers in a school setting. For this purpose, this study employed a cross-sectional survey and collected data via a structured questionnaire from 502 sample teachers. These sample teachers were identified by employing a multi-stage cluster sampling. Then, the collected data were analyzed through Exploratory Factor Analysis (EFA), and in the end, the results were reasoned with social exchange theory. Then, through EFA, this study retained five dimensions of inspirational leadership as intellectual stimulation, envisioning, managing impression, molding follower's expectations, and Managing meaning. These five dimensions of inspirational leadership are related to the social exchange between schools and teachers. In line with this, the school leadership generates innovative ideas, visualizes the ideal outlook of the school, presents self as a role model, creates a belief system, and develops a sense of ownership among teachers by inspiring them. In return for this, teachers were inspired and perform a high job in the school.

Keywords: *Envisioning; Inspirational Leadership; Intellectual Stimulation; Managing Impression; Managing Meaning; Molding Follower's Expectation*

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Introduction

Improving and upgrading is the continuous process to address the newly emerged challenges and threats (Clarke et al., 2000) in the schools. The school needs to address it for surviving in the competitive edge. So, addressing threats and challenges are one of the prime tasks of effective leadership where leaders influence their followers to engage in the problem for its solutions (Tavokoli & Teimouri, 2010). The leadership inspires and motivates teachers by projecting themselves as a role model and envisioning the futuristic looks of the school (Okinyi et al., 2015). They also develop the affectionate sentiment and commitment towards school by creating hope among teachers. Moreover, the leadership inspires their followers to generate innovative ideas (Hughes et al., 2018) which is more efficient than the traditional ways of solving problems. These all functions of leadership favor the inspiration, motivation, and encouragement process of the organization and it is much more related to inspirational leadership.

Inspirational leadership mainly evokes and encourages followers to move past their concerns and acquire the organizational desires for the advantages of the school (Robbins et al., 2013). It mainly rejuvenates the teachers to envision a futuristic model of the school while reflecting its organizational values in every dimension of their jobs. Likewise, inspirational leadership considers the massive interest in the issues of the teachers and encourages them to perform more work in their job. These all considerations contribute to forming the inspirational leadership with diverse dimensions. In this context, Bass and Bass (2008) determined five factors: Managing impression, managing meaning, envisioning, molding follower's expectations, and intellectual stimulation as the dimensions of inspirational leadership. So inspirational leadership is composed by aggregation of these entire dimensions, which are further associated with the social exchange relations between schools and teachers.

The social exchange between a school teacher and their coworkers is defined as the reciprocal relations between them where both parties are benefited from each other's act (Cropanzano & Mitchell, 2005). This nature of positive exchange relations is the sources of inspiration among school teachers. So the social exchange theory is applicable to interpreting the school leadership and it inspires teachers to perform high in their job (Lagowska et al., 2019). This social exchange

relations is clearly visible in those schools in which their leaders were effective (Singh, 2017) in terms of envisioning, influential, and creating aspirations and supportive relations to inspire each other's among teachers. Connecting to it, the social exchange relations between leaders and teachers is vital to identify the factors of inspirational leadership among teachers in the terms of school set up of Nepal.

Moreover, the inspiring leadership is the key factors for improving and upgrading the schools. It can also crack down the newly developed problems in the school by motivating the teachers. The highly inspired teachers were also equipped with the high level of satisfaction and commitment in the job which leads to the high organizational performances. Thus, inspirational leadership is one of the prerequisite factors for advancing school and achieving high academic results of the schools. Subsequently, the employment of inspirational leadership is crucial in the school to achieve the desired organizational success. However, there are poor performances of school leadership (Singh & Allison, 2016) in terms of low inspiration and motivation among teachers in the school premises of Nepal (Khadka, 2021). This situation of poor inspiring leadership in the schools of Nepal leads to stagnancy with low academic achievement, which is seen in the results of SEE exams. In SEE exams, there is only 37.55 percent of total students achieved above C grades in Nepal (Ministry of Education, Science and Technology [MOEST], 2017). This situation elevates the concern that the low educational achievement in the schools was due to the neglected school leadership. So in these circumstances, the researcher raised the question "What are the dimensions of inspirational leadership in the school setting?" to identify the dimensions of inspirational leadership as the crucial issue of this study.

Study Purposes and Research Questions

The researcher aims to identify the dimensions of inspirational leadership in the school settings. Furthermore, the researcher also formulated the following research questions to achieve the purposes of this study as:

1. What are the factors of inspirational leadership among school teachers?

Literature Review and Conceptual Framework

Inspirational Leadership and Its Dimensions

The motivating relationship to job between leaders and followers is referred to as inspirational leadership (Awade, 2018). Inspirational leadership plays a role of inspiration among followers and encourages them for high performance. It means that leaders influenced their followers (Block, 2003) is the crucial feature of inspirational leadership. It refers to a "compelling vision" (Hergueux & Kessler, 2021, p. 2), conveys a common identity (Elsbach & Kramer, 1996), leverage emotions (Toplinski & Strack, 2008), and finally appeared confident and resolute (Barling et al., 2000). Moreover, Bass and Bass (2008) sum up managing impression, managing meaning, envisioning, molding follower's expectations, and intellectual stimulation as the five dimensions of inspirational leadership. Firstly, managing impression is referring to the process of developing a good impression among followers by their leaders. Secondly, meaning-making is referring to the process of spawning the sentimental attachment and sense of ownership among employees to their organization. Thirdly, envisioning is the ability and propensity of an inspirational leader for portraying the opportunities (Kantabutra, 2020) in the organization. Fourthly, molding follower's expectation is the process of creating belief and hope among employees in the organization. Fifthly, intellectual stimulation is the encouraging behaviour of leadership to their followers for thinking and re-thinking about every issue to derive its best solution (Antonakis, 2012). Overall, the sum of these five dimensions collaboratively forms the inspirational leadership.

Social Exchange Theory in Relation to Inspirational Leadership

Social exchange theory advocates a theoretical model which explains the series of social relations between teachers. The sequences of developing relations arise some obligations (Carpanzano & Mitchell, 2005) among the teachers with each-others. The emergence of obligations is depended on the "give and take" (Cooper-Thomas & Morrison, 2018) as well as the "cost and benefits" (Cook et al., 2013) approach. Connecting to it, leadership inspire (gives) their followers as the forms of cost and they were inspired (take) in the organization. In this scenario, school leaders invested the cost as a form of inspiration and get inspired teachers as a benefits. Thus, teachers were inspired due to the inspiration of their

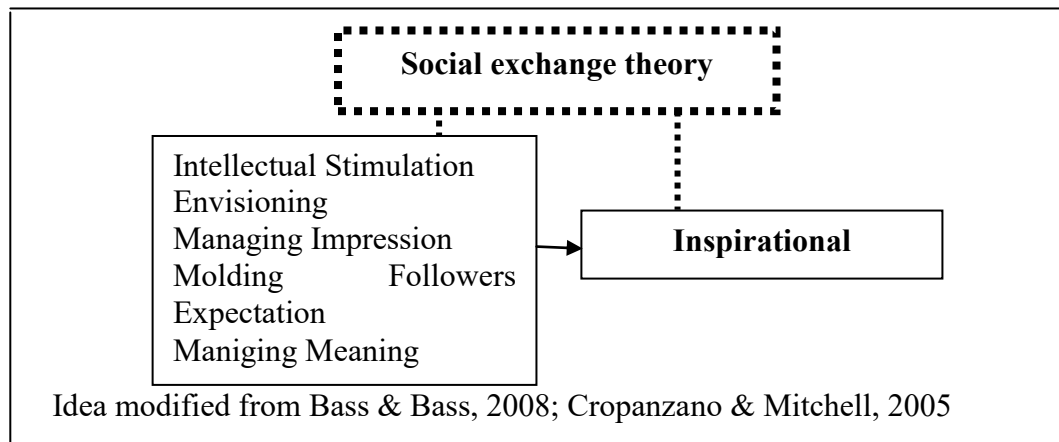
leaders as the part of social exchange relations between them which further contributes them to perform high job in the school.

Research Gap

The researcher found only a few studies in the field of inspirational leadership regarding a school (e.g. Hudson, 2013; Smith, 2016) while reviewing the literatures. However, there are many studies were done about school leadership (e.g.) and transformative leadership in the globe. Similarly, some scholars (e.g. Adhikari, 2019; Kandel, 2020; Pokharel, 2014) had done study about transformative leadership among school teachers in the context of Nepal. These studies assess the factors of transformative leadership and some of these factors (e.g. inspirational motivation and intellectual stimulation) are related to inspirational leadership. However, the majority dimensions of inspirational leadership (e.g. envisioning, managing impression, molding follower's expectations, and managing meaning) are not associated with transformational leadership. Furthermore, the researcher also didn't found studies that stated dimensions of inspirational leadership in the arena of school while surfing database like Google scholar and Pro-quest. Therefore, all the previous studies regarding inspirational leadership and transformative leadership were not able to capture the inspirational leadership of school teachers in Nepal. Concerning it, there is a necessity of doing an extensive study about elucidating dimensions of inspirational leadership on overall school leadership. For this reason, this study is considered as a milestone in reshuffling educational leadership via addressing the research problem of inspirational leadership among school teachers in Nepal.

Conceptual Framework

From the reviewed literature of inspirational leadership (e.g., Bass & Bass, 2008) and social exchange theory so far, the researcher conceptualized that intellectual stimulation, envisioning, managing impression, molding follower's expectations, and managing meaning are the dimensions of inspirational leadership. These dimensions among school teachers are the independent variables that contribute to identifying the overall inspirational leadership as the dependent variables. The researcher designed the conceptual framework for this study as shown in Figure 1.

Figure 1.*Conceptual Framework*

Moreover, social exchange theory is carried to explain the amass data associated with inspirational leadership and its dimension among school teachers.

Methodology

Research Design

The cross-sectional survey is carried as research design to deductively confirm the dimensions of inspirational leadership in this study.

Sample Size and Sampling Procedures

The researcher confined the area and population of this study as Bagmati province and its entire school teachers. The school teachers were 79,911 in numbers within Bagmati province (MOEST, 2018) and all its individual school teachers were refers as the unit of analysis regarding this study. Then, researcher employed Cochran's corrected formula to identifying the sample size of this study (Bartlett et al., 2001). For this purpose, researcher took 0.05 level of significance ($Z=1.96$), 50% of the proportion of success ($p=0.5$), design effect ($deff = 1.25$), and 5% non-response rate (United Nations [UN], 2008) to determining sample size in equation 1.

$$n = \left[\frac{Z^2 p(1-p)}{e^2} \times deff \times NR \right] \dots \dots \dots (1)$$

This Cochran's corrected formula derived a 502 numbers of sample size in this study. Then, researcher employed the multi-stage cluster sampling in five stages within Bagmati province. More specifically, the researcher categorized the Bagmati province in Mountain, Hill, and Tarai based on the geographical regions(e.g. Central Bureau of Statistics [CBS], 2014). Then, the obtained sample size concerning these three geographical regions is calculated according to their weightage in Table 1.

Table: 1

Calculation of Sample Size according to the Geographical Regions

Geographical regions	No. of teachers (N)*	Weightage (Wp)	Sample (n)	Adjusted (adj n)	Sample
Mountain	10200	0.1	64.08	64	
Hill	61155	0.8	384.18	384	
Tarai	8556	0.1	53.75	54	
Bagmati province	79,911	1.0	502.00	502	

* MOEST (2018)

After this, the researcher selected each district from these three geographical regions based on lottery approaches. Then, each municipality is randomly picked from those three selected districts. It is followed by a random selection of each ward from those three selected municipalities. Finally, the researcher enlisted all the schools and their teachers within that selected ward with the helped of the ward office within those wards. After this, the researcher continuously picked one by one school and available teachers until the anticipated numbers of sample were not fulfilled in this study.

Tools and Data Collection Procedures

I constructed a survey questionnaire in theGoogle forms by organizing Delphi approaches. Itwas conducted by employing the group discussion between experts of inspirational leadership(e.g. Mitroff & Turoff, 2002). Finally, the discussions of these expert contributed in development of the scale which incorporated 30 items to measuring inspirational leadership. These all items incorporated the five responses which are arranged in the numerical order (never, rarely, sometimes, often, and always) from lowest to highest extent for

quantifying purposes. Then, researcher carried pilot testing where 5% students (26) of total sample size were identified as number of pilot sample (e.g. Hertzog, 2008). In pilot testing researcher obtained more than .719 Cronbach's alpha value of all factors regarding inspirational leadership which consisted only 25 numbers of items due to deleting 5 items. The 5 items were removed while establishing the assumptions of Exploratory Factor Analysis (EFA) in this study. So the derived results from the pilot testing helped researcher to ensuring the internal consistency of the scale. The establishment of internal consistency helped researcher

Table: 2

Result of Pilot Testing: Obtaining Cronbach's Alpha Value

Indicators	Cronbach's Alpha	N of Items
Intellectual Stimulation	.924	6
Envisioning	.926	6
Managing Impression	.910	6
Molding Followers Expectation	.908	5
Meaning Making	.719	2
Overall Inspirational Leadership	.922	25

Table 2 illustrates that the derived Cronbach's alpha value were more than 0.7 which means that the items in this Likert scale were highly consistent with each other's (Santos, 1999). Then, the researcher finalized the survey tool and carried it in the data collection process through enumerators. For this data collection purposes, I appointed three enumerators, each for three selected districts. Then, I oriented them about the survey forms, selected municipalities, schools, and the process of selecting sample teachers. After this, selected enumerators went to the selected schools and requested to sample teachers for filling the survey forms and send them back while its completion. Moreover, the data collection process ended when the required number of sample teachers returned the survey forms to the researcher.

Data Analysis Procedure

The research employed the Exploratory Factor Analysis (EFA) as the part of data analysis for exploring the dimensions of inspirational leadership of school teachers. Before performing EFA, I ensured all its assumptions e.g., continuous forms of data, large sample size, selecting relevant items, absence of missing values, normal distribution of data, absent of high correlations, sampling

appropriateness for all items, retaining of Eigen values, communalities of average extraction, and minimum retention of items (Cohen et al., 2018; Field, 2017; Kline, 2016).

Results

Demographic Attributes of School Teachers

This study gathered locale as rural and urban, gender as male and female, the age group in youth (below 40), middle-age (40-59), and old age (above 60) as the personal attributes of school teachers in Table 3.

Table: 3

Personal Attributes of School Teachers

Personal Attributes	Category	Number	Percent
Locale	Rural	260	51.8
	Urban	242	48.2
	Total	502	100
Gender	Male	300	59.8
	Female	202	40.2
	Total	502	100.0
Age group	Youth	299	60.6
	Middle age	203	40.4
	Total	502	100.0

The Table 3 display that there is slightly more rural locale (51.8%) than urban locale in this study. Moreover, the male (59.8%) were a bit more than female respondents in this study which is analogous to the national data of Nepal. In the context of Nepal, Male teacher compromises 63.12% parts of a total number of teachers and 53.73% regarding Bagmati province of Nepal (MOEST, 2017). Furthermore, there are no old-age teachers in this study. So there are only two age groups; youth and middle age teachers where youth were the majority (N=299, %=60.6) in numbers than middle age groups (N= 203, %= 40.4).

Testing Assumptions of Exploratory Factor Analysis

Considering the key assumptions of EFA, I collected data via a 5 point Likert scale which meets the criteria of continuous forms of data. Similarly, I collected data from 502 which is more than 300 sample sizes to ensuring the large scale sample size (e.g. Comrey & Lee, 1992) of this study. Moreover, I checked all data and ensured that there is no presence of missing values in my datasheet. Then, I

performed the Skewness (.32 to -1.44) and Kurtosis (1.77 to -.814) which values were between ± 2.0 among all dimensions of inspirational leadership which ensure data is normally distributed (e.g. Garson, 2012) in this study. After this, I ensured the absence of high correlations (>0.8) between dimensions of inspirational leadership. The derived values of correlation are lesser than 0.8, which means it allows to perform EFA (Field, 2017) in this study. Also, the yielded values (.925) via Kaiser-Meyer-Olkin (KMO) is greater than 0.6 which means (in Annex) that there is sample adequacy (e.g. Field, 2017). Furthermore, Field (2017) explains that the indicators whose Eigen values are higher than 1 were retained as the dimension for performing EFA in the study. Considering it, I obtained the Eigen values of five indicators were higher than 1 (in Annex). So I retained five dimensions for performing EFA in this study.

Then, I derived scores of communalities of average extraction of 30 items which were greater than 0.5 except 5 items. The derived values which were lesser than 0.5 didn't support to perform EFA (Field, 2017). So, I deleted those 5 items which obtain lesser values than 0.5. After this, I again performed communalities of average extraction of the remaining 25 items which values were in between .780 to .522 (in Annex). Thus, the obtained values of communalities of average extraction supported me to perform EFA. As well as, the obtained values of items loading in the Varimax Rotation (0.66) were greater than 0.60 (in Table 4-8) which disappeared the cross-loadings (e.g., Field, 2017) when carrying this value. Thus, ensuring these all assumptions permits to run of EFA in this study.

Dimensions of Inspirational Leadership

This study incorporates entire 25 statements (items) relating to inspirational leadership while performing EFA and obtained five factors which is also supported by a literature review (e.g. Bass & Bass, 2008) related to inspirational leadership. Then, the researcher named these five factors of inspirational leadership in sequence are; Intellectual stimulation, envisioning, managing impression, molding follower's expectations, and managing meaning. While loading these five factors, I consider only those factors in which a minimum of 2 items is retained while ensuring assumptions of EFA. The factors of inspirational leadership were grouped based on the derived correlational values of items derived by EFA, particularly from the rotated factor matrix.

Factor First: Intellectual Stimulation

Intellectual Stimulation is the first factor of inspirational leadership that encourages teachers to generate innovative and creative ideas for mitigating the problems. It incorporates six items that were assembled by EFA. The factor loading values of intellectual stimulation were range between .700 and .846. The output of the rotation component matrix is divulging in

Table: 4

Rotated Factor Matrix of Intellectual Stimulation

Items	Factor				
	1	2	3	4	5
IS 2 I encourage co-staff for doing new assignments.	.846				
IS 6 I re-analyzes the critical assumptions to questions before taking action.	.788				
IS 5 I encourages co-staffs to think about old problems from multiple perspectives.	.783				
IS 3 I use to rethink ideas that I had questioned.	.765				
IS 1 I emphasizes the use of intelligence to overcome obstacles.	.719				
IS 4 I suggests co-staffs to look at puzzling things from different angles.	.700				

Table 4 shows that the items related to factor one which encompasses the features like encouraging the school teachers for taking new tasks and analyzing issues via several world views, re-thinking the old issues and ideas, using an innovative way to addressing problems inefficient ways, and inspired co-staffs for thinking from outside the box. So, the group of these six items as intellectual stimulation refers to encouraging followers to think and rethink particular issues to mitigating them on their ideas (Antonakis, 2012). The overall themes of this chunk of items were developing the positive effect in the team via motivating followers to achieve organizational goals.

Factor Second: Envisioning

Envisioning is associated with developing optimism by visualizing the picture of the school in the forthcoming days. It is the second factor of

inspirational leadership which includes six items assembled by EFA. The derived values range from .757 to .866 from the output of the rotation component matrix while loading the factors in EFA in Table 5.

Table: 5

Rotated Factor Matrix of Envisioning

Items	Factor				
	1	2	3	4	5
ENV4 I articulate school vision, regarding the future.		.866			
ENV6 I speak optimistically about the future.		.819			
ENV3 I have a clear picture of the school in achievable goals.		.801			
ENV2 I encourages groups work to perform better to achieve vision.		.786			
ENV5 I design solutions to address risks which will arise in future.		.778			
ENV1 I encourages co-staffs to focus on ideas to make their dreams come true.		.757			

Table 5 illustrates the six items related to factor two of inspirational leadership. The items of this factor overall encompass characteristics like; projection of vision for future, optimistic to future, clear and achievable vision of the school, expressed vision motivates coworkers to achieve goals, develop ideas which will prevent upcoming risk and challenges, and motivate co-staffs for concentrating only in the ideas to achieving visions. Thus, based on these features, I named envisioning to this factor which overall represents all six items derived by EFA. The envisioning refers to the tasks which create the future possibility in the organization (Kantabutra, 2020). It means that inspirational leadership envisions the goals, creating optimism and motivate co-workers to achieve that goal.

Factor Third: Managing Impression

Managing Impression is the task of leaders to present self as the role model in the school and influence others. It is the third factor of inspirational leadership and incorporates six items which were grouped by EFA. The factors loading in EFA obtains the output of the rotation component matrix ranged from .661 to .824 in Table 6.

Table: 6

Rotated Factor Matrix of Managing Impression

Items	Factor				
	1	2	3	4	5
MI 3 I am a good model to follower.			.824		
MI 4 I go beyond self-interest.			.762		
MI 2 I focus on the effect of personal integrity while making decisions.			.756		
MI 5 I love to do the challenges works.			.752		
MI1 I focus on the group work rather than individual work.			.731		
MI 6 I feel happy to be around with co-staffs.			.661		

Table 6 depicts six items in factor three which collectively sketch the impression of leaders to their followers. The overall features of factor three were projecting a leader as a good model, prioritizing organizational goals rather than self-interest, focusing on the integrity of followers, doing challenging work to become an idol, preference to teamwork, and stay with the team for impressing them. So I name factor three as managing impression based on its above features. The managing impression is the process where leaders attempt to influence followers by projecting themselves as an icon (Schlenker, 1980 as cited in Rozell & Gundersen, 2003) and develops good impression among them. So managing impression is that dimension of inspirational leadership which includes that all tasks relating to developing a good impression among followers.

Factor Fourth: Molding Followers Expectation

Molding follower's expectation is the fourth factor of inspirational leadership which creates belief and hope among teachers towards school. It clusters five items that were derived by EFA. The factor loading values of the fifth factor were range between .614 and .736. The result of the rotation component matrix is enlisting in Table 7.

Table: 7*Rotated Factor Matrix of Molding Followers Expectation*

Items	Factor				
	1	2	3	4	5
MFE 4 I expresses appreciation when co-staffs do a good job.				.736	

MFE2 I supposes an individual having different needs, abilities, and desire in application.	.730
MFE 5 I provide constructive feedback about the work.	.710
MFE 3 I inspires co-staffs for self-development.	.686
MFE6 6 I utilizes free time on teaching and coaching co-staffs.	.614

Table 7 illustrates that the items related to the fourth factor of inspirational leadership's nomenclature as molding follower's expectation. It incorporates the characteristics like encouraging the school teachers by appreciating them for their excellent work, accept that every individual has their different abilities and desires, providing constructive suggestions, inspiring individuals for their self-development, and using leisure time to helping co-staffs, and inspiring individuals for their self-development. Overall, molding follower's expectation refers to creating belief in followers to give high performances in the organization. It rises the high expectation among followers by inspiring them (Bass & Bass, 2009) and mobilizes them to accomplish tasks.

Factor Fifth: Managing Meaning

Managing meaning is the process of creating sentimental attachment towards school among teachers by developing a sense of ownership. It is the fifth factor of inspirational leadership that incorporates two items derived from the output of the rotation component matrix while loading factors on EFA. The values of these two items were .673 and .736 in Table 8.

Table: 8

Rotated Factor Matrix of Managing Meaning

Items	Factor				
	1	2	3	4	5
Meaning 3 I feel the problem of this school is my own.					.736
Meaning 4 I feel as a part of the family at my school.					.673

Table 8 illustrates the features related to taking ownership and responsibility of the school. They feel that school belongs to them and perceive the school's problem as their problem. So based on these features, I nomenclature this factor of inspirational leadership as meaning-making. The managing meaning states the

civic virtue where leadership inspires their followers to relate them with the organization as a member (Varney, 2009). Furthermore, Varney (2009) claims that the managing meaning related activities contribute to the survival and longevity of the organization. So, meaning-making is the factor of inspirational leadership that enables teachers to take ownership of the school and address its issues as their problems.

Discussions: Outline of Inspirational Leadership

This study ensured the five dimensions of inspirational leadership by EFA which is similar to the explanation of Bass & Bass (2008). Then, the researcher nomenclature these five factors as the five dimensions of inspirational leadership as intellectual stimulation, envisioning, managing impression, molding follower's expectation, and managing meaning alike Bass & Bass (2008). The first dimension of inspirational leadership is nomenclature as intellectual stimulation which refers as the encouraging behavior of school teachers to their coworkers for generating the innovative and creative ideas. In line of this, Kandel (2020) identified the high level of intellectual stimulation among school teachers of Nepal. Moreover, this study derived that the intellectual stimulation is composed by the items regarding inspire to handling new tasks, seeing the new problems from many world views, repeat the thinking and analysis process, and using of intelligence among school teachers. This finding is also supported by Antonakis (2012) and Sanchez-Cardona et al. (2018) in their studies. They revealed that the generation of innovative ideas are spawned by inspiring to view the same issues from multiple perspectives through the process of thinking, rethinking, and critical analysis. It means that the school teachers inspired their coworkers to carrying the creative and innovative ways to handling the problems because it is more efficient and effective than traditional ways of addressing issues. These all tasks collectively determines the intellectual stimulation which gives priority for sharing the values, ideas, and thoughts (Abdullah et al., 2018) via self-engagement to mitigating problems (Bolkan et al., 2011).

The envisioning is derived for nomenclature of the group of issues like creating hope and articulating the vision for future among employees. The creation of hope and projecting vision encouraged teachers for perform high in the work by focusing on idea to achieve it. So this derived ideas of envisioning is analogues to the Bryington (2016) who incorporated the clear visions, portraying

the dreams of opportunity, and encouraging followers to make it true by working hard in the organization. In line of it, the envisioning refers as the process of creating optimism and inspire followers to achieve the pre-determined goals (Kantabutra, 2020). Furthermore, the obtained results regarding envision is supported by Mascareno et al. (2019) which mentions that leadership visualized the opportunity which inspires their co-staffs to invest their efforts and indorse goal alignment among employees. Moreover, the visualizing the sketch relating an organization helps to grow creativity and innovativeness among employees. Then, ensuring of creativity and innovativeness contribute to conceptualizing the ideal school in terms of pedagogy, ideology, and internal and external environment of the school (Leshem, 2015). These all activities related to envisioning concerns to developing plans like School Improvement Plan (SIP), Five year plan, and annual plan etc in the school settings of Nepal (Dhungana, 2020). These plans are formulated by taking the collective decision of all stakeholders (e.g. teacher and parents) which are helpful to encourage leaders and teachers for envisioning to solve the problems of school. So envisioning is the one of the dimension of inspirational leadership which visualize the upcoming picture of the organization.

Managing impression is ensuring as the third dimensions of inspirational leadership which is composited of being the ideal among followers, going beyond self-interest, personal integrity, prefer challenging tasks and group works, and feeling happy with coworkers in this study. These derived data is similar to the perspectives of Schlenker, 1980 (as cited in Rozell & Gundersen, 2003) and Golfman (1959) who advocates the self-presentation as role model for developing good impression to others. While presenting self as an icon, the leaders tried all tasks of inspiration, motivation, and tactics that can influence followers. Aligning this finding, Dhungana (2020) supports it by revealing that the school leaders of Nepal appreciates and provides the incentives for good workings, and present self as an icon to their teachers. It is also referred to as the “self-presentation” (Golfman, 1959) where leaders try to influence others about the perception of their images. Besides the findings of this study, Dhungana (2020) further adds that putting the right person in right place by school principal also impressed their teachers towards them in the school of Nepal. So that all tasks and tactics which can influence and motivate followers for developing good impression are collectively incorporated within the dimension of managing impression.

This study also derived molding follower's expectation as the fourth dimensions of inspirational leadership. Molding follower's expectation is collectively formed by tasks like appreciating coworkers while they do good work, providing constructive feedbacks, inspiring coworkers for their development, utilizing free time to groom their job performance, and accepting the diversity regards individual needs and abilities in the school. This result about molding follower's expectation is in the line of Dhungana (2020) and Qu et al. (2015) who explains that creating of expectation is the trigger point of the inspiration among employees to perform the high job in the organization. Besides this results, Dhungana (2020) further explored that teachers observed the consistency and integrity about what principal says and do about the issues of school in the context of Nepal. The coherence and integrity shown by school principal also inspired to develop preferences and expectation among teachers. Moreover, the development of expectations helps to set the target of the organization (Walker, 2015). Considering it, the possibilities of achieving the target inspire followers for their job performance (Vance, 2006). The performance of these tasks generates the expectation among followers which transforms them to be more creative and critical thinkers to perform their job. So the molding of follower's expectations encourages the followers to employ their efforts in the job for getting organizational success.

Finally, this study derived managing meaning as the fifth dimensions of inspirational leadership which incorporated the feeling of the school teachers as they are essential parts of the school and also they took the problems of the school as their own problems. This derived findings shows that they are sentimentally attached with the school, taking ownership and giving more preferences to the school work rather than their personal tasks. This fact is also explored by Varney (2009) as a term of "civic virtue" which creates an inspiring environment for followers to feel them as a member of an organization. The ensuring of sentimental attachment among followers contributes to the organization for its survival and longevity which is the crucial part of managing to human resources (Varney, 2009). It is also stated as the meaningful work of leadership as sensitizes the values of the organization among followers (Walumbwa et al., 2013). The articulation of the organizational values is the prime element of managing meaning as part of inspirational leadership. It contributes to developing emotions among employees to feel ownership of the organization. The feeling of ownership

is developed from the culture of appreciation for the good performances of employees (Hastwell, 2021). It also upsurges when the leaders provide the values to their works which sentimentally bonded them with the organization. Furthermore, the feeling of ownership inspires employees to make efforts to solve organizational issues as their problems. So managing meaning as the one dimension of inspirational leadership is associated with the existence and durability of the organization.

Furthermore, the social exchange theory also explains educational leadership as the give and take relations between two parties (Duger, 2020). Relating to the social exchange theory, leadership inspires teachers, and in return, teachers highly perform their job (Elstad et al., 2011) in the school. It means that social exchange theory contributes to generating meaning in the context of analyzing inspirational leadership in school settings. In school, social exchange relations advocate the mutual benefits and give and take relations between teachers and their coworkers (e.g., Cropanzano & Mitchell, 2005). More specifically, the inspirational leadership regard critical and innovative thinking, projecting the ideal school, developing self-image as an icon, creating expectations, and feeling of ownership among teachers collectively helps to developing innovative ideas, trust, and confidence, believing in leadership, satisfaction, and sentiment attachment to the school are example of social exchange relation between teachers and their colleagues. So, these exchange relations contribute to determining the intellectual stimulation, envisioning, managing impressions, molding followers' expectations, and managing meaning as the five dimensions of inspirational leadership in the school setting of Nepal.

Conclusions

Inspirational leadership is the collective form of innovativeness, creative and critical thinking to generating new ideas, construction of plans, projecting the visual of ideal school, presenting self as an icon, giving preferences to the other's need, fulfilling teachers expectations, taking ownership of the school, presence of sentimental attachment to the schools and appreciating teachers in the setting of the school. This study categorized these entire ingredients of inspirational leadership into five broad dimensions; intellectual stimulation, envisioning, managing impression, molding follower's expectations, and managing meaning. More specifically, generating innovative ideas formulate intellectual stimulation,

planning the futuristic outlook of school, and presenting self as a role model creates envisioning and managing impression. Moreover, molding follower's expectations and meaning-making are materializing respectively by a belief system and a sense of ownership with sentimental attachment. Identification of these all dimensions of inspirational leadership is connected to the social exchange as inspirational leadership between school teachers and their coworkers. That's why inspirational leadership is not only limited to the inspirational motivation of teachers. It also covers all the functions of leadership as planning, organizing, leading, and controlling regards the setup of school. Thus, establishing these five dimensions of inspirational leadership assists policymakers in designing programs and measures to inspire and motivate school teachers in their jobs. This move could boost the job performance of school teachers. Furthermore, the elucidated data might be used to review literature for forthcoming researchers who will study school leadership.

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Impact of AI-Based Tools on Writing Skills

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Abstract

The increasing presence of artificial intelligence (AI) in education has led to the widespread use of AI writing assistants like Grammarly, QuillBot, and GPT-based tools. These tools promise to enhance writing quality by improving grammar, style, and clarity. However, their effects on long-term writing skills, particularly in academic settings, remain a topic of concern. This study investigates the impact of AI writing assistants on the writing skills of 100 English Language and Literature students at Kabul University. As their writing teacher, I conducted this research using a structured questionnaire to collect data about students' usage patterns, experiences, and perceptions of AI writing assistants. The results show that while students benefit from AI tools in terms of grammar and productivity, many express concerns about over-reliance and reduced critical thinking in writing. This research provides valuable insights into the role of AI in academic writing and offers recommendations for integrating AI tools without compromising skill development.

Keywords: Educational technology, Artificial intelligence, Language learning, Writing, improvement, Academic writing, Over-reliance on Technology.

INTRODUCTION

The integration of artificial intelligence (AI) into education has fundamentally transformed how students approach academic tasks, particularly writing. AI writing assistants, such as Grammarly, QuillBot, and GPT-based tools, are now widely used by students to improve grammar, style, and content generation. These tools offer



instant feedback, helping users correct errors and refine their writing more efficiently. According to Smith (2021), AI writing assistants have become particularly popular among non-native English speakers, as they provide personalized, real-time feedback that helps users avoid common mistakes. However, while AI tools are undeniably beneficial for surface-level improvements in grammar and structure, there is growing concern about their impact on students' long-term writing skills. Adams (2020) highlights that over-reliance on these tools could hinder the development of critical thinking, creativity, and self-editing abilities, raising questions about their role in academic learning.

The increasing dependence on AI tools among students has sparked debate among educators and researchers. While AI tools can reduce cognitive load and enhance productivity, they might also encourage a passive approach to writing. Miller (2019) notes that students who frequently use AI tools may fail to engage deeply with the writing process, relying on automated suggestions rather than developing their own critical editing skills. Similarly, Elbow (1998) emphasizes the importance of individual voice and creativity in writing, which may be diluted when students adopt AI-generated suggestions without reflection. Despite these concerns, the adoption of AI tools continues to grow, particularly in academic contexts where students are seeking ways to improve their writing under time constraints (e.g., Jones & Brown, 2020).

While AI writing assistants have demonstrated their ability to enhance grammatical accuracy and productivity, their long-term effects on students' writing proficiency remain unclear. Research has shown that while these tools help students achieve immediate improvements in their writing, they may not necessarily foster essential skills like critical thinking, creativity, and independent problem-solving (e.g., Ferris, 2004; Zhou & Xu, 2023). For instance, Chun (2020) found that students who relied heavily on Grammarly often struggled to internalize grammatical rules, raising concerns about their ability to self-correct errors without external assistance. Moreover, most existing research focuses on the experiences of students in Western contexts, leaving a significant gap in understanding how AI writing tools impact students in non-Western academic settings, such as Afghanistan. At Kabul University, where access to quality writing instruction is limited, the use of AI tools has become increasingly common among English Language and Literature students. However, it remains

unclear whether these tools are enhancing or undermining their long-term writing development.

This study is significant for several reasons. First, it addresses a critical gap in the literature by examining the experiences of English Language and Literature students at Kabul University, a context that has received little attention in previous research. As Warschauer and Grimes (2008) argue, understanding the role of digital tools in diverse educational settings is essential for developing effective teaching strategies. Second, the study explores the dual-edged nature of AI writing assistants. While prior research has established their benefits for grammar and productivity (e.g., Smith, 2021; Chun, 2020), less is known about their potential drawbacks, particularly in terms of fostering over-reliance and limiting creativity. This aligns with Vygotsky's (1978) Zone of Proximal Development, which emphasizes the need for learners to engage with tasks that challenge their current abilities, supported by appropriate scaffolding. AI tools, if overused, may provide excessive scaffolding, preventing students from developing the independent skills needed for effective writing.

By investigating how AI writing assistants impact students' writing skills at Kabul University, this study aims to provide educators with insights into how these tools can be integrated into writing instruction without undermining skill development. Specifically, it examines the extent to which AI tools enhance grammar and productivity, their effects on creativity and critical thinking, and the risks associated with over-reliance. The findings will contribute to the growing body of literature on AI in education and offer practical recommendations for balancing the use of AI tools with traditional writing instruction.

1. To assess the extent to which AI writing assistants improve students' writing skills, particularly in grammar, vocabulary, and structure
2. To explore whether AI tools affect students' creativity and critical thinking in writing
3. To determine the potential risks of over-reliance on AI writing tools among university students

LITERATURE REVIEW

Historical Context: The Evolution of Writing Aids

The history of writing aids is long and varied, dating back to the earliest tools used for scribing on clay tablets or parchment. With the advent of the typewriter and word processors in the 20th century, writing technology began to substantially influence the way people composed texts. According to Sweller (1988), Early tools such as spellcheckers and basic grammar checkers became integrated into word

processing software in the 1980s and 1990s, offering users unprecedented ease in correcting common errors. However, these tools were limited in scope, primarily functioning at the level of individual word errors or basic sentence structure.

The leap from these early tools to modern AI writing assistants represents a significant technological transformation. Unlike traditional tools, which primarily focused on error detection, AI writing tools are capable of understanding context, suggesting stylistic improvements, and even generating content based on user prompts. This shift is due to advancements in Natural Language Processing (NLP) and Machine Learning (ML), allowing modern AI tools to process and produce human-like text. Good fellow et al. (2014) introduced the concept of Generative Adversarial Networks (GANs), which played a significant role in advancing AI's ability to generate human-like writing.

AI Writing Assistants and their Role in Education

AI writing assistants have become popular among students for their ability to improve grammatical accuracy, vocabulary choice, and sentence structure. Tools like Grammarly and QuillBot use machine learning algorithms to detect errors and offer real-time corrections. According to Smith (2021), these tools are particularly useful for non-native English speakers, as they provide instant feedback that helps users avoid common mistakes. In an academic context, AI tools are increasingly being used to enhance the quality of written assignments. Jones and Brown (2020) found that students who used Grammarly saw significant improvements in their grammar scores. However, the authors also caution that these improvements may not translate into lasting writing skills if students rely too heavily on the tool for error correction.

Concerns Regarding Over-Reliance on AI Writing Assistants

While AI writing tools offer clear benefits, several scholars have raised concerns about their long-term impact on students' writing abilities. Miller (2019) argues that students who use AI tools extensively may become overly dependent on them, leading to a decline in their ability to self-edit and think critically about their writing. Similarly, Adams (2020) found that while AI tools improve productivity, they can limit creativity by suggesting formulaic or repetitive patterns in writing.

Artificial Intelligence in Education

The integration of AI into education has been a topic of interest for many years. Historically, AI's role in learning environments has focused on providing automated, personalized feedback to learners in various domains, including writing. Luckin et al. (2016) explored the concept of "intelligent tutoring systems," which are AI-driven platforms that offer adaptive learning experiences tailored to individual student needs. These systems, while primarily focused on mathematical and scientific subjects, laid the groundwork for AI writing assistants, which now provide similar personalized feedback in the domain of writing.

A study by Warschauer and Grimes (2008) examined the use of digital writing tools in classrooms, noting that while such tools could enhance students' engagement with writing, they also raised concerns about over-reliance. Their research highlighted the importance of balancing technological assistance with traditional writing instruction to ensure that students develop essential writing skills. This concern is echoed in contemporary discussions about AI writing assistants, where the balance between technological aid and independent skill development remains a central issue.

AI Writing Assistants: Grammar and Syntax

Numerous studies have demonstrated the effectiveness of AI writing assistants in improving grammatical accuracy, particularly among non-native speakers of English. Bitchener and Ferris (2012) emphasized the importance of corrective feedback in second-language writing, arguing that immediate, detailed feedback can significantly improve learners' grammatical accuracy. AI writing assistants provide such feedback in real-time, allowing users to correct mistakes as they write. Chun (2020) conducted a study on non-native English speakers using Grammarly, finding that students who regularly used the tool improved their grammatical accuracy more quickly than those who relied solely on traditional instruction.

However, several scholars express concerns about the long-term effects of relying on AI for grammar correction. Ferris (2004) warned that over-reliance on corrective feedback could lead to "error fossilization," where learners become dependent on external corrections rather than internalizing grammatical rules. This concern is particularly relevant to AI writing assistants, which not only correct errors but also suggest rephrasing without requiring the user to fully understand the underlying grammatical principles.

In a similar vein, Nunan (1999) argued that language learners benefit most from engaging with challenging tasks that push them to think critically about language use. While AI writing assistants can make writing easier, they may also

reduce the cognitive load required for users to engage deeply with grammatical structures. This reduction in cognitive effort could inhibit the learning process, as users may come to rely on the AI to resolve issues they would otherwise need to solve independently.

AI Writing Assistants and Writing Coherence

Coherence, or the logical flow of ideas in a text, is another area where AI writing assistants have made significant strides. Tools like Grammarly and ProWritingAid offer suggestions not only for sentence-level corrections but also for improving the overall structure of a document. These tools analyze the organization of paragraphs, the connections between ideas, and the transitions between sentences, offering users suggestions on how to improve the logical flow of their writing.

Kellogg (1994) explored the cognitive processes involved in writing, noting that organizing ideas into a coherent structure is one of the most challenging aspects of the writing process. AI writing assistants can alleviate some of this cognitive burden by identifying areas where the logical flow breaks down and offering specific suggestions for improvement. Liu (2022) conducted a study examining the use of AI writing tools among professional writers, finding that these tools were particularly effective in helping users improve the clarity and coherence of technical documents.

However, there is some concern that these tools might oversimplify the revision process. Flower and Hayes (1981) introduced the cognitive process theory of writing, which emphasizes the importance of deep, iterative revision as part of the writing process. AI writing assistants, by offering quick fixes for coherence issues, may encourage users to make surface-level revisions without engaging in the deeper, more reflective revisions that are necessary for producing high-quality writing. Sommers (1980) argued that meaningful revision involves more than just fixing surface errors; it requires writers to rethink and reshape their ideas, a process that may be undermined by the "quick fix" mentality encouraged by AI tools.

Creativity and AI-Generated Text

The role of AI writing assistants in fostering or hindering creativity is a subject of significant debate. Creativity in writing involves not only the generation of new ideas but also the ability to express those ideas in unique and compelling ways. AI writing assistants, particularly those powered by models like GPT-3 and

GPT-4, can generate human-like text, offering writers potential solutions to writer's block or providing alternative ways of phrasing ideas. McWilliams (2021) found that writers using AI tools were able to generate content more quickly and overcome creative blocks more effectively than those who did not use these tools.

However, critics argue that AI-generated text often lacks the depth, nuance, and emotional resonance that human writers bring to their work. Elbow (1998) emphasized the importance of voice in writing, arguing that the best writing reflects the unique perspective and personality of the author. AI-generated text, while often grammatically correct and coherent, can feel impersonal or generic, lacking the distinct voice that characterizes truly creative writing.

Moreover, there is concern that over-reliance on AI for content generation could stifle creativity. Amabile (1996) proposed the componential theory of creativity, which suggests that creativity arises from a combination of domain-relevant skills, creativity-relevant processes, and intrinsic motivation. By outsourcing some of the creative processes to AI, writers may reduce the amount of cognitive effort and intrinsic motivation they invest in their work, potentially diminishing their creative output over time. Zhou and Xu (2023) found that writers who relied heavily on AI-generated content were more likely to produce formulaic, uninspired writing compared to those who generated content independently.

Cognitive Load and Learning

The concept of cognitive load is critical in understanding how AI writing assistants impact the writing process. Sweller (1988) introduced cognitive load theory, which suggests that the human brain has a limited capacity for processing information, and reducing cognitive load in one area can free up mental resources for other tasks. AI writing assistants, by automating tasks such as grammar correction and sentence rephrasing, can reduce the cognitive load associated with writing, allowing users to focus more on higher-order concerns such as content and creativity.

However, as Kirschner et al. (2006) point out, minimizing cognitive load too much can also hinder learning, particularly when learners are not required to engage in the effortful process of problem-solving. In the context of writing, if AI writing assistants handle too much of the cognitive burden, users may not develop the skills necessary to identify and correct their own errors. This aligns with

Vygotsky's (1978) theory of zone of proximal development, which emphasizes the importance of learners engaging with tasks that are just beyond their current abilities, with appropriate scaffolding to support their development. AI writing assistants, by providing too much scaffolding, may prevent learners from fully engaging in this critical learning process.

The Ethical Implications of AI in Writing

AI writing assistants also raise important ethical considerations, particularly in academic and professional contexts. Howard (1995) introduced the concept of "patchwriting," where writers rely heavily on paraphrasing and rewording existing texts without fully understanding the content. The ease with which AI writing assistants can generate and rephrase text raises the risk of patchwriting, as users may be tempted to accept AI-generated suggestions without critically engaging with the material.

Additionally, there are concerns about authorship and originality. Lanier (2014) and Carr (2010) have both argued that over-reliance on AI tools could lead to a diminished sense of authorship, where users no longer feel ownership over their writing. This raises questions about intellectual property and the ethical use of AI-generated content, particularly in contexts where originality and personal expression are highly valued.

Impact on Writing Coherence and Organization

Writing coherence, or the logical flow of ideas, is another area where AI tools have demonstrated utility. Tools like Grammarly and Pro Writing Aid not only correct sentence-level errors but also analyze paragraph organization and suggest improvements for logical flow. Liu (2022) found that professional writers using AI tools reported significant improvements in the clarity and coherence of their technical documents. Similarly, Kellogg (1994) noted that reducing cognitive load through such tools can allow writers to focus on higher-order concerns, such as idea development and argumentation.

Despite these benefits, critics argue that AI tools may oversimplify the revision process. Flower and Hayes (1981), in their cognitive process theory of writing, emphasized that meaningful revision involves rethinking and reshaping ideas rather than merely fixing surface-level errors. This concern is echoed by Sommers (1980), who argued that quick fixes encouraged by AI tools could discourage deeper, iterative revisions essential for high-quality writing.

Creativity and Critical Thinking in Writing

The relationship between AI writing tools and creativity is a subject of ongoing debate. On one hand, tools powered by advanced models such as GPT-3 and GPT-4 can assist writers by generating ideas, rephrasing text, and overcoming writer's block. McWilliams (2021) found that writers using these tools were able to produce content more quickly and overcome creative stagnation more effectively than their counterparts who did not use AI.

On the other hand, critics argue that AI-generated content often lacks originality and depth. Elbow (1998) highlighted the importance of voice and individual expression in writing, which may be diluted by AI-generated suggestions. Furthermore, Amabile (1996), in her componential theory of creativity, suggested that creativity arises from a combination of domain-relevant skills, creativity-relevant processes, and intrinsic motivation. By automating parts of the creative process, AI tools may reduce the cognitive effort and intrinsic engagement required to produce truly original work. Zhou and Xu (2023) found that writers who heavily relied on AI-generated content were more likely to produce formulaic and uninspired writing compared to those who approached writing independently.

Over-Reliance on AI Writing Assistants

A recurring theme in the literature is the risk of over-reliance on AI tools. Miller (2019) argued that extensive use of AI writing assistants could lead to a decline in students' ability to self-edit and think critically about their own writing. Similarly, Adams (2020) found that while AI tools improve productivity, they may encourage students to accept suggestions passively, limiting their engagement with the writing process. This concern is supported by Howard's (1995) concept of "patchwriting," where writers rephrase content without fully understanding it, a behavior that AI tools may inadvertently encourage.

From a theoretical perspective, Vygotsky's (1978) Zone of Proximal Development highlights the importance of learners engaging with tasks just beyond their current capabilities, with appropriate scaffolding to support their growth. While AI tools can provide such scaffolding, they risk becoming a crutch if overused, preventing students from developing the independent skills needed to navigate challenging writing tasks. Similarly, Kirschner et al. (2006) noted that

excessive cognitive load reduction through external aids could hinder deep learning, as learners are not required to engage in effortful problem-solving.

This review highlights the dual-edged nature of AI writing assistants: while they enhance grammatical accuracy and productivity, they may undermine deeper learning processes, such as creativity, critical thinking, and independent problem-solving. The current study addresses these gaps by investigating the impact of AI writing assistants on the writing skills of English Language and Literature students at Kabul University, focusing on their potential to enhance or impede long-term skill development. By drawing on Cognitive Load Theory and Vygotsky's Zone of Proximal Development, this research aims to provide a nuanced understanding of how AI tools influence the writing process and offer recommendations for their effective integration into academic settings.

Although existing studies provide valuable insights into the benefits and limitations of AI writing assistants, several gaps remain. First, most studies focus on short-term improvements in grammar and coherence, with limited attention to the long-term effects of AI tools on critical thinking, creativity, and independent skill development. For example, Smith (2021) and Jones and Brown (2020) highlight the immediate benefits of tools like Grammarly but do not explore whether these improvements translate into lasting writing proficiency. Second, there is little research on the experiences of students in non-Western academic contexts, such as Afghanistan, where access to AI tools and writing instruction may differ significantly. Third, while several scholars have raised concerns about over-reliance on AI, few studies have examined how educators can balance the use of AI tools with traditional writing instruction to mitigate these risks.

METHODOLOGY

This study used a quantitative research design, with data collected through a structured questionnaire. The questionnaire was designed to assess students' use of AI writing assistants, their perceptions of the tools' impact on their writing skills, and their concerns about over-reliance on AI. The participants of this study were 100 students from the Department of English Language and Literature at Kabul University. These students were selected from a larger population of approximately 250 second- and third-year students in writing classes of English department. The study used a stratified random sampling method to ensure representation across both second-year and third-year students. The population

was first divided into two strata based on academic year (second and third year). From each stratum, a proportionate number of students were randomly selected to achieve a final sample size of 100 participants (60 second-year students and 40 third-year students). This approach ensured that the sample accurately reflected the composition of the target population while reducing potential biases in participant selection. All participants were in their second or third year of study and were enrolled in writing courses where the use of AI writing assistants was either required or encouraged. A structured questionnaire was used to collect data from the participants. The questionnaire was divided into four sections. The first part was about demographic information. For example, Age, gender, academic year, and frequency of AI tool usage were included in this part. The second part was about the usage of AI writing assistants. This part finds about the types of AI tools used (e.g., Grammarly, QuillBot, GPT), frequency of use, and reasons for using AI tools (e.g., grammar correction, style improvement, content generation). The third part was about the perceived impact on writing skills. A Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) was used to measure students' perceptions of how AI writing assistants affected their grammar, vocabulary, creativity, and overall writing skills. The last part find concerns about over-reliance on AI tools in writing skill. Open-ended questions explored students' concerns about becoming too dependent on AI tools for writing tasks. As the students' writing teacher, I distributed the questionnaires during class. I provided an explanation of the study's purpose and assured students that their responses would remain anonymous. The completed questionnaires were collected after 20 minutes. The data were analyzed using descriptive and inferential statistics. Frequencies and percentages were used to describe the demographic characteristics of the participants and their usage of AI writing assistants. Means and standard deviations were calculated for the Likert scale items. Pearson correlation coefficients were used to examine the relationships between the frequency of AI tool usage and perceived improvements in writing skills. The open-ended responses were analyzed using thematic analysis to identify common concerns regarding AI tool over-reliance.

RESULTS AND DISCUSSION

The data were collected from the 100 participants. Out of the 100 participants, 56% were females and 44% were males. The majority of the participants were between the ages of 19 and 22. In terms of academic year, 60%

were second-year students, and 40% were third-year students. Regarding the use of AI writing tools, 40% of the students reported using Grammarly, 30% used QuillBot, 15% used GPT-based tools, and 15% used other AI writing assistants. Most students (70%) used these tools at least once a week, while 30% used them less frequently.

Usage of AI Writing Assistants

The majority of students (65%) used AI writing assistants primarily for grammar correction, while 20% used them for improving sentence structure and style. Only 15% of the participants used AI tools for content generation, such as brainstorming or drafting. This indicates that most students relied on AI tools for surface-level improvements rather than for more creative aspects of writing.

Perceived Impact on Writing Skills

The results showed that students generally perceived AI writing assistants as beneficial for improving specific aspects of their writing. The mean score for grammar improvement was 4.3 (on a scale of 1 to 5), indicating that students felt AI tools were effective in reducing grammatical errors. However, the mean score for creativity was only 2.8, suggesting that students did not believe AI writing assistants contributed significantly to their creative writing abilities.

The correlation analysis revealed a moderate positive relationship ($r = 0.58$, $p < 0.01$) between the frequency of AI tool usage and perceived improvement in grammar. However, there was no significant correlation between AI tool usage and perceived improvement in creativity ($r = 0.12$, $p > 0.05$). This suggests that while AI writing assistants are effective in helping students produce grammatically correct texts, they may not foster more complex writing skills, such as critical thinking or creativity.

Concerns about Over-Reliance

The thematic analysis of the open-ended responses revealed several concerns about over-reliance on AI writing tools. Many students (45%) expressed worry that frequent use of AI assistants might reduce their ability to self-correct errors. One student noted, *"I rely too much on Grammarly to fix my mistakes, and I'm afraid I'm not learning from them."* Another common concern was that AI tools might limit creativity, with one participant stating, *"The suggestions from AI sometimes make my writing feel too formal or robotic. I feel like I'm losing my personal voice."*

DISCUSSION

The findings of this study align with previous research that highlights both the benefits and limitations of AI writing assistants. While students at Kabul University clearly benefit from the grammar and productivity enhancements provided by these tools, there are significant concerns about over-reliance and the potential for reduced engagement with the writing process. This is consistent with Miller (2019) and Jones and Brown (2020), who similarly found that students often depend on AI tools for surface-level corrections at the expense of deeper learning and creativity.

One of the key findings was that students perceived AI tools as highly beneficial for improving grammar, with a mean score of 4.3 on the Likert scale. This aligns with previous studies, such as Smith (2021) and Jones and Brown (2020), who also reported that AI tools like Grammarly significantly enhance grammatical accuracy. These results support the application of Cognitive Load Theory (Sweller, 1988), as AI writing tools reduce the cognitive burden associated with error correction, allowing students to focus more on content development. However, this cognitive relief may come at a cost, as the findings also revealed that students felt AI tools did not contribute significantly to their creativity or critical thinking, with a mean creativity score of just 2.8. This echoes concerns raised by Miller (2019) and Adams (2020), who warned that reliance on AI tools might limit opportunities for deeper engagement with the writing process.

The study also highlights the risks of over-reliance on AI writing assistants. Nearly half of the participants (45%) expressed concerns that frequent use of these tools could reduce their ability to self-correct errors and engage critically with their writing. This finding resonates with Howard's (1995) concept of "patchwriting," where users paraphrase or accept AI-generated suggestions without fully understanding the underlying content. Additionally, Vygotsky's (1978) Zone of Proximal Development suggests that while scaffolding is necessary for learning, excessive reliance on external aids like AI tools can hinder the development of independent skills. These findings emphasize the importance of balancing the use of AI writing assistants with traditional methods of writing instruction to ensure the development of higher-order skills such as creativity, critical thinking, and self-editing.

Furthermore, while AI tools were found to improve surface-level aspects of writing like grammar and coherence, their impact on deeper, iterative processes such as revision and idea development was limited. This observation aligns with Flower and Hayes' (1981) cognitive process theory of writing, which highlights the importance of meaningful engagement with revisions to produce high-quality writing. The study's results suggest that students using AI tools may focus on quick fixes rather than engaging in reflective, iterative revision processes. Similarly, Amabile's (1996) componential theory of creativity underscores the importance of intrinsic motivation and cognitive effort in creative tasks, both of which may be diminished when AI tools automate significant portions of the writing process.

In conclusion, the study expands on existing research by providing evidence from a non-Western academic context, specifically the experiences of students at Kabul University. While the findings reiterate the immediate benefits of AI writing assistants in improving grammar and productivity, they also underscore the long-term risks of over-reliance, such as reduced critical thinking and creativity. These results contribute to the growing body of literature advocating for the balanced integration of AI tools into educational settings. Educators should focus on teaching students to use AI tools as supplementary aids rather than replacements for their cognitive and creative efforts, ensuring that students develop the independent writing skills required for academic and professional success.

CONCLUSION

This study explored the impact of AI writing assistants on the writing skills of English Language and Literature students at Kabul University, focusing on their perceived benefits and potential drawbacks. The findings revealed that while these tools significantly improve surface-level writing skills, such as grammar and coherence, their influence on deeper aspects of writing, such as creativity and critical thinking, is limited. Moreover, concerns about over-reliance on AI tools highlight the need for a balanced approach to their use in educational settings. These observations are consistent with Cognitive Load Theory, which underscores how AI tools reduce the cognitive burden of error correction but may also hinder the development of independent writing skills if overused. Similarly, Vygotsky's Zone of Proximal Development emphasizes the importance of engaging students with tasks that challenge their abilities, while offering appropriate scaffolding.

The study contributes to the growing body of literature on the role of AI in writing instruction by providing evidence from a non-Western academic context, an area that has been relatively underexplored. It highlights the importance of integrating AI tools into writing courses in ways that enhance, rather than replace, critical aspects of the writing process. Educators should focus on teaching students to use AI writing assistants as supplements to their writing processes, encouraging them to engage critically with the tools' feedback and to prioritize the development of their creativity, critical thinking, and self-editing skills. Writing instruction should also include explicit lessons on grammar, style, and revision to help students internalize the mechanics of effective writing and reduce dependency on AI tools.

Finally, the study emphasizes the need for further research, particularly longitudinal studies that examine the long-term effects of AI tool usage on writing proficiency. Future research should also explore innovative strategies for integrating AI tools into writing pedagogy to ensure that students benefit from their capabilities without compromising their skill development. By addressing these gaps, educators and researchers can better understand how to leverage AI writing assistants to complement traditional instruction, ultimately fostering independent, creative, and proficient writers.

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Strategies Used in Translating a Text from Nepali to English: "A Case of Ke Nepal Sano Chha?"

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Abstract

Translation has become important in modern linguistic and cultural studies, yet it remains a difficult and most awaiting attempt. This study explores the strategies adopted by the translator in rendering the meaning of the source language (Nepali) text into the target language (English). Mainly, it observes the translation of a Nepali essay 'Ke Nepal Sano Cha?' written by Laxmi Prasad Devkota into English text 'Is Nepal Small?' by Govind Raj Bhattarai. I employed a corpus based research design utilizing parallel corpora of the Nepali essay into English versions of the text. The data for the study were derived from both versions of the essay, with observation serving as the primary method of data collection. The analysis identifies several frequently utilized translation strategies, including translation by more general terms, translation by neutral terms, translation using loan words with or without explanations and sense-based translation. The findings present the challenges essential in the translation process, emphasizing issues related to lexical, cultural and contextual equivalence. These findings highlighted the intrinsic difficulty achieving exact translation which resulted because of the cultural and linguistic nuances embedded in languages. The study suggested that proper translation involve a deep understanding of the source and target languages as well as their corresponding cultural contexts. These intuitions have implications for improving translation practices and strategies in future linguistic and literary endeavors.

Keywords: *Translation strategies, gaps, cultural reference, sense translation, Deletion*



Introduction

Translation is at the center of human civilization. Dam, Brøgger, & Zethsen, (2019) state that "Translation as an activity, a phenomenon, a concept is of course as old as mankind, and has been and will continue to be part of human life regardless of the existence or not of a scholarly field "(P.1) Translators change the given linguistic system (in the source language) into one that they can somewhat customize to their preferences (in the target language) during the translation process (Popovi'c, 2019). Translation is the process of encoding the meaning and form of the source language into the target language using the source language's decoded meaning and form. We are in a situation where we have to translate or die. With the growth of globalization, the need for translation has increased. To make the literature produced in one language readable for people other than that particular language translation is a must.

The discipline of translation studies is relatively new (Munday, 2010). While the practice of translating has a long history, the formal academic study of translation only gained prominence in the second half of the 20th century (Munday, 2001). Before the 1960s, translation was often treated as a language learning activity rather than a distinct field of study. It was frequently used in the grammar-translation method of language instruction, where students translated disconnected sentences to show their understanding of grammatical rules. Translation studies emerged as a separate discipline through the influence of many key developments.

Translation studies has increasingly drawn on concepts and methodologies from wide range of disciplines, including linguistics, cultural studies, philosophy, sociology and history (Munday, 2010). Contemporary translation studies is characterized by a movement from prescriptive approaches to descriptive ones, emphasizing on analyzing what translation actually looks like in practice. There is now more emphasis on understanding the translator's role, decision-making processes and sociocultural context (Nzimande, 2023)

Translation has been used to transfer written or spoken source language texts to equivalent written or spoken target language texts. According to Ordudari (2007, P.1) the purpose of translation is to reproduce various kinds of texts in another language and thus making them available to wider readers.' Translation is the process of rendering the meaning of the source language in the target

language. With growing trend and demand of globalization translation is broadening its scope and area. Literary translation is a intricate process of regenerating the given text in a unique form that involves the examination of layers of meaning and rewriting them in the target language (Adhikari, 2019). "Translation of the literary text is very challenging since literary texts are loaded with emotions and feelings of the author. These texts contain ideas that are related to the culture of the source language and as a translator one has to give the same sense to the text. Translation is done with many languages and in Nepal the translation is supposed to begin in the early 1970s nearly four decades after the first appearance of modern writing in Nepali (Adhikari, 2017).

The most challenging aspect of translation is to translate the culture specific terms and the greater the differences between the languages, the more difficult it become to translate and the more cultural overlap between them the less the translation problems occur (Daghoughi & Hashemian 2016) .The interlingual translation is bound to reflect the translator's own creative interpretation of the SL (Bassnett 2005, p 86).

Translation is not an easy task, it needs meditation, skill, and knowledge of the language if it is not done with full care many issues can be generated. Since a translation technique is used to convey the meaning of text fragments, a translation method is used in relation to the entire text. The methods are considered justified, unjustified, or incorrect in terms of their intended purposes since they can be validated in a specific setting (Molina, L. and Albir, H. A. 2002).

According to Popovic (2019) the following issues can be noticed with the translated version of the text in English which he named as negative shift:

- (1) mistranslation of information;
- (2) 'subinterpretation' of the original text;
- (3) superficial interpretation of connections between intentional correlatives.

(as cited in Bassnett 2005 P. 119)

I think these issues remain in translation because of the cultural gap between the language and the lack of competence on the part of translator while attempting to translate. Translators need to understand the culture, words, and many other

areas of both languages. In this regard we can say a good translator must be a good bilingual who has knowledge of both knowledge and culture. For Neupane (2020) to be a good translator bicultural understanding is required on the part of the translator. Neupane (2020) define culture as, 'Culture refers to customs, arts, social institutions, rituals and rites of a particular group of people.' The literary texts always contain several cultural terms in them and the translator struggles most to find the parallel terms in the target language so that the meaning and the impact that the source language text has created upon the audience can be maintained in the target language.

Similarly, the translation of the proverb is the other challenging issues for the translators. Neupane (2021) defines proverbs as brief, witty, idiomatic, popular and pithy expressions, based on accumulated folk experiences and there is not any ultimate method and/or model of translation. Regarding difficulty in translating the proverbs Neupane (2021) further mentions 'Since proverbs are epigrammatic in the cultural history and so figurative quality of all of the proverbs cannot be translated by using a single strategy.' The figurative language of the proverbs and illocutionary function and perlocutionary function that it serves make it more difficult to translate. Translation is a very meticulous task according to Belloc (as cited in Bassnette, 2005) mentions general rules for translation of the text. Translator should consider the work as an integral unit. The other rule that is put forward is regarding the translation of idioms. The idiom need to be translated by idiom we can't translate idiom by word to word translation. Similarly, the translation should truly understand the intention of the source language text writer and this helps in getting more equivalent translation. Similarly, translator should be careful about the words or structure that may appear in both the languages. Most important of all is translator should not ornament. The translator should not use his intention and feelings with the text and exaggerate the ideas that are present in one language to other.

In this research I have attempted to find out the various strategies that the translators have adopted in the process of translating an essay written in Nepali by Laxmi Prasad Devkota translated into English by Govind Raj Bhattatrai. Through a sample text I wanted to explore the techniques that the translator has followed which in long run be useful for the translators who to adopt in the translation process.

I have realized that the translation is difficult task as expressed by Rabassa, (2005). I attempted to translate one of the text as an assignment during M.Phil program and realized the difficulty in the process for that reason to explore what strategies the translators use during the process of translation. Though it sound simple to look at but as we delve into the literature we realize the real difficulty that we encounter during this process. So, through this attempt I wanted to find out the strategies that the translators actually adopted in this process. This study will be useful for the green translators who attempt to translate the literary text to English. The findings will be helpful for finding out the challenges that the translator face and the attempt that they make in the process of translation.

Methods and strategies adopted to translate the text

Every translator has their own methods of translating the texts from source language to the target language. According to Newmark (as cited in Orudari 2007) the strategies that a translator adopts is word for word translation. When two languages have equivalent word in both languages this strategy is applied. Students pause when facing difficulties in understanding English text, were striving to accommodate the equivalent terms in the foreign language, and were struggling with their spelling when translating (Swar & Mohsen, 2023).

1. Word-for word translation
2. Literal Translation
3. Faithful translation
4. Semantic translation
5. Adaption
6. Free translation
7. Idiomatic Translation
8. Communicative Translation

The translator employs a range of strategies to render the source text into the target language effectively. One such strategy is translation by a more general term, wherein the translator selects a word or phrase that closely aligns with the meaning of the source language (SL) text, though it may lack exact equivalence. Additionally, the translator may opt to replace the SL terms with more neutral or less expressive words, particularly in instances where cultural or contextual differences make direct translation challenging. Another commonly employed strategy involves the use of loanwords from the SL, often accompanied by brief

explanations to clarify their meaning in the target language (TL). Furthermore, when certain ideas or expressions are deemed untranslatable due to linguistic or cultural disparities, the translator may resort to paraphrasing, reformulating the content to convey the intended meaning while maintaining coherence in the TL text. These strategies collectively highlight the translator's adaptive approach to addressing the complexities of cross-linguistic and cross-cultural translation.

If the terms are impossible to find in the target language and cannot explain some time the translator avoid it but the care must be taken to render the meaning and the sense must be preserved. And translators sometimes have to add the ideas associated with the text for making the sense clear to the readers in the TL.

Methodology

This study was conducted with a purpose to find out the strategies that the translator adopts during the translation of the text from Nepali into English. The corpus of this article was *ke nepal saano cha?* written by Laxmi Prasad Devkota and its translated version '*Is Nepal Small*' by Prof. Dr. Govind Raj Bhattarai. I have followed qualitative Research approach under which I have adopted corpus based research design. I have compared the texts manually to find the equivalence and properties of translation associated with them. I have used the transliteration for mentioning the terms in source language.

I followed corpus-based research design which uses secondary sources of data that include original and translated versions of the selected essays. I collected the words that are used in the source language and their translated versions in the target language texts. I used random sampling procedure to select the words. Overall impression was also considered while selecting between the terms for analysis. The comparison was then done to derive the finding by using qualitative approach to analyze and interpret the data in order to reach the conclusion. This paper is targeted to the descriptive study on the basis of comparison of two versions i.e. original version of *Ke Nepal Sano Cha* in Nepali and translated version *Is Nepal Small?* in English.

Source materials

The study has used the Nepali version and the English version of the texts assigned. The original text written by Laxmi Prasad Devkota which is taken from Laxmi Nibandh Sangraha entitled 'Ke Nepal Sano Chha?' This is a powerful and patriotic essay that challenges the perception of Nepal as a small and insignificant country. Devkota is a celebrated figure in Nepali literature, uses this essay to highlight the unique qualities and strengths of Nepal, despite its geographical size. The text is the explanation of the patriotic feeling of the author towards his motherland. The author uses hyperbole and exaggeration to describe his feeling towards the nation. The use of metaphors is one of the key characteristics of the source text. The choice of words spellbound the readers as they read. The text contains typical Nepali words as well which needs some explanation even for the readers from the same language creates a different feeling towards the readers in the source text.

This essay has been translated by Prof. Dr. Govind Raj Bhattarai, a prominent literary figure in translation and widely regarded as a pioneer of translation in Nepal. The translator has sought to capture the essence of the original text, evoking emotions and sentiments akin to those intended by the source language author. However, an exact translation is inherently challenging, as language is deeply intertwined with culture, and cultural nuances are among the most difficult elements to convey. Due to linguistic disparities in vocabulary, grammar, and the emotional resonance of the text, achieving a perfect translation is unattainable. In such instances, the translator has prioritized conveying the meaning and essence of the original text rather than adhering to a literal, word-for-word translation. In this study I have studied various strategies that the translator has adopted while translating the essay *Ke Nepal Sano chha?*. I am using the framework that Orudari has identified regarding the translation and figuring out some additional strategies that the translator has adopted. I am particularly looking into how the gap those two languages have due to its culture and what strategies the translator has used to bridge this gap in terms of translation by more general terms, neutral terms, and loan words. What is the situation of the onomatopoeic words, how are pronominal forms translated and the strategies like omission and insertion used in the translation process.

Findings and Discussion

'Ke Nepal Sano Chha?' is the essay written by great poet Laxmi Prasad Devkota. He is considered as the greatest poet for his contribution in the field of literature in Nepal. His literary works are overloaded with love, emotions and patriotic feelings (Adhikari, 2020). This essay is an example of his masterpiece. The author has included exaggeration and hyperbole to prove his rhetorical question. The use of language used to praise the nation is the most challenging aspect of translation. Similarly, the skill that the author contains to use the words to mention in detail about the ideas he wants to prove creates problems for anyone who would like to translate his texts.

The translator, Pro. Dr. Govind Raj Bhattarai, has done justice to the text in the process of translation to bring it in the final shape. We know translation of the text from one language to the other is a great challenge as it contains cultural specific terms, gaps in terms of ideas, and the variation in concepts. But the author has done full justice while translating the text. The author used word for word translation technique in most of the cases however it's not always possible to follow only that strategy so there are many other strategies' that seems to be used to reduce the gap between the languages and convey the meaning in the target language maintaining the same sense. The author has tried his best to create the same emotion for the readers in English language that the original author was able to create upon the first language users. The following sections explain the strategies the translator has used in translation.

Translation by a more general term

One of the greatest challenges for the translator is to find the exact word with the same feeling in the target language. For Newmark (2003) literal translation becomes increasingly difficult and finding is difficult. If that gap is found the translator compensates for that gap by replacing the term with a more general term. The interpreter has utilized general terms because of the absence of explicit ones to replace the SL expressions. The models in table 1 demonstrate that SL expressions are subordinates to the TL superordinate, which have been utilized to supplant SL subordinates.

For example, *khadilo* in SL refers to very compact things when they are kept in some vessels. This typical term cannot be translated that way in the TL so the

translator has used the term *Solid* for bridging the gap. Likewise, the word *bishwaprem* which can be translated as world love but is translated as *philanthropy*.

Table 1

Use of More General Terms during Translation

Source Language terms	Target Language terms
<i>Mohani</i>	<i>charm</i>
<i>Awahawaa</i>	<i>characteristics</i>
<i>Pakahndipan</i>	<i>hierocracy</i>
<i>Grishma garam</i>	<i>cool spring</i>
<i>Nileko</i>	<i>swallowed</i>
<i>Chasmaa</i>	<i>spectacles</i>
<i>Ekanase</i>	<i>monotonous</i>
<i>Nitya</i>	<i>close</i>
<i>ghotlirahekaa</i>	<i>meditating</i>

Table 1 presents the occurrences of the words in the target language where the exact translation is not possible. The translator has replaced the words with more general term while representing in the target language.

Translation by neutral terms/less expressive terms

The translator has used less expressive terms to convey the propositional meaning of source language into target language. This resulted because of the gap between the languages and may cause the variation in the meaning conveyed by the text. For example, the word *chandijibre* is translated as *sliver lips*, to convey the meaning in the TL texts.

Table 2

Translation by Neutral terms/less Expressive Terms

Source Language Terms	Target Language Terms
<i>Chandijibhraa</i>	<i>silver lips</i>
<i>Magaj</i>	<i>mind</i>
<i>EkohorogaaDhaa</i>	<i>monotonous</i>
<i>barsanChha</i>	<i>descends</i>
<i>Dagurdaichan</i>	<i>flowing</i>
<i>grishma garam</i>	<i>cool spring</i>
<i>bokre niyama</i>	<i>shallow laws</i>
<i>Jaatii (ethnic)</i>	<i>people</i>
<i>Niilekaa(mugged)</i>	<i>swallowed</i>
<i>Lawaj(tone)</i>	<i>language</i>

Table 2 presents that the terms like *magaj*, *jatti* from the source text is translated in the Target language by representing with the neutral or less expressive terms into *mind*, *people* as the exact word is not possible to find in the target language.

Translation by loan terms (plus explanation)

This strategy is adopted by the translator when there are terms that do not have any equivalent terms in the target language. This is mostly done with the proper nouns and words associated with a particular culture. The following table shows the list of the words that are borrowed in the target language. These words are not translatable in the target language. So, the translator has kept the words same by transliteration and the word is explained in the footnotes.

Table 3

Translation by Loan Terms (plus explanation)

Source Language Terms	Target Language Terms
<i>rani banaima</i>	<i>rani banaima</i>
<i>Saarangi</i>	<i>Saarangi</i>
<i>Baimatraa</i>	<i>Baimatraa</i>
<i>Amarballari</i>	<i>amarballari</i>
<i>Sabitri</i>	<i>sabitri</i>
<i>Kantipuri</i>	<i>Kantipuri</i>
<i>Gauri Shankar</i>	<i>Gauri Shankar</i>
<i>Banakali</i>	<i>Banakali</i>
<i>Thakurbaba</i>	<i>Thakurbaba</i>

Table 3 shows the words translator has borrowed from the source language as he translated the words that are not found in the target language. The words are kept same in the target language but the author has supported with the explanation for better understanding the meaning and the concept of the text.

Translation by loan terms (without explanation)

The translator has kept many of the words as they are in the translated text, which I find a great challenge for the readers in the target language. Many of these words are translatable in English but the translator has kept them as it is. For example, the word *pipal* is not translated as the name of the tree and the word contains some religious aspect for the readers in Source Language but the translated version missed that emotional feeling. Similarly, the term *Shirbinduis*

kept as it is and there is no explanation for the word. These words can be challenging for the readers to comprehend the aesthetic quality associated with them. The following table shows such words:

Table 4

Translation by Loan Terms (without explanation)

Source Language Terms	Target Language Terms
<i>Pipal</i>	<i>peepul</i>
<i>Angrezibaz</i>	<i>Angrezibaz</i>
<i>Shirabindu</i>	<i>shirbindu</i>
<i>Bindu</i>	<i>bindu</i>
<i>Omkar</i>	<i>Omkara</i>
<i>Kalidas</i>	<i>Kalidasha</i>
<i>Shankuntala</i>	<i>shakuntala</i>
<i>Gandharbha</i>	<i>gandarbha</i>
<i>bagmati</i>	<i>Bagmati</i>

Table 4 presents the other strategy that the translator used for rendering the meaning of the source language terms in the target language. The author has kept the words same in the target language as it was in the source language. Most of the nouns fall in this category where these words are kept as the same in the target language. I feel this is most problematic for the readers to comprehend the meaning in the target language.

Translation of onomatopoeic words:

According to Chiarantano (2006)," Onomatopoeic words mimic the sound they represent and the sound of the word imitates the object makes." The source language contains numerous onomatopoeic words in source language texts. In fact, after reading these two versions of the texts I realized that source language texts are rich in using onomatopoeic words. The words that are used in the source language texts are *jhilimili*, *kringmiring*, *jhalkaajhalki*, *farfaraaii*, *jarjhar*, *sarsar*, *jhilikkajhilikka* .The author used these words in SL for showing emphasis in particular action or feeling. Many of these words are missed out in the translated version of the texts. However, for some words the author has attempted to translate the sense in the target language as the word *jhalkaajhalki* is translated

as *glimpses* in the TL and others are not translated. Likewise, the word *jharjhar* in SL text as *mountain springs* in TL text.

Table 5

Translation of Onomatopoeic Words

Source Language Terms	Target Language Terms
<i>jhilimili</i>	---
<i>kringmiring,</i>	---
<i>jhalkaajhalki</i>	<i>Glimpses</i>
<i>farfaraaii</i>	---
<i>jharjhar</i>	<i>mountain springs</i>
<i>sarsar,</i>	---
<i>jhilikkajhilikka</i>	---

Table 5 presents the list of the onomatopoeic words that are found in the source language text. Onomatopoeic words are most difficult to translate as they are language specific. So most of the onomatopoeic words are not translated and they are missed in the target language. However, the author has translated some onomatopoeic words as *jharjhar* as *mountain springs*, *jhalkaajhalki* as *glimpses*. This gap ruins the real flavor of the source language in the translated text in the target language.

Translation of the same word idea in different way

One of the major characteristics of the translated text I found is translation of the same ideas in different way as the sentences *yaha ke chaina?* is found translated as *what is not available here?* in one occurrence and *what is not found here?* in the target language text. Similarly, words *ascharya* and *chamatkar* are translated as *wonders* in TL text. Likewise, the words *mutu* and *hridaya* in SL text are translated as *heart* in TL text. Similarly, the word in SL text *hernu*, *herdaichhan* is translated as *treat* in the same sentence. To render the meaning in the target language needs and for creating the good impact upon the readers the translator may have adopted this strategy. It also reduces the monotony created by the same word in the process of reading. Nepali language having very rich vocabulary ma create some differences among the readers.

Table 6*Translation of the Same Word Idea in Different Way*

Source Language Terms	Target Language Terms
<i>Yaha ke chaina</i>	<i>what is not available here</i>
<i>Yaha ke chaina</i>	<i>what is not found here</i>
<i>ascharya</i>	<i>wonders</i>
<i>chamatkar</i>	<i>wonders</i>
<i>mutu</i>	<i>heart</i>
<i>hridaya</i>	<i>heart</i>
<i>hernu</i>	<i>treat</i>
<i>herdaichhan</i>	<i>treat</i>

Table 6 presents the occurrences that the author in the translated followed to keep the meaning. The same words or sentences are translated in different part of the text differently as *yaha ke chaina* in the source language is once translated as *what is not available here* and *what is not found here*. The translator has adopted this strategy to convey the message and the keeping the source language sense in the target language. This also reveals that source language contains many words for the same sense as *hridiya* and *mutu* which have one equivalent as *heart* in the target language.

Translation of pronominal words

Another area of translation in which the translator faces is the translation of the pronouns. While going through these texts I found a couple of interesting facts related to the translation of the pronouns used by the translator. The pronoun *uslaai* used in SL which is neutral in meaning is translated as *he* in the TL which gives the glimpse of gender biasness. Similarly, the noun *Nepal* is replaced by the pronoun *she*. Along with that the translated version is found used with the pronoun insertion as *I* and *one* to fill the gap between the SL and TL. In the third line of the text pronouns *ma* and *maile* in SL texts are translated as *I* in the TL text. This is done to render the meaning of the text as well as to fill the gap between the two languages

Table 7*Translation of Pronominal Words*

Source Language Terms	Target Language Terms
<i>uslaai</i>	<i>he</i>
<i>Nepal</i>	<i>she</i>
<i>ma</i>	<i>I</i>
<i>maile</i>	<i>I</i>

Table 7 presents the pronominal words that are translated in English in the translated version. *ma*, *maile* are both translated as *I* in the target language and *Nepal* is treated as female and translated as *she*.

Sense translation

In many cases the gap between the first and second language is bridged by translating the sense rather than the word for word. In this translation I noticed several occurrences of sense translation. For example, *amupam* which is unique in its meaning in SL is translated as *matchless* in TL. Likewise, the term *ekohoro gaaDha* is found translated as *monotonous dark* in TL text. Likewise, the term *gamBhirgodhuli* is translated as *grave dark* in the TL text. Similarly, the phrase *aankhaachimliraheko* is translated as *blind* in the TL.

Table 8*Sense Translation*

Source Language Terms	Target Language Terms
<i>amupam</i>	<i>matchless</i>
<i>ekohoro gaaDha</i>	<i>monotonous dark</i>
<i>gamBhirgodhuli</i>	<i>grave dark</i>
<i>aankhaachimliraheko</i>	<i>blind</i>

Table 8 presents with the words that are translated in the target language by understanding the meaning i.e. based on the sense. There may not be the equivalent word in the target language. In this situation the author tried to bridge the gap by translating the text based on the meaning that it conveys as *amupam* into *matchless* and *aankhaachimliraheko* as *blind*.

Omission or deletion

This strategy is used by the translators when the ideas or words cannot be translatable into the TL texts or the sense remains the same. The particular idea is not presented in the target language.

Table 9

Omission

Source Language Terms	Target Language Terms
<i>maidanidesh</i>	<i>plain</i>
<i>taatoraatogulabi</i>	<i>red rosy</i>
<i>nabin nabin</i>	<i>new</i>
<i>kataakataa</i>	<i>unknown</i>

Table 9 presents the situation in which the author has deleted or omitted during the process of translation. In the translated version the translator has used *plain* in TL for *maidanidesh* in SL. The word *desh* is not translated as country in the process. Likewise, the phrase *taatoraatogulabi* is translated as *red rosy* in TL and during the process the equivalent word *taato* is not translated as *hot* in the TL text. One of the characteristics of the SL is the same word is used twice to emphasize like *nabinnabin*, *rang rang*, *kataakataa*, *haaiihaai* and while translating these words the translator has either omitted the whole word or translated only into a single utterance as the words *nabin nabin* is translated as *new*, *kataakataa* as *unknown* in the TL.

Insertion

When the words or the ideas in the target language are found even if the source language texts misses them it is termed as insertion. This strategy is used to compensate the meaning in the target language text and make the reading more adaptable. The other quality of the translation observed in the text is adding the words or phrases in the translated texts that don't have equivalent word in the source language texts. The intensifiers and adverbs like *too*, *now*, *merely*, *entire*, and *rightbelow* are found being used in the translated version of the essay. Similarly, the term *feel* is inserted in the TL text where it doesn't have any word that means *mahasusgarnu* in SL. The word *size* is inserted in the TL text which has equivalent meaning as *aakaar* in SL but the translator has inserted to give the meaning how big the country is.

Table 10*Insertion*

Source Language Terms	Target Language Terms
-----	<i>too</i>
-----	<i>now</i>
-----	<i>merely</i>
-----	<i>entire</i>

The table no. 10 presents the occurrences of the words that are found in the target language text even if these terms are missing in the source language text. Mostly the intensifiers and modifiers are found being inserted by the translator as too, merely, etc.

The translators used many strategies to bridge the gap for rendering the meaning of the source language text into the target language text in the process of the translation. It was impossible to fathom all the depth of the techniques that the translators adopt during this process through this small scale research. This study was based upon one short essay. Further researches are needed to explore the specific strategies that the translators use to translate by choosing the words that falls on the particular class. Similarly, the research is needed to be done in the texts that are written and translated in other languages rather than only Nepali and English.

Conclusions

Translation is an intricate and demanding process that involves far more than a mere exchange of words between languages. It requires the translator to bridge cultural, emotional, and contextual gaps while maintaining the original text's integrity. Translation of a text is a rigorous activity one needs sound knowledge of both the languages in this process. There are several challenges that the translator faces in this process. As explored in this article, translation strategies such as using general terms, neutral words, and loan terms help navigate linguistic challenges, but they often result in compromises to the exact meaning or emotional resonance. The translation of literary works, especially, demands skill, cultural insight, and creative problem-solving, as demonstrated in the translation of "Ke Nepal Sano Chha?" by Laxmi Prasad Devkota. The various strategies used by the translator, such as omission, insertion, and sense translation, highlight the complexities involved in preserving the essence of the source text. These challenges arise from the cultural gap and synonymous terms of the languages.

The translator has used word for word translation in the majority of cases and because of which the emotions that the source text has created upon the SL readers are tough to generate from the TL text. Many other strategies like cultural substitution, borrowing the SL terms, omission are used by the translator during this process. I found that the translator faced challenges that usually any translator faces during the translation process.

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Evolving Living Values in an Intergenerational Contexts

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Abstract

This study examines how living values more especially, cooperation and respect evolve throughout time within the framework of inter-generations. Using narrative inquiry, the study looks at how these values have changed across the generations within extended families. The research attempts to understand how respect and cooperation emerge differently based on age, social expectations, and external influences like globalization and technology advancement by examining interactions among teens, adults, and elderly. It further states respect and cooperation, focuses on how community values have changed over time. Purposive sampling was used to collect data, focusing on three generational groups within extended families in order to gain a variety of viewpoints. The results of the study also demonstrate how the adult generation (20–59) acts as a mediator, adjusting to both conventional and contemporary interpretations of these principles. Younger people see respect as more transactional, whereas the elder generation still understands it as communal and hierarchical. Convenience and mutual gain increasingly eclipse the once-viewed social imperative of cooperation, mirroring broader shifts in society. Findings of the study highlight the value of intergenerational communication in preserving and advancing living values. In order to ensure that these values continue to be relevant in a society that is becoming more complicated and diverse, it is suggested that ethical education programs be modified to meet the evolving nature of respect and cooperation. The study adds to the conversation on moral growth and provides information on how moral principles are both maintained and changed through time.

Keywords: *Living Values, Respect, Cooperation, Intergenerational, Societal Change, Moral development*

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INTRODUCTION

The Oxford Dictionary defines values as “considered to be of great worth or importance” or principles considered valuable and important in life. It says that life is the base and the living springs forth from it (Chander, 2000a). When the base or the foundation is not strong enough, the structure built on that foundation can’t be strong either, can't last long or no longer remain and ultimately may collapse under pressure (Ibid).

By living values it literally means that the values which are applied to conscious living and hence these are functional and operational values (Chander, 2000b). In a good model or conscience, one may lead a life with meaning in it while he/she is constantly coming across the affair of life. In this line, Rama (1988) states that a person needs to know the things to be done rightly not for the sake of self but for the sake of all. These are the values in an operation or functional are called

living values since these touch one’s life in one way or the others. “The term initiated out of an international project forwarded by Brahma Kumaris in the year 1995 in order to celebrate the fiftieth anniversary of the United Nation regarding values for the better world” (Tillman, 2000a). With this notion, living values are those values which are accompanied to have a mutually harmonized society since people at this moment are at the state of detaching from what people are supposed to have a living being (Bhattarai, 2023).

The growing trends of selfishness, greed, aggression and violence etc are the matter of concern which is diffusing defectively at an alarming rate (Chander, 2000b). These different types of evil thoughts keep people entangled in petty things and retard the sound progress from all the way. In this connection, Kozul (1995) states that the principles and philosophy encompasses the general concept underlying common to all the people in the same way irrespective of the nation, caste color, language and so forth. Living values are specially confronted to what we are concerned with human civilization ensuring that the harmonious and civilized life. These are the values making people know things rightly whatever encountering the parts and parcels underlying in life so as to meet the need and realities within and without.

In this study, I came through the problems which made me think over the societal construction underlying. In line with this, Agreeing with Joshi (2010), I

am interested in finding out the living values underlying and consequently noticeable effects in the society that can be observed. I am concerned to see the values that are viewed with a number of circumstances in the community.

It is observed that people often go through the values that are evolving. We see some values are so invaluable and crucial that they are about to evaporate. In the same way, there are such values which are not socially desirable are also emerging day by day. Some values are really in need to transfer from one generation to the next but may not necessarily transfer (Bhattarai, 2024). It is very breathtaking that those values which are not socially accepted are coming into display and those which are crucial, expected as significant, are about to be wiped out.

In This research, I aim to explore the factors that are coming into play as the driving force of change which results in the societal structure. Therefore, essential values can be preserved and transferred for the upcoming generation. With this, it is essential to address these issues and this study seeks to highlights a balanced societal value system. This paper aimed to find out the evolving, activities and behavior with regard to the living values respect and cooperation

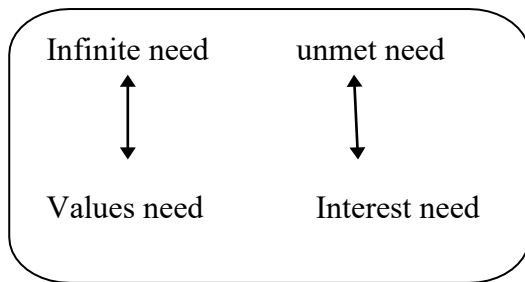
LITERATURE REVIEW

A research article's literature review offers a critical synthesis of previous studies on the subject of the inquiry, pointing out any gaps, trends, and theoretical frameworks that guide the investigation. By addressing earlier research, theories, and techniques employed by other academics, it contributes to establishing the background and significance of the study (Creswell, 2014). A well-written literature review places the current research in the context of the larger academic discourse in addition to showcasing the researcher's expertise in the topic. One way to evaluate the relevance of theories such as Resource Dependence Theory (Pfeffer & Salancik, 2003) and Stakeholder Theory (Freeman, 1984) in investigating institutional relationships and funding strategies is to review their contributions. In addition, it provides a basis for determining the research gaps that the study seeks to fill (Ridley, 2012).

Major Theories to Understand Living Values

Theories help set the position of the living values for navigating the study (Kumar, 1999). The theories used for this study are the need theory of Abraham Maslow, social integrative theory of Emile Durkheim and the hybridization theory.

Living Values in Need Theory. The need theory was developed by American Psychologist Abraham Maslow (1908- 1970). This theory says that when basic needs are fulfilled people opt for higher level of needs to achieve (Gratton, 1980). The hierarchical order of need as Maslow stated were physical needs, safety needs, belongingness and love, esteem needs and self-actualization (Maslow, 2003).



Need theory can thus be used to identify and explore the unmet need in the community with their further consequences (Chander, 2000b). In connection with this, incompatible beliefs, unfulfilled desires or expectations etc. can pacify people detaching from the mutually harmonized life and this theory explores the insight of this type of imbalance (Maslow, 2003).

Living Values in Social Integrative Theory. Emile Durkheim (1858-1817) was the French philosopher who set the foundation to the concept relating religion and morality showing the direct relation in both the natural and social world (Christians, 2005). It is flourishing in the position of the demand of societal linkage rather than the abstract notion (Ibid). This essentially means that religion can be the driving force in order to have the right values in practice (Ibid). Having said so for him, society is the living stamina which encompasses its parts and parcels of making what are required to turn into the whole societal embodiment.

Living Values in Hybridization Theory

For Marx, living values are viewed differently; they are changing in course of time and context in which they are anticipating since human nature is not static but an ongoing process (Lillie, 1955). Being more specific to Marx the concept of need and want are differently practiced until and unless one maintains the basic

need then he/she can't be acquainted in making life satisfactory flourishing the potential goodness (Ibid).

Living Values in Construction Theory. Living values are always at the state of changing and a matter of shaping the habit and the desired destiny with the judgment (Bhattarai, 2024). It is seen that religion, Dharma or living values have been used interchangeably and here dharma practiced in the past and in this time can be exposed differently as a cyclic process (Bista, 1991). The same source also shows that human beings have diverse thoughts, intentions and aspirations, which fluctuate and yet they all are named as human and ultimately are the same facts and figures. In this regard (Chinmayananda, 1980a) states

Different pots made out of the same mud look different among themselves in form, function and name yet people know that their names have an existence apart from the mud. By whatever name one may call them, to whatever purposes one may employ them and whatever shape one may make them, none of the pots can exist even for a second without its essential nature of the mud. (p. 808)

Thus, one needs to make it easier to live through the adaption of living values in course of the time and the situation encountered with (Lillie, 1955).

Living Values in Deconstruction Theory. The deconstruction theory guided me to see how values have been creating and eroding. The common reason for getting in such a situation, exposing to the challenges and the consequences encountered as well. It is the fact that living values are something not granted from the earlier generation but they are a modified form of the system endowed with the duties and responsibilities (Sarangi, 1996). This implies that living values are not taught but simply making them realize it through the situation in which it is exposed and encountered (Ibid). The table displays the essence of the aforesaid theories and the living values embedded in them

Table 1.*Essences of Theories and their Implication to Living Values*

Theories	Essence of theory	Implication to living values
Need	Viewing unmet need in the Community	Mutual understanding to each and every individual
Social integration	Collective consciousness is Paramount	Social and communal Harmony
Hybridization	Interconnection and exchange of the concept	Inclusive and forward looking civilization
Construction	Construction of desirable Behavior	Values evolving with the pace of time and the context
Deconstruction	Leading to the right destiny with what to keep on.	Values are eroding with the pace of time and the context

Going through table 1, texts and my reflection, I hold the idea that living values can be taken as the leading concept where harmonious coexistence is maintained (Chander, 2000a) with the right judgment from the core conscience (Lillie, 1955).

Philosophical Assumptions

I have used my worldview to understand the nature of my research (Creswell, 2009) as truth is subjectively decided and hence varies from person to person. In line with this, Sarangi (1996) states that philosophy is the rational approach to understand deliberate human actions and judgments (Lillie, 1955). Thus, philosophical worldview can be taken as a means to view living values as a part of life in making rational and conscious action (Chander, 2000). It helps people to cope with the situation and at this point, my philosophy is my personal judgment over a particular case (Lillie, 1955).

Ontological Assumption. Ontological assumption is the segment of philosophy referring to nature and form of reality (Flick, 2009). What I think true now may not necessarily remain the same after a while. So every person has their own specific way of perceiving things as the subjective realization (Joshi, 2010). As a researcher, I acknowledge and accept multiple understanding (Creswell, 2009). This diverse range from the individual/social judgment (Lillie, 1955) is my thought process to address my research question (Denzin & Lincoln 2005 as cited in Creswell, 2009). I also hold the understanding that reality can be generated in

the ground which is contextual, culture specific and the degree of conviction of a person.

Epistemological Assumption. Epistemology is concerned with the nature of knowledge. The qualitatively generated research knowledge is regarded as being situational and having manifold and diverse meanings (Creswell, 2009, p.67) and it can be seen as the construct of people (Flick, 2009). In my research problem, I have seen the knowledge system governed contextually and varied to the participant (Ibid). This means my epistemological standpoint is that people generate knowledge from a contextual standpoint.

Axiological Assumption. My "worth of something or value" for this study is that each and every individual has values to follow and the logic to claim them as right. In this relation, I have made use of the participant's values system as a part of rationale (Dewey, 1960) and the right judgment (Lillie, 1960).

RESEARCH METHODOLOGY

As I have mentioned earlier, my study follows qualitative design with the narrative inquiry process of a specific community. Therefore, I have made use of philosophical worldview, strategies of enquiry, and specific method for narrative enquiry (Creswell, 2009). So, I have selected a social constructivist standpoint to explore the intergenerational living values (Ibid). For the strategies of inquiry, I have applied narrative inquiry as the focal strategies to obtain the underlying information (Creswell, 2009). For data display I have applied three aspects viz Interpretivism, Postmodernism and Criticalism as prime sources of knowledge generation (Pant, 2009).

I have used purposive sampling to find the informants. My purpose was to find out the household having extended families. I grouped the members of each family into 3 groups: teenage group of 13 to 19 years; adult of 20 to 59 years and old of 60 years upward. The first and third groups were taken as the dependent and passive population and the second one was taken as an independent and active population. Sample of the population is mentioned in the table 5.

Table 2.*Sample of the Population*

Categories	Age	Male	Female	Total
Teen	13-19	4	2	6
Adult	20-59	3	3	6
Old	60 over	3	3	6

The information in table 2 shows a glimpse of a sample of the study population. In this study, different categories viz Teenager, Adult, and the Old are maintained to perceive the lived experience of living values from different courses of action. Extended households are selected having at least three generations. The numbers of the participants are made inclusive from both of the male and female.

My study site was Nijgadh Municipality 6, Bara where I found extended families with at least three generations. Out of the identified family members, I selected those who were in my contact having the long experiences on living values and being suitable to my study. I selected six families/households having all three aforesaid age groups. Among the informants 8 were students for FGD from grade 9, 10, 11, 12 including 2 members from each of the grade.

As the research tools, I used the in-depth interview in order to obtain the information from the respondents. My respondents from the six families/households having the age group of 13-19, 20-59, and 60 upward and the focus group discussion from school/ college students were the target groups and they pacified me to get the information required. For an in-depth interview, I prepared the open-ended questions in order to elicit information. Similarly, I used observation tools that is best suited in the situation where the behavioral pattern of the informant can be examined (Kumar, 1999). Next one self-narrating is used as a tool to obtain information from the self. The everyday experiences and the insights of me enable me to reflect the wider cultural and contextual meaning of the society in which I am living. Finally, Focus group discussion can also be taken as the landmark in making the public participants involved in the research process. Keeping this thing in my mind I have made use of 8 numbers as the focus group in the study which can be regarded as a typically advised group as the optimum size (Ibid). I have selected 8 students from grade 9, 10, 11, 12 including 2 members from each of the grade and making them diverse and inclusive.

RESULTS AND DISCUSSION

To ensure that the results are transparent and easy to understand, this part starts with a thematic categorization for qualitative research. The results are interpreted in the discussion that follows. Creswell (2014), for instance, stresses the significance of tying findings to the study questions while also taking into account alternate theories or unexpected results. The limitations of the data as well as their implications for future study, policy, and practice may also be discussed. Scholars frequently incorporate references to bolster their claims, employing research to corroborate or contradict their conclusions (Miles, Huberman, & Saldaña, 2019). Consequently, the Result and Discussion part acts as an essential link between the unprocessed data and the study's findings.

Evolved Living Values

The contexts of living values are at the state of change (Lillie, 1955). The same thing can be perceived right in one context and that is not necessarily right in the other context. The balance between the self and society is seen in the transition since people are headed to think about oneself rather than to others (Pathak, 2009). Living values can cultivate, sharpen and be made desirable. Sarangi (1996) and Baba (2005) states that living values may not remain the same but change according to the pace of time and the context demanded. Therefore, things are at the state of evolvment, devolvment, and extinction (Ibid).

Academia and lay persons see things in the same way but they differ in their expression. Keeping this in mind, I have derived the context in which values evolve, devolve and erode Eighteen research participants of different age groups viz. 13-19, 20- 59 and 60 plus were interviewed for this purpose. Furthermore I have brought out the scenario of living values from the literature and my reflection itself. Following information on table 2 indicates the evolution of values in an intergeneration of two living values viz respect and cooperation.

Table 3.*Experienced Evolved Living Values*

Age	60 above		20-59		13-19	
Nature	Respect	Cooperation	Respect	Cooperation	Respect	Cooperation
Evolution	Proud of learning from school/college	Technological cooperation	Flexible	Conditional cooperation	Artificial /superficial	Money oriented
	Expect to be respected only (self-respect)	Concept of Independence	Modified respect	Self-existence	Western Hi, hello	Self-centered
	Superficial respect	Virtual cooperation	Exterior / superficial	Open	Modified	Conditional cooperation
	Displaying respect	Give and take culture	Optional	Independence	Secular	Individualism and self-dependence
	convenient respect	Individual	Derivative respect	Artificial	Single sided	Cooperation in word
	Culture of question	Globalization	Immature respect	Virtual cooperation	Mechanical	Personal welfare

The analysis of the information in table 3 shows that the opinion and argument of the community people to the evolved values complies with different authors (Green, 1999; Lillie, 1955; Rama, 1988). Their opinion and argument indicates that the flow of derivative culture, modernization, development, technology, science, freedom, social adjustment and globalization are the determinants to emerge the new values.

Analyzing the informants' opinion and linking to the literature, theories and reflections are presented in the succeeding section. Further I have mentioned how the traditional values of respect and cooperation are emerging differently.

Respect as Evolving Value

The value of respect is the subject of change. Different factors are the means to change it and appear in the new form. These different factors are mentioned as subtopic in the successive section.

Respect Emerged in Different Forms. People show respect in their own ways but the way has also been changing along with time. Chander (2000a) shows

that now people have no time to think over what to do and what is not to do and that changes the way of respecting. They are compelled to do whatever the time circumstance demands to do (Ibid). Back to the field findings, Bhattarai, aged 89, viewed as,

The concept of respect is remarkably changed now and then. Grandparents showed respect to the seniors by folding their hands and the grandchildren did begin to say hi, hello, dad mum etc. It is the time indicating loose maintenance and being as great a distance as the sky.

From Bhattarai's saying, I understood that respect is in a great distance now and then while making judgment at this moment (Green, 1999). In his words, the way people respect now is turned into a story or like the sky which is in a great distance. Bhattarai further claimed as, "He had experienced but the members in the family especially kids says that he knows nothing since he had not learnt in the school. He is surprised and it seems like a story".

Bhattarai's opinion is similar to Dhital 1 who said that children need theory. They paid respect to those to whom they see direct benefit; or they learnt to pay respect to the formally designated persons (Lillie, 1955).

Respect is Changing Relatively. Respect is a process whereby a person's reverence can be reflected. It is interchanging the respects from one and the other to be respected (Chinmayananda, 1980a). In this way, respect is revealed mutually and there is no such thing to affect completely but adapting practically is the determinant (Ibid). I found Shrestha aged 38, saying that values were changing as,

People get respect when he or she is likely to be respected. Therefore one needs to develop a ground to be self-respected. For instance, a drunkard father may not get respect in the way another responsible father gets respect.

Respect is the concept that should relatively be considered (Lillie, 1955). If one expects respect, he/she should likely be respected (Ibid). Shrestha revealed that the respecting styles are changing. She is close to the opinion of Bhattarai and Dhital and believes in deconstruction theory. As I found in the field, the respect of the past was in generalized form but now the new generation takes it as how other partners respond. Blindly respecting the senior was not practiced anymore. Now the new generation in the experience of my informants was examining whether

the person is likely to be respected or not (Maslow, 2003). Respect these days has emerged as a tool to justice that he/she thinks.

Co-operation as Evolving Value

The values respect is the subject to change in a new form. Different factors work as determinants to change it and result in a new form.

Cooperation Emerged by Technology. Cooperation is emerging in advance by technological enlargement since material life is being an integral part of human life (Rama, 1988). No physical cooperation is required now but it is replaced by the machine (Ibid). Technology is seen as an end itself and people are in the state of detaching from the real flavor of cooperation. Bhattarai, aged 89, opined as

When people plant they get the harvest in return. Unless they plant, they may not get things to eat in their lifetime. In the same way, when people cooperate, they are rewarded back something more than they cooperate others. It was the time when people told neighbors to look after cattle and the entire house for some days when at the time to go somewhere. Now it is in a state of change.

Following Bhattarai's experiences, I understood that a new form of cooperation has been evolved. The evolved forms of cooperation are machinery and virtual. Why this, Chander (2000a) answers the question like the first one; need to know the self and receive favor as a mutual cooperation. To cooperation he applies utilitarian theory in which the technical things are in need and so do the creation of new values in cooperation. Bhattarai was similar to Bhatta's opinion. To them, globalization is the basis for it. Because of these changes, cooperation has been changed into monetary value. It has also been a way to barter system. In some cases they were found to be shown to the others.

Cooperation is Evolving as the Pace of Development. The harmonious mind is oriented towards a mutual coexistence but the rapid development is making people just to view the progress only (Lillie, 1955). Because of the development, the city area is being independent and often no physical and emotional favor is expected but in the rural area such favor is common (Ibid). My informant Shrestha, 38, revealed the emerging mode of cooperation as,

Because of the demand of time and the availability of utilitarian things, people are likely to be independent and thereby the forms of cooperation are

changing. The pace of development has also worked in shaping the values in need.

Cooperation is to manage things with the spirit of righteous intention with collective effort. In this connection, Lillie (1955) states the pace of development as the determinant to have a new style of cooperation. She believes in cultural relativism with the fact of treating self and others equally.

In my field as well, I found a similar understanding as Sarangi (1996). In his view, cooperation is maintaining balance but development is a means to change and a new style of cooperation is displayed by such changes. To him, development leads people to think personally rather than the public concern. As a result, the new generation chooses self-centered cooperation. The changes in communication were observed and/or reflected in the field.

DISCUSSIONS OF THE FINDINGS

With pace of time changing new values have been emerged as Hello, hi replaced *sastanga dandawat*, heartily respect changed into formality. Such changes occurred because of time, technology, freedom, search of convenience or easy way and new way of social adjustment. The emerged ways of cooperation can be seen as technological cooperation replaced the physical cooperation, concept of independence emerged from the concept of interdependence and globalization emerged from localized context. The study's conclusions show that living values, respect and collaboration in particular evolve in distinct ways over the course of generations, with notable differences in how various age groups understand and apply them. The older generation (60+) indicated a feeling of traditional regard that was rooted in cultural expectations and conventions, where respect was accorded based only on status and age. Younger generations (13–19), on the other hand, frequently see respect as conditional and more individualistic, motivated by their goals or by outside factors like globalization and technology. Elders also viewed cooperation as communal and essential to maintaining societal harmony, but younger people saw it as more transactional and frequently driven by convenience or mutual gain.

The dynamic evolution of these values is also impacted by outside forces including modernization, technological progress, and changing social structures. The mature generation (20–59) is viewed as a mediator, able to adjust to both

conventional and contemporary definitions of morality. This generation exhibits a more adaptable attitude by modifying collaboration and respect according to the situation. For example, respect is no longer a given and is frequently conditioned on actions or social roles. The results demonstrate that living values are dynamic and adapt to changes in society, capturing the essence of human interaction and cultural development.

CONCLUSION

This study's conclusion emphasizes how living values, including respect and collaboration, are always evolving due to societal, technological, and generational shifts. While younger generations show a more conditional and individualistic perspective, older generations uphold conventional ideas that regard respect as an intrinsic trait linked to social hierarchy. Additionally, cooperation has changed from being a social requirement to a more commercial and selective activity, especially with younger people. These changes show how broader societal trends, such modernization, globalization, and technology breakthroughs, impact and are contextually driven by living values.

The study also comes to the conclusion that living values should not be viewed as set but rather as flexible and adaptive. They change to meet the needs of the moment and the environment in which they are used. The results imply that, in an increasingly complex and diverse society, intergenerational communication and understanding are essential for promoting respect and cooperation between people. By taking into account these changes, ethical education programs can be created that meet the evolving requirements and views of the younger generation and guarantee that living values are still applicable in modern-day situations.

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Impact of Key Cooperative Variables on Performance of Cooperatives in Nepal

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Abstract

This paper examine the impact of Cooperative variables on the performance of selected cooperatives in Nepal. A sample of 400 members from primary cooperatives in Sudurpaschim Province was selected using stratified random sampling, with primary data gathered through a semi-structured questionnaire. Data analysis was conducted using with statistical tools such as correlation and regression analysis. The results show a significant positive relationship between professionalization, accountability, and cooperative performance. Additionally, participation and transparency have a positive but insignificant effect on performance, while legitimacy shows an insignificant negative relationship. The study concludes that cooperative performance is influenced by like legitimacy, participation, professionalization, accountability, and transparency. The research highlights the critical role in enhancing the quality of life for cooperative members, contributing to performance improvements. This study adds to the literature by identifying key elements that impact cooperative performance in a developing nation context.

Keywords: Cooperative performance, Professionalization, Accountability, Transparency, Legitimacy.

Introduction

The significance of performance in cooperatives cannot be overstated, as it forms the core foundation that ensures their long-term success and sustainability. Cooperatives, as member-owned organizations, are designed to address the



economic, social, and cultural needs of their members. Cornforth (2004) argued that Performance refers to the systems and processes that direct, monitor, and ensure accountability within organizations. This research framework ensures that cooperatives align their operations with their mission while promoting legitimacy, transparency, member participation, professionalization, and accountability. Within cooperatives, performance encompasses more than just the management of financial resources; it plays a vital role in shaping decision-making processes, ethical standards, and the overall direction of the organization. Karki et al., (2014) underscore that effective performance is the cornerstone of thriving cooperatives, enabling them to strike a balance between economic efficiency and social responsibility, thus strengthening their contribution to community development.

In the context of Nepal, cooperatives have played an important role in fostering local economies, particularly in rural and semi-urban areas. However, the effectiveness of these cooperatives is largely determined by the quality of their performance. Poor practices, such as limited transparency, weak accountability, and insufficient member participation, often compromise the ability of cooperatives to fulfill their mission. As Chandarasorn (2014) argued that legitimacy is essential for safeguarding individual rights and freedoms, and within cooperatives, it ensures that the interests of members are protected while promoting collective well-being. Munyasia, (2016) highlights that professionalization is a key determinant of growth, development, and poverty alleviation. When cooperatives are governed effectively, they not only drive economic progress for their members but also contribute to the broader development of society. In this sense, professionalization becomes a tool for institutional effectiveness and fostering long-term growth and sustainability.

The unique structure of cooperatives, where members serve as both owners and beneficiaries, necessitates a model that encourages active participation and democratic decision-making. Unlike traditional investor-owned businesses, cooperatives do not prioritize profit maximization; instead, they focus on meeting the needs of their members. This creates a complex dynamic, requiring cooperatives to balance economic goals with social objectives. The success of cooperatives largely depends on how well they adopt cooperative principles such as accountability, transparency, participation, and fairness (Alliance, 1995). In this regard, cooperative standards extend beyond mere legal compliance; they involve fostering trust, collaboration, and the creation of social capital. Kyazze et al.

(2017) examined that transparency plays a critical role in the functioning of cooperatives. It helps build strong relationships among members, communities, and external stakeholders, ensuring that cooperatives address not only economic but also broader societal needs. In Nepal, cooperatives have provided farmers and grassroots communities with the bargaining power, economies of scale, and investment capacity to participate in various stages of the value chain, from storage and processing to marketing and distribution. However, these achievements are often limited by challenges, such as a lack of professional management, insufficient capacity building, and restricted access to credit. Dayanandan (2013) notes that the absence of good performance practices negatively impacts the ability of cooperative unions to engage in economic activities. This issue is especially prevalent in Nepal, where many cooperatives struggle with performance-related problems, resulting in inefficiencies and underperformance. Understanding various practices and their effect on the performance of cooperatives is therefore crucial.

The study of cooperative standards and their influence on the performance of cooperatives in Nepal is particularly important given the expanding role of cooperatives in the country's economy. This study has two primary objectives. First, it seeks to explore the cooperative practices of selected primary cooperatives within the study area, with the aim of identifying both best practices and areas needing improvement. Second, the study investigates the impact on cooperative performance, operating under the premise that cooperatives with strong structures are more likely to achieve favorable social and financial outcomes. Several studies have explored the relationship between cooperative variables and the performance of cooperatives across various contexts. Kyazze et al. (2017) found a positive and significant relationship between cooperative variables and non-financial performance in Uganda. Their research emphasized the importance of monitoring rights and innovation in improving social performance, though policy compliance was not found to be statistically significant. Similarly, Patrick et al. (2014) identified participation, accountability, transparency, and the rule of law as key factors influencing cooperative performance in Southern Ethiopia. These studies highlight the central role that variables play in determining the success of cooperatives. In Nepal, Acharya (2009) explored the performance and member participation in rural agricultural cooperative societies and found that active member involvement in financial, business, and management activities is crucial to the effective operation of cooperatives. These findings suggest that governance standards, particularly those related to participation and transparency, are vital to enhancing the performance of Nepalese cooperatives.

In Nepal, cooperatives face numerous challenges. Many cooperatives suffer from a lack of professional management, which undermines their ability to implement robust cooperative structures. Additionally, there is often a low level of awareness among members regarding their roles and responsibilities, resulting in limited participation in decision-making. Furthermore, Bharadwaj (2012) examined that cooperatives frequently encounter difficulties in performance, business development and growth. These cooperative-related issues not only affect the financial performance of cooperatives but also limit their ability to meet their broader social objectives.

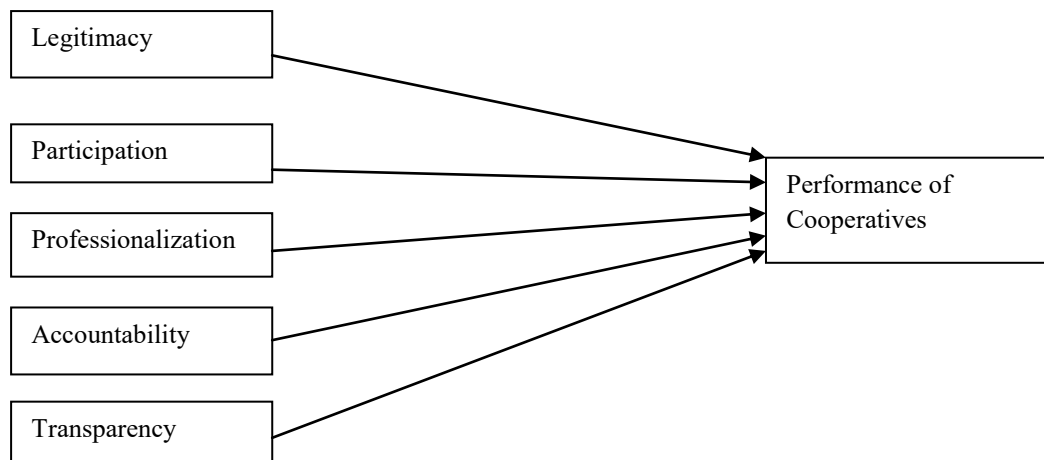
This study aims to provide a comprehensive analysis of various practices in Nepal's cooperatives. By examining the cooperative mechanisms in place, evaluating member awareness, analyzing the impact on performance, and identifying barriers to performance, the research seeks to contribute to the development of strategies that can enhance the effectiveness of cooperatives in Nepal.

Conceptual Framework

This study explores the essential elements of cooperatives such as legitimacy, participation, professionalization, accountability, and transparency. It assesses how cooperative members and leaders perceive and comprehend these core principles. The conceptual framework is developed through a thorough literature review, emphasizing the interplay between key factors and their impact on cooperative functioning.

Independent variable

Dependent Variable



Definition of the Variables and the Research Hypotheses

Legitimacy: legitimacy refers to the extent to which a cooperative's actions, governance, and objectives align with legal frameworks, ethical standards, and the expectations of its members and stakeholders. Legitimacy plays a crucial role in enhancing the perception of cooperatives as credible and trustworthy entities. It ensures that resources are managed effectively and stakeholder interests are addressed- ultimately impacting the overall performance of cooperatives. According to Deephouse and Carter (2005) legitimacy has a positive influence on organizational success by attracting resources, improving stakeholder relationships, and reducing resistance. In the context of cooperatives, legitimacy boosts their credibility, resulting in better performance outcomes.

H1: Legitimacy has a significantly positive impact on the performance of cooperatives.

Participation: participation refers to the active engagement of members in decision-making processes, governance, and activities to ensure collective ownership and shared responsibility. Participation refers to the active involvement of cooperative members in performance. This involvement enhances the performance of cooperatives by promoting trust, efficient resource utilization, and member satisfaction. According to Birchall and Simmons (2004) examined that the active participation fosters a sense of ownership, enhances trust, and improves cooperative performance by aligning members' goals with organizational objectives.

H2: Participation has a significantly positive impact on the performance of cooperatives-

Professionalization: professionalization refers to the adoption of skilled management practices, expertise, and standardized procedures to enhance efficiency, accountability, and sustainable growth. Professionalization involves the adoption of formal structures, expertise, and management practices within cooperatives. It ensures that decisions and operations are handled by qualified individuals using systematic approaches. This professionalism enhances the performance of cooperatives through better resource management and member satisfaction. Valentinov and Iliopoulos (2013) highlight that professionalized cooperatives are better equipped to address complex managerial challenges, adapt to market dynamics, and deliver superior value to their members.

H3: Professionalization has a significantly positive impact on the performance of cooperatives

Accountability: Accountability refers to the obligation of the cooperative's management and members to be transparent, answerable for their actions, and responsible for the outcomes of decisions made within the organization. Accountability in cooperatives involves the obligation of management and members to report, explain, and be answerable for their actions and decisions. High levels of accountability enhance cooperative performance by improving efficiency, member satisfaction, and goal achievement. Ebrahim (2003) accountability ensures transparency, trust, and ethical behavior, which are essential for achieving organizational goals. For cooperatives, accountability to members promotes better decision-making, resource allocation, and performance.

H4: Accountability has a significantly positive impact the performance of cooperatives.

Transparency: Transparency refers to the open sharing of information, decisions, and activities with members and stakeholders, ensuring clarity and trust in the cooperative's operations and governance. Transparency involves the clear and open sharing of information about the operations, finances, and decision-making processes of cooperatives with their members and stakeholders. High levels of transparency can enhance cooperative performance by improving decision-making, resource allocation, and member satisfaction. Hammad et al. (2016) transparency boosts member confidence, leading to increased participation and engagement, which are crucial for the success and longevity of cooperatives.

H5: Transparency has a significant positive impact on the performance of cooperatives.

Methodology

This research was conducted in Nepal, specifically selected due to the highest concentration of primary cooperatives in Sudurpaschim Province (Department of Cooperative, 2017), highlighting a contrast in cooperative presence. Karki, Mathema, & Upreti (2014) and Patrick et al. (2014) examined that the root causes of cooperative issues include legitimacy, participation, professionalization, accountability, and transparency. According to the Ministry of Land Management, Agriculture, and Cooperatives (MoLMAC), Sudurpaschim Province has 61,078 cooperative members, from which a sample of 400 was

selected using a stratified random sampling method. To maintain specificity, the study focuses solely on Savings and Credit Cooperatives, out of the 16 types of cooperatives identified by the Department of Cooperative (2017). Primary cooperatives were selected for the study, with an equal number of cooperatives under male and female leadership. The sample size was determined using Yamane's (1967) sample selection formula.

Primary data were collected via pre-tested semi-structured questionnaires, and the analysis was conducted using SPSS version 27. Descriptive statistical tools of analysis including Maximum, Minimum, Mean, and Standard deviation, and Causal tools of analysis including correlations and regression analysis tests, were applied to draw conclusions from the data.

Research Model

The econometric model used in this study aims to investigate the impact of factors of good governance on profitability of cooperatives in Nepal. The study focuses on five key independent variables: legitimacy, participation, professionalization, accountability, and transparency, which are believed to impact the dependent variable, cooperative performance. The performance of cooperatives is measured as an aggregate score that represents the overall success and efficiency of the cooperatives under study.

The general regression model used to analyze these relationships can be specified as follows:

$$\text{Performance} = B_0 + B_1(\text{Legitimacy}) + B_2(\text{Participation}) + B_3(\text{Professionalization}) + B_4(\text{Accountability}) + B_5(\text{Transparency}) + e$$

In the regression model mentioned above, the dependent variable is performance, measured by the average performance score. The study evaluates the effects of legitimacy, participation, professionalization, accountability, and transparency on cooperative performance.

Results and Discussion

This section presents the findings derived from both descriptive and causal analysis. Descriptive analysis tools, including mean, standard deviation, and frequency distribution, were applied to summarize and understand the key characteristics of the data. These methods provided a detailed overview of cooperative members' demographics and cooperative practices, offering foundational insights into the study variables.

Causal analysis techniques, such as correlation analysis and regression, were employed to examine the relationships of the cooperative variables: legitimacy, participation, professionalization, accountability, transparency, and cooperative performance. These advanced statistical methods identified significant predictors, quantified their impact, and provided deeper insights into the cooperative variables' performance dynamics within cooperatives.

Table 1

Analysis of descriptive statistics on Legitimacy, participation, professionalization, accountability, transparency and performance

Indicator	N	Minimum	Maximum	Mean	Std. Deviation
Legitimacy	400	3.2	5.0	4.4050	0.41352
Participation	400	2.5	5.0	4.2069	0.54656
Professionalization	400	3	5.0	4.4625	0.38960
Accountability	400	3	5.0	4.3608	0.46434
Transparency	400	2.67	5.0	4.3147	0.34298
Performance	400	11.23	19.56	17.052	2.02064
Valid N (list wise)	400				

The table presents descriptive statistics for key variables and performance measures in a study involving 400 observations from cooperatives. The variables include legitimacy, participation, professionalization, accountability, transparency, and performance, each recorded on a scale ranging from approximately 2.5 to 5.0. The mean values indicate generally high levels of governance practices, with professionalization having the highest mean (4.4625) and participation the lowest (4.2069), suggesting a consistent commitment to governance standards. The standard deviations are relatively small, with transparency showing the lowest variability (0.34298) and participation the highest (0.54656), indicating that most cooperatives maintain similar levels of these governance attributes. Additionally, a separate performance measure, likely assessing a different aspect of performance, ranges from 11.23 to 19.56, with a mean of 17.052 and a higher standard deviation of 2.02064, suggesting more variability in this aspect of cooperative performance. Overall, the data suggests that while cooperative practices are relatively uniform, there are more pronounced differences in certain performance measures among the cooperatives.

Table 2*Correlation analysis*

Indicator	Legitima cy	Participat ion	Professionaliza tion	Accountabi lity	Transpare ncy	Performa nce
Legitimacy	1					
Participation	0.515	1				
Professionaliza tion	0.571	0.451	1			
Accountability	0.366	0.386	0.479	1		
Transparency	0.298	0.370	0.326	0.415	1	
Performance	0.750	0.783	0.761	0.728	0.623	1

This table presents the correlation coefficients among six indicators of Legitimacy, Participation, Professionalization, Accountability, Transparency, and Performance. The diagonal values are all 1, indicating perfect self-correlation. Among the relationships, Performance has strong positive correlations with all other indicators, particularly Participation (0.783) and Professionalization (0.761), highlighting their significant influence on performance outcomes. Legitimacy shows moderate correlations with Participation (0.515) and Professionalization (0.571), suggesting its importance in fostering these factors, though its correlation with Transparency (0.298) is weaker. Similarly, Accountability has a moderate positive relationship with Performance (0.728) and Transparency (0.415). While Transparency exhibits the weakest correlations overall, its moderate link with Performance (0.623) and Accountability (0.415) underscores its relevance. Overall, the table illustrates the interconnectedness of these variables, with Participation and Professionalization emerging as the most influential factors in enhancing performance.

Regression analysis

Regression analysis was conducted to examine how performance in Nepalese cooperatives is influenced by various factors. The table below presents the results. Specifically, it shows the regression results of accountability, transparency, professionalization, legitimacy, and participation on performance. This finding is based on primary data from 18 cooperatives with 400 observations, using a linear regression model. The model for Performance is represented as: $\text{Performance} = \beta_0 + \beta_1 \text{Legitimacy} + \beta_2 \text{Participation} + \beta_3 \text{Professionalization} + \beta_4 \text{Accountability} + \beta_5 \text{Transparency} + e$.

Table 3

Estimated regression results on legitimacy, participation, professionalization, accountability and transparency on performance

Model	B	Std. Error	t	P-Value
Legitimacy	-0.029	0.056	-0.516	0.606
Participation	0.072	0.040	1.769	0.078
Professionalization	0.303	0.060	5.013	0.000
Accountability	0.198	0.047	4.245	0.000
Transparency	0.082	0.059	1.374	0.170
R square	0.260			
Adjusted R square	0.251			
SEE	0.357			
F statistics	27.735			

Where,

β = Beta Coefficient or Regression Coefficient

S.E. = Standard Error

SEE = Standard Error Estimate

The table presents the results of a regression analysis that examines the effects of various factors legitimacy, participation, professionalization, accountability, and transparency on the performance of cooperatives. The regression coefficients (β) indicate the strength and direction of the relationship between each independent variable and performance. Among these, professionalization ($\beta = 0.303$, p-value = 0.000) and accountability ($\beta = 0.198$, p-value = 0.000) show statistically significant positive effects on performance, suggesting that improvements in these areas are associated with better cooperative outcomes. This finding is consistent with the findings of existing body of literature such as Ebrahim (2003) and Valentinov and Iliopoulos (2013)

In contrast, legitimacy ($\beta = -0.029$, p-value = 0.606), participation ($\beta = 0.072$, p-value = 0.078), and transparency ($\beta = 0.082$, p-value = 0.170) do not show significant impacts, as their p-values are greater than 0.05. The insignificant regression coefficients confirm that legitimacy, participation, and transparency have no significant impact on performance on cooperative in Nepal. This finding is contradicts with the findings of Deephouse and Carter (2005) and Hammad et al. (2016).

The model's R-squared value of 0.260 indicates that approximately 26% of the variance in performance is explained by the five cooperative variables, while

the adjusted R-squared (0.251) accounts for the model's degrees of freedom. The standard error of the estimate (SEE) is 0.357, and the F-statistic of 27.735 suggests that the overall model is statistically significant, meaning that at least one of the independent variables is a significant predictor of performance.

Table 4

Data Analysis Tool: Regression and summary of its results

Hypotheses	Statements/ Propositions	Null Hypotheses (H0)	Conclusions/ Results
H1	There is a significant relationship between legitimacy and the performance of cooperatives	There is no significant relationship between Legitimacy and the Performance of cooperatives.	Rejected (0.606>0.05)
H2	There is a significant relationship between participation and the performance of cooperatives	There is no significant relationship between participation and the performance of cooperatives	Rejected (0.078>0.05)
H3	There is a significant relationship between professionalization and the performance of cooperatives	There is no significant relationship between professionalization and the performance of cooperatives.	Accepted (0.000<0.05)
H4	There is a significant relationship between accountability and the performance of cooperatives	There is no significant relationship between accountability and the performance of cooperatives.	Accepted (0.000<0.05)
H5	There is a significant relationship between transparency and the performance of cooperatives	There is no significant relationship between transparency and the performance of cooperatives	Rejected (0.17>0.05)

The study investigates the correlation between legitimacy, participation, professionalization, accountability, transparency, and the performance of cooperatives in Nepal. The results offer detailed insights into the significance of these factors.

Hypothesis testing indicates that professionalization and accountability have a significant positive impact on cooperative performance (p-value = 0.000), emphasizing the importance of skilled management and strong accountability mechanisms in enhancing outcomes. Conversely, legitimacy (p-value = 0.606), participation (p-value = 0.078), and transparency (p-value = 0.170) do not exhibit

statistically significant relationships with performance, suggesting that their current implementation or awareness among cooperative members may not effectively contribute to measurable improvements.

The rejection of hypotheses for legitimacy, participation, and transparency suggests that larger cooperatives or those with complex structures may encounter challenges, such as reduced member engagement or inefficiencies in transparent operations. Addressing these issues through targeted interventions, such as member empowerment programs and streamlined governance processes could potentially enhance their impact on cooperative performance.

These findings underscore the interconnected nature of variables, highlighting the importance of an integrated approach to prioritizing professionalization and accountability. By improving the effectiveness of legitimacy, participation, and transparency, cooperatives can achieve sustainable growth and enhance member livelihoods.

The results provide valuable insights into the performance in cooperatives. The lack of statistically significant effects of legitimacy ($p = 0.606$), participation ($p = 0.078$), and transparency ($p = 0.170$) on performance suggests that while these elements are essential components of good governance, their current implementation may not be sufficiently impactful. This underscores the need for stronger mechanisms or strategic interventions to leverage their potential influence.

With an R-squared value of 0.26, it is evident that variables—such as legitimacy, participation, professionalization, accountability, and transparency only explain 26% of the variance in cooperative performance.

This indicates that external or unexplored internal factors play a significant role in performance variation, necessitating further exploration of economic, social, or operational dynamics.

The strong interrelationships among governance variables, particularly the perfect correlation ($r = 1.000$) between governance and performance, emphasize the interconnected nature of these practices. Improvements in areas like accountability are likely to trigger positive changes in other governance aspects, such as professionalization, showcasing a systemic effect. Conversely, the negative correlation between the natural logarithm of share capital and variables like legitimacy and transparency suggests that larger cooperatives may face

challenges due to increased operational complexity or bureaucratic inefficiencies, underscoring the need for adaptable and scalable cooperative frameworks.

Overall, these findings stress the importance of tailored strategies and further research into complementary factors influencing cooperative performance.

Conclusion

This study highlights the significant role of professionalization and accountability in improving the performance of cooperatives in Nepal. The positive correlation between these factors and performance emphasizes the need for skilled management and robust accountability systems to drive better outcomes. However, the lack of statistically significant relationships for legitimacy, participation, and transparency suggests that their current implementation may not be as impactful, possibly due to reduced member engagement or operational inefficiencies, particularly in larger cooperatives. Addressing these challenges through targeted interventions, such as member empowerment and streamlined performance processes, could enhance their effectiveness.

Furthermore, with an R-squared value of 0.26, the study reveals that only a portion of the performance variation can be explained by governance factors, indicating the importance of exploring additional external or internal variables that may contribute to performance. The interconnectedness of governance practices also suggests that improvements in one area, such as accountability, can foster positive changes across other dimensions. These findings underline the need for tailored strategies and further research to unlock the full potential of cooperatives in Nepal, ensuring sustainable growth and better member outcomes.

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माध्यमिक तहका विद्यार्थीहरूको शुभकामना पत्र लेखन क्षमता

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लेखसार

मानव जीवनका दैनिक व्यवहार संचालनका लागि आवश्यक लिखित अभिव्यक्ति व्यावहारिक लेखनसँग सम्बन्धित हुन्छ । दैनिक जीवनसँग प्रत्यक्ष सरोकार राख्ने विषयहरू व्यावहारिक हुन् । व्यावहारिक लेखन अन्तर्गत चिठी: व्यक्तिगत, कार्यालयीय, व्यावसायिक, निवेदन, सूचना, विज्ञापन, रसिद, भर्पाइ, मन्जुरीनामा, निर्णयपुस्तिका लेखन, व्यक्तिगत विवरण पर्दछन् । नेपालको शैक्षिक संरचना अनुरूप माध्यमिक तह विद्यालय तह हो । कक्षा ९ देखि कक्षा १२ सम्मको कक्षागत तहलाई माध्यमिक तह भनिन्छ । कक्षा १० उत्तीर्ण भएपछि एस.इ.इ. (सेकेन्डरी एजुकेशन इजामाइनेसन) को परीक्षा हुने गर्दछ । यस परीक्षामा उत्तीर्ण भएपछि कक्षा ११ मा अध्ययन गर्न पाइन्छ । यस अध्ययनमा कक्षा १० लाई केन्द्रविन्दुमा राख्दै एस.इ.इ.को परीक्षा दिन तयारी अवस्थामा रहेका विद्यार्थीहरूको व्यावहारिक लेखन अन्तर्गत शुभकामना पत्र लेखन क्षमता के कस्तो छ ? उनीहरूमा देखापरेका शुभकामना पत्र लेखनका मूलभूत समस्याहरू के के छन् ? समस्या समाधान के कसरी गर्न सकिन्छ ? भन्ने जिज्ञासा एवम् अनुसन्धेय प्रश्नमा आधारित भई माध्यमिक तहका विद्यार्थीहरूको शुभकामना पत्र लेखन क्षमताको पहिचान गर्नु, शुभकामना पत्र लेखनमा आइपरेका समस्याहरू उल्लेख गर्नु, समस्या समाधानका उपाय सुझाउनु र शुभकामना पत्र लेखनको क्षमता अभिवृद्धि गर्नु जस्ता उद्देश्यमा यो अध्ययन केन्द्रित रहेकोछ । क्षेत्रगत भ्रमण अध्ययन विधि अवलम्बन गरिएको यस अनुसन्धानमा उद्देश्यपरक ढङ्गाबाट नमुना छनोट गरी परीक्षण गरिएको छ । जुम्ला जिल्लाको चन्दननाथ नगरपालिकाका ४ वटा सामुदायिक माध्यमिक विद्यालयका ३० जना विद्यार्थीका दरले जम्मा १२० जना विद्यार्थीहरू नमुनाका रूपमा रहनेछन् । १२० जना विद्यार्थीहरूमा शुभकामना पत्र लेखन क्षमताको प्रश्नावलीका सहायताबाट परीक्षण गरी शुभकामना पत्र लेखन प्रत्येक विद्यार्थीको विश्लेषण गरी क्षमतालाई प्रतिशतमा राखिएकोछ ।

मुख्य शब्दावली : व्यावहारिक, शिक्षण, सिकाइ, प्रयोगपरक, सैद्धान्तिक ।



परिचय

व्यावहार संचालनका लागि व्यावहारिक लेखन आवश्यक पर्दछ । मानिसका व्यावहारिक जीवनसँग सम्बन्धित लेखनलाई व्यावहारिक लेखन भनिन्छ (ओभा, २०७५ पृ. ३५) । व्यावहारिक लेखन औपचारिक प्रकृतिको लेखन हो । निवेदन, सूचना, विज्ञापन लगायत व्यवहार संचालनका क्रममा समाजसँगको व्यवहार, कार्यालयसँगको व्यवहार व्यावहारिक लेखनमा पर्दछ । घरायसी र कार्यालयीय चिठी, विभिन्न प्रयोजनका निवेदन, सूचना, विज्ञापन, रसिद, भर्पाइ, मन्जुरीनामा, समवेदना, शुभकामना, बधाई, निर्णय पुस्तिका लेखन व्यावहारिक लेखनका नमुना हुन् (ओभा, २०७५ पृ. ३५) । व्यावहारिक लेखन निश्चित ढाँचामा हुने गर्दछ । ढाँचामा आधारित लेखन जटिल प्रकृतिको हुन्छ । ढाँचाभन्दा फरक तरिकाले लेखिएको लेखन प्रभावकारी मानिदैन । भाषामा यस्ता व्यावहारिक लेखनको शिक्षण सिकाइ गरिन्छ । नेपाली भाषा नेपालको सरकारी कामकाजको, साझा सम्पर्कको भाषा हो । नेपाली भाषामा दैनिक व्यवहार गर्न सक्षम बनाउन विद्यालयदेखि विश्वविद्यालय तहसम्मका तह कक्षामा नेपाली विषयलाई अनिवार्य विषयका रूपमा पठनपाठन गरिदै आएको छ । माध्यमिक तहमा नेपाली भाषाका चार भाषिक सीप (सुनाइ, बोलाइ, पढाइ र लेखाइ) मा निपूर्ण बनाउन नेपाली विषयलाई अनिवार्य विषयका रूपमा पठनपाठन गरिन्छ । लेखाइ भाषाको चौथो र अन्तिम प्रदानात्मक भाषिक सीप हो । यही भाषिक सीपसँग व्यावहारिक लेखन सम्बन्धित छ । माध्यमिक तहको एस. इ.इ. पार गर्ने अवस्थाको कक्षामा अध्ययनरत विद्यार्थीहरूमा शुभकामना पत्र लेखन क्षमताको अध्ययन गरिएको छ । एस.इ.इ. उत्तीर्ण गर्ने अवस्थामा पुग्दा समेत शुभकामना पत्र लेखनमा विद्यार्थीहरू अलमलिएको स्थितिमा उनीहरूको स्तर अनुरूपको शुभकामना पत्र लेखनमा रहेको दक्षता र क्षमताको यस अध्ययनमा खोजी गरिएको छ । उनीहरू शुभकामना पत्र लेखनमा कति सक्षम छन् ? उनीहरूमा शुभकामना पत्र लेखनका समस्या के के हुन् ? यस्ता लेखनगत समस्या समाधानका उपायहरू के के हुनसक्छन् ? शुभकामना पत्र लेखनमा दक्षता कसरी हासिल गर्न सकिन्छ ? भन्ने विषयमा केन्द्रित भएर अनुसन्धान गर्न आवश्यक भएकोले माध्यमिक तहका विद्यार्थीहरूको शुभकामना पत्र लेखन क्षमताको अनुसन्धान गरिएको छ ।

माध्यमिक तहका विद्यार्थीहरूले नेपाली भाषामा निर्धारित निश्चित ढाँचाको शुभकामना पत्र लेख्न सक्छन् कि सक्दैनन् ? भन्ने प्रश्न नै यस अनुसन्धानको मुख्य प्रश्न हो । यस अनुसन्धानात्मक लेखमा प्रस्तुत अनुसन्धानात्मक प्रश्नहरू : व्यवहारका लागि शुभकामना पत्र लेखन क्षमता कस्तो छ ? व्यावहारिक लेखनमा भाषिक शुद्धता कस्तो छ ? शुभकामना पत्र लेखनमा आइपरेका समस्याहरू के के हुन् ? शुभकामना पत्र लेखनमा देखापरेका समस्याहरूको समाधानका उपायहरू के के हुन् ? भन्ने यस अनुसन्धानका अनुसन्धानात्मक

प्रश्न हुन् । माध्यमिक तहका विद्यार्थीहरूको शुभकामना पत्र लेखन क्षमता कस्तो छ भन्ने विषय नै यस अनुसन्धानात्मक लेखको मुख्य समस्या हो । यसका अतिरिक्त शुभकामना पत्र लेखन क्षमतासँग सम्बन्धित विशिष्ट समस्याहरू पनि छन् : माध्यमिक तहका विद्यार्थीहरूको शुभकामना पत्र लेखन क्षमता कस्तो छ ? शुभकामना पत्र लेखनमा आइपरेका समस्याहरू के के हुन् ? देखापरेका समस्याहरूको समाधानका उपायहरू के के हुनसक्छन् ? शुभकामना पत्र लेखन सम्बन्धी क्षमता अभिवृद्धिका लागि के के गर्न सकिन्छ ? भन्ने समस्यामा यो अनुसन्धान कार्य केन्द्रित छ । माध्यमिक तहका विद्यार्थीहरूको शुभकामना पत्र लेखन क्षमताको अध्ययन गर्नु यस अनुसन्धानात्मक लेखको मुख्य उद्देश्य हो । यस लेखका थप विशिष्ट उद्देश्यहरू पनि छन् : माध्यमिक तहका विद्यार्थीहरूको शुभकामना पत्र लेखन क्षमताको अध्ययन गर्नु , शुभकामना पत्र लेखन क्षमतामा आइपरेका समस्याहरू खोजी गर्नु, शुभकामना पत्र लेखनमा आइपरेका समस्याहरूको समाधानका उपायहरू सुझाउनु र शुभकामना पत्र लेखन क्षमता अभिवृद्धि गर्न मद्दत गर्नु यस अनुसन्धानको उद्देश्य हो ।

भाषाका माध्यमबाट दैनिक व्यवहार हुने गर्दछ । नेपालको विद्यालय तहको शिक्षामा नेपाली भाषालाई नेपाली विषयका रूपमा पठनपाठन गरिदै आएको छ । भाषाका चार सीपमा निपूर्ण गराउनु यसको उद्देश्य हो । माध्यमिक तहका विद्यार्थीहरूको शुभकामना पत्र लेखन क्षमताको अध्ययन गरी तहगत रूपमा शुभकामना पत्र लेखन क्षमता हुनुपर्ने जतिको विकास भए नभएको यस अध्ययनबाट पत्ता लाग्नेछ । माध्यमिक तहका विद्यार्थीहरूको शुभकामना पत्र लेखन क्षमताको अध्ययन गरिएको छ । उनीहरूको लेखनमा देखिएका समस्या र समाधानका लागि उपायहरू समेत सुझाउन सकिने भएकाले यस अध्ययनको औचित्य/महत्व अत्यधिक छ । भाषाका सन्दर्भमा, शुभकामना पत्र लेखनका सन्दर्भमा, शिक्षण सिकाइका सन्दर्भमा, पाठ्यक्रमका सन्दर्भमा, पाठ्यपुस्तकका सन्दर्भमा यस अध्ययनको औचित्य एवम् महत्व पुष्टि हुन्छ । यो अध्ययन माध्यमिक तहमा केन्द्रित रहेको छ । माध्यमिक तहका विद्यार्थीहरूको नेपाली भाषाको शुभकामना पत्र लेखन क्षमतामा सीमित रहेको छ । माध्यमिक तहको कक्षा दशमा आधारित छ । व्यावहारिक लेखनको शुभकामना पत्र लेखनमा सीमित रहेको छ । यो अध्ययन भाषिक शुद्धता, विषय अनुरूप प्रस्तुति एवम् संरचनामा केन्द्रित छ । यस अध्ययनको क्षेत्र जुम्ला जिल्लाको चन्दननाथ नगरपालिका भौगोलिक क्षेत्र रहेको छ ।

पूर्वकार्यको पुनरावलोकन

भाषाको शिक्षण सिकाइमा लेखाइ सीपमा शुभकामना पत्र लेखन पर्दछ । यस सम्बन्धी भएका पूर्वकार्यको पुनरावलोकन गर्दा भाषा शिक्षण र लेखाइ सीपसम्बद्ध अध्ययन अनुसन्धानको पुनरावलोकन गरिएको छ ।

अधिकारी (२०५३) द्वारा **भाषा शिक्षण** पुस्तकमा नेपाली भाषाको शिक्षण सिकाइका सम्बन्धमा लेखन सीपका बारेमा सैद्धान्तिक आधार उल्लेख गरिएको छ । यसमा नेपाली भाषाको लेखन सीपको ढाँचा, लेखन सीपको शिक्षण सिकाइ प्रक्रिया एवम् नेपाली भाषा शिक्षण सिकाइसम्बन्धी विधि प्रक्रिया उल्लेख गरिएको छ । कक्षागत वा तहगत लेखन सीपका सम्बन्धमा कुनै उल्लेख गरिएको छैन ।

आचार्य (२०६९) द्वारा **म्याग्दी जिल्लाका कक्षा आठमा अध्ययनरत विद्यार्थीहरूको निवेदन लेखन क्षमताको अध्ययन** शीर्षकमा शोधकार्य गरिएको छ । यसमा म्याग्दी जिल्लाका कक्षा आठमा अध्ययनरत विद्यार्थीहरूमध्येबाट सोदेश्यमूलक नमुना छनोट विधि अवलम्बन गरी मिश्रित ढाँचामा रहेर अनुसन्धान गरिएको छ । यस अध्ययनबाट विद्यार्थीहरू निवेदन लेखनको संरचना, प्रस्तुति र भाषिक सीपमा कमजोर रहेको निष्कर्ष देखिएको छ । प्रस्तुत अध्ययनमा निवेदन क्षमताको अभिवृद्धिका उपाय समेत सुझाइएको छ । निवेदन लेखनका सम्बन्धमा यसको शिक्षण सिकाइ विधि प्रक्रिया, लेखनगत समस्या र समाधानका उपायहरू उल्लेख गरिएको छ । यस अनुसन्धानले लेखन सीपको अध्ययन गरेतापनि शुभकामना लेखन क्षमताको अध्ययनको खाँचो औल्याएको छ ।

घर्ती (२०६९) द्वारा **रुकुम जिल्लाका कक्षा दशमा अध्ययनरत विद्यार्थीहरूको चिठी लेखन क्षमताको अध्ययन** शीर्षकमा अनुसन्धान गरिएको छ । रुकुम जिल्लाका पाँचवटा विद्यालयलाई नमुनाका रूपमा छनोट गरी कक्षा दशमा अध्ययनरत विद्यार्थीहरूको चिठी लेखन क्षमताको अध्ययन गरिएको छ । यो अध्ययन मिश्रित ढाँचाको छ । अध्ययनको निष्कर्ष ५० प्रतिशतभन्दा बढी विद्यार्थीहरू लेखन सीमा कमजोर देखिएको देखिएको छ । यो लेखन सीप परीक्षणको महत्वपूर्ण अध्ययन हो ।

जोशी (२०७३) द्वारा **बझाङ जिल्लाका कक्षा एघारमा अध्ययनरत विद्यार्थीहरूको सूचना लेखन क्षमताको अध्ययन** शीर्षकमा शोधकार्य भएको छ । सूचना सम्प्रेषणका लागि तयार गरिने ढाँचाका सम्बन्धमा गरिएको यस अनुसन्धानले कक्षा एघारमा अध्ययनरत विद्यार्थीहरूमा समेत लेखन सीप क्षमताको अभाव रहेको निष्कर्ष उल्लेख गरिएको छ । सूचनाको ढाँचा, त्यसको संरचना र विषय प्रस्तुतिको तालमेलमा प्रभावकारिताको कमजोरी विद्यार्थीहरूमा रहेको अध्ययनको सार छ । लेखनमा देखिएका समस्या र समाधानका उपाय समेत यस अध्ययनमा उल्लेख गरिएको छ ।

माध्यमिक तहका विद्यार्थीहरूको भाषिक क्षमता, लेखाइ सीपका सम्बन्धमा गरिएका पूर्वकार्यले यस अनुसन्धानका सम्बन्धमा सैद्धान्तिक आधार तयार गर्न मद्दत गरेको छ । पूर्वकार्यको पुनरावलोकन पश्चात माध्यमिक तहका विद्यार्थीहरूको शुभकामना पत्र लेखन सम्बन्धी अनुसन्धान भएको देखिदैन । यी अध्ययनले भाषा शिक्षण सिकाइ सिद्धान्तका आधारमा रहेर शुभकामना पत्र लेखन क्षमताको अध्ययन गर्न मद्दत पुगेको छ ।

अध्ययन विधि

यस अनुसन्धानात्मक लेखमा क्षेत्रगत भ्रमण विधि अवलम्बन गरिएको छ । यो गुणात्मक र परिमाणात्मक सहितको मिश्रित अनुसन्धान ढाँचामा माध्यमिक तहका विद्यार्थीको शुभकामना पत्र लेखन क्षमताको अनुसन्धानात्मक लेख सम्पन्न गरिएकोछ । परिमाणात्मक अनुसन्धान ढाँचामा शूक्ष्म सांख्यिकिको समेत प्रयोग गरिएको छ । यस अनुसन्धानको जनसंख्या जुम्ला जिल्लाको चन्दननाथ नगरपालिकामा संचालित सामुदायिक माध्यमिक विद्यालयमा कक्षा दशमा अध्ययनरत सम्पूर्ण विद्यार्थीहरु यस अध्ययनमा जनसंख्याका रूपमा रहेका छन् । यस अनुसन्धानात्मक लेखका लागि प्राथमिक र द्वितीय तथ्याङ्कका स्रोतहरु रहने छन् । प्राथमिक स्रोत अन्तर्गत प्रत्यक्ष भेटघाट, प्रश्नावली रहनेछ भने द्वितीय स्रोत अन्तर्गत शुभकामना पत्र लेखन सम्बद्ध सामग्री छन् । यस अध्ययनको नमुना छनोट उद्देश्यमूलक रहेको छ । चन्दननाथ नगरपालिकामा संचालित ६ वटा माध्यमिक विद्यालय मध्ये दुरीका आधारमा जम्मा ४ वटा सामुदायिक माध्यमिक विद्यालय छनोट गरिएको छ । उक्त विद्यालयमा कक्षा दशमा अध्ययनरत विद्यार्थीहरुलाई गोलाप्रथाका आधारमा छात्र/छात्राहरु मध्येबाट प्रति विद्यालय ३० जना विद्यार्थीका दरले ४ वटा विद्यालयबाट १२० जना विद्यार्थी अध्ययनका लागि नमुनाका रूपमा छनोट गरिएको छ । यस अध्ययनको प्रमुख सामग्री भनेको प्रश्नावली हो । शुभकामना पत्र लेखनका नमुना प्रस्तुत गर्न लगाइएको छ । शिक्षकका लागि समेत शुभकामनाको शिक्षण, सिकाइ सन्दर्भमा आधारित भएर प्रश्नावली तयार पारिएको छ । यस अनुसन्धानको व्याख्या विश्लेषण प्रक्रिया वर्णनात्मक र विश्लेषणात्मक छ । विद्यार्थीहरुको शुभकामना लेखनको संरचना, भाषिक शुद्धता (लेखाइ सीप) विषय अनुरूप प्रस्तुतिलाई आधार मानेर मूल्याङ्कन गरी प्रत्येक शुभकामना पत्र लेखन क्षमतालाई प्रतिशतमा तालिकीकरण गरी त्यसको विश्लेषण गरी प्रतिशतमा नतिजा प्रकाशित गरिएको छ । साथै शिक्षकले भरेको प्रश्नावलीका आधारमा शिक्षण सिकाइ प्रक्रियाका सम्बन्धमा समेत प्राप्त तथ्याङ्कका आधारमा वर्णनात्मक र विश्लेषणात्मक रूपले विश्लेषण गरिएको छ ।

परिणाम/छलफल

(अध्ययनको विश्लेषण)

यस अनुसन्धानमा माध्यमिक तहका विद्यार्थीहरुको शुभकामना पत्र लेखनका सम्बन्धमा रहेको भाषिक लेखन सीपको आन्तरिक संरचनाका आधारमा, विषयवस्तुको प्रस्तुति, व्याकरणिक तत्वका आधारमा लेखन क्षमताको अध्ययन गरिएको छ ।

शुभकामना पत्र लेखन

व्यावहारिक लेखनको एक महत्वपूर्ण लेखन शुभकामना पत्र लेखन हो । शुभकामना आदान प्रदानका लागि औपचारिक रूपले लेखिने ढाँचामा आधारित भएर माध्यमिक तह कक्षा १० का विद्यार्थीहरुले लेख्न सक्छन् कि सक्दैनन् भनेर आन्तरिक संरचना, विषयवस्तुको

प्रस्तुति, व्याकरणिक तत्वमा केन्द्रित भएर अध्ययन गरिएको छ । श्री कर्णाली मा. वि. जुम्लाका कक्षा १० का विद्यार्थीहरूको शुभकामना पत्र लेखन क्षमता यसप्रकारको छ ।

तालिका १ शुभकामना पत्र लेखनमा आन्तरिक संरचनात्मक क्षमता

आन्तरिक संरचनात्मक एकाइ	सही गर्ने विद्यार्थी संख्या	त्रुटि गर्ने विद्यार्थी संख्या	जम्मा विद्यार्थी संख्या	लेखन क्षमता भएका विद्यार्थीहरू प्रतिशतमा	कैफियत
मिति	१८	१२	३०	६०	
विषय	२५	५	३०	८३.३३	
सम्बोधन	२०	१०	३०	६६.६६	
संरचना	११	१९	३०	३६.६६	
शैली	९	२१	३०	३०	

आन्तरिक संरचनामा मिति लेखन, विषयवस्तुको उल्लेख, सम्बोधन, संरचना र शैलीका आधारमा अध्ययन गर्दा कुन मितिमा के को शुभकामना हो स्पष्ट उल्लेख गर्ने विद्यार्थीहरू थोरै मात्रामा छन् । सम्बोधन सहितको शुभकामनात्मक संरचना समेत मिलेको छैन । शुभकामनाको संरचनामा रहेर लेख्ने जम्मा ३६ प्रतिशत विद्यार्थीहरू छन् भने अन्य विद्यार्थीहरूले मनगढन्ते संरचना तयार पारेका छन् । शुभकामनाको शैली हार्दिक मंगलमय दीर्घायु सुस्वास्थ्यको कामनाको हुनुपर्दछ । यसरी लेख्न सक्ने विद्यार्थीहरू ३० प्रतिशत छन् । ७० प्रतिशत विद्यार्थीहरूले आ आफ्नै मनगढन्ते रूपमा हार्दिक शैलीको अभावमा तयार पारेका छन् । तिम्रो सुखद जन्मदिनको अवसरमा बधाइ छ । म भगवानसँग लामो आयुको शुभकामना गर्दछु जस्ता वाक्यहरू प्रयोग गरिएको छ । शुभकामना लेखनमा ५५.३३ प्रतिशत विद्यार्थीहरू आन्तरिक संरचनात्मक लेखनमा सक्षम छन् भने ४४.६७ प्रतिशत विद्यार्थीहरू कमजोर रहेका छन् ।

विषयवस्तुको प्रस्तुति

शुभकामना पत्र लेखनमा विषयवस्तुको प्रस्तुति महत्वपूर्ण हुन्छ । सुसंगठित प्रस्तुतिबाट आकर्षक शुभकामना तयार हुनेगर्दछ । शुभकामना पत्रको विषयवस्तुगत प्रस्तुतिमा सन्देश, प्रस्तुति, भाषा, विषयवस्तुको क्रम, समापन मिलेको हुनुपर्दछ । श्री कर्णाली मा. वि. जुम्लाका कक्षा १० मा अध्ययनरत विद्यार्थीहरूको शुभकामना लेखनमा विषयवस्तुगत प्रस्तुति क्षमता यसप्रकारको छ ।

तालिका २ शुभकामना पत्र लेखनमा विषयवस्तुगत प्रस्तुति क्षमता

विषयवस्तुको प्रस्तुतिगत एकाइ	सही गर्ने विद्यार्थी संख्या	त्रुटि गर्ने विद्यार्थी संख्या	जम्मा विद्यार्थी संख्या	लेखन क्षमता भएका विद्यार्थीहरू प्रतिशतमा	कैफियत
सन्देश	२५	५	३०	८३.३३	
प्रस्तुति	१६	१४	३०	५३.३३	
भाषा	२३	७	३०	७६.६६	
विषयवस्तुको क्रम	१६	१४	३०	५३.३३	
समापन	१८	१२	३०	६०	

माध्यमिक तह कक्षा १० मा अध्ययनरत श्री कर्णाली मा. वि. अनामनगर, जुम्लाका विद्यार्थीहरूले शुभकामना पत्र लेखनको विषयवस्तुगत प्रस्तुतिमा जन्मदिनको शुभकामना सन्देश स्पष्ट रूपमा लेख्न सकेका छन् भने प्रस्तुतिमा ५३.३३ प्रतिशत विद्यार्थी मात्र सक्षम छन् । बाँकी विद्यार्थीहरूले प्रस्तुतिलाई खजमज्याएर लेखेका छन् । तिमीलाई अब १६ वर्षको यस साल शुभ होस् भन्ने भन्न चाहन्छु । यति भन्दै कलम यही रोके । म तिम्रो गाउँमा आउन नसकेका कारण यो पत्र लेखेको छु । जस्तो अभिव्यक्ति प्रस्तुत गरिएको छ । भाषागत रूपमा जुम्ली भाषाको प्रभाव परेको छ । जन्मदिनको शुभकामनाको विषयवस्तुगत क्रम, शुभकामनात्मक अभिव्यक्ति लेख्न सक्ने विद्यार्थीहरूको संख्या थोरै छ । जन्मदिनको शुभकामना पत्र लेखनमा विषयवस्तुगत प्रस्तुति क्षमता ६५.३३ प्रतिशत विद्यार्थीहरूमा मात्र छ । ३४.६७ प्रतिशत विद्यार्थीहरूमा विषयवस्तुगत प्रस्तुति क्षमता कमजोर रहेको छ ।

व्याकरणिक तत्व

लेखनमा व्याकरणिक तत्वको महत्वपूर्ण हुन्छ । शब्दभण्डार, वर्णविन्यास, संगति, वाक्यगठन र अनुच्छेदगठन व्याकरणिक पक्षका महत्वपूर्ण पक्ष हुन् । शुभकामना पत्र लेखनमा व्याकरणिक तत्वभित्र यिनै पक्षहरू उपयुक्त ढङ्गाट प्रस्तुत भएको हुनुपर्छ । **श्री कर्णाली मा. वि. अनामनगर, जुम्लाका माध्यमिक तह कक्षा १० का विद्यार्थीहरूको शुभकामना पत्र लेखनमा व्याकरणिक तत्वगत क्षमता यसप्रकारको छ ।**

तालिका ३ शुभकामना पत्र लेखनमा व्याकरणिक तत्वगत क्षमता

व्याकरणिक तत्वगत एकाइ	सही गर्ने विद्यार्थी संख्या	त्रुटि गर्ने विद्यार्थी संख्या	जम्मा विद्यार्थी संख्या	लेखन क्षमता भएका विद्यार्थीहरू प्रतिशतमा	कैफियत
शब्दभण्डार	१७	१३	३०	५६.६६	
वर्णविन्यास	१६	१४	३०	५३.३३	
सङ्गति	१६	१४	३०	५३.३३	
वाक्यगठन	१५	१५	३०	५०	
अनुच्छेदगठन	१४	१६	३०	४६.६६	

श्री कर्णाली मा. वि. जुम्लाका विद्यार्थीहरूमा शुभकामना पत्र लेखनमा व्याकरणिक तत्वको अध्ययन गर्दा शब्दभण्डारगत क्षमता कमजोर रहेको छ । वर्णविन्यासगत त्रुटि यथेष्ट पाइन्छ । मडगलायम, शुभकामन, तीमी, भने जस्ता त्रुटि रहेका छन् । तीमी कहिलै पनि दुखी नहोस्, राम्रो देशको सगरमाथा भै म भगवानसँग तिम्रो आयुको शुभकामना गर्दछु जस्ता सङ्गतिगत र वाक्यगठनगत त्रुटि गरेका छन् । जन्मदिनको पावन अवसरमा साथीलाई शुभकामना दिदा साथीको नाम, जन्मदिनको मिति, दिर्घायु, उत्तरोत्तर प्रगति उन्नति सुस्वास्थ्यको कामना सहितको अनुच्छेद तयार पार्नु पर्ने हो त्यसो नभएर तिम्रो जन्मदिनको अवसरमा म तिम्रो गाउँ आगनमा आउन पाएको छु । जस्तो लेखाइ विद्यार्थीले लेखेका छन् जसमा व्याकरणिक तत्वको अभाव रहेको छ । यसरी शुभकामना पत्र लेखनमा व्याकरणिक तत्वगत क्षमता भएका विद्यार्थीहरू ५२ प्रतिशत मात्र छन् भने ४८ प्रतिशत विद्यार्थीहरू व्याकरणिक तत्वगत लेखन क्षमता कमजोर भएका छन् ।

शुभकामना पत्र लेखन

व्यावहारिक लेखन क्षमताभित्र शुभकामना पत्र लेखन पनि पर्दछ । शुभकार्य, शुभअवसरमा आफन्तजन, प्रियजनलाई शुभआषिष सहित लेखिन्छ । शुभकामना पत्र लेखनमा रहने आन्तरिक संरचना, विषयवस्तुको प्रस्तुति र व्याकरणिक तत्वका आधारमा श्री चन्दननाथ मा. वि. का कक्षा १० का विद्यार्थीहरूको लेखन क्षमता यसप्रकार अध्ययन गरिएको छ ।

आन्तरिक संरचना

शुभकामना लेखनमा आन्तरिक संरचना महत्वपूर्ण हुन्छ । जन्मदिनको अवसरमा साथीलाई लेख्ने शुभकामना पत्र लेखनमा मिति, विषय, सम्बोधन, संरचना र शैलीमा केन्द्रित भएर शुभकामना पत्र लेखनको परीक्षण गर्दा श्री चन्दननाथ मा. वि. जुम्लाका विद्यार्थीहरूको लेखन क्षमता यसप्रकारको छ ।

तालिका ४ शुभकामना पत्र लेखनमा आन्तरिक संरचनात्मक क्षमता

आन्तरिक संरचनात्मक एकाइ	सही गर्ने विद्यार्थी संख्या	त्रुटि गर्ने विद्यार्थी संख्या	जम्मा विद्यार्थी संख्या	लेखन क्षमता भएका विद्यार्थीहरू प्रतिशतमा	कैफियत
मिति	२०	१०	३०	६६.६६	
विषय	२४	६	३०	८०	
सम्बोधन	२२	८	३०	७३.३३	
संरचना	१४	१६	३०	४६.६६	
शैली	१३	१७	३०	४३.३३	

आफ्ना साथीको जन्मदिनको अवसरमा साथीलाई दिने शुभकामनाको पत्र लेखनमा जन्मदिको मितिको कुरा नै उल्लेख गरेका छैनन् । केहि विद्यार्थीहरूले के को शुभकामना हो उल्लेख गर्न विर्सका छन् । कतिले साथीलाई सम्बोधन नै गरेका छैनन् । शुभकामना पत्रको संरचना समेत नमिलाएर लेखेका छन् । मनगढन्ते रूपमा अनुच्छेद भर्ने गरेका छन् । भावनात्मक शैलीको बढी प्रयोग भएको छ । श्री चन्दननाथ मा. वि. जुम्लाका माध्यमिक तह कक्षा १० का विद्यार्थीहरूको शुभकामना पत्र लेखनमा आन्तरिक संरचनात्मक लेखन क्षमता ६२ प्रतिशत विद्यार्थीहरूमा छ भने ३८ प्रतिशत विद्यार्थीहरूमा आन्तरिक संरचनात्मक लेखन क्षमता कमजोर रहेको छ ।

विषयवस्तुको प्रस्तुति

जन्मदिनको शुभकामना दिदा विषयवस्तुगत प्रस्तुतिमा सन्देश, प्रस्तुति, भाषा, विषयवस्तुको क्रम र समापन सुगठित हुनुपर्दछ । आफ्ना साथीको जन्मदिनको अवसरमा शुभकामना पत्र लेखन परीक्षण गर्दा श्री चन्दननाथ मा. वि. जुम्लाका विद्यार्थीहरूको शुभकामना पत्र लेखनमा विषयवस्तुको प्रस्तुतिगत क्षमता यसप्रकार छ ।

तालिका ५ शुभकामना पत्र लेखनमा विषयवस्तुगत प्रस्तुति क्षमता

विषयवस्तुको प्रस्तुतिगत एकाइ	सही गर्ने विद्यार्थी संख्या	त्रुटि गर्ने विद्यार्थी संख्या	जम्मा विद्यार्थी संख्या	लेखन क्षमता भएका विद्यार्थीहरू प्रतिशतमा	कैफियत
सन्देश	२६	४	३०	८६.६६	
प्रस्तुति	१२	१८	३०	४०	
भाषा	२५	५	३०	८३.३३	
विषयवस्तुको क्रम	१३	१७	३०	४३.३३	
समापन	१३	१७	३०	४३.३३	

विषयवस्तुको प्रस्तुतिमा सन्देश के दिन खोजेको हो केही विद्यार्थीहरू अस्पष्ट छन् । अधिकांश विद्यार्थीहरूले गन्थनमन्थन नै बढी लेखेका छन् । जन्मदिनको अवसरमा सुस्वास्थ्य, दीर्घायु, समुज्वल भविष्यको कामनाको प्रस्तुति ४० प्रतिशत विद्यार्थी मात्र रहेका छन् । केही विद्यार्थीहरूले अनादरको प्रयोग पनि गरेका छन् मेरो प्या १० साथी त सधैं प्यारो रहनु जस्ता अभिव्यक्ति दिएका छन् भने विषयवस्तुको क्रम मिलाएर लेख्नसक्ने विद्यार्थीहरू समेत कम मात्रामा छन् । शुभकामना पत्रको सुभारम्भदेखि समापन सम्म सुगठित ढङ्गबाट विषयवस्तुको प्रस्तुतिगत लेखन क्षमता भएका विद्यार्थीहरू ५९.३३ प्रतिशत मात्र रहेका छन् ।

व्याकरणिक तत्व

लेखाइ सीपमा भाषाको व्याकरणिक पक्षको महत्वपूर्ण भूमिका रहने गर्दछ । शुभकामना पत्र लेखनमा व्याकरणिक तत्वका आधारमा लेखनसक्ने क्षमताको परीक्षण गर्दा श्री चन्दननाथ मा. वि. जुम्लाका कक्षा १० का विद्यार्थीहरूको लेखन क्षमता यसप्रकारको छ ।

तालिका ६ शुभकामना पत्र लेखनमा व्याकरणिक तत्वगत क्षमता

व्याकरणिक तत्वगत एकाइ	सही गर्ने विद्यार्थी संख्या	त्रुटि गर्ने विद्यार्थी संख्या	जम्मा विद्यार्थी संख्या	लेखन क्षमता भएका विद्यार्थीहरू प्रतिशतमा	कैफियत
शब्दभण्डार	१८	१२	३०	६०	
वर्णविन्यास	११	१९	३०	३६.६६	
सङ्गति	१६	१४	३०	५३.३३	
वाक्यगठन	१५	१५	३०	५०	
अनुच्छेदगठन	१४	१६	३०	४६.६६	

जन्मदिनको शुभकामना पत्र लेखनमा व्याकरणिक तत्वको मूल्याङ्कन गर्दा कथ्यगत जुम्ली भाषाका शब्दावलीको बढी प्रयोग गरेका छन् । भयेको, पचुतो, ताडनसक्नु, उजल जस्ता कथ्यगत शब्दको प्रयोग भएको छ । वर्णविन्यासमा बढी नै कमजोर रहेका छन् । मोरो मनदेखि, प्राथना, गदछु, आजा, शुभकाना, पनी, सुगशान्ति, तिमि, सम्बन्धि जस्ता त्रुटि गर्ने विद्यार्थीहरू ६० प्रतिशत जति रहेका छन् । तिमि भविष्यमा ठूलो मान्छे बनोस् भन्ने कामना गदछु जस्तो सङ्गतिगत त्रुटि भएको छ भने तिमिले राम्रोसँग जन्मदिन मनाएको होस् भन्ने कामना, तिम्रो जन्म हुँदा म तिमिलाई हार्दिक शुभकामना व्यक्त गदछु । तिमिले सोचेको मनोकामना पुरा हुन् तिमिले भन्नेकुरा पनि पुरा हुन् भन्ने भगवानले तेरो इच्छा पुरा शुभकामना पत्र लेखन

शुभकामना पत्र लेखन लाई आन्तरिक संरचना विषयवस्तुको प्रस्तुति र व्याकरणिक तत्वका आधारमा अभ्ययन गरिएको छ । आकर्षक र प्रभावकारी शुभकामनामा यी तीन क्षेत्रको उचित प्रस्तुति हुनपर्दछ । श्री जनता मा.वि. महतगाँउ जुम्लाका माध्यमिक तह कक्षा १० का विद्यार्थीहरूको शुभकामना पत्र लेखनमा रहेको आन्तरिक संरचनात्मक पक्ष विषयवस्तुको प्रस्तुती र लेखनमा रहेको व्याकरणिक तत्वलाई यस प्रकार अध्ययन गरिएको छ ।

आन्तरिक संरचना

शुभकामनामा आन्तरिक पक्षमा रहेको मिति, सम्बोधन विषय, संरचना र शैली हुन् । यी नै आधारमा विद्यार्थीहरूको लेखन क्षमता यस प्रकारको रहेको छ ।

तालिका ७ शुभकामना पत्र लेखनमा आन्तरिक संरचना

	आन्तरिक संरचनात्मक एकाइ	सही लेखे वि.संख्या	त्रुटि गर्ने वि.संख्या	जम्मा वि.संख्या	लेखन क्षमता भएका वि.प्रतिशतमा	कैफियत
	मिति	१३	१२	२५	५२ %	
	सम्बोधन	१९	६	२५	७६ %	
	विषय	२५	-	२५	१०० %	
	संरचना	१०	१५	२५	४० %	
	शैली	९	१६	२५	३६ %	
	सम्बोधन	६० %	३९.१२ %			

श्री जनता मा.वि. का विद्यार्थीहरूको शुभकामना पत्र लेखनमा आन्तरिक संरचना अर्न्तगत मिति लेखन कतिले छोडेका छन् भने केहीले अंग्रेजी अङ्कमा लेखेका छन् जन्मदिनको पावन अवसरमा कुन साथीलाई हो सम्बोधन गर्न केही विद्यार्थी ले विसंका छन् । विषय भने जन्मदिनको शुभकामनाको सन्दर्भ सबैले लेखेका छन् । शुभकामना पत्रको संरचना र शैली उपयुक्त ढङ्गले लेख्न सक्ने विद्यार्थीहरू पनि सक्ने मात्रामा छन् । शुभकामना पत्रको आन्तरिक संरचनामा आधारित भएर लेख्न सक्ने क्षमता भएका विद्यार्थीहरू औसतमा ६०.८ % मात्र छन् भने लेखन क्षमता कमजोर भएका विद्यार्थीहरू औसतमा ३९.२ % रहेका छन् ।

विषयवस्तुको प्रस्तुति

माध्यमिक तहका विद्यार्थीहरूको शुभकामना पत्र लेखनका सिलसलामा विषयवस्तु अनुसारको प्रस्तुति कस्तो रहेको छ भन्ने सम्बन्धमा यस अनुसन्धानमा अध्ययन गरिएको छ । यसमा विषयवस्तुका आधारमा शुभकामना पत्र लेखन क्षमताको अध्ययन गरिएको छ ।

तालिका ८ शुभकामना पत्र लेखनमा विषयवस्तुको प्रस्तुति

	विषयवस्तुको प्रस्तुतिगत एकाइ	सही लेखे वि.संख्या	त्रुटि गर्ने वि.संख्या	जम्मा वि.संख्या	लेखन क्षमता भएका वि.प्रतिशतमा	कैफियत
	सन्देश	२२	१६	२५	८८ %	
	प्रस्तुती	९	१७	२५	३६ %	
	भषा	८	१५	२५	३२ %	
	विषयवस्तुको कम	१०	१५	२५	४० %	
	औसतमा	१०	१६	२५	४० %	
		४७.२%	५२.८%			

शुभकामना पत्रको सन्देश जन्मदिनको अवसरमा आफ्ना साथी लाई शुभकामनाको नै रहेको छ । केही विद्यार्थीहरूले के को शुभकामना हो उललेख गरेका छन् । शुभकामना पत्रको प्रस्तुति जन्मदिनको अवसरमा सुस्वास्थ्य दीघायु उन्नतिको कामना सहित हुनपर्ने हो त्यसो नभएर मनगढन्ते धेरै भुमिका सहितको लेखन बढी रहेको छ । भाषा स्पष्ट हुनपर्नेमा कथ्य भाषको प्रयोग गरिएको अभिव्यक्ति दोहोरिएको सामान्य आदर तिमिको बढी प्रयोग गरिएको छ । तिमो दाईको सातमा पठायको छु मेरो हीदय देखी नै तिमिलाई शुभकामना गरेको छु । जस्तो अभिव्यक्ति रहेको छ । शुभकामना कसलाई दिएको, केको दिएको कसले दिएको भन्ने विषयवस्तुको क्रममा लेखन हुनुपर्नेमा यस्तो लेखन कम मात्रमा पाईन्छ । लेखन खजमाजिएको छ । यसले समापनको क्रम पनि मिलेको कम मात्रामा छ । शुभकामना पत्र लेखनमा विषयवस्तुको प्रस्तुति मा क्षमता रहेको विद्यार्थीहरूको औसतमा ४७.२ % रहेको छन् भने विषयवस्तुको प्रस्तुतिसहित लेखन क्षमता कमजोर भएका विद्यार्थीहरू औसतमा ५२.८ % रहेका छन् ।

ब्याकरणिक तत्व

भाषामा ब्याकरण रहेको हुन्छ । लिखित अभिव्यक्ति मा भाषामा लेखाई सीप देखिने भएकाले ब्याकरणिक पक्षलाई समेत ध्यानदिनु जरुरी हुन्छ । शुभकामना पत्र लेखनमा ब्याकरणिक तत्व अर्न्तगत शब्दभण्डार , वर्णविन्यास , संङ्गति , वाक्यगठन र अनुच्छेद गठन लाई अध्ययन गरिएको छ । **श्री जनता मा.वि. महतगाउ, जुम्लाका माध्यामिक तह कक्षा १० का विद्यार्थीहरूको शुभकामना पत्र लेखनमा ब्याकरणिक तत्वगत क्षमता यस प्रकारको छ ।**

तालिका ९ शुभकामना पत्र लेखनमा ब्याकरणिक तत्व

	ब्यकरणिक तत्वगत एकाइ	सही लेखे वि.संख्या	त्रुटि गर्ने वि.संख्या	जम्मा वि.संख्या	लेखन क्षमता भएका वि.प्रतिशतमा	कैफियत
	सन्देश	११	१४	२५	४४ %	
	प्रस्तुती	६	१९	२५	२४ %	
	भषा	१०	१५	२५	४० %	
	विषयवस्तुको कम	११	१४	२५	४० %	
	औसतमा			२५	४४ %	

स्रोत : लेखन परीक्षण २०७६

शुभकामना पत्र लेखनको व्याकरणिक तत्वमा शब्दभण्डारगत रूपमा विद्यार्थीहरू कमजोर छन् । कतिपय विद्यार्थीहरूले अंग्रेजी शब्दावलीको समेत प्रयो गरेका छन् । मामु ह्यापी वर्थ डे त कतिपयले जुम्लाी खस भाषाको कथ्यगत प्रयोगका आधारमा शब्दको लेखन गरेका छन् । तिमो, फलोस फुलोस, तिम्लाई, साधै वर्णविन्यासगत रूपमा धेरै विद्यार्थीहरू कमजोर छन् । छायोस, उत्तयको, छैनयौ व्याक्त, होउस, गदछु, शुभकामना, भयकाले, जन्मदिन, थाहापाय जस्तो लेखाइ त्रुटि गरेका छन् । सतुरले नजर नलागेस तिमो जन्मदिन र तिमिले सै कुरा वा चाहाना सफल होस् भनन चाहन्छु , म यहाँ सन्चै छु । च्यहा पनि तिमि कस्तो छ जस्तो सडगतिगत त्रुटि गरेका छन् । खसीका साथ तिमो आमा बुवाको आसीरवाद लिं छौ भन्ने शुभकामनाको व्यक्तित गररही छु तिमिलिाई जम्मदिनको धेरै धेरै शुभकामना गर्दछु तिमिले आफ्नो जन्मदिनको शुभकामना राम्रोसंग मनाउनु है जस्तो वाक्य गठन गत त्रुटि गरेका छन् भने अनुच्छद गठनमा समेत लेखन क्षमता भएका विद्यार्थीहरू कम संख्यामा रहेका छन् । यसरी शुभकामना पत्र लेखनमा व्याकरणिक तत्वगत लेखाई क्षमता भएका विख्द्यार्थीहरू औसतमा ३८.४% छन् भने लेखन क्षमता कमजोर भएका विद्यार्थीहरू औसतमा ६१.६% रहेका छन् ।

शुभकामना पत्र लेखन

शुभकामना पत्र लेखनलाई आन्तरिक संरचना , विषयवस्तुको प्रस्तुति र व्याकरणिक तत्वका आधारमा श्री भैरव मा.वि. धुपीदुस्का माध्यामिक तह कक्षा १० का विद्यार्थीहरूको लेखन क्षमताको अध्ययन गरिएको छ ।

आन्तरिक संरचना

शुभकामना पत्रको आन्तरिक संरचनामा मिति , सम्बोधन , विषय, संरचना र शैलीमा केन्द्रित भएर अध्ययन गर्दा श्री भैरव मा. वि. धुपीदुस्का , जुम्लाका माध्यामिक तह कक्षा १० मा अध्ययनरत विद्यार्थीहरूको शुभकामना पत्र लेखनमा आन्तरिक अनुरूपको लेखन क्षमता यस प्रकारको छ ।

जन्मदिनको अवसरमा शुभकामना दिदा कुन मितिमा कसको जन्म भएकाले कुन कुन कुराको कामना सहित शुभकामना लेखिनु पर्नेमा कतिपयले सम्बोधन र मिति नै नलेखेका छन् । कुन अवसरमा शुभकामना दिइएको हो यसले विषय सन्दर्भ लाई जनाउँदछ । कतिपय विद्यार्थीहरूले त्यसलाई ध्यानमा राखेका छैनन् । सम्बोधन जन्मदिनको अवसरमा सुस्वास्थ्य, दीर्घायू ,उन्नति प्रगतिको कामना शुभकामना दिने व्याक्तिको नाम हुनपर्नेमा यस्तो संरचनाको लेखाई कम विद्यार्थीहरूले अवलम्बन गरेका छन् ।जन्मदिनको शुभकामनाको शैली अपनाउनु पर्नेमा चिठीको शैली धेरै विद्यार्थीहरूले अपनाएका छन् । साथी म जहाँ भएपनि दुख नमानेर

आफ्नो जन्मदिन मनाउनु होला सधैँ खुसी अनि हासेर बाच्नु प्रयोग भएको शैली हो । केही विद्यार्थीहरूले आफ्नो साथीको जन्मदिनको अवसरमा शुभकामना पत्र नै लेखेका छैनन् । यसरी श्री भैरव मा. वि. धुपीदुस्का जुम्लाका माध्यमिक तह कक्षा १० का विद्यार्थीहरूको शुभकामना लेखाईमा आन्तरिक संरचनात्मक लेखन क्षमता भएका विद्यार्थीहरूमा औसतमा ३३.८% प्रतिशत रहेका छन् भने सशुभकामना पत्रको लेखनमा आन्तरिक संरचनात्मक लेखाई क्षमता कमजोर भएका विद्यार्थीहरू औसतमा ६३.२% प्रतिशत रहेका छन् ।

तालिका १० शुभकामना पत्र लेखनमा आन्तरिक संरचना

	आन्तरिक संरचनात्मक एकाइ	सही लेखे वि.संख्या	त्रुटि गर्ने वि.संख्या	जम्मा वि.संख्या	लेखन क्षमता भएका वि.प्रतिशतमा	कैफियत
	मिति	१२	६	२५	२४ %	
	सम्बोधन	११	७	२५	१६ %	
	विषय	१३	५	२५	२० %	
	संरचना	५	१३	२५	२० %	
	शैली	५	१३	२५	२० %	

विषयवस्तुको प्रस्तुति

तालिका ११ शुभकामना पत्र लेखनमा विषयवस्तुको प्रस्तुति

	विषयवस्तुको प्रस्तुतिगत एकाइ	सही लेखे वि.संख्या	त्रुटि गर्ने वि.संख्या	जम्मा वि.संख्या	लेखन क्षमता भएका वि.प्रतिशतमा	कैफियत
	सन्देश	१३	५	२५	५२ %	
	प्रस्तुति	६	१२	२५	२४ %	
	भाषा	५	१३	२५	२० %	
	विषयवस्तुको क्रम	५	१३	२५	२० %	
	समापन	६	१२	२५	२४ %	

जन्मदिनको अवसरमा आफ्नो साथीलाई शुभकामनाको सन्देश लेखिनु पर्नेमा केही विद्यार्थीहरूले शुभकामना मात्र भनेर लेखेका त केहीले सन्धो विसन्धोको कुरामात्र लेखेका छन् । शुभकामनात्मक प्रस्तुति नभएर तिमलाई त्या कस्तो छ यहाँ सन्धैँ छु चिष्टीमूलक प्रस्तुति रहेको छ । सामान्य आदर तिमीको प्रयोग ,घुमाउरो भाषा धेरै विद्यार्थीहरूले लेखेका छन्

यहाँलाई सन्चै छ त्यहा तिमिलाई पनि सन्चै होला भन्ने आग्रह विषयवस्तुको कम र समापनको शृंखला एवम संरचना समेत अधिक विद्यार्थीहरुको लेखाईगत कमजोरी छ । शुभकामना पत्र लेखनमा विषयवस्तुको प्रस्तुतिगत क्षमता भएका विद्यार्थीहरु औसतमा २८% प्रतिशत छन भने विषयवस्तुको प्रस्तुतिगत क्षमतामा कमजोर विद्यार्थीहरु औसतमा ७२% प्रतिशत रहेका छन् ।

ब्याकरणिक तत्व

शब्दभण्डार वर्णविन्यास संज्ञिति, वाक्यगठन र अनुच्छेदगठनका आधारमा शुभकामना पत्र लेखनमा ब्याकरणिक तत्वगत लेखन क्षमताको अध्ययन गरिएको छ । श्री भैरव मा.वि. धुपिदुस्का जुम्लाका माध्यामिक तह कक्षा १० मा अध्ययनरत विद्यार्थीहरुको शुभकामना पत्र लेखनमा ब्याकरणिक तत्वगत क्षमता यस प्रकारको छ ।

तालिका १२ शुभकामना पत्र लेखनमा ब्याकरणिक तत्वगत क्षमता

	ब्यकरणिक तत्वगत एकाइ	सही लेखे वि.संख्या	त्रुटि गर्ने वि.संख्या	जम्मा वि.संख्या	लेखन क्षमता भएका वि.प्रतिशतमा	कैफियत
	शब्दभण्डार	८	१०	२५	३२ %	
	वर्णविन्यास	७	११	२५	२८ %	
	संज्ञिति	६	१२	२५	२४ %	
	वाक्यगठन	६	१२	२५	२४ %	
	अनुच्छेदगठन	६	१२	२५	२४ %	

निष्कर्ष

शुभकामनात्मक शब्द प्रयोगका क्षेत्रमा विद्यार्थीहरु कमजोर छन् । जुम्ली भाषाको कथ्यगत शब्दावलीको समेत केही प्रयोग गरेका छन् । जनमदिन, चायोको जस्ता शब्दावलीहरु प्रयोग छन् । साथै, शुभकामनाका लागि भयको जन्मस्थान तिमलाई जस्ता वर्ण विन्यासगत त्रुटि गरेका छन भने उत्तर उत्तर प्रगति गर्दछु , तिमिकिन आउनु भएन, तिमो जन्मदिन वैशाख १८ गतेका दिन जन्मेको होनी जस्ता संज्ञितिगत त्रुटि समेत गरेका छन् । तिमिलाई जन्मदिनका लागि केही पनि उपहार दिन सकिन साथी तिमि टाढा भएकाले फोनबाट तिमिलाई यस्ता अपुरा वाक्य लेखेका छन् भने शुभकामनात्मक अनुच्छेदगठन नभएर यस्तत अनुच्छेदहरु अधिकाशंले तयार पारेका छन् । साथि आजको यसदिन तिमो जन्मदिन मिति

२०६०।४।१७ गतेका दिन भएकाले खासत साथि तिमिलाई तिमोजन्मदिनका लागी केही पनि उपहार दिन सकिने जस्तो अनुच्छेद

शुभकामना पत्र लेखनको आन्तरिक संरचनामा ५३.७३% विद्यार्थीहरू लेखन क्षमतामा सक्षम छन् । ४६.२७% विद्यार्थीहरू जन्म दिनको शुभकामना पत्र लेखनमा कमजोर रहेका छन् । आन्तरिक संरचनामा रहने मिति, विषय, सम्बोधन संरचना शैलीमा केन्द्रित बुँदा कुन मितिको के विषयमा कसलाई शुभकामना दिएको हो स्पष्ट नलेख्नु मिति लेख्नु के को शुभकामना हो नखुलाउनु कसलाई लेखिएको हो वा दिईएको हो सम्बोधन नगर्नु जन्मदिनको शुभकामनाको शसंरचनामा रहेर शुभकामना को शैलीमा नलेखेर वहकाउको शैली लेख्नु विद्यार्थीहरूको शुभकामना पत्र लेखनको आन्तरिक संरचना रहेको कमजोरी हुन ।

शुभकामना पत्रको विषयवस्तुगत प्रस्तुतिमा सन्देश , प्रस्तुति , भाषा विषयवस्तुको क्रम समापनका आधारमा रहेर विद्यार्थीहरूको लेखन मूल्याडकन गर्दा ४९.९६% विद्यार्थीहरू लेखन क्षमताका छन् भने ५०.०४% विद्यार्थीहरू शुभकामना पत्रको विषयवस्तुगत प्रस्तुतिमा कमजोर क्षमता भएका छन् । शुभकामनाका माध्यमबाट कस्तो सन्देश दिन खोजेको अलमलिएको लेखाई, स्पष्ट आकर्षक प्रस्तुतिको अभाव, घुमाउरो भाषा, क्रम मिलाएर विषयवस्तु उल्लेख गर्न नसक्नु , जन्मदिनको उपलक्ष्यमा दीर्घायु ,सुस्वास्थ्य उन्नति प्रगति को कामना सहित शुभकामना प्रकट गरेर समापन गरिनु पर्नेमा चिठीको भाषा लेखाइ टुड्याउनले शुभकामना पत्र लेखनको विषयवस्तुमा प्रस्तुतिगत कमजोरी आधा जति विद्यार्थीहरूमा रहेको छ ।

शुभकामना पत्र लेखनमा व्याकरणिक तत्वगत क्षमता ४९.५३% विद्यार्थीहरूमा मात्र रहेको छ । ५०.४७% विद्यार्थीहरू व्याकरणिक तत्वगत क्षमतामा कमजोर रहेका छन् । शुभकामना प्रयुक्त हुने शब्दभण्डारको कमी वर्णविन्यासगत त्रुटि , संङ्गतिगत कमजोरी वाक्यगठन र अनुच्छेदगठन मिलाउन नसक्नु जन्मदिनको शुभकामना पत्र लेखनमा रहेको व्याकरणिक तत्वगत कमजोरीहरू हुन ।

लेखेर शुभकामना पत्र तयार पारेका छन् । कतिपय विद्यार्थीहरूले शुभकामनापत्र नै लेखेका छैनन । यसरी श्री भैरव मा.वि. धुपीहुस्का , जुम्लाका माध्यामिक तह कक्षा १० मा अध्ययनरत विद्यार्थीहरूको शुभकामना पत्र लेखनमा व्याकरणिक तत्वगत लेखन क्षमता भएका विद्यार्थीहरू को संख्या औसतमा २६.४०% प्रतिशत छ भने व्याकरणिक तत्वगत लेखनक्षमतामा कमजोर रहेका छन् ।

व्यावहारिक लेखनका समस्याहरु

जुम्ला जिल्लाको चन्दननाथ नगरपालिकाका चार वटा विद्यालयका माध्यमिक तह कक्षा १० का विद्यार्थीहरुको शुभकामना पत्र लेखन क्षमताको अध्ययन गरिसकेपछि, व्यावहारिक लेखनमा कमजोरी शुभकामना पत्र लेखन कै सन्दर्भमा उक्त चार विद्यालयका नेपाली भाषाका माध्यमिक तह कक्षा १० मा अध्ययनरत शिक्षकहरुसंगको प्रश्नावलीका आधारमा प्राप्त लिखित उत्तरका आधारमा शुभकामना पत्र लेखनका समस्याहरु निरूपण गरिएको छ । व्यावहारिक लेखनका समस्याहरुको पहिचान विषय क्षेत्रका आधारमा गरिएको छ, पाठ्यक्रम सम्बद्ध समस्या: शुभकामना पत्र लेखनको सुरु शुभकामना पत्र लेखन र पाठ्यक्रम शुभकामना पत्र लेखन र विषय क्षेत्र विषय क्षेत्रको उपयुक्तता शिक्षण सम्बद्ध समस्या: सिद्धान्तपरक शिक्षणको कमी अभ्यास शिक्षण नहुनु सिकाइ सम्बद्ध समस्या: ज्ञानात्मक सिकाइको अभाव हुनु मुख्य समस्याका रूपमा रहेको छ ।

समाधानका उपायहरु

माध्यमिक तह कक्षा १० का विद्यार्थीहरुको शुभकामना पत्र लेखनमा देखिएका समस्याहरुलाई समाधान गर्न एवम् उनीहरुको लेखन क्षमता अभिवृद्धि गर्न अपनाउनु पर्ने उपायहरु : पाठ्यक्रमसँग सम्बन्धित भएर : व्यावहारिक लेखनलाई विशिष्टीकृत गरिनुपर्ने । विषय क्षेत्रमा शुभकामना पत्र लेखनका प्रचलित विषय थप्नुपर्ने । शिक्षण विधि : सिकारु सक्रिय शिक्षण विधि अवलम्बन गरिनुपर्ने । शिक्षण सामग्रीमा : विषय क्षेत्र अनुरूपका यथेष्ट शिक्षण सामग्रीको प्रयोग गरी शिक्षण सिकाइ गतिविधि संचालन गर्नुपर्ने । शिक्षण सिकाइ क्रियाकलाप :सैद्धान्तिक, संरचनात्मक र ज्ञानात्मक शिक्षण सिकाइ क्रियाकलाप गरिनुपर्ने । व्यवहारोपयोगी लेखन अभ्यास गराइनुपर्ने अनिवार्यता छ । यसले लेखन अभ्यासमा निखार ल्याउन मद्दत गर्दछ साथै लेखन क्षमता अभिवृद्धिमा सहयोग पुग्दछ ।

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शिक्षकको पेसागत विकासमा पाठ अध्ययन प्रक्रियाको उपयोगिता र प्रभावकारिता

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सार

शिक्षकको पेसागत विकासमा पाठ अध्ययन प्रक्रियाको उपयोगिता र प्रभावकारिता सम्बन्धी उद्देश्य रहेको यस अध्ययनमा कक्षा अवलोकन, अन्तर्वार्ता र समूह छलफल जस्ता गुणात्मक अनुसन्धान विधिको प्रयोग गरेर सिन्धुली जिल्लागोलन्जोर गाउँपालिकाको कक्षा तीनमा अध्यापनरत प्राथमिक तहकाचार जना शिक्षकहरूलाई निर्णयात्मक नमूना छनोट विधिबाट सहभागिता गराइयो। अनुसन्धानकर्ता सहित प्रधानाध्यापक, विषय विज्ञ र सहपाठी शिक्षकहरू शिक्षकको पेसागत सहयोगीका रूपमा रहेर अनुसन्धानात्मक पाठ योजना निर्माणदेखि सिकाइ सहजीकरणसम्मको कार्यमा सहकार्यात्मक भूमिका निर्वाह गरियो। अनुसन्धानकर्ताले तयार पारेको शैक्षिक उपलब्धि परीक्षणलाई तथ्याङ्क सङ्कलन साधनको रूपमा प्रयोग गरियो। चार महिनाको अनुसन्धानात्मक अवधिमा प्राप्त तथ्यको आधारमा शिक्षकलाई सहपाठी समूहमा पूर्व तयारी र शिक्षण सहजीकरणको पूर्व अभ्यास गराइ आवश्यक रचनात्मक पृष्ठपोषण सहित वास्तविक कक्षा शिक्षण गराउँदा सिकाइ उपलब्धिमूलक रहेको वास्तविकता पाइयो। विशेष गरी समूहमा काम गर्न नचाहने शिक्षकको प्रवृत्तिगत समस्या बन्दै गइरहेको अवस्थामा शिक्षण कार्यमा सहकार्यात्मक प्रक्रियाको विकास गर्न र कम शैक्षिक उपलब्धि स्तर भएका विद्यालयहरूमा एकीकृत पाठ्यक्रमको कार्यान्वयनमा हाम्रा सहकार्यात्मक कार्यहरू पनि एकीकृत गरिने हुँदा पाठ अध्ययनको अभ्यास प्रभावकारी र उपलब्धिमूलक हुने देखियो।

शब्दकुञ्जी: पाठ अध्ययन, सिकाइ सहजीकरण, समूह कार्य, अवलोकन, प्रतिक्रिया, पेसागत सहयोग



परिचय

शिक्षकको पेसागत विकासको प्रभावकारिता शिक्षणीयकार्यको कुशलता र विद्यार्थीको सिकाइ उपलब्धिसँग सम्बन्धित भएर खोजिनु पर्छ । जापानी शिक्षकहरूले एक पटक मात्र हुने पेसागत विकासमा सहभागी हुँदैनन् । यसको सट्टाउनीहरूले पाठ अध्ययनमार्फत निरन्तर पेसागत विकासमा संलग्न रहन्छन् (एर्मेलिंगरग्राफ-एर्मेलिंग, २०१६; लुईस र अन्य, २००९)। नेपालको सन्दर्भमा पनि शिक्षकको पेसागत विकासको प्रक्रिया निरन्तर पेसागत सहयोग प्राप्त हुने गरी गरिनु पर्दछ । शिक्षक बहुवा प्रक्रियामा प्राप्त गरिने अंकमा मात्र सीमित हुने गरी पेसागत विकासलाई शिक्षकले बुझ्न नहुने र पाठ अध्ययनको चक्रीय प्रक्रियालाई अनुसन्धानत्मक पाठ योजना निर्माण, कार्यान्वयन, प्रतिबिम्बन र सुधार गरी निरन्तर रूपमा शिक्षण सहजीकरण प्रक्रियामा उपयोग गर्नु पर्दछ। पाठ अध्ययन प्रक्रियामा शिक्षकहरूले अध्यापन गरिने विषयको चयन पश्चातसहपाठी शिक्षकसँग "अनुसन्धान पाठको" विकास गर्छन् । शिक्षकले अनुसन्धानात्मक पाठको शिक्षण सहजीकरण गर्दा सहज कर्ता शिक्षक तथा विद्यार्थीहरूको रुचि र क्रियाकलापलाई सहपाठी शिक्षकले अवलोकन गर्छन् । शिक्षणीय कार्यहरू सहपाठी शिक्षक तथा विद्यार्थीहरूको सहकार्यात्मक रूपमा गरिने भएकोले पठनपाठन कार्यलाई अनुसन्धानात्मक, व्यवस्थित र उपलब्धिमूलक हुनेगरी व्यवस्थापन गरिने हुँदा शिक्षण कार्यमा हुनेसक्रिय सहभागिताले सिकाइ सधै रुचिपूर्ण र जीवन्त हुने हुन्छ । अवलोकनको क्रममा सङ्कलित तथ्यहरूलाई साझा गरेर पाठलाई परिमार्जन र सुधार गर्ने उद्देश्यले शिक्षकहरूले समीक्षा गर्छन् (डोनोहुर अन्य, २०१६; फर्नाडीजर अन्य, २००३)। जापानी शिक्षाको मुख्य ध्यान विद्यार्थीहरूले सोच्नुमा र शिक्षकहरूले निर्देशन दिनुमा केन्द्रित छ (लुईसरत्सुचिडा, १९९९)। शिक्षकहरू पेसागत विकासमा पाठ अध्ययनको सिकाइ सजहजीकरणको चक्रहरूमा संलग्न भइरहने हुँदा शिक्षकको पेसागत विकासमा विद्यार्थीहरूको सिकाइ उपलब्धिको लक्ष्यहरूलाई प्रत्यक्ष रूपमा जोड्न सकिने भएकोले हाम्रा विद्यालयहरूमा तहतगरूपमा पाठ अध्ययन औचित्यपूर्ण हुने पाइन्छ ।

पाठअध्ययनजापानमा १९००बाटसुरूवात भएको पाइन्छ। पठनबाट सिकनुको सट्टाहामी परिचित वस्तुहरूको अवलोकन मार्फत सिक्छौं (माकिने, २०१०)। कितावी ज्ञानलाई भन्दा अनुभवजन्य व्यवहारिक सिकाइलाई महत्व दिएको पाइन्छ । जापानमा अनुसन्धानात्मक पाठ योजनाकोनिर्माण र कार्यान्वयन गर्न तथा नयाँ शिक्षकहरूलाई तालिम दिनका लागि पाठ अध्ययनको प्रयोग गरिन्छ। वर्तमान पाठ अध्ययन अभ्यासको आधार भनेको अनुसन्धानको विषयमा पाठ तयार गर्नु, शिक्षण कार्यको अवलोकन गर्नु र परिमार्जन गर्नु हो (एर्मेलिंगरग्राफ-एर्मेलिंग, २०१६) । विद्यालयमा शिक्षकहरूले एकअर्काको पाठ अवलोकन गर्न, नयाँ रणनीतिहरू कार्यान्वयन गर्न शिक्षण विधिहरूमा सुधार ल्याउन सामुहिक प्रयास गर्छन् । शिक्षकहरूले बुझ्न थाले कि एकमात्र विधि सबै विद्यार्थीहरूका लागि उपयुक्त हुँदैन। यसले गर्दा शिक्षकहरूले पाठ अध्ययनलाई सहयोगी बनाए (सरकार र अन्य, २०१०)। पाठ अध्ययनको

अवलोकन गर्ने शिक्षकहरूले शिक्षण विधि, सामग्री, र विद्यार्थीहरूको व्यवहारलाई ध्यानपूर्वक अवलोकन गरी शिक्षण कार्यको टिपोट गर्छन् र आवश्यक सुधार योग्य रचनात्मक सुझाव दिन्छन । पाठ अध्ययनको संरचनाले प्रदान गर्ने सहयोगात्मक अवलोकनले शिक्षकहरूलाई शिक्षण र विद्यार्थीको सिकाइको बारेमा साझा ज्ञानको विकास गर्न मद्दत गर्दछ (लुईसर अन्य, २००९) । विद्यार्थीको सिकाइ सुधारका लक्ष्यहरूसँग शिक्षकहरूको पेसागत विकासका कार्यहरूलाई सहयोगात्मक रूपमा प्रवर्द्धन र संरचित गरिएको हुन्छ । पाठ अध्ययनको चक्रले शिक्षकहरूलाई आफ्नो कक्षासँग सम्बन्धित व्यावहारिक समस्याहरू अन्वेषण गर्न स्वतन्त्रता दिन्छ । शिक्षणमा सुधार ल्याउन र सिकाइ चक्रलाई निरन्तरता दिन आवश्यक शैक्षिक प्राविधिक सहयोग उपलब्ध हुने गरी पाठ अध्ययनमा शिक्षणीय चक्रलाई समावेश गरिएको हुन्छ । यस प्रकारको पेसागत सहयोगमा शिक्षकले विद्यालयमा वर्षभरि वा शैक्षिक सत्रभरि उपलब्ध हुने गरी शिक्षणीय योजना तयार गरिएको हुन्छ । पाठ अध्ययनले पेसागत विकासलाई शिक्षकहरूको शिक्षणीय अनुभवसँग प्रत्यक्ष रूपमा सम्बन्धित बनाउँछ । जुन परम्परागत शिक्षकको पेसागत विकासका प्रक्रियाहरूले प्रदान गर्न सक्दैन (लुईसर हर्ड, २०११) ।

नेपालको सन्दर्भमा पाठ अध्ययन सम्बन्धी शिक्षण प्रक्रियाहरूले विद्यालय शिक्षामा महत्त्व पाएको देखिँदैन । जसका कारण शिक्षकहरूमा सामूहिक सहकार्यत्मक सहयोगी भावना न्यून पाइन्छ । नेपालको सामुदायिक विद्यालयमा काम गर्ने शिक्षकहरू आफ्ना सहपाठी शिक्षकहरूसँग समूहमा काम गर्न रुचाउँदैन । विद्यालयको शैक्षिक वातावरणमा समन्वय र सहकार्यत्मक संस्कृतिको विकासको लागि पाठ अध्ययनलाई प्रभावकारी रूपमा विद्यालय शिक्षामा उपयोग गर्न सके विषयवापाठको कक्षागत सिकाई उपलब्धिमा शिक्षकलाई जिम्मेवारी बनाउन सकिने गतिलो आधार बन्न सक्ने देखिन्छ । हाल सञ्चालित विद्यालय शिक्षा क्षेत्र योजना र शिक्षकको पेसागत विकास प्रारूप २०८० बाट पाठ अध्ययनलाई शिक्षकको पेसागत विकासको माध्यमको रूपमा दुवै दस्तावेजमा उल्लेख गरिएको छ तर पनि शिक्षकको पेसागत विकासमा प्रमाणीकरण तालिमलाई मात्र महत्त्व दिइरहदा पाठ अध्ययन जस्तो सहपाठी शिक्षकको शिक्षणीय सहयोग तथा ज्ञान, सीप र अनुभवको सहकार्यको सामूहिक प्रयासबाट कार्यस्थलमै स्वप्रयत्नमा आधारित भएर शिक्षणीय अभ्यासमा सुधार गरिने सहज प्रक्रिया भएपनि शिक्षक प्रमाणीकरण तालिम खर्चिलो र अव्यवहारिक हुँदा हुँदै पनि यसलाई महत्त्व दिइने कारणलाई समस्याको रूपमा लिएर शिक्षकको सहकार्यत्मक सामूहिक प्रयासबाट शिक्षण प्रक्रियाको उपयोगिता र प्रभावकारिताको लागि पाठ अध्ययनलाई समाधानको उपायको रूपमा अध्ययन गरिएको छ ।

पाठ अध्ययनले शिक्षकहरूलाई कक्षा शिक्षणसँग सम्बन्धित समस्यामा आधारित भएर अनुसन्धानात्मक रूपमा पाठको अध्ययन गरी समस्याको समाधान गर्न प्रेरित गर्दछ । शिक्षक आफैँ स्व निर्देशित भएर निरन्तर पेसागत विकासको कार्यक्रममा संलग्न हुने गरी पाठ अध्ययनको प्रक्रिया र विधि

छनोट गरिन्छ । नेपालको विद्यालय शिक्षाको सन्दर्भमा शिक्षकको पेसागत विकासको लागि प्रमाणीकरण शिक्षक तालिमलाई मात्र महत्व दिइरहेको अवस्थामा शिक्षकको निरन्तर पेसागत सहयोग प्रदान गरिने गरी पेसागत विकासका कार्यहरूलाई प्रभावकारी रूपमा जोड्न सकिएको छैन भने अर्को तिर सूचना तथा सञ्चार क्षेत्रमा भएको प्रविधिको विकासले शिक्षा क्षेत्रमा फरक फरक चुनौतिहरू थपिइरहेको छ । यी र यस्तै समस्याहरूमा आधारित भएर अध्ययन गरिएको छ । उक्त समस्या समाधानका लागि शिक्षकको पेसागत विकासमा पाठ अध्ययन प्रक्रियाको उपयोगिता र प्रभावकारिता पहिचान गर्नु प्रमुख उद्देश्य राखी शिक्षकको पेसागत विकासमा पाठ अध्ययनको प्रक्रिया/चक्र केके हुन् ? र पाठ अध्ययनको उपयोगिता र प्रभावकारिता कसरी पहिचान गर्ने ? भन्ने प्रमुख अनुसन्धानात्मक प्रश्नको आधारमा अनुसन्धानात्मक उद्देश्य पुरा गर्ने व्यवहारिक उपाय पहिचान गरिएको छ ।

शिक्षकलाई दिइने प्रमाणीकरण तालिम सैद्धान्तिक र आर्थिक रूपमा खर्जिलो तथा बढी औपचारिकता हुने हुँदा यस्ता तालिमको मुख्य उद्देश्य शिक्षकलाई प्रमाणपत्र प्रदान गर्नु र त्यसैलाई शिक्षकको पेसागत विकासमा जोड्ने व्यवस्था गरिन्छ । तालिम अवधिभरि शिक्षक विद्यालयमा अनुपस्थिति रहने र तालिम पश्चात पनि उक्त अवधिमा सिकेका ज्ञान तथा सीप कक्षाकोठामा नपुग्ने भएकाले शिक्षक र सिकाइमा कुनै परिवर्तन नभएको प्रशस्तै सुन्न र पढ्न पाइन्छ । समग्रमा भन्दा प्रमाणीकरण तालिमको प्रभावकारिता र उपयोगिता न्यून हुने र शिक्षकको पेसागत विकासको कार्यमा शिक्षकसँग सहकार्य नहुने आदि जस्ता समस्याहरू प्रशस्तै पाइन्छ । विद्यालय शिक्षाको राष्ट्रिय पाठ्यक्रम प्रारूप २०७६ अनुरूप कक्षा १-३ सम्म कार्यान्वयनमा रहेको एकीकृत पाठ्यक्रम प्रभावकारी कार्यान्वयनको लागि सामूहिक सहकार्यबाट सिकाइमा सुधार हुने व्यवहारिक विधिको रूपमा पाठ अध्ययन प्रभावकारी र उपयोगी हुने भएकोले यो अध्ययन औचित्यपूर्ण रहने छ ।

साहित्यको पुनरावलोकन

लुईस र अन्य (२००६) ले गरेको अनुसन्धानमा पाठ अध्ययनले कसरी शैक्षणिक सुधारमा योगदान पुर्याउन सक्छ? पाठ अध्ययनको मामला अध्ययनमा पाठ अध्ययनको अनुसन्धान र शिक्षण सुधारमा योगदानको बारेमा चर्चा गरेका छन् । पाठ अध्ययन कक्षा शिक्षणमा सुधार ल्याउने प्रभावकारी माध्यम भएकोले यसको प्रभावहरूलाई शिक्षकहरूको पेसागत विकास र कक्षा सुधारसँग जोडेका छन् । पाठ अध्ययनमा सहपाठी शिक्षकहरू मिलेर पाठको योजना, कार्यान्वयन र प्रतिविम्बन गरेर सिकाइको प्रभाव विश्लेषण गरी शिक्षण योजनाहरू तयार गरिन्छ ।

डडली, पी (२०१ तिन) । "पाठ अध्ययनमा शिक्षक सिकाइ : अन्तरक्रियात्मक तहको संवाद विश्लेषणले कसरी शिक्षकहरूले मिलेर गणितीय शिक्षण विधिहरू विकास गर्छन् भन्ने कुरा खुलासा गर्‍यो।" उक्त शिक्षण र शिक्षक शिक्षामा पाठ अध्ययनका क्रममा शिक्षकहरूले आफ्नो शिक्षण विधिहरूको

परिमार्जन र विश्लेषण गर्ने प्रक्रियालाई विशेष रूपमा अध्ययन गरेका छन्। यसमा, शिक्षकहरूको आपसी वार्ता र संवादमार्फत गणितको शिक्षण विधिहरूको विकास र सुधार गर्ने तरिकाहरूको अध्ययन गरिएको छ। यस अध्ययनमा शिक्षकहरू मिलेर शिक्षण योजना तयार गर्दा विचार-विमर्श र अन्तरक्रियालाई महत्त्वपूर्ण ठान्छन्, जसले शिक्षकहरूको शिक्षण विधिहरूमा सुधार ल्याउँछ।

डडली, पी (२०१५)। "पाठअध्ययन: हाम्रोसमयकोलागिपेसागत सिकाइशीर्षकको अध्ययनमापाठ अध्ययन अवधारणाको गहिरो विश्लेषण गरेका छन् र यसलाई शिक्षकहरूको पेशागत विकासका लागि प्रभावकारी विधि भनेर प्रस्तुत गरेका छन्। उनले पाठ अध्ययनको उपयोगका उदाहरणहरू, यसका लाभ र चुनौतीहरूको विश्लेषण गरेका छन् र यसका प्रभावहरू कक्षामा शिक्षण विधिहरूमा भएको सुधारमा कसरी देखिन्छ भन्ने कुरा समावेश गरेका छन्। यसमापाठ अध्ययनलाई शिक्षकको पेशागत विकास र शैक्षिक सुधारको लागि एक आवश्यक शैक्षणिक विधिको रूपमा प्रस्तुत गरिएको छ।

किटाइजिंगएस र अन्य (२०१६) । ले "शिक्षक सञ्जालीकरणकोपेशागतसहकार्यबाट शिक्षणीयपाठहरूमा सुधार सम्बन्धी अन्तर्राष्ट्रिय शैक्षिक सुधार पत्रिकामा प्रकाशित अनुसन्धानात्मक लेखमाशिक्षकहरूको पेशागत सञ्जालीकरण र सहकार्यलाई प्राथमिकता दिइएको छ । यसले पाठ अध्ययनलाई विद्यालयहरूको सुधारमा कसरी मद्दत पुर्याउँछ भन्ने बारेमा चर्चा गरिएको छ।यस अध्ययनमा शिक्षकहरूको साझा प्रयासले कक्षामा सुधार ल्याउँछ र यसलाई कार्यात्मक शिक्षक सञ्जालीकरणको रूपमा प्रस्तुत गरिएको छ जसले शिक्षकहरूको पेशागत विकासमा महत्त्वपूर्ण भूमिका खेल्छ।

हरग्रेभ्सएर फुलानएम, (२०१२)। "पेशागत पूँजी : हरेक विद्यालयमा शिक्षण रूपान्तरण।"को अनुसन्धानात्मकअध्ययनमा "पेशागत पूँजी" को अवधारणा र यसलाई विद्यालय सुधारमा प्रयोग गर्ने तरिकाहरूको विश्लेषण गरेका छन्। यसमा पाठ अध्ययनलाई शिक्षकहरूको पेशागत पूँजीको एक महत्त्वपूर्ण हिस्सा भएको रूपमा प्रस्तुत गरिएको छ। शिक्षकहरूको सहयोग र साझा सामूहिक प्रयास मार्फत कक्षामा सुधार ल्याउने र शिक्षकको पेशागत विकास गर्ने तरिकाहरूको चर्चा गरिएको छ। पाठ अध्ययन शिक्षकहरूको सामूहिक प्रयासको माध्यमबाट शिक्षणको गुणस्तर सुधार गर्नमा मद्दत पुर्याउँछ।

ढकाल, २०७५ इडियु खवरमा प्रकाशित आलेख अनुसार पाठ अध्ययनझट्ट हेर्दा सुक्ष्म शिक्षण जस्तै देखिए पनि पाठ अध्ययन र सुक्ष्म शिक्षणमा बीच फरक रहेको छ । सुक्ष्म शिक्षणको उद्देश्य कुनै विधि वा विषयवस्तुको अभ्यास गर्नु रहेको हुन्छ भने पाठ अध्ययनको उद्देश्य वास्तविक कक्षा शिक्षणमा सुधार गर्नु रहेको हुन्छ ।

कोइराला , शैक्षिक स्मारिका २०८१ को अनुसन्धानात्मक लेखमा शिक्षकको पेशागत विकासमा पाठ अध्ययनको अवस्था र प्रक्रिया शिर्षक अनुसन्धानात्मक लेखमा पाठ अध्ययन एउटा शक्तिशाली उपकरण

हो जसले शिक्षकहरूलाई आफ्नो शिक्षणलाई अझ राम्रो बनाउन मद्दत गर्छ। यो यस्तो प्रक्रिया हो जसले शिक्षकहरूलाई निरन्तर सिक्ने र सीप विकास हुन प्रेरित गर्छ। शिक्षकलाई अन्तर मनदेखि नै प्रफुल्लित र मनोवैज्ञानिकरूपमा उत्प्रेरित बनाइ राख्न र व्यवहारिक, जीवनपयोगी र दिगो ज्ञान निर्माणको लागि पाठ अध्ययन महत्वपूर्ण छ भनी उल्लेख गरिएको छ ।

माथिको साहित्यको पुनरावलोकनबाट पाठ अध्ययन प्रक्रियाको उपयोगिता र प्रभावकारिता सम्बन्धमा गरिएको विश्लेषणले शिक्षकहरूको पेशागत विकासमा पार्ने प्रभावलाई अध्ययन गरिएको छ । पाठ अध्ययनबाट शिक्षकहरूको पेशागत विकासमा यसको प्रक्रियाको प्रभावकारी उपयोगिता सम्बन्धमा विश्लेषण गरिएको छ। पाठ अध्ययनले शिक्षकहरूको सहकार्य र परस्पर सहयोगको माध्यमबाट कक्षा शिक्षणमा गुणस्तरीय सुधार गर्दछन । शिक्षकहरूको आत्मविश्वासका कारणले विद्यार्थीहरूको सिकाइमा सुधार आउछ। शिक्षकहरूको सामूहिक विचार-विमर्श र पाठको निरन्तर अनुसन्धानात्मक योजनाबाट पेशागत क्षमतामा वृद्धिहुदै जान्छ। पाठ अध्ययन विधि जापानबाट सुरुभएर हाल यो विश्वभरिका विद्यालयमा शिक्षकहरूको शिक्षण सिकाइमा सुधारको लागि प्रयोग गरिन्छ।नेपालमा पाठ अध्ययन सम्बन्धमा शिक्षकको पेसागत विकास प्रारूप २०८० ले शिक्षकको पेसागत विकासको विधि वा प्रक्रियाको रूपमा पाठ अध्ययनलाई उल्लेख गरेको र शिक्षकहरूको विद्यालयमै स्वप्रयत्नबाट सिकाइमा सुधार हुने र यसलाई निरन्तर पेसागत विकासको पद्धतिको रूपमा उपयोग गरिने भएकोले शिक्षकको पेसागत विकासको लागि दिइने प्रमाणिकरण तालिम भन्दा पाठ अध्ययन प्रभावकारी र व्यवहारिक भएकोले पाठ अध्ययन प्रक्रियाको प्रभावकारिता र उपयोगिता सम्बन्धमा अध्ययन गरिएको हो ।

अध्ययन विधि

अध्ययनका उद्देश्यहरू हासिल गर्नका लागिगुणात्मक अनुसन्धान ढाँचा अन्तर्गतघटना अध्ययन, गहन अन्तर्वार्ता, लक्षित समुह छलफल, सहभागी अवलोकन जस्ता अनुसन्धानका साधनको विकास गरी निर्णयात्मक नमूना छनोट विधिको माध्यमबाटसिन्धुली जिल्ला गोलन्जोर गाउँपालिकाको चारवटा विद्यालयलाई चयन गरियो रपाठ अध्ययनको प्रक्रियाको प्रभावकारिता र उपयोगिताको अध्ययनको लागि एकीकृत पाठ्यक्रम लागू भएको कक्षा तिनलाई मात्रछनोट गरी अध्ययनमा सहभागीका रूपमा चार जना शिक्षक मात्र छनोट गरियो। शिक्षकहरू कक्षाशिक्षणमा शिक्षण विधि र प्रक्रियाको छनोट र प्रयोग किन र कुन अवस्थामा गर्छन् ?विद्यार्थीहरू कसरी शिक्षण सहजीकरण प्रक्रियामा भाग लिन्छन ? कस्तो प्रतिक्रिया व्यक्त गर्छन् र के अनुभव गर्छन् ? भन्ने बुझ्न यो गुणात्मक अनुसन्धान विधिद्वारा अनुसन्धान गरियो। त्यसैलेअध्ययनको केन्द्रमा शिक्षक र विद्यार्थी दुवैको संलग्नताबाट सहकार्यात्मक शिक्षण क्रियाकलापमा पाठ अध्ययन प्रक्रियाको उपयोगिता र प्रभावकारिताको अध्ययनमाकेन्द्रित गरियो।

तथ्याङ्क सङ्कलनका लागि सहभागी अवलोकन, फोकस समूह छलफल र गहन अन्तरवार्ता गरी तीनवटा विशिष्ट उपकरणहरूको प्रयोग गरियो। अवलोकन सुरु गर्नु अगाडि सहमति लिइएर अध्ययनको उद्देश्य स्पष्ट पारिएको थियो। लक्षित समूह विभाजनमासहभागीहरू स्वेच्छाले चयन गरिए। लक्षित समूह छलफलको समय आपसी सहमतिमा तय गरियो। पाठ अध्ययन, पाठ अध्ययनको उद्देश्य, पाठ अध्ययनको चक्र, पाठ अध्ययनको प्रभाव र उपयोगिता, सम्बन्धित विषयबस्तुमा लक्षित समूह छलफल गरियो।

पाठ अध्ययनको सैद्धान्तिक उपयोग

१. **सामाजिक-सांस्कृतिक सिद्धान्त** : लेभ भिगोत्स्कीले १९२० र १९३० को दशकमा विकास गरेका थिए। यस सिद्धान्तको मुख्य विषयवस्तुहरू सामाजिक अन्तरक्रिया, संस्कृति, र भाषा हुन्, जुन सिकाइ र संज्ञानको विकासमा महत्त्वपूर्ण भूमिका खेल्छन्। सिकाइ सामाजिक प्रक्रिया हो। विद्यार्थीहरूले अन्य व्यक्तिहरूसँग (शिक्षक, साथीहरू, अभिभावक) अन्तरक्रिया गर्दै नयाँ ज्ञान र सीपहरू आर्जन गर्छन्। यस सिद्धान्तको शैक्षिक प्रक्रियामा समूहकार्य, शिक्षकको सक्रिय सहभागिता, र सांस्कृतिक सन्दर्भमा आधारित शिक्षण विधिलाई प्राथमिकता दिइएको छ। विद्यार्थीहरूले समूहमा काम गर्दा र सामाजिक अन्तरक्रियामा संलग्न हुँदा राम्रो सिक्छन् भन्ने सैद्धान्तिक मान्यतालाई पाठ अध्ययन प्रक्रियामा उपयोग गर्दा प्रभावकारी हुने देखिन्छ।
२. **संज्ञानात्मक सिद्धान्त**: १९५० र १९६० को दशकमा मनोवैज्ञानिक जिन पियाजे र जेरोम ब्रुनरको प्रमुख योगदान रहेको यस सिद्धान्तमा सिकाइलाई मानसिक प्रक्रियाहरू स्मरण शक्ति, प्रतिक्रिया र समस्या समाधान क्षमतामा आधारित मानिन्छ। यो सिद्धान्तले विद्यार्थीको आन्तरिक संज्ञानात्मक प्रक्रियालाई बुझ्न र उनीहरूको मानसिक विकासको आधारमा शिक्षण विधि अपनाउन प्रेरित गर्छ। विद्यार्थीहरूले सिकाइको प्रक्रियामा नयाँ जानकारीलाई आत्मसात् र समायोजन गरेर ज्ञान निर्माण गर्छन्। सिकाइ मानसिक प्रक्रिया भएकोले संज्ञानात्मक सिद्धान्तलाई पाठ अध्ययनमा उपयोग गरिदा सिकाइ प्रक्रिया उपयोगी र प्रभावकारी हुने देखिन्छ। पाठ अध्ययनमा पनि सिकाइ प्रक्रियालाई मानसिक प्रक्रियाको रूपमा स्मरण शक्ति, ध्यान र समस्या समाधान क्षमतामा आधारित भएर चक्रिय पद्धति अनुसार शिक्षण सहजीकरण कार्य गरिने हुँदा अझ प्रभावकारी हुने यस सिद्धान्तको सैद्धान्तिक अध्ययनबाट देखिन्छ।
३. **व्यवहारवादी सिद्धान्त** : वॉटसनले १९१३तिन मा आफ्नो "व्यवहारवादी दृष्टिकोणको रूपमामनोविज्ञान" नामक लेखमा व्यवहारलाई वातावरणीय उत्तेजना र प्रतिक्रिया बीचको सम्बन्धको रूपमा व्याख्या गरे। यो सिद्धान्तले व्यवहारलाई परिवर्तन गर्न प्रोत्साहन र पुरस्कारको प्रयोगलाई महत्त्व दिइन्छ। थोर्नडाइकले व्यवहारलाई प्रभावकारी परिणामले प्रभाव पार्ने कुरा उल्लेख

गोरायस सिद्धान्त अनुसार सिकाइ वातावरणीय उत्तेजना र त्यसमा दिइने प्रतिक्रियाको बीचको सम्बन्ध हो। पाठ अध्ययन प्रक्रियामा शिक्षक र विद्यार्थीमा सधैँ सिकनको लागि उत्प्रेरणा र प्रतिक्रिया भइरहनु पर्ने हुँदा व्यवहारवादी सिद्धान्तको प्रभावकारी उपयोग पाठ अध्ययनमा रहिरहने देखिन्छ।

माथिका सिद्धान्तहरूलाई पाठ अध्ययनमा उपयोग गर्दा पाठ शिक्षण प्रक्रियालाई अझ प्रभावकारी बनाउन सकिन्छ। कक्षा शिक्षण सहजीकरणको क्रममा शिक्षकले शिक्षण कार्यलाई नवप्रवर्तन बनाउन विभिन्न शैद्धान्तिक ज्ञानलाई व्यवहारिक प्रयोगमा रूपान्तरण गरी विद्यार्थीको सिकाइ वातावरणलाई जीवन्त बनाई पाठ्यक्रमले तोकेको सिकाइ उपलब्धि हाँसिल गर्न प्रेरित हुन्छन जसले गर्दा शिक्षकको पेसागत विकासमा समेत सहयोग पुग्दछ।

छलफल र नतिजा

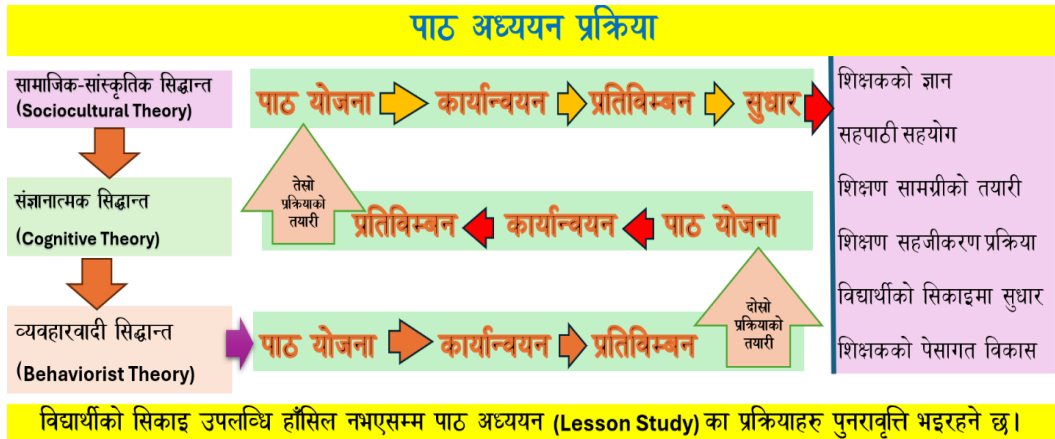
पाठ अध्ययन अन्तर्गत उल्लेखित सिद्धान्त अनुसार सामाजिक सांस्कृतिक सिद्धान्तले सामुहिक सहकार्यलाई जोड दिन्छ। विद्यार्थीहरूको सांस्कृतिक पृष्ठभूमी र अनुभवलाई पाठ योजना निर्माणमा समावेश गरी समुहगत कार्य, छलफल र सहकार्यात्मक सिकाइलाई प्रोत्साहन गर्न शिक्षक सहकर्मीबीच सिकाइ अनुभव आदान प्रदान गरिने कार्य गरिन्छ। संज्ञानात्मक सिद्धान्तले शिक्षणीय विषय वस्तु प्रतिको ज्ञान, सीप र गहिरो धारणाको विश्लेषणात्मक प्रतिक्रिया प्रदान गरी शिक्षण सहजीकरण कार्यमा सुधारका उपायहरूको खोजी गरिन्छ। प्रश्नोत्तर, समस्या समाधान र शिक्षणीय पाठको विश्लेषण हुने गरी पाठ योजनाको पुन निर्माण गर्दा विद्यार्थीहरूको संज्ञानात्मक आवश्यकतालाई ध्यानमा राखिएको छ। व्यवहारवादी सिद्धान्तले सिकाइको उद्देश्य प्राप्तमा जोड दिइन्छ। सिकाइ उपलब्धिलाई पाठ्यक्रमको उद्देश्यसँग जोडेर पाठ अध्ययन प्रक्रियाको विश्लेषण गरिएको छ। विद्यार्थीको सकारात्मक व्यवहारलाई प्रोत्साहन गर्न शिक्षकको पनि सकारात्मक धारणा र सहकार्यात्मक शिक्षण अभ्यासात्मक कार्य हुनु पर्ने गरी पाठ अध्ययनको प्रक्रियालाई यी सिद्धान्तहरूको संयोजन मार्फत पाठ अध्ययन प्रक्रियाको विश्लेषण गरेर सिकाइ उपलब्धिको प्रभावकारिता र उपयोगिता पहिचान गरिएको छ। त्यस्तै गरी कक्षा अवलोकन गर्दा शिक्षक सहजीकरणको समयमा कक्षामा गरिएका सहपाठी अवलोकन र अवलोकन पश्चातको सुधारात्मक प्रतिक्रियात्मक प्रतिबिम्बन, शिक्षकको आफ्नै अनुभवको प्रतिक्रिया र विद्यार्थीले सिकाइमा देखाएको सक्रिय सहभागिता जस्ता गतिविधिले पाठ अध्ययनको लागि प्रेरणात्मक मार्गदर्शन प्रदान गर्थे।

पाठ अध्ययनका प्रक्रिया

पाठ अध्ययनका चक्र अन्तर्गत अनुसन्धानात्मक पाठ योजना निर्माण, पाठ कार्यान्वयन, प्रतिबिम्बर सुधार पर्दछन। सिकाइ चक्रको अभ्यासहरूलाई विद्यार्थीहरूको सिकाइ लक्ष्यसँग कसरी जोड्ने भन्नेमा सचेत हुनुपर्ने आवश्यकता औँल्याएका छन्। शिक्षकहरूले कक्षामा ती अभ्यासहरूलाई कसरी प्रयोग गर्नेछन भनेर सावधानीपूर्वक योजना बनाउन आवश्यक छ। विद्यार्थीहरूसँगको शिक्षण सिकाइ प्रक्रियामा

अन्तरक्रियात्मक अवस्थाको प्रत्यक्ष विश्लेषणात्मक रूपबाट सिकाइमा पार्ने प्रभावको अवलोकन गरिन्छ। विद्यार्थी कसरी सिक्छन् भन्ने शिक्षकहरूको बुझाइलाई समेत मार्गदर्शन गर्छ। पाठ अध्ययनको चक्रले शिक्षकहरूलाई विषयवस्तु, विषयको प्रकृति, विद्यार्थीहरूले विषयवस्तु सिक्न आवश्यक सीपहरू तिनका लागि उपयुक्त शिक्षण रणनीतिहरूको बारेमा सामूहिक संवाद र प्रतिबिम्बमा संलग्न गराउँछ। पाठ अध्ययनले विद्यार्थीको सिकाइमा देखिने परिवर्तन ल्याउनका लागि एक सम्भाव्य मार्ग प्रदान गर्न सक्छ (गुस्की, २००२) जसले प्रभावकारी रूपमा व्यावसायिक शिक्षाको केन्द्रविन्दु हुनुपर्ने बताएका छन्। पाठ अध्ययनले शिक्षकहरूको शिक्षण प्रक्रियामा परिवर्तन ल्याउने रूपरेखा प्रदान गर्छ र शिक्षकहरूको शिक्षण सहजीकरणको अभ्यासले विद्यार्थीहरूको सिकाइमा पार्ने प्रभावको प्रत्यक्ष अवलोकनमा सहयोग गर्दछ। पाठ अध्ययनमा अनुसन्धानात्मक पाठको शिक्षण अवलोकनले शिक्षकहरूको नवप्रवर्तनात्मक शिक्षण अभ्यासको माध्यमबाट विद्यार्थीको सिकाइ उपलब्धि हाँसिल गर्न उपयुक्त वातावरण सिर्जना गर्छ।

पाठ अध्ययनले नयाँ ज्ञानको विकास, शिक्षक र विद्यार्थीहरूको सिकाइको सुधार शिक्षण सहजीकरण प्रक्रियामा सुधार गर्नका लागि अनुसन्धानकर्ताको सक्रिय भूमिकामा जोड दिन्छ (कनिफ, २०१७)। पाठ अध्ययन चक्र कार्यमूलक अनुसन्धान चक्रसँग मेल खान्छ। अन्वेषण वा अवलोकन, अनुसन्धान पाठको योजना बनाउने वा कार्यान्वयन गर्ने, प्रतिबिम्बित गर्ने र परिवर्तन गर्ने वा परिमार्जन गर्ने (लुईसरहर्ड, २०११; म्याकनिफ, २०१७) जुन कार्यले अनुसन्धानलाई अध्ययनका लागि उपयुक्त पद्धति बनाउँछ। पाठ अध्ययनले शिक्षकहरूको विषयवस्तु, शिक्षण विधि, र विद्यार्थीको सिकाइ सम्बन्धी ज्ञान र विश्वासमा परिवर्तन ल्याउनेछ। शिक्षकहरूको सहकार्य क्षमतामा सुधार गर्नेछ र विद्यार्थीको सोचलाई सकारात्मक बनाउन प्रयोग गरिने शिक्षण र सिकाइ स्रोतहरूमा सुधार गर्नेछ (लुईस र अन्य, २००९)।



कक्षा शिक्षण सहजीकरण प्रक्रियामा सहपाठी शिक्षकको सहयोगमा गरिने पाठ अध्ययनको चक्रिय प्रक्रिया अनुसार उपयुक्त शैद्धान्तिक पद्धति अपनाएर व्यावहारिक ज्ञानमा आधारित विद्यार्थी सिकाइमा निरन्तर सुधारको लागि शिक्षकको पेसागत विकासका कार्यहरू विद्यार्थीको विषयगत सिकाइ

उपलब्धिसँगजोडिनु पर्छ । सहपाठी शिक्षकको पेसागत सहयोगबाट अनुसन्धानात्मक पाठ योजना निर्माण गरी उपयुक्त शैक्षिक सामग्रीको प्रयोग गरी उत्कृष्ट सिकाइ सहजीकरणको लागि प्राविधिक सहयोग प्रदान गरिन्छ । पाठ अध्ययनभनेको शिक्षकहरूको एउटा समूह मिलेर एउटा पाठलाई गहिरिएर अध्ययन गर्ने र त्यसलाई अझै राम्रो बनाउनका लागि मिलेर काम गर्ने एउटा प्रक्रिया हो। यो एउटा यस्तो चक्रीय प्रक्रिया हो जसले शिक्षकहरूलाई निरन्तर सिक्ने र सीप विकास हुन प्रेरित गर्छ। शिक्षकहरूले पाठको योजना बनाउँछन्, कक्षामा लागू गर्छन्, अवलोकन गर्छन् र त्यसको विश्लेषण गर्छन्। यस प्रक्रियाबाट शिक्षकहरूले आफ्नो शिक्षण सीपलाई निखार्न सक्छन् र विद्यार्थीहरूको सिकाइलाई अझ प्रभावकारी बनाउन सक्छन्। कक्षा कार्य, परियोजना कार्य, सामुदायिक कार्य, समूह कार्य र उक्त कार्यको प्रस्तुतीकरण र पृष्ठपोषणलाई पाठ अध्ययनको अनुसन्धानात्मक साधनको रूपमा लिइन्छ । पाठ अध्ययनको प्रक्रियालाई निम्न अनुसार उल्लेख गरिन्छ ।

1. **पाठ छनोट:** शिक्षकहरूको समूह मिलेर एउटा पाठ छनोट गरिन्छ जुन पाठ सुधार गर्नुपर्ने हुन्छ । पाठ्यक्रमले राखेको उद्देश्य अनुरूप पाठ तयारीको लागि छनोट गरिएको उक्त पाठ विद्यार्थीहरूका लागि चुनौतीपूर्ण र शिक्षकको लागि समस्यापूर्ण हुन सक्छ।
2. **अनुसन्धानात्मक पाठ योजना निर्माण :** शिक्षकहरूको समूह मिलेर पाठको विस्तृत योजना बनाउँछन्। यसमा पाठको उद्देश्य, शिक्षण विधिहरू, सामग्री र मूल्याङ्कनका तरिकाहरू समावेश हुन्छन्।
3. **शिक्षण सिकाइ सहजीकरण :** समूहका एक जना शिक्षकले पाठलाई कक्षामा सञ्चालन गर्छन्। अन्य शिक्षकहरू शिक्षण सहजीकरणको कार्यकलापलाई कक्षामा अवलोकन गर्छन् र पाठ शिक्षणको सन्दर्भलाई टिपोट गर्छन ।
4. **शिक्षण सहजीकरणको अवलोकन र विश्लेषण:** अवलोकन पछि, शिक्षकहरूको समूह मिलेर पाठको विश्लेषण गर्छन्। उनीहरू विद्यार्थीहरूको प्रतिक्रिया, शिक्षण विधिहरूको प्रभावकारिता र पाठका कमजोरीहरूमा छलफल गर्छन्।
5. **शिक्षण सुधार:** विश्लेषणको आधारमा शिक्षकहरूको समूह मिलेर पाठमा सुधार गर्नका लागि सुझावहरू दिन्छन् र पाठ योजना देखि शिक्षण सहजीकरण कार्यमा सुधार गर्छन्।
6. **शिक्षण पुनरावृत्ति:** सुधार पछि शिक्षकहरूको समूहले पाठलाई पुनः सञ्चालन गर्छन् र पुनः विश्लेषण गर्छन्। यो प्रक्रिया शिक्षकहरू सन्तुष्ट नभएसम्म पुनरावृत्ति भइ रहन्छ।

पाठ अध्ययनको प्रभावकारिता र उपयोगिताको विश्लेषण

एकीकृत पाठ्यक्रम लागू भएको कक्षा तिन लाई छनोट गरिएको थियो। कक्षा तिनमा शिक्षण गर्ने चार जना शिक्षकलाई पाठ अध्ययनको अनुसन्धानत्मक कार्यको लागि छनोट गरियो। पाठ अध्ययनको प्रभावकारिता सम्बन्धमा विद्यार्थीहरूको सिकाइको स्तर निर्धारण गर्न प्रथम त्रैमासिक परीक्षामा विद्यार्थीहरूले प्राप्त गरेको विषयगत औषत अंकलाई आधार मानियो। प्रत्येक विषयको प्राप्त औषत अंकलाई नोट गरियो। यसको उद्देश्य पाठ अध्ययनको प्रक्रिया पश्चात् विद्यार्थीहरूको सिकाई क्षमतामा कति परिवर्तन हुन्छ भन्ने तुलनात्मक अध्ययन गर्नु गर्नु रहेको छ। पोर्टफोलियोको आधारमा प्रथम त्रैमासिक परीक्षामा विद्यार्थीले प्राप्त गरेको विषयगत औसत अङ्कसँग दोस्रो त्रैमासिक परीक्षामा प्राप्त गरेको औसत अङ्कलाई तुलनात्मक विश्लेषण गरेर पाठ अध्ययनको उपयोगिता र प्रभावकारिता पहिचान गरिनेछ।

प्राथमिक तह कक्षा तिन मा अध्यापन गर्ने सबै शिक्षकलाई अनुसन्धानत्मक पाठ योजना निर्माण, सामग्रीको छनोट र निर्माण, कार्यान्वयन र प्रतिबिम्बन सम्मको कार्यमा सहपाठी शिक्षकको प्रत्यक्ष सहयोग रहने गरी कार्य विभाजन गरियो। एकजना शिक्षकले गरेको सहजीकरणलाई बाँकी अरु शिक्षकले अवलोकन फाराम रुब्रिक्स मार्फत शिक्षण सहजीकरण कार्यको लागि अङ्कन प्रदान गरी उक्त शिक्षण सहजीकरण कार्य उत्तम मध्यम सामान्य र निम्न कुन स्तरमा पर्यो भन्ने सन्दर्भमा कक्षा अवलोकन फारामको प्राप्ताङ्कको औसत अङ्कबाट पहिचान गरी उत्तम र मध्यम अङ्कन नभए पुन शिक्षण चक्र दोहोर्याइने गरी कार्यक्रम तय गरियो।

सबै सहपाठी शिक्षकहरू मिलेर बनाएको अनुसन्धानत्मक पाठ योजना र शिक्षण सामग्री अनुसार शिक्षकले उक्त सहपाठीसमूहमा प्रत्येक पाठ योजनामा अभ्यासात्मक शिक्षणकार्य गरी आवश्यक पृष्ठपोषण सहित कक्षामा सुधारात्मक शिक्षणको लागि मार्गदर्शन गर्ने कार्य पश्चात शिक्षण सहजीकरणका लागि कक्षामा जाने र अन्य सहपाठी शिक्षकहरूले वास्तविक शिक्षणको अवलोकन र मूल्याङ्कन गर्ने र आवश्यक सुधारको लागि रचनात्मक पृष्ठपोषण प्रदान गर्ने र सोही आधारमा पाठ अध्ययनको चक्र दोहोर्याउनुपर्ने वा सामान्य सुधार गरेर अगाडि बढ्न सकिने भन्ने बारेमा सहपाठी शिक्षकको प्रतिबिम्बन वा पृष्ठपोषणले तय गर्ने गरी कार्य योजना बनाइयो। कक्षा अवलोकनको संक्षिप्तविवरण तल उल्लेख गरिन्छ।

पहिलो चरणको अवलोकन				
विषय	शिक्षक	प्रतिक्रिया		सहपाठी अवलोकनको औषत परिणाम
		सवल पक्ष	कमजोर	
नेपाली	१	<ul style="list-style-type: none"> - विद्यार्थीलाई उत्सुकता जगाउने काम - खेलको माध्यमबाट सहजीकरण - विद्यार्थीहरू उत्साही र सिकाइको लागि क्रियाशील - क्रमिक सिकाइलाई महत्व दिएको - एकीकृत पाठ्यक्रममा अन्तर र बहुविषयक - सिकाइको लागि निरन्तर मूल्याङ्कन गरिएको आदि 		उत्तम
अंग्रेजी	२	<ul style="list-style-type: none"> - विद्यार्थीलाई उत्सुकता जगाउने काम - खेलको माध्यमबाट सहजीकरण - विद्यार्थीहरू उत्साही र सिकाइको लागि क्रियाशील - क्रमिक सिकाइलाई महत्व दिएको - एकीकृत पाठ्यक्रममा अन्तर र बहुविषयक 	सिकाइको लागि निरन्तर मूल्याङ्कनलाई महत्व नदिएको	मध्यम
सेरोफेरो	तिन	<ul style="list-style-type: none"> - विद्यार्थीलाई उत्सुकता जगाउने काम - विद्यार्थीहरू उत्साही र सिकाइको लागि क्रियाशील - क्रमिक सिकाइलाई महत्व दिएको - एकीकृत पाठ्यक्रममा अन्तर र बहुविषयक - सिकाइको लागि निरन्तर मूल्याङ्कन गरिएको आदि 	खेलको माध्यमबाट शिक्षण सहजीकरण कार्यमा कमजोरी रह्यो	मध्यम
गणित	चार	<ul style="list-style-type: none"> - खेलको माध्यमबाट सहजीकरण - विद्यार्थीहरू उत्साही र सिकाइको लागि क्रियाशील - क्रमिक सिकाइलाई महत्व दिएको - एकीकृत पाठ्यक्रममा अन्तर र बहुविषयक - सिकाइको लागि निरन्तर मूल्याङ्कन गरिएको आदि 	विद्यार्थीलाई उत्सुकता जगाउने काम गरिएन	मध्यम

पाठ अध्ययन विद्यालय तहमै सहपाठी शिक्षकबाट गरिने शिक्षण सुधारको पेसागत अभ्यास हो । पहिलो अनुसन्धानात्मक कक्षामा सहपाठी शिक्षक मिलेर अनुसन्धानात्मक पाठ योजना बनाउने, शैक्षिक सामग्रीको संकलन र निर्माण तथा सिकाइ सहजीकरण क्रियाकलापको छनोट जस्ता कार्यहरू गरिएको र त्यसपछि सबै सहपाठी शिक्षकहरू मिलेर बनाएको अनुसन्धानात्मक पाठ योजना र शिक्षण सामग्री अनुसार शिक्षकले उक्त समूहमा पूर्व अभ्यासत्मक शिक्षणकार्य गरी आवश्यक पृष्ठपोषण सहित कक्षामा सुधारात्मक शिक्षणको लागि मार्गदर्शन गर्ने कार्य पश्चात गरिएको शिक्षण सहजीकरण कार्य उपलब्धिमूलक भएको पाइयो । समग्रमा प्रथम चरणको अवलोकनले शिक्षण सिकाइ चक्र दोहोर्याउनु पर्ने देखिएन । एकीकृत पाठ्यक्रमअनुसारअन्तर विषयक र बहुविषयक पाठ्यवस्तुको उत्कृष्ट सहजीकरण हुन नसके पनि

विद्यार्थीहरूले सिकाइ सक्षमता भने हासिल गरेका थिए। अबको कक्षा शिक्षणमा अन्तर विषयक र बहुविषयक सम्बन्धलाई महत्व दिएर शिक्षण सहजीकरण गरिँदा सिकाइ उपलब्धिको स्तर अझ बढ्ने प्रतिबिम्बन रहेको पाइयो।

दोस्रोदेखि छैठौँ चरणसम्मको सहपाठी कक्षा अवलोकन

दोस्रो चरणदेखि छैठौँ चरणसम्म गरिएको सहपाठी कक्षा अवलोकनमा सहपाठी शिक्षकहरूको प्रतिक्रिया अनुसार शिक्षकको शिक्षण सहजीकरण कार्यलाई उत्तम भनी प्रतिक्रिया दिइएकोले दोस्रोदेखि छैठौँ चरणसम्मको कक्षा अवलोकनलाई एउटै तालिकामा प्रस्तुत गरियो।

नेपाली	१	सिकाइ सक्षमता हासिल, एकीकृत पाठ्यक्रम अनुकूल शिक्षण, निरन्तर मूल्याङ्कन, अन्तर र बहुविषयक सिकाइ	-	उत्तम
अंग्रेजी	२	सिकाइ सक्षमता हासिल, एकीकृत पाठ्यक्रम अनुकूल शिक्षण, निरन्तर मूल्यांकन, अन्तर र बहुविषयक सिकाइ	-	उत्तम
सेरोफेरो	तिन	सिकाइ सक्षमता हासिल, एकीकृत पाठ्यक्रम अनुकूल शिक्षण, निरन्तर मूल्यांकन, अन्तर र बहुविषयक सिकाइ	-	उत्तम
गणित	चार	सिकाइ सक्षमता हासिल, एकीकृत पाठ्यक्रम अनुकूल शिक्षण, निरन्तर मूल्यांकन, अन्तर र बहुविषयक सिकाइ	-	उत्तम

आधारभूत तह कक्षा तिन मा अध्यापन गर्ने चार जना शिक्षलाई अनुसन्धानात्मक पाठ योजना निर्माण, सामग्रीको छनोट र निर्माण, कार्यान्वयन र प्रतिबिम्बन सम्मको कार्यमा विशेषज्ञ तथा सहपाठी शिक्षकहरूको प्रत्यक्ष सहयोगमा पूर्व अभ्यासत्मक शिक्षणकार्य गरी आवश्यक पृष्ठपोषण सहितको सुधारात्मक कक्षा शिक्षणको लागि मार्गदर्शन गर्ने कार्य पश्चात सम्बन्धित शिक्षकबाट गरिएको शिक्षण सहजीकरण कार्य उपलब्धिमूलक भएको पाइयो। प्रथम अनुसन्धानात्मक पाठ अध्ययनको प्रक्रियामा गरिएको शिक्षण कमजोरीलाई सुधार गर्दै छैटौँ कक्षासम्मको अवलोकनबाट प्राप्त प्रतिबिम्बन र शिक्षकको शिक्षण सहजीकरण प्रक्रिया उत्कृष्ट पाइयो। कार्यस्थलमा सहपाठी शिक्षकको पेशागत सहयोगले शिक्षण सहजीकरण विधि र सिकाइ उपलब्धि प्रक्रियामा जोड्न र तत्कालै पृष्ठपोषण दिएर सुधार गर्न दीर्घकालीन अभ्यास गर्न सकिने देखियो। समग्रमा दोस्रोदेखि छैठौँ चरणसम्मको अवलोकनले शिक्षण सिकाइ चक्र दोहोर्याउनु पर्ने देखिएन। शिक्षण सहजीकरण कार्यमा सहपाठी सहयोग र शिक्षण कार्यको पूर्व अभ्यासले शिक्षकलाई वास्तविक शिक्षण सहजीकरणमा प्रभावकारी र उपलब्धिमूलक बनाउन सहयोग गरेको निष्कर्ष निकालियो।

सिकाइका लागि मूल्यांकनको विश्लेषण : कक्षा तिनको विद्यार्थीहरूको दोस्रो त्रैमासिक सम्म शिक्षकले प्रदान गरेको विद्यार्थी पोर्टफोलिओको प्राप्त अङ्कन अनुसार प्रथम त्रैमासिक परीक्षासँग दोस्रो त्रैमासिक परीक्षाको तुलना गर्दा पाठ अध्ययनको उपयोगिता र प्रभावकारिता उच्च रहेको पाइयो। जुन तलको विद्यार्थी पोर्टफोलिओको नतिजाबाट स्पष्ट हुन्छ।

प्रथम त्रैमासिक परीक्षा	औषत अंक	दोस्रो त्रैमासिक परीक्षा	औषत अंक
नेपाली	५०	नेपाली	७५
अंग्रेजी	४५	अंग्रेजी	७०
सेरोफेरो	४०	सेरोफेरो	७५
गणित	४५	गणित	८५

प्रथम त्रैमासिक परीक्षादेखि दोस्रो त्रैमासिक परीक्षासम्मको अवधिलाई आधार मानेर कक्षा तिन को पोर्टफोलियो मूल्यांकनबाट प्रथम त्रैमासिक परीक्षाको औषत अंक निकालिएको थियो । पहिलो त्रैमासिक परीक्षा पश्चात दोस्रो त्रैमासिक परीक्षा सम्म पाठ अध्ययनको चक्रिय प्रक्रियाको माध्यमबाट शिक्षण सहजीकरण कार्य गरियो । माथिको तालिका अनुसार प्रथम त्रैमासिक परीक्षाबाट दोस्रो त्रैमासिक परीक्षा वीचको समयमा गरिएको पाठ अध्ययनको शिक्षण सहजीकरण प्रक्रियाबाट विद्यार्थीको सिकाइ उपलब्धी उल्लेख्य बढेको पाइयो । यस अर्थमा पनि पाठ अध्ययन प्रक्रिया र यसको प्रभाव उपलब्धिमूलक रहेको निष्कर्ष निकाल्न सकिन्छ ।

पाठ अध्ययनको उपयोगिता

१. **पाठ अध्ययनमा सामान्यीकृत शिक्षण विधिको उपयोगिता** : यस विधिको अवधारणा पर्ल आर. एस. ग्यालाघरले सन १९८० को दशकमा प्रतिपादन गरेकी थिइन्। यो सिद्धान्त वा शिक्षण विधिलाई शिक्षण सहजीकरण प्रक्रियामा विद्यार्थीहरूको सक्रियता र जिम्मेवारी बहनको लागि महत्त्वपूर्ण मानिन्छ । आधारभूत तहको कक्षा तिनका सहपाठी शिक्षकहरूसँगको अन्तर्क्रिया, छलफल र कक्षा सहजीकरण अवलोकनबाट स्पष्ट हुन्छ विद्यालयमा गरिने सबै विषयहरूको शिक्षण पद्धतिमा पाठ अध्ययन प्रक्रियामा यो विधिको उपयोगिता रहेको पाइन्छ । जुन यस प्रकार उल्लेख गरिन्छ ।

- **I do (म गर्छु)**: शिक्षकले पाठको सिकाइ सहजीकरण गर्दा सुरुमा शिक्षकले नेतृत्व लिएर सबै काम गर्छन् र विद्यार्थीलाई सिकाउन उदाहरण प्रस्तुत गर्छन्। यो चरणमा अनुभवी सहपाठी शिक्षकबाट नमूनाका रूपमा पाठ योजना बनाएर शिक्षकले पाठ्य वस्तुको व्याख्या र विश्लेषण गरी विद्यार्थीहरूलाई ज्ञान प्रदान गर्ने काम शिक्षकले व्यक्तिगत रूपमा गर्छन् । यसमा शिक्षक बढी सक्रिय हुन्छन् । विषय वस्तुको धारणात्मक ज्ञानको लागि शिक्षण सहजीकरण गरिन्छ ।
- **We do (हामी गर्छौं)**: शिक्षक र विद्यार्थीहरू मिलेर सिकाइ प्रक्रिया अगाडि बढाउँछन्। शिक्षकले विद्यार्थीहरूको साथमा अभ्यास गराउँछन् र समस्याहरूको समाधानमा सहयोग गर्छन् भने विद्यार्थीले पनि उत्सुकताका साथ शिक्षकसँगै सहकार्य गरेर सिकाइ हासिल गर्छन् । पाठ अध्ययनको लागि यो चरणमा शिक्षकहरू मिलेर पाठ योजना निर्माण गर्ने र शिक्षण अभ्यासमा सहभागी हुने गर्छन् । सबै शिक्षकहरूले सहकार्य गरी पाठको तयारी गर्छन् र सामूहिक रूपमा सिकाइ अभ्यास गर्छन्। सहपाठी शिक्षकहरूबाट शिक्षण सामग्री निर्माण, शिक्षण रणनीति र क्रियाकलाप छनोट गर्ने र विद्यार्थीसँगको अन्तरक्रियाको माध्यमबाट शिक्षण सहजीकरणमा सहकार्य गर्छन् र सुधारका लागि सुझावहरू आदान-प्रदान गर्छन्। यसरी, "We do" चरणले सामूहिक सिकाइको वातावरण सिर्जना गर्छ र शिक्षण प्रक्रियालाई सुधार्न सहयोग गर्छ।

- **You do (तिमी गर्छौं):** विद्यार्थीले सिकाइमा स्वनिर्भर हुँदै जाँदा सिकाइको जिम्मेवारी लिन थाल्छ । शिक्षकले निगरानी गरेर विद्यार्थीहरूलाई व्यक्तिगत रूपमा कार्य गर्ने अवसर दिन्छन्। यसमा शिक्षकले कम हस्तक्षेप गरेर विद्यार्थीलाई स्वतन्त्र रूपमा सिक्न प्रेरित गर्छन्। पाठ अध्ययनबाट सिकेको ज्ञानलाई व्यक्तिगत अभ्यासको लागि समयानुकूल सुधार गर्न प्रोत्साहित गरिन्छ । शिक्षकले विद्यार्थीहरूलाई सिकाइमा जिम्मेवार बनी दक्षता हासिल गर्न प्रेरित गर्छन । विद्यार्थीले पनि कक्षामा सिकेको पाठलाई सहपाठी साथीहरूसँग प्रतिविम्बन गरी त्यसको प्रभावकारिताको समीक्षा गर्दछन । यसरी विद्यार्थीहरू सिकाइमा क्रमश स्वनिर्भर बन्दै जान्छन । यसरी उनीहरू सक्षम र दक्षता हासिल गर्दै प्रतिभावान विद्यार्थी बन्छन ।

शिक्षकको पेशागत विकासमा पाठ अध्ययनलाई "म गर्छु, तपाईं गर्नुहुन्छ, हामी गर्छौं"सिद्धान्त वा विधिसँग जोडेर शिक्षण सहजीकरण कार्यमा उपयोग गर्दा शिक्षकहरूले सहकार्यात्मक पद्धतिबाट गरिने शिक्षण अभ्यासमा व्यक्तिगत तथा सामुहिक (शिक्षक र विद्यार्थी) सुधारका लागि शिक्षणसिकाइ क्रियाकलापको प्रक्रियालाई उपयुक्त विधि वा रणनीतिको माध्यमबाट सिकाइका लागिगुणस्तरीय शिक्षणको सुनिश्चित गर्छ।

२. **सहपाठी शिक्षकसँगको सहकार्यको उपयोगिता:** विद्यार्थीहरूको लागि सिकाइको सामाजिक तत्वहरूमा ध्यान दिइए पनि विभिन्न अनुसन्धानहरूले शिक्षकहरूको लागि सिकाइका सामाजिक आयामहरूको महत्त्वलाई विचार गर्न आवश्यक छ भन्ने कुरामा बढी जोड दिन थालेको छ (ग्रॉसमैन र अन्य, सन् २००१; होर्ड, २००४)। यो व्यापक रूपमा स्वीकारिएको छ कि सहपाठी शिक्षकहरू विद्यालयमा शैक्षिक परिवर्तनको प्रवर्द्धन गर्ने सबैभन्दा महत्त्वपूर्ण कारकहरू मध्ये पर्दछन् (डि लिमा, सन् २००१; ओइसिडि, २००९)। सहपाठी शिक्षक समूहको मुख्य उद्देश्य भनेको यसले शिक्षकहरूको लागि निरन्तर सिकाइको वातावरण प्रदान गर्नु हो । शिक्षकहरूलाई पेशागत विकासको लागि सहयोग र सहपाठीहरूको लागि सामाजिक संरचना प्रदान गर्नु हो। शिक्षकहरूलाई आफ्ना विद्यालयको वातावरण र वास्तविकताहरूभित्र शैक्षिक र पाठ्यक्रमका रणनीतिहरूसँग परिचित हुने अवसथा प्रदान गर्नु हो (डार्लिंडर अन्य, सन २००८) ।

३. **शिक्षकको स्व प्रयासको उपयोगिता :** पाठ अध्ययनमा अनुसार गरिने शिक्षण सिकाइ सहजीकरण प्रक्रियामा शिक्षकको महत्त्वपूर्ण भूमिका हुने स्पष्ट देखिन्छ । जवसम्म शिक्षक शारीरिक र मानसिक रूपमा शिक्षण कार्यमा तयारी हुदैनन् तवसम्म सिकाइ उपलब्धि हाँसिल हुने सम्भावना रहदैन । त्यसैले पनि परिवर्तन आफैँबाट सम्भव हुने हुँदा शिक्षकको स्वप्रयासको उपयोगिता नै पाठ अध्ययनमा महत्त्वपूर्ण हुने गर्दछ ।

४. **सिकाइ उपलब्धिको सुनिश्चितता सम्बन्धी उपयोगिता** : पाठ अध्ययन प्रक्रिया अनुसन्धानात्मक पाठ योजना निर्माण, कक्षा शिक्षणमा कार्यान्वयन र त्यसको प्रतिविम्बनमा आधारित छ। यो चक्रिय प्रक्रिया भएको हुँदा विद्यार्थीको सिकाइ उपलब्धि हाँसिल भएको सुनिश्चित नभएसम्म पाठ अध्ययनको चक्र पुनरावृत्ति भइरहन्छ। यस प्रकृत्याबाट विद्यार्थी सिक्नको लागि सधै सक्षम हुन्छ र उपयुक्त वातावरणमा विद्यार्थीले सिकाइ हाँसिल गर्ने हुँदा उक्त वातावरण निर्माणमा शिक्षकको भूमिका महत्वपूर्ण हुने देखिन्छ।

पाठ अध्ययनको प्रभावकारिता

१. **सिकाइ प्रक्रियालाई सुधार गर्न** : पाठ अध्ययन प्रक्रिया पाठ योजना, कार्यान्वयन र प्रतिविम्बनको चक्रिय पद्धति अनुरूप हुने भएकोले विद्यार्थीको सिकाइ उपलब्धि हाँसिल नभएसम्म पाठ अध्ययन प्रकृत्यालाई पुनरावृत्ति गरिहने भएकोले सिकाइ प्रक्रियामा सुधार हुने सुनिश्चित गर्छ।
२. **शिक्षक तालिम र विकास** : प्रमाणिकरण तालिमलाई मात्र शिक्षकको पेसागत विकास मान्ने परम्परागत शैद्धान्तिक धारणामा परिवर्तन भइ सहपाठी शिक्षकसँग प्राविधिक र पेसागत सहयोग र शिक्षण अनुभव आदानप्रदान गरिने हुँदा निरन्तर पेसागत विकासको वातावरण निर्माण हुँदै जाने र शिक्षण समस्याको तत्काल समाधान हुने हुँदा तत्कालै शिक्षण रणनीति तय गर्न र परिमार्जन गर्न सकिने भएकोले शिक्षक तालिम र विकासमा नयाँ आयाम देखिन्छ।
३. **सहयोगात्मक शिक्षण** : सहपाठी शिक्षकहरु एक अर्कासँग शिक्षण अनुभव आदान प्रदान गरी शिक्षण सिकाइ सहजीकरणमा सुधार गर्छन। सहयोगात्मक शिक्षण कार्यबाट सिकाइका नविनत्तम अभ्यासहरु समेत एक अर्कामा साझा गर्ने अवसर मिल्दछ।
४. **शिक्षकको पेसागत विकास** : पाठ अध्ययनले शिक्षकहरुलाई नियमित रूपमा नयाँ ज्ञान र सिप प्राप्त गर्न प्रोत्साहन गर्छ। यसले उनीहरुको पेसागत विकासलाई निरन्तरता दिन्छ। शिक्षकहरु बीचमा ज्ञान आदान-प्रदान गराउँछ र शिक्षण प्रक्रियालाई थप प्रभावकारी बनाउँछ।
५. **विद्यालयको सिकाइ वातावरणमा सुधार** : पाठ अध्ययनमा शिक्षकहरु एक आपसमामिलेर काम गर्छन्। यसले सिकाइ र शिक्षणमा सहयोगी वातावरण सिर्जना गर्छ।
६. **स्वयम् मूल्यांकन र प्रतिक्रिया** : आफूले गरेको शिक्षणको स्वयम् मूल्यांकन गर्ने अवसर मिल्ने र सहपाठी अवलोकनमा दिइने सकारात्मक प्रतिक्रिया समेतको आधारमा आवश्यक सुधार गर्न मार्गदर्शन प्रशस्तै मिल्ने हुँदा शिक्षकको पेसागत विकासमा पाठ अध्ययनको प्रभावकारिता रहेको पाइन्छ।

७. **दीर्घकालीन सिकाइ** : विद्यार्थीहरु सिकाइका विभिन्न क्रियाकलापमा सक्रिय सहभागिता जनाइ सिकाइ अनुभव आदन प्रदान गरेर सिकिने हुँदा सिकाइ दीर्घकालीन हुने हुन्छ ।
८. **निरन्तर सिकाइ** : शिक्षक तथा विद्यार्थीले जीवनभरि विभिन्न अनुभव, अध्ययन अभ्यासहरुबाट नयाँ ज्ञान, सीप, र योग्यताहरु निरन्तर रुपमा औपचारिक तथा अनौपचारिक शिक्षा प्रणालीबाट जीवन पर्यन्तसम्म सिकेका हुन्छन र उक्त सिकेको ज्ञान र सिपलाईनिरन्तर सिकाइ प्रक्रियामा प्रभावकारी रुपमा उपयोग गरिन्छ ।
९. **सक्रिय सिकाइ** : विद्यार्थी र शिक्षक सक्रियरुपमा सिकने र सिकाउने अवसर मिल्ने हुँदा पाठ अध्ययनको प्रक्रियालाई कक्षा शिक्षणमा निरन्तर उपयोग गरिन्छ ।
१०. **आत्मविश्वासमा विकास** : पाठ अध्ययनमा शिक्षकको आत्मविश्वास बढाउने एक प्रभावकारी विधि हो। यस प्रक्रियामा शिक्षकहरुले सहकार्य गर्दै पाठ योजनाहरु तयार पार्छन तिनलाई कक्षामा प्रयोग गर्छन। त्यसपछि समीक्षा र सुधार गर्छन। यसरी पाठ अध्ययनको चक्रीय प्रक्रियाबाट शिक्षण सहजीकरण गरिदा शिक्षकको आत्मविश्वास बढाउने भएकोले पाठ अध्ययनलाई कक्षा शिक्षणमा प्रभावकारी र उपयोगी साधनको रुपमा विकास गर्नुपर्दछ ।
११. **क्रमिक सिकाइ** : यसविधि अनुसार शिक्षकले क्रमशः सिकाइको जिम्मेवारी विद्यार्थीलाई हस्तान्तरण गर्छन। विद्यार्थीहरुको आत्मनिर्भरता र आत्मविश्वास बढाउन मद्दत गर्छ।
१२. **विद्यार्थी केन्द्रित शिक्षण प्रक्रिया** : पाठ अध्ययनको सिकाइ प्रक्रियामा विद्यार्थीलाई नै सक्रिय गराइने हुँदा गरेर सिकने अवसर प्रदान गरिन्छ ।
१३. **मनोविज्ञानको प्रयोग** : पाठ अध्ययन प्रक्रियामा शिक्षक तथा विद्यार्थीको मनोविज्ञानलाई महत्व दिएर शिक्षण सिकाइ प्रक्रियालाई अगाडि बढाइन्छ। सिकाइ बौद्धिक प्रक्रिया भएकोले सिकारुको मनोविज्ञानलाई बुझेर सिकाइ सहजीकरणमा सहभागी गराइन्छ।
१४. **सामूहिक भावना** : पाठ योजनाको तयारीदेखि शिक्षण सहजीकरणसम्मका कार्यमा सहपाठी शिक्षकहरुको प्राविधिकसहयोगरहने हुन्छ। शिक्षण कार्यलाई सहपाठी शिक्षकहरुको सामूहिक प्रयासबाट उपलब्धिमूलक बनाउने प्रयास गरिन्छ ।

निष्कर्ष

पाठ अध्ययन शिक्षकको पेसागत विकासको मोडेल हो । शिक्षकहरुले आफ्नै प्रयासबाट निरन्तर शिक्षण सुधारका उपायहरु खोजी गरी कार्यान्वयन गर्ने सहकार्यात्मक अभ्यास गर्दछन । शिक्षकहरुलाई शिक्षणका क्रममा आफ्ना रचनात्मक कक्षा सहजीकरण र शिक्षण अभ्यासलाई उद्देश्यमूलक बनाउन र

सहपाठी शिक्षकबाट व्यक्त गरिएको प्रतिबिम्बित सुझावबाट शिक्षकलाई पेशागत विकासमा सक्षम बनाउने प्रयास गरिन्छ । पाठ अध्ययनको पुनरावृत्ति चक्रमा गरिने सहभागिताले शिक्षकहरूको शिक्षण सामग्री सम्बन्धी ज्ञानलाई बलियो बनाउन पाठ अध्ययनलाई शिक्षकको पेशागत विकासको लागि विद्यार्थीको सिकाइ उपलब्धी अनुसार शिक्षकको शिक्षणीय कार्यको छनोट गर्न उनीहरूको सक्षमताको अवस्था पहिचान गरिन्छ। शिक्षण सहजीकरण प्रक्रियामा सहपाठी शिक्षकको रचनात्मक सहयोग र पाठ अध्ययनको चक्रिय प्रणालीमा संलग्नता जस्ता सकारात्मक कार्यले शिक्षकको शिक्षणीय कौशलमा प्रोत्साहन गरी विद्यार्थीको सिकाइ उपलब्धिमा महत्त्वपूर्ण भूमिका खेल्छ। सहपाठी शिक्षकहरूले पाठको उद्देश्य निर्माण, कक्षा शिक्षण संचालन, अवलोकन र समीक्षा गर्ने क्रममा सहकार्य गर्छन्। पाठ अध्ययनमा आलोचनात्मक दृष्टिकोणबाट विद्यार्थीको पूर्वज्ञान, सिकाइ वातावरण र विद्यार्थी प्रतिक्रियाहरूको व्याख्या र विश्लेषण गरिन्छ। पाठ अध्ययनको प्रक्रियामा संलग्न हुँदै गर्दा शिक्षकहरूले कक्षा शिक्षणको लागि छलफलको योजना बनाउने, विद्यार्थी सहजीकरण कार्यलाई सहज बनाउने र सकारात्मक दृष्टिकोण सहितको कार्यान्वयन योग्य सुझावबाट विद्यार्थीहरूको व्यवहारिक सीप र अन्तरनिहित प्रतिभालाई प्रस्फुटन गर्न उनीहरूको सक्रिय संलग्नता सुनिश्चित गरिन्छ। आधुनिक परिवर्तित सन्दर्भमा प्रमाणीकरण तालिमले मात्र शिक्षकहरूको पेशागत समस्यालाई समाधान गर्न सक्ने देखिँदैन। ज्ञान विज्ञान र प्रविधिको क्षेत्रमा भएको विकासले सिकाईको वातावरणलाई बृहत र फराकिलो बनाएको छ। यस्तो अवस्थामा सिकाईका स्रोतहरू पनि व्यापक हुँदै गएका छन्। आजको यो परिवर्तित समयमा सूचना तथा सञ्चारको संजालीकरणको कारणले ज्ञान, विज्ञान र प्रविधिका क्षेत्रहरू बृहत भइरहेका छन्। यी विविध कारणले शिक्षण सिकाई प्रक्रियामा पनि समस्या समाधान गर्न एकल प्रयासभन्दा सामूहिक प्रयास प्रभावकारी हुने देखिन्छ। त्यसको लागि पाठ अध्ययन शिक्षण सिकाइमा राम्रो र असल माध्यम बन्न सक्छ। गुणस्तरीय सिकाईसँग जोडिएर हुने पेशागत विकास मात्र दीर्घकालीन हुने हुँदा प्रविधिको विकाससँगै दिनानुदिन परिवर्तन हुँदै गएको सिकाइका विषयगत क्षेत्रहरूलाई पाठ्यक्रममा एकीकृत गरी जीवन्त सिकाइलाई सुनिश्चित गर्न पाठ अध्ययनमा गरिने सामूहिक सहयोगात्मक र सहकार्यात्मक सहपाठी शिक्षण प्रक्रियाको उपयोगिता र प्रभावकारिता रहेको स्पष्ट हुन्छ।

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नेपाली भाषा सिकाइमा शिक्षक विद्यार्थीका कक्षा व्यवहार

लक्ष्मीप्रसाद आचार्य

उपप्राध्यापक

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अध्ययनको सार

प्रस्तुत अध्ययन शिक्षक विद्यार्थीले कक्षामा प्रदर्शित गरेका व्यवहारको विश्लेषणमा आधारित छ। यसमानेपाली भाषा शिक्षणका क्रममा शिक्षक र विद्यार्थीका व्यवहारको विश्लेषण गरी सिकाइ वातावरणको लेखाजोखा गर्ने उद्देश्य राखिएको छ। गुणात्मक अध्ययन ढाँचाको उपयोग भएको यस अध्ययनमा दैलेख जिल्लाको गुराँस गाउँपालिकाका विद्यालयमा कार्यरतपाँचजना शिक्षक र तिनले अध्यापन गरेका कक्षाका विद्यार्थीहरूलाई सहभागी बनाइएको छ। उनीहरूका कक्षा कार्यकलापको अवलोकनका आधारमा सङ्कलित तथ्याङ्कको विश्लेषण गरी नतिजा पहिल्याइएको छ। विश्लेषणबाट प्राप्त नतिजालाई पूर्वकार्यहरूको समीक्षाबाट तयार गरिएका प्रतिमान र पूर्वअध्ययनका निष्कर्षका आधारमाछलफल गरी निष्कर्ष पहिल्याइएको छ। कक्षामा शिक्षक विद्यार्थीबाट सकारात्मक र नकारात्मक (सुधारात्मक) दुवै किसिमका व्यवहार देखाएका छन्। यी दुवै प्रकृतिका व्यवहारलाई स्वाभाविक रूपमा लिनुपर्ने, नकारात्मक व्यवहारलाई सुधार गर्नुपर्ने, व्यवहारलाई मानवीय गुणदोषका रूपमा लिई सोहीअनुसार व्यवहार गरिनुपर्ने नतिजा निकालिएको छ। यीमध्येनकारात्मक व्यवहारमा नियन्त्रण र सकारात्मक व्यवहारमा निरन्तरता कायम राख्न सकिएको खण्डमा नेपाली भाषा शिक्षण सिकाइ सहज र प्रभावकारी बन्नेनिष्कर्ष प्रस्तुत गरिएको छ।

मुख्य शब्दावली : उत्प्रेरणा, निर्णायक, पूर्वाग्रह, समन्वय, सुधारात्मक



परिचय

कक्षाकोठामा प्रस्तुत सहभागीका व्यवहार शिक्षण सिकाइका लागि कक्षामा शिक्षक र विद्यार्थीले विभिन्न किसिमका भाषिक तथा क्रियात्मक आचरण प्रदर्शित गर्छन् तिनलाई कक्षाका व्यवहार भनिन्छ। कक्षा कार्यकलापका क्रममा विद्यार्थी र शिक्षकका व्यक्तिगत र सामाजिक व्यवहार निर्णायक मानिन्छन्। ती व्यवहार शिक्षण सिकाइसापेक्ष र निरपेक्ष दुवै प्रकृतिका रहने भएकाले ती व्यवहार भाषा सिकाइका लागि कुनै साधक र कुनै बाधक हुन सक्छन्। त्यस किसिमका व्यवहार कुनै अनजान र कुनै जानीजानी प्रस्तुत हुने मानिन्छ। यस किसिमका शिक्षक विद्यार्थी व्यवहारले कक्षामा मनोवैज्ञानिक वातावरणको निर्माण गर्छन्। सिकने सिकाउने प्रक्रियामा आपसमा विभिन्न कार्यसम्पादन गर्दा देखापर्ने व्यवहार नै सिकाइ प्रक्रियाका निर्णायक रहन्छन्। नेपाली बृहत् शब्दकोश (२०४०)मा व्यवहारलाई “पारिवारिक तथा सामाजिक जीवनमा एक व्यक्तिले अरु व्यक्ति सँग गर्ने आचरण” भनेर अर्थ्याइएको छ। यसलाई व्यक्तिका सामाजिक क्रियाकलापमा प्रस्तुत हुने अवलोकनयोग्य, पहिचानयोग्य घटनाजन्य अवस्थामानिन्छ -शाह, सन् २००९, पृ.३। यसरी व्यवहारलाई व्यक्तिको व्यवहारमा भल्किने आचरणका रूपमा प्रस्तुत हुने गतिविधिका रूपमालिइएको छ।

शिक्षक विद्यार्थीका व्यवहारले कक्षामा संस्कारको निर्माण गर्छन्। व्यवहार कुनै देखिने, मूर्त हुन्छन् भने कुनै अमूर्त हुन्छन् तिनलाई पहिचान गर्न सक्नु पर्छ। ती मूर्त र अमूर्त व्यवहारबाट शिक्षक विद्यार्थीका बिचको आपसी सम्बन्ध, कक्षाको सिकाइ वातावरण निर्माण भएको हुन्छ। ती व्यवहार सकारात्मक वा नकारात्मक दुवै वा कुनै हुन सक्छन्। त्यस किसिमका व्यवहारको मात्रात्मक अवस्था पनि फरक फरक हुन सक्छ। त्यही मात्राले सिकाइको स्तरसँग ऋणात्मक र धनात्मक दुवै प्रकारको सम्बन्ध राख्छ। असामाजिक व्यवहारको मात्र अधिक भए सिकाइ कमजोर र सकारात्मक व्यवहारको मात्रा बढी भए सिकाइ पनि बलियो हुने अवस्था रहन्छ। सहभागीका व्यवहार सिकाइ प्रक्रियामा संस्कारका रूपमा देखिने गर्दछन्।

भाषा कक्षामा गरिने शिक्षक विद्यार्थी व्यवहारको अध्ययनबाट भाषा सिकाइवातावरणको अध्ययन गरिन्छ। यसबाट भाषा कक्षाको वास्तविक अवस्था कस्तो छ भन्ने कुराको पूर्वानुमान गर्न सकिन्छ। कक्षामा शिक्षक विद्यार्थीका सकारात्मक व्यवहारको बाहुल्य रहनु सिकाइको वातावरण अनुकूल रहेको मान्नु पर्छ। कक्षामा शिक्षक विद्यार्थी सिकन र सिकाउन तत्पर रहेका, कक्षा छलफल, प्रश्न उत्तर, क्रिया प्रतिक्रियाको अवस्था सिकाइमुखी रहेको स्वीकार्न सकिन्छ। यसले भाषा कक्षामा सिकाइका लागि शिक्षक विद्यार्थी शारीरिक तथा मानसिक दुवै रूपमा तयार रहेको अर्थ लाग्दछ। अन्यथा यसको अर्थ उल्टो हुन जान्छ। यसर्थ भाषा सिकाइको वास्तविक अवस्था पहिचानका लागि शिक्षक विद्यार्थीका व्यवहारको अध्ययन

मुख्य समस्याका रूपमा देखापर्छ । सहभागीका व्यवहारका अध्ययन नगरी भाषा सिकाइसँग सम्बन्धित अध्ययन वास्तविक, विश्वसनीय र पूर्ण बन्न सक्दैन।

प्रस्तुत अध्ययन भाषा सिकाइका क्रममा शिक्षक र विद्यार्थीले के कस्ता व्यवहार प्रदर्शित गर्छन् भन्ने मूल समस्यामा आधारित छ । उनीहरूको व्यक्तिगत र सामाजिक व्यवहारमा केन्द्रित अध्ययनका आधारमा शिक्षण सिकाइका क्रममा तिनको प्रभावलाई केलाइएको छ । यसमा शिक्षक र विद्यार्थीका कारण कक्षा शिक्षणमा निर्मित वातावरण (सकारात्मक र नकारात्मक) को पहिचान गरिएको छ । कक्षाकोठामा शिक्षक र विद्यार्थीले प्रदर्शन गर्ने व्यवहारको विश्लेषणका आधारमा भाषा सिकाइमा तिनको प्रभावबारे पूर्वानुमान गर्ने उद्देश्यमा यो अध्ययन आधारित छ । सहभागीका व्यवहारले शिक्षण सिकाइ प्रक्रियामा पार्ने असरको पहिचान गरी तिनलाई उपयोग गर्ने आधार प्रस्तुत गर्नेतर्फ यो अध्ययन केन्द्रित छ । यसबाट भाषा सिकाइमा शिक्षक विद्यार्थी सकारात्मक व्यवहारको अभिवृद्धि तथा नकारात्मक व्यवहारमा नियन्त्रण तथा सुधार गरी भाषा शिक्षण सिकाइका लक्ष्य हासिल गर्न सहयोग पुग्ने अपेक्षा राखिएको छ ।

सैद्धान्तिक पर्याधार

कक्षा कार्यकलापमा विद्यार्थी र शिक्षकका व्यवहारको अध्ययनका विभिन्न मानदण्ड निर्माण गरिएको छ । शिक्षक विद्यार्थी व्यवहारको अध्ययनका लागि तिनको पहिचान, वर्गीकरण र कारणका खोजी गरिन्छ । ती व्यवहारलाई सकारात्मक र नकारात्मक मान्ने आधार निर्माण गर्ने विषय यस सन्दर्भमा प्रमुख मानिन्छ । विद्यार्थीका नकारात्मक व्यवहारलाई सुधार गर्न सकिने भए तापनि शिक्षकका ससाना व्यवहारले विद्यार्थीमा मनोवैज्ञानिक रूपमा अधिक प्रभाव पारेका हुन्छन् । शिक्षकका व्यवहारले विद्यार्थीमा शिक्षक रिसाउने, भर्किकने, पूर्वाग्रह राख्ने, विद्यार्थीका प्रतिक्रियालाई सही किसिमले ग्रहण वा व्यवस्थापन नगर्ने अवस्था रहेको खण्डमा भाषा सिकाइ सम्भव हुँदैन । अर्कोतर्फ शिक्षकबाट सद्भाव, उत्साह, न्याय, प्रेरणा, सहयोग, समन्वय, सहज समाधान प्राप्त भएमा सिकाइ लक्ष्य प्राप्त गर्न सम्भव बन्दछ । यसरी शिक्षकका ससाना कुराले विद्यार्थीको सिकाइमा ठूलो प्रभाव पार्ने कुरामा अध्येता एकमत छन् ।

भाषा कक्षामा गरिने विभिन्न कार्यकलापबाट विद्यार्थीमा भाषिक सिपको विकास गरिन्छ । विद्यार्थीले देखाउने सामाजिक तथा असामाजिक व्यवहार नै कक्षाकार्यकलापका मुख्य आधार मानिन्छन् । फ्रेडिक्स, ब्लुमेनफेल्ड र पेरिस (सन् २००४) का विचारमा सिकाइ प्रक्रियाका महत्त्वपूर्ण निर्धारक मानिने विद्यार्थीका अध्ययन बानी र अध्ययनप्रतिको दृष्टिकोण तिनीहरूका व्यवहारबाट नै प्रस्तुत हुने गर्दछन् । कक्षामा विद्यार्थी शिक्षकका निर्देशन पालना गर्छन्, कक्षाकार्य, गृहकार्य जाँगरका साथ गर्छन्, आवश्यक परेको बेला बोल्ने अन्यथा शान्त रहन्छन्, छलफलको विषयमै केन्द्रित रहन्छन्, नयाँ सन्दर्भ, विषयको उठान, निष्कर्षको

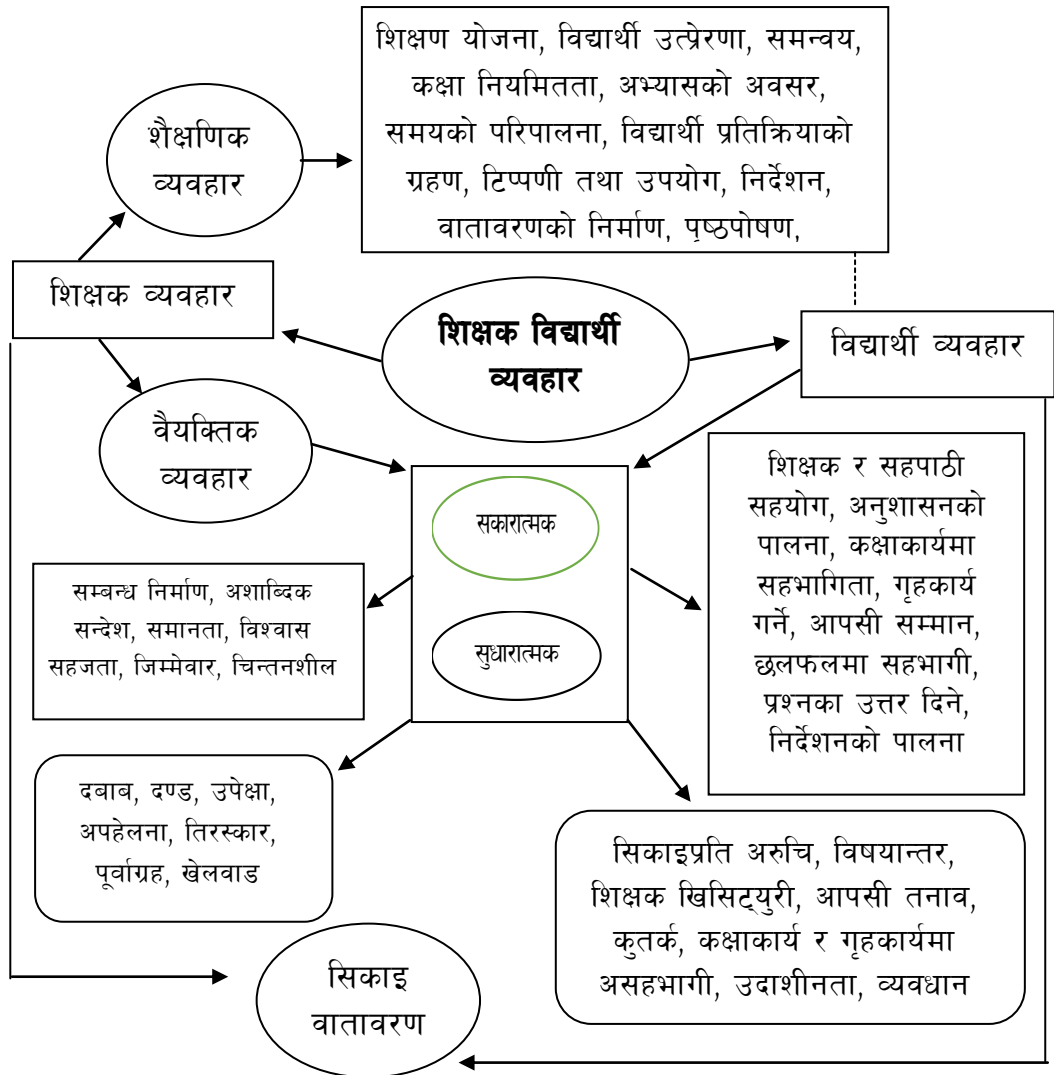
पहिचान गर्छन् भने त्यस किसिमको कक्षामा सिकाइको स्तर उच्च रहन्छ । अर्कोतर्फ विद्यार्थी आपसमा खासखुस गरिरहन्छन्, विषयान्तर भइरहन्छन्, कक्षाकार्य, गृहकार्यमा जाँगर गर्दैनन् भने त्यस किसिमका विद्यार्थीले सिक्न सक्दैनन् । सन र सेक (सन् २०१२) का मतमा विद्यार्थीका असामाजिक व्यवहार (दुर्व्यवहार)ले कक्षाकोठाको व्यवस्थापन, क्रमिकता र सिकाइ तथा शैक्षणिक उपलब्धिमा नकारात्मक प्रभाव पार्छन् । लपेज र अन्य (सन् २०१७, पृ.४७३) ले विद्यार्थीका असामाजिक व्यवहारले कक्षाको दशदेखि तिस प्रतिशत समय खेर फाल्न बाध्य बनाउने विचार प्रस्तुत गरेका छन् । यसरी सिकाइ विद्यार्थीका लागि गरिने भएकाले तिनीहरूका व्यवहार सिकाइ प्रक्रियामा निर्णायक रहने देखिन्छ ।

कक्षामा शिक्षक विद्यार्थीका व्यवहारको अध्ययन विश्लेषणका लागि अध्येताहरूबाट आआफ्नै मानदण्डको निर्माण गरिएको पाइन्छ । ती मानकहरू शिक्षण व्यवहार, मानवीय व्यवहार, सिकाइका लक्ष्यसँग सम्बन्धित बनाइएको छ । हेइन (सन् २०१२, पृ.९) ले शिक्षक विद्यार्थीका व्यवहारलाई दुई स्वतन्त्र व्यावहारिक आयाम अन्तरवैयक्तिक व्यवहार र शिक्षण शैली (शिक्षकका लागि) तथा सिकाइमा लगाव (विद्यार्थीका लागि) मा विश्लेषण गर्न सकिने विचार प्रस्तुत गरेका छन् । रसिद र जमान (सन् २०१८, पृ. ५) ले कक्षामा शिक्षक व्यवहारलाई स्पष्टता, उत्साह, अन्तरक्रिया, सङ्गठन, भूमिका, खुलासा, प्रस्तुति, सम्बन्ध गरी आठ तत्त्वमा अध्ययन गर्न सान्दर्भिक हुने मान्यता प्रस्तुत गरेका छन् । दास (सन् १९९३) ले कक्षामा शिक्षक विद्यार्थी व्यवहारलाई प्रतिक्रिया व्यवहार, साहचर्य व्यवहार, बहुविभेदीकरण, व्यवहार शृङ्खला, श्रेणी अवधारणा व्यवहार, सिद्धान्तहरू र रणनीतिहरू गरी सात वर्गमा अध्ययन गर्नुपर्नेतर्क राखेका छन् (शाह, सन् २००९, पृ.९ उद्धृत) । सिबाउट र वेन्डेल (सन् १९९४) ले शिक्षक विद्यार्थीका कक्षा व्यवहार अध्ययनका लागि यसप्रकारका मानदण्ड निर्माण गरिनुपर्ने धारणा राखेका छन् :

प्रभावकारी कक्षा व्यवहारको लागि शैक्षिक लक्ष्यप्रति प्रतिबद्धता, उच्च अपेक्षायुक्त परिस्थितिको निर्माण, निर्देशनात्मक नेतृत्व, शक्तिशाली र गतिशील समूह कार्य, प्रभावकारी परामर्श, पद्धति र अनुशासनको सिर्जना, स्रोतको क्रमबद्ध सङ्गठन, समयको अधिकतम उपयोग, परिणामको मूल्याङ्कन गरी नौ प्रकारका मानदण्ड निर्माण गर्न उपयुक्त देखिन्छ । (पृ.२१०-२३५)

यस अध्ययनमा शिक्षक र विद्यार्थी दुवैबाट प्रदर्शित गरिने सकारात्मक र नकारात्मक व्यवहारलाई यस अध्ययनमा केन्द्रीय पक्ष बनाइएको छ । शिक्षकका सकारात्मक व्यवहारबाट शिक्षणको प्रभावकारिता, सिकारुमा उत्साह, सिकाइका लागि उपयुक्त वातावरणको पहिचान गर्न र विद्यार्थीका सकारात्मक व्यवहारबाट कक्षाकार्यकलापमा सहयोग, जिम्मेवारी निर्वाह, कक्षा अनुशासनको अवस्थामा पहिचान र विश्लेषणको उपाय अपनाइएको छ । शिक्षक विद्यार्थी व्यवहारको विश्लेषणका लागि उल्लिखित मान्यतालाई आधार बनाएर शिक्षक विद्यार्थी

व्यवहार अध्ययनका लागि यस किसिमका चरहरूसहितको अवधारणात्मक ढाँचा निर्धारण गरिएको छ ।



माथिको आरेखमा प्रस्तुत शिक्षक विद्यार्थी व्यवहारसँग सम्बन्धित उल्लिखित चरहरूका आधारमा माध्यमिक तहमा नेपाली शिक्षणका क्रममा प्रदर्शित विभिन्न व्यवहारलाई अध्ययन गरिएको छ । यसबाट ती सकारात्मक र नकारात्मक व्यवहारको मात्राको आधारमा सम्बन्धित कक्षामा गरिएको नेपाली भाषाको सिकाइ प्रक्रियालाई सबल वा कमजोर रहेको निर्णय दिने आधार निर्माण भएको छ ।

अध्ययन विधि र प्रक्रिया

प्रस्तुत अध्ययनमागुणात्मक ढाँचा अन्तर्गत क्षेत्रकार्य विधिका अध्ययन प्रक्रियालाई उपयोगमा ल्याइएको छ। यसका लागि अध्येता स्वयं सम्बन्धित कक्षाकोठामा गई शिक्षक विद्यार्थी व्यवहारकोप्रत्यक्ष अवलोकनगरी श्रव्यदृश्य रेकर्ड र क्षेत्र पुस्तिकामा टिपिएको छ। अध्ययनका लागिदैलेख जिल्लाको गुराँस गाउँपालिकाभित्र माध्यमिक तह सञ्चालित पाँचओटा विद्यालयलाई अध्ययन क्षेत्रका रूपमा लिइएको छ। ती विद्यालयमा माध्यमिक तहमा अध्यापन गर्ने स्थायी सेवामा कार्यरत पाँचजना शिक्षकका प्रतिशिक्षक तीनओटा गरीपन्ध्रओटा कक्षा अवलोकनका लागि छानिएको छ।सहभागी छनोटको यस कार्यका लागि उद्देश्यमूलक नमुना छनोट विधिलाई आधार मानिएको छ। कक्षा अवलोकनमा विधागत, अभ्यासगत र कार्यकलापगत विभिन्नतालाई प्रतिनिधित्व कायम गराइएको छ।अवलोकनका क्रममा शिक्षक र विद्यार्थीद्वारा गरिएका कक्षा कार्यकलापको रेकर्ड र कतिपय व्यवहारको टिपोट गरेर अध्ययनीय सामग्री सङ्कलन गरिएको छ। कक्षा सञ्चालनका नियमित प्रक्रियामा असर नपारी सधैंजसो जुन रूपमा कक्षा सञ्चालन गरिन्थ्यो सोही अनुसार नै कार्यकलाप गर्न गराउन अनुरोध गरी आवश्यक सूचना लिइएको छ।

शिक्षक र विद्यार्थीविचको सामाजिक, भाषिक व्यवहारबाट कक्षा सञ्चालन गरिन्छ।यिनै सामाजिक व्यवहार तथा भाषिक तथा अभाषिक क्रियाकलापलाई अध्ययनीय सामग्री मानिएको छ।अवलोकनका क्रममा यिनै व्यवहारको रेकर्ड तथा क्षेत्र पुस्तिकामा टिपोट गरिएको छ। तथ्याङ्क सङ्कलन गरिसकेपछि त्यसको योजनावद्ध विश्लेषणका प्रक्रिया अपनाइएको छ। सङ्कलित सामग्रीको अभिलेखन, मुख्य कार्यकलापको टिपोट, तिनको समूहीकरण र सार (थिम)को पहिचान गरिएको छ। तथ्याङ्क विश्लेषणका क्रममा शिक्षकका भनाइलाई जस्ताको तस्तै प्रस्तुत गर्ने सन्दर्भमा शिक्षक पहिलो, दोस्रो, तेस्रो चौथो र पाँचौँ शब्द सङ्केत राखिएको छ।विश्लेषणबाट प्राप्त नतिजामा पूर्वअध्ययनका सार, स्थापित मानदण्ड, विद्वानहरूका कथन, अध्ययनका प्राप्तिका आधारमाछलफलको आयोजना गराई अध्ययनको निष्कर्ष पहिल्याइएको छ।

व्याख्या विश्लेषण

प्रस्तुत अध्ययनमा कक्षा कार्यकलापमा शिक्षक र विद्यार्थीद्वारा प्रस्तुत सामाजिक तथा भाषिक व्यवहार र आचरणको खोजी गरिएको छ। यसका लागि तिनका व्यवहारको टिपोट तथा तिनको विश्लेषणका गरी सकारात्मक र नकारात्मक व्यवहारको मात्रालाई छलफलको विषय बनाइएको छ। यसका आधारमा कक्षामा नेपाली भाषा शिक्षण सिकाइका लागि सहज वातावरण सहज रहेनरेको तथ्यपहिल्याइएको छ। यसमा ओबाकी (सन् २०१७; मिलर र कनिङघम, सन् २००३) द्वारा कक्षामा प्रस्तुत शिक्षक विद्यार्थी आचरणका आधारमा शैक्षणिक प्रक्रियाहरू सम्पन्न भई सिकाइ वातावरणको निर्माण हुने मान्यतालाई यस अध्ययनीय आधार

बनाइएको छ । यसले शिक्षक विद्यार्थीका कक्षा व्यवहारको विश्लेषण गर्ने आधार समेत प्रदान गरेको छ । यसबाट प्राप्त निष्कर्षविद्यमान नेपाली भाषा सिकाइको पूर्वानुमान गर्ने मानदण्डका रूपमा उपयोग गरिएको छ । अध्ययनका लागि सङ्कलित तथ्याङ्कको विश्लेषणबाट पहिचान गरिएका शिक्षक र विद्यार्थीका व्यवहार यसप्रकार रहेको नतिजा प्राप्त भएको छ ।

शिक्षकका व्यवहार

कक्षाकार्यकलापका क्रममा शिक्षकद्वारा प्रस्तुत हुने आचरणलाई शिक्षकका व्यवहार मानिन्छ । प्रस्तुत अध्ययनमा शिक्षक विद्यार्थी कक्षाकार्यकलापको अवलोकनबाट प्राप्त तथ्याङ्क सङ्कलनका क्रममा प्राप्त सूचनाका आधारमा शिक्षक व्यवहारको चर्चा गरिएको छ । शिक्षक व्यवहारलाई शैक्षणिक, वैयक्तिक, सामाजिकजस्ता विभिन्न प्रकारमा प्रस्तुत गर्न सकिन्छ । शिक्षकले सिकाइका लागि विषयसम्बद्ध छलफलमा शैक्षणिक व्यवहार देखाएका छन् । ती व्यवहार प्रदर्शन गर्ने क्रममा शिक्षकका व्यक्तिगत आनीबानी पनि प्रस्तुत भएका छन् । यस अध्ययनमा शिक्षकबाट प्रदर्शित व्यवहारलाई शैक्षणिक र वैयक्तिक व्यवहारका रूपमा वर्गीकरण गरी प्रस्तुत गरिएको छ ।

शैक्षणिक व्यवहार

शिक्षकका शैक्षणिक व्यवहार अन्तर्गत शिक्षण योजना निर्माण, विद्यार्थी उत्प्रेरणा, कार्यकलापमा समन्वय, कक्षा नियमितता, अभ्यासको अवसर, समयको परिपालना, विद्यार्थी प्रतिक्रियाको ग्रहण, टिप्पणी तथा उपयोग, निर्देशन, वातावरणको निर्माण, पृष्ठपोषणप्रदान लगायतका कार्यमा प्रस्तुत व्यवहारको अध्ययन गरिएको छ ।

शिक्षण योजना : शिक्षकहरूको शिक्षण सिकाइसम्बद्ध आचरणका रूपमा शिक्षण योजना निर्माण रहेको छ । शिक्षकहरूले नेपाली विषय शिक्षणका लागि वार्षिक अध्यापन योजना बनाएका छन् । एउटा पाठलाई कति दिनमा छलफल तथा अभ्यास गराउने भन्ने योजनासहित कक्षा सञ्चालन गरेको देखिन्छ । दैनिक पाठ योजनालिखित रूपमा तयार गरेका छन् । उनीहरूले कक्षाको परिस्थिति, विद्यार्थीको प्रतिक्रिया अनुसार कक्षा कार्यकलापको आयोजनागरेका छन् । यसबाट विद्यार्थीको मनोभावको सम्बोधन गर्ने प्रयत्न भएको छ साथै अधिल्लो दिनको छलफललाई समेत जोडिएको छ ।

विद्यार्थी उत्प्रेरणा : नेपाली भाषा शिक्षणका क्रममा शिक्षकबाट प्रदर्शित गरिएको शैक्षणिक व्यवहार विद्यार्थी उत्प्रेरणा रहेको छ । अधिकांश कक्षामा विद्यार्थी उत्प्रेरणाका लागि शिक्षकले कक्षाको सुरुमा ध्यानाकर्षणका क्रियाकलापका रूपमा चुटकिला, मुक्तक, रमाइलो सन्दर्भ, हाँसोठट्टा समेत गरेका, कक्षाको बिचमा पनि चाख उत्पन्न गराउने विषयको प्रयोग गरेका छन् । कतिपय कक्षामा यसप्रकारको उपायविना कक्षा कार्यकलाप सञ्चालनमा ल्याइएको छ । कार्यकलापको क्रममा जोडी निर्माण गर्दा एकजनालाई उठाएर मन परेको साथी छान्ने

दिने, स्याबास, धन्यवाद, ठिक भन्यौ, राम्रो लगायतका मौखिक उपाय अपनाएका छन् । यसका साथै हाँसिलो अनुहारमा प्रस्तुत हुने, इच्छुकलाई अवसर र लजाउनेलाई प्राथमिकता दिने कार्यको माध्यमबाट पनि विद्यार्थी उत्प्रेरणाका आचरण प्रस्तुत गरेका छन् । कक्षामा विद्यार्थी सङ्ख्या र उनीहरूका वैयक्तिक व्यवहारले यस कार्यमा बाधा पारेको देखिन्छ ।

कार्यकलापमा समन्वय : शिक्षकबाट प्रस्तुत अर्को सकारात्मक आचरणका रूपमा कार्यकलापमा समन्वय रहेको छ । शिक्षकहरूले कक्षा कार्यकलापमा विषयवस्तु, विद्यार्थीका गतिविधि, प्राप्त साधन स्रोत र समयको समन्वय गर्ने प्रयत्न गरेका छन् । यस क्रममा विद्यार्थीलाई आवश्यकता अनुसार नियन्त्रण गर्ने र स्वतन्त्रता दिने रणनीति प्रयोगमा ल्याएका छन् । यसका साथै जोडी तथा समूह कार्यलाई निर्देशित गर्ने, विद्यार्थीहरूविषयान्तर भएको खण्डमानियन्त्रित गरेका छन् । कार्यकलापका क्रममा शिक्षकले विद्यार्थी, विषयवस्तु, वातावरणका बिच समन्वय गर्ने सकारात्मक व्यवहार देखाएका छन् ।

कक्षा नियमितता : अवलोकन गरिएका कक्षामा शिक्षक नियमितताको व्यवहार राम्रो रहेको छ । तोकिएको समयमा समग्र पाठ्यांशमा आधारित अभ्यास गराउनु पर्ने जिम्मेवारी उनीहरूमा देखिन्छ । कक्षामा शिक्षकको अनुपस्थितिको मात्र न्यून छ । एउटा कक्षा सकिएको पाँचछ मिनेटभित्र अर्को कक्षामा प्रवेश गरेका छन् । छलफल र अभ्यासमा विद्यार्थीलाई जिम्मेवार बनाउने लक्ष्य उनीहरूमा स्पष्ट देखिन्छ । “हामीले यो पाठ अबको दुई दिनमा छलफल गरेर सक्नुपर्छ” (शिक्षक पहिलो र तेस्रो) जस्ता निर्देशन दिएका छन् । शिक्षकका यसप्रकारकागराइ र भनाइले उनमा कक्षा शिक्षणप्रतिको जिम्मेवारीका साथै नियमितता रहेको भन्किन्छ ।

अभ्यासको अवसर : अवलोकन गरिएका कक्षामा विद्यार्थीलाई विभिन्न सिपमा आधारित छलफल गराउने शिक्षकको शैक्षणिक व्यवहार देखिन्छ । शिक्षकहरूले सस्वर वा मौन पठन गर्न लगायतका, उक्त पठनमा आधारित प्रश्न निर्माण गरी एकआपसमा सोध्न लगाएका, कुनै प्रश्न दिई उत्तर लेख्न लगाएका, एकजनालाई पढ्न लगाएर बाँकीलाई पढेको निरीक्षण गर्न निर्देशन दिएका छन् । “विनिता पहिलो अनुच्छेद पढ्ने, अरूले विनिताले गर्ने कमजोरी टिपोट गर्ने” (शिक्षक तेस्रो) । उक्त क्रममा विभिन्न ठाउँमा बसेका विद्यार्थीलाई पालो दिने काम पनि गरिएको छ । कक्षाको पछाडिको लहरमा बसेका, लजाउने प्रवृत्तिका, कमजोर क्षमता भएका, छात्रछात्रा सबैलाई पालो हुने गरी वा सँगसँगै अभ्यास गर्न लगाएका छन् ।

समयको परिपालना : नेपाली शिक्षकको कक्षा शिक्षणमा निर्धारित समयको परिपालना सन्तोषजनक देखिएको छ । शिक्षक तीनदेखि पाँचमिनेटको अवधिभित्र कक्षामा प्रवेश गरिसकेका छन् भने कक्षाको लागि निर्धारण गरिएको सबै समय उपयोग गरेका छन् । समूह कार्य तोकिएको समयमा सकिने गरी सङ्क्षिप्त रूपमा गराइएको छ भने मौन वा सस्वर

पठन, लयबोधका अभ्यास, प्रश्नोत्तर, कथाकथन, मूल भाव वा विचारको प्रस्तुतिका क्रममा समयको ख्याल गरिएको छ । कक्षा विषयान्तर भएको अवस्थामा नियन्त्रण गर्ने र विषयमा केन्द्रित गर्ने उपाय अपनाइएको छ ।

विद्यार्थी प्रतिक्रियाको ग्रहण : कक्षा शिक्षणका क्रममा शिक्षकबाट प्रदर्शित एक व्यवहार विद्यार्थीका प्रतिक्रियाको ग्रहण रहेको छ । विद्यार्थीका सकारात्मक र सहज प्रतिक्रियामा पृष्ठपोषण प्रदान गर्ने, सुखी प्रकट गर्ने गरेका छन् । विद्यार्थीका असहज प्रतिक्रियालाई समेत सावधानीपूर्वक इन्कार गर्दै त्यस किसिमका व्यवहार वा प्रतिक्रिया जनाउनु हुन्न भन्ने भाव सम्प्रेषण गरेका छन् । “विकास तिमिले भनेको कुरा इन्कार गर्न त सकिँदैन तर त्यसरी भन्नु भन्दा यसरी भन्दा उचित रहला ...” (शिक्षक पाँचौँ) । कक्षामा प्रस्तुत सकारात्मक र नकारात्मक प्रतिक्रियाको सहज ग्रहण गरेर कक्षा अनुशासन तथा कक्षाको वातावरणलाई व्यवस्थित राख्ने प्रयत्न गरिएको छ ।

टिप्पणी तथा उपयोग : कक्षाकार्यकलापको क्रममा विद्यार्थीले शिक्षकका प्रश्न र निर्देशन अनुसार प्रतिक्रिया जनाएका छन् । छलफलका क्रममा नयाँ सन्दर्भ र विषयको उठान समेत गरेका छन् । यसक्रममा विद्यार्थीका सही प्रतिक्रियामा शिक्षकले सही थाप्ने, दोहो-याएर कक्षामा सबैले सुन्ने गरी प्रस्तुत गर्ने, प्रेरणा वा पुनर्बल प्रस्तुत गरेका छन् । “स्यावास विजय ! तिमिले भनेको ठिकै हो, यसका साथै डाँडो काट्नुले उमेर सकिनुलाई पनि बुझाउछ” (शिक्षक तेस्रो) । यसबाट उत्प्रेरणाका साथै विद्यार्थीको भनाइमा टिप्पणी गर्ने कार्य पनि भएको छ । यसका साथै आंशिक वा पूर्ण गलत प्रतिक्रियामा सुधारेर प्रस्तुत गर्ने तथा सही उत्तर दिने गरेका छन् ।

निर्देशन : कक्षाकार्यकलापका सुरुमा वा बिच बिचमा आवश्यकता अनुसार शिक्षकबाट निर्देशन दिइएको छ । शिक्षकले पाठ्यवस्तु अनुसार कार्यकलापका लागि, कक्षाकार्यमा विविधताका लागि, कक्षा अनुशासन तथा व्यवस्थापनका लागि निर्देशन दिएका छन् । कतिपय कक्षामा निर्देशन सैद्धान्तिक प्रकृति र कतिपय कक्षामा अपूरा निर्देशन दिइएको भए तापनि कक्षालाई कुन रूपमा कसरी सञ्चालन गर्ने भन्ने कुरालाई मार्ग दर्शनका लागि शिक्षकले आआफ्नै तौरतरिकाका साथ निर्देशन दिएका छन् ।

वातावरणको निर्माण : शिक्षकबाट कक्षामा सिकाइ वातावरणका लागि उच्चतम प्रयास भएको छ । कक्षाको अनावश्यक हल्लालाई शान्त गराउन, बसाइलाई सहज बनाउन, कार्यकलापमा अधिकतम विद्यार्थी सक्रिय तुल्याउन शिक्षकले उत्प्रेरणा, रमाइला सन्दर्भ, पालो प्रदान, कमजोरलाई प्राथमिकता, प्रेरणादायी कथा, घटना जस्ता उपाय अपनाइएका छन् ।

पृष्ठपोषण : नेपाली भाषा शिक्षणका क्रममा शिक्षकले देखाएको अर्को शैक्षणिक व्यवहार विद्यार्थी पृष्ठपोषण रहेको छ । विद्यार्थीका सही प्रतिक्रियामा शिक्षकले धन्यवाद, स्यावास, सही भन्यौ, अति राम्रो विस्मबोधक शब्दको प्रयोग र कहिलेकसो विद्यार्थीको

भनाइलाई आदर्शको रूपमा कक्षामा प्रस्तुत गर्दै पृष्ठपोषण प्रदान गरेका छन्। यसरी शिक्षकले सधैं र सबैजसो अवस्थामा नभए पनि आवश्यकता अनुसार पृष्ठपोषणको प्रयोग गरेका छन्।

वैयक्तिक व्यवहार

कक्षाकार्यकलाप सञ्चालनका क्रममा शिक्षकका विभिन्न किसिमका वैयक्तिक व्यवहार प्रदर्शित भएका छन्। ती सकारात्मक र नकारात्मक (सुधारात्मक) दुवै प्रकृतिका देखिन्छन् :

सकारात्मक : शिक्षण सिकाइ प्रक्रियालाई सहयोग पुर्याउने, शिक्षकको असल व्यक्तित्व प्रदर्शन गर्ने शिक्षकका आचरण सकारात्मक व्यवहार हुन्। उपाध्याय (२०७७) ले “विद्यार्थीको मनोभावना बुझेर शिक्षण गर्ने, विद्यार्थीलाई हरेक पल सहयोग गर्न तत्परता देखाउने, अध्यापन मुख्य पेसा हो भन्ने व्यवहार भएका” शिक्षकलाई सकारात्मक शिक्षकका रूपमा चिनाएका छन्। यस किसिमका व्यवहारले शिक्षकको शैक्षिक व्यक्तित्वलाई विद्यार्थीमाभ्र प्रिय तुल्याएका हुन्छन्। महर्जन (२०७९) ले “विद्यार्थीसँग साथित्वको भावना राख्ने, मायालु व्यवहार गर्ने अनि कमजोर र जान्ने विद्यार्थीहरू विच भेदभाव नगर्ने शिक्षक विद्यार्थीका प्रिय हुने” विचार प्रस्तुत गरेका छन्। विद्यार्थीका नकारात्मक व्यवहारलाई समेत नियन्त्रित र सुधारका लागि शिक्षकका यी व्यवहार प्रभावकारी उपाय बन्दछन्। विद्यार्थीका चुनौतीपूर्ण व्यवहारलाई सही अवस्थामा लैजान, तिनीहरूसँग अन्तरक्रिया गर्न, ती व्यवहारको नियन्त्रण गर्ने गुणवत्ता समेत शिक्षकका यिनै व्यवहारमा देखिने (सदरल्यान्ड र अन्य, सन् २००८; स्विन्सन र नाइट, सन् २००७) भएकाले शिक्षण सिकाइमा शिक्षकका व्यक्तिगत सकारात्मक आचरणको भूमिका उच्च रहन्छ। अवलोकन गरिएका कक्षामा शिक्षकहरूका विभिन्न किसिमका सकारात्मक आचरण प्रस्तुत भएका छन्। उनीहरूले सबै विद्यार्थीहरूसँग नजिककोसम्बन्ध निर्माण गरेका छन्। विचार राख्दा, विषयवस्तुलाई प्रस्ट्याउँदा, विद्यार्थीका प्रतिक्रियामा शब्दका साथै हाउभाउ, मुखमुद्राबाट प्रेरणादायी शाब्दिक अशाब्दिक सन्देशका सम्प्रेषण गरेका छन्। कक्षामा कुनै विद्यार्थीलाई भेदभाव नगरी समानताको दृष्टिकोणले हेरेका, सबैसँग समान व्यवहार गरेका, विद्यार्थीमा विश्वासको निर्माण गर्ने प्रयत्नशील रहेका, विद्यार्थीसँग सम्बन्ध, सम्पर्कमा सहजताको भाव दर्शाएका छन्। शिक्षकहरूविद्यार्थीकोभविष्यप्रति चिन्तित देखिएका, आफ्नो कार्यप्रति जिम्मेवारी बोध भएको देखिने किसिमका आचरण शिक्षकबाट प्रस्तुत भएका छन्।

नकारात्मक (सुधारात्मक): सिकाइ प्रक्रियामा समस्या उत्पन्न गराउने, शिक्षकको व्यक्तित्वलाई नकारात्मक सम्प्रेषण गराउने आचरण शिक्षकका नकारात्मक व्यवहार हुन्। शिक्षकका यस्ता व्यवहारलाई नकारात्मक व्यवहार भनिन्छ। उपाध्याय (२०७७) ले “विद्यार्थीले केही भन्नासाथ रिसाउने, भर्किने, पिट्ने शिक्षकका व्यवहार”लाई यस वर्गमा राखेका छन्। अवलोकन गरिएका कक्षामा शिक्षकबाट कतिपय विद्यार्थीमा दबाव दिइएको छ।

जस्तै : भोलि यो कार्य पूरा नगर्नेलाई सयसय पटक उठवस गराउँछु । पाँच मिनेटमा यति काम जसरी पनि सक्नुपर्छ । कतिपय विद्यार्थीलाई दण्ड पनि देखिएका छन् । हल्ला गरेको, नजानेको, अनावश्यक तर्क गरेको अवस्थामा हिकाउने सम्म गरेको देखियो । यसैगरी कतिपय विद्यार्थीले सोधेको, जिज्ञासा राखेको अवस्थामा नसुनेको जस्तो गरेको पनि देखिन्छ । कतिपय सोभासिधा देखिनेहरूमा अपहेलनाको व्यवहार पनि दर्शाएका छन् । “हेर त यसको हविगत, यस्ता घिनलाग्दा अक्षर, यस्तो अर्थ न बर्थको उत्तर दिएर हुन्छ?” (शिक्षक पहिलो) । कतिपय विद्यार्थीले शिक्षकबाट तिरस्कार पनि खेप्नु परेको छ । यसका साथै जान्ने विद्यार्थीले सोध्दा र नजान्नेले सोध्दा फरक व्यवहार देखाइएको, राम्रा लुगा लगाएको, अलि हुनेखाने घरको जस्तो देखिने, राम्री देखिने छात्रालाई गर्ने व्यवहार अन्यका तुलनामा कहीं न कहीं फरक देखिनु शिक्षकको पूर्वाग्रहपूर्ण आचरण हो । यसले शिक्षकको व्यवहार सबै विद्यार्थीका लागि समान छैन भन्ने पस्तिन्छ । शिक्षक व्यवहारको सूक्ष्म अध्ययन गर्दा कतिपय विद्यार्थीका संवेदनशील भावमा मतलब नगरी उनीहरूको भावनामा खेलवाड गरेको व्यवहार पनि देख्न सकिने अवस्था देखिएको छ ।

विद्यार्थीका व्यवहार

कक्षाकार्यकलापका क्रममा विद्यार्थीले प्रदर्शित गरेका आचरण विद्यार्थीका व्यवहार हुन् । कक्षा अवलोकनका क्रममा विद्यार्थीले शिक्षण सिकाइ प्रक्रियामा सहयोग पुग्ने र त्यसमा असर पुग्ने दुवै किसिमका व्यवहार देखाएका छन् । मेरी र जेवसिलन (सन् २०१४) का विचारमा “विद्यार्थीका कक्षा व्यवहारले शैक्षिक उपलब्धि हासिल गर्न मुख्य भूमिका खेल्छन् (पृ.५७) । कतिपय विद्यार्थी कक्षाकार्यकलाप र शिक्षकका गतिविधिप्रति सधैं सकारात्मक देखिए भने केही विद्यार्थीका सबै व्यवहार समस्यामय रहेका छन् । यसैगरी सीमित सङ्ख्याका विद्यार्थीबाट सकारात्मक र नकारात्मक दुवै किसिमका व्यवहार प्रदर्शित भएका छन् । यहाँ विद्यार्थीका व्यवहारलाई सकारात्मक र नकारात्मक (सुधारात्मक) गरी दुई वर्गमा राखी चर्चा गर्न सान्दर्भिक मानिएको छ ।

सकारात्मक

विद्यार्थीबाट कक्षाकार्यकलापका क्रममा प्रस्तुत शिक्षण सिकाइ कार्यकलापलाई सहयोग पुऱ्याउने प्रकृतिका आचरणलाई सकारात्मक व्यवहार मानिन्छ । अवलोकनका क्रममा शिक्षकले विभिन्न किसिमका सकारात्मक व्यवहार प्रदर्शन गरेका छन् ।

शिक्षक र सहपाठी सहयोग : कक्षा अवलोकनका क्रममा विद्यार्थीले शिक्षक, अन्य साथीहरू, सिकाइका विभिन्न अवस्था र चरणका लागि सहयोगी आचरण प्रस्तुत गरेका छन् ।

अनुशासनको पालना : कक्षामा शान्त बसेर, कार्यकलापमा सहभागी भएर, शिक्षकका निर्देशनका पालना गरेर, साथीहरूलाई सघाएर विद्यार्थीले अनुशासनको पालना गरेका छन् । सबै कक्षामा अनुशासनको परिपालना उपयुक्त रूपमा भएको छ ।

कक्षाकार्यमा सहभागिता : विद्यार्थीले कक्षाकार्यकलापमा सहभागिता जनाएका छन् । शिक्षकले कक्षामा लयवाचन, सस्वर उच्चारण, प्रश्न निर्माण, प्रश्नोत्तर, शब्दार्थ लगायतका लिखित तथा मौखिक अभ्यास गराउँदा कार्यकलापमा सहभागिता जनाएका छन् ।

गृहकार्य गर्ने : शिक्षकले अधिल्लो कक्षाको अन्त्यमा दिएका गृहकार्य गरेर ल्याएका छन् । गृहकार्यका बारेमा अधिकांश कक्षामा सुरुमै छलफल वा परीक्षणका कार्य गरिएको छ । कतिपय कक्षामा गृहकार्य सम्बन्धित विद्यार्थीलाई नै कक्षाको अगाडि ल्याएर प्रस्तुत गर्न लगाइएको छ । केही विद्यार्थीले गृहकार्य नगर्ने भए तापनि अधिकांश विद्यार्थीले गृहकार्य गर्ने, केहीले कक्षामा प्रस्तुत गर्न रुचाउने गरेका देखिएको छ ।

आपसी सम्मान : कक्षामा विद्यार्थीका बिच आपसमा सम्मान, सरसहयोग गरिएको छ । साथी असर नपर्ने गरी बसेका, कापी, किताब, भोला राखेका, सम्मान गरेर बोलेका छन् । शिक्षक तथा साथीहरूसँग प्रश्न गर्दा, जिज्ञासा राख्दा शालीनताका साथ गरिएको छ ।

छलफलमा सहभागी : कक्षामा शिक्षकबाट प्रश्नोत्तर, छलफल, संवाद गराएका अन्तरक्रियाको आयोजना गरिएको छ । जोडी र समूहमा पनि छलफल गराइएको छ । यसमा विद्यार्थीहरू सहभागी भएका छन् । कतिपय सन्दर्भमा शिक्षकले भनेर सहभागी बनेका छन् भने कतिपय विद्यार्थी स्वस्फूर्त सहभागिता जनाएका छन् ।

प्रश्नका उत्तर दिने : विद्यार्थीले कक्षामा शिक्षक वा साथीहरूबाट सोधिएका प्रश्नको उत्तर दिएका छन् । प्रश्न सोध्दा डराउने गरेका देखिए पनि जानेको कुरा प्रस्तुत गरेका छन् । व्यक्तिगत रूपमा सोधेका प्रश्नका उत्तर दिँदा केही हडबडाएका, धैर्य बनेर उत्तर दिएका भए पनि सामूहिक रूपमा प्रश्न गर्दा भने अधिकांशले सामूहिक उत्तर दिई सहभागिता जनाएका छन् ।

निर्देशनको पालना : शिक्षकले कक्षाका सुरुमा, बिचबिचमा र समाप्तिमा निर्देशनको पालना गरेका छन् । अभिनय, वक्तृता, वादविवाद, समूह कार्य, जोडी कार्य, गृहकार्य, कक्षाकार्य गराउने सन्दर्भमा प्राप्त फरक फरक किसिमका निर्देशनलाई विद्यार्थीबाट पालना गरिएको छ ।

नकारात्मक (सुधारात्मक)

कक्षामा विद्यार्थीले देखाउने असामाजिक आचरणलाई नकारात्मक व्यवहार भनिन्छ । नकारात्मक आचरणका रूपमा देखापर्नेयस प्रकारका व्यवहारलाई सुधार गर्न आवश्यक रहेकोले यिनलाई भएकाले सुधारात्मक व्यवहार भनिएको हो । यस्ता व्यवहारले

कक्षाकार्यकलापमा बाधा पुऱ्याइरहेका हुन्छन् । मेरी र जेवसिलन (सन् २०१४) का विचारमा साथीहरूलाई सताउने, कार्यकलाप सञ्चालन भइरहेको बेला बोलेर वा कुनै गतिविधिबाट बाधा पुऱ्याउने व्यवहारले सम्पूर्ण कक्षा शिक्षणमा नकारात्मक असर पारिरहने भएकाले त्यसमा सुधार गर्न आवश्यक हुन्छ (पृ.५७) । अवलोकन गरिएका कक्षामा विद्यार्थीले प्रदर्शन गरेका नकारात्मक व्यवहार निम्न छन् :

सिकाइप्रति अरुचि : कक्षामा केही विद्यार्थीले सिकाइप्रति रुचि राखेका छैनन् । त्यस किसिमका विद्यार्थीले पटक पटक घडी हेर्ने, भ्याल वा ढोकाबाट बाहिरतिर हेर्ने, हाई काढ्ने, आड तान्ने, छेउका साथीसँग खुससुस कुरा गर्ने, अनावश्यक तर्क वा सन्दर्भ उठान गर्ने, कार्यकलापमा सहभागी नहुने, कक्षाकार्य तथा गृहकार्य नगर्ने, सम्झाउन खोज्दा शिक्षकसँग रिसाउने, कुतर्क गर्ने, मुख लाग्ने, केही त टाउ, पेट दुखेको बाहाना गरी डेस्कमा टाउको राखेर सुतिदिने सम्मका व्यवहार देखाएका छन् ।

विषयान्तर : कक्षाकार्यकलापका क्रममा कतिपय विद्यार्थी कुनै अवस्थामा छलफलको विषयवस्तुभन्दा बाहिर गएका छन् । कक्षामा अनावश्यक विषयको प्रवेश गराउने, असम्बन्धित प्रश्न गर्ने, सही कुरालाई बङ्ग्याएर प्रस्तुत गर्ने गरेका छन् ।

शिक्षक खिसिट्युरी : कुनै कुनै कक्षाका केही विद्यार्थी शिक्षकलाई नै खिसिट्युरी गर्न पछि परेका छैनन् । शिक्षकले नदेख्ने गरी एकआपसमा हाँसोमा उडाउने, शिक्षकका भनाइलाई ख्यालठट्टामा लिने गरेका छन् । जस्तै : सरका लागि मोबाइल कति प्यारो हो पढाउदा पनि याद गर्ने । भोलि घाम वा पानी परेन भने सरले हाम्रो गृहकार्य जाँज्नु हुने देखियो ।

आपसी तनाव : कक्षामा कतिपय विद्यार्थीका बिच आपसी तनावको अवस्था पनि देखिएको छ । बसाइ वा अन्य विषयलाई लिएर आपसमा लड्न खोज्ने, विपरीत लिङ्गी साथीलाई जिस्क्याउने, कमजोर साथीतर्फ कठोर दृष्टिले हेर्ने, हाउभाउका आधारमा पिट्छु, कुट्छु भन्ने गरेको समेत देखिएको छ । कक्षामा अटेसमटेसको बसाइ तनाव बढाउने मुख्य कारक बनेको पाइएको छ ।

कक्षाकार्य र गृहकार्यमा असहभागी : कतिपय विद्यार्थी कक्षाकार्य र गृहकार्य नगर्ने देखिएको छ । कक्षाकार्यमा आलटाल गरेर समय गुजार्ने र गृहकार्य कहिल्यै नगर्ने विद्यार्थी नेपाली भाषा कक्षामा रहेको पाइएको छ । यसबाट उनीहरू अभ्यासबाट भाग्न खोजेको देखिन्छ । कक्षाका कमजोर विद्यार्थीले यस किसिमको आचरण देखाएका छन् ।

उदाशीनता : कक्षाका केही विद्यार्थी सिकाइ तथा कक्षाकार्यकलापप्रति उदाशीन रहेका देखिन्छन् । शिक्षकले नाम नै तोकेर भन्दा केही सजग भए पनि अधिकांश समय चुपचाप बस्ने, किताब हेरे जस्तो गर्ने व्यवहार केही विद्यार्थीबाट प्रस्तुत भएको छ । प्रश्न गर्दा बडो मुस्किलले उत्तर दिने, कक्षाकार्य अति ढिला गर्ने, टार्ने, दबाव दिँदा भर्किने सम्मका व्यवहार

गरेका देखिएको छ । त्यस किसिमका विद्यार्थी समग्र सिकाइप्रति नै दिक्दार मानेको देखिएको छ ।

व्यवधान : केही विद्यार्थीले कक्षाकार्यकलापमा सधैं व्यवधान सिर्जना गरेका छन् । आपसमा सुसखुस बोलिरहने, अनावश्यक आवाज निकाल्ने, कुतर्क गरेर शिक्षक वा साथीहरूलाई उल्ट्याउने, सम्झाउदा नटर्ने गरेर कक्षामा समस्या निर्माण गरिरहेका देखिन्छन् । भाषिक, अभाषिक वा अन्य कुनै किसिमले कक्षाको वातावरणमा असर पारेर व्यवधान खडा गर्ने आचरण केही विद्यार्थीबाट कक्षामा प्रदर्शित गरिएको छ ।

तथ्याङ्कको विश्लेषणबाट प्राप्त नतिजाले शिक्षक विद्यार्थीबाट सकारात्मक र नकारात्मक दुवै किसिमका व्यवहार प्रस्तुत गरेको ठहर्छ । नकारात्मक व्यवहारमा देखिएका समस्याले सिकाइमा असहयोग भइरहेको तथा बाधा परिरहेको भन्ने बुझिन्छ । यस किसिमका व्यवहारले शिक्षक र विद्यार्थी दुवैका लागि तनावको स्तर बढाउँछ, पाठको प्रवाहमा बाधा पुऱ्याउनाका साथै सहभागीका बिच आपसी द्वन्द्वको अवस्था सिर्जना गर्छ (पार्सन्स, सन् २०१२, पृ.१६)। विद्यार्थीहरूले शिक्षकले पढाएका कुराहरू सुनेर सिक्छन् भन्नु गल्ती हो, शिक्षकले गर्ने हरेक व्यवहार र बोल्ने शब्दहरूबाट केही न केही सिक्किरहेका हुन्छन् (महर्जन, २०७९) । शिक्षकका ससाना व्यवहार विद्यार्थी सिकाइमा ठुलो प्रभाव पारेको हुन्छ । कक्षामा प्रभावकारी सिकाइ हुन नसक्नुको प्रमुख कारण शिक्षकका ससाना कमजोरी र विद्यार्थीले नकारात्मक व्यवहार अधिक प्रस्तुत गर्नु रहेको छ ।

निष्कर्ष

प्रस्तुत अध्ययनमा माध्यमिक तहको कक्षा दशमा नेपाली विषय शिक्षणका क्रममा शिक्षक र विद्यार्थीले प्रस्तुत गर्ने व्यवहारको विश्लेषण गरिएको छ । शिक्षक विद्यार्थीका सकारात्मक व्यवहार शिक्षण सिकाइका लागि सहयोगी देखिन्छन् भने नकारात्मक व्यवहारले सिकाइ प्रक्रियालाई बाधा उत्पन्न गरेका छन् । शिक्षकका व्यवहारलाई शैक्षणिक आचरण र व्यक्तिगत आचरण गरी दुई प्रकारमा र व्यक्तिगतलाई पनि सकारात्मक र नकारात्मक गरी चर्चा गरिएको छ । यसैगरी विद्यार्थीका व्यवहारलाई भने सकारात्मक र नकारात्मक दुई प्रकारमा केलाइएको छ । विद्यार्थीका नकारात्मक व्यवहारका कारण शिक्षकले उपयुक्त किसिमले कक्षा सञ्चालन गर्न सकेका छैनन् । उनीहरूका शैक्षिक निर्देशनको परिपालना पनि भएको छैन । कक्षा अशान्त वा विषयान्तर भई गराइएका अभ्यास प्रभावकारी किसिमले हुन सकेका छैनन् ।

शिक्षकले शिक्षण सिकाइ प्रक्रियालाई व्यवस्थित तुल्याउन, विभिन्न सिपमा आधारित अभ्यास गराउन शैक्षणिक व्यवहार प्रस्तुत गरेका छन् । शिक्षकका व्यक्तिगत आचरणका रूपमा प्रकट हुने सकारात्मक आचरणबाट कक्षाको वातावरण सहज बनेको छ । विद्यार्थीले शिक्षकसँग प्रश्न, जिज्ञासा सहजै राख्ने, शिक्षकसँगै अभ्यासमा सहभागी बन्न पाएका देखिन्छन् ।

भने सुधारात्मक व्यवहारबाट विद्यार्थीलाई कार्यकलापमा सहभागी बन्न, सिक्न कठिनाई भएको छ। शिक्षक र विद्यार्थीका नकारात्मक व्यवहारलाई सुधार गर्नुपर्ने भएकाले सुधारात्मक भनिएको छ, यसको अर्थ तिनमा सुधार हुनुपर्छ। त्यस किसिमका व्यवहार भाषा सिकाइका बाधक देखिएका छन्। कक्षाकार्यकलापका क्रममा शिक्षकका व्यवहारले विद्यार्थीको सिकाइमा र विद्यार्थीका व्यवहारले शिक्षकको शिक्षण प्रक्रियामा समस्या खडा गरेको स्पष्ट देखिन्छ। तिनको विषयमा शिक्षक विद्यार्थी स्वयमूले मूल्याङ्कन गरी आगामी दिनमा सुधारसहित कक्षाकार्यकलापमा सरिक हुन आवश्यक छ।

कृतज्ञताज्ञापन

यो लेख त्रिभुवन विश्वविद्यालय शिक्षाशास्त्र सङ्कायमा विद्यावारिधि अध्ययनका क्रममा तयार पारिएको हो। यसक्रममा विद्यावारिधि अनुसन्धान वृत्ति प्रदान गरी मेरो अनुसन्धान कार्यलाई सहज र प्रभावकारी बनाउन आर्थिक सहयोग गर्ने, आन्तरिक रूपमा अभिप्रेरित गर्ने विश्वविद्यालय अनुसन्धान आयोग, यस संस्थाका अध्यक्ष र कर्मचारीहरूप्रति हार्दिक आभार व्यक्त गर्दछु।

सन्दर्भसामग्री

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भोजपुरी मातृभाषी विद्यार्थीहरूको नेपाली भाषा सिकाइमा प्रभाव

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लेखसार

प्रस्तुत लेख भोजपुरी मातृभाषी विद्यार्थीहरूले नेपाली भाषा सिकाइमा प्रभावको अध्ययनमा केन्द्रित छ। यो लेख नेपाली भाषा सिकाइमा भोजपुरी भाषाको उच्चारण र वर्ण विन्यासको प्रभावको उद्देश्यमा केन्द्रित छ। यो लेख गुणात्मक अनुसन्धान परिघटानामूलक (Phenomenology) ढाँचामा आधारित छ। उद्देश्यमूलक विधिको प्रयोग गरी नमुना छनोट गरिएको छ। सहभागीहरूसँग उच्चारण र वर्णविन्यासगत तथ्य सङ्कलन गरिएको छ। सङ्कलित तथ्यलाई लिप्यान्तरण गरेर जस्ता दुई साझा थिमको निर्माण गरी विद्यार्थीहरूको नेपाली भाषाको सिकाइमा भोजपुरीको प्रभावको विश्लेषण गरिएको छ। विद्यार्थीसँग भाषा सिकाइको प्रभाव अध्ययन गर्दा अजन्त/हलन्त, अल्पप्राण/महाप्राण, सघोष/अघोष, 'यू' को प्रयोग, शब्दमध्य र शब्दान्तमा 'ह', पञ्चम वर्ण 'ण', ऋकार र रकारको प्रयोग भएका शब्दहरूको उच्चारणमा ध्यान दिइएको छ। विद्यार्थीको उच्चारण हेर्दा विद्यार्थीहरूले महाप्राणलाई अल्पप्राण, सघोषलाई अघोष, 'ण' पञ्चम वर्णको 'नू' उच्चारण, शब्दमध्य र शब्दान्तमा 'ह' को लोप, ऋकार र रकारको रेफगत उच्चारण, 'रू' र 'लू' को ध्वनि विपर्यासगत उच्चारण गरेको देखिन्छ भने उच्चारणगत प्रभाव वर्णविन्यास (लेखाइ) मा पनि देखिएको साथै मातृभाषाका शब्दका आधारमा विश्लेषण गरिएको छ। भोजपुरी मातृभाषी विद्यार्थीहरूको उच्चारण र वर्णविन्यासमा देखिएका विशिष्टताहरूले नेपाली भाषा सिकाइमा भोजपुरी भाषाको प्रभाव रहेको निष्कर्ष निकालिएको छ। यस लेखबाट अध्येता तथा समग्र भाषाशिक्षणमा सहयोग पुग्ने अपेक्षा गरिएको छ।

शब्दकुञ्जी : उच्चारण, बलाघात, भाषा, भोजपुरी, लेखन



परिचय

भाषा विचार आदान प्रदानको माध्यम हो । मानवहरूले भाषाका माध्यमबाट आफ्ना अभिव्यक्त विचारहरू अरूमाभक्त पुऱ्याउँछन् । मानव भावहरू भन्छन्, आवश्यकता तथा चाहनाहरू व्यक्त गर्छन् । आकाङ्क्षाहरू प्रकट गर्दछ । गौतम र चौलागाईं (२०७०)का अनुसार “मानिसहरू भाषाका माध्यमबाट नै आ-आफ्ना विचार र अनुभूतिलाई एकअर्कामा साटासाट गर्दछन् र आफ्ना समग्र व्यवहारहरू सम्पन्न गर्दछन्” (पृ.१२) । भाषा वैचारिक अनुभूति माध्यमबाट आदान प्रदानको माध्यम र व्यवहार सञ्चालनको साधन हो । मानवीय व्यवहारमा भाषाकै माध्यमबाट कार्य घट्ने तथा समापन हुन्छन् । संसारमा मानिसहरू भावना तथा विचार आदानप्रदानका लागि छ हजार भन्दा बढी भाषाहरू प्रयोग व्यवहारमा छ । यी विविध परिवारका छ हजारभन्दा बढी भाषाहरूलाई मानवहरूले आफ्ना भाषा वा मातृभाषाको रूपमा, पहिलो भाषाको रूपमा, दोस्रो भाषाको रूपमा प्राप्ति र आर्जन गरेर जीवन व्यवहार सञ्चालन गर्दै आइरहेका छन् । विविधतामय हिसाबले नेपालमा पनि विभिन्न भाषाहरू बोलिन्छन् । नेपालको जनगणना २०७८ का अनुसार नेपालमा विभिन्न भाषा परिवारका १२४ओटा भाषाहरू बोलिन्छन् (Caste/Ethnicity Report, 2078) । नेपाल बहुभाषिक मुलुक भएकाले यहाँ एकभाषी, द्विभाषी र बहुभाषिक स्थिति विद्यमान छ । यहाँको पठन तथा शिक्षाको माध्यमको रूपमा द्विभाषिक नीति अवलम्बन गरिएको छ । नेपालको संविधान २०७२ अनुसार आधारभूत तहसम्म मातृभाषाका माध्यमबाट बालबालिकालाई शिक्षा प्राप्त गर्ने अधिकार प्राप्त छ, भने माध्यमिक तथा उपल्लो तहमा नेपाली र अङ्ग्रेजी भाषाका माध्यमबाट शिक्षा प्रदान गर्ने कानुनी प्रावधान रहेको छ । विद्यालयीय तहमा बालबालिकाहरू नेपाली भाषालाई माध्यम भाषाका रूपमा तथा दास्रो भाषाका रूपमा प्रयोग व्यवहार गर्दछन् । विभिन्न मातृभाषाका बालबालिकाहरू विद्यालय तहमा नेपाली भाषालाई दोस्रो भाषाका रूपमा सिक्दछन् । दोस्रो भाषाका रूपमा नेपाली भाषा सिक्दा बालबालिकाको पारिवारिक, सामाजिक, वातावरण, भाषिक पृष्ठभूमि, भाषिक समानता, र भिन्नताले प्रभाव पार्ने देखिन्छ । दोस्रो भाषा सिकाइ पहिलो भाषाका उच्चारण प्रक्रिया, रूप एवम् वाक्य गठन, र शब्दभण्डारको उपयोगमा सोधिएको अनुसन्धान कर्ताले भिन्न किसिमको उच्चारण (वर्ण गठन) रूप एवम् वाक्य गठन र शब्दभण्डार भएको नयाँ भाषालाई आफ्नो पहिलो भाषा (मातृभाषा) प्रभाव नपरी सिक्न सकेको कमै पाइन्छ (अधिकारी, २०६७, पृ.२४) । पहिलो भाषाको प्रभाव दोस्रो भाषाको सिकाइ उच्चारणदेखि समग्र बोलाइसम्म प्रभाव पार्दछ । दुवै भाषा विचको नजिकता र दुरताले भने दोस्रो भाषा सिकाइमा सहजता तथा दुर्बोधताल्याउँछ । नेपालमा बोलिने धेरै भाषाका मातृभाषी विद्यार्थीहरू विद्यालय तहमा दोस्रो भाषाका रूपमा नेपाली भाषा सिक्ने गर्दछन् ।

नेपालमा बोलिने विभिन्न भाषा परिवारका ६० ओटा भाषामध्ये भोजपुरी भाषा मधेश प्रदेशको बोलिने भाषा हो । देशभरि करिब १२४ ओटा मातृभाषामा भोजपुरी ६.२४ प्रतिशत वक्ता सङ्ख्या भएको तेस्रो स्थानमा पर्ने भाषा हो (भाषा आयोगको प्रतिवेदन, २०८०, पृ.१४९) । नेपालको जनगणना २०७८ अनुसार यस भाषाका मातृभाषीहरू सबै प्रदेशमा भए पनि वारा, पर्सा, सर्लाही, रौतहट, चितवन, नवलपरासी (सुस्ता पूर्व र सुस्ता पश्चिम) र रूपन्देही

जिल्लामा बढी जनघनत्व छ (ठाकुर, २०८०) । बहुभाषिक मुलुकको रूपमा चिनिने हाम्रो देश यहाँ सबै प्राय : विद्यालय बहुभाषिक विद्यालय भएकोले हरेक नेपाली मातृभाषा इतरहरूले दोस्रो भाषाको रूपमा नेपाली भाषा सिकाइ गर्छन् । बायाँ र दायाँबाट लेख्नेलाई परस्पर अर्को हातले लेख्न लगाउँदा अप्ठ्यारो हुने हुँदा (शर्मा र पौडेल, २०६७) भोजपुरी मातृभाषी विद्यार्थीहरूले नेपाली भाषा सिकाइ गर्दा दोस्रो भाषीलाई प्रभाव अवश्य नै देखिन्छ । नेपालको कुल मातृभाषाको ४४.८६ प्रतिशत नेपाली जनताको पहिलो भाषा अर्थात् मातृभाषा नेपाली हो (भाषा आयोगको प्रतिवेदन, २०८०, पृ. १४९) र नेपालको संवैधानिक काम काजको भाषाको मान्यता पाएकोमा (नेपालको संविधान, २०७२, पृ. २) भोजपुरी मातृभाषी विद्यार्थीहरूका लागि दोस्रोभाषा भाषाका रूपमा सिकाइ गर्नु आवश्यक देखिन्छ । यस भाषाको आफ्नै किसिमको ध्वनि व्यवस्था, उच्चारण व्यवस्था, वर्णविन्यास व्यवस्था, व्याकरणिक व्यवस्था र अर्थ व्यवस्था पाइन्छ । भोजपुरी मातृभाषी विद्यार्थीहरू नेपाली भाषालाई विद्यालय तहमा दास्रो भाषा सरह सिक्दछन् । तसर्थ : नेपाली भाषा भाषिक सिपको सिकाइमा विविधता छ कि छैन वा विभिन्न विद्यालयको भोजपुरी विद्यार्थीहरूको भाषिक सिकाइमा प्रभाव परेको छ कि छैन भनी समस्यामा केन्द्रित रही अनुसन्धान गरिएको छ । भोजपुरी मातृभाषी विद्यार्थीहरूले दोस्रो भाषाका रूपमा नेपाली सिक्दा के कस्ता सहजता र जटिलताको सामना गर्दछन् ? विद्यार्थीको नेपाली भाषा सिकाइमा उच्चारण, वर्णविन्यास, व्याकरण तथा शब्दभण्डार तहमा भोजपुरी भाषाको के कति प्रभाव छ ? जस्ता विविध पक्षहरूको वास्तविक तथा गहन अध्ययन भएको कम्ति पाइन्छ । यसै समस्यामा केन्द्रित रही कक्षा चारमा अध्ययनरत भोजपुरी मातृभाषी विद्यार्थीहरूको नेपाली भाषा सिकाइ भोजपुरी भाषाका कारण विशेषतः उच्चारण र वर्णविन्यासमा पारेको प्रभावको अध्ययन गर्नु यस अध्ययनको मुख्य उद्देश्य रहेको छ । विद्यालय तहमा अध्ययनरत भोजपुरीमातृभाषी विद्यार्थीहरूको नेपाली भाषा सिकाइमा पर्ने उच्चारण र वर्णविन्यासगत प्रभावका प्रश्नमा केन्द्रित रही नेपाली भाषा सिकाइ बारे प्रस्ट्याउने छसार्थै यो लेख आगामी दिनमा भोजपुरीको अध्ययनमा नयाँ खुड्किलाको रूपमा हुने छ ।

भोजपुरी भाषाको परिचय र सैद्धान्तिक पर्याधार

भोजपुरी पूर्वी अथवा मागधी परिवारको सबैभन्दा पश्चिमी भाषा हो । भाषाको समप्रेषणमा यसलाई 'पूर्वी' र 'देश' आदि विभिन्न नामले सम्बोधन गरे पनि औपचारिक रूपमा 'भोजपुरी' नै भन्ने गरिन्छ । भोजपुरी भाषा नेपाल र भारतको सिमानामा बोलिने हिन्द - आर्य समूहको एउटा जीवन्त भाषा हो । भारतको विहार राज्य र नेपालको मधेश प्रदेशमा वक्ता सङ्ख्या धेरै रहेको पाइन्छ । एथ्नोलगले भारतमा भोजपुरी भाषीहरूको जनसङ्ख्या ५,०६,००,००० बताएको छ भने विश्वभरिमा भोजपुरी भाषीहरूको जनसङ्ख्यामातृभाषीको रूपमा ५,२३,०३,००० र दोस्रो भाषाभाषीको रूपमा १,६०,००० गरी जम्मा विश्वकै जनसङ्ख्या

५,२४,६३,००० देखाएको छ। तर भारतमा भोजपुरीलाई अभिसम्म संविधानको आठौँ अनुसूचीमा दर्ता नगरिएकाले भोजपुरी भाषीलाई हिन्दी भाषीकै रूपमा देखाउने गरिएको छ। यति हुँदाहुँदै नेपालको जनगणना २०७८ अनुसार भोजपुरी नेपालको तेस्रो प्रमुख भाषा हो भने एथ्नोलग २०१९ (२२औँ संस्करण) अनुसार यो विश्वको २६औँ प्रमुख भाषा हो। भोजपुरी भाषा भोजपुर सहरबाट नामाकरण भएको मानिन्छ। देवका (सन् २००१) का अनुसार “आजभन्दा करिब १४०० वर्ष भोजविन्दु काशीका राजा थिए र उनका अनुसार काशीको राजधानी भोजपुर भएकोमा त्यहाँको सम्पर्क भाषाको नाम भोजपुरीको थियो”। त्यस्तै तिवारी(२००९)का अनुसार भोजपुर विहारको प्राचीन शाहाबाद जिल्लाको पश्चिम उत्तर दिशातिर पर्ने भोजपुर परगना हो। प्राचीन भारतीय इतिहासमा भोजपुरको निकै गौरपूर्ण स्थान रहेको छ। इतिहासमा यस कुराको प्रमाण पाइन्छ कि कुनै समयमा यो भोजपुर नै डुमराँव राज्यको सदरमुकाम थियो। बागसार भन्ने जुन स्थानमा बक्सरको युद्ध भएको थियो, त्यो स्थान भोजपुरदेखि नजिकै रहेको छ। सन् १९७३ मा जब बिहार सरकारले जिल्लाहरूको पुनर्विभाजन गर्‍यो, त्यस बेला शाहबदलाई दुई भागमा विभक्त गरियो। दक्षिणी जिल्लाको नाउँ “रोहतास” हुन गयो साथै उत्तरतिरको भाग “भोजपुर” नामबाट चिनियो। भोजपुर जिल्लाको नामबारे प्रमाण त्यहाँ बस्नेहरूको मनस्पटलमा भेटिन्छ।(पृ.१२)

भोजपुर भाषाको उत्पत्तिबारे धेरै मतमतान्तर रहदै आएको छ। अशक(२०७७)का अनुसार ग्रियर्सनले (१९०२) मा भोजपुरी भाषा शाहाबाद जिल्लाको भोजपुर नै थियो। यो पटना वा गाङ्गा नदीको दक्षिण भागमा केही दुरीमा अर्थात् ८१ कि.लो. थियो। गाउँ सानो देखिए तापनि कालन्तरमा यो शक्तिशाली रजपुतहरूको राजधानी रहेको थियो। त्यतिखेर अगुवा डुमराँवका महाराज थिए। भोजपुर परागनाको नाउँमा भोजपुरी भाषाको नाउँ रहन गएको हो। यो भोजपुरी सीमाको दक्षिण हिमालयको तल्लो पहाडसम्म र चम्पारण जिल्लादेखि बस्तीसम्म फैलिएको छ। साथै सोन, छोटानागपुर, राँचीको पठारसम्म फैलिएको छ। केही बङ्गाल जिल्ला सम्मको ठाउँलाई अगोटेको पाइन्छ।(पृ.२८)।

वेदमा भोजपुरी भाषाबारे तथ्य भेटिन्छ। शाहाबाद जिल्लाको बक्सर(वेदगर्भ) क्षेत्र भोजपुरसँग सम्बन्धित रहेको देखिन्छ। यसको प्रमाण स्वरूप वाल्मीकि रामायणको एउटा घटनालाई मान्न सकिन्छ जहाँ ‘विश्वमित्र राम र लक्ष्मणसँग अयोध्याबाट सिद्धाश्रम जानको लागि पूर्व दिशातिर हिडेका थिए’। त्यसलाई ऋगवेदमा भोजा, भोजास्येद, भोजस्य, भोजेषु, भोजायको बहुधा प्रयोग पाइन्छ। ‘भोज’ लाई अरू जनसमुदायमा प्रयोग नभएको तर आर्य समुदायमा संज्ञाको रूपमा प्रयोग गरेको पाइन्छ। त्यसैगरी सहयोगी तथा उदार हृदय प्रजापालक वीर भोजवंशी क्षत्रिहरूको बारेमा ऐतरीय ब्राह्मण (५/१२, १४/७, ७/३२) के भनिएको छ भने ‘यिनीहरू न कहिल्यै मर्छन्, न त कहिल्यै नीच मित-गति नै हुन्छन्।’

नेपालको वि.स. २००७ को सशस्त्र आन्दोलन आगाडि भोजपुरी भाषालाई ‘देहाती’ भाषाको रूपमा चिनिने भाषालाई वि.स. २००९ सालमा तत्कालिन ठाकुर राम बहुमुखी क्याम्पसमा हिन्दी पढाउने विद्वान् रामदेव द्विवेदीले आयोजना गर्ने कवि सम्मेलनबाट यस

भाषालाई भोजपुरी भाषा भनी प्रयोग गर्न थालियो (ठाकुर, २०८०)। यसै हाराहारीमा बारा रौतहटमा किसान आन्दोलनको पनि सुरुवात भएको थियो। हरिहर यादव र नन्दन अर्यालजस्ता किसान नेताहरूले आन्दोलनमा भोजपुरी भाषामा कविता, गीत लेख्न र गाउन सुरु गरे भने भोजपुरीमा नाटक लेखन र मञ्चनको उदय भयो। उतिखेर नै हरिहर यादवले आफ्ना जनगीतहरूको सङ्कलन 'मेला के बहार' प्रकाशित गराए भने बाराका रामप्रसाद राय थारूले 'थरूहट के बउआ और बहरिया' उपन्यास प्रकाशित गराए।

भोजपुरी भाषा ऐतिहासिक खोज बारे चटर्जी (१९२६:१७) अनुसार "मध्य हिन्द-आर्य भाषाहरूलाई इसापूर्व ६००देखि २००सम्म पहिलो चरण, इसापूर्व २०० देखि सन २०० सम्म दोस्रो चरण र सन २००देखि ६०० सम्म तेस्रो चरण साथै सन १००० मा नव हिन्द-आर्य मागधीमा भोजपुरी वर्गीकरण गरेको पाइन्छ"। यसै विन्दुमा भोजपुरी भाषामा नव युग सुरुवातसँगै कीर्तिलता, कीर्तिपताका जस्ता ग्रन्थको विकास भएको पाइन्छ। ग्रियर्सनका (१९०३) अनुसार "भारोपेली भाषा परिवारको भारत - इरानी शाखाको हिन्द आर्य भाषा उपपरिवारको पूर्वी समूहमा पर्ने विहारी उपसमूहको भाषा हो"। यस भाषालाई हिन्दी, नेपाली, मैथिली, वजिका भाषासँग नजिक राखेर हेर्न पनि सकिन्छ। अशक (२०७९) का अनुसार भोजपुर भाषाका भाषिका पूर्वी भोजपुरी (सर्लाही, रौतहट र बाराको पूर्वी भाग), केन्द्रीय भोजपुरी (बारा, पर्सा) र पश्चिमी भोजपुरी (नवलपुर, नवलपरासी र रुपन्देही) रहेको साथै बारा र पर्सामा बोलिने भोजपुरी भाषा मानक भोजपुरी हो (पृ.३९)।

भोजपुरी भाषाले आफ्ना विभिन्न कालखण्डमा विभिन्न आवरोह आरोह पार गर्दै विगतदेखिको समयमा खोज अनुसन्धान, भाषा व्याकरण र शब्दकोशको निर्माण भइरहेको पाइन्छ। यसभाषामा प्रकाशन हुने पत्रपत्रिकाहरू सयपत्रीको भोजपुरी कथा, भोजपुरी सम्मेलन पत्रिका, मधुपर्क, जनमत, नवप्रज्ञापन र महुवा हुन्। समयानुसार भोजपुरी भाषाका लागि कम्प्युटरमा यसका पाण्डुलिपिका लागिKaithi OTS Noto -sans -Kaithiफन्टमा भोजपुरी कैथी लिपि लेखिन्छ। कैथी र देवनागरी लिपिमा बढी पृथकता हुँदैनत्यसैले नेपाली र भोजपुरी भाषाका प्रयोग हुने करिब साठी प्रतिशत शब्दहरू मौलिक रूपमा प्रयोग गरिन्छ (अशक, २०७९)।

हरेक भाषाको आफ्नै संरचना हुन्छ। त्यस्तै भोजपुरी भाषाको पनि उच्चारण, शब्द, व्याकरण आदि व्यवस्था छ। अशक र शर्मा(२०७७) का अनुसार "नेपालीमा प्रयोग जस्तै कथ्यमा स्वर छ ओटा (अ, आ, इ, उ, ए, ओ) र लेखनमा स्वर तेह्र ओटा (अ, आ, इ, ई, उ, ऊ, ऋ, ए, ऐ, ओ, औ, अं, अः) छन्। त्यस्तै व्यञ्जन वर्ण कथ्यको स्थानअन्तर्गत कण्ठ्यमा (क, ख, ग, घ, ङ), तालव्य (च, छ, ज, झ, ञ), दन्त्य (त, थ, द, ध, न, ण), ओष्ठ्य (प, फ, ब, भ, म) र मूर्धन्य (ट, ठ, ड, ढ, ण्) पर्दछन्। तर लेखनमा ज, ण, श, ष, र, क्ष, त्र, ज्ञ लाई पनि वर्णका रूपमा लिने गरिएको छ। वास्तवमा ण, श, ष भोजपुरीमा उच्चरित हुँदैनन् भने

क्ष (क+ष), त्र(त्+र), ज्ञ(ज्+ञ्) संयुक्त व्यञ्जन हुन् । भोजपुरी वर्णमा संयोग, उच्चारण र अक्षर संरचनाका पनि मौलिक पक्षहरू छन् । शब्दको सुरु र अन्त्यमा य र व बाहेका अरू व्यञ्जनसँग संयुक्त व्यञ्जनको भोजपुरीमा उच्चारण गरिदैन । जस्तै - ' स्नान र स्टेसन ' लाई उच्चारण गर्दा भोजपुरीमा पनि नेपालीमा एकैनासले क्रमशः अस्नान र इस्टेसन उच्चारण गरिन्छ भने गन्ज् र सकेन्ड् लाई गन्ज र सेकेन्ड गरिन्छ । कतिपय ठाउँमा अजन्त लेखेर हलन्त उच्चारण गर्नु भोजपुरीको वैशिष्ट्य हो । जस्तै कलम र गोलमालजस्ता नामिक शब्दको उच्चारण गर्दा कमल र गोलमाल हुन जान्छ । यसरी नै द्विस्वरका बिचमा र शब्दान्तमा घ, भ्र, ढ, ध, भ लेखिए पनि ग, ज, ड, द, ब उच्चारण हुने कुरा बाघ - बाग , पढ - पड, सुढ - सुड आदि उच्चारणले प्रस्ट्याउँछ" (पृ. ३८) ।

भोजपुरी भाषाका उच्चारण र वर्णविन्यासगत मानक व्याकरण अगाडि सिर्जना भइसकेको छ । ठाकुरका(२०८०) अनुसार यस भाषामा ३६ व्यञ्जन वर्ण र ८ ओटा मौखिका स्वर वर्ण हुन्छन् :

तालिका १ :

भोजपुरी स्वरहरू

जिब्रोको भाग		अग्र	मध्य	पश्च
जिब्रोको उचाइ	संवृत	इ		ए
	अर्धसंवृत	ए		ओ
	अर्धविवृत	ऐ	ऋ	औ
	विवृत		ॠ	

(ठाकुर, २०७९, पृ. २८०)।

उच्चारणमा नेपाली भाषा जस्तै भोजपुरी भाषा पनि ध्वन्यात्मक भए पनि कथ्यमा भोजपुरी भाषामा बलाघात वार्षिक भेटिन्छ । जस्तै :

तालिका २

भोजपुरी शब्द	नेपाली शब्द	भोजपुरी शब्द	नेपाली शब्द
बतिआ	कोपिला	बतिआ	कुरा(कुनै विषय वा प्रसङ्ग)
पिट	माने काम	पिट	पिट्टाइ खानेकाम
मोटा	मोटो	मोटा	मोटो पन
बहरा	बाहिर	बहरा	बाहिर पठाउने वा ल्याउने काम

(पृ. २८२)

तालिका ३

भोजपुरी भाषाको रूपवर्णविज्ञान रूपध्वन्यात्मक परिवर्तन

रूपवर्णविज्ञान	भोजपुरी शब्द निर्माण	नेपाली शब्द
लोप	पटी + दार = पट्टदार	आफन्त
	गोबर + धन = गोधन	पशुधन
	गो + बास = गोआस	घर
उत्थान	पात + झार = पत्झार	पातझर्नेसमय
सम्मिलन	उत् + हर = उत्थर	जवाफ
	बाप + बेटी = बाबेटी	बुबाछोरी
ऋपिनिहिति	उत्तर + आरी = उत्तवारी	उत्तर दिशातिर
संलयन	मध्य + देश = मधेश	मधेश
	सुन्नर + नैना = सुनैना	सुन्दर आँखा वा व्यक्तिका नाम

पृ२८४)।

भोजपुरी भाषाविदहरूका अनुसार नेपाली भाषाका भाषिकासँग भोजपुरी भाषाका भाषिका केहि हदसम्म मिल्नु यी दुवै भाषाको विशिष्ट पक्षको रूपमा मानिन्छ। गौतम र चौलागाईं(२०७०)का अनुसार “भुगोल क्षेत्र व्यापक हुँदै जादाँ भूबनोटमा पाइने विभिधता सामाजिक संरचनासँगसँगै भाषामा पनि परिवर्तन हुन्छ”(पृ.१५-१६)। त्यसैगरि भोजपुरी भाषा र नेपाली भाषा एउटै भाषा परिवारको शाखाले गर्दा उच्चारणगत प्रभाव र उच्चारणको कारणले लेखाइमा प्रभाव हुनु सामाजिक तथा भौगोलिक वितरणका कारण भाषामा असर पार्दछ। तदनुरूप भोजपुरी भाषी वक्ताले नेपाली भाषा सिक्दा हलन्त, अजन्त, वर्णविन्यास, हिज्जे लगायत र लेखन कार्यमा त्रुटि गर्दछ।

अध्ययन विधि र प्रक्रिया

चौद्रोन(२००९) ले “दोस्रो भाषा शिक्षणमा शिक्षक र विद्यार्थी बीच बढीभन्दा बढी दोस्रो भाषामा छलफल र संवाद गर्न प्रेरित गरी विद्यार्थी केन्द्रित शिक्षण गर्न ध्यान दिनुपर्छ”(पृ.११९)। अर्थात् कक्षाकोठाको वातावरण नेपाली भाषा सिकाइप्रति चाख र चिन्तन दुवै हुनुपर्छ। पौडेल र पण्डित (२०६८)का अनुसार “यस्ता अनुसन्धान कार्यमा अनुसन्धान कर्ताले आफ्नो उद्देश्यपूर्ति गर्नका लागि आफ्नो नमुना आफैँले खोजेर निर्माण गर्दछन” (पृ.१३१)। तसर्थ : म प्रस्तुत लेखलाई आवधारणात्मक ढाँचामा आधारित रहीवर्णनात्मक र विश्लेषणात्मक विधिकोगुणात्मक लेखमा तयार पारिएको छुसाथै भोजपुरी मातृभाषी विद्यार्थीहरूको भाषा नेपाली भाषा सिकाइमा प्रभाव पर्दछ भनी मेरो निर्देशित परिकल्पना(Directional hypotheses)रहेको छ। यस अध्ययनलाई परिघटनामूलक (Phenomenology)ढाँचाँलाई अङ्गिकार गरिएको छ। “फेनोमेनोलोजी अध्ययनले कुनै खास विषय वा (Phenomenon) मा व्यक्तिले हासिल गरेका अनुभवका आधारमा कस्तो अर्थ

(Meaning) हुन्छ भन्ने कुराको खोजी गर्दछ” (खनाल, २०८०, पृ. ८९) । परिघटनामूलक अनुसन्धानले मानिसका जीवन्त अनुभव, व्यवहारको वास्तविक परिवेशमा अध्ययन गर्दछ । उक्त अध्ययनको लागि आफू भोजपुरी मातृभाषी भएकाले यहाँ बोलिने नेपाली भाषामा भोजपुरी भाषी वक्ताहरूका असर देखे भोगेकोले उक्त अध्ययनको लागि नमुना रहेको साथै मैले बारा जिल्लाको १६ ओटा पालिका मध्ये जीतपुरसिमरा उपमहानगरपालिकाको तिनओटा सरकारी विद्यालयमा अध्ययनरत विद्यार्थीहरूलाई सम्भावानायुक्त नमुना छनोट विधि अन्तर्गत साधारण अनियमित नमुना (Simple random sampling) को प्रयोग गरी १०/१० जना विद्यार्थी प्रत्येक विद्यालयबाट ५/५ जना छात्रा र छात्र गरी जम्मा ३० जनामा जनसङ्ख्या छनोट गरियो । उनीहरूलाई कक्षा चारको विषय सूचिको साथै थप शब्दहरू अघोष, क्ष छे, ण र न, ऋकार र रकार, अल्पप्राण-महाप्राण, सघोष-लोप, ध्वनि विपर्याय जस्ता क्षेत्रका दशदश ओटा शब्दहरू सेतोपाटीमा लेखी उच्चारण गर्न लगाइयो । हरेकलाई वर्णविन्यास, उच्चारण र प्रयोग जीवनका शब्दमा नेपाली भाषा सिकाइमा भोजपुरी भाषाको प्रभाव कति छ? भनी विद्यार्थीहरूले गरेको उच्चारणलाई मोबाइलमा रेकर्ड गरियो । उच्चारण पश्चात् तिनै शब्दहरूलाई श्रुतिलेखन गराई सङ्कलन गरियो । रेकर्डेड (मोबाइल) र श्रुतिलेखन सामग्रीलाई पुनःकापीमा लिप्यान्तरण गरियो । लिप्यान्तरण गरिएको सामग्रीलाई उच्चारणगत प्रभाव र त्यसले वर्णविन्यास (लेखाइ) मा पारेको प्रभावलाई भोजपुरी भाषाका विशेषताका आधारमा वर्णनात्मक तथा विशेषणात्मक पद्धति अपनाइ विश्लेषण गरिएको छ ।

परिणाम तथा छलफल

भोजपुरी भाषा नेपालमा बोलिने भाषामध्ये तेस्रो मातृभाषी वक्ता सङ्ख्या भएको भाषा हो । भोजपुरी मातृभाषीलाई दोस्रो भाषाको रूपमा नेपाली भाषा सिक्दा यसको प्रभाव रहन्छ । सो सन्दर्भमा बारा जिल्ला जीतपुर सिमरा उपमहानगरको तिनओटा विद्यालयमा भोजपुरी मातृभाषी विद्यार्थीहरूको नेपाली भाषा सिकाइमा भोजपुरीको प्रभावलाई विश्लेषण गरिएको छ । यसरी भोजपुरी भाषाको प्रभावको उच्चारण, वर्णविन्यास र अध्ययेता अनुभावका आधारमा केलाउन सकिन्छ :

नेपाली भाषाका शब्द उच्चारणमा भोजपुरी भाषाको प्रभाव

उच्चारण भाषाको बोलाइसँग सम्बन्धित पक्ष हो । यो बोलाइको पहिलो तथा महत्त्वपूर्ण पक्ष हो । बोलाइमा असुद्धि भयो भने उच्चारणमा अस्पष्ट हुने, अर्थको गलत भई अर्को लाग्ने, शोभनीय नहुने जस्ता सम्भाव्य रहन्छन् । उच्चारणमा शुद्धता र स्पष्टता ल्याउन बोलाइलाई स्पष्ट, अर्थपूर्ण र प्रभावकारी बनाउनु आवश्यक हुन्छ । दोस्रो भाषी विद्यार्थीले भाषा सिक्ने भाषिक विविधताका कारणले उच्चारणमा प्रभाव पार्दछ । अधिकारी (२०७६) का अनुसार भाषामा कथ्य वा मौखिक भाषामा स्थानीयता अथवा मातृभूमिको धेरै प्रभाव रहन्छ । भाषा प्रयोग गर्ने वक्ता जुन सामाजिक भौगोलिक वातावरणको हो । सोही अनुसारको भाषिक रङ्गबाट उसको मौखिक भाषा केही न केही रूपमा देखा हुन्छ” (पृ. ६६) । पृथक भाषिक

पृष्ठभूमि तथा वातावरणले विद्यार्थीहरूको उच्चारणमा प्रभाव पर्दछ। भोजपुरी भाषी विद्यार्थीहरूले नेपाली सिकाइको प्रभावलाई कक्षा चारको नेपाली पाठ्यपुस्तकको विषयतालिकाका शीर्षकहरूलाई उच्चारण गराइत्यसको प्रभावलाई यहाँ देख्न सकिन्छ :

तालिका ४

विषय तालिका	उच्चारण
सबै मेरा गुरू	सबै मेरा गुरू
मलाई पुस्तक मन पर्छ	मलाई पुस्तक मन पर्छ
खेलकुदको महत्त्व	खेलकुदको महत्व (त्व)
भुटको परिणाम	भुटको परिणाम (ट म) अजन्त / हलन्त
कुरिलो खेती	कुरिलो खेति
सानी नदी	सानी नदी
निसाफ	निसाफ (अ)
जुनतारा छुन	जुनतारा छुन् (हलन्त उच्चारण)
सुनको मूर्ति	सुनको मुरती
साथीलाई चिठी	साथीलाई चिठी
समाजसेवी महावीर पुन	समाजसेवी महावीर पुन
नारायणहिटी दरबार सङ्ग्राहलय	नारायणहिटी दरबार सङ्ग्राहलय
घले गाउँ	घले गाव

विषय तालिका उच्चारण गर्न लगाउँदा महत्त्वलाई महत्व, महत्वा, महत्त, भुट शब्दमा ट् अर्थात् भुट् हलन्त, परिणाम शब्दमा म अर्थात् परिणम अजन्त, निसाफ शब्दमा फ अजन्त अर्थात् निसाफ, घमन्डको घमनड, छुन शब्दमा न् हलन्त उच्चारणमा बलाघात रहेको देखिन्छ। भोजपुरी भाषामा 'भुट्' शब्दलाई नेपाली भाषामा ' भुट ' उच्चारण गरिने शब्दलाई ' भुट् ' उच्चारण गरेको पाइयो। नारायणहिटी दरबार सङ्ग्राहलय उच्चारणमा 'ण'लाई 'न' भनी 'ण' नै भनेको पाइयो। मूर्तिलाई 'मुरती' र गाउँलाई 'गाव' उच्चारण गरे। ज्ञवालीलाई 'गवाली' उच्चारण गरे। केहि थप शब्दहरू उच्चारण गर्न लगाउँदा बहाडनुको - बहारनु, अध्यक्षको - अदक्ष, सूर्य - सूर्ज, परिदृष्य - परिदृस्, परिवर्तन - परिवरतन्, आली - आरी, गल्ली - गलती गरेको पाइयो। विद्यार्थीको उच्चारण लाई हेर्दा शब्दान्तमा आउने 'अ' वर्ण उच्चारणमा हलन्त र अजन्त र हलन्तको ठाउँमा अजन्तको जटिलता उत्पन्न भई उच्चारण बलाघात रहेको देखिन्छ। साथै भोजपुरी कथ्य रूप नेपाली भाषाको उच्चारणमा मातृभाषाको प्रभाव परेको देखिन्छ।

साथै थप शब्दहरूमा भोजपुरी भातृभाषी विद्यार्थीहरूको शब्दगत उच्चारणलाई हेर्दा केहि व्यञ्जण वर्णहरूलाई अजन्तको (क, ख, ग,ञ) ठाउँमा हलन्त (क, ख, ग,ञ) वर्णका रूपमा उच्चारण गरेको पाइयो। जस्तै 'पठ', लाई पढ्, 'सुत' सुत्, 'उठ'

लाई 'उठ्' उच्चारण गरे। त्यस्तै 'साभ्का' लाई 'साजा', 'बाघ' लाई 'बाग', 'बाढी' लाई 'बाडि', 'पढ्नु' लाई 'पड्नु', 'आधा' लाई 'आदा', 'बाधा' लाई 'बादा', 'भुकाव' लाई 'भुकाब्', 'टाढा' लाई 'टाडा' उच्चारण गरेको पाइयो। भोजपुरी मातृभाषी विद्यार्थीहरूले उपयुक्त महाप्राण वर्ण प्रयोग भएका शब्दलाई अल्पप्राण वर्णका रूपमा उच्चारण गरेकाले विद्यार्थीहरूको उच्चारणमा भोजपुरी भाषाको प्रभाव परेको देखिन्छ। विद्यार्थीहरूलाई सघोष वर्ण प्रयोग भएका शब्दलाई उच्चारण गराउँदा उनीहरूले सघोष वर्णलाई अघोष वर्णका रूपमा उच्चारण गरेको पाइयो। उनीहरूले 'लोग्ने' लाई 'लोकने', 'सबै' लाई 'सबइ', 'किताब' लाई 'किताप्', 'खुबै' लाई 'खुबइ', 'वेवकुफ' लाई 'वेकुप्', 'ठग्नु' लाई 'ठक्नु', 'ढाग्नु' लाई 'ढाक्नु', उच्चारण गरे। सघोष वर्णलाई अघोष उच्चारण गरिनु तथा सघोष वर्णहरू अघोष वर्णमा परिवर्तन हुनु भोजपुरी भाषाको वैशिष्ट्य हो। यस्तो विशिष्टता विद्यार्थीको उच्चारणमा देखा परेकाले विद्यार्थीको भाषिक उच्चारणमा भोजपुरी भाषाको प्रभाव देखिन्छ। अझ विद्यार्थीको स्वतन्त्र उच्चारणमा यसको प्रभाव बढी देखिन्छ। विद्यार्थीलाई 'ह' वर्ण प्रयोग भएका शब्दहरू उच्चारण गराउँदा 'ह' वर्णको पूर्ण उच्चारण नगरी यसको लोप गरेर उच्चारण गरेको पाइयो। विद्यार्थीहरूले 'साहु' लाई 'साउ', 'सचिव' लाई 'सचिप्', 'सही' लाई 'सइ', 'केही' लाई 'केइ', 'कोही' लाई 'कोइ', 'त्यही' लाई 'तेइ', 'दही' लाई 'दइ', 'मोही' लाई 'मोइ', 'कारवाही' लाई 'कारवाइ', 'सहयोगी' लाई 'सयोगि', 'गोही' लाई 'गोइ', 'सहायता' लाई 'सायता', 'बहिष्कार' लाई 'बइस्कार', उच्चारण गरेको पाइयो। त्यस्तै 'त' लाई 'थ' उच्चारण गरेको पाइयो। जस्तै :- 'हाती' को 'हाथी'। विद्यार्थीको उच्चारण लाई हेर्दा शब्दमध्य र शब्दान्तमा आउने 'ह' वर्ण उच्चारणमा जटिलता उत्पन्न भई उच्चारण लोप भएको देखिन्छ। शब्दान्तमा 'ई'कार र 'उ'कारसँग आउने 'ह' वर्ण लोप भएर 'इ' र 'उ' मात्र उच्चारण गरेको देखिन्छ। शब्दमध्य र शब्दान्तमा 'ह' वर्ण लोप हुने विशिष्टता भोजपुरी भाषामा पाइन्छ। शब्द उच्चारणको क्रममा विद्यार्थीहरूले 'ह' वर्णको लोप गरेर उच्चारण गरेको हुँदा विद्यार्थीहरूमा मातृभाषाको प्रभाव परेको देखिन्छ।

विद्यार्थीहरूलाई ऋकार र रकार वर्ण प्रयोग भएका शब्दहरू उच्चारण गर्न लगाउँदा ऋकार र रकारलाई रेफमा उच्चारण गरेको पाइयो। 'कृपा' लाई 'किपा', 'वृक्ष' लाई 'विरिछ्', 'प्रास्त' लाई 'परास्त', 'प्रसाद' लाई 'पर्साद्', 'प्रकार' लाई 'पर्कार्', 'ग्रह' लाई 'गरह', 'पर्यो' लाई 'पर्यो', 'ग्यो' लाई 'गर्यो', 'प्रमुख' लाई 'पर्मुख्', 'प्रशस्त' लाई 'पर्सस्त', 'प्रस्तुति' लाई 'परस्तुति', 'प्रवेश' लाई 'पर्वेस्', 'प्रदेश' लाई 'पर्देस्', 'प्रस्थान' लाई 'परस्थान्', जस्ता उच्चारणमा रेफको प्रयोग गरेको पाइयो। यसका साथसाथै 'ण' वर्ण प्रयोग भएका शब्दहरू उच्चारण गर्न लगाउने विद्यार्थीहरूले 'ण' वर्णको ठाउँमा 'न' वर्णको उच्चारण गरेको पाइयो। विद्यार्थीहरूले 'गणेश' लाई 'गनेस्', 'निर्माण' लाई 'निर्मान्', 'प्राण' लाई 'परान्', 'प्रणाम' लाई 'पर्नाम्' उच्चारण गरेको पाइयो। ऋकार र रकार रेफमा बदलिएर उच्चारण हुनु तथा 'ण' वर्ण 'न' वर्णका रूपमा उच्चारण हुनु भोजपुरी भाषाका उच्चारणगत विशिष्टता हो। यो विशिष्टता विद्यार्थीहरूको उच्चारणमा देखिनु भोजपुरी भाषाको प्रभाव हो भन्न सकिन्छ।

विद्यार्थीको उच्चारणमा केही ध्वनि विपर्यासका विशेषताहरू पनि देखिन्छन् । विद्यार्थीहरूले उच्चारण गर्दा 'बाख्रो' लाई बाख्रो' 'खस्रो' लाई 'खस्रो', 'तेस्रो' लाई 'तेस्रो', 'पातलो' लाई 'पाल्तो', 'बाख्लो' लाई 'बालखो', 'कसले' लाई 'कल्ले', 'तित्रो' लाई 'तिथो' का रूपमा उच्चारण गरेको पाइन्छ । यसै गरी शब्दमा प्रयोग भएको व्यञ्जन वर्ण 'य' लाई स्वर वर्ण 'ए' का रूपमा उच्चारण गरेको पाइयो । 'भए' लाई 'भय', 'जय' लाई 'जए', 'महोदय' लाई 'मोदए', 'कतिपय' लाई 'कतिपए', 'विजय' लाई 'विजए', 'पूजनीय' लाई 'पूजनिए', 'आदरणीय' लाई 'आदर्निय', 'समय' लाई 'समए' का रूपमा उच्चारण गरेको पाइयो । उच्चारणका क्रममा ध्वनि विपर्यास हुनु र 'य' अर्धस्वरलाई 'ए' स्वरका रूपमा उच्चारण गरिनु भोजपुरी भाषाको विशेषताभित्र पर्दछ । यी र यस्तै किसिमका विशेषताहरू विद्यार्थीको उच्चारणमा देखिनु भाषागत प्रभाव देखिन्छ ।

नेपालीवर्णविन्यास (लेखाइ) मा भोजपुरी भाषाको प्रभाव

भाषामा प्रयुक्त वर्णहरूलाई मिलाएर लेख्ने कार्यलाई वर्णविन्यास भन्ने गरिन्छ । वर्णविन्यास भाषाको लेखाइ सपसँग सम्बन्धित पक्ष हो । वर्णहरूको उचित रखाइक्रम मिलाउने काम वर्णविन्यास हो । "वर्णविन्यास लेख्य भाषासँग सम्बन्धित प्रक्रिया हो र लेख्य भाषामा प्रयोग हुने शुद्ध स्पष्ट र स्तरयुक्त लिपी स्वरूप हो" (शर्मा र पौडेल, २०६८ पृ. ३९७) । वर्णविन्यासले लिप्यात्मक भाषालाई शुद्ध, सुस्पष्ट र स्तरीयता कायम गर्दछ । वर्णविन्यास लेख्य भाषासँग सम्बन्धित भए तापनि विद्यार्थीहरूको भाषिक पृष्ठभूमि, उच्चारण अवयव, संवेग वातावरण आदि जस्ता विविध पक्षले वर्णविन्यासमा पनि प्रभाव पार्दछ । यहाँ भोजपुरी मातृभाषी विद्यार्थीहरूले उच्चारणको क्रममा अभ्यास गरेका शब्दलाई मौखिक रूपमा उच्चारण गरी (शिक्षक) लेख्न लगाइयो र उनीहरूको उच्चारणले लेखाई (वर्ण विन्यास) मा के-कति प्रभाव पार्यो भनी विश्लेषण गर्ने प्रयास गरिएको छ ।

नमुनाको रूपमा छनोट भएका विद्यार्थीहरूलाई उच्चारण गराइएका सबै शब्दलाई श्रुतिलेखन गर्न लगाउँदा विद्यार्थीहरूले सबैको सबै महत्त्वको महत्व, महत्वा, निसाफको निसाब, महावीर महावीर, घमण्डको घमण्ड, चिठीको चिटी, महत्वा, मुर्तिको मुर्ती लेखेका पाइयो । त्यस्तै 'गाई र अन्यतस्वर' सेतो पाटी टाँसी निबन्ध र व्याख्या लेख्न लगाउँदा आँखालाई आँख, घाँसलाई घास, बारी को बाटि, दिन्छलाई देन्छ, खान्छको खाहेछ, खाउछ, चार ओटा को चार गो, सिङ्गको सिनग, सिंघ, सिङ, पुच्छरको पोछरी, पुछर, हेर्छको ताक्छ, मुखको मुह, आगाडीको आगारी लेखेको पाइयो भने अन्य तस्वीरहरू आलीलाई आरी, खोलालाई नदी, कुलोलालाई पोइन, भैंसीलाई भइस्, नालालाई मोरी आदी नामबाट स्थानीय भाषामा उच्चारण गरे । आँख, घास, सिंघ, चार गो, पोछरी, ताक्छ, मुह, आगारी भोजपुरीमा प्रयोग हुने शब्दहरू हुन् । त्यस्तै बारीको रि टि, दिन्छको देन्, पुच्छर को पोच्छ, खान्छको हे, उ आदि शब्दमा समन्यता अभ्यासको कमी भएतापनि भोजपुरी भाषाको जीवन प्रयोग शब्दका प्रभाव नेपाली भाषा प्रयोगमा असर परेको देखिन्छ ।

त्यस्तै थप शब्दहरू महाप्राण ध्वनि प्रयोग भएका 'साभा', 'बाघ', 'बाढी', 'पढनु', 'आघा', 'बाघा', 'प्रभाव', 'टाढा', जस्ता शब्दहरूको श्रुतिलेखन गराउँदा विद्यार्थीहरूले 'साजा', 'बाग', 'बाडी', 'पडनु', 'आदा', 'बादा', 'टाडा', लेखेको पाइयो । विद्यार्थीहरूले जसरी भोजपुरी भाषाको प्रभावका कारणले महाप्राण वर्णलाई अल्पप्राणका रूपमा उच्चारण गरेका थिए । त्यसै गरी त्यो उच्चारणगत प्रभाव लेखाइमा पनि पर्न गएको देखियो । त्यसैगरी ऋकार रकार प्रयोग भएका 'कृपाया', 'कृष्ण', 'प्रकार', 'प्रयोग', 'ग्रह', 'पच्यो', 'गच्यो', 'मच्यो', 'प्रदेश', 'प्रशस्त', 'प्रवेश' शब्दको श्रुतिलेखन गराउँदा विद्यार्थीहरूले 'किर्पाया', 'किरिस्त', 'पर्कार', 'पर्योग', 'गरह', 'पयो', 'गर्यो', 'मर्यो', 'परदेश', 'परशस्त', 'पर्वेश' शब्दहरू लेखेको पाइयो । ऋकार र रकारलाई रेफ प्रयोग अधिकांश विद्यार्थीको लेखनमा भेटियो । विद्यार्थीको लेखनमा भेटिएको ऋकार र रकारका ठाउँमा रेफको प्रयोगलभोजपुरी भाषाको उच्चारणगत प्रभाव वर्ण विन्यासमा पनि देखिन्छ । वर्ण प्रयोग भएका 'प्रमाण', 'प्रणाम', 'प्राण', 'गणेश', 'निर्माण', 'कल्याण', शब्दको श्रुतिलेखन गराउँदा विद्यार्थीहरूले 'पर्मान', 'पर्नाम', 'परान', 'गनेश', 'निर्मान', 'कल्यान' लेखेको पाइयो भने अर्धस्वर 'य' पयोग भएका 'भय', 'जय', 'कतिपय', 'पूजनीय', 'महोदय', 'आदरणीय', 'समय' शब्दको श्रुतिलेखन गराउँदा 'भए', 'कतिपए', 'महोदए' शब्द लेखेको पाइयो भने 'आदरणीय', 'पूजनीय', 'समय' जस्ता बढी भन्दा बढी अभ्यस्त भएका शब्दहरूमा भने उच्चारणको प्रभाव परेको देखिएन । पञ्चम वर्ण 'ग' प्रयोग भएका र तालव्य 'य' प्रयोग भएका शब्दहरूको श्रुतिलेखन गराउँदा लेखनमा कम अभ्यस्त भएका शब्दहरूमा उच्चारणको प्रभाव परेको पाइयो । यस्तो उच्चारणको प्रभाव लेखनका क्रममा देखिनुलाई पनि भाषिक पृष्ठभूमिको प्रभाव मान्न सकिन्छ ।

विद्यार्थीलाई सघोष वर्ण प्रयोग भएका 'लोग्ने', 'सबै', 'किताब', 'खुबै', 'ठगनु', 'ढागनु', 'बेकुप' जस्ता शब्दहरू श्रुतिलेखन गराउँदा 'लोकने', 'किताप', 'ठक्नु', 'ढाक्नु', 'बेकुप' शब्दहरू लेखेको पाइयो भने 'सबै' र 'खुबै' शब्दको श्रुतिलेखन शुद्ध पाइयो । यसमा पनि उच्चारण र प्रयोग अभ्यस्तताको प्रभाव देखिन्छ । शब्दमध्य शब्दान्तमा 'ह' वर्ण प्रयोग भएका 'महाराज', 'सहमति', 'साहु', 'सही', 'कही', 'कोही', 'केही', 'कारवाही', 'सहयोगी', 'सहायता', 'साहित्य', 'बहिष्कार', 'दही', 'मोही', 'गोही', शब्दको श्रुतिलेखन गराउँदा 'साउ', 'कोइ', 'दई', 'मई', 'सायता', 'कारवाई', 'गोई', जस्ता शब्दहरू लेखेको पाइयो । 'सहमति', 'सही', 'केही', 'साहित्य', 'बहिष्कार' शब्दहरूको श्रुतिलेखन शुद्ध गरेको पाइयो । यसमा प्रयोग अभ्यस्तता भएका शब्दहरूको श्रुतिलेखनमा कम त्रुटि गर्नु र कम लेखन व्यवहारमा कम प्रयोग हुने शब्दमा उच्चारण प्रभाव देखिनु सुस्पष्ट भाषाको प्रभाव देखिन्छ ।

विद्यार्थीहरूले ध्वनि विपर्यास उच्चारण गरेका शब्दहरू 'बाखो', 'तेस्रो', 'दोस्रो', 'तित्रो', 'पाल्लो', 'बाख्लो', 'भोजपुरी', 'कसले' जस्ता शब्दको श्रुतिलेखन गराउँदा 'बाको', 'तेस्रो', 'तिर्तो', 'पाल्लो', 'बाख्लो', 'भोजपुरी' शब्दहरू लेखेको पाइयो भने कसले दोस्रो शब्दको शुद्ध लेखन पाइयो । ध्वनि विपर्यासका रूपमा उच्चारण गरिएका शब्दहरूमा प्रयोग अभ्यस्तता र उच्चारणगत प्रभाव देखियो । यस्तो प्रभाव पनि प्रकरान्तर रूपमा भाषिक पृष्ठभूमिकै प्रभाव

मानिन्छ । यसको प्रयोग लेखन भन्दा कथ्य भाषामा बढी प्रयोग व्यवहार गरेको पाइयो । यसका साथै 'स' लाई उच्चारण गर्दा 'रुहः' 'ह' को प्रयोग पनि लेखनका क्रममा देखिएन । विद्यार्थीहरूले 'सय', 'सकियो', 'सक्यो', 'सच्यो' साथै पढ, सुत, उठ जस्ता शब्दहरूको श्रुतिलेखन गराउँदा शुद्ध लेखन गरेको पाइयो ।

यसरी विद्यार्थीलाई उच्चारण अभ्यास गराइएका शब्दहरूको श्रुतिलेखन गराउँदा उच्चारणको थोरबहुत प्रभाव भने वर्णविन्यासमा परेको देखियो प्रयोग व्यवहारमा अभ्यस्तता भएका शब्दहरूको लेखनमा उच्चारणको कम प्रभाव देखियो भने लेखन अभ्यासमा कम प्रयोग हुने शब्दहरूको श्रुतिलेखनमा उच्चारणको प्रभाव बढी देखियो । कथ्यरूप नै भाषाको जीवन्त पक्ष भएकाले कथ्य रूप (उच्चारण) को वर्णविन्यास (लेखन) मा प्रभाव देखिनु भाषिक पृष्ठभूमिको प्रभाव कायम रहनु हो ।

निष्कर्ष

भोजपुरी भारोपेली भाषा परिवारको भारत-इरानी शाखाअर्न्तगतको हिन्द आर्य भाषा उपपरिवारको पूर्वी समूहमा पर्ने विहारी उपसमूहको पश्चिमी भाषा हो । कालखण्डअनुसार भोजको नामबाट भोजपुर र भोजपुरबाट भोजपुरी, देहाती पुनः भोजपुरीको मन्याता पाएको देखिन्छ । भोजपुरी भाषामा औपचारिक रूपमा शिक्षादिक्षा नीति वा बोल्ने वक्ता नरुचाए पनि नेपालको प्रत्येक जनगणनामा तेस्रो स्थानमा रहदैआएकोछायस भाषाका मातृभाषीहरू सबै प्रदेशमा भए पनि बारा,पर्सा,सर्लाही, रौतहट,चितवन,नवलपरासी (सुस्ता पूर्व र सुस्ता पश्चिम) र रूपन्देही जिल्लामा बढी जनघनत्व रहेको छ । भारोपेली भाषा परिवारका भोजपुरी भाषाका विद्यार्थीहरूले नेपाली भाषालाई दोस्रो भाषाको रूपमा सिक्दछन् । विद्यार्थीहरू नेपाली भाषा सिक्ने क्रममा भोजपुरी भाषाको विशेष गरी उच्चारण र वर्णविन्यास (लेखाइ) ध्वानात्मक रूपमा एकै भए पनि तल्लो तहका विद्यार्थीहरूमा बढी प्रभाव परेको पाइन्छ । शब्दान्तमा आउने 'अ' वर्ण उच्चारणमा हलन्त र अजन्त जटिलता उत्पन्न भई उच्चारण बलाघात प्रयाप्त अभ्यासको कमी भएको केही शब्दहरू भुट्ट, ण, गाव उच्चारण गर्नु साथै वर्णविन्यासमा आँख,घास, सिंघ,चार गो, पोछरी, ताक्छ, मुह,आगारी भोजपुरीमा प्रयोग हुने शब्दहरू भएको नेपाली भाषा सिकाइमा प्रभाव परेको देखिन्छ,साथै विद्यार्थीहरू नेपाली भाषा सिक्ने क्रममा भोजपुरी भाषाको विशेष गरी उच्चारण र वर्णविन्यास (लेखाइ) बढी प्रभाव परेको पाइन्छ । विद्यार्थीहरूले उच्चारण गर्दा महाप्राण ध्वनिलाई अल्पप्राण, सघोष ध्वनिलाई अघोष, शब्दमध्य र शब्दान्तमा 'ह' को लोप पञ्चम वर्णलाई 'न' रूपमा उच्चारण ध्वनि विपर्यासगत उच्चारण ऋकार र रकारको रेफगत उच्चारण, अर्धस्वर 'द' को ए उच्चारण गरेको देखिन्छ । यस्तो उच्चारणगत विशेषता भोजपुरी भाषाका विशेषता भएकाले विद्यार्थीहरूको उच्चारणमा भोजपुरी भाषाको प्रभाव देखिन्छ, भने यो प्रभाव वर्णविन्यास (लेखाइ) मा पनि विद्यमान छ । भोजपुरीमातृभाषी विद्यार्थीहरू उच्चारण र वर्णविन्यास (लेखाइ) क्षेत्रमा यस्ता पक्षहरू देखिनु भाषिक पृष्ठभूमिको प्रभाव तथा भाषागत विशिष्टता पनि

हो । अतः : नेपाली भाषाका उच्चारणगत शब्दहरू भोजपुरी भाषाका शब्दहरूसँग केही हदसम्म मेल खाने देखिन्छ ।

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