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करफोक विद्या मन्दिर बहुमुखी क्याम्पस KARFOK BIDYA MANDIR MULTIPLE CAMPUS

सूर्योदय न.पा.-१२, करफोक, इलाम
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कोशी प्रदेश, (नेपाल)
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मिति (Date) :

Best Wishes

I am pleased to announce that the Research Management Cell (RMC) of Karfok Bidya Mandir Multiple Campus (KMC), Ilam has successfully published the inaugural volume of its research journal, an interdisciplinary peer-reviewed publication. This accomplishment is a testament to the dedication and expertise of our intellectual team at KMC.

As the premier higher education institution in Suryodaya Municipality, Ilam, KMC is affiliated with Purbanchal University and offers a range of programs, including BEd, BA, BBS, and BBA. Our institution is supported by the local community and local government (Suryodaya Municipality, Ilam) through initiatives such as the 'Chori Buhari Chatrabritti' and others as well as by Koshi Province and the University Grant Commission (UGC). This collaborative support underscores our commitment to advancing education in the region.

The publication of this journal marks KMC's inaugural entry into academic publishing, with plans to continue this endeavor on an annual basis. Our approach emphasizes research-based teaching and learning, actively encouraging faculty involvement in research projects for their professional development. I am pleased to note that many faculty members are engaged in various research activities and further studies.

I believe the articles featured in this journal will provide valuable insights for researchers, educators, and students, offering relevant ideas and information to enhance their work.

On behalf of the institution and myself, I extend my sincere gratitude to the RMC, the chief editor, the editorial board, reviewers, article contributors, technical supporters, and all others involved in this project.

KMC remains committed to fostering cooperation, coordination, and excellence in education while promoting a spirit of teamwork and sharing expertise for the benefit of all stakeholders.

I wish everyone continued success in their future endeavors.

With Warm regards,

Gopal Kattel

Campus Chief

Karfok Bidya Mandir Multiple Campus

Editorial

The KMC Journal represents a significant academic initiative by KMC, marking our inaugural foray into the realm of research and scholarly reporting. This journal serves as an open platform for peer-reviewed, research-based articles contributed by dedicated professionals and enthusiastic students across a range of multidisciplinary fields. Our mission is to provide scholars with a credible forum to unlock their potential in research and academic writing, thereby facilitating the professional development of our faculty. Ultimately, we aspire to enhance the quality of education and services we provide to our clients, addressing their academic needs.

The articles published in this journal span various disciplines, including Education, Management, and Humanities, addressing pressing issues within these fields. We have actively encouraged our lecturers at KMC to contribute, fostering a research culture that serves as a vital instrument for educational and professional growth. We anticipate that this initiative will promote comprehensive development across our campus.

As this journal is a collaborative effort of the KMC community, we extend our heartfelt gratitude to our authors for their tireless dedication in preparing their manuscripts and for their patience throughout the peer-review process. We are particularly thankful to our board of reviewers for their invaluable intellectual support and guidance in finalizing the articles. Our appreciation also goes to the KMC administration for their coordination and collaboration, which has established a solid foundation for the journal's publication, both financially and through moral support. Additionally, we would like to acknowledge Mr. Dup Tsering Lepcha for his technical expertise in giving the journal its polished final appearance. We also remember with gratitude all those supportive individuals who have contributed, both directly and indirectly, to this endeavor. Without such support, this publication would not have come to fruition.

This journal marks just the beginning of our journey, and we recognize that there is much more to accomplish. We welcome and value your feedback and constructive suggestions as we move forward.

Happy reading!

The Editorial Board

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Use of ICT in English Language Teaching: Teachers' Perception and Experiences

Bhupal Khadka

Karfok Bidya mandir Multiple Campus, Ilam

Abstract

This paper reports the results of a study which explored the basic level teachers' perception and experiences on using the devices and platforms of information and communication technology (ICT) in the course of English language teaching. Building on a phenomenological design, I selected five basic level (1-5) teachers purposively and collected the data through in-depth interviews. Drawing upon the thematic analysis and interpretation of the data, the study revealed that teachers have positive perception towards the use of ICT in ELT. It revealed that ELT with technology integration is a dire need for developing English language proficiency. Additionally, the results showed that the teachers were found aware of the advantages of teaching with technology but the insufficient ICT infrastructure at school and the lack of professional skills and knowledge of using technology into their daily pedagogical practices were noticed as the main obstacles of technology integration. The results of the study suggest that particular attention should be devoted to supplying adequate opportunities for the career development of teachers in developing technological competencies, which help them successfully use ICT in their instructional practices.

Keywords: Information and Communication Technology, English Language Teaching, Professional Development, Phenomenology

Introduction

ICT means Information and Communication Technology. ICT, in education point of view, refers to Information and Communication Technology such as computers, communication facilities and features that variously support teaching learning and a range of activities in education. The rapid expansion of the Information and Communication Technologies (ICTs) has transformed learners into digital learners, requiring teachers to integrate technology into their pedagogical approaches, where teachers' attitudes, technological knowledge, and skills play a significant role in its effective integration.

The education system of Nepal has also been influenced by the changes made by ICT in the global context. The Government of Nepal, Ministry of Education, through National Curriculum Framework (NCF), has introduced ICT as a subject as well as ICT as a tool for instruction in school education. Some Universities/Colleges and schools have already started ICT as a separate subject as well as ICT as a means of teaching learning process (ICT in Education Master Plan 2013). The inclusion of innovative technology tools such as laptop, interactive board, projector, multimedia, smartphone, social media, virtual classroom, google classroom in education has transformed the mode of pedagogy. Teacher and students get access to information along with opportunities to participate and

contribute to the knowledge economy by the use of technology (UNESCO 2015).

Being an essential part of the present time, ICT significantly influences all domains of human life. Similarly, ICT has also transformed the education sector and turned instructional practices into more interactive and productive (Lin et al. 2017), as it offers various tools which are used in traditional as well as online teaching spaces and assists in building a proactive classroom environment. Technology-incorporated instructional practices not only enhance the quality of teaching but also enable students to develop their skills, boost their motivation, and enhance their knowledge and information efficiently. During the COVID-19 global crisis, when the entire world's activities across all domains of human lives got restricted, ICT played a supporting role in sustaining teaching-learning activities Ministry of Education (2019). While on the other, ICT-integrated teaching and learning provided a flexible approach and better access to learning opportunities as a substitute for face-to-face instruction. However, teachers faced difficulties in making the best use of ICT in their instructional practices due to inadequate technological competencies, yet the transitory phase improved their digital skills. There are four major components to be focused regarding better implementation of ICT in ELT. They are development of infrastructure including connectivity, development of human resources, development of digital learning materials, and enhancement of education system.

In this regard, this study was intended to investigate basic level ELT teachers' perceptions regarding advantages, their willingness, attitudes, and challenges they encounter while integrating ICT in their teaching-learning practices. By knowing teachers' experiences and perceptions, this study would help teachers make the best use of ICT in teaching and learning activities by sorting out the challenges and assisting concerned authorities in formulating policies accordingly. Therefore, the use of ICT in ELT has been a contentious issue to be explored and settled down among the language policy maker and pedagogical experts. Similarly, this issue has not been researched in the context of Suryodaya Municipality, Ilam. Taking these issues into account critically, the paper attempted to answer the following research questions.

- ✓ How do teachers perceive and experience using ICT in ELT classroom?
- ✓ What are the problems that the teachers faced while employing ICT in the early grades?

Review of Literature

ICT and English Language Teaching: An Overview

Because of its interactive and dynamic nature, ICT has the stamina to meet the needs of the individual student by providing opportunities to direct their learning and to pursue information. With the usage of ICT students can learn any subject especially English with ease. In the context of the global exchange the role of ICT has become inevitable in the 21st century. The use of ICT has become essential in every day classroom

teaching and learning. In this regard, Barrett (2020) says “With the help of technology, teachers will be leaders in the transformation of education around the world”. The use of ICT gives a chance to teachers as well as students to increase the quality of education and meet the requirements set by the coeval knowledge society. ICT has become essential tool for educational change and reform.

In this line. Harmer (2008) states “a word innovation means something new, which means new ideas to change things for better”. As he further claims;

If we look at all the language teaching methods which are used all over the world by different teachers at different levels, we cannot say that all of them are 100% successful. Therefore, it is very important to keep looking and searching to find ways to make teaching and learning better.

Federal, Province as well as Local Governments have included ICT as one of the curricular subjects in education. The Methodology of English has started a new way of using ICT in teaching. ICT provides more opportunities for communication between peer learners. With the use of ICT there is a two-way exchange of knowledge between home and school/ college. The teacher abides key to the successful use of ICT for learning. The integration of ICT in language teaching and learning has become an interesting topic to many researchers and education practitioners.

Application of ICT Tools and Devices in English Language Teaching and Learning

Computer Assisted Language Learning. Computer Assisted language learning (CALL) is a broad and an ever-changing discipline. CALL is defined as 'the search for and study of applications of computer in language teaching and learning'(Levy 1997 cited in Chapelle 2002). CALL software, CD-ROMS, and Office software applications have become common place in many teaching and learning environments. The computer can act as a stimulus which generates analysis, discussion and writing.

The Internet. The internet offers the best way to learn language other than immersion in an English-speaking milieu. The student's relationship with websites is more noticeable than with print-based text. Internet users may return to sites frequently or use internet for interaction to share their information and ideas. Digital technology is rapidly used by pupils and teachers not only in the classroom but also in the personal life. The advantages of online learning: The internet saves our time and energy. we can learn English lessons through internet without the need of travelling and without the need of leaving home or bedroom. With internet students can learn English anywhere at any time and whenever they want. The internet offers instant feedback to the learners which enhance the learning experience of the students.

E Books. An eBook is an electronic version of a traditional print book that can be

read by using a personal or by using an eBook reader like iPods and kindle. E-Books also used to improve the teaching and learning skills in the classroom. In eBooks teachers and students can add images, info graphics, posters, video, and text, audio and so on. Learners can share eBooks with their friends. E-Books strengthen students' note making skills, the knowledge of English grammar and application skills.

Audio Books. Audio books are recordings on CD or digital file of a book which are read aloud. Audio books are applicable for English language learners and young people who are craving for learning English with stories. Audio books develop the four language systems; phonological, semantic, syntactic and pragmatic. The use of audio books with struggling, reluctant or second language learners is powerful since they act as a scaffold that allows students to read above their actual reading level.

Webinar. Webinar is the best example for online learning. Webinar is an interactive seminar conducted via the World Wide Web. Usually a live presentation, lecture or workshop that happens in real time as users participate through chatting, video-chatting, file-sharing or asking questions with a microphone.

Interactive White Board. An interactive white board, also known as a smartboard, is an interactive display in the format of a whiteboard that reacts to user input either directly or through other devices. A smartboard is an interactive white board that lets you write on it while moving objects around and projecting an image. You can tap objects on a smartboard with your finger. Therefore, using a smartboard to convey information, learn new things, extract and share documents online is simple. Interactive Board acts as a motivational tool. Interactive Board has to be connected to the computer and data projector. Interactive Board offers teachers to comprise video clips, films interviews, electronic microscopes, different websites etc. It improves the social skills of the students like cooperation and participation new vocabulary, word formation and sounds are practiced easily by interactive whiteboard.

Mobile Apps. Mobile is digital device like laptops, iPods, tablets, smart phones have made English language learning easier. At present there are so many apps available in the App store and Play store (Android) markets. These apps furnish students with quizzes, games, dictionaries, Podcasts and tests. Some mobile apps which are amending English language learning and teaching are Dictionary.com, Hangman, Grammar's, Quizmaster, 60- Second Word Challenge, Mobile Air Mouse, Ankhi Flash Cards, English Idioms Illustrated etc.

Audio-visual Aids. In the 21st century the use of audio-video aids has become inevitable. It has started a new genre in the field of teaching and learning language. Apart from traditional teaching teachers must adopt the typical and innovative teaching techniques. Audio-visual aids are helpful in language learning due to following reasons:

- ✓ The use of audio-visual aids makes the students active.
- ✓ Students can get rid of their boredom and dullness in the class.

- ✓ Provide attentiveness and enthusiasm.
- ✓ They help to nurture the power of surveillance and independent judgment.
- ✓ They give clarification about the content in the text book.

Overhead Projectors/Slides. To make ideas explicit we need some visual aids. Slides and slide projectors are used for unveiling objects in full colour. Overhead projectors are used in language teaching and learning to supplement the black-board.

Tape-recorder/Gramophone. This is useful for teaching pronunciation, stress and intonation. Recorded information can be reproduced in the classroom. It gives a chance to the students to develop interest towards pronunciation. It helps the students to test their speaking skills.

Television. The most efficient medium for teaching is television. The television appeals both to the ears and eyes. We can record some language teaching programmes in CD or Cassettes and can telecast them. This shows significant impact on the minds of the students. Radio and television give us the experience of real world into the classroom. Here teaching is very active process. Television is a companion, entertainer and instructor.

Film Projector. Knowledge acquired through films has a lasting effect. We can project some educational films, dramas etc. This can develop the listening and speaking skills of the students.

Language Laboratory. This is the latest innovation in the language teaching. In which, we have sound equipment and projectors, computers etc. which can give the students the practice of listening and speaking.

Web Applications. It has come into light in 2005. It encourages sharing between users. In this we can have variety of applications such as blogs, social networking websites etc. The learners can be encouraged to write their own blogs. Social networking sites like face book, bebop, and flicker have become very popular. These can be useful for language learning.

Mobile Phones. Mobile phone has also become very essential tool for learning a language. It is a mini computer in every one's pocket. Mobile phones function in many ways like the addition of texting, email, functions etc. as computers do. In mobile phone assisted language learning we can find portability, social interactivity, community, individuality and immediacy.

Teachers' Skills and Knowledge of ICT Integration

Technology integration is a complex and multidimensional process that requires teachers to be skilled and competent in designing technology integrated lessons and strategies of implementation for effective instrumental practices (Demir 2011). "Government of Nepal has supported for ICT related infrastructure and internet

connectivity to schools. Similarly, to improve educational management and delivery system, the Ministry of Education has provided some additional ICT related equipment. However, such ICT equipments were mostly used for administrative purposes. This is due to the lack of contents as well as lack of proper skill and awareness to the teachers and education managers. For this, a comprehensive policy and programme yet to be developed in order to provide relevant ICT education to the students and to use ICT for improving teaching learning activities (MoEST, 2013). In Nepal, integrating technology into teaching and learning is one of the burning challenges teachers in public school face. Though the teachers are highly positive, the actual usage of technology in class is very low (Thapaliya, 2014). Society of Technology Friendly Teachers Association (STFT) has been working for the enhancement of use of the ICT in education (STFT, 2020).

Technological Pedagogical and Content Knowledge (TPACK) framework has been used for teacher development in different levels. It is the knowledge of how the teacher uses the technology related to a specific area to enhance students' understanding (Demir, 2011). Ministry of Education, Science and Technology has planned to provide a laptop to all school level teachers, manage smart board, projector, smart TV to each class (MoEST, 2022, p. 57). Government Has launched the concept of STEM education in school level. STEM education is an approach to learning that uses Science, Technology, Engineering the arts and Mathematics as access point for guiding student, Inquiry, dialogue and critical thinking institute for Arts integration and STEM (Government of Nepal, 2019). Thus, in order to support EFL teachers' skills and knowledge of ICT in teaching all concerned authorities are working with mission.

Teachers' Self-Efficacy

Based on the self-efficacy perspective, effective integration of ICT in education highly depends upon teachers' self-efficacy (Guoyan et. al., 2021). As self-efficacy is a vital force that enables a teacher to acquire students' learning outcomes successfully. Considering the importance of teachers' self-efficacy in an effective ICT integration, several studies have suggested developing their pedagogical and technological skills by establishing training programs. The study by ([Khan an Abid, 2021](#)) revealed that the paradigm shift from face-to-face to online teaching-learning during the COVID-19 phase gave an advantage for teachers and students to acquire technological skills by using different digital tools and platforms. They also advocated employing an online certification decision matrix to assure online teaching effectiveness and readiness of teachers. Furthermore, ICT integration enhances the quality of the teaching-learning process and found a significant correlation between teachers' technological pedagogical and content knowledge (TPACK) and their technological competencies. In addition, Abbasi et. al. (2021) identified positive attitudes of teachers toward applying technology in their instructional practices and identified a significant association between technology use with their technological competencies.

Theoretical Perspective

The theoretical perspective of constructivism is highly applicable to this study. The conceptual framework of the study is based on the assumption that technology has potential to engage learners for their for-knowledge creation that would be cross-checked through exploring the teachers' perspectives of technology integrated EFL instruction. Constructivism is a set of theories that was developed in the 1970s with the pioneering contributions of the theorists Jean Piaget and Lev Semyonovich Vygotsky. It combines two approaches of learning, philosophical and psychological and believes that interaction happens in a reciprocal way with person's behaviors and environments (Schunk, 2000). Constructivists refer to technologies as cognitive tools that engage the teachers more and result in more meaningful and transferable knowledge. Teachers function as a designer using the technology as tools for analyzing the world, accessing information, interpreting and organizing their personal knowledge and representing what they know to others. Thus, technology and constructivism together are focused on creating such a learning environment that could mediate teachers for the construction of knowledge and technical skill.

Both the theoretical and empirical literature evidently indicate that acknowledge and understandings of ICT is beneficial to ELT and fulfil a multitude of functions. Moreover, it also exerts tremendous implications to critically analyze the enormous expansion and practice of ICT in public schools. More strikingly, the literatures reviewed above provide impetus with the agents to rethink and reconceptualize the ICT in education policy and enact it with the betterment of language teaching and learning in classroom.

Methodology

The central objective of this study was to present a succinct account of ELT teachers' perceptions and experiences while integrating ICT in their teaching-learning practices. This is a phenomenological study which attempts to analyze the conscious experiences primary level teachers on teaching with ICT in the public school's classrooms. To this end, I purposively selected five primary level teachers from five different schools located in *Suryodaya* Municipality, Ilam. I contacted them, built rapport and asked their formal consent for the interview data. After that I conducted unstructured in-depth interview (like open conversations) with the participant teachers to unzip their perception and experiences of teaching with ICT at primary level and I recorded the interview on audio record. I conducted the interview in an open and nonthreatening environment being based on the major issue of the study. During the interview, I attempted to follow the principle of bracketing that we tried to make probing on participants' claims and arguments excluding our presupposition on the area being investigated. When the first-phase of interview is over, I transcribed the record of the interview listening to the audio record minutely. After that, I read interview transcripts line-by-line and paragraph-by-paragraph, looking for incidents and facts, and coded for anything and everything that seems potentially relevant to the topic. After coding the data from the transcripts of first-phase interview, I also took follow-

up interview on some less elaborated but genuine arguments made by the participants during their first-phase interview. After merging their opinions, I added some more basic themes on the list. In this regard, I followed two major steps in generating themes that is basic themes and global themes, as suggested by Attired-Stirling (2001) in the thematic network analysis. First, I identified and patterned the basic themes out of the codes. Secondly, I derived the global themes on the basis of the basic themes and analyzed and interpreted accordingly.

Results

Drawing on the research questions, three global themes were generated as: ELT with technology integration, ELT teacher's skills and knowledge of technology integrated teaching and difficulties with technology integrated instruction ...in the theoretical light of constructivism that advocates for integrating technology tools for learner centered pedagogy (Duffy & Cunningham, 1996). Moreover, I present the analysis and interpretation of the major themes using the words and experiences as shared by the participants.

ELT with Technology Integration

All the participants were found that they are using ICT in their classroom. They revealed that technology integration in teaching English lessons aroused learner's interest, held the attention in teaching and learning to focus on lesson. Moreover, they said that the use of multimedia made the lesson (classroom activities) more interesting and long lasting through colorful visuals and audio. Their responses were in favor of technology integration for effective teaching and learning of English language. Some of their views are presented as follows:

Participant A

“...all the learners cannot learn by reading and studying. Learners will be motivated with audio-video materials. Every type of pupils can get their need be addressed by using ICT tools”.

Participant B

“...we can get the required information within a fraction of second. ICT can make students and teachers to work with current and authentic sources. ICT ameliorates the learner's interaction, verbalization involvement in group collaborative learning”.

Participant C

“... teaching pronunciation, visualization on learning become effective with ICT. Learners become more innovative with the help of e-learning. Students can learn independently. It enhances creativity also”.

Participant D

“...in SMART classroom we get varieties of style of teaching the same topic. We can exchange and learn to teach with the help of ICT. Conceptualization on learning is easy with rhymes, videos and mobile games. ELT through ICT will be very good”.

Participant E

... students' learning is supported when they receive adequate supplementary materials, such as reference books, exercise books, or teaching aids. The correct use of such materials not only assists them in making their prospective concepts clear but also boosts their academic achievement.

Teacher's Skills and Knowledge of Technology Integrated Teaching

The participants highly emphasized the need of teacher's skills and knowledge of technology integration. Although they are using the ICT in their classroom, they expect the technology integration training for its effective implementation. They need more training to use technology. Some views are represented as follows:

Participant E

... I have limited knowledge of ICT. So, students learn in limit. Teachers could have done better than it, more skillfully that it as I felt. The teachers need more training.

Participant A

... changing is inevitable in ICT. Therefore, the knowledge we get at one stage and time may not be sufficient always. So, we require a platform to share and care for each other and concern authority should create an environment to sharpen our skills and knowledge at the same time teachers require to develop the habit of learner and curious to fulfill the competencies of teacher.

Difficulties with technology integrated instruction

ICT integration knowledge and skills that the teachers have is limited. Similarly, Basic level public schools has insufficient ICT infrastructure. There is digital divide upon students i.e. majority of the students were from remote area and low economic background that they have less access of ICT as well as internet and difficult to afford ICT access at home.

During the interview, participants expressed their view that same of the schools have computer, projector and internet connectivity but they are insufficient for ICT integrated class. Some views are represented as follows:

Participant A

...Nepal is still lagging behind other countries that have adopted technology efficiently in their education system. To overcome barriers, concerned educational

authorities should efficiently formulate effective policies to incorporate ICT in teaching-learning practices and allocate a sufficient budget to attain the policies' objectives.

Participant B

... Many elements are necessary for ICT e.g. visual, animation and graphic, sound, audio for these elements different devices are needed but they are not available in our classroom and school.

Participant E

...we don't find enough time to make the efficient use of ICT in raising our instructional practices' effectiveness. We have working schedule for all periods.

Discussion

The present age classroom requires the best teachers who can bring innovation in their instructional practices. In pursuing so, technology plays a significant role in bringing innovation to teaching practices, and its effective integration help students meet their learning needs. Since teachers' instructional practices are greatly defined by their pedagogical beliefs and prefer those technological applications that align with their pedagogical strategies and existing beliefs about teaching and learning practices. In this regard, the current study gives a deep insight to understand teachers' perceptions regarding advantages, their willingness, attitudes, and challenges they encounter while integrating ICT into their English teaching-learning practices at basic level.

However, Nepal is still working on to achieve the desired implementation of technology-incorporated teaching-learning practices. The most consistently informed positive feature is students' academic growth which can be attributed to a motivating environment that keeps them engaged in active learning activities. Furthermore, technology-assisted learning also enables a learner to acquire supportive learning materials easily, which helps in making their prospective concepts clear and boosts their academic achievement. Thus, in order to enhance students' learning achievements, it is considered worthwhile for teachers to frame inquiry-based and open discussion activities integrated with the learning materials.

Another benefit is that ICT incorporated teaching-learning practices enable teachers and students to stay connected and help students resolve their academic challenges. The use of social media platforms to support learners to participate in online learning activities actively. Therefore, teachers should assign various communicative and group discussion tasks to learners to optimize their communication with their instructors and classmates to enhance their understanding and resolve certain issues.

Furthermore, teachers' professional and technological competencies play a key role in integrating ICT in their instructional practices effectively, which greatly depends upon their self-efficacy. It is also pointed out that technology-integrated instructional practices

not only enhance the quality of teaching but also boost teachers' pedagogical and technological skills. In contrast to the benefits, the technological incompetence of teachers emerged as the most frequently reported challenge in light of the reviewed studies. It is, therefore, essential for concerned authorities to play a supportive role by organizing training programs to strengthen technological skills among teachers. Besides, the government should take special concerns to ensure the successful integration of ICT in educational institutions and provide some incentives or certificates to teachers to encourage their efforts.

Adequate resources and updated infrastructure play a key role in the effective integration of technology in educational practices. In contrast, inadequate infrastructure and limited resources emerged as the second-largest reported challenges from the reviewed studies that hinder teachers from effective technology integration in instructional practices. In this regard, concerned authorities should allocate a sufficient budget to facilitate teachers and students by providing adequate resources and updated infrastructure to make the best use of ICT in educational practices.

In addition, students' active involvement with an apparent communication with their teachers and classmates is essential for their efficient learning. On the other hand, teachers don't find online teaching more interactive than face-to-face teaching due to the lack of apparent communication with students and their active participation. It is, therefore, essential for teachers to design computer-supported collaborative activities in the classroom to strengthen students' understanding, which would help them enhance the level of collaboration with teachers and students.

Adequate time plays a significant role in fulfilling the teaching responsibilities of teachers required to incorporate ICT in their instructional practices efficiently. In contrast, teachers don't find adequate time to perform all the pedagogical tasks required to integrate ICT in their educational practices, such as lesson planning, making notes, or lectures. Teachers reported that they don't find enough time to make the efficient use of ICT in raising their instructional practices' effectiveness. Therefore, it is essential to facilitate teachers by providing professional development and time management programs, either pre-service or in-service teachers, to combat the prospective constraints.

Conclusion

The systematic review affirms that teachers exhibit adequate acceptance of ICT in the teaching-learning practices and assist learners in achieving learning objectives in several ways, that is why, it is inevitable at all educational levels. However, technology use at the basic (Primary) level is still found at the initial stages than at the higher level. Still, the changes brought by the COVID-19 pandemic brought an opportunity to enhance the effectiveness of teaching-learning practices through ICT integration at all levels. Findings also specified several barriers that hinder effective technology integration in teaching-learning practices, including lack of resources, leadership support, accessibility of ICT infrastructure, inadequate time, unclear policies, professional development, technical

support, and lack of appropriate pedagogical models. In this context, concerned authorities should work on the needs and gaps which hinder educational practices from effective technology integration to acquire maximum benefits from technology-integrated English language teaching and learning. Moreover, this study recommends for further in-depth studies in the areas of ICT in ELT.

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Unlocking the Stories of Visually-Impaired Learners about English Language Learning

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Abstract

The present study explores the challenges and coping strategies of visually impaired college students in learning English. I used narrative inquiry as a research design. Conducted at Mahendra Ratna Multiple Campus, Ilam, I purposively selected two female students from the English Education program to gain insights into their experiences. Information was collected through in-depth interviews, allowing for a rich exploration of their personal narratives. Findings revealed significant challenges, including a lack of accessible learning materials, inadequate instructional methods, and social isolation, which hinder their academic progress. Additionally, the students employed various coping strategies, such as peer support and the use of assistive technology, to get rid of these obstacles. This research emphasizes the necessity for enhanced educational practices and resources related to the needs of visually impaired learners, aiming to promote a more inclusive learning environment.

Keywords: visually Impaired, narrative inquiry, English language learning, coping Strategies, educational challenges

Context Setting

The Constitution of Nepal guarantees the right to education for all citizens, including persons with disabilities. Article 31(3) explicitly states that the citizens with disabilities and the economically indigent citizens shall have the right to free higher education as provided for in law (Constitution of Nepal, 2072). Similarly, there is the provision of special education and facilities for students with disabilities, including visually impaired students (Education Act, 1971). Moreover, the Inclusive Education Policy for Persons with Disabilities, (2016) focuses on inclusive education and outlines strategies to support students with disabilities by providing braille textbooks and other learning materials, giving training to the teachers to teach the students having disabilities and making school infrastructure accessible. However, research indicates that despite these legal provisions, the actual access to education for visually impaired students remains limited due to insufficient resources, lack of trained teachers and inadequate infrastructure (Kafle & Mainali, 2020). These. The visually impaired students are compelled to get higher education without having sufficient Braille textbooks and other assistive technologies. Furthermore, many teachers are not adequately trained to support visually impaired students, which affects the quality of education (Sharma & Das, 2019). These indicate that

visually impaired students have many problems which they have been encountering in the process of learning.

The available literature in this area show that visually impaired students face numerous barriers in higher education, particularly in the realm of English language learning. Accessibility issues, such as the lack of Braille materials, screen readers, and other assistive technologies, can significantly hinder their academic progress (Baker & McCarthy, 2022). Additionally, pedagogical methods may not always be adapted to meet the needs of visually impaired learners, leading to disparities in educational outcomes (Johnson & Williams, 2021). Obviously, I agree with Johnson & Williams in a sense that I myself is a teacher of a college, where I have to teach the students being visually impaired but till this date, I haven't employed any new pedagogical approaches to address their needs and desires. I haven't even tried to ask them how they be taught so that they feel easy to get the content. Despite advancements in accessibility technology and inclusive education policies in many countries, challenges persist in ensuring equitable access and support (Smith et al., 2023).

In Nepal, the situation is similarly challenging, though the context differs in specific ways. The infrastructure in many Nepali higher education institutions often lacks the necessary accommodations for visually impaired students, such as accessible course materials and assistive technologies (Sharma & Shrestha, 2021). Obviously, it is true that these students have been facing these all problems along with the problem of physical infrastructure in the working place where I have been teaching. There is a three storied building and I take some of the classes on the first and second floor too. These visually impaired students have to be there in the class other normal students. It means to say that most of the buildings are not disabled-friendly.

English language education, which is a key component of many academic programs, poses additional difficulties as resources for visually impaired students are often limited or unavailable (Rai & Bhandari, 2022). While there are governmental and non-governmental efforts to support visually impaired individuals, the integration of these support systems into the educational framework remains inconsistent, affecting the quality of assistance provided (Karki & Thapa, 2023). Furthermore, cultural attitudes and social humiliation towards disabilities can aggravate these challenges, influencing the level of accommodation and inclusivity within educational institutions (Maharjan, 2020). Addressing these issues is crucial for improving educational outcomes and ensuring equal opportunities for visually impaired students in Nepal.

I have been teaching in a constituent campus of TU for seven years. In the campus I teach English to the students of all years (1st year to 4th year) under the faculty of education. Since the beginning of my teaching career in the campus, I have been teaching more than fifty students keeping in a single class. While teaching such a big number of students, every year I have found some visually impaired students in my class. Actually, I don't have much more idea regarding the strategies that I have to follow to assist such visually disturbed

students. What I actually been doing is I teach all the students in a same way applying the same method and technique.

As a college-level teacher, I have been teaching visually impaired students alongside their sighted peers without implementing specific pedagogical adaptations. This prompted me to investigate the challenges they face and the strategies they employ to make their learning process more effective and meaningful.

Research Purposes

The present study has the following two purposes:

1. To explore and identify the specific challenges faced by visually impaired college students in learning English.
2. To understand the coping strategies and support mechanisms utilized by visually impaired students to overcome the difficulties in English language learning within higher education settings.

Research Questions

In order to address the research purposes, this study aims to explore the following research questions:

1. What are the primary challenges encountered by visually impaired college students in learning English, and how do these challenges impact their academic performance and engagement?
2. How do visually impaired college students adapt their learning strategies and use available resources to overcome obstacles in English language learning?

Review of the Related Literature

Visually impaired students are individuals whose vision loss significantly impacts their educational experiences, requiring adaptations for accessible learning. According to the World Health Organization (WHO), visual impairment ranges from low vision, where some functional sight remains, to complete blindness. In educational contexts, these students may need specific accommodations like Braille materials, screen readers, or tactile tools to support their engagement with curriculum content (Kelly & Smith, 2018). Unlike students with full sight, visually impaired learners often rely on auditory and tactile learning channels to process information, which calls for specialized teaching strategies (Dalton & Lyner-Cleophas, 2020). Inclusive practices that acknowledge these unique needs help visually impaired students fully participate in academic environments, allowing them to access the same learning opportunities as their peers while mitigating barriers to success (Saha & Roy, 2022).

The experiences of visually impaired learners in the process of learning English as a second or foreign language have been explored from various perspectives across different

contexts. This review organizes the literature into key thematic areas namely: challenges faced by visually impaired learners, pedagogical strategies for supporting them, social and emotional experiences, the use of assistive technology, and inclusive education policies.

Visually impaired learners face unique challenges in the process of learning new language, particularly when the medium of instruction and materials are not designed considering their needs and interest. Studies have highlighted that visually impaired students often struggle with accessing written materials due to the dominance of sight-dependent instructional resources (Dalton & Lyner- Cleophas, 2020). In many cases, traditional textbooks, written assignments, and visual aids are not adapted into formats accessible to these learners, hindering their language acquisition process. Research in the United States presents that the unavailability of Braille textbooks and digital materials severely limits learners' engagement with the course content (Brady, 2019)

In Nepal, the situation is more challenging. Visually impaired students in rural schools often lack even basic resources, such as textbooks in Braille or access to digital learning tools like screen readers (Sharma, 2017). The situation is worsened by a lack of trained teachers capable of modifying instructional methods for visually impaired students, leaving many learners behind in classrooms, especially in subjects like English that depend heavily on reading and writing activities.

To address these challenges, educators have experimented with various pedagogical strategies. Globally, multi-sensory approaches incorporating tactile learning tools and auditory resources have proven effective (Borg & De Pietro, 2021). These methods, especially useful in language learning, enhance visually impaired students' language proficiency by focusing on listening and speaking through interactive activities, such as auditory books, verbal instructions, and collaborative learning.

In Nepal, however, inclusive classrooms remain an aspirational goal. Some schools in urban areas have begun using tactile materials like raised-line drawings to teach English, focusing on grammar and vocabulary acquisition (Paudel, 2019). Nonetheless, a lack of systematic teacher training and inadequate government funding prevent the widespread adoption of these strategies across the country.

The social and emotional experiences of visually impaired learners are critical to their language learning journey. Visually impaired students frequently experience a sense of isolation in mainstream classrooms due to physical and attitudinal barriers (Saha & Roy, 2022). This emotional disconnect can reduce self-esteem and motivation, as learners are often excluded from classroom interactions. Studies conducted in India found that visually impaired learners struggle with these issues due to the lack of inclusive practices in many educational institutions.

In Nepal, visually impaired students face even more significant social challenges, especially in rural areas. The lack of awareness about disabilities among peers and teachers results in unintended marginalization (Koirala, 2020). Students often report feeling

alienated during group work or classroom discussions, which negatively impacts their confidence and participation in English language learning activities. The societal stigma associated with disability further compounds these emotional challenges, making academic success more difficult.

Assistive technology plays a pivotal role in making language learning more accessible for visually impaired learners. Tools like screen readers, audio books, and speech-to-text software enable learners to engage more fully with course materials (Kelly & Smith, 2018). Visually impaired students with access to these technologies are better able to complete language assignments, particularly in subjects that require extensive reading and writing.

In Nepal, access to such assistive technologies remains limited. Only a few urban schools and colleges provide screen readers and similar tools, while most visually impaired learners in rural areas cannot afford them (Dhungana, 2021). Although the government has made efforts to introduce assistive technologies in schools, the implementation has been slow and inconsistent, forcing many students to rely on traditional methods like audio recordings or oral instructions, which restrict independent learning.

Globally, inclusive education policies are designed to provide equal educational opportunities for all students, including those with disabilities. In countries like the United Kingdom and Australia, educational institutions are required to create accessible learning environments through specialized learning materials, teacher training, and accommodations for visually impaired learners (Johnston, 2019).

In Nepal, while the government has made progress in promoting inclusive education, practical implementation is still lacking. The Ministry of Education introduced an "Inclusive Education Policy" in 2016, aimed at improving access to education for disabled students (Acharya, 2018). However, many schools have not yet adopted these guidelines, particularly in rural regions. Furthermore, there is a pressing need for teacher training programs to equip educators with the skills required to teach visually impaired learners effectively.

Through a review of existing literature on the challenges, pedagogical strategies, social experiences, and technological tools relevant to visually impaired learners, I sought to bridge the gap between the theoretical understanding of inclusive education and the practical realities faced by these students, especially in Ilam, Nepal where resources and awareness are limited. By conducting this study, I aim to enhance the learning experiences of visually impaired learners by identifying effective strategies and shedding light on the systemic barriers that hinder their progress.

Methodology

I employed the narrative inquiry as a research design to conduct this study which attempts to explore the stories of the visually-impaired students about the English language

learning. Especially, the study has underscored on two issues; challenges faced by the visually impaired students in the process of English language learning in the higher level and the learning strategies and available resources they employ to overcome obstacles in English language learning. To this end, I purposively selected two students from Mahendra Ratna Multiple Campus, Ilam. They are Kanchan and Laxmi (Pseudonym). Kanchan is a student of bachelor third year. She belongs to English education. She has passed both first year and second year scoring good marks. She is the top five students of her batch. Similarly, Laxmi is a student of bachelor second year. She also belongs to English education. She is average student. She has passed the exam of first year in the second division. She is hopeful to complete her bachelor's degree clearly. Both Kanchan and Laxmi are visually impaired students. They are disciplined, honest and hardworking students of the class. I know them well.

To collect the information from them for this study, I asked their formal consent at first. After that I conducted in-depth interview individually for rich information based on the developed interview guidelines. The interview was conducted in face-to-face mode. I recorded the interview on my cell-phone. I conducted the interview in an open and nonthreatening environment being based on the major issues of the study. During the interview, I kept on asking the questions to get the required information for the study. When the interview is over, I transcribed the record of the interview listening to the audio record minutely. The interview was conducted in the Nepali language but I transcribed it in English language. After the transcription of the interview taken to both Kanchan and Laxmi, it was coded, categorized and thematically analyzed. I employed a 'reflexive thematic analysis' (Braun & Clarke, 2006) approach to analyze the collected information.

Findings and Discussion

As the study aimed to explore the challenges faced by the visually impaired students in the process of English language learning in the higher level and the learning strategies and available resources they employ to overcome obstacles in English language learning, I analyzed and interpreted the obtained information, and the findings have been presented in the following two major themes followed by other sub-themes.

Challenges Faced by Visually Impaired Learners

The study revealed several interconnected challenges that visually impaired students face in learning English, particularly concerning the accessibility of learning materials, reliance on visual instruction methods, assessment barriers, and the social isolation that often arises due to inadequate support and limited adaptation to their learning needs. These barriers align with previous findings by Dalton and Lyner-Cleophas (2020), which emphasizes the difficulties that visually impaired students encounter due the heavy reliance on visual materials and insufficient access to alternative formats.

Lack of Accessible Learning Materials

Lack of accessible learning materials is one of the challenges often face by visually impaired learners. It is stated that access to appropriate learning materials is crucial for the academic success of visually impaired learners. Dalton and Lyner-Cleophas (2020) point out that traditional instructional resources often overlook the needs of these students, which can hinder their learning process. In this regard, one of my respondents (Kanchan) said:

Sometimes, the materials provided are only available in print, which makes it difficult for me to access and read them effectively. I wish there were more accessible options, such as Braille textbooks or digital formats with screen-reader compatibility, to support inclusive learning for visually impaired students.

The saying of Kanchan highlights the significant barrier posed by the lack of accessible materials, reflecting the findings of Brady (2019), who observed that limited availability of Braille textbooks severely restricts engagement with course contents.

In contrast, Laxmi stated, “*Even if I have some materials, they are often too difficult to understand or not designed for my needs*”. This illustrates her struggle with the complexity of existing resources, indicating a broader issue of material inadequacy as noted by Sharma (2017), who pointed out that many visually impaired students in Nepal lack basic resources, further worsening their learning challenges.

Inadequate Instructional Methods

Inadequate instructional methods create significant barriers for students, preventing them from achieving effective learning outcomes. When teaching strategies fail to address diverse learning needs, students may struggle to grasp key concepts, remain engaged, or develop essential skills. There can be diverse students in a classroom and a teacher has to teach them understanding their way of learning. But, in our context, most of the teachers teach using the same method which does not help learn for all students. In this line, my respondent Kanchan mentioned:

My teacher treats us just like other students, which makes me feel included. However, as a visually impaired student, I believe using specific techniques would improve my learning experience. For example, providing tactile materials, offering audio descriptions, or giving extra time for tasks could make lessons more accessible and effective for me.

Her perspective suggests that conventional teaching methods may not be sufficient for visually impaired learners, aligning with the assertion by Koirala (2020) that lack of trained teachers limits the implementation of effective instructional strategies in Nepal. Similarly, Laxmi, next respondents of my study shared her view as, “*I sometimes feel lost in class because I can't follow the written lessons. A different approach would really help.*” Her insights reflect the necessity for individual focused instructional methods to ensure inclusivity, supporting the call for more targeted teacher training as highlighted in the

literature.

Assessment and Evaluation Barriers

Challenges in assessment and evaluation present another significant obstacle for visually impaired learners. Assessment practices often lack the accommodations necessary for fair evaluation, as noted by Johnston (2019), who highlights that standardized assessments generally do not consider the needs of students with disabilities. Kanchan reflected on this challenge, stating, *“Exams are the hardest part for me. Since everything is written, I miss out on many details and end up scoring lower.”* This insight emphasizes the restrictive nature of conventional assessment formats, underscoring the need for alternative or adapted evaluation methods. It is associated with the perspective shared by Dhungana (2021), who observed that visually impaired students in Nepal face difficulties during assessments due to the limited availability of accessible testing formats. Similarly, Laxmi mentioned,

When exams are only in written form, I feel like they don't truly reflect my knowledge but rather test how well I can cope with my visual challenges. As a visually impaired student, I believe alternative assessment methods, such as oral exams or the use of assistive technology, could better evaluate my understanding.

This very saying of Laxmi highlights the mismatch between her abilities and the format of assessments, indicating that current evaluation practices may not accurately capture her knowledge and skills. The experiences shared by both students reflect a need for more inclusive assessment methods, as advocated by Acharya (2018), who emphasized that accessible evaluation systems are critical to ensuring equitable educational outcomes for all students, including those with visual impairments.

Social Isolation and Emotional Challenges

Social and emotional factors significantly impact the learning experiences of visually impaired students. Research by Saha and Roy (2022) emphasizes that emotional disconnect can adversely affect self-esteem and motivation. Kanchan, a respondent of my study, articulated this by stating, *“Sometimes, I feel isolated during group activities, and it makes me doubt my abilities.”* Her feelings of isolation underline the emotional pain that social dynamics can have on learning, corroborating the findings of Koirala (2020), which indicate that students often feel marginalized due to a lack of awareness about disabilities.

On the other hand, Laxmi expressed, *“I often hesitate to participate in discussions because I'm afraid of being judged. It makes me feel like I don't belong.”* This indicates her struggle with confidence, illustrating the societal stigma surrounding disabilities. The emotional experiences articulated by both students associate with existing literature, which stresses the need for supportive social environments to enhance the academic success of visually impaired learners.

Coping Strategies Employed by Visually Impaired Learners

The study also revealed a range of strategies that visually impaired learners employ to navigate the challenges of language learning. These include using alternative resources, seeking support from peers and teachers, focusing on oral and auditory learning, employing tactile learning techniques, and managing time effectively to compensate for the lack of accessible materials and resources.

Utilization of Audio and Digital Resources

Audio and digital resources are instrumental in supporting visually impaired students in their studies. According to Kelly and Smith (2018), these tools provide essential access to educational content, particularly when printed materials are inaccessible. In this vein, Kanchan shared, “*Audio books and screen readers help me follow the syllabus. Without these, I'd be lost.*” Her dependance on digital resources indicates their role as indispensable tools in bridging accessibility gaps. This finding aligns with Dhungana (2021), who emphasizes the effectiveness of audio resources in supplementing limited material availability for visually impaired students in Nepal, particularly in enhancing comprehension and retention through auditory channels. In this context Laxmi's view resemble the views of Kanchan. Regarding this, Laxmi mentioned:

I use recorded lectures to catch up on any parts of the lesson I missed or didn't fully understand during class. As a visually impaired student, having access to these recordings helps me review the material at my own pace, ensuring I can grasp the concepts more effectively.

This practice of reviewing lectures through audio recordings shows her proactive approach in adapting resources to her needs. Research by Borg and De Pietro (2021) highlights the significance of audio-based tools for students with visual impairments, noting that they enhance engagement and allow students to access course content at their own pace.

Peer and Teacher Support

Support from peers and teachers serves as a key coping strategy, providing visually impaired students with guidance and academic assistance. Brady (2019) suggests that fostering a collaborative learning environment is vital for students with disabilities, as it helps them to integrate more fully into the classroom setting. In this line, Kanchan mentioned, “*I often ask friends for help with notes and explanations on topics I missed.*” Her approach highlights the value of a supportive peer network, reflecting the findings by Saha and Roy (2022) that peer assistance alleviates some challenges faced by visually impaired students by fostering a sense of inclusion and confidence.

Similarly, Laxmi stated, “*Sometimes, I reach out to my teacher when I don't understand the content, and they provide me with additional guidance.*” This dependance on teacher support demonstrates her adaptive approach, using available resources to

overcome obstacles. Koirala (2020) further supports this perspective, noting that when teachers adapt their instruction and offer individualized support, visually impaired students show improved engagement and academic performance.

Focus on Oral and Listening Skills

With limitations in accessing written material, visually impaired students tend to develop and rely on their oral and listening skills as primary means of learning. Dalton and Lyner-Cleophas (2020) argue that strong listening skills are crucial for visually impaired students, enabling them to effectively absorb information presented verbally in class. The respondent of my study Kanchan remarked:

I pay close attention to what's being said in lectures because listening is my primary way of accessing information. As a visually impaired student, I rely heavily on spoken explanations and discussions to understand the material, making clear and detailed verbal instruction essential for my learning process.

This focus on listening reinforces the importance of oral instruction as a critical learning channel, echoing findings from Johnston (2019), which highlight how visually impaired students strengthen listening comprehension as a compensatory strategy.

Laxmi also shared, *"I try to remember everything discussed in class, especially key points, since it's harder for me to refer back to written notes."* Her experience illustrates the necessity of strengthening verbal learning and memory retention, aligning with Borg and De Pietro's (2021) emphasis on the importance of listening skills as a core component of education for visually impaired learners.

Tactile and Memory-Based Learning Techniques

Tactile and memory-based learning techniques are often employed by visually impaired students as adaptive strategies. Research suggests that these students develop advanced memory retention skills to compensate for limited visual input (Brady, 2019). Kanchan shared, *"I use tactile resources whenever available, and I try to memorize content during lectures to aid my study process."* Her use of tactile and memory techniques highlights the importance of multisensory learning, a finding supported by Sharma (2017), who argues that tactile learning aids help visually impaired students interact with material in a more meaningful way.

Similarly, Laxmi noted, *"I focus on remembering the concepts as I learn them, which helps me retain information for exams."* Her trust on memory-based learning reflects the resilience and adaptability needed to thrive academically, underscoring the value of cognitive strategies in addressing learning challenges. This approach aligns with Dalton and Lyner-Cleophas's (2020) perspective on the role of cognitive learning techniques for visually impaired students, which enable them to retain information even when physical resources are unavailable.

Time Management and Advance Preparation

Effective time management and advance preparation are crucial strategies for visually impaired students who may need additional time to process information. Kelly and Smith (2018) highlight the importance of structured time management in ensuring that visually impaired students are adequately prepared for class assignments and exams. Related to this context, Kanchan mentioned:

I prepare in advance by reviewing materials using my screen reader to stay on track with the course. As a visually impaired student, this practice helps me understand the content better and participate actively in class discussions, ensuring I can keep up with the pace of the lessons.

This approach reflects her proactive strategy in organizing her studies, a theme echoed in Koirala's (2020) research, which found that visually impaired students who manage their time efficiently experience reduced stress and improved academic performance.

Likewise, Laxmi stated, *"I allocate extra time for reading and revising because it takes me longer to go through the material."* Her emphasis on time management demonstrates her strategic approach to coping with accessibility challenges, supporting Saha and Roy's (2022) findings that advanced preparation enables visually impaired students to better navigate academic demands. The students' experiences highlight time management as an essential factor in their academic resilience, indicating that these skills are fundamental for overcoming educational barriers.

Conclusion

This research has uncovered a wide range of challenges faced by visually impaired learners in English language learning, including difficulties with inaccessible course materials, reliance on visual teaching methods, limited access to assistive technology, and the emotional strain of social isolation. Both participants, Kanchan and Laxmi, highlighted how these barriers hinder their ability to fully engage in the learning process. These findings are associated with existing literature, particularly regarding the inadequacies in instructional methods and the lack of resources tailored to visually impaired learners. The emotional challenges further emphasize the importance of an inclusive and empathetic educational environment, as supported by studies like those of Saha and Roy (2022) and Brady (2019).

Despite these challenges, the study also revealed the strategies these learners have developed to cope with and overcome their difficulties. The use of audio resources, reliance on peers and teachers for support, focusing on oral and listening skills, and time management emerged as key coping mechanisms. These strategies highlight the resilience and adaptability of visually impaired students in directing an educational system that often fails to meet their needs. These findings are consistent with the literature on the importance

of multi-sensory approaches and assistive technologies for visually impaired learners (Borg & De Pietro, 2021; Kelly & Smith, 2018).

As a teacher of some visually impaired students, I now realize that while I have been teaching them as I would other students, it is clear that their unique needs require more specialized attention. This research has motivated me to rethink my instructional methods and look for strategies that better support visually impaired learners. The interviews with Kanchan and Laxmi have provided valuable insight into their lived experiences, and I am committed to using this knowledge to create a more inclusive learning environment. This study serves as a reminder that inclusive education is not merely about physical presence in the classroom but ensuring that all learners, regardless of their abilities, have equal access to learning opportunities.

Future research could benefit from larger participants to explore a broader range of challenges and coping mechanisms used by visually impaired learners in diverse educational settings. Additionally, longitudinal studies examining the long-term impact of specific inclusive teaching practices on visually impaired students' language proficiency would contribute valuable insights. Exploring the perspectives of teachers and policymakers on implementing inclusive strategies could also provide a more comprehensive view of the systemic barriers and solutions.

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Representation of Cultural Aspects in English Language Textbook: Teachers' Reflections

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Abstract

Language and culture are inseparable in education. The linguistic activities we engage in through prescribed textbooks are inherently tied to cultural concepts. Therefore, language textbooks should be developed with a strong cultural foundation. The study aims to explore how culture is incorporated in grade 11 English as Foreign Language (EFL) textbook and how EFL teachers address those cultural contents in classroom teaching. Similarly, it particularly focuses on whether the EFL textbook interlinks global culture to indigenous culture or just the stereotype of it. Building on qualitative approach with phenomenological research design, we chose two participants from Lalitpur District for in depth interview who have been teaching in two different community schools for more than a decade. The findings revealed that culture can be embedded in a language textbook from different ways: content, activities and in different pictures or images. The study suggests that the policymakers, language educators and learners should be aware on the cultural aspects of the students who use the textbooks considering it as one of the most inevitable parts of language teaching and learning.

Keywords: Textbook, culture, symbolic competence, phenomenological inquiry, thematic analysis

Introduction

The term 'culture' is defined as a set of shared attitudes, values, goals, and practices that characterize an institution or organization. It is also described as the features of everyday life (such as diversions or ways of living) shared by people in a particular place or time. In essence, culture is embodied in many aspects and shared by a group of people (Zhu Hua, 2014). Moreover, Williams (1979) referred to culture as a “damned word” because of its multiplicity in the contexts where it occurs. It has many forms, such as national culture, regional culture, ethnic, diasporic, transnational, gay, lesbian, black, club, street, and drug culture. It means different things to different people. Therefore, the term "culture" cannot be defined through singular terms or conditions. Edward, Burnet, and Taylor (1871) define culture as “the complex whole, which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society” (p. 1). This suggests that the behavior, attitudes, and lifestyle people learn or accumulate from their society constitute culture. It is also referred to as the "deposit of knowledge, experience, beliefs, values, actions, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and artifacts acquired by a group of people”

(Samovar et al., 1998, p. 36). Thus, cultural theory is a branch of anthropology, semiotics, and other related social science disciplines such as political economy, sociology, and communication. It permeates every aspect of human life (Serrate, 2008).

Language and culture are interrelated entities. Human activities are the reflection of culture, and in this sense, language and culture are interconnected in shaping those activities. The knowledge that learners acquire from textbooks plays a crucial role in shaping and reshaping these human activities. Therefore, the writing and selection of textbooks is a matter of serious discussion. When textbooks are designed with a focus on reflecting the learners' culture, they help foster learners' identity and raise awareness of their local heritage and assets.

The study focuses on the cultural representation in EFL textbooks within the context of Nepal. Textbooks are considered as the essential and authentic tools in the teaching-learning process, and help in shaping the knowledge, attitudes, and skills in the learners. These, in turn, are reflected in behavior, influencing the norms, values, and traditions of society and community. Ndura (2004) emphasizes the importance of cultural aspects in textbooks, such as religion and national history. He further suggests that textbooks should embody, clarify, and raise awareness about the historical and cultural realities of the community. Moreover, a good textbook should promote intercultural awareness (Baker, 2011), helping learners understand and model intercultural communication. Intercultural awareness is understood as the knowledge, skills, and attitudes necessary for effective communication across cultures. In this regard, Baker (2011) mentions the term '*linguaculture*' which fosters interaction in communication among learners. Therefore, EFL textbooks should develop learners' intercultural awareness so that they interact each other without any hesitation. From the critical postmodernist perspectives, culture is taken as dynamic and fluid resources in intercultural communication. It is changeable based on the context and situation. According to the contextual variation of people, the new culture is formed which is termed as small culture (Zhu Huwa, 2014). The 'small culture' refers to 'a dynamic, ongoing group process to enable group members to make sense of and operate meaningfully within those circumstances' (Holliday, 2009, p. 205). It recognizes the role of people is culture making and new culture is formed in terms of common age, occupation, casts etc. So, EFL textbooks should address such contextual sensitiveness in linguistic structures in relation to socio – cultural context (Jiang, 2006). Similarly, Holliday (2009) states two types of thinking in culture: old thinking and new thinking. The old thinking asserts that national culture is basic units in which we need to work. It defines culture as the static entity and for the preservation of it we need to work. It implies that EFL textbook should focus on such contents which make learners aware on that static notion of culture. New thinking, on the other hand, cultural boundaries are increasingly blurred and they are always in negotiable. Such notion is highly connected to the globalization and movement of people. It strongly asserts that culture is not as a set of discrete entity but shifting and indescribable phenomenon which is deeply interconnected with politics and economics. People should

not romanticize on it. So, EFL textbooks should focus on such fluctuate nature of cultural dynamism. It denotes that textbook should make learners contextual aware and they should be able to make them fit any kinds of situations. It is textbooks which relate the importance of cultural background with the power of learners' decision-making process (Lesikin, 2001). It empowers learners to unravel their reality and getting the facts in real life situations. But such decision-making process should be incorporated with grammatical tasks and activities and cultural background information.

There are two very big perspectives on the notion of culture: Modernist and postmodernist perspectives (Kramsch, 2013). The modernist perspective views culture from big 'C' culture and small 'c' culture. The big culture has been an instrument in building the nation and state in the 19th century. It has been highly flourished and promoted by academic institutions as school and universities. It mostly focuses on teaching standard language incorporating culture. The content of such big culture in a textbook subsumes history, the literature and the arts of the target country assuring the continuity of national integrity and community. It further assumes that national cultures are good and proper way of life and elicit the pride and loyalty for people. So, the textbook should be prepared in terms of the integration of national culture in linguistic content and exercises. Small 'c' culture, in contrast, focuses on communication and interaction in social context. It strongly claims that culture exists in everyday life. People behaviors such as eating, talking, dwelling, their customs, beliefs and values construct and reconstruct culture frequently. The terms cross – cultural pragmatics and sociolinguistics appropriateness are key components of small culture. Therefore, EFL textbook should bring awareness in those small and small linguistics events of learners.

The post – modernist perspectives has shifting notion regarding culture due to the globalized geopolitical landscape and the spread of computer – mediated technology (as cited in Kramsch, 2013). It views culture as a discourse and a social semiotic construction in which native and non – native speakers negotiate each other to understand their discursive practices. They have dynamic discursive process and follow the 'catch their views in our vocabularies' (as cited in Kramsch, 2013). It means both of them are in changing mode of their position to understand each other. The struggle in their communication is simultaneously on multiple conflicting time scales. They entirely engage to understand each other. Therefore, 21st century textbook should make learners awareness on such discursive exercises. Learners should grasp intercultural understandings from the textbooks and they should feel comfortable to adjust in such dynamic globalized world.

One of the most significant skills that a language textbook should develop in learners is the awareness of symbolic competence (Kramsch, 2011) in which different symbols are interpreted to draw the meaning in communication. An EFL textbook consists of different symbols and they are used to convey different linguistic and cultural meanings. Symbolic dimensions of intercultural competence are discourse – based, historically grounded and aesthetically sensitive (Kramsch, 2011) which explains actual, the imagined

and the virtual world of human beings. In a very specific term third place (as cited in Kramsch, 2013) is the reference of symbolic competence Kramsch (2011) which creates a symbolic space for interlocutors to get understandings each other. Learners know how to navigate several systems and their cultural and historical boundaries. Zhu, Hua (2014) mentions that symbolic competence is not only to be approached to oneself and others, it equally tries to shape and reshape the very context of the language learned. It complements communicative competence by such mindset so that learners expand possibilities and opportunities to understand each other. Therefore, 21st century EFL textbook should address such dynamic and fluidity nature of culture through language.

The mentioned literature subsumes culture as one of the most significant components of language textbook. Teaching language without the awareness of culture is worthless in such globalized village. Therefore, the study aims to investigate how does EFL textbook bring cultural awareness to the learners? What is the role of EFL teachers to impart linguistic knowledge incorporating cultural flavor? Do EFL textbooks just provide cultural stereotype or negotiation on it? There is no such interpretation of textbook from cultural point of view in Nepal and many textbooks interpretation have given no space for culture. Therefore, the study highlights the analysis of textbook from the cultural point of view drawing on the reflective ideas of the English language teachers. So, we noticed this issue as a new and informative for conducting research. Thus, the paper attempted to answer the following research questions:

- ✓ How do EFL teachers perceive grade 11 textbook from cultural point of view?
- ✓ Do the EFL textbook reflect cultural stereotype of target language or negotiation on it?
- ✓ What are the cultural contradictions caused by the EFL textbooks in course of target language learning?
- ✓ What can be the further suggestions to incorporate cultural content to the prescribed textbook?

Methodology

This study adopted the qualitative phenomenological design which believes that appearances are opposed to reality. Perception, thought, memory, imagination, emotion, desire and volition to bodily awareness are linked to the lived experiences of participants. It studies the structure of various types of experience and intentionality from first person point of view. “Phenomenologists are concerned with understanding social and psychological phenomena from the perspectives of people involved” (Groenewald, 2004, p. 44). It focuses on lived human experiences with the issue that is researched. Similarly, the central concern of phenomenologists is to identify the understanding of life which can emerge from an individuals' experience (whitehead, 2002). Considering above standpoints, we also used phenomenological design to get lived experiences of the English

language teachers who are teaching grade 11 textbook.

Building on the phenomenological design, we purposively selected two EFL teachers from Lalitpur district. One is Amod (Pseudonym) who has been teaching in grade 11 and 12 for a decade in a community school of Lalitpur Metropolitan city and the other is Binod (Pseudonym), who has been teaching in a private college for 15 years. Both of them have rich experience and a good command over English language teaching and enjoy English language teaching as their main interest. Therefore, the study aims to collect rich lived experiences from the participants.

In order to collect data, we conducted semi – structured in depth interview for the lived experiences of participants in language teaching. We took two set of interviews for each participant. The first interview was focused on rapport building and information sharing to them. Both of them were really cooperative to share their lived experiences of language learning. The second and content-based interview was taken around 25 minutes to each of them. It was, in reality, was not like that of formal interview. Instead, it was interactive and discussion type in nature. We have also talked informal discussion embedding cultural perspectives regarding grade 11 textbooks. They were really frank to share their experiences in relation to language teaching.

We employed thematic analysis approach to analyze the interview data. As thematic analysis is defined as “a method of identifying, analyzing and reporting themes within data” (Braun & Clarke, 2006, p. 79), we transcribed the interview data minutely and did general initial coding line by line. Then, we categorized the coded data for searching themes. After a thorough comparison and revision of the categories, we generated three global themes and analyzed and interpreted building on the lived experiences of the participant teachers. The major themes derived from the coding and categorizing are displayed in the following table.

Themes	Data sources
Multicultural awareness through linguistic content	Examples from the text / lesson / units inside the textbook and telephonic discussion with subject teacher.
Reflecting local culture through global cultural message	Examples from the text / lesson / units inside the textbook and telephonic discussion with subject teachers
Symbolic manifestation of culture through images	The image from the textbook and related information from subject teachers

Results and Discussions

Multicultural Awareness through Linguistic Contents

Cultural awareness is a hot topic of discussion in course of language education. The grade eleven EFL textbook has included multicultural contents to create cultural awareness

for learners. An example of multicultural content is taken the history of Qin Dynasty which mostly focuses on the cultural concept and awareness of unification of China. The content of the lesson empowers learners how Chinese history was and who were the pioneer of that unification. The notion of such cultural awareness is highly discussed in the Kramsch (2013) on big 'C' culture discussion. The entire national culture of China has been briefly discussed there. The big 'C' culture also focuses on the knowledge of holistic national culture from the modernist point of view. Basically, the text has also mentioned some linguistic terms such as Qin Dynasty, Zhou dynasty and Han dynasty and some other names of Chinese culture. It is the fine reflection of Chinese culture in the text. In this regard, Binod mentioned;

The grade 11 textbook has talked on cultural contents from global to local level. In case of global level, it has made them aware on the history of Chinese culture through Qin Dynasty and how China became one of the unified countries in the world. Similarly, he added that cultural awareness is one of the most significant parts of learning based on which learners critical thinking and logical thinking is enhanced.

The remarks of participant 2 do not touch the notion of small 'C' culture which is the main crux of postmodern perspective (Kramsch, 2013). Globalized geopolitical landscapes and the spread of computer – mediated technology has narrowed down the space of people and they are involving each other in different walks of life. So, it can be argued that present day EFL textbooks should make learners aware on this small culture (Zhu, Hua, 2014). Small culture is the construction and reconstruction of culture in terms of profession, religion, education, similar prior experience and so on. It is known as dynamic, ongoing group process to enable group members to make sense of and operate meaningfully within those circumstances (Cited Holliday in Zhu, Hua, 2014). In this concern, Amod opines:

I think that this textbook should make learners aware on small professional activities, religious tasks and local festivals of our own country. I further find the existence content is really few and such content inhibit learners to be aware from their own ethnic and culture in such diversified and multi – cultural classroom.

Amod's views focus on the awareness of local culture while discussing on the global culture. It suggests that the textbook has strong discussion of global and international culture but it has to some extent less emphasized on the local ethnic and cultural diversity of nation. Very few instances have been mentioned but it is hardly possible to bring cultural awareness to the learners. We mention the discussion of cultural reflection in the lesson *of a few kind words of superstition*. The lesson reflects the notion of culture knowingly and unknowingly found in human behavior. The texts mention not walking under a ladder, a professor of anthropology who had spilled some salt, throwing a pinch of it over his left shoulder are some normative cultures found in our society and

community. Such superstitious beliefs are not only found in illiterate community, they are highly practiced in elite and educated family as well. It is called intercultural awareness (Baker, 2011) which makes learners expose their local culture in such global market.

Reflecting Local Culture through Global Cultural Contents and Activities

Local culture reflection is the process of highlighting the indigenous behaviors through the knowledge of national culture. The EFL textbook has mentioned such exercise which has involved learners to expose their individual cultures based on the idea of national culture. For example, the activities 'writing an essay on superstition that exists in your community' (unit 8, p. 75) is such activities which brings learners' indigenous culture in the classroom. It has been given in the text '*a few kind words for superstition*'. The lesson has mentioned four different types of cultural dimensions in terms of superstition. When learners get the knowledge of globalized culture, they tend to reflect their personal culture. Such notion of cultural knowledge is called small 'c' culture (Kramsch, 2013). The reflection of small culture is the notion of postmodernist notion in which culture is termed as a discourse. It asserts that culture is no longer bound to the particular territory and space. Instead, culture is the dynamic, fluidity and ongoing process of creation. In this context, Amod stated:

I find huge discussion of global culture and less emphasized on local culture. I personally think that it is essential to preserve our indigenous property which is our main identity. If learners get cultural competence from local level, they adjust and negotiate different interlocutors easily.

Here Amod's remarks indicate the lacking of local culture while talking on global culture. But what we assert that this textbook has addressed local culture providing the knowledge of global culture. For example, unit 9 Democracy and Human Rights has discussed on racial injustice in south Africa and the voice of Mandella has been one of the emancipating and liberating voice for underprivileged people who are spending their discriminated life for many years. The racial/caste related discrimination is highly prevailing in our society and community even government has launched different rule and policies. The activities "writing five minutes speech on the issue of racial / caste related discrimination in our community" is the hot topic at the local level in Nepal. Such kind of text provides energizing insight to the learners and they can raise their voice at the very local level. So, it is found that the grade 11 textbook has given global context-based culture in the text and that global concept of culture has been incorporated in local level through different types of activities and exercises. In this context, Binod has stated:

Even textbook has mentioned globalized culture, I have associated it to our context and make learners aware of it. I have used the example of unification of Nepal by Prithivinaryan shah while teaching the lesson Qin dynasty. Similarly, different instances of my local area have been mentioned in course of my teaching journey. For example, I tell them the example of crossing the cat while

going out form home. It is conceived as the sign of bad luck.”

Binod's reflection shows the professional skill of experienced teachers. The fact is that it is the experienced, teacher who generalizes and localize the designated content according to the level of learners and context of topic. So, we also agree to the participant that our culture can be explained and associated to learners in terms of the content we teach in the classroom. It is the cultural sensitiveness of teachers for making learners aware in teaching language with culture.

Symbolic Manifestation of Culture through Different Images

Culture is found in every walk of life. The way we speak, the way we dress, the way enjoys, each and every activity shows our culture. So, the grade 11 textbook also reflect culture through different representation of pictures and images. Some cultural images of the textbooks are:



The displayed images are the symbolic representation of culture of particular society or community in specific sense or they are the representation of national culture as well. The first image displays the Muslim culture in terms of the dress she wears, which is the reflection of big 'C' culture in the word of (Kramsch, 2011). It basically shows the dress that Muslim women wear in their society and community. Similarly, if we interpret the same image in relation to the text that has been mentioned, it specifies the courageous nature of a young lady for the liberation and emancipation of female from the basic rights of education. Therefore, culture is found in each and every walk of our life.

The second image is the history of world and mega property of China. The one and only matter seen from the moon is the Great Wall of China which is the symbolic representation of world and entire mankind as well. So, it indicates the global culture. However, if we relate the image with the text, it manifests the specific Chinese culture and still the manifestation of Qi Shi Huangdi and his policy to involve people at work who are not employed at the then time. Therefore, images and symbols convey huge cultural message to the learners. Such kind of intercultural competence Byram cited in Zhu, Hua, (2014) is the competence of culture to learners. So, if we observe the grade 11 EFL textbook from this perspective, we see lots of cultural property.

The third image has been taken from unit 8 the title a few kind words of superstition. It illustrates the human construct and their behaviors whether literate or illiterate. It is, in

the context of Nepal, believed that black cat is the sign of bad luck and when people see it going out from their home, they feel bad luck and stop their outing. Even they also wait and stop and when next person crosses the way then they go from there. This is a kind of stereotype notion of culture that persists in human mind and behaviors. Such stereotype of culture is termed as national culture (Holliday, 2009) who defines culture from modernist and postmodernist perspectives. In Holliday's views when culture is defined as common values, beliefs and entire norm and gives the identity of whole area, called as national culture.

Conclusions and Implications

The study highlights that culture is an integral and inseparable part of language. Teaching a language inherently involves teaching its culture. The research calls on language policymakers to consider how culture is embedded in language teaching and learning. It also encourages educators to explore ways to integrate globalized culture with indigenous culture in classroom activities. Additionally, this study is claimed to serve as a foundational step towards developing future language textbooks that emphasize culture as a core element of language instruction. In summary, it urges novice researchers and teachers to incorporate cultural aspects when teaching language. The study further keeps the space for upcoming researchers to analyze the textbook from critical postmodernist point of view in which bookish exercises are associated to culture in very small and micro classroom activities. So, in depth investigations of textbook form critical paradigm is open space for the future researchers.

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Selection and Testing Field Performance of Tea Clones of Soktim and Kanyam Tea Estates in Nepal

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Abstract

Nepal has a very long history of tea cultivation dated back to 1862, when Ilam tea estate was established. Thereafter, *Soktim* and *Kanyam* tea estates were established, where we can find several seed-grown tea plantations. This paper has been prepared after a thorough review of the early effort made by tea the experts in Nepal for selecting desirable tea clones from natural variability existing in the selected tea estates. Moreover, it has also described the procedures and criteria in selecting elite clones. Likewise, it also highlights the genetical and morphological differences between seed and clone plantations and their complementarity as planting materials. Based on the review and descriptions, it is suggested to conserve valuable tea germplasm present in existing old seed-grown plantation. The risk of new clonal plantations' genetic vulnerability is emphasized, as using a small number of well-liked clones narrows their genetic base.

Keywords: camellia, seed, clone, germplasm, selection procedure, cultivar

Introduction

Junga Bahadur Rana, the ex-prime minister of Nepal, brought the tea seed from China for the first time in Nepal. He provided some seeds to his son-in-law, Mr. Gajaraj Singh Thapa, the-then colonel of Ilam district. The first tea plantation was done by Gajaraj Singh Thapa in 1862 in Ilam tea estate. Then after, Shoktim tea estate was established in 1864. Thus, these two tea gardens are known as the historical tea gardens of Nepal, where we can find genetically and morphologically distinct variety of tea bushes still producing good quality of leaves.

The quality of tea leaves and its liquor is so exotic and unique in characters. However, conservation of these tea varieties has been given less priority by the Government. With the intention of producing Nepal's own tea clone, Mr. S. K. Pradhan, for the first time in 2010–2011, chose some good varieties from the Ilam and *Kanyam* tea estates. However, his research activities efforts were not carried upon by the state authority and it became obsolete after his death. In 2021, National Tea and Coffee Development Board (NTCBD) and National Agriculture Research Council (NARC) have agreed through MoU to conduct research on tea. Thereafter, the selection and clone development activities have been started. These tea species, growing side by side crossed freely among themselves and thus produced highly heterogenous early populations.

Difference between Tea Seed and Tea Clone

According to Barua (1963), adaptability is the primary distinction between clone

and seed offspring “a seed population composed of a large number of genetically distinct units is elastic and can be fitted into a wide range of cultural and environmental conditions without much change in its overall performance. On the other hand, thousands of bushes of a clone widely separated in space and time behave, in most ways, as a single bush. Consequently, a clone lacks elasticity which makes it more selective of environment and cultural treatment” (Barua, 1963). In light of this, it is anticipated that a clone will be more susceptible to a change in soil and climate than a seed population. According to the aforementioned distinctions, plant improvement in "Science and Practices in Tea Culture", (Barua, 1989) describes numerous benefits and drawbacks of seed vs. clone, as well as vice versa. Numerous factors will determine how they are grown for commercial use. Since they typically complement one another, there is no need to choose between them. Three to five clones should be used, according to (Wight, 1956), to plant one fifth of an estate. Later, it was suggested that clones and seeds should be planted in an estate at a ratio of 1:1 as a long-term strategy. A single clone shouldn't take up more than 10% of the total estate space (Bezbaurah & Singh, 1980).

Complementarity between Clone and Seed

Elite clones are selected from either artificially developed or naturally occurring genetic variations. Their commercial multiplication is accomplished through vegetative propagation. The result of sexual reproduction, a fundamental aspect of evolution, is called a seed. This characteristic of the seed gives the opportunity to choose amongst different clones. The decision of tea growers to use seed or clone depends on a variety of factors, as indicated above, but the race to develop seed and clone types that complement one another will continue (Barua, 1963). Visser (1969) emphasizes the significance of breeding for the general genetic advancement of tea while acknowledging the limitations of clonal selection from existing tea fields. The development of Seed or clonal variety depends on various factor like its time requirement, location, climatic and environment of that region. It will depend on the stage of the improvement program, the targets, the evaluation technique, the selection criteria, the growth environment, and the level of urgency. Total replacement of seed by vegetative clones can potentially be ruled out utilizing recent advancements in tea. The simultaneous creation of seed variants and clone selection is both more likely and preferable.

Selection of Clones

Genetic Variability

The exploitation of wide genetic variability present in the early tea populations due to free hybridization among cultivated tea species was adopted as one of the early strategies for tea improvement. Early improvement of tea was based primarily on mass selection, line breeding and clonal selections. Mass selection (Wight, 1956) failed to produce desired results. Hence, it was replaced later on by line breeding, where every selection was maintained separately to establish a new seed *bari* from which further selections were

made. It was further extended to produce bi-clonal seed varieties.

Selection Criteria for yield

Mature bush yield

Many selection criteria have been established and have been used widely in the selection of elite clones. Some of these are described below:

Size or Surface Area. (Visser, Some aspects of the propagation of tea cuttings, 1961) suggested using the bush's size or surface area to estimate yield. Surface area that has been pruned or removed and yield of specific bushes have been found to be positively correlated (Cohen Stuart C. , 1929) (Cohen Stuart C. , 1930) (Satyanarayana & Sharma, 1982).

Leafiness. A bush's leafiness or total leaf area could be used as a criterion for its ability to produce more yield. (Barua D. , 1963 a) asserts that since young shoots harvested as crop develop primarily at the expense of food produced by the maintenance foliage and that its reduction results in a proportional loss of crop, there can be expected to be a positive correlation between yield and area of mature leaf on a bush. According to (Visser, 1969), there is a substantial positive correlation between the yield of shoots harvested from two groups of clones and the total leaf area per bush.

Leaf size. A yield criterion has been developed based on leaf size, which is connected to the size and weight of the shoot. According to studies conducted in the USSR ((Memedov, 1961), South India (Satyanarayana & Sharma, 1982) leaf size, leaf number and yield in Japan (Toyao, 1966) and length of growing shoots and yield (Amma, 1975), there is a positive correlation between the size of the leaf and the yield of tea. These associations, however, were only discovered in bushes with a sparse population of China & China - hybrid leaf species. There were no such relationships in large leafed shrubs (Bezbaurah H. , 1969) (Visser, 1969) Given that a bush with large leaves and a large shoot provides a benefit other than yield, namely a lower plucking cost, weightage may be given to bushes with large leaves in clonal selection, provided that other criteria permit.

Plucking Point Density: One of the most crucial criteria for quickly evaluating mother bushes by eye judgment is plucking point density. It estimates how many shoots were really pluck from a shrub.

According to Barua and Dutta (1971) a tea bush's center has the highest density of plucking points, and the number of shoots decreases steadily as it moves outward. Regardless of the vigor of the bushes, it was discovered to be true in all of them. (Barua D. N., 1965) had also discovered that the following morphological characteristics of a tea bush contributed favorably to the high density of plucking points:

- a) Thickness and distribution of pruned sticks
- b) Bud break per pruning stick

c) Evenness of flush

Pruning Weight. Visser (1969) and Satyanarayana and Sharma (1982) found that the weight of the pruning among other growth parameters, such as the number of plucking points, the number of pruning sticks, the weight of tipping, and the number of primaries tipped, was a fairly reliable criterion for bush yield.

Selection Criteria for Quality

Pubescence

Pubescence, or the hairs on the underside of the leaf, has been linked positively to quality (Wight & Barua, 1954) (Wight & Gilchrist, 1961) (Wight, Gilchrist, & Wight, 1963) (Venkataramani, 1964). Quality is not causally related to hairs themselves (Wight & Gilchrist, 1961). Orthodox tea is usually manufactured by collecting tips. Pubescence, however, did not correlate with quality in the tea manufacturing industry (Annual report, 1964).

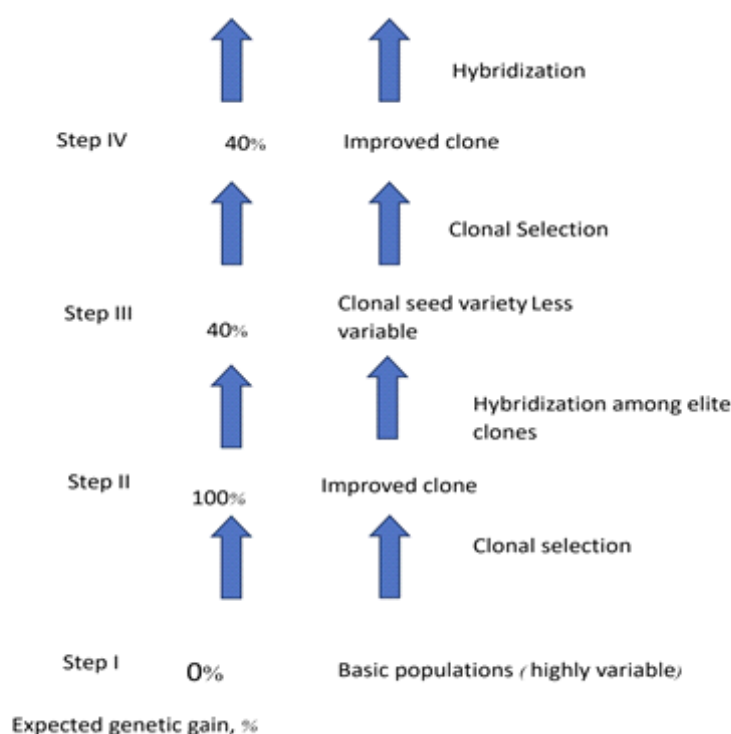


Fig 1: A schematic diagram of the “clone-seed cycle” of tea improvement

Colour of Leaf

Assam tea varieties with light green leaves produced higher-quality tea than those with green leaves (Wallensiek, 1947; Venkataramani, 1964; Wight, Gilchrist, & Wight, 1963) had established an ideal level of greenness for superiority. The palest green, as well as the darkest green foliage generated inferior products compared to those of ones in

medium green. the findings presented here demonstrate clearly that a leaf's color cannot seen as a sign of quality.

Pubescence, phloem index, and vascular index were found by (Wight & Barua, 1954) to be favorably connected with the quality and strength. However, there are significant phenotypic or environmental variables that affect these characteristics (Visser, 1961)

Chloroform Test

This test, which was created to assess the fermentation of black tea, is frequently employed in various nations to evaluate the fermentability of the bushes (Sanderson, 1963) (Toyao, Katsau, Kayumi, Matsushita, & Amma, 1971) (Ellis, 1964) (Richards, 1967). The leaf in this experiment turns from green to brown. The speed of the color changes suggests a quicker fermentability.

Selection Procedure

The technique of choosing clones is time-consuming and laborious. Before a clone is made available for commercial planting, it typically takes 7–10 years (Barua, 1963a; Bezbaurah, 1969; Sinfg, 1996). Figure 2 outlines the selecting process in detail (Singh, 1996). The initial decision is mostly made by eye evaluation of the bush size, frame, and plucking point density; the second decision is based on rooting response, yield, and quality (Barua, 1965; Sinfg, 1996). Later, a streamlined method of clone selection was created and implemented, depending on the vigor of the mother bush and their young in the nursery (Bezbaurah H. P., 1984). Clones are evaluated for yield and cup quality in addition to their resistance to pests, diseases, and water stress.

Due to variations in the types of tea processed, bushes grown, and soil-climatic settings, a rigid selection process cannot be outlined for all places. For instance, the criteria for manufacturing orthodox tea will differ somewhat from those for manufacturing ctc tea. Selection will be completely of a different kind for a particular tea quality. Similar to this, in certain locations, taste is the primary criterion for selection, whereas in others, resistance to disease and pests is the primary criterion. Therefore, the selection methods recommended below for clonal selection in mature fields and seedling progenies should only be viewed as general recommendations that may need to be adjusted to meet local conditions.

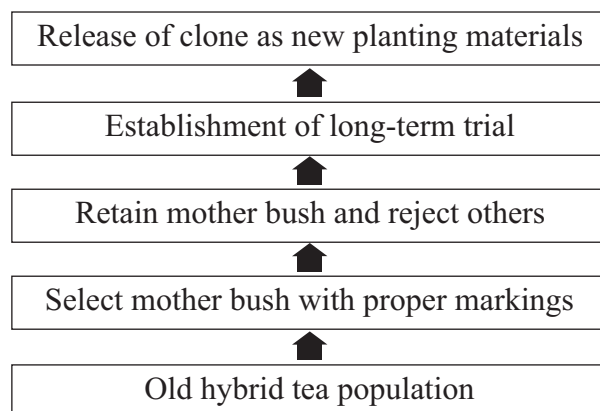
Selection of Clones in Mature Field

For the purpose of choosing elite clones, use hybrid populations that were developed from old seed. Highly varied populations have a higher likelihood of producing exceptional clones than do areas with physically more homogenous bushes.

It is recommended to choose fields in phases, applying one rejection criterion at a time. Using the standards suited for that stage of growth, it might be started at any time of the year. When the plucking table is fully utilized, it is preferable to begin the selection

process by screening for the density of plucking points. If the pruning cycle is longer, it should be postponed until the second or third year after pruning to give enough time for the entire plucking table to be filled. At the end of the plucking season, selection should be made for annual prune bushes (Barua D. , 1989).

Bushes should be chosen based on a number of factors that have already been mentioned. The sequential steps taken up until the release is given in figure 2.



A. Fig.2. **Procedure of clonal selection in tea** Selection criteria for the mother bush with proper markings

- ✓ • Health, vigor, flushing behavior and duration, free from diseases and pest, plucking point density, distribution of plucking points, leaf size-medium, leaf color – intermediate, least presence of root suckers, preferably compact frame, erect or semi erect leaves, medium position, intermediate shoot size, higher pubescence, least flowering.

B. Retain mother bushes and reject others

- ✓ • Maintain crop record of each bush individually in every plucking round and convert the total crop to yield per unit area of the bush.
- ✓ • Allow the plant to grow un-disturbed.
- ✓ Prune and clean the bush frame properly.
- ✓ • Plant cuttings bush wise and record number of cuttings per bush.
- ✓ • Compare growth records with control(s).
- ✓ • Process green leaf in miniature manufacture and assess for quality.
- ✓ • Compare rooting ability with control(s).

C. Establishment of long-term trial

- ✓ • Bring up the young plants per recommended practices viz. mulching, centering, re-centering etc.
- ✓ • Guard against weeds, pests and diseases.
- ✓ • Maintain crop records clone wise and repeat wise for 3 consecutive years starting from 2nd year and compare with control(s).
- ✓ • Arrange manufacture and quality assessment of each clone separately and compare with control(s).
- ✓ • Record weight of pruning litters clone wise and repeat wise at the end of 3rd year and compare with control(s)
- ✓ • Observe and record resistance to drought, diseases and pests.
- ✓ • Record morphological characters of each clone.
- ✓ • Ascertain the promising clones on the basis of above observations and trials.

The selection and its field trial performance during 2011 conducted by National Tea Coffee Development Board, Nepal at *Kanyam* and Ilam Tea Estates are given below:

Bush Selections. Out of 30 selections initially, 10 selections were made as per the given criteria:

- ✓ • Shoot size
- ✓ • Shoot weight
- ✓ • Length of internodes
- ✓ • Disease pest resistance
- ✓ • Flushing pattern
- ✓ • Plucking point density

The nodal cuttings of 10 selected bushes were planted in the nursery of various geo location of NTCDB units.

Table 1: Performance of selected bush to different criteria at Ilam Tea Estate in 2011

Bush No	Green leaf yield in cm from June to oct 2010	Internodal length of 1 st and 2 nd leaf in cm	Plucking point density in 25cm ²	Bush diameter in cm	Leaf style	pubescence	100 Shoot size in gm	quality	Peast disease Observation
3A/3(UP)	750	1.1	13	80	Semi-erect	Medium	32	Very good	Susceptible to mite/thrips
4A/1(LP)	1145	1.4	15	110	Semi-erect	Medium	31	Good	Highly susceptible to blister
4A/3(LP)	1900	1.8	18	110	Semi-erect	Medium	33	Average	Fairly resistance to mites
4A/5(LP)	805	1.6	11	90	Semi-erect	Medium	36	Very Good	Highly susceptible to thrips & blister
4A/6(LP)	1055	1.7	12	95	Semi-erect	Medium	32	Average	Highly susceptible to blister
4A/7(LP)	845	1.4	10	85	Semi-erect	Medium	30	Very Good	Fairly resistance to mites and blister
5B/1(UP)	1070	1.7	12	98	Semi-erect	Medium	34	Good	susceptible
6B/1(UP)	2360	2.1	24	180	Semi-erect	High	35	Average	fairly resistance

Table 2: Performance of selected bush to different criteria at Kanyam Tea Estate in 2011

S N	Bush No	Green leaf yield in cm from June to oct 2010	Internodal length of 1 st and 2 nd leaf in cm	Plucking point density in 25cm ²	Bush diameter in cm	Leaf style	pubescence	100 Shoot size in gm	quality	Pest disease observation
1	6A/3(UP)	895	1.7	10	95	Semi-erect	Medium	30	Very good	Susceptible to mite/thrips
2	6A/5(UP)	1465	2.1	19	115	Semi-erect	Medium	32	Good	Fairly resistance to blister blight
3	7A/1(UP)	785	1.5	11	100	Semi-erect	Medium	31.5	Excellent	Susceptible to mites
4	7A/2(UP)	705	1.6	12	85	Semi-erect	High	31.0	Very Good	Fairly resistance to blister blight

Table 3: Taster reports on experimental tea samples of made tea from Ilam tea estate in 2011

SN	Selected bush	mother	Strength of liquor	Quality	Flavour
1	3A/3		Very good	Very good	Good
2	4A/1		Good	Good	Good
3	4A/3		Good	Fairly good	Good
4	4A/5		Very good	Very good	Very good
5	4A/6		Fairly good	Fairly good	Good
6	4A/7		Very good	Very good	Very good
7	5B/1		Fairly good	Good	Good
8	6B/1		Good	Fairly good	Fairly good

Table 4: Taster reports on experimental tea samples of made tea from *Kanyam* tea estate in 2011

SN	Selected bush	mother	Strength of liquor	Quality	Flavour
1	6A/3		Very good	Good	Very good
2	6A/5		Very good	Good	Good
3	7A/1		Very good	Very good	Very good
4	7A/2		Very good	Very good	Very good

Conclusion

The procedure of selection by the process of elimination at various stages is laborious, however it has been quite effective in identifying elite clones. The modern techniques of biochemistry, physiology and biotechnology may be used for early screening of selected clones. Selection of seedlings for yield and other attributes holds a great potential and should be exploited for genetic improvement of tea. Genetic markers for identifying superior clones may be introduced.

Clonal plantings are gaining more popularity; however, it is leading to narrowing of genetic base of tea plantations. It needs to be preserved interesting bushes in the old seed grown plantation. Field selection techniques have to be improved so that time duration of development could be reduced. The field trial conducted by National Tea and Coffee Development Board has clearly shown some bushes suitable for multiplication like 4A/5

and 4A/7 from Ilam tea estate and 7A/1 and 7A/2 from *Kanyam* tea estate. However multiple experiment should be followed for them before registration. Limited financial support by both Government of Nepal as well as international donor agencies is given for tea germplasm collection and its conservation. The focus and priority should be *given* for adequate funding so that our tea germplasm could be conserved before we lose them forever.

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Determinants of Foreign Trade in Nepal

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Abstract

This study examines the determinants of foreign trade in Nepal. Exports and imports of Nepal are the dependent variables. The selected independent variables are GDP of Nepal, GDP of trading partners, real effective exchange rate, distance, regional economic integration, per capita GDP of Nepal, per capita GDP of trading partners, economic freedom of Nepal and economic freedom of trading partners. The study is based on secondary data of 21 trading partners of Nepal with 210 observations for the period of 2010 to 2019. The data are collected from the Direction of Trade Statistics (DOTS) dataset of International Monetary Fund (IMF), World Development Indicator database of World Bank, CEPII gravity dataset and the Heritage Foundation. The regression models are estimated to test the impact of various variables on the exports and imports of Nepal. The study showed that GDP of Nepal has a positive impact on exports of Nepal. It indicates that increase in GDP of Nepal leads to increase in exports of Nepal. Similarly, GDP of trading partners has a positive impact on exports. It indicates that increase in GDP of trading partners leads to increase in exports of Nepal. Likewise, distance has a negative impact on exports. It indicates that greater the distance with the trading countries, lower would be the exports of Nepal to those trading partners. Moreover, real effective exchange rate has a positive impact on exports. It indicates that increase in real effective exchange rate leads to increase in exports. In addition, SAFTA membership has a positive impact on exports. It indicates that SAFTA membership leads to increase in exports of Nepal. Furthermore, the study revealed that economic freedom index of trading partners has a positive impact on exports. It indicates that increase in economic freedom index of trading partners leads to increase in exports of Nepal. In addition, the study shows that GDP of Nepal has a positive impact on imports of Nepal. It indicates that increase in GDP of Nepal leads to increase in imports of Nepal. Similarly, GDP of trading partners has a positive impact on imports. It indicates that increase in GDP of trading partners leads to increase in imports of Nepal. Likewise, distance has a negative impact on imports. It indicates that greater the distance with the trading countries, lower would be the imports of Nepal from those trading partners. Similarly, real effective exchange rate has a positive impact on imports. It indicates that increase in real effective exchange rate leads to increase in imports. The study also reveals that GDP per capita differential has a positive impact on imports. It indicates that higher the GDP per capita differential, higher would be the imports of Nepal.

Keywords: GDP, trading partners, real effective exchange rate, distance, regional economic integration, per capita GDP and economic freedom index.

Introduction

Due to worldwide liberalization and globalization policies which promote borderless flow of capital and goods, international trade is vital to the development of

emerging nations in attracting investments and facilitating expansion. Foreign trade is defined as the country's trade with other countries and involves the exchange of capital, goods, and services across international borders or territories in a legal fashion (Kennedy, 2013). Foreign trade plays a pivotal role in the process of economic development of a country. Both export and import trades are equally important. A country must import required raw materials, intermediate and capital goods to expand its production base and to foster its export growth if these goods are not domestically available. Imports of consumer goods are also essential to meet the growing domestic demand. Further, export trade is vital for meeting the foreign exchange gap and to reduce dependence on foreign aid (Mete & Bozgeyik, 2017). Increased participation in world trade is considered as the single most important key to rapid economic growth and development. International flows of trade have not only increased but they have also been extensively liberalized, supporting many nations in their process of economic development. In addition, trade relationship acts as an important aspect of economic integration between countries, and the role of trade flows remains significant in the global economic growth. The patterns and compositions of bilateral trade flows might possibly describe how countries are integrating and flourishing in the world economy (Anaman & Atta-Quayson, 2009).

Martinez-Zarzoso (2003) applied the gravity model to identify the determinants of trade flow among 47 countries during the period 1980-1999. The study reported that the geographical distance, population of importing country and population of exporting country have a negative impact on the volume of trade. In contrast, exporter and importer income have a positive impact on the volume of trade. Batra (2006) concluded that geographical distance, the historical and cultural similarity, common language, borders with the trade partner and the economic size of the trading partner positively influences the volume of trade. Furthermore, the study used a dummy variable to capture the effect of the absence of ports on the flow of foreign trade which has a negative impact on the volume of foreign trade. Ekanayake *et al.* (2010) analyzed the trade creation and trade diversion effects of the regional trade agreements in Asia on intra-regional trade flows using annual trade data for the period 1980-2009. The study found that the real GDP of both importers and exporters positively influence the bilateral trade. The population of both importers and exporters and distance negatively influence the bilateral trade.

Bergstrand (1985) found that economic size of both countries (importer and exporter) has significant impact on the exports between two trading countries. Gani (2008) reported that imports and exports by Fiji from Asia are insignificantly but positively influenced by the Fiji's and its partners' GDP. Further, Roy and Rayhan (2011) stated that that Bangladesh's trade flows are significantly determined by the size of Bangladesh's economy and its partners. Moreover, Dilanchiev (2012) reported that the trading partners' GDP has positive influence on trade volume of Georgia. The study also concluded that Georgia's trade is positively determined by the size of the economies, GDP per capita and common history. The results also confirmed that foreign direct investment (FDI) is positively correlated to trade. Alam *et al.* (2009) stated that the geographical distance of

Bangladesh with its partner countries has significant negative impact on its import. Moreover, Kumar and Ahmed (2015) stressed that South Asia Free Trade Agreement (SAFTA) has produced significant trade creation among its members.

Mutana *et al.* (2018) reported that GDP, terms of trade, trade liberalization and FDI have significant and positive long-run relationship with trade balance. Furthermore, the study revealed negative long-run relationship between real exchange rate and trade balance. Similarly, Panda *et al.* (2016) concluded that India's trade flows are with the countries having higher GDP. However, China's trade is influenced by higher per capita income of the trading partner and common language. In addition, Husain and Yashmin (2015) reported that trade volume of Bangladesh is positively correlated to per capita GDP and distance of OECD and non-OECD trading countries. Furthermore, Alleyne and Lorde (2014) revealed that per capita GDP differential, trade to GDP and language have positive impact on trade. On the other hand, geographical distance, exchange rate and historical trade relationships have negative effects on trade. Moreover, Wang *et al.* (2010) reported that the levels and similarities of market size, domestic research and development stock and inward FDI stocks are positively related to bilateral trade. Similarly, the distance, measured by both geographical distance and relative factor endowment, between trade partner countries has a negative impact on the trade.

Coe and Hoffmeister (1999) applied gravity model to determine whether Africa's bilateral trade with industrial countries is unusual compared to other developing country regions. The study concluded that GDP in developing countries and product of per capita GDP have positive impact on trade. Furthermore, the study reported that distance has negative impact on trade. Ozturk (2012) revealed that real effective exchange rate has a positive effect on the import. Further, Ray (2012) found that real effective exchange rate has a negative impact on balance of trade in India. Similarly, Hassan *et al.* (2017) concluded that real effective exchange rate has a positive and significant effect on trade deficit in India, Pakistan and Bangladesh. Similarly, Faruquee (2004) revealed that European Economic and Monetary Union (EMU) has a positive impact on intra-area trade. Rahman (2003) concluded that Bangladesh's bilateral trade with SAARC countries are higher than non-SAARC countries. Moreover, Cerrere (2003) stated that regional trade agreements result in an increase in intra-regional trade. Mishra *et al.* (2015) revealed that there is a positive relationship between per capita GNP of the nation and its volume of trade. Furthermore, Doumbe and Belinga (2015) stated that Cameroon's bilateral trade with the Twenty-Eight European Union countries is affected positively by per capita GDP.

In the context of Nepal, Acharya (2012) found that export and import of Nepal is positively influenced by real GDP of trade partner countries. Further, the study reported that Nepal exports more to SAFTA (South Asian Free Trade Area) countries than non-SAFTA and imports less from the OECD (Organization for Economic Co-operation and Development) countries than non-OECD. The study also showed that distance to trade partner countries is highly significant with the trade. The country specific fixed effect analysis showed that time invariant factors are also significant to determine the trade

balance of Nepal. Devkota and Panta (2019) empirically found that there exists no co-integrating relationship between exports, imports, and the USD exchange rate in Nepal. Further, Chaudhary *et al.* (2018) found that the income of the countries, exchange rate and the distance between the countries have a significant impact on trade pattern of Nepal with its trading partners. Paudel and Wagle (2017) stressed that partners' GDP and trade costs (measured by gravity variables like distance, contiguity and common language) are two of the main determinants of Nepal's bilateral exports. Similarly, Prasai (2014) found that GDP, per capita GDP and distance significantly affects the Nepal's trade with its trading partner countries. The above discussion shows that empirical evidences vary greatly across the studies on the impact of determinants of foreign trade. Though there are above mentioned empirical evidences in the context of other countries and in Nepal, no such findings using more recent data exist in the context of Nepal. Therefore, in order to support one view or the other, this study has been conducted. The main purpose of the study is to analyze the determinants of foreign trade of Nepal. Specifically, it examines the relationship of GDP of Nepal, GDP of trading partners, distance, GDP per capita differential, real effective exchange rate, regional economic integration (SAFTA and OECD), economic freedom of Nepal and economic freedom of trading partners with imports and exports of Nepal.

Methodology

The study is based on the secondary data which were gathered from 21 trading partners of Nepal for the period of 10 years from 2010 to 2019. The study is based on gravity model of international trade. The main sources of data include the Direction of Trade Statistics (DOTS) dataset of International Monetary Fund (IMF), World Development Indicator database of World Bank, CEPII gravity dataset and the Heritage Foundation. Thus, the study is based on 210 observations of the secondary data.

The Model

The econometric models employed in this study tries to analyze the determinants of foreign trade in Nepal. The dependent variables are exports and imports of Nepal. The selected independent variables are GDP of Nepal, GDP of trading partners, real effective exchange rate, distance, regional economic integration, per capita GDP differential, economic freedom of Nepal and economic freedom of trading partners. Thus, the following model equation is designed to test the hypothesis.

$$\text{Foreign Trade} = f(\text{GDP}, \text{DIST}, \text{REER}, \text{PCD}, \text{SAFTA}, \text{OECD}, \text{ECO})$$

More specifically, the given model has been segmented into following models:

$$\ln \text{EXP}_{ijt} = \beta_0 + \beta_1 \ln \text{GDP}_{it} + \beta_2 \ln \text{GDP}_{jt} + \beta_3 \ln \text{DIST}_{ij} + \beta_4 \ln \text{REER}_{ijt} + \beta_5 \ln \text{PCD}_{ijt} + \beta_6 \text{SAFTA}_j + \beta_7 \text{OECD}_j + \beta_8 \ln \text{ECO}_{it} + \beta_9 \ln \text{ECO}_{jt} + e_{it}$$

$$\ln \text{IMP}_{ijt} = \beta_0 + \beta_1 \ln \text{GDP}_{it} + \beta_2 \ln \text{GDP}_{jt} + \beta_3 \ln \text{DIST}_{ij} + \beta_4 \ln \text{REER}_{ijt} + \beta_5 \ln \text{PCD}_{ijt} + \beta_6 \text{SAFTA}_j + \beta_7 \text{OECD}_j + \beta_8 \ln \text{ECO}_{it} + \beta_9 \ln \text{ECO}_{jt} + e_{it}$$

Where,

EXP_{ijt} = Exports, defined as the total exports of Nepal 'i' to trade partner 'j', for year 't', in millions of US dollars.

IMP_{ijt} = Imports, defined as the total imports of Nepal 'i' from trade partner 'j', for year 't', in millions of US dollars.

GDP_t = Gross domestic Product, defined as the market value of total production of goods and services in a country in time 't', in millions of US dollars.

$DIST_{ij}$ = Distance, defined as the geographical distance between the capital city of Nepal 'i' and its trading partners 'j', in kilometers (km).

$REER_{ijt}$ = Real effective exchange rate, defined as the real exchange rate between the Nepalese Rupees (NPR) 'i' and the currency of the trading partners 'j' in time 't', in national currency of trading partners per NPR.

PCD_{ijt} = Per capita GDP differential, defined as the absolute value of the difference between Nepal's GDP per capita 'i' and that of its partners 'j' in time 't', in US dollars.

$SAFTA_j$ = South Asian Free Trade Area, measured as $SAFTA = 1$ if trading partner countries 'j' are the members of SAFTA otherwise $SAFTA = 0$.

$OECD_j$ = Organization for Economic Co-operation and Development, measured as $OECD = 1$ if trading partner countries 'j' are the members of OECD otherwise $OECD = 0$.

ECO_t = Economic freedom index, defined as the degree of economic freedom of a country in time 't'.

The following section describes the independent variables used in this study along with hypothesis formulation.

Gross Domestic Product

Gross domestic product is the market value of total production of goods and services in a country during a period of time. Dutta and Ahmed (1999) stated that import volume is co-integrated with GDP and relative import prices. Anaman and Atta-Quayson (2009) found that GDP has a positive impact on the imports and exports of Ghana and ECOWAS countries. Further, Filippini and Molini (2003) stated that GDP has significant positive impact on the exports of East Asia. Based on it, this study develops the following hypothesis:

H_1 : There is a positive relationship of GDP with imports and exports of Nepal.

Distance

Husain and Yashmin (2015) stated that the distances between Bangladesh and the capital cities of trading partners of Bangladesh have a negative effect on trade flows. Furthermore, Wang *et al.* (2010) found that distance, measured by both geographical distance and relative factor endowment, between trade partner countries has a negative impact in bilateral trade flows in OECD countries. Alam *et al.* (2009) found that the

geographical distance of Bangladesh with the partner countries has a significant negative impact on its import. Jordan and Eita (2007) stated that distance has a negative and insignificant effect on export of wood products. Alleyne and Lorde (2014) found that distance between trading countries has negative impact on trade flows in commodities for CARICOM countries. Coe and Hoffmeister (1999) found that distance has a negative impact on the bilateral trade flows of Africa. Based on it, this study develops the following hypothesis:

H₂: There is a negative relationship of distance with imports and exports of Nepal.

Real Effective Exchange Rate

Hassan *et al.* (2017) found that there is a positive and significant effect of real effective exchange rate on trade deficit in India, Pakistan and Bangladesh. Similarly, Epaphra (2016) found that real exchange rate has a positive impact on export performance in Tanzania. Likewise, Pandey (2013) found that real exchange rate has positive impact on India's exports and negative impact on India's imports. Ozturk (2012) stressed that real effective exchange rate has a positive effect on the import. Furthermore, Chaudhary *et al.* (2018) stressed that real exchange rate has a significant positive impact on the exports. Based on it, this study develops the following hypothesis:

H₃: There is a positive relationship of real effective exchange rate with imports and exports of Nepal.

Per Capita GDP Differential

Kubendran (2020) stated that there is positive impact of per capita GDP on the volume of trade of BRICS. Similarly, Prasai (2014) stated that there is a positive and significant impact of GDP-per capita differential on the imports and exports of Nepal. This finding supports Linder's hypothesis. Doumbe and Belinga (2015) stressed that Cameroon's bilateral trade with the Twenty-Eight European Union countries is positively correlated to per capita GDP. Similarly, Chen *et al.* (2007) stated that per capita GDP of Xinjiang has a positive impact on Xinjiang's bilateral trade. Based on it, this study develops the following hypothesis:

H₄: There is a positive relationship of per capita GDP differential with imports and exports of Nepal.

Regional Economic Integration

The formation of a regional economic agreement increases the market size of member countries and attracts non-member countries to transact business in the region. Kumar and Ahmed (2015) stated that South Asia Free Trade Agreement (SAFTA) has produced significant trade creation among its members. Likewise, Roy and Rayhan (2011) stated that membership of SAARC has a significant positive impact on Bangladesh's trade flows. Moreover, Ekanayake *et al.* (2010) stated that membership in regional trade agreements, namely ASEAN and SAARC, have statistically significant and positive impact on the trade flows of Asia. In addition, Sohn (2005) stated that Asia-Pacific Economic Cooperation (APEC) membership has a significant positive effect on Korea's

trade volume. Similarly, Faruquee (2004) stated that European Economic and Monetary Union (EMU) has a positive impact on intra-area trade. Based on it, this study develops the following hypothesis:

H₅: There is a positive relationship of regional economic integration with imports and exports of Nepal.

Economic Freedom Index

Ngoma (2020) found that trade openness for Zimbabwe and its trading partners has a positive impact on import demand. Similarly, Naanwaab and Diarrassouba (2013) concluded that exporter and importer economic freedom tends to induce more trade. Moreover, Acharya (2012) stated that economic freedom of Nepal is positively related to trade balance. In addition, Kimura and Lee (2006) stated that economic freedom has a significant positive relationship with exports as well as imports. Furthermore, Depken and Sonora (2005) found that there is a positive relationship between economic freedom and the volume of trade. Based on it, this study develops the following hypothesis:

H₆: There is a positive relationship of economic freedom index with imports and exports of Nepal.

Results and Discussion

Descriptive Statistics

Table 2 presents the descriptive statistics of the selected dependent and independent variables during the period 2010 to 2019.

Table 2: Descriptive Statistics

This table shows the descriptive statistics of dependent and independent variables of determinants of foreign trade of Nepal with 21 trading partners of Nepal for the study period of 2010 to 2019. Dependent variables are EXP_{ijt} (Exports, defined as the total exports of Nepal 'i' to trade partner 'j', for year 't', in millions of US dollars) and IMP_{ijt} (Imports, defined as the total imports of Nepal 'i' from trade partner 'j', for year 't', in millions of US dollars). Independent variables are GDP_t (Gross Domestic Product, defined as the market value of total production of goods and services in a country in time 't', in millions of US dollars), $DIST_{ij}$ (Distance, defined as the geographical distance between the capital city of Nepal 'i' and its trading partners 'j', in kilometers (km)), $REER_{ijt}$ (Real Effective Exchange rate, defined as the real exchange rate between the Nepalese Rupees (NPR) 'i' and the currency of the trading partners 'j' in time 't', in national currency of trading partners per NPR), PCD_{ijt} (Per Capita GDP Differential, defined as the absolute value of the difference between Nepal's GDP per Capita 'i' and that of its partners 'j' in time 't', in US dollars), ECO_t (Economic freedom index, defined as the degree of economic freedom of a country in time 't'), $SAFTA_j$ (The South Asian Free Trade Area, defined as $SAFTA = 1$ if trading partner countries 'j' are the members of SAFTA otherwise $SAFTA = 0$), $OECD_j$ (The Organization for Economic Co-operation and Development, defined as $OECD = 1$ if trading partner countries 'j' are the members of OECD otherwise $OECD = 0$).

Variables	Minimum	Maximum	Mean	Std. Deviation
EXP	0.01	7343.39	315.87	1028.62
IMP	0.50	8619.53	355.06	1212.05
GDP _i	16002.66	30641.38	22063.41	4528.09
GDP _j	49540.81	21433226.00	2637192.69	4214500.92
DIST	670	12395	5328.33	3184.64
REER	0.0044	301.0582	11.48	47.95
PCD	162.33	87716.20	32386.58	22866.58
ECO _i	50.10	55.10	51.87	1.80
ECO _j	36.70	90.20	68.97	12.15
SAFTA	0	1	0.10	0.29
OECD	0	1	0.57	0.49

Correlation Analysis

Having indicated the descriptive statistics, Pearson's correlation coefficients are computed and the results are presented in Table 3.

Table 3: Pearson's Correlation Coefficients Matrix

This table shows the bivariate Pearson's correlation coefficients of dependent and independent variables of determinants of foreign trade of Nepal with 21 trading partners for the study period of 2010 to 2019. Dependent variables are EXP_{ijt} (Exports, defined as the total exports of Nepal 'i' to trade partner 'j', for year 't', in millions of US dollars) and IMP_{ijt} (Imports, defined as the total imports of Nepal 'i' to trade partner 'j', for year 't', in millions of US dollars). Independent variables are GDP_t (Gross Domestic Product, defined as the market value of total production of goods and services in a country in time 't', in millions of US dollars), $DIST_{ij}$ (Distance, defined as the geographical distance between the capital city of Nepal 'i' and its trading partners 'j', in kilometers (km)), $REER_{ijt}$ (Real Effective Exchange rate, defined as the real exchange rate between the Nepalese Rupees (NPR) 'i' and the currency of the trading partners 'j' in time 't', in national currency of trading partners per NPR), PCD_{ijt} (Per Capita GDP Differential, defined as the absolute value of the difference between Nepal's GDP per Capita 'i' and that of its partners 'j' in time 't', in US dollars), ECO_t (Economic freedom index, defined as the degree of economic freedom of a country in time 't'), $SAFTA_j$ (The South Asian Free Trade Area, defined as $SAFTA = 1$ if trading partner countries 'j' are the members of SAFTA otherwise $SAFTA = 0$), $OECD_j$ (The Organization for Economic Co-operation and Development, defined as $OECD = 1$ if trading partner countries 'j' are the members of OECD otherwise $OECD = 0$).

Variables	lnEXP _s	lnIMP _i	lnGDP _i	lnGDP _j	lnDIST _i	lnREE _R	lnPCD _j	SAFTA _{A_j}	OECD _j	lnEC _{O_i}	lnEC _{O_j}
lnEXP	1										
lnIMP	0.758**	1									
lnGDP _i	0.192**	0.211**	1								
lnGDP _j	0.423**	0.401**	0.059	1							
lnDIST	-0.203**	-0.290**	0.000	0.520**	1						
lnREER	-0.091	0.120	-0.036	-0.384**	-0.626**	1					
lnPCD	0.067	-0.179**	0.034	0.456**	0.848**	-0.682**	1				
SAFTA _j	0.340**	0.398**	0.000	-0.118	-0.737**	0.264**	-0.638**	1			
OECD _j	-0.261**	-0.279**	0.000	0.549**	0.805**	-0.441**	0.628**	-0.375**	1		
lnECO _i	0.139*	0.173*	0.677**	0.028	0.000	-0.021	0.013	0.000	0.000	1	
lnECO _j	0.168*	-0.164*	0.089	0.215**	0.597**	-0.538**	0.842**	-0.392**	0.376**	0.066	1

Source: SPSS output

Note: The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent levels respectively.

Table 3 shows that GDP of Nepal has a positive relationship with exports of Nepal. It indicates that increase in GDP of Nepal leads to increase in exports of Nepal. Similarly, GDP of trading partners has a positive relationship with exports. It indicates that increase in GDP of trading partners leads to increase in exports of Nepal. Likewise, distance has a negative relationship with exports. It indicates that greater the distance with the trading countries, lower would be the exports of Nepal to those trading partners. Similarly, real effective exchange rate has a positive relationship with exports. It indicates that increase in real effective exchange rate leads to increase in exports. The study also reveals that GDP per capita differential has a positive relationship with exports. It indicates that higher the GDP per capita differential, higher would be the exports of Nepal. Likewise, SAFTA membership has a positive relationship with exports. It indicates that the SAFTA membership leads to increase in exports of Nepal. Furthermore, the study reveals that economic freedom index of trading partners has a positive relationship with exports. It indicates that increase in economic freedom index of trading partners leads to increase in exports of Nepal.

In addition, the study shows that GDP of Nepal has a positive relationship with imports of Nepal. It indicates that increase in GDP of Nepal leads to increase in imports of Nepal. Similarly, GDP of trading partners has a positive relationship with imports. It indicates that increase in GDP of trading partners leads to increase in imports of Nepal. Likewise, distance has a negative relationship with imports. It indicates that greater the distance with the trading countries, lower would be the imports of Nepal from those trading partners. Similarly, real effective exchange rate has a positive relationship with imports. It indicates that increase in real effective exchange rate leads to increase in imports. The study also reveals that GDP per capita differential has a positive relationship with imports. It

indicates that higher the GDP per capita differential, higher would be the imports of Nepal. Likewise, SAFTA membership has a positive relationship with imports. It indicates that the SAFTA membership leads to increase in imports of Nepal. Furthermore, the study reveals that economic freedom index of country has a positive relationship with imports. It indicates that increase in economic freedom index of the country leads to increase in imports.

Regression analysis

Having indicated the Pearson's correlation coefficients, the regression analysis has been computed and results are presented in Table 4. More specifically, it shows the regression results of GDP of Nepal, GDP of trading partners, real effective exchange rate, distance, regional economic integration (SAFTA and OECD), per capita GDP of Nepal and trading partners, economic freedom of Nepal and economic freedom of trading partners on exports of Nepal.

Table 4: Estimated regression results of GDP of Nepal, GDP of trading partners, real effective exchange rate, distance, regional economic integration (SAFTA and OECD), per capita GDP of Nepal and trading partners, economic freedom index of Nepal and economic freedom index of trading partners on exports of Nepal

The results are based on panel data of 21 trading partners of Nepal with 210 observations for the period of 2010-2019 by using the linear regression model and the model is $\ln EXP_{ijt} = \beta_0 + \beta_1 \ln GDP_{it} + \beta_2 \ln GDP_{jt} + \beta_3 \ln DIST_{ij} + \beta_4 \ln REER_{ijt} + \beta_5 \ln PCD_{ijt} + \beta_6 SAFTA_j + \beta_7 OECD_j + \beta_8 \ln ECO_{it} + \beta_9 \ln ECO_{jt} + e_{it}$ where the dependent variables is EXP_{ijt} (Exports, defined as the total exports of Nepal 'i' to trade partner 'j', for year 't', in millions of US dollars). Independent variables are GDP_{it} (Gross Domestic Product, defined as the market value of total production of goods and services in a country in time 't', in millions of US dollars), $DIST_{ij}$ (Distance, defined as the geographical distance between the capital city of Nepal 'i' and its trading partners 'j', in kilometers (km)), $REER_{ijt}$ (Real Effective Exchange rate, defined as the real exchange rate between the Nepalese Rupees (NPR) 'i' and the currency of the trading partners 'j' in time 't', in national currency of trading partners per NPR), PCD_{ijt} (Per Capita GDP Differential, defined as the absolute value of the difference between Nepal's GDP per Capita 'i' and that of its partners 'j' in time 't', in US dollars), ECO_{it} (Economic freedom index, defined as the degree of economic freedom of a country in time 't'), $SAFTA_j$ (The South Asian Free Trade Area, defined as $SAFTA = 1$ if trading partner countries 'j' are the members of SAFTA otherwise $SAFTA = 0$), $OECD_j$ (The Organization for Economic Co-operation and Development, defined as $OECD = 1$ if trading partner countries 'j' are the members of OECD otherwise $OECD = 0$).

Mod el	Intercep t	Regression coefficients of									Adj. R _{ba} r ²	SEE	F- value
		lnGD P _i	lnGDP _j	lnDIST	lnREE R	lnPC D	SAFT A _j	OECD _j	lnEC O _i	lnEC O _j			
1	-17.798 (2.36)*	2.129 (2.820) **									0.032	2.138	7.95
2	-5.625 (4.143)* *		0.655 (6.725) **								0.175	1.973	45.22
3	8.232 (5.124)* *			-0.572 (2.984) **							0.036	2.133	8.91
4	3.272 (15.945) **				-0.068 (1.320)						0.004	2.169	1.75
5	2.632 (3.021)* *					0.086 (0.963))					0.001	2.17	0.93
6	3.219 (21.66)* *						2.512 (5.215) **				0.111	2.048	27.19
7	4.111 (18.544) **							-1.142 (3.896) **			0.064	2.103	15.18
8	-31.264 (1.83)								8.794 (2.029))*		0.015	2.157	4.12
9	-4.785 (1.42)									1.955 (2.457))*	0.024	2.147	6.04
10	-23.983 (3.465)* *	1.86 (2.70) **	0.64 (6.655) **								0.199	1.945	26.95
11	16.154 (8.948)* *			-2.692 (8.352) **	-0.126 (2.05)*	0.974 (6.24) **					0.248	1.883	24.03
12	3.648 (15.040) **						2.082 (4.047) **	-0.680 (2.227) *			0.128	2.03	16.34
13	-36.47 (2.136)*								8.132 (1.892))	1.856 (2.342))*	0.035	2.134	4.84
14	-36.562 (3.579)* *	1.046 (1.864))	1.103 (12.45) **	-0.907 (1.923)	0.057 (1.141)	0.765 (4.01) **	2.597 (3.32)*	-2.825 (6.95)* *	2.616 (0.827))	1.342 (1.178))	0.717	1.55	56.85

Notes:

- i. Figures in parenthesis are t-values.
- ii. The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent level respectively.
- iii. Exports is the dependent variable.

Table 4 shows that the beta coefficients for GDP of Nepal are positive with exports of Nepal. It indicates that the GDP of Nepal has a positive impact on exports of Nepal. This finding is consistent with the findings of (Anaman and Atta-Quayson, 2009). Similarly, the beta coefficients for GDP of trading partners are positive with exports. It indicates that the GDP of trading partners has a positive impact on exports. This finding is consistent with the findings of Filippini and Molini (2003). Likewise, the beta coefficients for distance are negative with exports. It indicates that the distance has a negative impact on exports. This finding is consistent with the findings of Coe and Hoffmeister (1999). Similarly, the beta coefficients for real effective exchange rate are positive with exports. It indicates that the real effective exchange rate has a positive impact on exports. This finding is consistent with

the findings of Epaphra (2016). The study also reveals that the beta coefficients for GDP per capita differential are positive with exports. It indicates that the GDP per capita differential has a positive impact on exports. Likewise, the beta coefficients for SAFTA are positive with exports. It indicates that the SAFTA membership has a positive impact on exports. This finding is consistent with the findings of Roy and Rayhan (2011).

Furthermore, the study reveals that the beta coefficients for economic freedom index of trading partners are positive with exports. It indicates that economic freedom index of trading partners has a positive impact on exports. This finding is consistent with the findings of Depken and Sonora (2005). Estimated regression results of GDP of Nepal, GDP of trading partners, real effective exchange rate, distance, regional economic integration (SAFTA and OECD), per capita GDP of Nepal and trading partners, economic freedom of Nepal and economic freedom of trading partners on imports of Nepal are presented in Table 5.

Table 5: Estimated regression results of GDP of Nepal and GDP of trading partners, real effective exchange rate, distance, regional economic integration (SAFTA and OECD), per capita GDP of Nepal and trading partners, economic freedom index of Nepal and economic freedom index of Nepal on imports of Nepal

The results are based on panel data of 21 trading partners of Nepal with 210 observations for the period of 2010-2019 by using the linear regression model and the model is $\ln IMP_{ijt} = \beta_0 + \beta_1 \ln GDP_{it} + \beta_2 \ln GDP_{jt} + \beta_3 \ln DIST_{ij} + \beta_4 \ln REER_{ijt} + \beta_5 \ln PCD_{ijt} + \beta_6 SAFTA_j + \beta_7 OECD_j + \beta_8 \ln ECO_{it} + \beta_9 \ln ECO_{jt} + e_{it}$ where the dependent variables is IMP_{ijt} (Imports, defined as the total imports of Nepal 'i' from trade partner 'j', for year 't', in millions of US dollars). Independent variables are GDP_t (Gross Domestic Product, defined as the market value of total production of goods and services in a country in time 't', in millions of US dollars), $DIST_{ij}$ (Distance, defined as the geographical distance between the capital city of Nepal 'i' and its trading partners 'j', in kilometers (km)), $REER_{ijt}$ (Real Effective Exchange rate, defined as the real exchange rate between the Nepalese Rupees (NPR) 'i' and the currency of the trading partners 'j' in time 't', in national currency of trading partners per NPR), PCD_{ijt} (Per Capita GDP Differential, defined as the absolute value of the difference between Nepal's GDP per Capita 'i' and that of its partners 'j' in time 't', in US dollars), ECO_t (Economic freedom index, defined as the degree of economic freedom of a country in time 't'), $SAFTA_j$ (The South Asian Free Trade Area, defined as $SAFTA = 1$ if trading partner countries 'j' are the members of SAFTA otherwise $SAFTA = 0$), $OECD_j$ (The Organization for Economic Co-operation and Development, defined as $OECD = 1$ if trading partner countries 'j' are the members of OECD otherwise $OECD = 0$).

Model	Intercept	Regression coefficients of								Adj. R ²	SEE	F-value	
		lnGDP _i	lnGDP _j	lnDIST	lnREER	lnPCD	SAFTA _j	OECD _j	lnECO _i				lnECO _j
1	-13.656 (2.418)*	1.760 (3.110)**								0.040	1.601	9.680	
2	-2.57 (2.494)*		0.468 (6.32)**							0.157	1.500	39.940	
3	9.05 (7.662)**			-0.616 (4.37)**						0.080	1.568	19.060	
4	4.098 (26.34)**				0.067 (1.743)					0.010	1.626	3.040	
5	5.58 (8.638)**					0.172 (2.617)**				0.027	1.612	6.850	
6	3.704 (33.97)**						2.213 (6.265)**			0.155	1.502	39.240	
7	4.44 (26.773)**							-0.919 (4.190)**		0.073	1.573	17.560	
8	-28.544 (2.229)*								8.221 (2.535)*	0.025	1.613	6.430	
9	9.969 (3.944)**									-1.436 (2.398)*	0.022	1.616	5.750
10	-18.054 (3.445)**	1.569 (3.010)**	0.455 (6.253)**							0.189	1.472	25.28	
11	10.726 (7.172)**			-1.065 (3.98)**	0.027 (0.521)	0.207 (1.598)				0.088	1.561	7.740	
12	4.018 (22.52)**						1.899 (5.031)**	-0.497 (2.22)*		0.170	1.489	22.46	
13	-24.215 (1.901)								8.772 (2.737)**	-1.542 (2.610)**	0.052	1.59	6.710
14	-30.708 (3.507)**	1.172 (2.438)*	0.722 (9.516)**	0.781 (1.933)	0.185 (4.303)**	0.663 (4.05)**	3.55 (5.294)*	-2.702 (7.757)**	3.950 (1.458)	-3.297 (3.377)**	0.633	0.991	40.980

Notes:

- i. Figures in parenthesis are *t*-values.
- ii. The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent level respectively.
- iii. Imports is the dependent variable.

Table 5 shows that the beta coefficients for GDP of Nepal are positive with imports of Nepal. It indicates that the GDP of Nepal has a positive impact on imports of Nepal. This finding is consistent with the findings of Dutta and Ahmed (1999). Likewise, the beta coefficients for distance are negative with imports. It indicates that the distance has a negative impact on imports. This finding is consistent with the findings of Alleyne and Lorde (2014). Similarly, the beta coefficients for real effective exchange rate are positive with imports. It indicates that the real effective exchange rate has a positive impact on imports. This finding is consistent with the findings of Ozturk (2012). The study also reveals that the beta coefficients for GDP per capita differential are positive with imports. It indicates that the GDP per capita differential has a positive impact on imports. Likewise, the beta coefficients for SAFTA are positive with imports. It indicates that the SAFTA membership has a positive impact on imports. This finding is consistent with the findings of Sohn (2005). Furthermore, the study reveals that the beta coefficients for economic freedom index of trading partners are positive with imports. It indicates that economic freedom index of trading partners has a positive impact on imports. This finding is consistent with the findings of Naanwaab and Diarrassouba (2013).

Conclusion

Trade is an integral part of the total developmental effort and national growth of an economy. It is a crucial instrument for industrialization while access to foreign exchange is essential for sustained economic development. Foreign trade plays a pivotal role in the process of economic development of a country. Both export and import trades are equally important. Therefore, the study of determinants of foreign trade is important for a growing country like Nepal. This study attempts to examine the determinants of foreign trade of Nepal. This study is based on secondary data of 21 trade partners of Nepal with 210 observations for the study period from 2010 to 2019. The study showed that GDP of Nepal, GDP of trading partners, real effective exchange rate, regional economic integration (SAFTA), per capita GDP of Nepal and trading partners, economic freedom of Nepal and economic freedom of trading partners have positive impact on exports of Nepal. However, distance and regional economic integration (OECD) have negative impact on exports of Nepal. The study also showed that GDP of Nepal, GDP of trading partners, real effective exchange rate, regional economic integration (SAFTA) and economic freedom of Nepal have positive impact on imports of Nepal. The study concluded that distance, regional economic integration (OECD), per capita GDP differential and economic freedom of trading partners have negative impact on imports of Nepal. The study also concluded that GDP of trading partners is the most determinant factor that explains the changes in foreign trade of Nepal.

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Secondary Level Teachers' Perspectives on Maxim of Planning

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Abstract

Teacher development or teachers' professional development (TPD) is an ongoing process throughout a teacher's career. In the context of Nepal, the Centre for Education and Human Resource Development (CEHRD) is responsible for planning, managing, and conducting TPD programs, such as in-service training for teachers. Despite the efforts made by the government, these initiatives need to be strengthened. At the same time, individual teachers are also making regular efforts to remain competent and up-to-date in their careers.

This article aims to explore teachers' views from an insider perspective, specifically regarding the maxim of planning in their profession and its application in the classroom. Additionally, the study compares and contrasts teachers' perceptions with their actual practice of the maxim of planning in the classroom. To achieve these objectives, the study employed a mixed research design, with a particular focus on survey research methods.

The findings reveal that the majority of teachers apply the maxim of planning as part of their professional development. They recognize its importance in their English language teaching (ELT) careers. However, a significant gap exists between teachers' perceptions and their practice, as all the teachers view planning positively, yet its effective implementation remains insufficient.

Keywords: Teachers' maxim, the maxim of planning, perception, learner autonomy, teacher professional development

Introduction

Teaching is one of the challenging and responsible professions. It requires prolonged academic training, a large body of perceived knowledge, and a formal qualification. It refers to the proficiency in the related subject and mastery of the pedagogic skills. It means, proficiency in subject matter and mastery of pedagogic skills are inevitable properties that have to be possessed by the teacher. These properties are necessary to handle teaching profession effectively and to get good rewards from it because of the difficulty in attaining it.

The field of language teaching is subject to rapid changes. It is because this profession has to respond new educational paradigms and trends. It is also because institutions face challenges when there are changes in curriculum and students' needs. As a result, teachers need regular opportunities to update their professional knowledge and

skills. That is what we call teachers' professional development (TPD). It means what Underhill (1988, as cited in Head & Taylor 1997, p.7) says 'keeping oneself on the same side of the learning fence as the students.' There is another fact that everything the teacher needs cannot be provided at the pre-service level. There should be renewal of teachers' knowledge and they should be given refreshment training time and again in the areas which they find challenging to deal with.

Language teaching, in particular, is really difficult to define satisfactorily as its definition varies greatly from scholars to scholars. Being based on their perceived approach to language teaching and their personal principles, we can find various definitions of it. Language teaching is viewed as an art by some scholars, craft by some others, and so on. Teaching, in general, can be conceived in many different ways like as a science, a technology, a craft, or an art. Different views of language teaching lead to different views on what the essential skills of teaching are, and what are the different approaches to the presentation of teachers. Hence, language teaching is the art and act of helping language learners to acquire or learn the essential aspects, and skills of language; no matter what methods, approaches, activities are applied.

Language teaching has many challenges, and English as a second language (ESL) teachers should be empowered themselves to cope up with such challenges and to enjoy the profession. For this, a well discussed and studied theme is teacher education (TE). Teacher education is viewed as one of the most essential requirements to be provided to English language teaching professionals. In general, it is a process of educating teachers. English language teachers might feel the need of different subject matters at different times during their teaching career to meet the changing needs of the learners and of the educational institutions in which they work.

There are two conceptions under teacher education as given by Richards and Farrell (2005, P.3) and Head & Taylor (1997, p.9). They are teacher training and development. These are not only different from each other but also complementary to each other. Head and Taylor (ibid) distinguish them as the former one is compulsory, competency based, short term, one off, temporary, external agenda, skill/technique and knowledge based, compulsory for the entry to the profession, top down, done with experts and product/certificate weighted. On the other hand, the latter is voluntary, holistic, long term, ongoing, continual, internal agenda, awareness based, non-compulsory, process weighted, bottom-up and done with peers. However, Head and Taylor (1997, P.9) state "It is more useful to see training and development as two complementary components of a fully rounded teacher education."

Besides above-mentioned things, teachers have their own personal belief systems on what makes good teaching. These belief systems make them different from other teachers. Though they follow the same typical approaches and methods of teaching, their teaching can be found massively different than that of other language teachers. The starting

point of a lesson is the teachers' goals and plans. Other classroom activities are sharply guided by teachers' personal mental images, thoughts, processes, ideas, beliefs, theories, principles and philosophies. These are the personal perspectives of the individual teachers to look at, evaluate and shape their teaching. It means goals and plans are determinant factors to meet the expected outcome of teaching as they provide interpretative frames for teachers to understand and approach their own teaching. They are termed as teachers' maxims of teaching. Teachers have to consider different maxims of teaching in their classroom practice. Here, this article has made attempts to present teachers' perception on one of such maxims of teaching i.e. the maxim of planning. It refers to the fact that teacher should plan their teaching and sincerely follow their plan for their professional development and for the success of their teaching career. Thus, the whole content centers around how teachers perceive and practice the maxim of planning.

Review of Literature

Language Teaching and Teacher Education

Hundreds and thousands of teachers worldwide have taken language teaching as their career. It is one of the growing industries of the world. The vast educational enterprise of English language teaching could not operate effectively without dedication and efforts of such teachers day by day and year by year throughout their career. If they want to find language teaching rewarding, they must expand their roles and responsibilities over time. Opportunities for in-service training are crucial to the long-term development of teachers as well as for the long-term success of the programme in which they work. They feel the need of ongoing renewal of professional skills and knowledge. It is not the reflection of inadequate training but simply a response to the fact that everything teachers need to know cannot be provided before the beginning of their teaching career. It is also because of the fact that the knowledge base of teaching constantly changes. Teachers have different needs at different times during their careers, and the needs of the schools and institutions in which they work also change over time. Teachers feel an intense pressure to update their knowledge in areas like curriculum trends, second language acquisition (SLA) research, exploit the theory in practice, assessment and so on.

Brown (2001) says, "Challenges await us at every turn in our professional path because the discipline of language teaching has only begun to solve some of the perplexing questions about how people learn FL successfully" (p.2). According to Richards and Farrell (2005), teacher education activities are based on the following assumptions:

- ✓ • In any school or educational institution, there are teachers with different levels of experience, knowledge, skill and expertise. Mutual sharing of knowledge and experience is a valuable source of professional growth.
- ✓ • Teachers are generally motivated to continue their professional development once they begin their careers.

- ✓ • Knowledge about language teaching and learning is in a tentative and incomplete state, and teachers need regular opportunities to update their professional knowledge.
- ✓ • Classrooms are not only places where students learn they are also places where teachers can learn.
- ✓ • Teachers can play an active role in their professional development.
- ✓ • It is the responsibility of schools and administrators to provide opportunities for continued professional education and to encourage teachers to participate in them.
- ✓ • In order for such opportunities to take place, they need to be planned, supported and rewarded (p.2).

The given assumptions also illustrate some other crucial aspects of teacher education. These assumptions display the fact that teacher education is a process that takes place over time, not an event that starts and ends with formal training or graduate education. Hence, teacher education constitutes both teacher training and teacher development. The sense of collegiality is really important source of teacher professional growth.

Profession and Professionalism

A profession is a job that requires specific training and is regulated by certain standards. It is an occupation or career which demands specialized knowledge of a subject, field or science to be applied. It is said that a profession is an occupation which can only be practised after a long and rigorous academic study. It is difficult to attain such a long and rigorous study and it brings about public good. So, it should be well-rewarded. Sometimes a profession and occupation are taken synonymously, however, there exist some distinctions. In this sense, Talbert and McLaughlin (1994) state:

Professions, different from other occupations, are specialized knowledge based and shared standards of practice, a strong service ethic or commitment to meeting clients' needs, strong personal identity with a commitment to the occupation and collegial versus bureaucratic control over entry performance evaluation and reflection in the performance. (p.126)

Similarly, Wallace (2010, p.5) mentions similar qualities of a profession. They are:

- ✓ • A basis of scientific knowledge.
- ✓ • A period of rigorous study which is formally assessed.
- ✓ • A sense of public service.
- ✓ • High standards of professional conduct and the ability to perform some

specified demanding and socially useful tasks in a demonstrably competent manner.

Teachers, language teachers in particular, have to possess the above-mentioned qualities in them. Professionals are different from amateur as they possess what amateurs do not have i.e. the qualities mentioned above. Let's see what Ur (1996 as cited in Richards and Renandya, Eds, 2010, p. 388) says: A professional is, broadly speaking, someone whose work involves performing a certain function with some degree of expertise. But a narrow definition limits the term to apply to people such as doctors, teachers and lawyers, whose expertise involves not only skills and knowledge but also exercise of highly sophisticated judgment and whose accreditation necessitates extensive study, often university based, as well as practical experience.

Thus, a professional is a person who has a profession obtained on the basis of his academic degree of expertise, extensive university-based study and practical experience. Similarly, professionalism refers to the process of accumulation of necessary qualities to be a professional and to handle a profession effectively and competently. Continuous Learning is always crucial in professionalism. Ur (1996, as cited in Richards & Renandya, 2010, p. 289) has given an impressive definition of professionalism. She states that professionalism means preparing oneself to do a competent job through learning. This learning may take the form of pre- service or in-service courses, reflection or experience, reading, observation, discussion with colleagues, writing, and research. In conclusion, professionalism can be defined as the development and possession of the capacity that teachers develop in them. They develop themselves to teach students in a meaningful way, to achieve high learning outcomes on behalf of learners and to maintain learner autonomy in learning. All these things show the fact that teaching in general, language teaching in particular belongs to professionalism and teachers are professionals.

Models for Acquiring Professionalism

The term 'professional' refers to someone who is trained and qualified, and displays a high standard of competent conduct in his/her practice. In the field of second language teacher education, attempts are made to make L2 teachers truly professionals like training, qualification upgrading, establishing sharing forums and forming teachers support groups (TSGs) and so on. In this sense, Wallace (2010, p.6) has described three specific model for acquiring professionalism. They are as follows:

The Craft Model

In the craft model of developing professionalism, the inexperienced and young trainees learn by imitating the expert's techniques, and by following the expert's instructions and advice. Teaching is regarded as a craft and the expert as a crafter having complete expertise. The expertise in the craft is passed on from generation to generation. This model is based on behaviorist learning theory.

The Applied Science Model

The concept of the applied science model was first presented by the American sociolinguist Donald A. Schon. This model is quite old but most prevalent model of underlying most training or education programs for the professions. Within this model, practical knowledge of anything is simply a matter of relating the most appropriate means to whatever objectives have been decided on. This model takes nature of profession of practice as instrumental in nature. This model is based on the view that teaching problems can be solved by the application of empirical science to the desired objectives. It means that teachers' professional development (TPD) is possible through the practical use of theoretical knowledge obtained from researches. This model is one-way in nature. If the trainees fail, it is because they have not applied the findings given by the experts properly.

The Reflective Model

This model states that TPD is totally based on the teacher's reflection of his own teaching practice and gaining insights for further improvement. This model emphasizes the development of personal perspective of one's professional development. This model includes two dimensions of teacher education:

- ✓ •Received knowledge which includes, among other things, the necessary and valuable elements of scientific research.
- ✓ •Experiential knowledge' which relates to the professional's ongoing experience. In the figure above, it is clearly seen that teacher's professionalism is developed not from imposed knowledge but from the knowledge gained from previous experience. Thus, reflection and reformulation of knowledge is the essence of reflective model. The downsides of the craft model and applied science model are compensated by this model. Reflective model was proposed to lay due emphasis on received and experience knowledge.

Dimensions of Teacher Knowledge

Teachers employ different conceptual organizations and meaning when they teach. They develop their own cognitive framework of teaching. Shulman (1987, as cited in Richards 1996, p.282) writes "One level of meaning relates to subject matter knowledge and how teachers conceptualize curricular and content aspects of teaching. Woods (1996, as given in Richards 1996, p.282) describes that teachers' conceptions of lessons are made up of conceptual units or elements at different levels of abstraction. He talks about overall conceptual goals, global conceptual units, intermediate conceptual units and local conceptual units. Overall conceptual goals mean the purpose that teachers identify for a course. Similarly, the next term is global conceptual units that are the individual sub components of the curriculum like grammar, reading, writing and listening components. Intermediate conceptual units are the activities or clusters of activities framed in terms of

accomplishing one of the higher-level conceptual goals and local conceptual units are the specific things that the teachers do to achieve particular instructional effects.

Besides curricular goals and contents around which lessons are planned, teachers have other more personal view of teaching. As Richards (1996, p.283) writes, Zeichner, Tabalnik and Densmore call this personal view as 'perspective'. They define it as the ways in which teachers understand, interpret and define their environment and guide their actions. They found that the perspectives have a significant influence on teachers' understanding. Similar to the concept of 'perspective', Clandinin (1985, as cited in Richards, 1996) introduces the concept of 'image' which she describes as "a central construct for understanding teachers' knowledge" (p. 283). An image is a metaphor just as the classroom as the home, setting up relationship with children, meeting the needs of the students which teachers may have in mind when they teach. Johnston (1992, as cited in Richards, 1996, p.283) suggests that the images are not always conscious, reflect how teachers view themselves in their teaching contexts, and from the sub conscious assumptions on which their teaching practices are based. So, it is found that teachers employ a range of conscious and sub conscious strategies in order to develop a spirit of cohesion within their class groups. Teachers hold their personal view of themselves, their learners, their goals in classrooms, and presumably try to reflect these in their teaching. In conclusion, there are two different kinds of knowledge which influence teachers' understanding and practice of teaching. They are: a) Knowledge of subject matter and its coherent presentation, and b) Teachers' personal and subjective philosophy of teaching.

These two dimensions of teachers' knowledge influence teachers' understandings and practices of teaching. One has to do with curricular goals, lesson plans, instructional materials, activities, tasks and teaching techniques. The other kind of knowledge consists of the teachers' view of what consists of good teaching.

Teacher Development

The term 'development' is often defined as a process of positive change and growth. Teacher development has developed in the twentieth century as one of the fields of discussion, study and research. The literature on teacher development has served to spread the information for improving teachers' and, consequently, the institution's performance. Different views of different scholars have been found on teacher development. Underhill (1986, as cited in Head and Taylor, 1997) defines teacher development as "the process of becoming the best kind of teacher that a teacher personally can be "(P.1). He says that teacher development constitutes the improvement in teachers' professional skills and aspects. Similarly, Head and Taylor (1997) state:

Teacher development draws on the teacher's own inner resource for change. It is centered on personal awareness of the possibilities for change, and what influences the change process. It is a self-reflective process because it is through questioning old habits

that alternative ways of being and doing are able to emerge (P.1).

Similarly, the view presented by Evans (2002, as cited in Sharma and Shrestha 2014, p.11) on teacher development is worth mentioning here. She defines teacher development as the process whereby teachers' professionalism and/or professionalism may be considered to be enhanced." In this definition, she has identified two constituent elements of teacher development. They are functional development and attitudinal development. Functional development is related to the improvement of teachers' professional performance. It entails the procedural aspects. Attitudinal development is the process of modification of teachers' attitude towards their work and it entails teachers' intellectual and motivational aspects.

The above-mentioned definitions on teacher development show that a teacher himself/herself has to take the initiatives of his/her learning. The notion of teacher development captures the development of all aspects of teachers' profession ranging from personal, social, psychological to professional expertise itself. Teacher development deals with the individual needs and wants of the teachers along with the change of the learners and their needs. Teacher development is a process, not a single event that grows with teacher learning and can vary/range greatly from simply confidence building to technical expertise and building repertoire of teaching skills through training, experience or reflection. Many scholars like Roosner, Head and Taylor, and Richards and Farrell have named it a bottom-up approach as the exploration of ideas for development of one's own learning starts from the individual teacher himself or herself to bring about desired changes.

Teachers' Maxims in Language Teaching

In recent years, the domain of language teaching has received a noble voice of student-centered approach of teaching in student-centered class and student-centered tasks to be applied. However, it does not seem to be possible and effective until and unless teachers' roles are explored and redefined to be more constructive and adopted. Because, it can be fatal if the roles of the teachers are randomly reduced. So, teachers' roles are to be made more effective, constructive and creative to ensure high learning outcomes through learner autonomy. When teachers are enabled to take appropriate roles in their class as per the changing contexts, environments and concepts; they will be able to develop their own personal mental images, thoughts, process and principles in them while teaching. All these things are believed to provide interpretative frames on which teachers judge their own teaching and make ample considerations on it. These considerations function like tentative rules for teachers as they are self realizational and largely personal which teachers use to make their teaching effective and meaningful. These considerations are generally termed as teacher maxims.

Teachers' maxims appear to reflect cultural factors, belief systems, experience, and

training. The understanding of which maxims teachers give priority to and how they influence teacher development is very important. A maxim is generally defined as a rule for good or sensible behavior, especially one which is in the form of a proverb or short saying. Basically, teachers' belief systems lead to the development of rational principles which serve as a source of how teacher interpret and their responsibilities and implement their plans. These principles function like best behaviors in that they guide teachers' selection of choices from among a range of alternatives. They, hence, function as maxims which guide the teachers' actions (Richards, 1996, p. 286). These maxims are reflected in their teaching style and in the language, they use to talk about it. Teachers' maxims are teachers' personal working principles which reflect teachers' personal philosophy of teaching. They are developed on their practice, experience and personal belief systems. Teachers' belief systems are formed by the goals, values and beliefs that the teachers hold. Teachers hold them in relation to content and process of their teaching and their understandings of the systems in which they work and identify their roles in it. Richards and Lockhart (2010, p.30) point that these beliefs and values serve as the background to much of the teachers' decision making and their action. So, they constitute 'culture of teaching'. These belief systems develop over time and prove to be stable sources of reference for teachers as they relate to dimensions of teaching like teachers' theory of language, the nature of language teaching, the role of the teacher, effective teaching practices, and teacher student relations (Johnson, 1990, as cited in Richards 1996, p. 284).

Teachers' maxims develop only after the mastery of instructional skills which are central components of teacher expertise. Teacher maxims provide an orientation to teaching and a framework for practice because development of personal theory of teaching contains a coherent set of beliefs, values and principles. These maxims are ethic based and they are different from the 'images' which have been described by the researchers such as Clandinin (1985, 1986) and Johnston (1990, 1992). They opine that maxims are more specific and practical than images. Elbaz (1981, as mentioned in Richards, 1996, P. 293) clarifies the notion of teacher maxims by distinguishing between 'rules of practice' and 'principles of practice'. The latter corresponds to the notion of teaching maxims. According to Elbaz (ibid) rules of practices are brief, clearly formulated statements prescribing how to behave in frequently encountered teaching situations. Implementation of a rule of practice is just a matter of recognizing the situation and remembering and applying rules. On the other hand, principle of practice is a more general construct. It is derived from personal experience, and containing purpose in a deliberate and reflective way. Teachers' maxims, thus, are entirely personal and bottom up. These are self-guiding principles evolved within an individual teacher. They are always dynamic and flexible. They have an immense influence on teachers' classroom performance.

Types of Teacher Maxims

Teachers' maxims are of different types. So, teachers have to prioritize any of them as per their environment and understanding to define their teaching. Richards (1996, p. 287) has proposed the types of teachers' maxims as follows:

The Maxim of Involvement. This maxim suggests that our lesson should capture the interests of learners and involve them in the classroom activities. The theme of this maxim says 'follow the learners' interest to maintain student involvement'. When teachers have two options as following the lesson plan and doing something more exciting, they will opt for the second. Teachers should know what can involve his/her students in the process of learning and how, and should act accordingly.

The Maxim of Planning. The central idea of the maxim of planning is 'plan your teaching and try to follow your plan'. Planning a lesson is important for effective teaching and learning. Almost all teachers feel the need of planning their teaching. This maxim implies that planning our teaching makes it orderly, organized and effective and those planned things need to be presented in the class. However, while planning our teaching teachers should always keep students' interests in mind. The maxim of planning should not overtake the maxim of involvement.

The Maxim of Order. It is necessary to maintain discipline in the classroom to lead our teaching to success. This maxim flashes out the theme 'Maintain order and discipline throughout the lesson'. Order and discipline in the classroom assure better academic success to the learners and provide good environment to the teacher to implement various teaching techniques. Students' social behavior will be better if this maxim is followed. Tsui (1995, as cited in Richards, 1996 P. 289) presents her view that for one of the teachers, a central principle in her teaching is to keep the classroom disciplined and orderly so that students can learn most effectively from her lessons. The teacher is a Chinese woman with 8 years teaching experience in secondary four (10 grade) class. Her class is regarded as one of the best in the school because of the students' academic results and their well-disciplined behaviour. Maxim of order, thus, helps the teacher to prevent random and unnecessary student talks that deviate the lesson.

The Maxim of Encouragement. The maxim of encouragement is learner centered in that it emphasizes the role of learners in learning. It is quite different from the maxim of order in the sense that the maxim of order is quite traditional and teacher centered whereas the maxim of encouragement is student/learner centered. The maxim of encouragement says 'Seek ways to encourage student learning.' This maxim attempts to promote learner autonomy in learning and encourages learners to take the responsibility of their own learning. Teachers are supposed to play co-operative, creative and liberal role in the classroom. Richards (1996, p.290) takes the example from Tsui's study in which a New Zealander teacher employs new student-centered approach to teaching and informal

relationship between the teachers and students. By breaking traditional classroom practices, students are given relaxed atmosphere. The teacher is quite happy to accept any contribution that students make. In comparison to so called well-disciplined classroom, the students of New Zealander are much more confident and outspoken. So, the maxim of encouragement implies that the teachers themselves have learning potential and they should be encouraged to learn in an autonomous way.

The Maxim of Accuracy, Efficiency, Conformity, and Empowerment. Richards (1996, p.291) has described these maxims as 'other maxims'. If we view considerably on the basis of their theme, these all maxims are significant for teachers. **The maxim of accuracy** suggests that the teacher should work for students' ability to produce accurate use of language features. Inaccurate learning outcomes are to be discouraged. For this, focused tasks can be assigned to the students. So, this maxim says, 'work for accurate students' output'. **The maxim of efficiency** requires the teacher to make the utmost use of the class time. Every lesson or class has some specific goals, and the teachers should make the most efficient use of the class time. Planning lessons immensely help teachers to make proper use of available class time. **The maxim of conformity** is concerned with the appropriate use of the prescribed method or approach. This maxim basically says. 'Make sure your teaching follows the prescribed method'. This idea may not look very appropriate now. However, the assumption is that methods are prescribed after experimentation. Therefore, such methods can be applied to get maximum learning outcomes. Similarly, **the maxim of empowerment** is concerned with developing learners' control over their learning. It says, 'Give the learners control'. This maxim advocates learner-centred classroom and teaching. When learners are empowered to be involved in decision making, selecting activities, sources of information etc., they feel more oriented themselves towards learning independently which leads them to perfection.

As discussed above, teachers' maxims are valuable considerations which help teachers create a successful lesson. Such lesson can vary from teachers to teachers. Teachers' selection of maxims can be influenced by the classroom contexts on the basis of which teachers select those maxims which seem most likely to help in the classroom.

The Maxim of Planning

The maxim of planning particularly talks about the importance of planning our teaching. This maxim also talks about the importance of curricular contents and related subject matter. At present context, majority of the teachers prefer focusing on learner involvement in classroom activities to using much planned lesson and adopting flexible classroom management to directing students as per their plan. However, the maxim of planning attempts to combine some other maxims in it. Let's see an example, the teacher can plan the lesson in order to make optimum use of available or assigned class hour. Similarly, while planning, the teacher can include those focused tasks which promote accurate learner output. Planning one's teaching may incorporate these methods which

have been prescribed for a particular lesson. Hence, the application of one maxim does not mean to exclude other maxims, instead, other maxims may prove to be supportive to maintain a maxim properly.

Regarding the maxim of planning, Woods (1996, as cited in Richards 1996, P. 288) gives an example of how this maxim influences the teachers' decision making during a lesson. A teacher was presenting lesson on definitions and had carefully planned outline for the lesson. During the lesson a student volunteered an alternative interpretation of a definition pattern she was presenting but the teacher down played the student's comments to enable her to keep her plan. She comments that for this teacher the preplanned curriculum was central in her thinking. Woods (1996, as cited in Richards, 1996, p.288) comments "At various points in the course when there was a conflict between sticking with her planned curricular activity and following another direction initiated by the students. She made the decision to carry out the planned activity." Teachers plan objectives to be achieved, language items, materials to be used, and evaluation procedures and so on. They can plan their teaching daily, weekly, monthly, yearly or even in long-term form.

Thus, along with the maxim of planning, there comes the question of student-initiated direction. The teachers following this maxim fear that when due emphasis is paid for learner centeredness in our teaching, the pre-specified course contents may not be accomplished on time, and our teaching can derail from its way. Majority of teachers plan their teaching in some way or other though the way they plan their teaching can vary in a great deal. In fact, maxim of planning does not imply to adopt teacher-centered classroom activities. Broadly speaking, planning refers to the consideration of all areas of teaching including the fulfillment of learners' needs and interests. Hence, a sound balance between learner autonomy and the maxim of planning has to be maintained.

Methodology

This study attempts to explore teachers' perception and practice of teacher maxims in general and the maxim of planning in particular. It has undergone teachers' personal guiding principles in shaping their teaching and their personal endeavours to keep up with required professional development which would ultimately aid addressing learner's changing needs fulfilling institutional aspirations and instilling recent trends of teaching in themselves. To accomplish the objectives of the study, ten secondary level English teachers of Ilam district were selected randomly from both government-aided and private school. Questionnaire and interview were the major tools for collecting the data from the selected teachers. As felt required for more in-depth experience, personal contact concluded in short informal interviews in non-obtrusive manner. In the interview, they were asked to reflect upon how they deliver content in their class. The recorded version of the response was consulted and compared with the outcomes of the written responses. The obtained data were analyzed thematically and conclusions have been drawn. Moreover, secondary sources of data like ELT journals, books on TPD and reflective thinking have also been consulted for conceptual clarity.

Result and discussion

Responses obtained from interview have been analyzed and compared with the interview recordings. Responses from both tools have been summarized and presented under the following sub-headings.

Teachers' Perception on Teachers' Maxims

In the interview, the teachers were asked to provide their view on teachers' maxims. In response to the questions 'How do you perceive teachers' maxims in general?' teachers answered nearly in the same way. They described teachers' maxims as the teachers' mental images, thoughts and processes that teachers employ while they teach. Their next response was that teachers' maxims are teachers' personal perspectives which serve as powerful influences on how they teach because these are the ways in which teachers understand, interpret and define their environment. The response given by T6, T7 and T10 was remarkable one to be mentioned here. They said, "Teachers' maxims are the rational principles which are based on teachers' personal belief system which guide their action, provide understanding about what constitutes good teaching and are the sources of their professional development". From the above analysis and discussion, it can be concluded that the teachers defined teachers' maxims as the personal guiding principles of teachers to be the best professionals.

Teachers' Perception on Maxim of planning

All the teachers perceived the maxim of planning as one of the essential principles to be possessed by the teacher. As the response of the question "How do you perceive teachers' maxim of planning", the crux of all the responses is that planning is a significant consideration in teacher development. It is considered as an unavoidable dimension of effective classroom facilitation. Respondents also expressed the need of planning their teaching to make it orderly, organized and effective. They opined with due emphasis that planning is never optional for truly professional teachers. For them, it is a matter of deciding exactly what one is going to teach and how. To conclude, maxim of planning makes teacher psychologically strong and confident. It is a personal principle of professional teachers to make decision on all aspects of classroom presentation.

Teachers' Perception on the Planned Teaching

As the next concern, whether teaching should be planned, the answers were entirely positive. The following reasons have been set forth to support their view:

- ✓ •Planning makes the lesson lively, interactive and orderly.
- ✓ •Planning makes the teacher psychologically strong and confident to manage the lesson.
- ✓ •Planning helps to make the suitable selection of materials.

- ✓ • Prior planning saves the teacher's time in the class. That means the teacher can make efficient use of available class time.
- ✓ • Planning immensely helps in assigning suitable tasks and activities to the learners.
- ✓ • There lies another reason behind planning one's teaching. It is that maxim of planning assists considerably to establish relationship between teachers' maxims like maxim of involvement and maxim of planning, maxim of order and encouragement, and so on.
- ✓ • Planning proves to be significant for effective evaluation of students' achievement as well as their own performance.
- ✓ • Planning is also very necessary to provide corrective feedback on common mistakes made by the learners.
- ✓ • Planning one's teaching has one of the greatest values in overcoming challenges in the teacher's teaching career.
- ✓ • Finally, to promote teachers' professional development, planning is necessary.

The above points state that teaching and planning go side by side on the part of a professional teacher. There is no question against planned teaching. It is because one's teaching should be planned properly if it is to be effective, efficient and rewarding. The most important thing found in the point mentioned above is that maxim of planning helps the teacher to promptly overcome challenges which occur at various stages of professional development.

Teachers' Perception on Teacher's Plan vs. Students' Interests and Decision

This theme received mixed reactions on both sides of it. On one hand, students should decide, initiate and actively conduct the lesson where teachers' role is to be just that of facilitator and prompter. On the other hand, teachers' plan occupies a crucial space. Besides above-mentioned arguments, the following reasons were presented behind it: Teachers' plan is always based on curriculum. So, contents of curriculum can be covered. Teachers' plan makes the class systematic and orderly. Majority of teachers provided their flexible views as it is too extreme to stick only on teachers' plan or students' interests. They said that teachers' plan and students' interests and decision both are crucial because they have their own benefits in a language class room. Hence, both teachers' plan and students' interests should be considered properly though it is really painstaking for a teacher.

Students' Response in Teaching

Teachers have varied and interesting views. Most of the class are liberal where students are free to ask and answer in their teaching. However, there is a fear that if students' responses were given undue emphasis, it would break the order and continuity of their planned lesson and the lesson could not move smoothly. To sum up, the maxim of planning

is followed in both ways: liberally and rigidly as per the content to be delivered, classroom environment and level of the learners.

Teachers' Perception on Including Learners' Interests in Planned Teaching

Two ways have been so useful and complementary ways to be used by language teachers to include learners' interests in a teaching that is planned. The first is to make the plan flexible and the second is to study and include the learners' interests in the plan prior to teaching.

Teachers' Perception on Teacher-Centred vs. Student-Centred Classrooms

Learner autonomy is much emphasized. The perception that teacher-centred classrooms are tedious and mechanical supports this view. Students do not feel ownership in learning and they become passive listeners. Respondents backed up learner-centred classrooms with their view that these types of classes are joyful for learners for learning, learners become outspoken and consequently meaningful learning takes place. "Student-centred classes provide sound environment for learners to learn autonomously. Teachers' burden can be reduced there and the knowledge is created rather than transferred", T2 remarked.

Teachers' Perception on Students' Interaction beyond Planned Subject Matter

'What do you do if your students are interested in interaction and will probably go beyond subject matter?' was an interesting yet imposing question asked. So, response received was interesting too. Teachers opt for learner-autonomy together with student-centered class. However, they are not ready to go beyond their proposed plan. Beside slight overtaking of the class, teachers seem to stick to their plan and let go of what comes on the way of it. The whole class revolves round the lesson plan of the teacher with limited flexibility.

Teachers' Perception on Maxim of Planning and Teacher Development

The blend of response is that maxim of planning, like other maxims, plays a vital role in TPD. Maxims provide teachers with interpretative frames which helps teachers to understand their own teaching, explore new things and be the best teacher that they personally can be. Maxim of planning, in particular, would be a mighty source for TPD in that it would suggest the teacher to make decision about how to make his teaching good and systematic and, what thing should be included in a good teaching profession. It supports teachers to reflect upon their past teaching experience in their present teaching. The maxim of planning is directly related to teachers' decision making to enhance their professionalism.

Teachers' Perception on Considerations in Planning

Obviously, it is necessary to make various considerations while planning one's teaching. Those considerations range from learners' socio-cultural background to individual differences caused by their age factor. In sum, the following things were considered by the teachers while planning their teaching:

- ✓ • Needs and interests of the learners.
- ✓ • Socio-ethnic background of learners.
- ✓ • Linguistic background and current proficiency level of learners.
- ✓ Available time frame.
- ✓ • Innovations in ELT methodologies and language teaching field.
- ✓ • Physical features of the ELT institution.
- ✓ • Age of learners.
- ✓ • Learners' attitude towards English language learning.
- ✓ • Teachers' reflection of their own teaching.

The view expressed by T₁ was very broad one. He said, "In fact, all aspects of one's teaching including the goals on which our planning is based, should be given due consideration". According to him, in essence, teaching is to be guided by the goals of planning that include things mentioned above.

Teachers' Perception on Classroom Implication of Maxim of Planning

The way teachers execute their instructional plan in the classroom varies personally. Thorough implication is the impetus to be put in the core. During its implication possibility, practicality and particularity as proposed by post-method pedagogy are to be focused. It is challenging but rewarding for bringing about innovation in one's teaching. Recent trends of creative and critical thinking are supposed to be integrated in planning. Making is orderly yet flexible and practical is the dire need of the day. It integrated both teacher's aim and learners' need and interests. However, majority of teachers still lack proper implementation of planned teaching. Taking it as an extra burden beside preparation of subject matter, the pace of increment of teachers planning their teaching in advance is still lagging.

Teachers' Perception on Relationship of Maxim of Planning with other Maxims

The findings suggest that successful teaching lies there where the teachers follow more than one maxim simultaneously in a balanced way. Teachers can plan their teaching in such a way that students can have motivating tasks to take part. Students can be empowered

to accomplish those tasks and that lead learners to accurate language learning. Such planned task can follow planned methodology that saves the teacher's time and meets the prescribed objectives. At the same time students can be made to follow the instructions from the teachers sincerely. Maxim of planning can cover and also integrate all other maxims. We can plan in a flexible way to address learners' interests making optimum use of audio-visual tasks. From these tasks, students can be encouraged, involved and empowered to learn. At the same time students can learn accurately through these tasks. Those tasks help teachers to make efficient use of class time and also to follow the prescribed method. Hence, flexible and effective planning supported with audio-visual tasks or materials helps to maintain a sound balance among all the teachers' maxims.

Conclusion

Multiple maxims are applied by teachers at the same time balancing them to meet their pedagogical targets. These maxims are the teachers' inner forces and frames which they use to perceive, define and develop their career. They provide them with interpretations on all aspects of teaching though. These maxims are not imposed upon teachers rather they have built them over time with their constructs, intuition, practice and experience. The use of various maxims depends upon the teachers' own reflection of their previous teaching. They are crucial inner inputs for them to grow professionally over time.

Teachers have accepted the maxim of planning as a crucial tool of their continuous professional development. It remains in the centre of all other maxims to co-ordinate and combine them as required. They have been able to establish the relationship among various maxims by planning their teaching effectively. There appears a crucial question among teachers whether to stick on their plan or to incorporate learner autonomy and various responses beyond the plan. In such cases, it is concluded that learners' varied responses in the classrooms are to be accepted in the frame of the teacher's planned lesson. The effective use of maxim planning depends upon how flexible it is to combine both the teacher's pedagogical aims and learners' creative learning. While using this maxim, the role of the teacher ranges from an authority to a prompter or a facilitator being based on the approach and methodology adopted by him/her. Hence, ELT practitioners use this maxim on one way or the other. On the other hand, the execution of planned instruction is still questionable in the context of schools of Nepal. Teachers' hesitation to reveal real classroom performance together with their plan signals the doubt in its use. In this case, teachers' delivery in the class is still traditional in many cases which needs instant correction. This dreadful gap between clearly positive attitude towards the maxim of planning and its effective and sincere use in the class needs to be eliminated. Teachers' inner perspectives are to be provided with due weightage and space in TPD programmes. Thus, these programmes will be bottom-up in nature. Recent trends of teaching practice like post-method pedagogy and critical thinking should go side by side with this maxim.

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Impact of Financial Distress on Financial Sustainability of Nepalese Commercial Banks

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Abstract

This study examines the impact of financial distress on financial sustainability of Nepalese commercial banks. Return on assets, return on equity and bank stability are the dependent variables. The selected independent variables are liquidity ratio, non-performing loan ratio, capital adequacy ratio, efficiency, gross domestic product and inflation. This study is based on secondary data of 27 commercial banks with 216 observations for the period from 2011/12 to 2018/19. The data were collected from the Banking and Financial Statistics, Quarterly Economic Bulletin published by Nepal Rastra Bank and annual reports of the selected commercial banks. The regression models are estimated to test the impact of financial distress on financial sustainability of Nepalese commercial banks. The study showed that gross domestic product has a positive impact on return on assets. It indicates that increase in gross domestic product leads to increase in return on assets. The study also showed that capital adequacy ratio has a positive impact on return on assets. It reveals that higher the capital adequacy ratio, higher would be the return on assets. Likewise, inflation rate has a negative impact on return on assets. It indicates that higher the inflation rate, lower would be the return on assets. However, efficiency ratio has a negative impact on return on assets. It reveals that increase in cost to income ratio leads to decrease in return on assets. Likewise, non-performing loan has a negative impact on return on assets. It means that increase in non-performing loans leads to decrease in return on assets. In contrast, efficiency ratio has a negative impact on return on equity and bank stability. It reveals that increase in cost to income ratio leads to decrease in return on equity and bank stability. Moreover, liquidity ratio has a negative impact on return on equity. It means that higher the liquidity ratio, lower would be the return of equity. Likewise, non-performing loan has a negative impact on return on equity and bank stability. It means that increase in non-performing loans leads to decrease in return on equity and bank stability. Moreover, gross domestic product has a positive impact on return on equity and bank stability. It indicates that increase in gross domestic product leads to increase in return on equity and bank stability.

Keywords: Return, equity, bank stability, liquidity ratio, capital adequacy ratio, non-performing loan, efficiency, inflation.

Introduction

The financial soundness of a country depends on a robust financial system that comprises a set of financial institutions, efficient financial markets and customer centric financial services. The nature and extent of financial crisis in the financial system depend on

understanding the impact and likelihood of systemic risk (Allen *et al.*, 2010). Strong financial institutions are critical for increased investment, economic growth, employment and poverty alleviation. The key component in a financial system is banks which work as intermediate between funds provider and those in need of funds contributing to economic growth. Banks play a significant role in the implementation of a country monetary policy. Thus, profitable banks will ensure the continuity of economic growth as well as the stability of the financial system. Therefore, the banking sector financial services play a vital role in the economic growth and development of a country (Kenourgios & Samitas, 2009).

When an institution is plagued by financial, managerial and operational malfunctions, it is said to be in financial distress (Meher & Getaneh, 2019). The financial institutions are engulfed in financial distress when these are involved in unethical business practices, facing shortage of adequate capital and meager deposit base. Thus, low financial distress is an indication of better financial performance of the banks. Hill *et al.* (2012) noted that the financial performance of a bank is influenced by variables of financial distress such as liquidity, size and leverage, etc. Khalid (2017) has divided the variables of financial distress into firm's specific and external factors of a country. Meher and Getaneh (2019) considered return of assets and bank failure as the indicators of short-term financial position while the financial stability index and solvency risk to assess the long-term financial position. Financial sustainability of banks has a critical implication for economic well-being of any nation. It is generally considered to be the reflector of financial and economic conditions of a country other than its intermediation role in an economy (Ongore & Kusa, 2013). Al-Shawabkeh and Kanungo (2017) posited that sustainability of a banking system could be improved by reassessing credit risks and improved decision making by the managers.

Mathuva (2009) examined the relationship between capital adequacy, cost income ratio and the profitability of Kenyan commercial banks. The study concluded that the cost-income ratio is negative and strongly significant with profitability measures, indicating that more efficient banks generate higher profits. Rupeika-Apoga *et al.* (2018) examined the bank stability of Nordic and non-Nordic banks in Latvia. The study found that efficiency ratio has a significant negative impact on bank stability. Further, Petria *et al.* (2015) assessed the determinants of banks' profitability of EU 27 banking systems. The study reported that cost to income ratio has a negative and significant impact on ROA and ROE. Izhar and Mehmat (2007) investigated the determinants of profitability of Islamic banks in Indonesia. The study reported that inflation has a positive significant impact on profitability of Indonesian Islamic banks. Tan and Floros (2012) examined the effect of GDP growth on bank profitability in China. The study concluded that cost efficiency is positively related to bank profitability. In addition, the study also found that there is a negative relationship between GDP growth and bank profitability. Similarly, Kiganda (2014) reported that macroeconomic factors (real GDP, inflation and exchange rate) have positive effect on bank profitability. Chioma *et al.* (2015) revealed that there is positive relationship between inflation, banks performance and the investment decision of commercial banks operating

in Nigeria. Further, Ishfaq and Khan (2015) investigated the impact of internal and external factor and macroeconomic variables on profitability on commercial banks of Pakistan. The study found that liquidity ratio, non-performing loan ratio, capital adequacy ratio, cost-to-income ratio, GDP and inflation have significant impact on the bank profitability.

Alshatti (2015) revealed that there is a positive effect of the liquidity management on the profitability of Jordanian commercial banks. The study also found that the increase in quick ratio and investment ratio leads to increase in bank profitability. Likewise, Lartey *et al.* (2013) reported a weak positive relationship between profitability and liquidity. Ghenimi *et al.* (2017) reported that credit risk has a significant and negative impact on bank stability. Furthermore, My (2020) found that credit risk measured by non-performing loan has a negative relationship with bank stability of Vietnam commercial banks. Torbira and Zaagha (2016) found that capital adequacy ratio for banks is one of the most important indicators of the financial solvency of the financial sector. It is considered as a safety valve to protect the depositors to promote stability and efficiency in the banking system and financial institutions. Similarly, Ezike and Oke (2013) concluded that capital adequacy measured by shareholders fund exerts positive influence on banks' return on assets, earnings per share, loans and advances and credit risk.

Abuzar (2013) found that cost, liquidity, and size of the bank have positive and significant impact on bank profitability. However, external macroeconomic factors are classified as redundant and have no significant impact on bank profitability. Moreover, Zeitun (2012) found that cost to income ratio has a negative and significant impact on Islamic and conventional banks performance. Further, the study reported that GDP is positively correlated to bank's profitability, while inflation is negatively correlated to bank's profitability. Moreover, Ranga (2012) analyzed the impact of minimum capital requirements on commercial banks performance in Zimbabwe. The study revealed a significant positive relationship between commercial banks capitalization and its performance. Cihak and Hesse (2010) employed Z-score as a stability indicator for 77 Islamic banks across the world over the period 1993-2004. The study found that efficiency ratio has a negative and significant correlation with bank stability. Moreover, larger-sized banks were found to be more stable and less risky.

In the context of Nepal, Gnawali (2018) found that there is a negative impact of non-performing loan on return on assets and return on equity in context of Nepalese government banks. Similarly, there is a negative relationship of non-performing loan with return on equity (ROE). Likewise, Bhattarai (2019) reported that there is a negative relationship of NPL with efficiency and stability of banks. Furthermore, Poudel (2018) stated that solvency ratio, interest spread rate, and inflation have insignificant negative impact on profitability. However, capital adequacy ratio, total assets, and GDP growth have the significant positive impact on profitability of commercial banks in Nepal. Sherpa *et al.* (2019) concluded that there is a positive relationship between bank size and bank stability. However, inflation has a negative relationship with bank stability. Koju *et al.* (2018)

showed that NPL has a significant positive relationship with the export to import ratio, inefficiency, and assets size. Similarly, the study also showed a negative relationship of NPL with the GDP growth rate, capital adequacy, and inflation rate.

Bhatta *et al.* (2019) analyzed the impact of deposit rate, lending rate, assets quality and liquidity on the financial performance of Nepalese commercial banks. The study showed that firm size is positively related to performance of commercial banks. Moreover, liquidity, GDP and inflation are negatively related to financial performance of Nepalese commercial banks. Further, Bajagai *et al.* (2019) examined the effect of credit risk, liquidity risk and market risk on profitability of Nepalese commercial banks from 2011 to 2017. The study concluded that there is a negative relationship of non-performing loan and capital adequacy ratio with return on equity. However, firm size has a positive relationship with return on equity. Mainali *et al.* (2020) analyzed the impact of economic openness and inflation on the profitability of Nepalese commercial banks during the period of 2012 to 2018. The study found that bank size has a positive impact on return on assets. Similarly, the study reported that inflation has a negative impact on return on assets.

The above discussion shows that empirical evidences vary greatly across the studies on the impact of financial distress on the financial sustainability of commercial banks. Though there are above mentioned empirical evidences in the context of other countries and in Nepal, no such findings using more recent data exist in the context of Nepal. Therefore, in order to support one view or the other, this study has been conducted. The major purpose of the study is to examine the impact of financial distress on financial sustainability of Nepalese commercial banks. More specifically, it examines the relationship of liquidity ratio, non-performing loan ratio, capital adequacy ratio, cost-to-income ratio, GDP and inflation with return on assets, return on equity and bank stability of Nepalese commercial banks.

Methodology

The study is based on the secondary data which were gathered from 27 Nepalese commercial banks from 2011/12 to 2018/19, leading to a total of 216 observations. The main sources of data include Banking and Financial Statistics, Quarterly Economic Bulletin published by Nepal Rastra Bank and annual reports of the selected commercial banks. Table 1 shows the list of commercial banks selected for the study along with the study period and number of observations.

Table 1: List of commercial banks selected for the study along with study period and number of observations

S. N.	Name of the banks	Study period	Observations
1	Agricultural Development Bank Limited	2011/12-2018/19	8
2	Bank of Kathmandu Limited	2011/12-2018/19	8
3	Century Commercial Bank Limited	2011/12-2018/19	8
4	Citizens Bank International Limit ed	2011/12-2018/19	8
5	Civil Bank Limited	2011/12-2018/19	8
6	Everest Bank Limited	2011/12-2018/19	8
7	Global IME Bank Limited	2011/12-2018/19	8
8	Himalayan Bank Limited	2011/12-2018/19	8
9	Kumari Bank Limited	2011/12-2018/19	8
10	Laxmi Bank Limited	2011/12-2018/19	8
11	Machhapuchchhre Bank Limited	2011/12-2018/19	8
12	Mega Bank Nepal Limited	2011/12-2018/19	8
13	Nabil Bank Limited	2011/12-2018/19	8
14	Nepal Bangladesh Bank Limited	2011/12-2018/19	8
15	Nepal Bank Limited	2011/12-2018/19	8
16	Nepal Credit and Commerce Bank Limited	2011/12-2018/19	8
17	Nepal Investment Bank Limited	2011/12-2018/19	8
18	Nepal SBI Bank Limited	2011/12-2018/19	8
19	NIC Asia Bank Limited	2011/12-2018/19	8
20	NMB Bank Limited	2011/12-2018/19	8
21	Prabhu Bank Limite d	2011/12-2018/19	8
22	Prime Commercial Bank Limited	2011/12-2018/19	8
23	Rastriya Banijya Bank Limited	2011/12-2018/19	8
24	Sanima Bank Limited	2011/12-2018/19	8
25	Siddhartha Bank Limited	2011/12-2018/19	8
26	Standard Chartered Bank Nepal Limited	2011/12-2018/19	8
27	Sunrise Bank Limited	2011/12-2018/19	8
Total number of observations			216

The Model

The model used in this study assumes that financial sustainability depends upon financial distress. The dependent variables selected for the study are return on assets, return on equity and bank stability. The selected independent variables are liquidity ratio, non-performing loan ratio, capital adequacy ratio, cost-to-income ratio, GDP and inflation. Therefore, the model used in this study takes the following form:

$$ROA_{it} = \beta_0 + \beta_1 LR_{it} + \beta_2 NPL_{it} + \beta_3 CAR_{it} + \beta_4 EFF_{it} + \beta_5 GDP_t + \beta_6 INF_t + e_{it}$$

$$ROE_{it} = \beta_0 + \beta_1 LR_{it} + \beta_2 NPL_{it} + \beta_3 CAR_{it} + \beta_4 EFF_{it} + \beta_5 GDP_t + \beta_6 INF_t + e_{it}$$

$$Z_STAB_{it} = \beta_0 + \beta_1 LR_{it} + \beta_2 NPL_{it} + \beta_3 CAR_{it} + \beta_4 EFF_{it} + \beta_5 GDP_t + \beta_6 INF_t + e_{it}$$

Where,

ROA = Return on assets is measured by the ratio of net income to total assets, in percentage.

ROE = Return on equity is measured by the ratio of net income to total equity, in percentage.

Z_STAB = Bank stability is measured by Z-score, in percentage.

LR = Liquidity ratio is measured by the ratio of total loans to total deposits, in percentage.

NPL = Non-performing loan ratio is measured by the ratio of non-performing loan to total loans, in percentage.

CAR = Capital adequacy ratio is measured by the ratio of Tier I capital + Tier II capital to total risk weighted assets, in percentage.

EFF = Efficiency is measured by the ratio of cost to income ratio, in percentage.

GDP = Gross domestic product is measured by nominal GDP, Rs in millions.

INF = Inflation is measured by change in consumer price index, in percentage.

The following section describes the independent variables used in this study along with hypothesis formulation.

Liquidity Ratio

Sahut and Mili (2011) defined liquidity as the ability of banks to pay short-term obligations. Rostami (2015) reported a negative impact of liquidity ratio on financial performance. Makkar and Hardeep (2018) found that liquid assets to total assets ratio is negatively related to the profitability of the banks as the banks holding large amount of cash and cash equivalent left with less amount of money for long term investment. In addition, Demircuc-Kunt and Huizinga (2001) found a significant negative relationship between liquidity and profitability. This finding is consistent with the findings of Molyneux and Thornton (1992). Ali and Puah (2018) found that liquidity risk and financial crisis has a negative impact on bank stability. Likewise, Adusei (2015) reported that there is a positive impact of liquidity risk on bank stability. Based on it, this study develops the following hypothesis:

H₁: There is a negative relationship of liquidity ratio with financial sustainability.

Non-performing Loan Ratio

Non-performing loans are loans that are outstanding in both principal and interest for a long time contrary to the terms and conditions contained in the loan contract (Afza and Nazir, 2009). Teshome *et al.* (2018) found that NPL has a significant negative impact on

bank performance and liquidity. Bawaneh and Dahiyat (2019) reported an insignificant negative impact of asset quality on the financial performance of commercial banks. Likewise, Makkar and Hardeep (2018) found that non-performing loan has a negative impact on ROA. Alhadab and Alsahawneh (2016) reported that that loan loss provision and non-performing loan have a negative impact on the profitability of Jordanian commercial banks. Furthermore, Koskei (2020) reported that non-performing loans have a negative and statistically significant relationship with banks financial stability measured by Z-score. Based on it, this study develops the following hypothesis:

H₂: There is a negative relationship of non-performing loan ratio with financial sustainability.

Capital Adequacy Ratio

Onaolapo and Olufemi (2012) reported that there is a positive and significant relationship between capital adequacy ratio and return on assets. According to Nelson (2020), capital adequacy ratio has a positive impact on return on assets. Olatayo *et al.* (2019) found that there exists a strong positive relationship between capital adequacy ratio and return on assets of Deposit Money Banks (DMB) in Nigeria. Furthermore, Salami (2018) revealed that core capital ratio has positive impact on bank's Z-score. Akinleye and Fajuyagbe (2019) examined the effect of capital adequacy on the financial performance of banks in Nigeria. The study concluded that there is a positive relationship between capital adequacy ratio and financial performance. Based on it, this study develops the following hypothesis:

H₃: There is a positive relationship of capital adequacy ratio with financial sustainability.

Efficiency

Operational risk exposures threaten the financial stability and performance of banking sector. Rupeika-Apoga *et al.* (2018) found that efficiency ratio has a significant negative impact on banks' stability. Further, Petria *et al.* (2015) reported that cost to income ratio has a negative and significant impact on ROA and ROE. Salami (2018) found that there is negative relationship between operational inefficiency and profitability of banks. Muriithi and Muigai (2017) reported that there is a negative association between cost to income ratio and profitability and stability of banks. Cost to income ratio has negative and significant impact on ROA and ROE (Dietrich and Wanzenried, 2011; Knezevic and Dobromirov, 2016; Trujillo-Ponce, 2013). Antwi (2019) also found that cost to income ratio has a negative significant relationship with ROA and ROE. Based on it, this study develops the following hypothesis:

H₄: There is a negative relationship of efficiency with financial sustainability.

Gross Domestic Product

Rupeika-Apoga *et al.* (2018) found that GDP growth has a significant positive impact on bank's stability. Similarly, Hamza and Khan (2014) found that there is a positive and significant relationship between GDP and profitability of banks. Simiyu and Ngile (2015) found that real GDP growth rate has a positive but insignificant effect on the ROA in the context of Nairobi. Moreover, Masood and Ashraf (2012) showed that real GDP has a positive effect on ROE. Further, Kosmidou *et al.* (2006) concluded that there is a positive relationship between GDP growth and stability of banks. Based on it, this study develops the following hypothesis:

H₅: There is a positive relationship of GDP with financial sustainability.

Inflation

Boyd *et al.* (2001) showed that there is a significant and negative relationship between inflation and performance of banking sector. According to Barro (1995), there is a negative association of inflation with economic growth and banks profitability. In addition, Huybens and Smith (1999) argued that an increase in the rate of inflation have negative consequences on banking financial sector performance through credit market frictions. Similarly, Chioma *et al.* (2015) found there is a negative and insignificant relationship between inflation and bank profitability. Bhatta *et al.* (2019) analyzed the impact of deposit rate, lending rate, assets quality and liquidity on the financial performance of Nepalese commercial banks. The study showed that liquidity, GDP and inflation are negatively related to financial performance of Nepalese commercial banks. Based on it, this study develops the following hypothesis:

H₆: There is a positive relationship of inflation with financial sustainability.

Results and Discussion

Descriptive Statistics

Table 2 presents the descriptive statistics of the selected dependent and independent variables during the period 2011/12 to 2018/19.

Table 2: Descriptive Statistics

This table shows the descriptive statistics of dependent and independent variables of 27 Nepalese commercial banks for the study period from 2011/12 to 2018/19. The dependent variables are ROA (Return on assets is measured by the ratio of net income to total assets, in percentage), ROE (Return on equity is measured by the ratio of net income to total equity, in percentage) and Z_STAB (Bank stability is measured by Z-score, in percentage). The independent variables are LR (Liquidity ratio is measured by the ratio of total loans to total deposits, in percentage), NPL (Non-performing loan ratio is measured by the ratio of non-performing loan to total loans, in percentage), CAR (Capital adequacy ratio is measured by the ratio of Tier I capital + Tier II capital to total risk weighted assets, in percentage), EFF (Efficiency is measured by the ratio of cost to income ratio, in percentage), GDP (Gross domestic product is measured by nominal GDP, Rs in millions) and INF (Inflation is measured by change in consumer price index, in percentage).

Variables	Minimum	Maximum	Mean	Std. Deviation
ROA	-3.43	4.01	1.56	0.80
ROE	-55.94	55.31	15.11	8.75
Z_STAB	-5.79	72.75	15.57	6.26
LR	46.08	105.72	80.06	10.64
NPL	0.00	24.29	1.99	2.35
CAR	-18.73	41.82	12.87	4.28
EFF	15.01	100.78	43.17	13.97
GDP	152734 4	3464319	2342506.75	667877.77
INF	4.20	9.90	7.21	2.30

Source: SPSS output

Correlation Analysis

Having indicated the descriptive statistics, Pearson's correlation coefficients are computed and the results are presented in Table 3.

Table 3: Pearson's Correlation Coefficients Matrix

This table shows the bivariate Pearson's correlation coefficients of dependent and independent variables of 27 Nepalese commercial banks for the study period of 2011/12 to 2018/19. The dependent variables are ROA (Return on assets is measured by the ratio of net income to total assets, in percentage), ROE (Return on equity is measured by the ratio of net income to total equity, in percentage) and Z_STAB (Bank stability is measured by Z-score, in percentage). The independent variables are LR (Liquidity ratio is measured by the ratio of total loans to total deposits, in percentage), NPL (Non-performing loan ratio is measured by the ratio of non-performing loan to total loans, in percentage), CAR (Capital adequacy ratio is measured by the ratio of Tier I capital + Tier II capital to total risk weighted assets, in percentage), EFF (Efficiency is measured by the ratio of cost to income ratio, in percentage), GDP (Gross domestic product is measured by nominal GDP, Rs in millions) and INF (Inflation is measured by change in consumer price index, in percentage).

Variables	ROA	ROE	Z_STAB	LR	NPL	CAR	EFF	GDP	INF
ROA	1								
ROE	0.705**	1							
Z_STAB	0.363**	0.013	1						
LR	0.011	-0.209**	0.479**	1					
NPL	-0.338**	-0.371**	-0.224**	-0.239**	1				
CAR	0.050	-0.112	0.548**	0.467**	-0.312**	1			
EFF	-0.105	-0.112	-0.217**	-0.174*	0.424**	-0.238**	1		
GDP	0.195**	0.004	0.331**	0.554**	-0.174*	0.205**	-0.053	1	
INF	-0.145*	0.067	-0.303**	-0.466**	0.154*	-0.227**	-0.028	-0.808**	1

Note: The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent levels respectively

Table 3 shows that gross domestic product is positively correlated to return on assets. It indicates that increase in gross domestic product leads to increase in return on assets. The study also shows that capital adequacy ratio is positively correlated to return on assets. It reveals that higher the capital adequacy ratio, higher would be the return on assets. Likewise, inflation rate is negatively correlated to return on assets. It indicates that higher the inflation rate, lower would be the return on assets. However, efficiency ratio has a negative relationship with return on assets. It reveals that increase in cost to income ratio leads to decrease in return on assets. In contrast, liquidity ratio is positively correlated to return on assets. It means that higher the liquidity ratio, higher would be the return of assets. Likewise, there is a negative relationship between non-performing loan and return on assets. It means that increase in non-performing loans leads to decrease in return on assets.

Similarly, capital adequacy ratio is negatively correlated to return on equity. It reveals that higher the capital adequacy ratio, lower would be the return on equity. However, efficiency ratio has a negative relationship with return on equity. It reveals that increase in cost to income ratio leads to decrease in return on equity. In contrast, liquidity ratio is negatively correlated to return on equity. It means that higher the liquidity ratio, lower would be the return of equity. Likewise, there is a negative relationship between non-performing loan and return on equity. It means that increase in non-performing loans leads to decrease in return on equity. Moreover, gross domestic product is positively correlated to return on equity. It indicates that increase in gross domestic product leads to increase in return on equity.

Likewise, the result also shows that gross domestic product is positively correlated to bank stability. It indicates that increase in gross domestic product leads to increase in bank stability. The study also shows that capital adequacy ratio is positively correlated to bank stability. It reveals that higher the capital adequacy ratio, higher would be the bank stability. Likewise, inflation rate is negatively correlated to bank stability. It indicates that higher the inflation rate, lower would be the bank stability. However, efficiency ratio has a negative relationship with bank stability. It reveals that increase in cost to income ratio leads to decrease in bank stability. In contrast, liquidity ratio is positively correlated to bank stability. It means that higher the liquidity ratio, higher would be the bank stability. Likewise, there is a negative relationship between non-performing loan and bank stability. It means that increase in non-performing loans leads to decrease in bank stability.

Regression Analysis

Having indicated the Pearson's correlation coefficients, the regression analysis has been carried out and results are presented in Table 4. More specifically, it shows the regression results of liquidity ratio, non-performing loan ratio, capital adequacy ratio, efficiency, GDP and inflation on return on assets of Nepalese commercial banks.

Table 4: Estimated regression results of liquidity ratio, non-performing loan ratio, capital adequacy ratio, efficiency, GDP and inflation on return on assets

This result is based on panel data of 27 commercial banks with 216 observations for the study period from 2011/12 to 2018/19 by using linear regression model. The model is $ROA_{it} = \beta_0 + \beta_1 LR_{it} + \beta_2 NPL_{it} + \beta_3 CAR_{it} + \beta_4 EFF_{it} + \beta_5 GDP_t + \beta_6 INF_t + e_{it}$, where the dependent variable is ROA (Return on assets is measured by the ratio of net income to total assets, in percentage). The independent variables are LR (Liquidity ratio is measured by the ratio of total loans to total deposits, in percentage), NPL (Non-performing loan ratio is measured by the ratio of non-performing loan to total loans, in percentage), CAR (Capital adequacy ratio is measured by the ratio of Tier I capital + Tier II capital to total risk weighted assets, in percentage), EFF (Efficiency is measured by the ratio of cost to income ratio, in percentage), GDP (Gross domestic product is measured by nominal GDP, Rs in millions) and INF (Inflation is measured by change in consumer price index, in percentage).

Model	Intercept	Regression coefficients of						Adj. R bar ²	SEE	F-value
		LR	NPL	CAR	EFF	GDP	INF			
1	1.498 (3.445)**	0.001 (0.161)						0.005	0.806	0.026
2	1.799 (26.332)**		-0.116 (5.217)**					0.110	0.759	27.218
3	1.435 (7.546)**			0.010 (0.729)				0.003	0.805	0.532
4	1.848 (9.677)**				-0.007 (1.535)			0.002	0.801	2.356
5	-5.751 (2.265)*					0.593 (2.883)**		0.083	0.791	8.313
6	1.931 (10.803)**						-0.051 (2.136)*	0.017	0.797	4.563
7	2.275 (5.238)**	0.006 (1.11)	-0.122 (5.334)**					0.111	0.758	14.24
8	2.297 (5.256)**	0.005 (0.839)	-0.125 (5.296)**	0.008 (0.533)				0.108	0.759	9.556
9	2.188 (4.715)**	0.005 (0.853)	-0.132 (5.104)**	0.008 (0.554)	-0.003 (0.704)			0.106	0.761	7.274
10	1.688 (9.182)**		-0.122 (4.994)**		-0.003 (0.649)			0.108	0.459	13.783
11	1.731 (6.252)**			0.008 (0.585)	-0.006 (1.468)			0.003	0.803	1.346
12	-6.875 (1.509)					0.678 (1.935)	-0.012 (0.298)	0.029	0.792	4.183
13	-7.404 (1.655)*	0.015 (2.38)*	-0.125 (4.878)**	0.003 (0.236)	-0.002 (0.523)	0.835 (2.362)*	-0.014 (0.367)	0.139	0.746	6.726

Notes:

- i. Figures in parenthesis are t-values.
- ii. The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent level respectively.
- iii. Return on assets is the dependent variable.

Table 4 shows that the beta coefficients for efficiency ratio are negative with return on assets. It indicates that efficiency ratio has a negative impact on return on assets. This finding is similar to the findings of Petria *et al.* (2015). Similarly, the beta coefficients for

inflation are negative with return on assets. It indicates that inflation has a negative impact on return on assets. This finding is consistent with the findings of Chioma *et al.* (2015). Moreover, the beta coefficients for capital adequacy ratio are positive with return on assets. It indicates that capital adequacy ratio has a positive impact on return on assets. This finding is consistent with the findings of Akinleye and Fajuyagbe (2019). Likewise, the beta coefficients for non-performing loans are negative with return on assets. It indicates that non-performing loans has a negative impact on return on assets. This finding is similar to the findings of Koskei (2020).

The estimated regression results of liquidity ratio, non-performing loan ratio, capital adequacy ratio, efficiency, GDP and inflation on return on equity of Nepalese commercial banks are presented in Table 5.

Table 5: Estimated Regression Results of Liquidity Ratio, Non-performing Loan Ratio, Capital Adequacy Ratio, Efficiency, GDP and Inflation on Return on Equity

This result is based on panel data of 27 commercial banks with 216 observations for the study period from 2011/12 to 2018/19 by using linear regression model. The model is $ROE_{it} = \beta_0 + \beta_1 LR_{it} + \beta_2 NPL_{it} + \beta_3 CAR_{it} + \beta_4 EFF_{it} + \beta_5 GDP_t + \beta_6 INF_t + e_{it}$, where the dependent variable is ROE (Return on equity is measured by the ratio of net income to total equity, in percentage). The independent variables are LR (Liquidity ratio is measured by the ratio of total loans to total deposits, in percentage), NPL (Non-performing loan ratio is measured by the ratio of non-performing loan to total loans, in percentage), CAR (Capital adequacy ratio is measured by the ratio of Tier I capital + Tier II capital to total risk weighted assets, in percentage), EFF (Efficiency is measured by the ratio of cost to income ratio, in percentage), GDP (Gross domestic product is measured by nominal GDP, Rs in millions) and INF (Inflation is measured by change in consumer price index, in percentage).

Model	Intercept	Regression coefficients of						Adj. R_bar²	SEE	F-value
		LR	NPL	CAR	EFF	GDP	INF			
1	28.877 (6.505)**	-0.172 (3.126)**						0.089	8.578	9.774
2	17.864 (24.239)**		-1.387 (5.802)**					0.134	8.186	33.667
3	18.071 (9.604)**			-0.229 (1.653)				0.008	8.716	2.733
4	18.160 (9.412)**				-0.070 (1.656)			0.008	8.716	2.743
5	13.469 (0.483)					0.134 (0.059)		0.005	8.771	0.003
6	13.287 (6.788)**						0.254 (0.982)	0.004	8.752	0.965
7	40.372 (9.118)**	-0.273 (5.147)**	-1.673 (7.196)**					0.227	7.732	32.115
8	41.391 (9.409)**	-0.224 (3.980)**	-1.811 (7.64)**	-0.358 (2.398)*				0.244	7.645	23.810
9	40.325 (8.632)**	-0.225 (3.989)**	-1.885 (7.226)**	-0.361 (2.414)*	-0.031 (0.685)			0.242	7.655	17.930
10	22.983 (7.742)**			-0.301 (2.125)*	-0.092 (2.128)*			0.024	8.645	3.652
11	17.126 (8.63)**		-1.432 (5.415)**		-0.019 (0.400)			0.130	8.202	16.847
12	-58.931 (1.185)					5.557 (1.453)	0.768 (1.754)	0.005	8.729	1.540
13	-69.402 (1.527)	-0.286 (4.375)**	-1.861 (7.160)**	-0.308 (2.056)*	-0.036 (0.796)	8.831 (2.458)*	0.662 (1.697)	0.257	7.581	13.204

Notes:

- i. *Figures in parenthesis are t-values.*
- ii. *The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent level respectively.*
- iii. *Return on equity is the dependent variable.*

Table 5 shows that the beta coefficients for liquidity ratio are negative with return on equity. It indicates that efficiency ratio has a negative impact on return on equity. This finding is similar to the findings of Molyneux and Thornton (1992). Similarly, the beta coefficients for non-performing loans are negative with return on equity. It indicates that non-performing loans has a negative impact on return on equity. This finding is consistent with the findings of Bawaneh and Dahiyat (2019). Moreover, the beta coefficients for capital adequacy ratio are positive with return on equity. It indicates that capital adequacy ratio has a positive impact on return on equity. This finding is consistent with the findings of Olatayo *et al.* (2019). Likewise, the beta coefficients for gross domestic product are positive with return on equity. It indicates that gross domestic product has a positive impact on return on equity. This finding is similar to the findings of Rupeika-Apoga *et al.* (2018).

The estimated regression results of liquidity ratio, non-performing loan ratio, capital adequacy ratio, efficiency, GDP and inflation on the stability of Nepalese commercial banks have been presented in Table 6.

Table 6: Estimated Regression Results of Liquidity Ratio, Non-Performing Loan Ratio, Capital Adequacy Ratio, Efficiency, GDP and Inflation on Bank Stability

This result is based on panel data of 27 commercial banks with 216 observations for the study period from 2011/12 to 2018/19 by using linear regression model. The model is $Z_STAB_{it} = \beta_0 + \beta_1 LR_{it} + \beta_2 NPL_{it} + \beta_3 CAR_{it} + \beta_4 EFF_{it} + \beta_5 GDP_t + \beta_6 INF_t + e_{it}$, where the dependent variable is Z_STAB (Bank stability is measured by Z-score, in percentage). The independent variables are LR (Liquidity ratio is measured by the ratio of total loans to total deposits, in percentage), NPL (Non-performing loan ratio is measured by the ratio of non-performing loan to total loans, in percentage), CAR (Capital adequacy ratio is measured by the ratio of Tier I capital + Tier II capital to total risk weighted assets, in percentage), EFF (Efficiency is measured by the ratio of cost to income ratio, in percentage), GDP (Gross domestic product is measured by nominal GDP, Rs in millions) and INF (Inflation is measured by change in consumer price index, in percentage).

Model	Intercept	Regression coefficients of						Adj. R_bar ²	SEE	F-value
		LR	NPL	CAR	EFF	GDP	INF			
1	-6.961 (2.441)*	0.281 (7.972)**						0.225	5.509	63.550
2	16.929 (32.015)**		-0.573 (3.339)**					0.046	5.873	11.149
3	5.279 (4.652)**			0.800 (9.577)**				0.297	5.249	91.725
4	19.768 (14.581)**				-0.097 (3.253)**			0.043	6.125	10.584
5	-81.121 (4.306)**					7.843 (5.134)**		0.106	5.920	26.359
6	21.505 (16.083)**						-0.823 (4.659)**	0.088	5.978	21.705
7	-2.451 (0.794)	0.235 (6.356)**	-0.326 (2.012)*					0.196	5.391	26.815
8	-4.017 (1.385)	0.160 (4.306)**	-0.115 (0.735)	0.551 (5.590)**				0.297	5.040	30.869
9	7.461 (4.153)**			0.768 (8.961)**	-0.041 (1.567)			0.301	5.232	47.402
10	-36.449 (1.090)				-0.094 (3.310)**	4.781 (1.870)	-0.396 (1.355)	0.145	5.788	13.154
11	-3.270 (1.062)	0.160 (4.316)**	-0.063 (0.365)	0.553 (5.603)**	-0.022 (0.729)			0.296	5.046	23.232
12	-54.739 (1.622)					5.866 (2.261)*	-0.280 (0.942)	0.105	5.922	13.617
13	-26.839 (0.891)	0.116 (2.691)**	-0.026 (0.151)	0.565 (5.690)**	-0.028 (0.935)	2.267 (0.952)	-0.114 (0.442)	0.302	5.022	16.301

Notes:

- i. Figures in parenthesis are t-values.
- ii. The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent level respectively.
- iii. Bank stability is the dependent variable.

Table 6 shows that the beta coefficients for efficiency ratio are negative with bank stability. It indicates that efficiency ratio has a negative impact on bank stability. This finding is similar to the findings of Knezevic and Dobromirov (2016). Similarly, the beta coefficients for inflation are negative with bank stability. It indicates that inflation has a negative impact on bank stability. This finding is consistent with the findings of Barro (1995). Moreover, the beta coefficients for capital adequacy ratio are positive with bank stability. It indicates that capital adequacy ratio has a positive impact on bank stability. This finding is consistent with the findings of Akinleye and Fajuyagbe (2019). Likewise, the beta coefficients for non-performing loans are negative with bank stability. It indicates that non-performing loans has a negative impact on bank stability. This finding is similar to the findings of Teshome *et al.* (2018).

Conclusion

Banking sustainability is a state in which the financial markets and the financial institutional system is resistance to economic shocked and fitted to smoothly fulfil the basic function of banks like the intermediation of financial funds, management of all kinds of banking risk and arrangement of resources. The financial sector plays an important role in

the development of the country economy and financial inclusion. The roles of banks in the economic growth and development of an economy cannot be disputed as they play a key financial intermediation role. Thus, understanding the impact of financial distress on financial sustainability is of paramount importance.

This study attempts to examine the impact of financial distress on financial sustainability in Nepalese commercial banks. This study is based on secondary data of 27 commercial banks with 216 observations for the study period from 2011/12 to 2018/19. The study showed that liquidity ratio, capital adequacy ratio and GDP have positive impact on return on assets. However, the study showed that non-performing loan ratio, efficiency and inflation have negative impact on return on assets. Similarly, the study showed that liquidity ratio, non-performing loan ratio, capital adequacy ratio and efficiency have negative impact on return on equity. Likewise, inflation rate, non-performing loan ratio and efficiency have negative impact on bank stability. The study concluded that non-performing loan followed by gross domestic product is the most influencing variable that explains the changes in return on assets of Nepalese commercial banks. In addition, the study also concluded that capital adequacy ratio followed by liquidity ratio and inflation rate is the most influencing variable that explains the changes in bank stability of Nepalese commercial banks.

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Exploring ELT Phenomena Quantitatively: A Discussion on Uses and Limitations

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Abstract

Quantitative research is a research methodology which explains phenomena by collecting numerical data that are analyzed using statistical methods. It stresses on the importance of large groups of randomly selected participants and determines the relationship between variables manipulating them within the participants' immediate environment. This research can be used in a number of areas to explore different phenomena though it has some limitations. As in other areas, it can be equally used in education. This paper tries to explore such uses of quantitative research in education in general and English education in particular along with its major limitations.

Keywords: Quantitative research, uses, limitations.

Introduction

Research is the systematic process of searching and unveiling truths. Kerlinger (1979) defines, "Scientific research is systematic controlled, empirical, amoral, public & critical investigation of natural phenomena guided by theory & hypothesis about presumed among such phenomena." There are different methods and processes of carrying research. On the basis of the methods, procedures, research tools and data analysis and interpretation procedure, research in education can be classified into two types. They are qualitative and quantitative. Qualitative research is concerned with the in-depth study of a given problem. In other words, it is concerned with aspects of reality that cannot be quantified, focusing on the understanding and explanation of the dynamics of social relations. They are generally interpretative in nature. On the other hand, quantitative research is concerned with the numerical representativeness of the given problem. The data collected via different tools like observation, questionnaire, experiment and test are quantified.

Quantitative research unlike qualitative research focuses on objectivity. This is especially appropriate when there is the possibility of collecting quantifiable measures of variables and inferences from samples of a population. The sample size which is regarded as the representative of the population is generally large and the findings are later on generalized. This research very often is carried out to find out the relationship between different variables and different statistical tools are used to determine whether the relationship is significant.

Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics) (Aliaga & Gunderson, 2002 (as cited in Muijs (2004). Numerical data and statistical analysis of such data are at the heart of quantitative research. It tries to explain any research issue providing

it numerical value. For instance, if we are to find the students' attitude towards communicative language teaching, first we need to develop such research tools which are very often close ended in nature. Then, the responses given by the students are given numerical value and analyzed accordingly. To conclude, quantitative research adopts structured procedures and formal instruments for data collection. The data are collected objectively and systematically. Finally, the analysis of numerical data is performed through statistical procedures, often using software such as SPSS, R or Stata.

Uses of Quantitative Research in English Education

Quantitative research can be used to find out and explain a number of phenomena. The term 'phenomena' here is used to indicate the research issues that are prevalent in education in general and English education in particular. A number of phenomena exist in education which need to be explored and unveiled. To find out the effectiveness of any method/technique, to observe the behavior of students, to find out the attitudes and perceptions of students and teachers and to have survey on some other issue, this research can be very effectively used. The subheadings below are presented to discuss the use of quantitative research in English education very briefly.

Experiment on the Effectiveness of Methods/Techniques

There are a number of methods and techniques in English language teaching (ELT). Grammar translation, Direct, Audio lingual, Communicative language teaching, Task based approach, content integrated language teaching are some of the examples of methods whereas pair work, group work, lecture, demonstration, role play, strip story technique are some of the examples of techniques that are very often used in ELT. To find out the effectiveness of such method/techniques in ELT, a researcher can conduct a research and find out the reality. Experimental and Quasi experimental research designs which are the types of quantitative research can be used to find out the effectiveness. Both experimental and quasi experimental research designs seek to determine the influence of a specific treatment on outcome. The researcher assesses this by providing a specific treatment to one group and withholding it from another and then determining how both groups scored on an outcome (Careswell & Careswell, 2018, p. 50).

Attitudes of Stakeholders towards Different Phenomena

Survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population (Careswell & Careswell, 2018, pp. 49-50). It generally makes use of questionnaires and structured interviews for data collection procedure. There are a number of phenomena on which different stakeholders of education have different attitudes, perceptions and opinions. Here, stakeholders of education refer to students, teachers, parents and administrators. They have different opinions towards different phenomena like second language acquisition, English language teaching, methods and techniques, language policy, use of ICT in ELT, learner autonomy etc. To find out the perceptions of stakeholders on such

phenomena, a researcher can make use of survey research which helps to get the response from a large number of stake holders within a short period of time. For instance, a researcher can make use of survey research design to find out the perceptions of English language teacher towards post method pedagogy. From the study, the researcher can find out whether the teachers are satisfied with conventional methods or the methods that they use in their classrooms are self-generated being based on the context where they teach.

Hypotheses Testing

Generally, all quantitative research starts with a hypothesis. Muijs (2004, p. 8) defines a hypothesis as a tentative explanation that accounts for a set of facts and can be tested by further investigation. Quantitative research is suited for the testing of hypothesis. Researchers may have different hypotheses which may guide the researcher to conduct research. In other words, quantitative researchers are interested to test the hypotheses that they have on any phenomena and it is quantitative research which allows them to do so. For example, one hypothesis a researcher might want to test could be 'use of ICT in English language teaching enhances language development.' The researcher designs study that allows him/her to test this hypothesis. He/ She collects relevant data (use of ICT in ELT and enhancement of language development) and use statistical techniques to decide whether or not to reject or provisionally accept the hypothesis. Accepting a hypothesis is always provisional, as new data may emerge that causes it to be rejected later on (Muijs, *ibid.*).

Comparative Study

Comparative study, as the name suggests, is the study which is based on the comparison of different statistics. Quantitative research can be used to make comparison between different data. For this, a number of secondary sources like annual reports related to education, statistics released by concerned offices and authorities, historical facts and other different literatures can be studied to find out the fact. For instance, to find out whether the achievement of students in English in SEE is rising or declining, the researcher can have comparative study of the result of past ten years and find out the reality. This sort of study on one hand provides facts and on the other hand it gives researcher insights on the reasons behind such result. Furthermore, with the help of this research all the stake holders like students, teachers, policy makers, administrators and educationists get insights for the improvement of SEE result in general and English result in particular.

Observational Study

Another research method that is often used in quantitative research is observation. It is helpful to observe the behaviors of both students and teachers. Observational research gives direct access to social interactions. This is advantageous when we want to find out what actually happens in a setting rather than what is reported to us by participants (Muijs, 2004). A number of facts can be generated with the help of observing the behaviors of students and teachers both in and outside the classroom, teachers' teaching styles in classroom, and the behavior that administrators show with

students and teachers.

For instance, a researcher can have observation between teachers' behaviors and pupil outcome in English language learning. Under this study, a researcher can study how the behaviors shown by the teachers influence the language learning process and development of students.

Limitations of Quantitative Research

Generally, it is said that everything has its pros and cons. Quantitative research cannot be an exception. It means to say that, though it has a number of strengths, it is not free from limitations. Some of the limitations of quantitative research are very briefly discussed below.

Influence of Subjective Judgment

Quantitative researchers opine that the truth is out there and the researcher has to unveil the truth. Muijs (2004) states, "To uncover the truth, the researcher has to use objective research methods which detach the researcher from the research as far as possible." However, this view, that there is a true reality out there and its researcher's task to uncover the reality objectively i.e. being detached from the research is problematic. We all are the part of the society where we conduct our research due to which we cannot be totally detached from the society. In other words, though we try our utmost to be objective, somewhere and at some point, our subjective judgment may influence our research which is one of the greatest limitations of quantitative research.

Lacks In-depth Study

Quantitative research cannot have an in-depth study. It is good at providing information in breath from a large number of units. For in depth study, we need to have ethnographic methods, focused group discussions, in depth interviews, case study and other different qualitative tools. For instance, if we want to find out language learning process of the children of a social group, quantitative research does not work here. We need to either have ethnographic study or case study which are qualitative methods.

Limited Outcomes

Quantitative research often involves structured questionnaire with close ended questions. It leads to limited outcomes. It means to say that though respondents have some other views on any given question/issue, they are obliged to choose whatever there is in questionnaire. The respondents have limited options of responses, based on the selection made by the researcher. So, the results cannot always represent the actual occurring, in a generalized form.

Difficulty in Data Analysis

Quantitative study requires extensive statistical analysis, which can be difficult to

perform for researchers who are from non- statistical backgrounds. Statistical analysis is based on scientific discipline and hence difficult for non-mathematicians to perform.

Above discussed are some major limitations of quantitative research. A number of other general limitations like lack of resources for data collection, improper representation of the target population if the sample is not systematically and scientifically i.e. randomly selected and expensive and time consuming can also be added in the list.

Conclusion

Quantitative research is one of the types of research which gives due emphasis on numerical data and statistical analysis of such data. Since it focuses on the objectivity of research, it is very often guided by positivism or post positivism research paradigm. It opines that reality is out there and it is researcher's task to uncover the reality. As quantitative research is employed in several fields, it can be equally used in education in general and English education in particular to uncover the reality of different language education phenomena. The ELT related phenomena like: language planning and policy, effectiveness of different methods/ techniques, attitudes and beliefs towards different issues etc. can be explored with the help of quantitative research. Although it has a great deal of uses, it has some limitations too. Time and resource consuming, difficulty in selecting the sample which represents the population, influence of subjective judgment of the researcher, inability to control the environment and difficulty in data analysis process if the researcher is from non-mathematics background are some major representative limitations of quantitative research. It has a number of limitations yet it is very much useful to have research on different phenomena with are related to education in general and English education in particular.

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Quality Education from Parental Perspective: A Case Study of Suryodaya Municipality, Ilam

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Abstract

This paper reports the results of a study on quality education from parental perspective. Building on a phenomenological design, six heterogeneous groups of parents i.e. street vendors, drivers, farmers, shopkeepers, teachers and doctors representing different professional background working in Suryodaya Municipality, Ilam were purposively selected and collected data through in-depth interviews. Drawing upon the thematic analysis and interpretation of the data, the study revealed that more parents believed in economic and other physical factors as associated with quality and relevancy of education. Similarly, the parents from high economic status believed that quality education bring changes in the behaviour of learners. Some parents even questioned to the existing education system for negleting the different types of life skills and livelihood related manual works. They said that the schools need to link students' learning to the society and labour market. The education needs to be contextual by integrating the indigenous knowledge and voice in classroom and school curriculum. Furthermore, there is a little hope of enlightenment but the majorities have suggested to reform the current school education programme.

Keywords: Quality education, phenomenology, interviews, parents, school education

Introduction

Quality in education is a complex concept that encompasses both characteristics and excellence. It is often seen as a pass-fail scenario or a measure of a product's success, leading to confusion among stakeholders. Quality education is defined by its relevance to children's needs, adaptability to changing social, environmental, and technological conditions, and its protection from exploitation, abuse, violence, and conflict. Relevance is a key measure of quality; however, it has different meanings in different contexts. In the Chinese context, relevance means teaching is directly related to the country's ideology, while in Nepal, it emphasizes students' ability to work together as a group. The Education for All (EFA) movement defines relevance as addressing the needs, interests, and problems of participants in the learning process.

In Nepal, efforts have been made to improve the quality of education, with donor countries, development institutions, and the Nepal government investing in education for access, effectiveness, equity, and relevancy. The National Curriculum Framework (2007) focuses on life skill education, educational entrepreneurship, inclusiveness, equal access, equity, and quality. However, the relevance of these efforts to ensure quality education

remains uncertain. Enhancing internal and external efficiency and quality of education remains a significant challenge, as the existing development in quality school education does not consider the social, economic, geographical, and cultural contexts of Nepal.

Nepal's educational development history began in 1853 with the first school, and the National Education System Plan (NESP) in 1973 expanded primary schooling opportunities and introduced a uniform curriculum. The Federal Ministry of Education (MoE) develops education policies, including curriculum development. Despite the progress, 66 percentages of people still live with traditional agriculture practices, which compromise education opportunities. Since 1970, various national plans and projects have been implemented to improve quality education in Nepal. The five-year Secondary Education Support Program aimed to improve equity, access, quality, relevance, and institutional capacity of secondary education.

In the last fifty years, Nepal has experienced significant changes in the education sector with the net enrollment rate (NER) of children in primary schooling growing from 81% in 2000 to 96.6 percent in 2015/16. The National Curriculum Framework (2007) identifies low internal efficiency and low quality of education, which does not serve the labor market. To address these issues, the National Curriculum Framework for school education (2007) developed a vision and mission to develop citizens who are knowledgeable, skillful, competent, responsible, reliable, healthy, cooperative, good mannered, ethical, optimistic, nationalistic, humanitarian, believe in democracy, human rights, and have the ability for critical thinking to face emerging challenges in a productive manner. The study intends to find out answer to the following research questions:

- ✓ • How is the meaning of quality education perceived by the parents?
- ✓ • How is the existing education relevant with respect to the individual and society?
- ✓ • How can the educational quality be developed to meet the diversified need of the parents?

Review of Related Literature

For achieving better understanding of the research topic, I have divided the relevant literature review into three sections i.e. general, empirical and theoretical reviews about quality education.

Understanding Quality Education

The existing need is not only to enroll children in school but also to build the capacity of all schools to provide appropriate education for children according to their desires. Hence, the Convention on the Rights of the Child (CRC) has ensured the right to education of all children, (MOE, 2011) that was declared by Human Right Declaration, 1948. The CRC has also recognized that all children have the right to receive quality

education without any discrimination for their overall development. Save the Children developed a quality framework with minimum standards of quality education on the basis of universal declaration of human rights, 1948, UN Convention of Rights of the child, 1989, Millennium Development Goals (MDGS) (2015 – 2030), National plan for Action for EFA2015, National plan for Action for children2015, Constitution of Nepal, 1991 (2005), different Education Commissions' Reports (1953-2001), CRC Concluding remarks 3" June 2005, Period plan (10" five year plan) and PRSP addresses strategies needed to create a child friendly educational environment between learners and the learned/teachers for quality education.

In 1990 and 2000, the world declaration on education for all and Dakar frame work for action declared that quality was 'at the heart of education' a fundamental determinant of enrollment, retention and achievement. The definition of quality sets out the desirable characteristics of learners, (healthy, motivated students) process, (competent teachers using active pedagogies), content (relevant curricula) and systems (good governance and equitable resource allocation). The proper mobilization of these three things assured the target for quality education for all.

Global Monitoring Report (2005) determines quality by how much and how well children learn and the extent to which their education translates into a range of personal, social and developmental benefits.

Education is a dynamic process. Sharma (2009) says that there is no final and fixed meaning and value of education. The quality in education is also changing and dynamic process. It changes according to development of time, technology and innovation in education.

Relevancy and Educational Quality

Relevance is about deep connections between the student, his emerging interest in a given area and the complex learning challenges that define that area which is also the central element of quality education. Relevance starts and ends with what the learners really want to learn and broadens out.

UNICEF studies, relevant education as a complex system and rooted in a political, social, cultural and economic context. The healthy learners, safe and protected environment, relevant curricula, child centered pedagogy, trained teacher and well managed school, classroom, sound attitude, knowledge and skill with positive participation in society develop the quality factor in education.

Overview of Quality Education in Nepal including Ilam

Nepal's educational development history began in 1853 with the first school. The National Education System Plan (NESP) in 1973 expanded primary schooling opportunities and introduced a uniform curriculum. The Federal Ministry of Education (MOE) develops education policies, including curriculum development, teacher training,

and national school leaving examinations. The University Grants Commission (UGC) oversees universities and sets quality standards. Suryodaya Municipality, with over 70 schools, has a weak infrastructure but needs to improve education quality. Parents' perceptions are crucial for implementing changes in education.

Empirical Studies in Quality Education

Educational quality discourse consists of two dominant traditions: the "economist" view, which uses quantitative outputs like enrollment ratio and retention rates, and the progressive, humanistic tradition, which emphasizes the educational process. Both traditions consider learning basic cognitive skills, literacy, numeracy, and general knowledge important. However, in Nepal, the quality of education is still being improved, with school administrators, teachers, and school counselors working together to create a conducive environment for effective learning. The OECD's Program for International Student Assessment (PISA) highlights the importance of quality education in four domains: education policies, curriculum, teacher education, and student assessments. The concept of standards is used in three main domains: input, process, and outcome, which are key mechanisms for improving educational quality.

Theoretical Review on Quality Education

The theoretical review provides the using terms and meaning related to the research study. Quality education can be understood through various perspectives of theories. In this study, I have discussed some basic learning theories and reproduction theories relevant to this heading as well as considered theories help to interpret the perception of parents towards quality education.

Learning Theories in Education

Learning is the modification and permanent change in behavior. In terms of learning process, practice, motivation, reward maturation and punishment are important. In education, three major perspectives behavioral, cognitive and constructive play a vital role for the meaningful learning. It is highly related to the achievement as well as develops the knowledge, skill, attitude, ability, and potentiality of the learner within and outside the school.

Behaviorism. Behaviorism focuses on observable changes in behavior where all human behavior and learning is the product of environment. Behaviour can be studied in a systematic and observable manner with no consideration of internal mental states. Human behaviors are divided into social, intellectual emotional, and physical and the permanent change in behavior of these four patterns is called learning.

Cognitivism. Cognitivism, claims learning depends upon whole to parts and develops insight after whole perception of the event Learning is cognitive and mental process and use human conscious. Learners attend to, code, transform, rehearse, store and retrieve information and learners' thoughts, beliefs, attitudes, and values are also key

elements of learning process. Learning is purposive and based upon solving the problem which occurs after perceiving the problem in wholeness.

Constructivism. Constructivism is related to the cognitive view and focus on individual and society. It gives more importance to the background and culture of the learner for learning process. It is based on the premise that we all construct our own perspective of the world, through individual experiences. According to this theory, learning is based upon the child experience and his/ her cognitive and internal process.

Cultural Reproduction in Education

The knowledge is transferred and legitimized from dominant class to dominated class and have the power to impose meaning and impose them as legitimate. A sociologist, Pierre Bourdieu, pointed out the major role of the educational system is cultural reproduction. The major role of educational system contributes to reproduce the culture of the dominant class. The dominant class's culture as worthy of being sought as possessed and establishes it as the basis for knowledge in the educational system (139). As a whole, the society takes high value placed on dominant culture that is called cultural capital. In an educational system, cultural capital is translated into wealth and power. In education system, those who are successful in all school education are previously accomplished in the earliest years of life.

Methodology

This study was totally field-based, where the researcher attempted to find out the confined meaning from diverse professional background parents. Therefore, it was investigative. For me, there is contextual meaning of quality education as each parent perceived and understood it differently from their personal social status. The selection was done within the 2 parents from each six types of professional participants i.e. farmers, street vendors, doctors, and teachers. They were taken purposively from Suryodaya Municipality, Ilam district as their workplace. On the basis of the research purpose, research questions as well as guideline questions were prepared for the in-depth interview. Face to face and personal interview was used as the mode of data collection technique. The responses were recorded. And these interviews were transcribed later.

As this study was qualitative in nature, at the beginning, interviews were conducted to collect the information from the selected participants. And later telephone was used to contact where there was incomplete information. During the process and duration of interaction, the theme of the conversation was noted down and recorded. To maintain trustworthiness, redefinition, interpretation of others, credibility can be established through triangulation which contains method, data, multiple analysis, theory triangulation (Patton, 146).

Results and Discussion

Drawing on the research questions, three global themes were generated as: Meaning of Quality Education, Effectiveness of Education, Educational Relevancy to the Individual and Society. Moreover, I present the analysis and interpretation of the major themes using the words and experiences as shared by the participants.

Meaning of Quality Education Parental Perspective

Some parents choose school on the basis of school standards i.e. internal standard and external standard. Others choose on the basis of good achievement or performance of the board exams results. A good and polite behavior of the teachers and head teachers has also increased the choice of the parents towards schooling. A few parents choose on the basis of easy access and a number of parents choose school on the basis of cost.

Based on School Standards and Performance

Regarding this, a few experiences were explored from do respondents. A standard school provides standard quality education to their children, where those types of schools provide creative learning environment to their students. A doctor said,

...all parents want to choose a high standard private school. They think, if their children are sent to the best school, they hope to get best education whether they have enough money or not. In my experiences, we should choose school where they give more priority to self-learning than parrot learning.

In his experiences, private schools having a high standard provide the best education. The other respondent said,

I choose school on the basis of teaching standards of the school. As I thought the chosen school might be right because many people said that school is right for my children as the teaching method is right, teachers are good, responsible as they take care of the children at the school time.

He meant to say, school standard depends upon a group of good teachers, appropriate teaching methods good, qualified teachers who provide good caring.

Another respondent said, quality education might be explained within school and classroom activities. Mr. Neupane, professionally a farmer said,

If teacher teaches appropriately, treat equally, it is called quality education. Teacher should implement new teaching learning methods focusing both smart and slow learners. Along with the teaching learning strategies teachers even need to focus on different ECA and CCA activities. The knowledge gained needs to support the children's achievement in their overall activities.

A respondent said, good example of comparing education with the kitchen of a quality house. He said,

A well-managed school, like a well-managed kitchen, should provide adequate facilities and effective teaching to meet the needs and interests of its students. Teachers should focus on extra activities, practical work, and providing transportation for those far from school. A tri-polar relationship between parents, teachers, and students is also essential for a successful school environment.

From the above exploration, quality education is related to standard teaching which is connected to teaching learning method, contextual and life related education, child friendly environment, good results, developing competency and adjustment power.

Effectiveness of Education

During the interview while talking about the effectiveness of education, most of the parents from different professions focus on final grade of the students that is achieved in the final exam. A respondent said,

...we assume that the grade is an indicator only but still who secured what grade is given more priority. In our Nepali context, the priority is given more to how much students secured than what they learnt.

Another respondent also supported this view and said,

Getting high grade seems to be compulsory in school level these days. The high grade in the final exam, choice of subject and choice of school play important roles for quality education. Most of the parents see the grade to enroll a selected college and choose their interested subject.

A street vendor and farmer believe that high student achievement indicates the effectiveness of education. They believe that financially strong students excel in exams and jobs by investing in high-quality schools, which instill a high-class culture within them.

Similarly, another respondent said,

Firstly, I think parents should self-evaluate their child, secondly, what its worth, if child could not do anything after getting good grade. Children need behavioral knowledge. I don't have any disappointment in getting average marks but they should develop the capacity to hold any post taking responsibility. This is quality education for me.

He shared his doubt by saying getting high grade does not determine future as we cannot be sure for same grade in the further studies. He equally gives priority to the practical knowledge, capacity development, holding the responsibility and increase in struggling power of the students for upcoming problem.

Relevancy of Education

Relevancy means the education which is relevant and useful for the learners in the world of work, academic work and day to day life. Similar to this, the research has found

most of the parents want education to be connected with skill-oriented knowledge and job opportunity in the market relevant in today's world

In this regard, a respondent said,

...Though the government has recommended life skill education, schools are not providing proper training to the teachers and still the students are provided with lecture-based theory classes. School needs to train them life skills work like wood work, sewing, cooking varieties of food items etc. Having the knowledge about English language and only computer skill is not enough for today's generation. Such education devalued our social work, profession, religion, culture and social rule and regulations. So, how can we say, such type of education is useful for our society and family?

From his expression, he said the existing education is not contextual, and could not develop according to the social, cultural and demographic context.

A respondent viewed on the relevancy of education and stated,

Surely existing education is less relevant; we should develop life skills after crossing the fixed level but there is no provision of such education. There is a huge gap between parents and school. As our understanding, the parents who invest more for their children surely will get return soon. They should fight more for the job; any way if they get job, it may not be relevant to their educational knowledge.

In agricultural country like Nepal no one can find any specialist in agricultural sector to watch the whole district. The country where more than two corer people depend upon agriculture, there is no one who can identify the disease of the crops, what types of insecticides and pesticides to be used and how? What types of crops, vegetables and fruits can be cultivated on the basis of time, situation and soil quality? It would be better if government had produced qualified manpower in diverse field. Such type of manpower could be utilized easily within different field in Nepal.

The experience is predictably for the quality enhancement process in this diverse social context. In this segment, each parents viewed it differently as their understanding. All School related factors should be activated equally and co-operate mutually. There should be motivating environment among teachers, head teacher, students and parents. A strong and sustainable government can hold this all responsibility and can run it systematically. He added that in the Nepalese education system, school teaches general subjects to the students. In this way, the curriculum should provide knowledge and life skill in a specific profession. We always use this English proverb in Nepalese education system:

Conclusion

This study examines parents' perceptions of quality education and its relevance in today's world. Parents from different social and economic backgrounds believe in various

aspects of education, including cost, competency-based, life skill, and teacher capabilities. High-class parents prioritize ethical, social, and cultural norms, while middle-class parents prioritize high achievement and life skills. Low-income parents, however, focus on economic strength and believe that investing more in education ensures quality. Education is criticized for not being contextual and neglecting manual work, perpetuating inequality. Parents blame the current education for not rooted in indigenous traditions and knowledge. Poverty, hierarchical structures, and exclusionary social structures hinder access to education for many children. Economic efficiency of parents is crucial for ensuring the relevancy of education.

Various factors contribute to quality improvement in education, including teachers, students, school management, social, economic, subject, learning process, methods, and techniques. The study's findings can be beneficial for policy makers, stakeholders, and researchers, as it provides valuable information for decision-makers, consumers, and new explorers. Government and local bodies formulate education policies based on social, cultural, economic, and demographic contexts, considering the needs and interests of learners. Parents are crucial stakeholders in enhancing education quality, as they believe in school standards, student performance, competency-based education, life skills education, and competitiveness in the world market. Policy makers should address parents' understanding and voice in policy formulation, as they may perceive education differently from different professional backgrounds. Studying quality education from parental perspectives helps policy makers, educational planners, administrators, writers, and curriculum developers take necessary actions. Parents' decisions on educational issues are influenced by their values and beliefs, making it essential to study quality education from a parental perspective.

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Karfok Bidya Mandir Multiple Campus: From Past to Present

Subash Rai

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Abstract

This article examines and analyses to identify the campus of Suryodaya Municipality is the backbone for academic development in Ilam is a case study. It is a community-based campus joining with Karfok Secondary School. The campus is producing human resources for the nation. Graduates have been involved in different organizations and even in foreign employment each year. The study has adopted descriptive research design, data analysis approach, and interview. The researcher investigates some measures how a secondary school develops to be campus is a historical development. This paper is an academic attempt to present the opportunities of higher education, capacity building, building of knowledge, link to the world. It is concluded that the learners of the locality are able to achieve the national and international opportunities as well.

Keywords: Affiliation, milestone, convocation, infrastructure, potentiality, seminar.

Introduction

Karfok Bidya Mandir Multiple Campus, Ilam was established in 2059 BS with the objective of providing quality higher education to the population residing in the eastern part of Ilam district. It is located in Suryodaya Municipality, Ward No. 12, Karfok, at the lap of Hill Queen in Ilam at the height of 1640 meters on the Mechi Highway. The campus is affiliated to Purbanchal University, Nepal, and currently offers three faculties at the bachelor's level: Humanities and Social Sciences, Education, and Management. In the early days, two lecturers, Subash Rai (English) and Jeet Bahadur Rai (Economics), were appointed to conduct B.A. and BBS classes with an initial enrollment of 21 students.

Many people have made tremendous contribution in establishing the campus from its inception to date. The-then *Khardar*, Kashinath Adhikari and *Dittha*, Dilliraman Dhungana requested to Swami Someswarananda to visit Karfok in 1962 BS. The four *tharis* (headmen) of that time viz. Krishnalal Adhikari, Laxmikanta Dhungana, Sundarsingh Lepcha and Prithasingh Rai, from Karfok area had also made significant effort to run this institution. Similarly, Khaga Prasad Adhikari, Devibhakta Adhikari, Khadananda Adhikari were other gentlemen who also had positive spirit to set up the Bidya Mandir at Karfok area. At the first meeting, Someswarananda told them to open a school for gaining knowledge. All agreed it and *tharis* donated 496 ropanies land to the school.

Swami Kuti (hut) was built for him and *Sanskrit pathasala* (school) was opened in Karfok. Then, he made another kitchen house, cowshed, inn, library etc. there. Someswarananda as God Shankar who had knowledge of yog, penance,

Erman...Therefore, Bengali poet, Rabindranath Tagore came Karfok to see him. In this time, *Nyaya, Byakaran, Sahitya, Jyotis, Karmakanda, Mimamsa, Beda, Chhanda, Yoga, Mantra, Tantra, Japa* were taught by Swami himself in the *pathsala*. Swami's students became intelligent due to moral knowledge, skill, and penance.

Sawami Someshorananda first started a school of Sanskrit (1962 BS) during the Rana regime in Karfok. The Sanskrit *Pathsala* is the origin of the light in this area. Early people were educated from the school. Those people opened a secondary school in 2010 B.S. and class 11 and 12 were started from 2049 (B.S.) to teach Arts, Education and Management.

Dr. Khagendranath Sharma added Someswarananda from Gadhawal India came at Karfok, opened a school and stayed lifelong by doing penance and spiritual practices. The land property of both Karfok school and campus is the workplace of Swami Someswarananda. After the death (1999) of Someswarananda, the school and properties were careless.

Mahananda Sapkota was appointed as Education Manager of Nepal Purwanchal Educational Department on 2007 Chaitra 20 by Nepal government in Kathmandu. Next year, he became the president of *Nepali Bhasa Pracharak Sangh*- Karfok in 2008BS. Moreover, the sangh organized The First Nepali Poets Assembly-2009 in Karfok. He made a plan of *Rastriya Sikchha Paddati* and started to write different books and publicized Nepali language in Eastern part of Nepal. He was the linguist of Nepali language.

In the beginning of the school, a hut was made for teaching at Karfok. Lal Bahadur Subba stared to teach there in 2007. Students of middle school from Fikkal were joined at Karfok school. Mahananda worked hard for school as management committee member to collect charity for teachers' salary. The school was inaugurated by the Royal Crown Prince Mahendra in 2010/02/10 formally. It was upgraded up to class -10. The school provided vocational education in the East. The school magazine *Jooneli* has been publishing since 2015 up to 2080. Again, it was upgraded to grade-11 and 12 as higher secondary level in 2049 BS.

There were good potentialities to open campus. After 50 years, passed out students from grade -12 were good number to the campus. Next, qualified teachers were there in grade-11-12 to teach bachelor class. Fees were the source of income to input in the campus. In the parents meeting, some parents asked for the bachelor level for their children who are unable to go far from home for higher studies. The school had enough property and financial strength to start the bachelor level. Ladies and gentlemen discussed and decided to open graduate level. School president, Deepak Adhikari applied to Purwanchal University. The school completed the terms and conditions of university. Then, the management committee made a Bidhan (rules for campus) to conduct campus.

The committee announced vacancy of English and economics teachers. Similarly, students for Humanities and Social Sciences and Commerce were admitted in 2059 Kartik. After that, bachelor classes were started smoothly. Karfok Bidya Mandir Multiple Campus (Karfok Bidya Mandir Mahavidhyalaya) was established in 2059/07/16 in Suryodaya Municipality-12, Karfok Ilam. Laxmi Basistha, Deepak Adhikari, Bamsidhar Dahal, Dhanraj Rai, Prem Sapkota, Kedarnath Chimoriya, Jaharsingh Rai and Gopal Kattel played the administrative role as Campus Chief.

Dr. Taranath Sharma (2060) says the first Literary Symposium of Nepal was held in 2009 B.S. at Karfok School attending with poet laureate Devkota, Lekhnath Paudel, Balkrishna Sama and many other poets. The literary activity inspired and warmed-up people. Landowners provided land property to the school. Devi Upreti donated land in Jhapa. The campus has authority of 50 *ropani* land area. Deepak Adhikari (school-campus President of 2060) mentioned Karfok Multiple Campus started in 2059 B.S. Kartik 16th. The class of bachelor level started in morning shift of the same school building. Nine students studied in humanities and twelve students studied in commerce. First day of bachelor class was very much historic moment and glamorous in student life.

The head-teacher Laxmi Basistha (2060) opined diploma education is a need for community today. Similarly, Pasang Goparma (2060) added the school has good infrastructure to start the university campus in Karfok. It is a mainland for campus. Karfok is milestone due to the contribution of Mahananda Sapkota and Narendranath Banstola, late king Mahendra and many others. Vice-chancellor of PU Pro. Dr. Toran Bahadur Karki (2060 BS) stated there is high potentiality of bachelor degree campus in this area on the occasion of Golden Jubilee-2060 BS of Karfok Bidyamandir secondary school. Mr. Karki as a chief- guest inaugurated 'Karfok Bidyamandir Mahavidhyalaya' or Karfok Multiple Campus on 2060/02/10 formally. Today, it is 20 years long journey of the campus. All learners and academicians were happy in this occasion. Dr. Santaman Rai (2060) opined to invite the retired professor for taking special class to learners during the session. Reader of Tri-Chandra Campus Mr. Rai advised to upgrade university degree there. Kartok Multiple Campus invited to the president of UGC in 2070. Prof. Dr. Ganeshman Gurung opined that the campus lecturers should be M.Phil. and Doctorate qualification and he agreed to support for capacity building and QAA programme.

Methodology

The specific objective of the study is to present the historical development and analyze the impact of bachelor degrees and to measure the overall educational achievement of community campus. The researcher has used a qualitative research design to explore the human resource. The study was conducted at one community campus Karfok Multiple Campus based on Suryodaya Municipality in Ilam. The specific research design is case study that focuses on the number of events and activities. Furthermore, this kind of research has a goal to reveal summary of specific event that is experienced by individual. This study aimed to collect, analyze and interpret the data. And this study was conducted to explore the

historical development of the campus. The participants were campus president, head-teacher, lecturers, and learners of 2059-2080 BS.

Results and Discussion

Campus with PU

Curriculum, textbooks, exam, and convocation certificates are determined by PU of this campus. PU administrators visit this campus to supervise occasionally. The campus is a part of Purwanchal University although PU does not support financially. PU calls seminars on syllabus discussion. It has given home center for examination. Teachers are sent to be supertendant of examination.

Campus with UGC

The campus has been supported by University Grand Commission in various sectors like workshop, Research writing training, QAA programme, SSR, scholarship, library, and many more. UGC has a good co-operation to this campus. Regular grand for administration and expenses, online teaching support grand, grand for books purchase were available. The campus is doing tracer study and Nurturing Excellence in Higher Education.

Campus with Suryodaya Municipality

This campus is the educational hub of the municipality. It provides grands as *Chhori-Buhari* scholarship program for graduate girl's students yearly from 14 ward. The municipality has a slogan "*Nagarpalikako ichha, chhori-buharilai sikchha.*" It has supported to learner's capacity building, reconstruction and other activities. 27 graduates of this campus were provided 100 days employment service in the municipality in 2080.

Campus with Koshi Provancial Government

Provincial government aids to make smart-furniture, toilet building, battery back-up, c.c. camera, official documents. It has a responsible duty to supervise the campus as well.

Public Campus Union

The campus has a membership certificate of Public Campus Union, Biratnagar. The union calls meetings to decide and support on administrative issues.

Gold Medalists

Humanities faculty topper Heman Thapa Magar was awarded with gold medal first by PU. And then, Commerce faculty topper Birmani Dhakal was able to hold the gold medal. After that Bibek Gupta stood first in management faculty to achieve the gold medal from PU. All graduates are awarded with convocation certificates. Such awards are reenforcements for students are the proud of the campus.

Employed Graduates

Many graduates are employed till now. Birmani Dhakal and Shekhar Rai work in Agricultural Bank. Padam Pradhan and Durga Pd. Kattel teach in Fikkal school. Ashis Rai, Nima Kazi teach in Birendra school. Dambar Rai and Shradha Rai teach in Punyasmarika school. Subarna Ghale works in Karfok school. Chanda Nepal (2069) and Rama Dhungana (2069) work in Suryodaya municipality. Priya Rai is a teacher in Gumba School. Others work in foreign employment in Korea, Japan, Malaysia, Arabian countries. Similarly, Heman Thapa Magar (2069) works in Sypres. So as, Manjita Rai studies in Japan (2069). Bishwa Thapa works in Prabhu Bank, Ilam. Nilam Budaprithi teaches grade 11 and 12 in Fikkal School. Punam Budaprithi works in Aayurbed, Samalbung. Sanjeev Magar works as an accountant in this campus.

Full and Part-timers

Lecturers of the campus are categorized into 13-full timers and 9-part-timers to teach the subjects. The campus has provided the opportunity to be employed as teaching and non-teaching staff in the locality. An accountant plays the role of keeping records and library management of the campus. Birman Rai is an office boy as staff. No Ph.D. lecturer teaches the campus although they are master's degree.

Students Number

In 2059 BS, there were 9 in BA first, and 12 in BBS first. Gradually, the number increased higher to be about 400 but after Covid-19, the number decreases due to overseas study, foreign employment and low birthrate. And the number of girl-learners are higher than boys students during the time. They have particular uniforms to attend the class. Three students were awarded to be gold medalists to keep historical records of the campus.

According to the record of campus, 34 students admitted in One year B.Ed. in the first batch-2080. 12 students admitted in BBA programme in the first semester in the first batch-2080. The highest numbers of students in B.Ed. were 57 in 2075-076 batch. The student numbers in BBS were 34 in 2077 BS. Similarly, 28 students were in BA first in 2077 BS. Students from Taplejung, Panchthar, Ilam, Jhapa, Rolpa, Saptari are studying in the campus.

Building, Blocks and Land Property

About 50 Ropani land area that belongs to the campus. 8 blocks are for teaching classroom and administrative purpose. These buildings are sufficient for them. Male-female washroom and reserve water-tank have been built. But old blocks are to be repaired and waiting to be reconstruction. The campus area is covered with evergreen pine trees, cherry flower trees, rhododendron flower plants and herbal plants.

Uniform

The campus rules have fixed the attractive uniform for bachelor students. Deep blue-black coat-pant and grey shirt, tie and black shoe. Teachers commonly wear coat. Uniform shows the unity and attraction to youths.

Convocation Ceremony

In PU convocation, bachelor passed out students have participated in the program. It is an attraction to graduates. Students get certificates and convocation gown for a day. The certificates are recognized by world universities for further studies.

Campus Management Committee

Campus management committee is strong to decide the action. The committee is formed according to the rules of campus. Chief works under the CMCs direction. The chief is the executive of daily class and other activities.

Research Unit

Bachelor students study research in fourth year. Under the guidance of research teacher, student has to do paper work, field visit report, library study and prepared report writing in new subject. The research unit gives them orientation class for proposal writing, guidance, feedback, and call for final interview. In the unit, yearly there are collection of research done by learners. Findings are very much useful for the community. The part of learning is research that enables them.

ICT Lab

The campus has managed ICT room for computer, laptop and projector use. Learners and teachers work in ICT lab to prepare slide presentation, proposal writing, report writing, daily lesson plan, and administrative jobs. It is essential for data tabulation, keeping records and typing journal for publication.

Library

Library is the secondary source of research. The campus library provides text and reference books, periodicals, journals. A library reading room has been managed to students and teachers. Course books are available donated by UGC. Students have taken benefits from the library on various topics and subjects. It enriches their mental activities. The environment of the campus library is peaceful and delightful in Karfok.

QAA Certification

The campus is actively working and teaching for quality product. Campus has prepared documents and files and submitted to UGC in 2080. Quality education is the main motto of the campus today.

Canteen

A canteen is open to all inside area of the campus. It serves customers well.

Museum

Museum is the source of knowledge. Antique things have been collected and demonstrated in the museum. Academic, cultural goods have been preserved there. Learners and guests visit there.

Training, Workshop, Seminar

UGC provides higher level teacher's workshop. Public Campus Union calls seminars for teachers. The campus itself conducts orientation classes. Suryodaya Municipality and other NGOs invite joint awareness programs occasionally. Students participate in the program actively. Students from English department join in NELTA program for developing English language skills. The campus has completed computer training for teachers and students. A research methodology writing training has been completed for publishing research journal of the campus.

Meetings

The campus manages two types meeting: teacher's meeting and CMC meeting. The campus chief calls monthly meeting regularly to decide exam, internal test, entrance, enrollment, result analysis, programmes...etc.

Academic Activities

Saptaha Mahapuran Yagya (charity program) was held in 2073/11/25 to strengthen the campus. Rara Lake tour, Manang tour, picnics for campus students and lecturers were arranged earlier. Each year welcome and farewell programmes are arranged by campus family. *Karfok Darpan* (Periodicals) and Annual Reports were published yearly. Wall papers were published in the past days. Football, Volleyball, cricket games, poetry recitation are performed occasionally. Students of BBS and BBA are sent three months internship practice in banks.

Six months semester system has been conducted in BBA but there are yearly programs in other faculties. Teacher license preparation class, public speaking course, participation in seminar and Youth Redcross awareness programme have been performed. Welcome for new students and farewell for fourth year students are arranged each year very warmly. Noticeboard and suggestion box have been managed for information and update.

Conclusion

Obviously, the campus is able to produce graduate man-power yearly for different organizations like school, bank, NGOs and company. Those graduates can support to nation-building and family support. They are equally qualified for foreign employment and master's degree candidates. The community has a big proud of the campus. About 400 local

students can study in this local campus for higher level to be graduates from their home. 23 qualified teachers from the community have been employed in the campus. An accountant, an assistant, and canteen men have jobs. Therefore, the community is successful to achieve the goal. The campus is provided grants and co-operations by PU, UGC, Suryodaya Municipality and Koshi provincial government. This campus provides B. A, B. Ed, One Year B.Ed., BBS and BBA programmes for all students. The campus is an educational hub of the municipality in Ilam. The dream plan of ancestors came true today.

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सङ्घीय शासन व्यवस्थामा स्थानीय सरकारको भूमिका

अनिल सुनुवार

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लेखसार (Abstract)

स्थानीय सरकार नागरिकको सबैभन्दा नजिकको शासकीय एकाइ हो । यस अध्ययनको मुख्य उद्देश्य सङ्घीय नेपालको नयाँ शासन व्यवस्थामा स्थानीय सरकारको भूमिका साथै प्रभावको विश्लेषण गर्नु हो । स्थानीय सरकारले गैरसरकारी क्षेत्रलगायत गैरनाफामूलक क्षेत्रलाई परिचालन गर्दै सेवा प्रवाहलाई चुस्त र सहज बनाउने सुविधा प्राप्त गरेको हुन्छ । यसबाट सुविधा वञ्चित समूहहरूलाई प्रत्यक्ष फाइदा पुग्ने सम्भावना बढ्दछ । स्थानीय सरकारको संरचनामा स्थानीय विविधता झल्कने विधि सुनिश्चित गर्नुपर्ने देखिएको छ । सङ्घीय व्यवस्थामा संघ, प्रदेश र स्थानीय तहका एकाइहरू बिच राज्य अधिकारको बाँडफाँडलाई निकै महत्त्वपूर्ण विषयका रूपमा हेरिन्छ । स्थानीय सरकारलाई प्रदेश /राज्य अन्तर्गतका एकाइका रूपमा विकास गर्ने विषय सम्बन्धित देशको राजनैतिक सिद्धान्त, दृष्टिकोण र सहमतिको निर्णय हो । नेपालमा सङ्घीय शासन प्रणालीको नयाँ शासन प्रणाली अवलम्बन गरिएपछि स्थानीय सरकारको शासकीय भूमिका क्रमशः बढ्दो छ । स्थानीय सरकार भनेको स्थानीय जनताको सहमतिअनुकूल प्रजातन्त्रको संस्थागत र शुद्धीकरण गर्दै स्थानीय क्षेत्र र जनजीवनलाई असर पार्ने कुरामा स्थानीय स्रोतको समुचित परिचालन र जनताकै सहभागिताद्वारा विकास र समुन्नति गर्नको लागि अधिकारको निक्षेपण गरिएको विषयलाई स्वतन्त्रपूर्वक निर्णय गर्ने अधिकार स्थानीय स्वायत्त सरकारमा निहित हुने पद्धति नै स्थानीय सरकारको मूल धारणा हो । यसलाई अभि स्पष्ट गर्दा राजनीतिक दृष्टिकोणले स्थानीय स्वायत्त शासन चलाउने तथा आर्थिक दृष्टिले आत्मनिर्भर भै विकास प्रवर्द्धन गर्न सक्षम हुने र मनोवैज्ञानिक दृष्टिको सोच, चिन्ता र प्रवृत्तिका विपरीत स्वावलम्बी भावना जगाउने गरी निर्णायक व्यवस्थापन, नियन्त्रण र उत्तरदायित्व निर्वाह गर्नसक्ने स्थिति कायम भै निक्षेपित अधिकार र जिम्मेवारी पूरा गर्न आवश्यक स्रोतको व्यवस्थापन तथा वित्तीय स्वायत्तता प्रदान गरिनुलाई स्थानीय सरकारको स्वायत्त सरकारका सैद्धान्तिक अवधारणा मान्न सकिन्छ । सरकारले स्थानीय व्यक्तिको घरदैलोसम्म आर्थिक तथा सामाजिक क्रियाकलापको सञ्चालन गर्दछ । स्थानीय सरकारको भूमिकालाई व्यवस्थित र प्रभावकारी बनाउन सकेमा जनताको घरदैलोमा स्थानीय आवश्यकता र विकास परिपूर्ति गर्ने तथा स्थानीय समस्याको पहिचान गर्दै स्थानीय समस्या समाधान गर्दै अघि बढ्ने स्वरूपमा स्थानीय निकाय देखिन्छ ।

परिचय (Introduction)

नेपालको संविधानले सङ्घीय लोकतान्त्रिक गणतन्त्र नेपालको मूल संरचना सङ्घ, प्रदेश र स्थानीय तह गरी तीन तहको रहने व्यवस्था गरेको छ । यसमा सङ्घ, प्रदेश र स्थानीय तहले राज्यशक्तिको प्रयोग गर्दा संविधान तथा कानूनबमोजिम गर्ने व्यवस्था गरिएको छ । संविधानमा स्थानीय तहलाई स्थानीय अदालत, मेलमिलाप र मध्यस्थताको व्यवस्थापन गरी न्याय निरूपण गर्ने अधिकार समेत दिएको छ । स्थानीय विकासका लागि बनेको आधिकारिक निकाय वा संस्था भनेको स्थानीय सरकार हो । जसको मुख्य लक्ष्य नै स्थानीय जनताको आर्थिक, सामाजिक जीवन स्तरमा सुधार ल्याउनु हो । कुन अवस्थाबाट कुन अवस्थामा पुगनुलाई स्तरीय मान्ने र कुन अवस्थामा पुगदा लक्ष्य पूरा भएको मान्ने कुरा जटिल भए तापनि स्थानीय विकास अर्न्तगत गरिबी निवारण, असमान आर्थिक अवस्थामा सुधार तथा ग्रामीण बेरोजगारीको अन्त्यलाई नै लक्ष्य बनाइनु पर्दछ । अर्को शब्दमा भन्नुपर्दा स्थानीय क्षेत्रको उत्पादनमा कमी उपभोगमा कमी, अशिक्षा बेरोजगारी, गरिबी जस्ता समस्याको दिगो समाधान भएमा मात्र स्थानीय विकास पूरा भएको मानिन्छ ।

स्थानीय विकासलाई भरपर्दो स्थायी तथा जनमुखी बनाउनका लागि सङ्घीय सरकारसंगै स्थानीय सरकारको पनि त्यत्तिकै मात्रामा समानान्तर क्रियाशीलता हुनु आवश्यक छ । नेपालमा स्थानीय सरकारका रूपमा पालिका (गाउँपालिका, नगरपालिका, उपमहानगरपालिका, महानगरपालिका) तथा जिल्ला समन्वय समिति रहेका छन् । यिनै स्थानीय निकायले नेपालको सङ्घीय शासन व्यवस्थामा स्थानीय विकासका सवालमा प्रत्यक्ष वा अप्रत्यक्ष रूपमा ठूलो भूमिका निर्वाह गर्ने आशा गरेका छन् । ७७ जिल्ला समन्वय समिति, ६ महानगरपालिका, ११ उपमहानगरपालिका, २७६ नगरपालिका र ४६० गाउँपालिकालाई स्थानीय सरकारका रूपमा अँगाल्न सकिन्छ । स्थानीय सरकार र त्यसको भूमिकालाई बढाएर स्थानीय स्तरमा शिक्षा, कृषि, स्वास्थ्य सरसफाइ, सडक पर्यटन, बत्ती, संस्कृति संरक्षण, भाषा, लिपि, विभिन्न जातजातिको संरक्षण संवर्धन, खानेपानी जस्ता कुराहरूको प्रबन्ध गर्ने निकायहरूका रूपमा लिन सकिन्छ ।

विश्वका अधिकांश सङ्घीय मुलुकहरूमा सङ्घीय राज्य/प्रदेश र स्थानीय गरी ३ तहका सरकार रहेका छन् तर स्थानीय तहका सरकारको स्थान र भूमिका भने प्रदेशपिच्छे फरकफरक भएको पाइन्छ । केही मुलुकमा स्थानीय सरकारलाई संवैधानिक रूपमा स्वायत्त सरकारका रूपमा मान्यता दिइएको छ भने कुनै मुलुकमा स्थानीय सरकारहरू राज्य/प्रदेश सरकारको क्षेत्राधिकार भित्र पर्नेगरी व्यवस्थित गरिएको देखिन्छ । जस्तोसुकै तौरतरिकाबाट गठन गरिएको भए पनि सङ्घीय मुलुकहरूमा स्थानीय सरकारको शासकीय भूमिका क्रमशः बढ्दै छ । सङ्घीय शासकीय प्रबन्ध गर्दा स्थानीय सरकारलाई संवैधानिक मान्यता दिने प्रचलन बढिरहेको छ । आधुनिक समयको पहिलो सङ्घीय संविधान The Constitution of the United States - 1787 ले स्थानीय सरकारको अवधारणा समावेश

गरेको थिएन । सन् १८४८ मा जारी गरिएको स्विडेनको संविधानमा पनि स्थानीय सरकारलाई समावेश गरिएको थिएन । तर सन् १८६७ मा जारी भएको क्यानाडाको संविधानले स्थानीय सरकारलाई प्रदेशको क्षेत्राधिकार अन्तर्गत समावेश गरेको पाइन्छ । दोस्रो विश्वयुद्धपश्चात मात्र धेरै मुलुकमा सङ्घीय संरचनामा स्वशासित स्थानीय सरकारका अवधारणाहरू समावेश गर्न थालेको देखिन्छ । सन् १९४९ मा जारी भएको जर्मनीको संविधान सन् १९७८ मा जारी भएको स्पेनको संविधान सन् १९८८ मा जारी भएको ब्राजिलको संविधान र सन् १९९२ को भारत संविधानको ७३ औँ र ७४ औँ संशोधनले क्रमशः स्थानीय सरकारमा लोकतन्त्र र विकासका मामलामा स्वशासनलाई बढावा दिदै आएको पाइन्छ । यसैक्रममा सन् १९९६ मा जारी भएको दक्षिण अफ्रिकाको संविधानले स्थानीय स्वशासनको अवधारणालाई नवीन रूपमा समावेश गरिएको छ । वर्तमान समयमा स्थानीय सेवाको प्रबन्धमा स्थानीय सरकारको भूमिका क्रमशः बढ्दै गएको पाइन्छ । स्थानीय क्षेत्रलाई आर्थिक वृद्धि र विकासको इन्जिनकै रूपमा बढीभन्दा बढी कार्यहरू उनीहरूको क्षेत्राधिकारमा पार्ने प्रवृत्ति पनि बढेको छ । यसरी अधिकार र जिम्मेवारीका क्षेत्र बढ्दै जाँदा त्यस्ता कार्य सञ्चालनका लागि वित्त प्रबन्धको चुनौती पनि सँगसँगै आइपर्ने गर्छ । त्यति मात्र नभएर यसले अन्तरसरकारी सम्बन्धलाई जटिल बनाउने हुँदा सरकार - सरकार बिचको सहकार्य, समन्वय र भूमिकाको पाटो पनि स्वतः जटिल बन्न गएको छ ।

नेपालको संविधान-२०७२ को धारा ५६ मा नेपाल राज्यको संरचना सङ्घ, प्रदेश र स्थानीय तह गरी तीन तहको हुने र राज्य शक्तिको प्रयोग गरी तिनै तहले संविधान तथा कानूनबमोजिम गर्ने छन् भनी उल्लेख गरिएको छ । अनुसूची ८ मा देशभरका स्थानीय तह हरेकले आफ्नो कानून आफैले तर्जुमा गरी प्रयोग गर्ने गरी प्रबन्ध गरिएको छ । अनुसूची ७२९ मा उल्लेखित अधिकार सूचीको प्रयोग भने क्रमशः सङ्घ, प्रदेश र स्थानीय तह अभिभावी ९९अभ्यवर्षलिन० हुने गरी धारा ५६ को उपधारा ६ र ७ मा उल्लेख गरिएको छ । नेपालको संविधान-२०७२ को धारा ५६ को उपधारा ४ ले स्थानीय तह अन्तर्गत गाउँपालिका र जिल्ला सभा रहने व्यवस्था गरेको छ । तर संविधानकै भाग १८ (धारा २२) ले स्थानीय तहको व्यवस्थापकीय अधिकार अर्थात् अनुसूची ८ र ९ का विषयमा आफ्नो कानून आफैले तर्जुमा गर्ने अधिकार गाउँसभा र नगरसभामा मात्र निहित हुने भनी उल्लेख गरेबाट जिल्ला सभामा कुनै पनि व्यवस्थापकीय अधिकार रहेको देखिदैन । स्थानीय तहका एकाइहरू (गाउँपालिका, नगरपालिका, उपमहानगरपालिका, महानगरपालिका) अनुसूची ८ का मामिलामा पूर्णरूपमा व्यवस्थापकीय अधिकार र भूमिका सम्पन्न छन् ।

स्थानीय सरकारमार्फत मुलुक र मुलुकबासीलाई शिक्षित साधन सम्पन्न, अर्थात् खुट्टामा उभिन सक्ने मानवशक्तिको सही परिचालन गरी मुलुकलाई समृद्धशाली बनाइ राष्ट्र निर्माणमा ठुलो भूमिका रहन्छ । हामी हरेक दृष्टिकोणले अत्यन्त पछाडि परेका छौं । नेपालको पछ्यौटेपनका कारण हामीसँग

धेरै चुनौती छन् । हामीले राष्ट्रका लागि धेरै क्षेत्रको विकास एवं पूर्वधारहरू तयार गर्नु छ । हामीसँग थुप्रै चुनौतीहरू भए तापनि विकासका सम्भावनाहरू पनि प्रशस्त छन् । जलस्रोतको उत्तिकै सम्भावना छ । कृषि तथा पशुपालनदेखि खेती प्रणालीको जनजागरण र भारी अनुसारको बाली लगाउन, हाम्रो देशको भौगोलिक विकटता सँगसँगै जडिबुटीको अपार भण्डार रहेको, स्थानीय निकायमा पुराना वैध गाउँघरका जान्ने बुझ्ने, संस्कृति संरक्षण, विभिन्न जातजाति, भाषा-संस्कार संरक्षण सबैलाई समेटेर समतामूलक समाज निर्माण र आधुनिक पद्धतिसँग तालमेल मिलाउने हो भने हामी यसैको सदुपयोगबाट मात्रै पनि समृद्धि हासिल गर्न सकिन्छ । स्थानीय सरकारमार्फत मानव स्रोतको विकासका लागि हाम्रो साधन स्रोत र उपलब्धतासँग तालमेल गरेर मानव स्रोतलाई यथोचित परिचालन गर्नसके वा सोसँग पूर्वधार खडा गर्न सके राष्ट्रको विकास निर्माणका चुनौती, दुरदृष्टिसहितको दृष्टिकोण, नीति, नियम अनुशासन र दायित्वबोधको प्रतिवद्धताको खाँचो मात्र छ । हामीसँग स्रोत र साधनको कमी छैन । तर पनि स्थानीय विकासमा नीति, नियम, ऐन, कानून बनाउँदै स्थानीय विकासका मुद्दालाई सहजीकरण गर्दै देखिएका समस्याहरू समाधान गर्न आजको आवश्यकता बनेको छ । तर पनि स्थानीय स्तरमा देखिने वास्तविक समस्याहरू आर्थिक समस्या, जनशक्तिमा समस्या, राजनैतिक समस्या, स्रोत बाँडफाँडको समस्या, समन्वयको समस्या पूर्ण रूपमा अधिकार प्रत्यायोजनमा समस्या, केन्द्रीय सरकारद्वारा कम महत्त्व जस्ता समस्याहरू तथ्याङ्कबाट देखिन्छन् । यस्तै कुरालाई मध्यनजर गरी प्रस्तुत लेख स्थानीय विकासको अवस्थामा वार्षिक रूपमा वृद्धि हुँदै गएको स्थानीय सरकारको लगानीलाई कसरी प्रभावकारी कार्यान्वयन गर्दै स्थानीय सरकारको महत्त्वलाई अझ विस्तृत बनाउन सकिन्छ भन्दै उक्त विषयमा आवश्यक सुझाव प्रदान गर्नका लागि देहायका अनुसन्धानात्मक प्रश्नको प्राज्ञिक समाधानार्थ प्रस्तुत अध्ययन औचित्यपूर्ण रहेको देखिन्छ ।

- ✓ स्थानीय निकाय र स्थानीय विकासका बिचको अन्तरसम्बन्ध कस्तो रहेको छ ?
- ✓ स्थानीय तहका के कस्ता चुनौती र अवसरहरू छन् ?

साहित्यको पुनरावलोकन (Literature Review)

सरकार भनेको राज्यको इच्छालाई मूर्तरूप दिने, त्यसलाई प्रस्तुत वा अभिव्यक्त गर्ने र कार्यान्वयनको प्रक्रियामा लैजाने संयन्त्र हो । राज्यको इच्छापूर्ति गर्न सरकारले कानून बनाउने, त्यसलाई लागु गर्ने र तथा त्यसलाई व्यवस्था गर्ने जस्ता अङ्गहरूको व्यवस्था गरी कार्य गर्ने गर्दछन् ।

सामान्य अर्थमा सरकार भन्नाले कार्यपालिकालाई बुझाउँदा सरकार राज्यको एक तत्व हो र एक कार्यपालिका राज्य सञ्चालन प्रणालीको एक संयन्त्र हो । सरकार राज्य हुनका लागि आवश्यक पर्ने ४ तत्वहरू मध्ये एक प्रमुख तत्व हो सरकार । जसलाई राज्यको आत्मा (Soul of the State) भनिन्छ । ती चार तत्वहरू सरकार (Government) जनसङ्ख्या (Population), भू-भाग (Territory) र सम्प्रभुता (Sovereignty) हुन् ।

सरकार भनेको कानुन बनाउने, व्याख्या गर्ने र कार्यान्वयन गर्ने विभिन्न व्यक्ति वा संस्थाहरू तथा कानुनले उपेक्षा गरेअनुरूप व्यवहार गर्ने समुदायको सामूहिक नाम हो । यसरी राज्यलाई गतिशील तुल्याउने त्यसको संरक्षण र संवर्धन गर्ने दायित्व सरकारमा रहेको हुन्छ । राज्य एक अमूर्त संस्था हो र सरकार त्यस अमूर्त संस्थाको मूर्त सञ्चालक हो । सरकारद्वारा नै राज्यको सामूहिक इच्छाको कार्यान्वयन गरिन्छ । सरकार त्यो संयन्त्र हो, जसद्वारा राज्यको सामान्य नीति निर्धारण गरिन्छ । सरकारविना राज्यको कल्पना गर्न सकिँदैन, यो राज्यको आवश्यक तत्व हो । संसारमा सरकारको स्वरूप गतिशील छ । परिस्थिति र समयअनुसार सरकारमा परिवर्तन भइरहन्छ । सरकार अध्यक्षात्मक, सङ्घात्मक, एकात्मक, प्रजातन्त्रवादी वा संसदीय आदि हुन सक्छन् । सरकार राज्यको एक अङ्ग, प्रतिनिधि, तथा स्थायी सङ्गठन हो । राज्य एक अमूर्त, निराकार, स्थायी र सम्प्रभुता सम्पन्न सङ्ख्या हो भने सरकार एक मूर्त सङ्गठन एवम् अस्थायी संस्था हो । यसरी राज्य र सरकारका बिच भिन्नता भए तापनि यिनीहरूका बिच अन्योन्याश्रित सम्बन्ध रहेको छ । राज्य र सरकारलाई मानव शरीर र हृदयसँग तुलना गर्न सकिन्छ । हृदय विना शरीरको कुनै अस्तित्व नभए जस्तै हृदयरूपी सरकार विना राज्यरूपी शरीरको कुनै अस्तित्व नै हुँदैन । दुवैलाई एक अर्काको आवश्यकता रहन्छ । समग्रमा सरकार भन्नाले मन्त्री मण्डल हो । मुलुक र जनताको सुरक्षा गर्ने हित अभिवृद्धि गर्ने ,विकासको गतिलाई तीब्रतर पार्ने, राज्य सञ्चालन व्यवस्थालाई सरल, सबल, सक्षम, पारदर्शी एवं प्रभावकारी बनाउने राज्य सञ्चालनका सम्पूर्ण संयन्त्रबिच समन्वय गर्ने गराउने, सामाजिक न्यायका आधारमा सम्पूर्ण क्षेत्रवर्गका जनताबिच सामाजिक तथा आर्थिक उपलब्धिको न्यायोचित वितरणको व्यवस्था मिलाउने तथा लोक कल्याणकारी व्यवस्थाको अभिवृद्धि गर्ने जिम्मेवारी सरकारको नै हो त्यसैले सरकारलाई राज्य सञ्चालनको केन्द्रविन्दु भनिन्छ ।

स्थानीय स्वायत्त शासनपद्धतिका विकासको क्रममा स्थानीय निकायका रूपमा रहेका जिल्ला समन्वय समिति, गाउँपालिका, नगरपालिकालाई सक्षम र प्रभावकारी निकायका रूपमा स्थापित गर्न विभिन्न काम, कर्तव्य र अधिकार जिम्मेवारी तथा आवश्यक स्रोत साधनको निक्षेपण गरिएको वर्तमान सन्दर्भले जनताको नजिक रहेर सेवा प्रदान गर्ने निकायहरूको संस्थागत विकासले मात्र सेवा सुविधामा जनताको पहुँच सुनिश्चित गर्न सकिन्छ । यसका लागि जनउत्तरदायी स्थानीय निकायको गठन ,क्षमता अभिवृद्धि, संरचनात्मक सुधार स्थानीय तहबाटै समग्र विकास व्यवस्थापन गर्ने प्रकृत्यालाई व्यवस्थित, प्रभावकारी र फलदायी तुल्याउन अनिवार्य हुन्छ ।

नेपालको वर्तमान सन्दर्भमा स्थानीय सरकार भन्नाले विभिन्न पालिकाहरू र जिल्ला समन्वय समितिलाई बुझिन्छ । स्थानीय निकायमा गठित संस्थाले स्थानीय स्तरको शिक्षा, स्वास्थ्य, खानेपानी सरसफाई, भाषा, कला, संस्कृति संरक्षण, सडक, बिजुली जस्ता कुराहरूको व्यवस्था गर्न महत्वपूर्ण भूमिका निर्वाह गर्दछ । त्यस्ता कुराहरूको प्रबन्ध गर्ने अधिकार स्थानीय निकायलाई हुन्छ । स्थानीय

आवश्यकता परिपूर्ति गर्ने सवालमा स्थानीय समस्या समाधान गर्ने निकायका रूपमा स्थानीय सरकारले काम गर्दछ ।

स्थानीय क्षेत्रको विद्यमान मामला सुल्झाउने, सामान्य रेखदेख गर्ने, जनकल्याणका काम गर्ने, विकास निर्माण, वस्तु र सेवा लगायतका सुबिधा प्राप्तिका लागि सम्बन्धित क्षेत्रको जनताद्वारा चयन गरिएको जनप्रतिनिमूलक संस्थाका रूपमा स्थानीय सरकार रहेको हुन्छ । यसले स्थान विशेषको सन्दर्भमा बढी ध्यान दिनु पर्दछ । आफ्नो प्रयासबाट समस्या समाधान हुन नसक्ने अवस्थामा स्थानीय सरकारका नाताले सङ्घीय सरकारसँग समन्वय गरी विभिन्न कार्यक्रमहरू सञ्चालन गर्दछ । सङ्घीय सरकारले ध्यान दिन नसकेका सवालमा स्थानीय सरकारले बढी प्राथमिकता पाएको हुन्छ । जुन समग्र विकासमा स्थानीय निकायको महत्वपूर्ण भूमिका रहन्छ ।

अध्ययन विधि (Research Methodology)

प्रस्तुत अध्ययन गुणात्मक अनुसन्धान ढाँचामा आधारित छ । उद्देश्यमूलक नमुना छनोट विधिका रूपमा स्थानीय निकायसम्बन्धी जानकारी व्यक्तिहरूसँग अन्तर्वार्ता भराई तथ्याङ्क सङ्कलन गरिएको छ भने विभिन्न पुस्तक जर्नल, गुगल, पत्रपत्रिका, सन्दर्भ सामग्री लेख जस्ता द्वितीय स्रोतहरू प्रयोग गरी सूचनाहरू सङ्कलन गर्ने कार्य सम्पन्न गरिएको छ । निश्चित सीमाभन्दा बाहिर गएर गरिएको अध्ययन कार्य उद्देश्य विहीन हुने गर्दछ । त्यस कारण यस अध्ययन कार्यलाई उपयुक्त सन्दर्भमूलक बनाउनका लागि केही निश्चित सीमाहरू निर्धारण गरिएको छ ।

नतिजा तथा छलफल (Results and Discussion)

नेपाल सङ्घीय लोकतान्त्रिक व्यवस्थाको कार्यान्वयनको अवस्थामा छ । नेपालको संविधान २०७२ ले राज्य पुनः संरचनाका सन्दर्भमा सङ्घीयतालाई स्वीकार गरेको छ र तीन तहको सरकारको परिकल्पना गरेको छ । तीनै तहको निर्वाचन सम्पन्न भएर संघ, प्रदेश र स्थानीय सरकारहरू गठन भई सञ्चालनमा छन् । अब सङ्घीयता अनुकूलका ती संरचना कार्यान्वयनका लागि सरोकारवालाहरूको भूमिका महत्वपूर्ण हुन्छ । यस्ता सरोकारवाला जनप्रतिनिधि, राजनीतिक दल र कार्यकर्ता, कर्मचारी नागरिक समाज मुख्य हुन् । सर्वाधिक महत्वपूर्ण सरोकारवाला त जनता स्वयम् हुन् । जनता स्थानीय स्तरमा बस्छन् । यस सन्दर्भमा सङ्घीयताको सबैभन्दा ठूलो सरोकारवाला भनेको स्थानीय निकाय नै हो । यस्ता अवस्थामा सङ्घीयता र स्थानीय तह यसको आवश्यकता, महत्त्व र सञ्चालनका सम्बन्धमा सर्वसाधारणलाई जानकारी हुन जरूरी छ ।

कुनै पनि शासन प्रणाली सफल हुनु महत्वपूर्ण कुरा हो । यसबारे आमजनतामा चेतना भएन भने त्यसको स्थापित दिगो हुदैन । विश्वमा सङ्घीयता स्थापना भएका मुलुकहरू पुनः एकात्मक शासन व्यवस्थामा फर्केका उदाहरणहरू पनि हुन् ।

नेपालको संविधान २०७२ ले सङ्घीयताको कार्यान्वयनका सन्दर्भमा स्थानीय तहलाई अत्यन्त महत्त्वपूर्ण रूपमा लिएको छ । संविधानअनुसार मूलतः संविधानको कार्यान्वयनको जिम्मेवारी स्थानीय तहमै निहित छ । पहिलो केन्द्र मातहतका विभागहरूबाट हुने धेरै कार्य अब स्थानीय तहबाटै कार्यान्वयन हुन सक्ने अवस्था सिर्जना भएको छ । संविधानको यही मर्मअनुसार स्थानीय तहलाई गाउँगाउँमा सिंहदरबार भन्ने भनाई चर्चित हुन पुगेको छ । स्थानीय तहहरू आफैले कार्यपालिकाको हैसियतमा काम गर्छन् । यो नेपालका लागि नयाँ अभ्यास हो । कानुनका मातहतमा रहेर स्थानीय तहले कार्यपालिकाको हैसियतमा आफ्नो काम कर्तव्य निर्वाह गर्छन् । स्थानीय तहमा निर्वाचित प्रमुख वा अध्यक्ष, उपप्रमुख वा उपाध्यक्ष, वडाअध्यक्षहरू मनोनित कार्यपालिका सदस्यहरू रहेको कार्यपालिकाले स्थानीय सरकारका रूपमा काम गर्छ ।

यसरी काम गर्न स्थानीय तहहरूले अनौठो कार्यविधि निर्माण गर्न सक्छन् । केही स्थानीय तहमा यस्तो अभ्यासको प्रारम्भ पनि भैसकेको छ । केही स्थानीय तहले 'योजना तथा कार्यक्रम सञ्चालन , कार्यान्वयन र फरफारक कार्यविधि' पारित पनि गरेका छन् ।

स्थानीय सरकारसँग नागरिकका प्रशस्त अपेक्षा हुन्छन् । यस्ता अपेक्षा पूरा गर्नु स्थानीय सरकारको दायित्व पनि हो । यो स्थानीय सरकारको हकमा अझ बढी लागु हुन्छ । नागरिकका अपेक्षा सङ्कलन गर्ने र तिनको सम्बोधन गर्ने प्रक्रियामा आफूलाई व्यवस्थित रूपमा प्रस्तुत गर्ने दायित्व स्थानीय सरकारको हो । यसका लागि घरदैलोको सरकारको उपस्थिति सुनिश्चित गर्नुपर्छ । स्थानीय सरकारले स्थानीय जनताको समस्या सङ्कलन र प्राथमिकीकरण गर्नुपर्छ । यो लोकतान्त्रिक सरकारको अभिभावक हो र जनअपेक्षा पनि । जसका आधारमा नेपालमा राज्य र शासन प्रणालीको पुनः संरचना सम्मको अभ्यास भएको हो । स्थानीय तहको परिकल्पना त्यसैको परिणाम हो ।

सङ्घीय शासन व्यवस्थाअन्तर्गत स्थानीय सरकारको भूमिकामा स्थानीय तहको वर्तमान शासन संरचनाबाट जनता कसरी लाभान्वित हुन सक्छन् भन्ने बारे राज्य शक्तिको प्रयोग संघ, प्रदेश र स्थानीय तहले संविधान र कानूनबमोजिम गर्ने व्यवस्था छ । व्यवस्थापिका र कार्यपालिकाको अधिकार सहितको स्थानीय तहलाई संविधानमै विस्तृत व्यवस्था गरी यसलाई सङ्घीय र प्रादेशिक सरकार जस्तै स्थानीय सरकारको मान्यता प्रदान गरिएको छ । संवैधानिक अधिकारअनुसार स्थानीय तहले जनतालाई सेवा प्रवाह गर्न तथा सम्पादन हुने कामलाई सहज बनाउन आवश्यक कानून निर्माण गर्न थालेका छन् ।

स्थानीय आवश्यकताको कानून स्थानीय सरकारले नै निर्माण गर्न थालेपछि सिंहदरबारको मुख ताक्नुपर्ने अवस्थाको धेरै हदसम्म अन्त्य भएको छ । आवश्यकताअनुसार स्थानीय सरकारको बैठक बस्छ । उक्त बैठकले कानूनको आवश्यकताबारे छलफलपछि सिफारिस र स्विकृति दिन्छ । समुदाय र अन्य सरोकारवालासँगको छलफलमा त्यसको मर्यादा तयार भएपछि गाउँ र नगर सभाले पास गर्छ र

कानून बन्छ । तिनै कानूनमा टेकेर स्थानीय सरकारले समुदायको माग र आवश्यकताबमोजिम आनो सेवा सुविधा र विकासको प्रत्याभूति गर्छ । संविधानले गाउँपालिका र नगरपालिकालाई कानून बमोजिम आनो अधिकार क्षेत्रभित्रका विवाद निरूपण गर्न प्रत्येक पालिका उपाध्यक्ष/उपप्रमुखको संसयोजकत्वमा र प्रत्येक नगरपालिकामा ३ सदस्यीय एक न्यायिक समितिको व्यवस्था पनि गरेको हुन्छ ।

यसरी सङ्घीय शासन व्यवस्थामा स्थानीय सरकारको भूमिका र अधिकार सम्पन्न स्थानीय सरकारको असल अभ्यासले नेपाललाई विकास र समृद्धिको बाटोमा डोर्‍याउन सकिन्छ भन्ने आमजनतामा विश्वास जगाएको छ ।

- ✓ नेपालको संविधान अनुसूची ८ ले स्थानीय तहले प्रयोग गर्ने गरी २२ एकल अधिकार सूचीबद्ध गरेको छ । यसबारे नेपाल सरकारको मन्त्री परिषद्ले ती एकल अधिकारको विस्तृत व्याख्या गरी स्थानीय तहबाट सम्पादन गर्नुपर्ने काम समेत किटान गरेको छ ।
- ✓ सङ्घीयता नेपालका लागि नौलो अभ्यास भएकाले कार्यान्वयनमा केही जटिलता देखिएका छन् । तैपनि प्रत्येक तहले गर्दै सिक्दै जानेको नीति लिएर अधि बढ्नु अहिलेको आवश्यकता हो ।
- ✓ नेपालको संविधान २०७२ ले महिला, दलित र पछाडि परेका वर्गको निर्णय प्रक्रियामा पहुँच सुनिश्चित गरेको छ । तत्तत् वर्ग र समुदायको व्यावहारिक र रणनीतिक आवश्यकता पूरा गर्न आवश्यक नीति, योजना, कार्यक्रम आदि निर्माण र कार्यान्वयनका पक्षमा स्थानीय सरकारले पनि विभिन्न निकायको विगतभन्दा क्षमता अभिवृद्धि गर्दै आएको छ ।
- ✓ विकेन्द्रीकरणका लागि स्थानीय निकाय एक मात्र एकाइ रहेको साथै स्थानीय निकायप्रति जनताको अपनत्व र विश्वास बढ्दै गएको हुँदा यसको भूमिका निरन्तर बढ्दै गएको छ ।
- ✓ सङ्घीय व्यवस्थामा स्थानीय निकायहरू सेवा प्रवाहको बिन्दु (Service Delivery Point) का रूपमा स्थापित गर्नेतर्फ सफलता प्राप्त गर्दै गएका छन् ।
- ✓ राज्य प्रणालीमा सामन्तवादी संरचनाको अत्य सँगसँगै समावेशी लोकतान्त्रिक पद्धतिको संस्थागत व्यवस्था गरी शासन सत्ताप्रति स्थानीय जनताको अपनत्व सिर्जना गर्न स्थानीय सरकारको महत्वपूर्ण भूमिका रहँदै गएको छ ।
- ✓ केन्द्रीय सरकार र संसदमा मात्र अधिकार रहने केन्द्रकृत एकात्मक ढाँचामा जनआवाज अनुरूप परिवर्तन गरी राज्यको स्रोत साधन माथि समान उपभोगको अवसर सिर्जना गरी आर्थिक असमानता कम गर्न स्थानीय सरकारको भूमिका महत्वपूर्ण हुन्छ ।

- ✓ राज्य एंवम् समाजमा रहेका वर्गीय, जातीय, भाषिक, सांस्कृतिक, धार्मिक, लैङ्गिक र क्षेत्रीय विभेदको अन्त्य गरी मुलुकको केन्द्रीय तथा प्रान्तीय शासनमा आम नागरिकको सहभागिता सुनिश्चित गर्दै पछाडि परेका र अल्पसङ्ख्यकमा रहेका वर्ग एवं जातजातिलाई संसदमा प्रतिनिधित्व गर्ने अवसर उपलब्ध गराई ती वर्गसमेतको सहभागिताअनुकूल नीति निर्माण गर्ने व्यवस्था मिलाउन सङ्घीय व्यवस्थामा स्थानीय सरकारको भूमिका महत्वपूर्ण रहन्छ ।

समस्या र सुझावहरू (Problems and Suggestions)

स्थानीय सरकारमार्फत मुलुक र मुलुकबासीलाई शिक्षित, साधन सम्पन्न, अनै खुट्टामा उभिन सक्ने मानव शक्तिको सही परिचालन गरी मुलुकलाई समृद्धशाली बनाई राष्ट्र निर्माणमा ठूलो भूमिका रहन्छ । आजको प्रतिस्पर्धात्मक युग सुहाउँदो सबल र सक्षम हुनु हो । हामी हरेक दृष्टिकोणले अत्यन्त पछाडि परेका छौं । हाम्रो पछाडिपनका कारण हामीसँग धेरै चुनौतीहरू रहेका छन् । हामीले राष्ट्रका लागि धेरै क्षेत्रका एंवम् पूर्वाधारहरू तयार गर्नु छ । हामीसँग धेरै चुनौतीहरू भए तापनि विकासका सम्भावनाहरू पनि प्रशस्त रहेका छन् । स्थानीय सरकारमार्फत मानव स्रोतको विकासका लागि हाम्रो साधन स्रोत र उपलब्धतासँग तालमेल गरेर मानव स्रोतलाई यथोचित परिचालन गर्न सके वा सोसँग सम्बन्धित पूर्वाधार खडा गर्न सके राष्ट्र विकास निर्माणका चुनौती दूरदृष्टिसहितको दृष्टिकोण, नीति, नियम, अनुशासन र दायित्वबोधका लागि प्रतिबद्धताको खाँचो मात्र छ । हामीसँग स्रोत र साधनको कमी छैन तर पनि स्थानीय विकासमा नीति नियम ऐन कानुन बनाउँदै स्थानीय विकासका मुद्दालाई सहजीकरण गर्दै देखिएका समस्या समाधान गर्नु आजको आवश्यकता हो । सङ्घीय व्यवस्थामा स्थानीय तहको भूमिका प्रभावकारी रूपमा कार्यन्वयन गर्न निम्नलिखित समस्याहरू रहेका छन् :

आर्थिक समस्या (Economic Problems)

नेपालका सन्दर्भमा आर्थिक समस्या नै प्रमुख चुनौतीका रूपमा देखिएको छ । स्थानीय स्तरका शिक्षा, स्वास्थ्य, सडक, खानेपानी, सिंचाइ लगायतका समस्याहरूका लागि थुप्रै रकम खर्च गर्नुपर्ने हुन्छ । स्रोत र साधन स्थानीय स्रोतबाट पनि आर्थिक उपार्जन गर्न नसकिने र सङ्घीय सरकारबाट पनि वित्तीय सहयोग अपेक्षा गरेअनुरूप प्राप्त गर्न नसकिने भएमा ऐनमा व्यवस्था गरेबमोजिम कार्यक्रमहरू सञ्चालन गर्न सकिँदैन । तसर्थ सङ्घीय व्यवस्थामा स्थानीय सरकारको भूमिकालाई प्रभावकारी बनाउने सन्दर्भमा स्थानीय सरकारका प्रमुख समस्या भनेको आर्थिक समस्या हो ।

जनशक्तिमा समस्या (Problems in Human Resources)

स्थानीय स्तरको प्राकृतिक स्रोत र साधनलाई परिचालन गराउनका निमित्त त्यही खालको मानवीय शक्ति समाजले उत्पादन गर्नु आवश्यक छ । तसर्थ साधारण शिक्षाले मात्र देश विकास सम्भव

छैन । तथापि स्थानीय स्रोतलाई परिचालन गराउन सक्ने प्राविधिक जनशक्ति स्थानीय आवश्यकता हो । यस्ता जनशक्तिको कमीले गर्दा स्थानीय सरकारको समस्याका रूपमा औल्याउन सकिन्छ ।

पूर्णरूपमा अधिकार प्रायोजन नहुनु (Problems in full Decentralization)

स्थानीय स्वायत्त शासन ऐन नियमावली, आर्थिक नियमावलीलगायतका ऐन नियमले बोले

तापनि पूर्ण रूपमा स्वतन्त्र भएर स्वविवेकी अधिकार प्रयोग गर्न स्थानीय सरकारलाई छुट छैन तसर्थ यो पनि एउटा स्थानीय सरकारको भूमिकामा समस्याका रूपमा रहेको छ ।

समन्वयमा कठिनाई (Problems in Co-Ordination)

नेपालमा सरकारी संयन्त्रको कमजोरी तथा कतिपय ऐनकानूनमा रहेका अस्पष्टताका कारण समन्वय कायम गराउनमा समस्या रहेको देखिन्छ । सङ्घीय, प्रादेशिक सरकार र स्थानीय सरकारका बिच विकास निर्माण तथा भौतिक योजनामा समन्वयात्मक कठिनाई उत्पन्न भएको देखिन्छ ।

केन्द्रीय सरकारद्वारा कम महत्व (Less Attention by Central Government)

स्थानीय सरकारप्रति सङ्घीय सरकारको ध्यानकेन्द्रित नहुँदा स्थानीय निकायको काम कारवाही बढी प्रभावकारी हुन्छ ।

स्रोत बाँडफाँडमा समस्या (Problems in Resources Allocation)

स्थानीय स्तर र केन्द्रीय स्तरको स्रोत र साधनको बाँडफाँड उपभोगमा स्पष्ट तथा प्रष्ट नियम कानून नहुँदा स्रोत बाँडफाँड एक समस्याका रूपमा रहेको छ । राजनीतिक खिचातानी, अदूरदर्शिता लगायतका समस्याले गर्दा समयमा बाँडफाँड तथा समन्वयत्मक वितरण हुन सक्दैन ।

विभिन्न राजनीतिक शक्तिहरूसँगको समस्या (Problems with Different Political Power)

स्थानीय सरकारका साझा समस्याहरू सङ्घीय सरकारमा रहने राजनीतिक पार्टी र स्थानीय सरकारमा रहने राजनीतिक पार्टीको सरकार फरक पर्न जाँदा त्यहाँ पनि शक्तिको टकराव र विचारको द्वन्द्वले स्थानीय विकासमा समस्या खडा हुन्छ ।

सुझावहरू (Suggestions)

- ✓ स्थानीय सरकारको भूमिकालाई राजनीतिक, प्रशासनिक, न्यायिक र वित्तीय क्षेत्रको स्वायत्त अधिकारका बारेमा संविधानतः सुनिश्चित गरी लोकतान्त्रिक पद्धतिको स्थापना र विकास गर्ने ।

- ✓ यथास्थितिवादी र केन्द्रीकृत सौँचको अन्त्य गरी स्थानीय तहमा समेत पर्याप्त अधिकार प्रदान गर्ने व्यवस्था मिलाई जनस्तरबाट सार्वभौमसत्ताको प्रयोग गर्ने अवस्था सिर्जना गर्ने ।
- ✓ स्थानीय निकायहरूलाई केन्द्रले सहयोगी र साभेदारका रूपमा स्वीकार गर्ने ।
- ✓ स्थानीय निकायहरूको संस्थागत क्षमता र मानव संशोधन विकास गर्न प्रशिक्षण, संयन्त्र तथा अन्य सामाग्रीको उपलब्ध गराउने ।
- ✓ सङ्घीय शासन व्यवस्थामा स्थानीय निकायहरूले नेपालमा सदैव केन्द्रको सहयोगी र परिपूरकको भूमिका खेल्नु पर्दछ भन्ने केन्द्रले पनि स्थानीय सरकारलाई नीति निर्देशन, श्रोत साधन, क्षमता अभिवृद्धि अन्य व्यवस्थाद्वारा आफ्नो सहयोगीका रूपमा स्थापित गर्न सक्नु पर्दछ ।
- ✓ स्थानीय सरकारलाई आफ्नो क्षेत्रमा विद्यमान मामला सुल्झाउने सामान्य रेखदेख गर्ने, जनकल्याणका काम गर्ने, विकास निर्माण र वस्तु र सेवा लगायतका सुविधा प्राप्तिका लागि सम्बन्धित क्षेत्रका जनताद्वारा चयन गरिएको जनप्रतिनिधिमूलक संस्थाका रूपमा स्थानीय सरकारको भूमिकालाई उजागर गर्नु पर्दछ ।

निष्कर्ष (Conclusion)

सङ्घीय शासन व्यवस्थामा स्थानीय विकासका लागि बनेको आधिकारिक निकाय वा संस्था भनेको स्थानीय सरकार हो । जसको मुख्य लक्ष्य नै स्थानीय जनताको आर्थिक - सामाजिक जीवनस्तरमा सुधार ल्याउनु हो । आर्थिक -सामाजिक समस्याको हल, गरिबी निवारण, असमान आर्थिक अवस्थामा सुधार तथा स्थानीय बेरोजगार अन्त्यलाई नै स्थानीय निकायले आफ्नो लक्ष्य बनाइनु पर्दछ । स्थानीय क्षेत्रको उत्पादनमा कमी, उपभोगमा कमी, अशिक्षा, बेरोजगारी, गरिबी, सांस्कृतिक विचलन जस्ता समस्याको दिगो समाधान गर्दै सांस्कृतिक विचलनलाई रोक्दै धर्म, भाषा कला, जस्ता विषयहरूमा दिगो विकास गर्नुमा स्थानीय निकायको महत्त्वपूर्ण भूमिका रहन्छ ।

सङ्घीयता र स्थानीय निकायका विकासको सम्बन्धलाई हेर्दा सङ्घीय शासन प्रणालीले अधिकतम रूपमा स्थानीय जनतालाई उनीहरूका स्रोत तथा साधन परिचालन गर्न र विकास प्रक्रियालाई तीब्रतर बनाउन अधिकार सम्पन्न बनाउने गर्दछ । स्थानीय सरकारमार्फत स्थानीय हावा, पानी, माटो, जङ्गल, सामाजिक, सांस्कृतिक विशेषताहरू जस्ता पक्षलाई मध्यनजर गर्दै स्थानीय जनताका वास्तविक समस्याहरू, इच्छाहरू, आकाङ्क्षा र उपलब्ध स्रोत साधनहरूको पहिचान तथा परिचालन गर्न निकै सजिलो पर्ने गर्दछ । सङ्घीय शासन प्रणालीमा स्थानीय सरकारमार्फत जनतालाई आफ्ना स्रोतहरू परिचालनको पूर्ण अधिकार र आफ्नै स्थानीय विशेषताहरूका आधारमा सरकार

गठनको अधिकार प्रदान गर्नु जनताहरूका लागि आजको ठूलो उपलब्धि हो । स्थानीय जनताका समस्याहरू समाधान गनाका लागि स्थानीय स्तरमै पहल गरिनु र आवश्यक स्रोत तथा साधनहरूको उपलब्धता रहनुले स्थानीय जनतालाई सरकारप्रतिको विश्वास बढ्नुका साथै विकास प्रक्रियामा लाग्न उत्प्रेरणा मिल्ने निश्चित छ । तसर्थ सङ्घीय शासन प्रणालीमा स्थानीय सरकारको भूमिका अतुलनीय रहन्छ ।

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प्राज्ञिक लेखनसम्बन्धी नेपाली शिक्षाका विद्यार्थीको दृष्टिकोण : एक जीवन्त अनुभव

शक्तिराज नेपाल

महेन्द्ररत्न क्याम्पस, ताहाचल, काठमाडौं

लेखसार

प्रस्तुत लेख उच्च तहका विद्यार्थीको प्राज्ञिक लेखनसम्बन्धी जीवन्त अनुभवको विश्लेषण गर्नमा केन्द्रित छ । एमफिल तहका नेपाली शिक्षाका विद्यार्थीको प्राज्ञिक लेखनसम्बन्धी के कस्तो अवधारणा छ, साथै कस्तो अभ्यास छ, प्राज्ञिक लेखनका गतिविधिमा के कस्ता समस्या तथा चुनौतीको सामना गरिरहेका छन् भन्ने समस्या तथा उद्देश्यमा आधारित भई प्रस्तुत लेखमा गुणात्मक अनुसन्धानात्मक विधिलाई अपनाइएको छ । उक्त विधिमध्ये फेनोमेनोलोजिकल अध्ययन ढाँचालाई विशेषगरी प्रयोग गरिएको यस अध्ययनमा एमफिल नेपाली शिक्षा अध्ययन गर्ने दुईजना अनुसन्धातालाई सोद्देश्यमूलक छनोट विधिका आधारमा छनोट गरी अन्तर्वार्ता विधिका माध्यमबाट तथ्याङ्क सङ्कलन गरिएको छ । प्राज्ञिक लेखनमा भोगेका विशेष अनुभवका आधारमा अवधारणात्मक पक्ष, अभ्यासको पक्ष र समस्या तथा चुनौतीको पक्ष गरी जम्मा चारवटा थिममा आधारित तथ्याङ्कको विश्लेषण गरिएको छ । प्राज्ञिक लेखनको शब्दको जटिलताका कारण यसका विभिन्न पक्ष तथा शैलीका बारेमा प्रयोग, अभ्यास गरिँदै आए तापनि आजसम्म प्राज्ञिक लेखनको अवधारणात्मक पक्षमा प्रस्ट जानकारी भइनसेको प्रतिक्रिया पहिलो थिममा प्राप्त भएको छ भने एकजना सहभागीबाट प्राज्ञिक लेखनसम्बन्धी प्रत्यक्ष अभ्यास गरिएको छैन भन्ने आशयका प्रतिक्रिया प्राप्त भएको छ भने अर्कोजना सहभागीले विभिन्न प्रकृतिका प्राज्ञिक लेखनका अभ्यास स्नातक तहदेखि नै गर्दै आएको, यसलाई सामान्य लेखनभन्दा फरक लेखनका रूपमा अपनाउँदै आएको प्रतिक्रिया प्राप्त भएको छ । त्यसैगरी प्राज्ञिक सामग्री चिन्ने, भाषा प्रयोग, शब्दावली चयन तथा प्रयोग र प्राध्यापकहरूका बिचमा मतभेदलाई घटाउने जस्ता समस्या तथा चुनौती भोगिरहेको विषयलाई प्रस्तुत गरेका छन् । यस लेखले प्राज्ञिक लेखनसँग सम्बन्ध जोडिएका विद्यार्थी, अनुसन्धाता, विज्ञ, प्राध्यापक, लेखक आदिलाई प्रत्यक्ष सहयोग पुर्याउने तथा अनुसन्धान गर्ने वा लेखनलाई स्तरीय बनाउन चाहने जोकोहीलाई सहयोग पुर्याउने भएकाले यसको उपयोगिता रहेको छ ।

सूचक शब्द : औपचारिक, परिष्कृत, प्राज्ञिक, फेनोमेनोलोजिकल, बौद्धिक ।

विषयपरिचय

लेखाइ सिपमार्फत् भाषा शिक्षणमा प्रदानात्मक सिपको विकास गर्ने अपेक्षा राखिन्छ । 'कुनै व्यक्तिलाई उसले अनुभव र ज्ञान गरेका कुराहरूलाई अरू समक्ष प्रस्तुत गर्न, ती कुराहरूलाई सम्झनामा राखिराख्न अथवा साँचिराख्न र भविष्यमा आफू र अरूका लागि समेत उपयोगी बनाउन

लेखाइले मदत गर्छ' (शर्मा र पौडेल, २०६८, पृ. ३६७) । 'लेखनकलालाई परिष्कृत र प्रवाहमय शैली दिन लेखने बानीको ठुलो हात छ' (अधिकारी, २०६७, पृ. १६) । तसर्थ भाषाका हरेक सिपहरू निरन्तर अभ्यासबाट मात्र परिष्कृत बन्न सक्तछन् ।

प्राज्ञिक प्रकृतिका लेखाइ सिपको अभ्यास माथिल्ला कक्षाका विद्यार्थीहरूले गर्छन् । उच्च तहका विद्यार्थीका लागि लक्षित कार्यकलापलाई लेखन कलाको उत्तरवर्ती कार्यकलाप भन्ने गरिन्छ । उच्च तहका विद्यार्थीले लेखने लेखनलाई शैक्षिक वा प्राज्ञिक लेखनकै रूपमा अभ्यास गरिराखिएको पाइन्छ । 'माध्यमिक तहदेखि सामान्य सुरुवात गरी उच्च तहका लागि विशेष किसिमले प्रयोगमा ल्याउन सकिने लेखाइ वा लेखन कलाका कार्यकलापहरूलाई सामान्यतः उत्तरवर्ती कार्यकलाप भन्न सकिन्छ' (शर्मा र पौडेल, २०६८, पृ. ३८५) । अलि बौद्धिक तथा वयस्क सिकारूले अभ्यास गर्ने लेखन अभ्यासका रूपमा लेखन कलाको उत्तरवर्ती चरणका क्रियाकलापलाई लिइन्छ । उक्त चरणको लेखन अभ्यासलाई प्राज्ञिक लेखनको अभ्यास भन्ने गरिन्छ ।

भाषा शिक्षणमा औपचारिक तथा बौद्धिक प्रकृतिका लेखन अभ्यासलाई प्राज्ञिक लेखनको अभ्यासका रूपमा लिइन्छ । भाषा शिक्षणमा प्राज्ञिक लेखन भन्नाले मानवीय चिन्तन वा बुद्धिपक्षको प्रयोग भूमिमा आधारित अभिव्यक्तिलाई बुझिन्छ । 'दर्शन, वैचारिक लेख रचना आदिलाई प्राज्ञिक लेखन भनिन्छ' (भण्डारी, २०७७, पृ. ४) । साथै 'यो कुनै खास सिद्धान्त, चिन्तन, विचार, दृष्टिकोणको प्रधानता भएको अभिव्यक्तिसम्बन्धी लेखन हो' (लम्साल र खनाल, २०७८, पृ. ३५) । कुनै विषयका विज्ञले प्रस्ताव गरेको वा औपचारिक रूपमा कुनै अनुसन्धेय सामग्री प्रस्तुत गर्दा लेखिएको संरचनालाई प्राज्ञिक लेखनका रूपमा चिनिन्छ । लेखनको एक बौद्धिक, विशिष्ट तथा स्तरीय कलाका रूपमा यस लेखनलाई लिइन्छ ।

उच्च तहको लेखन कार्यकलापमा बौद्धिक, स्तरीय, विशिष्ट तथा प्राज्ञिक गरी विभिन्न प्रकृतिका लेखनका अभ्यासको आवश्यकता पर्दछ । प्राज्ञिक संस्थाबाट यस प्रकारका बौद्धिक वा प्राज्ञिक लेखनको अध्ययन गरेको पाइएको छैन । भाषा शिक्षणका गतिविधिमध्ये उच्च तहका विद्यार्थीको स्तरीय र औपचारिक प्रकृतिको लेखनको अभ्यासका सम्बन्धमा सम्बन्धित सरोकारवाला वा विद्यार्थीको पनि धारणाको अध्ययन गर्नु आवश्यक रहेको देखिन्छ । उच्च तहका विद्यार्थीको लेखन क्रियाकलाप सबै प्राज्ञिक लेखनकै वरिपरि हुने तथा प्राज्ञिक उत्कृष्टताका आधारमा नै उनीहरूको मूल्याङ्कन पनि गरिन्छ तथापि गतिविधि प्राज्ञिक प्रकृतिको हुँदा पनि प्राज्ञिक उद्देश्य राखेर उक्त लेखन सिपको अध्ययन गरिएको पाइदैन । तसर्थ उक्त लेखनका प्रकृतिको अध्ययन गरी विश्वविद्यालयका विद्यार्थीमध्ये शिक्षाशास्त्र सङ्कायको नेपाली शिक्षा एमफिल तहमा अध्ययन गर्ने विद्यार्थीको प्राज्ञिक लेखनका बारेमा रहेको दृष्टिकोण विश्लेषण गर्ने काम अहिलेसम्म पर्याप्त मात्रामा अध्ययन गरिएको भेटिएको छैन ।

प्राज्ञिक लेखनलाई उच्चस्तरीय तथा माथिल्लो कक्षामा विकास हुने सिपका रूपमा लिइए

तापनि उच्च तहका विद्यार्थीको प्राज्ञिक लेखन सिपमा अन्यौलको स्थिति छ । उनीहरूको लेखाइमा एकरूपता छैन । प्राज्ञिक लेखनका न्यूनतम मापदण्ड पूरा नगरी प्राज्ञिक कर्म गर्ने अभ्यास छ । उक्त अवस्थालाई सम्बोधन गर्दै प्राज्ञिक लेखनमा रहेका विद्यार्थीका अनुभवको विश्लेषण गरी प्राज्ञिक समाधानका लागि औचित्यपूर्ण योगदान गर्ने यस लेखको उद्देश्य रहेको छ ।

पूर्वकार्यको समीक्षा

प्राज्ञिक लेखनलाई केन्द्रमा राखेर अध्ययन गरिएका ग्रन्थमध्ये एकदमै थोरै नेपाली ग्रन्थहरूले प्राज्ञिक लेखनको प्रयोग पक्षमा भन्दा सैद्धान्तिक पक्षमा जोड गरेका छन् । अधिकारी (२०६३) ले भाषा शिक्षणमा नेपाली भाषाको महत्त्वको चर्चा गर्दै लेखनकलामा दक्षता बढाउने उद्देश्य राखेका छन् । त्रिपाठी (२०६६) ले सिर्जनात्मक लेखनको चरण उल्लेख गर्दै लेखनको संरचनालाई प्राज्ञिक वा स्तरीय बनाउने कुरामा जोड गरेका छन् । नेपाली भाषामा त्यतिधेरै विधागत सिर्जनाका काम हुन्छन्, त्यसैगरी प्राज्ञिक प्रकृतिका लेखनको पनि अभ्यास गर्न सकेमा लेखनको स्तरीयता अझै बढेर जानेथ्यो भन्ने उद्देश्य राखेर लेखिएका सामग्री पनि छन् । त्यसैगरी बन्धु (२०७५) ले अनुसन्धान लेखन र प्रतिवेदन तयारीका लागि सम्बन्ध व्यक्ति तथा संस्थाले अपनाउनुपर्ने लेखन तथा प्रकाशन शैलीको चर्चा गर्दै लेखनको उत्कृष्टता तथा प्राज्ञिकताका लागि ढाँचा प्रस्तुत गरेका छन् । उनको उक्त ग्रन्थले नेपाली प्राज्ञिक लेखनका लागि महत्त्वपूर्ण सहयोग पुग्ने देखिएको छ । त्यसैगरी भण्डारी (२०७५) ले प्राज्ञिक लेखनलाई बौद्धिक लेखनसँग जोडी यसको एकरूपता र बौद्धिकतामा जोड दिएका छन् । साथै योजनाबद्ध र सङ्गठित लेखनका रूपमा चिनाउँदै उनले प्राज्ञिक लेखनलाई अन्य लेखनभन्दा फरक लेखनका रूपमा प्रस्तुत गरेका छन् । लम्साल र खनाल (२०७८) ले प्राज्ञिक लेखनलाई भावनाभन्दा बुद्धिको प्रधानता भएको लेखनका रूपमा चिनाएका छन् ।

त्यसैगरी अङ्ग्रेजी साहित्य तथा प्राज्ञिक लेखनका विज्ञ हार्टली (सन् २००८) ले वैज्ञानिक लेखनमा वस्तुपरकता हुन्छ, प्राज्ञिक लेखनमा पनि वस्तुपरकता हुन्छ, तसर्थ वस्तुगत लेखन नै प्राज्ञिक लेखन हो भन्दै प्राज्ञिक लेखनको परिचय, विशेषता, शब्दावली तथा ढाँचाका बारेमा चर्चा गरेका छन् । बाले (सन् २०१०) ले प्राज्ञिक लेखनका विशेषताको अभ्यास गर्ने आधार प्रदान गर्दै कलेजका विद्यार्थीले अभ्यास गर्ने प्राज्ञिक लेखनको नमुना प्रस्तुत गरेका छन् । त्यसैगरी ग्रिन र लिडिन्स्की (सन् २०१६) ले प्राज्ञिक लेखनको चरणको उल्लेख गर्दै लेखन योजना भनी खेप्ने लेखन, लेखन र साफी लेखनका चरणको चर्चा गरेका छन् । साथै एउटा लेख प्राज्ञिक बन्नलाई विभिन्न चरणमा काम गरी परिष्कार आएको हुनुपर्छ भन्ने प्रस्तुत गरेका छन् ।

माथिका पूर्वकार्यहरूको अध्ययन गर्दा प्राज्ञिक लेखनका अल्पतः अभ्यास तथा कार्य भएका पाइन्छन् । यसको सैद्धान्तिक पक्षलाई चर्चा गरिएअनुसार प्राज्ञिक लेखनमा बौद्धिक अभ्यास हुने, वस्तुपरता पाइने, औपचारिकता तथा अन्तरसम्बद्धता पाइने, तार्किकता एवम् संसक्तता जस्ता प्रकृतिका

निष्कर्ष निकालेको पाइएको तर विद्यार्थीको दृष्टिकोणको अध्ययन गरेको नपाइएकाले उक्त रिक्तता पूरा गर्दै यस लेखमा नेपाली शिक्षा एमफिल तहका विद्यार्थीको प्राज्ञिक सिपसम्बन्धी दृष्टिकोणको अध्ययन गर्ने ढाँचा बनाउन ती सबै कार्यहरू उपयोगी रहेका छन् ।

सैद्धान्तिक अवधारणा

यस लेखमा प्राज्ञिक लेखनको मान्यता तथा वयस्क सिकाइ सिद्धान्तलाई सैद्धान्तिक अवधारणाका रूपमा अपनाइएको छ ।

प्राज्ञिक लेखनको सैद्धान्तिक पक्ष

‘प्राज्ञ’ शब्दमा ‘इक’ प्रत्यय लागेर प्राज्ञिक शब्द बनेको हो । उक्त शब्दको अर्थ उच्च तह तथा विश्वविद्यालयसम्बन्धी वा विज्ञसम्बन्धी भन्ने हुन्छ । यसमा विश्वविद्यालयको अनुसन्धानात्मक तहको उपल्लो तह एमफिल तहका विद्यार्थीको लेखन प्राज्ञिक प्रकृतिको हुने भएकाले उक्त स्तरीय प्रकृतिको लेखनका विशेषता (ग्रिन र लिडिन्स्की, सन् २०१६, १५५) का आधारमा यस लेखमा औपचारिकता तथा वस्तुपरकता जस्ता प्रवृत्तिलाई खोजिएको छ । साथै एकरूपता, विशिष्ट शब्दावली र विशिष्ट शब्द चयन, तार्किकता, संसक्तता आदि सैद्धान्तिक पक्षमा आधारित भएर नै यस लेखको निर्माण गरिएको छ ।

वयस्क सिकाइ सिद्धान्त

परिपक्वताको विकास हुन थालेको अवस्थालाई वयस्क अवस्था भनिन्छ । अझ बाल्यकाल सकिएको अवस्थालाई वयस्कावस्था भनिन्छ । सिकाइका विभिन्न सिद्धान्तमध्ये यो पनि एक महत्वपूर्ण सिद्धान्त हो । यसलाई अङ्ग्रेजीमा एन्ड्रागोजी भन्ने गरिन्छ । यसको शाब्दिक अर्थ भनेको वयस्कको सिकाइको अध्ययन गर्नु हो । वयस्कले कसरी सिक्छन्, युवावस्था र वयस्कको सिकाइका बिचमा के अन्तर हुन्छ भन्ने कुराको अध्ययन यस एन्ड्रागोजीमा गरिन्छ (माल्कोल्म, सन् १९८०) । वयस्क सिकारू परनिर्भरतर्फ ढल्किरहेको सिकारू हो, उसले आफ्नो सिकाइको गति आफैं तय गर्न सक्छ । आफ्नो धारणा आफैं बनाउन सक्ने स्वतन्त्र र भूमिका निभाउन सक्ने आत्मविश्वासी बन्ने भएकाले यिनीहरू बालबालिकाभन्दा फरक र अलि क्षमतावान् हुन्छन् । आफ्नो स्वगतिमा सिक्न र निर्णय गर्नसक्ने व्यक्ति भएकाले उनीहरूलाई परिपक्व सिकारूका रूपमा हेरिन्छ । उनीहरू समस्याकेन्द्रित भए तापनि आफ्नो समस्या समाधानमा नयाँ नयाँ ज्ञानलाई प्रयोग चाहन्छन् (माल्कोल्म, सन् १९८०) । आफ्नो नतिजाको व्याख्या पनि उनीहरू आफैं गर्न सक्दछन् ।

वयस्क सिकारू आफैंद्वारा निर्देशित हुन्छन् । ‘साधारणतः ७० प्रतिशत वयस्कहरू आत्मनिर्देशित हुन्छन्’ (क्रस, सन् १९८१) । तथा ‘लगभग ९० प्रतिशत वयस्कहरू एक वर्षमा आत्म सिकाइमा केन्द्रित परियोजना पूरा गर्न सक्छन्’ (टफ, सन् १९७१) । तसर्थ आत्मकेन्द्रित सिकाइ सिकाइकै एउटा प्रक्रिया हो, जसमा सिकारूले अरूको सहयोगविना नै आफ्नो सिकाइको सुरुवात गर्न सक्छ । ‘यस प्रकारको सिकाइलाई वयस्कको अनौपचारिक सिकाइ प्रक्रिया पनि भन्ने गरिएको पाइन्छ’

(नलेस, सन् १९७५) । एक अर्कासँग सहकार्य गर्न पनि सक्ने तथा समन्वयका आधारमा सिक्न सक्ने उमेर भएकाले पनि वयस्क उमेरका व्यक्तिहरू एकलै वा समूह दुवै तरिकाबाट आफूलाई समायोजन गर्न सक्छन् ।

प्राज्ञिक लेखन र वयस्क सिकाइ सिद्धान्तको सार

एमफिल तह भनेको उच्च तहको अनुसन्धानात्मक तह हो । उक्त तहका विद्यार्थीहरू वयस्क अवस्थाका हुन्छन् । उनीहरूको सिकाइ पनि स्वतन्त्र प्रकृतिको हुने भएकाले यस लेखमा वयस्क उमेर प्रवेश गरिसकेका एमफिलका विद्यार्थी र उनीहरूको प्राज्ञिक लेखन सिपसँगको जीवन्त अनुभवका सम्बन्धका आधारमा अध्ययन तथा विश्लेषणको आधार बनाइएको छ ।

अवधारणात्मक ढाँचा

यस लेखमा निम्नानुसारको अवधारणात्मक ढाँचाको निर्माण गरी तथ्याङ्कको अध्ययन तथा विश्लेषण गरिएको छ :



अध्ययन विधि

गुणात्मक विधिको आधारमा अध्ययन गरिएको यस लेखमा फेनोमेनोलोजिकल अध्ययन (घटना अध्ययन) को ढाँचालाई अपनाइएको छ । उक्त आधारमा नेपाली शिक्षा एमफिल अध्ययन गर्दै गरेका दुईजना अनुसन्धातासँग गहन अन्तर्वार्ता गरी उक्त अन्तर्वार्तालाई साफमा उतार गरिएको छ । उक्त उतार गरिएको सामग्रीलाई कोडिङ् गरी थिमेटिक शीर्षक निर्माण गरिएको छ । उक्त शीर्षकका

आधारमा तथ्याङ्कको विश्लेषण गरी निष्कर्षमा पुगिएको छ । सहभागीको पहिचान, पद र परिचयलाई गोप्य राखी सहभागी नं १, २ भन्दै उल्लेख गरिएको छ । साथै नेपाली शिक्षाको एमफिल अध्ययन गर्दै गरेका दुई जना अनुसन्धाताहरूको प्रतिक्रियाको अध्ययनमा मात्र प्रस्तुत लेख सीमित छ । प्राज्ञिक लेखनका अनुभवसम्बन्धी अन्तर्वार्तामा मात्र सीमित भएको प्रस्तुत लेख प्राज्ञिक लेखनको अवधारणा, अभ्यास र यसमा भोगिरहेका समस्या तथा चुनौती गरी चारवटा थिमको अध्ययन विश्लेषणमा मात्र परिसीमित छ ।

छलफल तथा विश्लेषण

प्रस्तुत लेखमा सहभागीसँग लिइएको अन्तर्वार्तामा प्रस्तुत गरेका प्रतिक्रियालाई प्राज्ञिक लेखनसम्बन्धी, एमफिलको कक्षामा गरिएको अभ्यास, यसमा भोगिरहेका समस्या र चुनौती गरी चारवटा आधारमा प्राज्ञिक लेखनसम्बन्धी अनुभवको फेनोमेनोलोजिकल अध्ययन तथा विश्लेषण गरिएको छ :

प्राज्ञिक लेखनसम्बन्धी अवधारणा

प्राज्ञिक लेखन र यसको अवधारणात्मक पक्षका बारेमा सहभागीसँग भएका अन्तर्वार्ताका साफी उतारको सारको थिमका आधारमा यहाँ विश्लेषण गरिएको छ :

हामीले स्नातकदेखि नै यो वा त्यो नाममा अनुसन्धानात्मक तथा प्रतिवेदन लेखनका बारेमा अभ्यास गर्दै आएका थियौं । बिएडमा त अनुसन्धान विधि पनि पढेका हौं । त्यहाँ पनि यो प्राज्ञिक लेखनको कुरै भएन । स्नातक तहमा यस्तो कुरो सुन्यौं । यो निकै बौद्धिक अनि प्राज्ञ विज्ञहरूले लेख्ने कुरो होला जस्तो ठान्यौं । अनि हामी साधारण किसिमको लेखनमा अभ्यस्त थियौं । त्यस्तै अभ्यासमा थियौं । स्नातक तह तेस्रो सेमेस्टरमा पो अनुसन्धानको भाषा प्राज्ञिक प्रकृतिको हुनुपर्छ भन्ने कुरा भयो । अनि साथीहरूसँग छलफल गर्दा पनि यस्तो प्रकृतिको भाषाको पहिचान गर्न सकेनौं । अनुसन्धान गर्दा शिक्षकपिच्छे फरकफरक मान्यता भएकाले हामी विद्यार्थीका बिचमा पनि फरकफरक तर्कहरू आएछन् । यस किसिमको अभ्यास त एमफिल तहमा एक पेपर पढेपछि मात्र यसको वास्तविक स्वरूपका बारेमा अनुमान गर्न सक्यौं तर पूर्णतः यसमा जस्तो अपेक्षा गरिन्छ त्यस्तै त अवधारणा बनिसकेको छैन । (सहभागी १ र २ को साझा थिम)

प्रस्तुत प्रतिक्रियामा सहभागीले प्राज्ञिक लेखनका बारेमा प्रस्ट अवधारणा बसिसकेको बताएका छन् । स्नातक तहदेखि यस प्रकृतिका गतिविधि हुने गरेका भए तापनि त्यससम्बन्धी शाब्दिक चर्चा पनि नगरिएकाले एकचौटी एमफिलमा मात्र अभ्यास गर्दा थाहा पाएको बताएका छन् । स्नातक तहमा

अनुसन्धान विधिको पठनपाठन भएको तर यो प्राज्ञिक लेखनका बारेमा कतै नसुनेको एकैचौटी स्नातकोत्तरमा सुनेको तर नामै तोकेर अभ्यास नगरेकाले त्यससम्बन्धी अनुभव नभएको बताइएको छ । त्यसैगरी एमफिलमा पुगेपछि मात्रै प्राज्ञिक भाषा र यसको शैलीका बारेमा अल्प धारणाको विकास भएकाले यस प्रस्ट हुन नसकेको अनुभव देखिएको छ । अनुसन्धान गर्दा शिक्षकपिच्छे फरकफरक मान्यता भएकाले पनि विद्यार्थीपिच्छे फरकफरक तर्कको विकास भएको पाइएको छ । तसर्थ प्राज्ञिक लेखनका बारेमा प्रस्ट रूपले अर्थमा समेत अभ्यास हुन नसकेकाले नेपाली शिक्षाका विद्यार्थीहरू अन्यौल भएको देखिन्छ । यस विषयको अवधारणामा विद्यार्थी प्रस्ट हुन नसकेका कारण प्राज्ञिक लेखनसम्बन्धी प्रस्ट अभ्यास हुन नसकेको देखिन्छ । वयस्क सिकाइको सिद्धान्तअनुसार एमफिल तहका विद्यार्थीहरू आफैँ आफ्ना बारेमा सोध्न, जिज्ञासा राख्न र समाधान गर्न प्रयास गर्न सक्छन् । त्यस मान्यताअनुसार यस अध्ययनका सहभागीहरू आफ्नो अन्यौल पक्षमा जिज्ञासा राख्न सकेका र आफ्नो समस्या आफैँ पहिचान गर्न सकेको देखिन्छ । एमफिल तहका अनुसन्धातामा देखिएको प्राज्ञिक लेखनसम्बन्धी अवधारणात्मक पक्षको अस्पष्टताका बारेमा उनीहरू आफैँले बताएको देखिन्छ ।

प्राज्ञिक लेखनसम्बन्धी अभ्यासको अनुभव

प्राज्ञिक लेखनसम्बन्धी अनुभवका विषयमा सहभागीमा फरक धारणा रहेका छन् । उक्त फरकफरक धारणालाई यहाँ उपशीर्षक बनाएर प्रस्तुत गरी विश्लेषण गरिएको छ :

प्राज्ञिक लेखनसम्बन्धी अनुभव बटुलेकै छैनौं

प्राज्ञिक लेखनको अवधारणामा नै प्रस्ट नभइसकेपछि यसको अभ्यास गर्ने कुरै भएन । हामीलाई स्नातक तहदेखि नै यो पाटो प्राज्ञिक लेखनको हो, यो पाटो अप्राज्ञिक लेखनको हो भनेर भनिएको थियो हामीले गर्ने अभ्यास पनि त्यसैगरी छुट्टिएर जान्थे होला । तर, हामीलाई सबैखालका लेखनलाई एकै तरिकाले अभ्यास गर्न भनियो, हामीले त्यसै गर्दै आयौं । स्नातकोत्तर तहमा थिसिस लेख्दा भाषा प्राज्ञिक हुनुपर्छ भनिए पनि कस्तो भाषा प्राज्ञिक हो, कस्तो भाषा अप्राज्ञिक हो भनेर अभ्यास गराइएन । हाम्रो लेखाइमा पनि कस्तो अनुच्छेद प्राज्ञिक हुन्छ, कस्तो अनुच्छेद साधारण हुन्छ भनेर अभ्यास नगराइएका कारण हामीले एमफिलसम्म आइपुग्दा यसको अभ्यास गर्न पाएनौं । यस शब्दको अर्थ खोज्न र बुझ्न नै धेरै समय लाग्यो । यो त विज्ञ, अनुसन्धाता र अनुभवी लेखकले अपनाउने लेखन रहेछ, तर हाम्रो अभ्यासमा विविधता देखिएकाले पनि हाम्रो अहिलेसम्मको लेखन प्राज्ञिक होइन कि भन्ने शङ्का गरेको छु मैले त । (छात्र सहभागी १)

प्रस्तुत तथ्याङ्क प्राज्ञिक लेखनसम्बन्धी अभ्यास गरिएको छैन भन्ने प्रतिक्रियामा आधारित छ । प्राज्ञिक लेखनसम्बन्धी अवधारणाको विकास नभएका कारण यस विषयमा अभ्यास गरिएको छैन भन्ने

मत रहेको देखिन्छ । यद्यपि यहाँ प्रस्तुत गरिएका केही थिमेटिक शब्दावलीलाई सूक्ष्म रूपले अध्ययन गर्दा प्राज्ञिक लेखन भनेर अभ्यास नगराइएका कारण विद्यार्थीहरू अन्यौलमा परेको बुझिन्छ । प्राज्ञिक शब्दको अर्थ खोज्न र बुझ्न नै समय लागेको भन्ने प्रसङ्गले विद्यार्थीले एमफिलसम्मको अभ्यासमा पनि प्राज्ञिक लेखनको प्रस्ट अवधारणा, यसको प्रकृति, शैलीका बारेमा प्रस्ट हुने मौका नपाएका हुन् कि भन्ने बुझ्न सकिन्छ । प्राज्ञिक लेखनका विभिन्न शैलीअनुसार स्नातक तह प्रथम वर्षको अनिवार्य नेपाली संसक्ति, अनुच्छेद, चौथो वर्षमा सन्दर्भाङ्कन, सन्दर्भसामग्री सूची तथा उद्धरणको प्रयोग, एकाइ, शीर्षक, पृष्ठ आदि लेखन तरिकाका बारेमा पनि अभ्यास गरिएको हुन्छ । त्यसलाई प्राज्ञिक लेखनसँग नजोडिएका कारण शब्दको अर्थमा अन्यौल भएको देखिन्छ । सबै खालका लेखनलाई एकखालको अभ्यास गरिएको अनुभवका कारण जे लेख्दा पनि सामान्य किसिमको लेखन बनेको बुझिन्छ । विज्ञ, अनुसन्धाताले लेख्ने लेखन भएकाले यस्तो स्तरीय लेखन त विद्यार्थीले लेख्दैनन् भन्ने बुझाइका कारण पनि यस्तो अभ्यास नभएको हुनसक्छ । सुरुदेखि नै अभ्यास नभएकाले स्नातकोत्तर, एमफिल तहको अभ्यास अपुग हुन्छ कि भन्ने शङ्का वा डरको अनुभव देखिन्छ । वयस्क सिकाइको सिद्धान्तले स्वनिर्देशित सिकाइमा जोड दिन भएकाले यहाँ पनि एमफिल तहका सहभागी भएकाले उनीहरूको अभ्यासको छनोट गर्ने, त्यसलाई सिकाइसँग जोड्ने भन्ने विचारमा समानता देखिन्छ । सहभागीहरूले आफ्नो ज्ञानको कमी भएको, आफ्नो अभ्यास नगुगेको जस्ता अनुभवलाई आफैँ समीक्षा गरेकाले वयस्क सिकाइको सिद्धान्तअनुसार पनि उनीहरूको विचार स्वतस्फूर्त रूपमा आएको देखिन्छ ।

प्राज्ञिक लेखनसम्बन्धी अनुभव लिइराखेका छौं

अरू लेखनभन्दा फरक रहेछ भन्ने त बिगडको अनिवार्य नेपालीको संसक्ति, अनुच्छेद लेखन, चौथो वर्षका व्यावहारिक लेखनमा अनुच्छेदको तत्त्व, संरचना, शैली, प्रतिवेदन लेखन, अनुसन्धान प्रस्ताव आदिको लेखन अन्य प्रकारको लेखनभन्दा फरक नै हो भन्ने लागेको थियो । सामान्य किसिमका लेखाइ, व्यावहारिक लेखाइ, कानुनी लेखाइ, प्रशासनिक लेखाइ जस्ता लेखाइभन्दा अलि फरक रहेछ भन्ने लागेको थियो । अनिवार्य नेपालीको व्याकरण खण्ड, अभिव्यक्ति खण्ड, तेस्रो स्नातकको अनुसन्धान विधि, चौथो तह स्नातक तहको व्यावहारिक लेखनभन्दा यो लेखन फरक नै रहेछ । अनुसन्धानमा लेखिने लेखाइ र व्यावहारिक लेखाइमा फरकपना लागेको थियो । अनि सामान्य खालका लेखाइ त स्थूल प्रकृतिका नै लेखाइ भए । स्नातकोत्तर तहका विभिन्न सेमेस्टरमा गरिएका प्रतिवेदन लेखन, गोष्ठीपत्र लेखन, कृतिसमीक्षा लेखन, अध्ययनपत्र लेखन तथा अन्य प्रकारका लेखनमा विशिष्ट किसिमका शैली तथा ढाँचाको प्रयोग गरिएकाले तिनमा केही न केही फरक अभ्यास भएको हो । अनि एमफिलको प्रवेश परीक्षा, अवधारणापत्रमा लेखिएका कुरा, अन्तर्वार्तामा सोधिएका विषय तथा ढाँचा पनि फरक लागेकाले विभिन्न नामका प्राज्ञिक लेखनको अभ्यास गरिँदै आएका छौं जस्तो लाग्छ । अलि

फरक खालका अनुभव भएको हो । अलि फरक र स्तरीय तथा प्राज्ञिक अर्थ बोकेको शब्दको प्रयोग (परिमाणात्मक अध्ययन, गुणात्मक अध्ययन, प्रश्नावली निर्माण, गहन अन्तर्वार्ता) ले पनि यसलाई परिपक्व, विज्ञ तथा अनुभवी लेखकले अपनाउने शैलीका रूपमा लिइएको हुन सक्छ । सबै लेखनको आआफ्नै ढाँचा हुनु र त्यसको एकरूपतामा ख्याल राख्नुपर्ने बुझाइ देखिएकाले अहिले एमफिलसम्म आइपुग्दा विभिन्न अभ्यास गर्दै आएको अनुभव भयो । (छात्रा सहभागी २)

प्रस्तुत तथ्याङ्कमा सहभागीले प्राज्ञिक लेखनसम्बन्धी अनुभव हुँदै र गर्दै एमफिलसम्म आइपुगेको कुरालाई उल्लेख गरिएको छ । उक्त तथ्याङ्कमा सहभागीले स्नातक तहका विभिन्न वर्षका विभिन्न विषयमा अभ्यास गरिँदै आएको देखिन्छ । अनिवार्य नेपालीका व्याकरण खण्ड, अनुसन्धान विधि, त्यसमा लेखिने प्रस्तावना, अनुच्छेद लेखन, संरचना तथा शीर्षक निर्माण, समस्या लेखन, उद्देश्य लेखन, पूर्वकार्यका समीक्षाको लेखन, सन्दर्भाङ्कन, सन्दर्भसामग्री सूची, उद्धरण जस्ता कुराको अभ्यास गर्दै आएको कुरालाई देखाइएको छ । साथै स्नातकोत्तरका हरेक सेमेस्टरमा लेखिने परियोजना पत्र, अध्ययनपत्र, प्रतिवेदन लेखन, गोष्ठीपत्र लेखन, कृतिसमीक्षा लेखन तथा एमफिलका लागि अवधारणापत्र र तिनमा प्रयोग गरिने भाषा, शब्दावली, अनुच्छेद संरचना जस्ता विषयहरू प्राज्ञिक लेखनकै अभ्यास रहेको बताइएको छ । त्यसैगरी उच्च तहका विद्यार्थी तथा अनुसन्धाता, विज्ञ, प्राध्यापक, अनुभवी लेखक आदिले अपनाउने शैली नै प्राज्ञिक लेखनका अङ्ग रहेको कुरालाई आफ्नो अभ्यासका रूपमा बताइएको छ । प्राज्ञिक लेखनको नाम नदिइए पनि यसका विभिन्न शैली तथा प्रकृतिको अभ्यास भने गर्दै आएको तर यस किसिमको लेखाइमा बौद्धिकता, स्तरीयता, एकरूपता तथा सन्दर्भपरकता जस्ता पक्षहरू पाइने बताइएको छ । उक्त प्रतिक्रियाअनुसार प्राज्ञिक लेखनमा एकरूपता, स्तरीयता, बौद्धिकता, सन्दर्भपरकता जस्ता कुराहरू अध्ययनका पक्ष बनेर आउँदछन् ।

प्राज्ञिक लेखनमा भोगिएका समस्या तथा चुनौती

प्राज्ञिक लेखनको अवधारणा प्रस्ट भएपछि यससम्बन्धी भएका अभ्यासले विभिन्न खालका समस्या र चुनौती खडा गरिदिइराख्यो । उच्च माविको अध्ययनपश्चात् विश्वविद्यालयको पढाइ सुरु गरेपछि प्राज्ञिक प्रकृतिको पठनपाठन र अभ्यास गरिराखिन्थ्यो । त्यसअनुसार यस अध्ययनका सहभागीले दिएको प्रतिक्रियालाई थिमेटिक रूपमा यहाँ प्रस्तुत गरी विश्लेषण गरिएको छ :

एक विषयको अभ्यासमा सामान्य प्रकृतिको लेखन र अर्को विषयको अभ्यासमा विशिष्ट वा प्राज्ञिक प्रकृतिको लेखाइले नै समस्या सिर्जना गरिदिएको थियो । कसैले पनि यो प्राज्ञिक लेखन, यसको प्रकृति नै फरक, ढाँचा नै भिन्नै हुने भएकाले यस्तो लेखनको प्रक्रिया नै भिन्न हुन्छ भन्ने कुरा नबताइदिएकाले पठनपाठनको अवधिभर अन्यौल भइरहियो । प्राध्यापकपिच्छे

फरकफरक मान्यता, वर्णविन्यास, व्याकरण, भाषा, संरचना, लेखन तथा प्रकाशनका एपिए, एमएलएमा समेत फरकफरक मान्यताका कारण समस्यामाथि समस्या थपिइरहन्थ्यो । प्रस्तावना लेखनको ढाँचा, शब्दको चयनमा, समस्याकथन लेखन, परिचय लेखन, पूर्वकार्यको समीक्षाको लेखन ढाँचा, यसमा प्रयोग गरिने अनुच्छेदको संरचना, मुख्य वाक्यको प्रयोगमा पनि फरकफरक मान्यता, विद्यार्थीपिच्छे फरकफरक मार्गनिर्देशन भएकाले सबैले आफूअनुकूल तर्क गर्नु स्वाभाविक थियो । यसमा छानिने शब्द चयनले निम्त्याएको निराशा, उत्साह, संवेग, उत्कण्ठा, चिन्ता, फ्रस्ट्रेसन आदिको समस्या देखियो । लेखनमा अनुच्छेदका लागि प्राज्ञिक पक्षको जानकारी नभएकाले त्यसले पनि उत्प्रेरणामा समस्या उत्पन्न गरिदियो । प्राज्ञिक सामग्री चिन्ने चुनौती एकातिर थियो भने प्राज्ञिक प्रकृतिको भाषा बनाउनु अर्को चुनौती थियो । त्यसैगरी प्राज्ञिक प्रश्न निर्माण, प्राज्ञिक वाक्य रचना, प्राज्ञिक लेखन सङ्गठन तथा सामग्रीको प्राज्ञिक पठनको पनि चुनौती रहेको थियो । सामान्य लेखन र प्राज्ञिक लेखनका बिचको फरक छुट्याई शुद्ध प्रकृतिको प्राज्ञिक लेखनको व्यवस्थापन गर्नु पनि चुनौती रहेको थियो । प्राज्ञिक शीर्षक निर्माण तथा बुँदा लेखन, अनुच्छेद गठन जस्ता पक्षमा पनि चुनौती देखिएको थियो । शिक्षकका बिचमा मतभेद भएकाले एक शिक्षक र अर्को शिक्षकका बिचमा एक मत सिर्जना गर्नु पनि चुनौती नै थियो । एपिए र एमएलएमध्ये कुनै एकलाई छान्नु पनि चुनौती । तसर्थ प्राज्ञिक लेखनको विषय नै हालसम्म चुनौतीको विषय बनेको छ । (सहभागी १ र २)

माथिको तथ्याङ्कलाई प्राज्ञिक लेखनसम्बन्धी सहभागीले भोगेका समस्या र चुनौतीको साभा थिमका रूपमा प्रस्तुत गरिएको छ । उक्त प्रस्तुतिमा प्राज्ञिक लेखन र अन्य प्रकारका लेखनका बिचमा फरक नदेख्नु आफ्नो समस्या रहेको देखाइएको छ । प्राध्यापकपिच्छे फरकफरक व्याकरणिक मान्यता, वर्णविन्यास, शब्दचयन, समस्याकथन लेखन, उद्देश्य लेखन, पूर्वकार्यको समीक्षाको ढाँचा, लेखन तथा प्रशासन शैलीको फरकफरक अवलम्बनका कारण हरेक विद्यार्थीलाई समस्या सिर्जना भएको देखाइएको छ भने प्राज्ञिक प्रकृतिका सामग्री चिन्ने, प्राज्ञिक भाषाको निर्माण गर्ने, प्राज्ञिक मार्गनिर्देशन पालना गर्ने, प्राध्यापकका बिचमा एक मत बनाउन एवम् सामान्य लेखनका बिचबाट प्राज्ञिक प्रकृतिका शब्द, वाक्य तथा अनुच्छेदको फरक छुट्याई विशेष प्राथमिकता दिने चुनौती रहेको पनि देखाइएको छ । त्यसैगरी उक्त तथ्याङ्कमा प्राज्ञिक लेखनले अपेक्षा गर्ने विषय पनि चुनौतीपूर्ण रहेको बताइएको छ । यद्यपि समस्या र चुनौती सँगसँगै देखिए पनि प्राज्ञिक लेखनसम्बन्धी मुद्दामा कसैले पनि चासो नदिइएको देखिन्छ । सहभागीले उक्त कुरा बताएका छैनन् । तसर्थ पनि उच्च तहका विद्यार्थी तथा अनुसन्धाताका लागि प्राज्ञिक लेखन चुनौतीको विषय बनेको देखिन्छ ।

निष्कर्ष

यस लेखले उठाएका मुद्दाहरू उच्च तहका विद्यार्थी, प्राध्यापक, अनुसन्धाता तथा अनुभवी लेखकले पनि अनुभव गरेका विषय हुन् भन्ने तथ्य पुष्टि हुन्छ । नेपाली शिक्षा विषयमा प्राज्ञिक लेखनको विषय स्नातक तहका विभिन्न विषयमा समेटिएको देखिन्छ । यद्यपि प्राज्ञिक लेखन भनेर नामै नतोकिए तापनि प्रात्रिक लेखनका प्रकृति, शैली, यसको भाषा तथा संरचना र ढाँचाका बारेमा उल्लेख गर्दै आएको देखिन्छ । प्राज्ञिक लेखनका अलि बढी विशेषता अनुसन्धानात्मक लेखनमा भेटिने भए तापनि अनुसन्धानात्मक लेखनमात्रै प्राज्ञिक लेखन होइन भन्ने पनि देखिएको छ । प्राज्ञिक लेखनको सुरुवात पठनका गतिविधिदेखि नै सुरु हुन्छ । शब्दावलीको चयन, वाक्य संरचना, अनुच्छेद लेखनको संरचना, यसका तत्त्व, सन्दर्भाङ्कन, उद्धरण, सन्दर्भसामग्री सूची, पृष्ठ, शीर्षक योजना आदिका कुरा सबै प्राज्ञिक लेखनका अभ्याससँग जोडिएको देखिन्छ । साथै उच्च तहका विद्यार्थीका गतिविधि जस्तै: गोष्ठीपत्र लेखन, परियोजनापत्र, अध्ययनपत्र लेखन, कृतिसमीक्षा लेखन, अनुसन्धान प्रस्तावना, अवधारणापत्र, आदि विषय सबै प्राज्ञिक लेखनका तरिका हुन् तथा प्रकार हुन् भन्ने देखाइएको छ । त्यसैगरी सहभागीले लेख्ने सामान्य र प्राज्ञिक प्रकृतिका लेखन पनि अध्ययनका विषय बनेको पाइएको छ । प्राज्ञिक र अप्राज्ञिक संरचनामा हालसम्म पनि अनुसन्धाता वा अध्येताहरू अन्यौल रहेको तथ्य देखिएको छ । तथापि सामान्यभन्दा विशिष्ट, अनौपचारिकभन्दा औपचारिक अनि सिकारूले भन्दा विज्ञ र अनुभवीले लेख्ने एकरूपतामा आधारित लेखन नै प्राज्ञिक लेखन हो भन्ने कुरा सहभागीको प्रतिक्रियाबाट प्राप्त भएको छ । वयस्क सिकाइको सिद्धान्तले पनि वयस्कहरू आफैं केही गर्न, योगदान गर्न तथा आफूमा आइपरेको समस्या आफैं समाधान गर्न तयार हुने कुरामा जोड गर्ने भएकाले यस अध्ययनका सहभागी पनि प्राज्ञिक लेखनसम्बन्धी देखिएका समस्या र चुनौतीलाई सामना गर्दै अघि बढिरहेको देखिएकाले वयस्क सिकाइको सिद्धान्तअनुसार पनि एमफिलका विद्यार्थीको प्राज्ञिक लेखनको अनुभव स्वाभाविक प्रकृतिको देखिएको छ । अतः यस अध्ययनले प्राज्ञिक लेखनसम्बन्धी चासो राख्ने, प्राज्ञिक कर्म गर्ने जोकोहीलाई विषय छनोट, अनुच्छेद लेखन तथा भाषा प्रयोगमा सहयोग गर्ने भएकाले सम्बद्ध सरोकारवालालाई सहयोग गर्ने देखिएको छ ।

कृतज्ञता: विद्यावारिधि उपाधिको प्रयोजनका लागि प्रस्तुत लेखलाई तयार गरिएको हो । तसर्थ विद्यावारिधिको अनुसन्धानका लागि सहयोग गर्ने विश्वविद्यालय अनुदान आयोगप्रति कृतज्ञताज्ञापन गर्दछु ।

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‘म एकलो र उदास उस्तै’ निबन्धसङ्ग्रहका निबन्धको संरचनात्मक विश्लेषण

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पद्मकन्या बहुमुखी क्याम्पसबाट स्नातकोत्तर तथा त्रिवि केन्द्रीय विभागबाट नेपालीमा दर्शनाचार्य गरेकी समकालीन सशक्त साहित्यकार गीता त्रिपाठीको वि.सं. २०२९ असार १५ मा खरेलथोक, काभ्रेमा जन्म भएको हो । वर्तमान नेपाली साहित्यका गीत, कविता तथा निबन्ध र समालोचना जस्ता विद्यामा जोश र जाँगरका साथ कलम चलाउने त्रिपाठी समकालीन नारी साहित्यकारमध्ये एक उल्लेख्य प्रतिभा हुन् । विभिन्न पत्रपत्रिकाहरूमा सिर्जनात्मकता तथा समालोचनात्मकता क्षमता भएका रचना देखिइरहने यिनका हालसम्म गीतसङ्ग्रह, कवितासङ्ग्रह, निबन्धसङ्ग्रह र समालोचनासङ्ग्रह प्रकाशित छन् । सं. २०४५ मा ‘बिरुवा’ मासिक पत्रिकामा ‘स्वच्छता’ शीर्षकको कविता प्रकाशन गरी साहित्ययात्रामा पदार्पण गरेकी, यिनका थुँगा वनफूलका (२०६१), एकलै एकलै (२०६१), दुई हरफ ओठहरू (संयुक्त: २०६४), नृसंस पर्खालह (२०६५), सारांश (२०६५), दृष्टिविचरक (२०६६), कृति विश्लेषण : प्रायोगिक आयाम (२०६७) तथा म एकलो र उदास उस्तै (२०७०) जस्ता सिर्जनात्मक र समीक्षात्मक कृतिहरू हालसम्म नेपाली साहित्यिक फाँटमा फुलिसकेका छन् । उक्त कृतिहरूमा दृष्टिविचरक र कृतिविश्लेषण : प्रायोगिक आयाम समालोचनात्मक कृति हुन् भने म एकलो र उदास उस्तै निबन्धहरूको सङ्कलन हो । बाँकी उक्त कृतिहरू गीति/कवितात्मक सङ्ग्रहका रूपमा रहेको देख्न सकिन्छ । अहिले पाठ्यपुस्तक लेखनमा समेत संलग्न त्रिपाठीले आँशु (२०५६), द रेज (२०६०), विजिसी भ्वाइस, जनमत कविता भाग १ र ३ (२०६४) जस्ता काव्यकृति तथा पत्रिकाको पनि सम्पादन गरेकी छिन् । सिर्जनात्मक तथा समीक्षात्मक क्षेत्रमा योगदान पुऱ्याए बापत तीर्थप्रसाद ढुङ्गाना (२०५७), ज्ञानु न्यौपाने (२०५७) स्मृति पुरस्कार, प्रेमचन्द्र - देवकुमारी पुरस्कार (२०५७), सर्वोत्कृष्ट गीतकार पुरस्कार (२०६४), सूचक पद्मादेवी युवा प्रतिभा पुरस्कार (२०६८) आदि सम्मान तथा प्राप्त यिनले गरेकी छिन् । विभिन्न कलेजहरूमा प्राध्यापन कार्यमा संलग्न यिनका केही कृति प्रकाशोन्मुख अवस्थामा पनि रहेको जानकारी प्राप्त छ । प्रस्तुत सानो लेखमा त्रिपाठीको भर्खरै प्रकाशित म एकलो र उदास उस्तै आत्मपरक तथा संस्मरणात्मक, प्रयोगापरक निबन्धसङ्ग्रहको संक्षेपमा चर्चा गरिएको छ । उक्त सङ्ग्रहको विश्लेषणको सैद्धान्तिक आधार भने नयाँ समीक्षात्मक पद्धति संरचनावादलाई बनाइएको छ ।

कृतिपरिचय

परिचय

विवेक सिर्जनशील प्रकाशन प्रा.लि., काठमाडौँद्वारन सं. २०७० वैशाखमा प्रकाशित प्रस्तुत निबन्ध सङ्ग्रह जम्मा १२० पृष्ठमा संरचित छ । पृष्ठ १ देखि ६ सम्म प्रस्तुत कृतिको शीर्षक, प्रकाशकको नाम, मन्तव्य तथा विषयसूची जस्ता कुराहरू समावेश गरिएका छन् भने पृष्ठ ७ देखि १२० सम्म विभिन्न शीर्षकहरूमा निबन्धहरू विस्तारित छन् । लघु तथा माध्यम आयामका जम्मा १९ ओटा यस भित्रका निबन्धहरू सं. २०६० वैशाख १ गतेदेखि सं. २०७० वैशाख २३ सम्म करिब १ दशकसम्मका लेखन अवधिका हुन् । यसभित्र सङ्कलित निबन्धहरू यसप्रकार छन् :

क्र.स.	निबन्धको शीर्षक
१	ग्रेमयार्ड र मेरो मन्तव्य : ककनी
२	रामबहादुर सिंह
३	बगिरहेछन् बाणीहरू
४	उज्यालो जोगाउने प्रयत्नमा
५	महाकवि देवकोटा र शतवार्षिकीको मौसम
६	पार्श्वध्वनि : एउटा दुःखान्त गीतको
७	यात्रा र कुहिरो
८	आफ्नै खोजको प्रारम्भ
९	अनुभूतिको आखाँमा नर्वे
१०	डिलिट नभएका अक्षरहरू
११	स्मृतिमा ईश्वर दाइ
१२	सिद्धान्त र व्यवहारको दिपर्यासमा: शङ्कर लामिछाने
१३	म एक्ला र उदास उस्तै
१४	बादशाह मेरो गाउँको बतास

- १५ जडवत समयका नाममा
- १६ पुस्तक र परिवेश: पाठकीय सहभागितामा म
- १७ 'वान्स मोर' जीवनगीत र रेसमी धागो
- १८ अवरुद्ध आवाजहरू
- १९ अँध्यारोका प्रतिबिम्बहरू

म एकलो र उदास उस्तै निबन्धसङ्ग्रहका प्रायः निबन्धहरूमा निबन्धकारका आत्मस्मरण, यात्रा संस्मरण, गुरुस्मरण, पितृस्मरण, अभिभावक, साहित्यकार स्मरण, जन्मस्थल स्मरण लगायत वैयक्तिक भावना, अनुभूति, अनुभव र विचारको अभिव्यक्ति भएको पाइन्छ । लघु तथा मध्यम संरचनामा संरचित यी निबन्धहरूमा समसामयिक परिवेशबाट समकालीन तथा विगतका सन्दर्भहरूलाई कोट्याउने प्रयास गरेको देखिन्छ । जसबाट निबन्धकारको जीवनदृष्टिसमेत झल्केको पाइन्छ ।

विभाजन र सङ्गठन

म एकलो र उदास उस्तै निबन्ध सङ्ग्रहमा जम्मा १९ ओटा निबन्धहरू छुट्टाछुट्टै शीर्षकमा संरचित छन् । लघु तथा मध्यम आकार, सूक्ष्म भाव र आख्यान, तिखेर विचार, गीतिमयता एवम् काव्यात्मकता, कलात्मक सरल, सहज र आकर्षक भाषाशैली, उपयुक्त वाक्यविन्यास र अनुच्छेद योजना तथा उचित शब्द संयोजनको संरचनामा निर्मित भएकाले विषयगत र संरचनागत विविधता देखिन्छ । प्रस्तुत सङ्ग्रह भित्रका निबन्धहरू लामाछोटा १० अनुच्छेद देखि ४० अनुच्छेद सम्मको आकारमा संरचित छन् । प्रायः निबन्धमा अनुच्छेदद्वारा नै विभाजनको सङ्केत मिले पनि कुनै निबन्धमा भने विभाजनसूचक थोप्लो चिह्नको प्रयोगद्वारा विभाजनको सङ्केत गरिएको देखिन्छ । प्रत्येक निबन्धको अन्त्यमा रचना मिति उल्लेख गरिएको यस सङ्ग्रहका अधिकांश निबन्धको गद्य योजना समुचित छ । गद्य कविताको भाव प्रस्तुत गर्ने यस भित्रका कुनै कुनै निबन्धमा भने वाक्य गठन तथा अनुच्छेदको असन्तुलित वितरण देखापर्छ । यसरी यस सङ्ग्रहभित्रका अधिकांश निबन्धहरूमा विभाजनगत विविधता पाइन्छ ।

म एकलो र उदास उस्तै निबन्धसङ्ग्रहमा सङ्कलित १९ ओटा लघु तथा मध्यम आयाममा संरचित प्रस्तुत निबन्धहरूमा निबन्धकारका यात्राका प्रसङ्ग, सन्दर्भ, भोगाई र अनुभूति, अग्रज विशिष्ट व्यक्तित्वहरूका जीवनीगत, कार्यगत एवम् प्रेरणागत स्मरणका सन्दर्भहरू, निबन्धकारका आत्मीय पारिवारिक तथा जीवनीगत यात्राका दुःख सुखका रोचक एवम् घोचक भावहरू अनि राष्ट्रियता,

सामाजिकता, वैयक्तिकता, साहित्यिकता आदिका अनुभव, अनुभूति, भोगाइ र विचारलाई मूर्त रूप दिइएको देखिन्छ । अधिकांश निबन्धहरू आदि, मध्य र अन्त्यका क्रमिक सङ्गठन व्यवस्थापनमा आबद्ध छन् । 'म' पात्रको विचारलाई एकालापीय ढङ्गमा गद्य कवितात्मक लय प्रदान गर्ने शैलीमा लेखिएका यी निबन्धहरूमा समग्रत विभाजन र सङ्गठनको व्यवस्थापन चुस्त नै भएको देखिन्छ । विषयवस्तुको उठान, विस्तार र समापनको कला प्रायः निबन्धहरूमा झल्किएको पाइन्छ ।

वस्तु

निबन्धक्रम मूलभाव/ विचार

- १ यात्रा केवल धार्मिक प्रयोजन मात्र होइन, जीवनको शाश्वत पक्षको दर्शन हो भन्ने सारवस्तु प्रकट गरिएको यस निबन्धमा निबन्धकार लगायत सञ्चारकर्मी, साहित्यकारहरूको ककनी नामक स्थानमा भएको वनभोज कार्यक्रम, ककनीसम्म पुग्दा बाटामा देखिएका प्राकृतिक, भौगोलिक सुन्दरता र त्यसको वर्णन, ककनीमा भेटिएका पहाडी, हिमाली सरल मान्छे, त्यहाँको पार्क, गार्डन र स्मारकको सुन्दरता तथा पहाडी हावापानी बेसी, फाँट आदिको कलात्मक वर्णन । भारतीय साहित्यकारका रचना अंश उद्धरण गरेर अभि साहित्यिक र कलात्मक बनाइएको प्रस्तुत निबन्ध यात्रापरक अनुभूतिसँग सम्बन्धित ।
- २ रामबहादुर सिंहका नामबाट भारतमा सङ्घर्ष, कष्ट भेल्लै अध्ययनमा दक्षता हासिल गरी स्वदेश फर्किएर अनै जन्मठाउँमा सं. २०२१ देखि सं. २०४५ सम्म भगवति मा.वि. मा शिक्षण गर्नुभएका निबन्धकारका पिता बेदराज थपलियाप्रति श्रद्धाभाव प्रकट । पितृवियोगमा छुटपटाएकी निबन्धकाले आफ्ना पिताश्रीका बाल्यकालदेखि औठावस्थासम्म गरेका असल र सबल कार्यको स्मरण व्यक्त ।
- ३ पद्मकन्या क्यापस, बागबजारमा कार्यरत प्राध्यापक गुरु जगन्नाथ त्रिपाठीप्रति श्रद्धाभाव प्रस्तुत गरिएको यस निबन्धमा निबन्धकार स्वयम् सोही क्याम्पसमा स्नातकोत्तर तहमा अध्ययन गरी प्रथम श्रेणीमा प्रथम सफलता प्राप्त गरेको तथा क्याम्पसको स्वर्गमहोत्सवका सन्दर्भमा स्वर्णपदक प्राप्त गरेको सन्दर्भ एवम् सुखद अनुभूति प्रस्तुत । त्यसैगरी गुरु जगन्नाथ त्रिपाठीको सं. २०६७ माघ २३ मा राष्ट्रिय सभागृहमा भएको सम्मान अभिनन्दन तथा विद्वत केशरीको उपाधि प्रदान कार्यक्रमको रूपरेखा प्रस्तुत । वयोवृद्ध गुरु त्रिपाठीप्रति एक शिष्याले गर्नुपर्ने श्रद्धा एवम् मर्यादाभावको प्रकटीकरण ।
- ४ सं. २०६५ असोज १२ मा भएको चितवन साहित्यिक महोत्सवका अनुभव र अनुभूति प्रस्तुत गरिएको यस निबन्धमा यात्रापरक संस्मरणहरू पनि समेटिएका । साहित्यकारहरू मन्जुल,

प्रकाश सायमी, जगदीश घिमिरे, कृष्ण धाराबासी, श्रीओम रोदन, भीष्म उप्रेती, तृष्णा वुर्वर आदि लगायत निबन्धकारसमेतको उपस्थितीमा करिब ६० जना कवि । साहित्यकारहरूका सिर्जनाको प्रस्तुति सभ्य र भव्य ढङ्गबाट भएको धारणा राखिएको यसमा निबन्धकारले प्रमुख अतिथिको भूमिका निर्वाह गरी स्थानीय आमा समूहको कार्यक्रम पनि सम्पन्न गरेको धारणा व्यक्त ।

५. वर्तमान नेपालको राजनीतिक प्रदूषणप्रति हल्का व्यङ्ग्य गरिएको यसमा महाकवि देवकोटाको सतवार्षिकी समारोह मनाउने सन्दर्भमा सं. २०६६ मा डिल्लीबजारस्थित कन्या क्याम्पसमा आयोजित कविता गोष्ठी कार्यक्रममा निबन्धकार कविका रूपमा सामेल हुँदाका अनुभूतिको प्रस्तुति । उपराष्ट्रपति परमानन्द झाको प्रमुख आतिथ्यमा सम्मान हिन्दीमा सपथ लिने व्यक्ति कसरी नेपाल र नेपाली जनता तथा भाषाप्रति उत्तरदायी हुनसक्छ भन्ने निबन्धकारको प्रश्न साथै सबैले हृदयमा नेपाल राष्ट्र र नेपाली भाषा संगाल्नुपर्छ भन्ने सन्देश प्रस्तुत ।
६. कवि ईश्वर वल्लभको शवयात्रामा सहभागी हुँदै अन्तिम श्रद्धाञ्जली दिँदा सम्मका अनेक मानसिक आवेग, संसद, संवेग, विस्मय एवम् ग्लानि भाव व्यक्त गरिएको यस निबन्धमा सं. २०६४ चैत १० मा भएको ईश्वर वल्लभको निधनले तमाम साहित्यकार एवम् नेपाली साहित्यमा अपुरणीय क्षति पुगेको भन्ने भनाइ प्रस्तुत । साहित्यकार, पत्रकार, सङ्गीतकार भेला भएर कवि वल्लभको अन्त्येष्टी गरिएको धारणा प्रकट ।
७. यात्राको सन्दर्भ प्रस्तुत गरिएको यस यात्रा संस्मरणात्मक निबन्धमा बर्खे भरीमा निबन्धकारका पिताको १५ औँ वार्षिक पुन्य तीथिका अवसरमा पलान्चोक चगवती जाँदाका अनुभूतिहरू समेटिएका । गाडीको झ्यालबाट देखिएका प्राकृतिक मनोरम कुराहरू समेतको वर्णन गरिएको यसमा बाटामा सैनिक चेकपोस्टमा परेको, सैनिकले सहयोग गरेर गन्तव्य सुगम बनाइदिएको, भगवती मन्दिरमा धार्मिक परिवेश अत्यन्त मनोरम देखिएको तथा त्यहाँको प्राकृतिक वातावरण अत्यन्तै सौम्य र सुन्दर देखिएको कुराको वर्णन । कतिपय सन्दर्भमा लेखकका बाल्यकालीन स्मरणहरूको पनि प्रस्तुति ।
८. निबन्धकार स्वयम्ले आफ्नो जन्मस्थल जोगीथुम्कामा बिताएका बाल्यकालीन आरोह अवरोहको स्मरण गरिएको यस निबन्धमा उच्च शिक्षाका निम्ति अनेक दुःख, कष्ट, पीर, व्यथा सँहदै काठमाडौँ सहरमा पसेर सङ्घर्ष गरेको, पद्मकन्या क्याम्पसबाट उच्च शिक्षा आरम्भ गरेको, सहरमा आर्थिक अभावले अलिनोसमेत खानुपरेको तथा डेरा जीवनको असुविधाजस्ता वर्तमान सहरका तीता यथार्थसमेत झल्कने गरी प्रस्तुत गरिएको यसमा आनो भविष्य निर्माण खातिर दुःखकष्टसँग सिँगौरी खेलेर अगाडि बढेको भाव प्रस्तुत ।

- ९ अतीतलाई वर्तमान बनाएर प्रस्तुत गरिएको यस निबन्धमा मे १४, २००५ मा भैसेपाटीथित नर्वेली राजदूत तोरे तोरेडको निवासमा भेला भई तत्कालिन नेपालका साहित्यकारहरू मन्जुल, कुमार आले, गोवर्द्धन पूजा, रमेश क्षितिज, मणि लोहनी, किशोर पहाडी, राजेन्द्र सलम तथा निबन्धकार स्वयम् समेत करिब ३० जनजातिको सहभागितामा कवितागोष्ठी सम्पन्न भएको सन्दर्भ प्रस्तुत । यस प्रसङ्गमा टि.भिको पर्दामा नर्वेका प्राकृतिक, सामाजिक, भौगोलिक, औद्योगिक आदि दृश्यावलोकन पनि गरेको साथै नर्वेसँग असीम आत्मीयता बढेको भावको प्रस्तुति ।
- १० प्रध्यापक शारदा अधिकारीको स्मरणमा छात्रा निबन्धकारले गुरुप्रति अगाध निष्ठा र आस्था प्रकट गरिएको यस निबन्धमा पुत्रीवियोगमा शारदा अधिकारी परेको, बाराका पत्रकार वीरेन्द्र शाहपत्नी शोकविह्वल हुँदै सहयोग याचना गर्दै हिँडेको, एकाध संघ संस्थाले केही राहत पुर्‍याएको सामाजिक आलोचनालाई बेवास्ता गर्दै वानीरा गिरीले साहसपूर्वक गौरवपूर्ण एकल जीवन बाँचेको जो अरूलाई पनि प्रेरक हुन्छ जसता सन्दर्भहरू प्रस्तुत । श्रद्धेय गुरुआमाको दुर्घटनाबाट एक्कासी भएको निधनबाट शिष्या निबन्धकार आहत बनेको भावको प्रकटीकरण ।
- ११ आयामेली आन्दोलनका प्रवर्तकमध्येका एक कवि ईश्वर वल्लभको स्मृतिमा लेखिएको यस निबन्धमा ईश्वर वल्लभको व्यक्तित्व र जीवनका विविध पाटाहरू साहित्यिकता र कृतित्वको नामावली तथा उनका साहित्यिक विशेषताहरूको प्रस्तुति । काठमाडौँका नारायण गोपाल र दार्जिलिङका गोपालल योजनबीच मितेरी सम्बन्ध गाँस्ने व्यक्ति ईश्वर वल्लभ हुन् भन्ने भाव व्यक्त ।
- १२ कहिलेकाहिँ मानिसको जीवनमा सिद्धान्त र व्यवहारको तालमेल हुँदैन त्यो शङ्कर लामिछानेमा पनि थिएन किनकी सं. २००४ मा उनले निबन्धलेखन सुरु गर्दा नारीप्रति श्रद्धा दर्शाउने भावको लेखेका थिए, पछि अर्नै जीवनको मध्यतिर बहुविवाह उनले नै गरेर सिद्धान्त र व्यवहारमा विपरीत धर्म देखाए भन्ने भाव अभिव्यक्त भएको प्रस्तुत निबन्धमा नेपाली साहित्यका एक शक्तिशाली निबन्धकार शङ्कर लामिछानेको निबन्ध लेखनकला प्रवृत्ति तथा कृतित्वबारे प्रकाश पारिएको । यस सन्दर्भमा लामिछाने नारीप्रति अगाध आस्था र प्रेम दर्शाउने लेखक हुन् रिमालस डब्सन जस्तै भन्ने भावको प्रकटीकरण ।
- १३ ऐकान्तिकताले सताएर सहरमा रुमल्लिँदाका निबन्धकारका वैयक्तिक अनुभूतिहरू समेटिएको उस निबन्धमा काठमाडौँ सहरमा प्रवेश गर्दाका अनुभूति, अर्नै दिदीको युवा - वैधव्य जीवन देख्दाको नरमाइलो अनुभूति, मजदूर दिवसको सन्दर्भ, थोरै परिचित मित्रसँगको जम्काभेट,

कलेजहरूमा अध्यापन गर्दाका अनुभव, विद्यार्थीका प्रश्न, आफू स्वयम् ससुराको अन्येष्टीकार्य समापन बित्तिकै परीक्षामा सामेल हुँदाका अनुभूति तथा मृत्युसम्बन्धी चिन्तनको प्रस्तुति ।

- १४ यात्रासंस्मरणात्मक शैलीमा लेखिएको यस निबन्धमा निबन्धकार लगायत उहाँका परिवारजन दसैंको अवसरमा टीका लगाउन काठमाडौँबाट काभ्रेतर्फ कर्मघरमा यात्रारत रहँदा बाटामा देखेका तथा अनुभूत गरेका दृश्य तथा सन्दर्भहरू प्रस्तुत । यसक्रममा गाडी स्टाफ, मन्दिर, चोक, बाटो, पहाड, खोलानाला, भीरपाखा लगायत दसैंमा टीका ग्रहण गर्दाका सन्दर्भहरू वर्णित । दसैं आफन्तबीच मेल गराउने चाड हो भन्ने भाव ।
- १५ लैङ्गिक विभेद व्याप्त भएको हाम्रो समाजमा समकालीन कवि । साहित्यकारहरूमा पनि त्यो विभेदको भाव हट्न नसकेको प्रति दुःख व्यक्त गर्दै एकले अर्को लेखक । साहित्यकारप्रति गर्ने ईश्या भाव अन्त्य हुनुपर्नेमा जोड । छोरा र छोरीका नाममा अभै विवेद गर्ने हाम्रो सामाजिक सोचको अन्त्य हुनुपर्छ भन्ने धारणा राखिएको यस निबन्धमा निबन्धकारका अन्तरकुन्तरका कतिपय भावगत/वैचारिक सन्दर्भहरू प्रस्तुत गरिएको । आफूलाई कविता लेखन र सुनाउन औधी रुचि रहेको निबन्धकारको स्वीकारोक्ति । समग्रमा आफ्नो उन्नति, प्रगति तथा लेखन र लोकप्रियताप्रति भित्रिभित्रै जलेर ईश्या गर्ने निबन्धकारका घनिष्ट मित्रहरूप्रति पनि असन्तोषको भाव व्यक्त ।
- १६ पुस्तकालय, पुस्तक तथा अध्ययन संस्कृतिको मर्मबारे ज्ञान दिइएको यस निबन्धमा सही पुस्तक छानौट गरेर पढेमा त्यसले तेस्रो आँखाको काम गर्न सक्छ, साहित्यिक (नेपाली, हिन्दी, अङ्ग्रेजी) तथा साहित्येत्तर दुवै विधाका पुस्तक पढनाले ज्ञानभण्डार फराकिलो हुन्छ भन्ने भाव प्रस्तुत । साथै निबन्धकारको घरायसी परिवेश पुस्तकमय भएको, निबन्धकारलाई गीत, कविता तथा निबन्ध लेखन र पढ्न औधी रुचि भएको, हिन्दी तथा अङ्ग्रेजी साहित्यकारका धेरै पुस्तकहरू आफूले पढेको तथा आना नानीहरूलाई समेत पढ्न दिएबाट उनीहरूले प्रशस्त ज्ञान आर्जन गरेको कुराको अभिव्यक्ति ।
- १७ काठमाडौँको होटल रेडिसनमा आयोजित कवि कृष्ण भूषण बलको एकल कविता वाचन, त्यसबाट श्रोतामा परेको प्रभाव, श्रोताबाट पुनः वाचनका लागि आग्रह आदि सन्दर्भ प्रस्तुत गरिएको यस निबन्धमा कवि बलको कवित्वशक्तिको स्मरण गरिएको । कुनै कवि बलको मृत्युको खबरले मर्माहत भएकी निबन्धकारका वैयक्तिक अनुभूति र सम्झनाका तरेलीहरूको प्रस्तुति । साथै कवि बलले आयोजना गरेको गोष्ठी प्रकाशनको कार्यक्रमको पनि स्मरण ।
- १८ निबन्धकारका आफन्त नेपालबाट अमेरिकाको बसोबासतर्फ लागेकोले आफन्त वियोगका पीडा प्रस्तुत गरिएको यसमा प्रवासमा बसेर पनि मन, मस्तिष्कमा नेपाली माटो, प्रकृति फूल,

हावा आदि नै गडेर बसेको भावको चिठीमार्फत निबन्धकार समक्ष प्रस्तुत आफना छोराछोरीका समन्वयका दौतरीसँग विछोड हुँदाका अनुभूतिहरू समेत छोराछोरीका माध्यमबाट अभिव्यक्ति ।

- १९ लैङ्गिक विभेदले गर्दा नै मातृपरम्पराबाट गोत्र नचलेको जसबाट महिलाहरू समाजबाट दमित भएका तथा महिलामाथि हुने हरेक प्रकारका हिंसाजन्य क्रियाकलापप्रति असन्तोष व्यक्त गरिएको यस निबन्धमा कवि गुलजार, कवि माधव घिमिरे लगायतका कविहरूले महिलामुक्ति तथा जागरण भावका कविताहरू सिर्जना गरेको भाव व्यक्त । त्यसैगरी दिल्लीको साहित्यिक उत्सवमा एक आसामी कवयित्रिले महिलामुक्ति र विद्रोह चेतको भाव व्यक्त भएको सशक्त कविता सुनाएको सन्दर्भको प्रस्तुति । नेपालका वरिष्ठ साहित्यकारका प्रेरक पनि आफ्नी आमा नै भएको उल्लेख गर्दै नारीप्रति समाजको मनोभावना परिवर्तन भई समानता कायम हुनुपर्ने चेत व्यक्त प्रस्तुत निबन्ध सङ्ग्रहका निबन्धमा निबन्धकारका व्यक्तिगत अनुभव, विचारको प्रस्तुतिका साथै पूर्वस्मरणहरूलाई (पितामाता, गुरु, अभिभावक, साहित्यकार आदिसँग सम्बन्धित) मुख्य विषयवस्तु बनाइएको छ । त्यसैगरी वर्तमान विभेदकारी नेपाली समाज र त्यसका आडमा महिला वर्गले भोग्नुपरेका सास्ती, अपहेलना, दुर्व्यवहार आदि जस्ता प्रसङ्ग र सन्दर्भहरू पनि यसभित्रका निबन्धका विषय परिधि हुन् । यात्राका क्रममा सँगालेका, देखेका तथा भोगेका अनुभवहरू, पारिवारिक, आफन्तजनका माया र विछोडका सन्दर्भहरू समसामयिक देशको वातावरणीय, राजनीतिक, सामाजिक, आर्थिक, सांस्कृतिक, ऐतिहासिक, शैक्षिक, धार्मिक आदि पक्ष र तिनमा देखिएका प्रदुषणका गन्धहरू तथा नेपाली पहाडपोखा, भीर, वेसी, फाँट, हावापानी आदिको अटुट सौन्दर्यको प्रस्तुतीकरण पनि उक्त निबन्धका विषयवस्तुगत प्रस्तुति नै हुन् । निबन्धकार स्वयम्का बाल्यकालीन, युवाकालीन सन्दर्भभित्रका सङ्घर्ष, पीडा, अभाव ग्रस्तता, एकलोपन, निराशता, उत्सुकता तथा दृढता जस्ता कुराहरू पनि यहाँ आएको देखिन्छ ।

सहभागी

म एकलो र उदास उस्तै निबन्ध सङ्ग्रहमा निबन्धकार स्वयम् अर्थात् म, लेखक साहित्यकार, पत्रकार, बुबा, आमा, साथी, शिक्षक, प्राध्यापक, प्रकाशक, गुरु, दिदी, बहिनी, श्रीमान्, न छोरा न छोरी, कवि, ड्राइभर, खलाँसी, विद्यार्थीहरू, मान्छेहरू कक्षाका सहपाठीहरू आदि अनेकौँ मानवीय सहभागीको प्रयोग भएको पाइन्छ । हाम्रै दैनिक जीवनमा देख्न तथा सुन्न सकिने उल्लिखित सहभागीहरूका माध्यमद्वारा समाजका कतिपय क्षेत्र (राजनीतिक, सामाजिक, शैक्षिक आदि) का असङ्गत पक्ष, लैङ्गिक विभेदता, निबन्धकार स्वयम्का वैचारिक एवम् भावात्मक स्मृतिपरक प्रसङ्ग र सन्दर्भ अग्रज व्यक्तित्वहरू (बुबा,

आमा, गुरु, साहित्यकार, कवि आदि) को स्मरण तथा मानिसका अभाव ग्रस्तता, बाध्यता, विवशता, वेचैन, खुन्दुली अनि मानसिक दृढता र साहसहरूलाई विषयवस्तु बनाइ मानवीय जीवन सार्थक हुनुपर्ने भाव प्रकट गरिएको छ । वर्तमानको मौलाउँदो मानवीय स्वभाव, ईर्ष्या तथा डाहा, खुट्टा तान्ने प्रवृत्ति जस्ता कुराहरू अनि नेपाली प्रकृति, संस्कृति, वातावरण र समाजलाई सुन्दर र सौम्य ठान्दै कलात्मक ढङ्गले विचार प्रवाह गरिएका यी आत्मपरक काव्यात्मक शैलीका निबन्धहरूम युगबोध र अस्तित्वबोधको चेत पनि प्रस्तुत सहभागीहरू मार्फत् अभिव्यक्त गरेको देखिन्छ ।

यस सङ्ग्रहमा प्रयुक्त सहभागीहरू यस प्रकार रहेका छन् :

क्रम	सहभागी
१	निर्मल बर्या, म, राजेन्द्र बानियाँ, छोरा, छोरी यादवजी, उषा भट्ट, विद्यार्थीहरू, याङ्काई, तेन्जिङ आदि ।
२	म, बेदराज थपलिया (पिताजी), रीता, साहुमार्क डोक मेन, रत्नप्रसाद खरेल, शारदा दिदी आदि ।
३	जगन्नाथ त्रिपाठी, म, गुरुहरू, छात्राहरू, बानीरा म्याडम, दहाल यज्ञनिधि, सुधा दिदी, अङ्गुर बाबा जोशी आदि ।
४	म, साहित्यकारहरू, मन्जुल, प्रकाश सायपि आदि, राजेन्द्र भण्डारी, प्रकाश दाइ, आमाहरू, श्रोताहरू, कविहरू आदि ।
५	म, देवकोटा, कविकवयित्रीहरू, परमानन्द भ्रा आदि ।
६	म, ईश्वरबल्लभ, यादवजी, पत्रकारहरू, साहित्यकारहरू आदि ।
७	म, चालक, सैनिक, दिदी बहिनी आदि ।
८	म, बुबा, आमा, बहिनी, दिदी, भान्दाइ आदि
९	म, तोरे तोरेङ, मन्जुल, राजेन्द्र सलभ, अन्य साहित्यकार, कविहरू आदि ।
१०	शारदा म्याडम, रमा, रजनी, पुनम, म, भागीरथी श्रेष्ठ, प्रकाश साययी आदि ।
११	ईश्वर बल्लभ, म, नारायणगोपाल, गोपाल योञ्जन, कविहरू आदि ।

- १२ शङ्कर लामिछाने, म, अम्बर गुरुङ आदि ।
- १३ म, दिदी, दिपेन्द्र श्रेष्ठ, विद्यार्थी आदि ।
- १४ म, ड्राइभर, खलौसी, यादवजी, अन्जु, छोरा छोरी, सासु आमा, पण्डितजी आदि ।
- १५ म, मित्र, कवि, आमा आदि ।
- १६ म, बुबा, भक्तबहादुर बल्लयर, हरिबहादुर थापा, लक्ष्मी श्रेष्ठ, निर्मल बर्मा, अभिएर वासुदेव सर, समिप, सुजा आदि ।
- १७ म, कृष्णभूषण बल, ज्योती जङ्गल, राष्ट्रकवि आदि ।
- १८ म, छोराछोरी, ठूलो ममी, आशिश आदि ।
- १९ म, गुलजार, छोरी, अछामी कवि आदि ।

प्रस्तुत निबन्ध सङ्ग्रहमा विभिन्न फरक-फरक वैशिष्ट्य बोकेका सहभागीहरूमध्ये 'म' प्रस्तुत निबन्धहरूको प्रमुख सहभागी तथा वक्ता, प्रेषक वा सम्बोधक पनि हो भने तिमी, उनी, उनीहरू, उहाँहरू, तपाईं, मद्वारा सम्बोधित श्रोता वा प्रेषित हो । यसमा आएका प्रायः सबै अन्य सहभागीहरू मूक सम्बोधितका रूपमा वा वर्णित सन्दर्भमा मात्र आएका । प्रयोग भएको पाइन्छ । अन्य सहभागीहरू प्रत्यक्ष वा परीक्ष भूमिकामा र प्रमुख वा गौण अनि सहायक भूमिकामा आएको देखिन्छ । वास्तवमा प्रस्तुत सङ्ग्रहका निबन्धहरूमा प्रयुक्त विभिन्न सहभागीहरू भएतापनि 'म' कै भूमिका केन्द्रीय देखिन्छ । कतिपय सन्दर्भमा 'म' ले व्यक्त गरेका विचार धारणा तथा घटनाहरू निजी अनुभूति जस्तो लागे तापनि आजका सबै मानवहरू । सहरबासीले भोगिरहेका । अनुभूती गरिरहेका घटनाहरू तथा विचारहरू नै हुन् । समाजका सोचाइहरू, असङ्गत तथा विकृत पक्षहरू, यात्रा स्मरण, अग्रज विशिष्ट व्यक्तित्व स्मरण तथा लेखकका भोगाइ, अनुभव र अनुभूतिजन्य विचारहरूलाई उल्लिखित सहभागीहरूका माध्यमबाट निबन्धकारले व्यक्त गरेको देखिन्छ ।

परिवेश

म एकलो र उदास उस्तै निबन्ध सङ्ग्रहका निबन्धमा परिवेशलाई जनाउने स्थान, समय र वातावरण सम्बद्ध कतिपय तथ्यहरू भेटिन्छन् । यस सङ्ग्रहका निबन्धहरूमा सामाजिक/लैङ्गिक, आर्थिक, राजनैतिक, साहित्यिक, धार्मिक, सांस्कृतिक, शैक्षिक, प्राकृतिक, वातावरणीय, भौगोलिक तथा समसामयिक परिवेशको सजीव चित्रण भएको देखिन्छ । यस किसिमको परिवेशीय जीवन्त प्रस्तुतिले समयगत/कालगत, स्थानगत तथा वातावरणगत सार्वभौमिकता र सार्वकालिकता पनि प्रकट भएको

पाइन्छ । त्यसैगरी यस सङ्ग्रहका निबन्धहरूमा ग्रामीण, सहरिया र परराष्ट्र परिवेशको अत्यन्त कलात्मक, सहज, स्वाभाविक, मार्मिक, जीवन्त र प्रभावकारी एवम् औचित्यपूर्ण किसिमले चित्रण गरिएको देखिन्छ ।

प्रस्तुत सङ्ग्रहका निबन्धहरूमा स्थानगत परिवेशलाई जनाउने तथ्याङ्कहरूलाई हेर्दा घर, कोठा, बैठक, गोष्ठीशाला, कार्यशाला, सभाहल, वनभोज स्थल, क्याम्पस, परीक्षा हल, भाषणमञ्च, स्कूल, कार्यालय, गाडी, वनजङ्गल, बाटो घाटो, लेक, बेसी, पहाड, फाँट, प्रकाशन स्थल, पुस्तक पसल, रानीपोखरी, जन्मस्थल काभ्रे, विराटनगर, एयरपोर्ट, आसाम, दिल्ली, नाट्यमञ्च, दार्जिलिङ, काठमाडौँ, बनेपा, धुलिखेल, ककनी, विश्व विद्यालय आदि विभिन्न तथ्याङ्कहरू देखा पर्दछन् ।

प्रस्तुत सङ्ग्रहका निबन्धहरूमा प्रयुक्त समयगत/कालगत परिवेशलाई हेर्दा दिन, रात, सन्ध्या, उज्यालो, अँध्यारो, साल, महिना, गते, बार, तिथिमिति, वाल्यकालीन, बितेको वर्तमान आदि समयपुरक तथ्याङ्कहरूको प्रयोग भएको पाइन्छ ।

प्रस्तुत सङ्ग्रहका निबन्धमा प्रयुक्त वातावरणगत परिवेशलाई हेर्दा मृत्युमा शोक विहेवल, उदास, निराश, विवश, विशाक्त, डर, अभाव ग्रस्तता, ऐकान्तिकता, हर्ष, उत्साही, जाँगरिलो, साहित्यिक, शैक्षिक, यात्रापुरक तथा पूर्वस्मृतिपरक, रोमाञ्चकारी, सौन्दर्यपूर्ण, आह्लादपूर्ण आदि मिश्रित वातावरणलाई झल्काउने तथ्याङ्कहरूको प्रयोग भएको देखिन्छ । त्यसैगरी सामाजिक असङ्गति, शैक्षिक तथा प्राज्ञिक, राजनैतिक, वैयक्तिक, लैङ्गिक विभेद, मानवीय अहम् स्वभाव आदिलाई सङ्केत र कटाक्ष गर्ने वातावरणको प्रातीबिम्बन भएको पाइन्छ । त्यसैगरी सहरिया, ग्रामीण, गरिबी, दुःख, सङ्घर्ष, स्मृति, यात्रा आदिका मर्म र पीडालाई अल्काउने वातावरणको प्रयोग भएको देखिन्छ ।

उद्देश्य

म एकलो र उदास उस्तै निबन्ध सङ्ग्रहका निबन्धहरूको प्रमुख उद्देश्य अग्रज विशिष्ट व्यक्तित्वहरू (पिता, माता, गुरु, साहित्यकार, कलाकार तथा समाजमा योगदान पुऱ्याएका महानुभावहरू) को स्मरण भक्ति भाव उनीहरूप्रति आस्था र श्रद्धा, उनीहरूका असल कार्यहरूको मूल्याङ्कन तथा मानवतावादी भावको प्रकटीकरण गर्नु रहेको देखिन्छ । त्यसैगरी यात्राका सन्दर्भमा देखे, भोगेर अनुभूत गरेका रमाइला, रोचक तथ्यहरूको श्रृङ्खलित प्रस्तुति पनि यस सङ्ग्रहका निबन्धहरूको उद्देश्य देखा पर्दछ । निबन्धकार स्वयम्का बाल्यकालदेखि वर्तमान समय सम्मका पूर्वस्मृति, जीवन भोगाइ, सोचाइ, गरेका सङ्घर्ष पाएको दुःख कष्ट आदिको उद्घाटन पनि यसका निबन्धहरूले गरेकै छन् । वर्तमान समाजका सामाजिक सोचाइ, लैङ्गिक भिन्नता राजनीतिक प्रदुषण, भाषिक अवमूल्यन, साहित्यिक डाहा, सांस्कृतिक तथा प्राकृतिक सुन्दरताको महत्व, महिला मुक्ति र

विद्रोही चेत, मृत्युबाट हुने आघात मानवीय संवेदना आदि जस्ता कुराहरूलाई पनि यी निबन्धहरूले सङ्केत गरेको छन् । त्यस्तै, आफन्त तथा परिवारजनको वियोगमा हुने पीडा र छटपटी, अग्रज साहित्यकारहरूले साहित्यिक फाँटमा पुर्‍याएको योगदानको मूल्याङ्कन आदर्श प्राध्यापक/शिक्षिकाको आदर्शपन, पढाइप्रतिको लगाव र त्यसबाट वृद्धि हुने ज्ञान एवम् पढ्न संस्कृति आदि बारे पनि यी निबन्धहरूले केही न केही बोलेका छन् । मानिसका निरीहल, अभाव ग्रस्तता, विवशता, मध्यता जस्ता विसङ्गत यथार्थका माझबाट पनि मानवतावादी सङ्गतिको खोजी गर्ने प्रयास यस सङ्ग्रहका निबन्धहरूले गरेका छन् ।

म एक्लो र उदास उस्तै निबन्ध सङ्ग्रहमा निबन्धकारका समाज, मानवीय जीवन तथा आफ्नै भोगाइका तितामीठा अनुभवहरू, समसामयिक युगबोध र अस्तित्वबोध, अनेक व्यक्ति र तिनका मार्मिक सन्दर्भहरू समेटिनुका साथै यात्रा व्यक्ति, स्थान, गुरु, पिता, माता तथा साहित्यिक व्यक्तित्व स्मरण गर्दै संस्मरणात्मक निबन्ध सङ्ग्रहको स्वरूप दिइएको देखिन्छ । त्यस्तै, निबन्धकारका आफ्नै जीवन भोगाइमा ठोक्किन आँखा समाजका जल्दाबल्दा र टड्कारा समस्याको समाधान गरेर स्वच्छ र सबल समाज निर्माणको कल्पना पनि गरिएको छ । सम्पूर्ण नेपाल र नेपाली समाज सम्मुन्नत मार्गमा अग्रसर हुनुपर्छ, अर्काको मुख ताक्नु हुँदैन, आफ्नो परिश्रमले नै आफू, परिवार, समाज र राष्ट्र बनाउनुपर्छ, समाजमा व्याप्त अस्तव्यस्तता र अराजकता नियन्त्रण गरी समतामूलक समाज निर्माणमा जोडिनु पर्छ, साहित्यकारहरूको साहित्यिकताको योगदानको उचित मूल्याङ्कन गर्नुपर्छ, आद्य (अग्रज) आदरणीय व्यक्तित्वप्रति आस्था र श्रद्धा अभिव्यक्त गर्नुपर्छ भन्ने जस्ता मार्मिक उद्देश्यहरू यस सङ्ग्रहका निबन्धहरूमा प्रकट भएको देखिन्छ ।

दृष्टिविन्दु

म एक्लो र उदास उस्तै निबन्ध सङ्ग्रहका निबन्धहरू विषयगत विविधता भित्र रहेका छन् । यसका प्रायः सबै निबन्धहरूमा निबन्धकारका निजी भावना, भोगाइ, अनुभव तथा विचारहरू प्रकट भएको पाइन्छ । यात्रा स्मरण, विशिष्ट व्यक्तित्वहरू स्मरण तथा राजनैतिक र लैङ्गिक असङ्गतिमा सुधार ल्याउने आशय व्यक्त गरिएका यस सङ्ग्रहका निबन्धहरूमा निबन्धकारको वर्तमान बेथितिप्रति हल्का असन्तोष र व्यङ्ग्य पनि भेट्न सकिन्छ । यसबाट के स्पष्ट हुन्छ हुन्छ भने प्रस्तुत सङ्ग्रहका प्रायः सबै निबन्धमा 'म' पात्र समाख्याताको रूपमा प्रस्तुत भएको पाइन्छ । यसभित्रका निबन्धमा 'म' पात्र वक्ता, प्रेषक, सम्बोधक वा वर्णनकर्ताको भूमिकामा आएको स्पष्ट हुन्छ भने पाठकहरू श्रोता, प्रापक वा सम्बोधितको भूमिकामा आएका छन् । 'म' पात्र वर्णनकर्ता भएकोले 'म' नै यस सङ्ग्रहका सबै निबन्धहरूको समाख्याता हो । साथै 'म' समाख्याता भएको यस सङ्ग्रहका सबै निबन्धहरू प्रथम पुरूषात्मक भएकोले यहाँ प्रथम पुरूष दृष्टिविन्दुको प्रयोग भएको पाइन्छ । यस सङ्ग्रहका निबन्धलाई हेर्ने कोण पनि यही प्रथम पुरूषात्मक दृष्टिविन्दुले नै निर्धारण गरेको छ । यस सङ्ग्रहका कुनै निबन्धमा

लेखक र पाठक दुवै अव्यक्त रहेकोले अन्तर्निहित पाठकको प्रयोग भएको छ र यही कारणबाट निबन्धहरूको विचारधारा पनि अन्तर्निहित भई कलात्मक रूपमा प्रकट भएको पाइन्छ ।

प्रस्तुत सङ्ग्रहभित्रका निबन्धको आदिदेखि अन्त्यसम्म 'म' ले वर्णनात्मक श्रृङ्खलित र विवरणात्मक ढङ्गमा आना विचार र धारणाहरू प्रस्तुत गरेको छ । 'म' द्वारा प्रथम पुरुषात्मक दृष्टिबिन्दुका रूपमा प्रस्तुत गरिएका घटनाक्रमहरू/विचारहरू 'म' पात्रका अनुभवहरू, भोगाइहरू, देखाइहरू भएकोले तिनको प्रस्तुतीकरणमा विश्वसनीयता पाइन्छ । उक्त निबन्धहरूमा सामाजिक, शैक्षिक, प्रकृतिका वातावरणीय, भौगोलिक पक्षका सुन्दर तथा विकृत पक्ष, संस्मरणात्मक भावको गहिराई र निबन्धकारका निजात्मक अनुभूतिहरू जस्ता भावलाई 'म' ले व्यक्त गरेको देखिन्छ । 'म' ले देखे, भोगे र अनुभव गरेका प्रसङ्ग सन्दर्भ, घटना तथा विचारहरू यसै समाजका मानवका नियति हुन सक्छन् । यसरी हेर्दा प्रस्तुत सङ्ग्रहका प्रायः सबै निबन्धहरूमा प्रथम पुरुषीय दृष्टिबिन्दुको प्रयोग भएको पाइन्छ ।

भाषाशैलीय विन्यास

म एकलो र उदास उस्तै निबन्ध सङ्ग्रहमा जम्मा १९ ओटा निबन्धहरू छन् । लघु तथा मध्यम आयामको संरचनामा संरचित उक्त निबन्धहरूको विन्यास पक्ष यस प्रकार रहेको छ

भाषाशैली

प्रस्तुत सङ्ग्रहका निबन्धहरू हेर्दा सबै निबन्धमा सरल, सहज, आकर्षक र काव्यात्मक गद्य लयात्मक भाषाशैलीको प्रयोग भएको पाइन्छ । कुनै कुनैमा संवादात्मक र प्रायः मा वर्णनात्मक, विवरणात्मक तथा संस्मरणात्मक डायरी शैलीको प्रयोगले यी निबन्धहरू जीवन्त बनेका छन् । गद्य भाषाशैलीको सहज, स्वाभाविक र स्वतस्फूर्त प्रस्तुति, तत्सम्, तद्भव, आगन्तुक तिनै थरी शब्द श्रोतको समुचित उपयोग तथा व्यवस्थापना र प्रस्तुतिले प्रस्तुत सङ्ग्रह पठनीय बनाएको देखिन्छ । निबन्धमा प्रयुक्त कलात्मक साहित्यिक भाषाशैलीको नमूना हेरौं -

“मेरो निम्ति ककनी नवजात थियो, म भावनाको झरनाले नुहाइदिँदै थिए र ककनी झन्झन् स्वच्छ, पवित्र र स्निग्ध भएर मेरो आँखाभित्र अटाउन आइपुगेको थियो । ”

(पृ.१०, ग्रेभार्ड र मेरो ...)

वाक्यगठन र अनुच्छेद योजना

प्रस्तुत सङ्ग्रहका निबन्धहरूमा सरल वाक्यको अधिक तथा संयुक्त तथा मिठा वाक्यको आंशिक प्रयोग पाइन्छ । यस सन्दर्भमा वाक्य गठनमा एकाध ठाउँमा यदाकदा कसरमसर देखिए तापनि

विषयवस्तुको सुश्रद्धालित प्रस्तुतिका निमित्त उक्त वाक्य गठन समुचित र प्रभावकारी नै देखिन्छ । बीचबीचमा कवितात्मक प्रस्तुतिले पनि थप प्रभावकारिता थपेको देखिने प्रस्तुत सङ्ग्रहका निबन्धको अनुच्छेद योजनालाई हेर्दा २ ओटा वाक्यको अनुच्छेद संरचनादेखि २५/२६ वाक्यका अनुच्छेद संरचनासम्म देख्न सकिन्छ । यद्यपि अनुच्छेद योजनासम्म केही कमजोरी भने नरहेको होइन । समादतः वाक्य गठन र अनुच्छेद योजनाको समुचित विन्यास भएको देख्न सकिन्छ ।

“धन्य छ मेरो जन्म, जसले त्यति महान् विचार भएको नारीको कोख र काख पायो ।

(पृ.१००, जडवत् समयका ...)

त्यस्तै, अनुच्छेद योजनाको उदाहरण हेरौं ..

“जवाफ दिनुछ मैले । आज सोचिरहेछु -”

“साँच्चै किन पढाउनुपर्ने यस्तो कविता ?” ती जो

“ मेटिनेछन् कुनै दिन हाट भर्दाभर्दै ... ।”

पृ.८१, म एकलो र उदास उस्तै)

बिम्ब, प्रतिक र प्राक्सन्दर्भ

प्रस्तुत सङ्ग्रहका निबन्धहरूमा विभिन्न वैज्ञानिक, प्राकृतिक, सांस्कृतिक तथा समसामयिक विम्ब प्रतिकको प्रयोगद्वारा थप पठनीय, सशक्त र सन्तुलित बनाइएको पाइन्छ । यसका अलावा विभिन्न उखान, टुक्का, अनुकरणात्मक शब्द तथा पदावलीको प्रयोग पनि भएकै देखिन्छ । हिमाल, पहाड, नदी, वनजङ्गल, बाटोघाटो, सहरबजार, कविता, मृत्यु, जीवन, एकान्त आदि सन्दर्भ र प्रसङ्गका विम्ब, प्रतिक तथा प्राक्सन्दर्भले उक्त कृति उल्लेख्य प्रभावकारी भएको पाइन्छ । बिम्बको उदाहरण हेरौं :

“बाभैँ राखि खेतका मकै मौन पीडालाई

प्रकृतिको आँखाको क्यामरामा कैद गर्दै थिएँ ।

(पृ.५१, यात्रा र कुहिरो)

प्रतिकको उदाहरण हेरौं:

“... गुरू अग्लो हिमालको भैंँ स्वच्छता र पवित्रताले

भरिएको अनन्त ज्ञानको एउटा व्याख्यातीत व्यक्तित्व ।

(पृ. २६, बगिरहेछन् वाणीहरू ...)

प्राक्सन्दर्भको उदाहरण हेरौं ...)

“अङ्गिरा ऋषिलाई प्रथम आग्नहोत्री मान्छ । ”

(पृ. १२०, अँध्यारोका प्रतिविम्बहरू)

अलङ्कार

प्रस्तुत सङ्ग्रहका निबन्धहरूमा उपमा, दृष्टान्त, स्वभावव्यक्ति, रूपक आदि अलङ्कारको स्वाभाविक र प्रभावकारी प्रयोग भएको पाइन्छ । जसले गर्दा निबन्ध, पठनीय काव्यिक तथा कलात्मक बन्न पुगेका छन्)

अलङ्कारको उदाहरण हेरौं :

“ त्यसैले म जन्म दिने आमालाई पनि छाडेर

नेपालमा फेरि गाउनकै लागि आएकी छु । ”

(पृ. ९३, जडवत समयका नाममा)

“... केही बेरको फल्यासब्याकमा ककनीको पृष्ठभूमि

एउटा अर्को रङ्गमञ्च जस्तो अनुभूत गर्दै थिएँ म । ”

(पृ. ११, ग्रेभ यदि र मेरो ..)

समग्रता: प्रस्तुत सङ्ग्रहका निबन्धको भाषाशैली गद्य कवितात्मक किसिमको आकर्षक, प्रवाहमय, लयात्मक तथा सहज र सरल देखिन्छ ।

कलात्मक, साहित्यिकता र ध्वन्यार्थकता यसमा प्रस्तुत गद्यलयात्मक भाषाशैलीका अभिलक्षण हुन् । प्रत्येक निबन्धको शीर्षक र विषयवस्तुको तालमेल एवम् सामञ्जस्यले गर्दा यस सङ्ग्रहका निबन्धको शीर्षक सार्थक र औचित्यपूर्ण रहेको देखिन्छ । विभिन्न विम्ब प्रतिक र अलङ्कारको उचित प्रयोग गरिएको यसका निबन्धहरू एकाध भाषिक वर्गविन्यासगत, वाक्य गठनगत तथा अनुच्छेद योजनागत त्रुटिबारेको पठनीय, सन्देशमूलक र अर्थपूर्णतथा मार्गदर्शक लाग्छन् भन्न हिचकिचाउनु पर्दैन ।

उपसंहार : व्याख्या तथा निष्कर्ष

म एक्लो र उदास उस्तै निबन्ध सङ्ग्रह (२०७०) गीता त्रिपाठीको आत्मपरक संस्मरणात्मक कृति हो । यसमा सङ्गृहित जम्मा १९ ओटा प्रयोगवादी निबन्धहरूमा लेखकका निजी विचार, भोगाइ, भावना, स्मरण र अनुभुतिका अतिरिक्त समाजका तितामिठा अनुभवहरूलाई व्यक्त गर्ने प्रयास गरिएको छ । यस सन्दर्भमा शैक्षिक, साहित्यिक, सांस्कृतिक, राजनीतिक, लैङ्गिक जस्ता सन्दर्भहरूले पनि स्थान पाएका छन् ।

प्रस्तुत सङ्ग्रहका सबै निबन्धहरू लघु तथा मध्यम आयाममा संरचित छन् । अनुच्छेददेखि ४० अनुच्छेदसम्मको संरचनामा आवद्ध उक्त लामा, छोटो निबन्धहरूको वाक्यगठन र अनुच्छेद योजनामा एकरूपता पाइँदैन । आदि, मध्य र अन्त्यको श्रृङ्खलित अभिव्यक्तिमा व्यवस्थित उक्त निबन्धहरूमध्ये एकाधमा भने त्यस्तो व्यवस्थापन भएको देखिँदैन । समसामयिक युग अस्तित्वबोध, मानवतावादी, राष्ट्रप्रेमी चेतनाको संवाहक यी निबन्धहरूमा समतामूलक सबल समाज निर्माणको आग्रह राखिएको देखिन्छ ।

म एक्लो र उदास उस्तै निबन्ध सङ्ग्रहका निबन्धहरूमा म, पिता, आमा, गुरु, साहित्यकार, कलाकार, कवि, छोरा छोरी, साथी आदि सहभागीहरूको प्रयोग भएको पाइन्छ । विविध वैशिष्ट्य बोकेका यी सहभागीहरूका माध्यमबाट समाज, साहित्य, संस्कृति, रणनीति, शिक्षा, प्रकृति, भूगोल, पर्यावरण आदि भित्रका अनि निबन्धकार स्वयम्का संस्मरणात्मक चेत अभिव्यक्त गरिएको देखिन्छ । लैङ्गिक समता, राष्ट्रिय शैक्षिक/प्राज्ञिक, साहित्यिक उन्नतिमा जोड दिइएका उक्त निबन्धहरू कम महत्वका छैनन् ।

प्रस्तुत सङ्ग्रहका निबन्धहरूमा समसामयिकता, शिक्षा, संस्कार, संस्कृति, साहित्य, राजनीति, धर्म, अर्थ, भूगोल तथा वातावरणलाई झल्काउने स्थानगत, समयगत तथा वातावरणगत परिवेशको उचित प्रयोग भएको देखिन्छ ।

यस सङ्ग्रहका निबन्धहरूको मुख्य उद्देश्य लेखक स्वयम्का बाल्यकालीन, जन्मस्थलगत यात्रापुरक, स्मृतिपरक, ऐकान्तिकता आदिको उद्घाटनका अतिरिक्त अग्रज विशिष्ट व्यक्तित्वहरूप्रति श्रद्धाभाव, भक्तिभाव तथा उनीहरूको जीवनीगत, कार्यगत प्रेरक प्रसङ्गको प्रकटीकरण गर्नु रहेको छ । त्यसैगरी लैङ्गिक समता, राष्ट्र-भाषा-प्रेम, मित्रसम्बन्ध, पितापुत्री, आफन्तजन सम्बन्ध, संस्कृति र धार्मिक परम्परा, भौगोलिक-प्राकृतिक सुन्दरता, साहित्यिक माहोल, पठन संस्कृति आदि प्रसङ्गको प्रस्तुतीकरण पनि भएकै देखिन्छ । मान्छेको आहारिसे स्वभाव र ईश्यालु प्रवृत्ति आफ्नै लागि घातक हुन्छन् भन्ने धारणा पनि राखिएको छ । वर्तमान अस्तव्यस्तताको समुल अन्त्य गरी स्वच्छ र सबल समाज निर्माणको चेत पनि अभिव्यक्त भएको पाइन्छ ।

प्रस्तुत सङ्ग्रहका सबै निबन्धहरूमा निबन्धकारको बाल्यकालीन-जन्मस्थलगत पूर्वस्मृतिक जन्म ठाउँ छोडेर सहरमा सङ्घर्ष गर्दाका मार्मिक अनुभूतिहरू यात्रामा देखे-भोगे र अनुभूत गरेका सुन्दर अवलोकन र भावहरू, क्याम्पस पढ्दा शिक्षकहरूसँगको आत्मीयता, साहित्यिक गोष्ठीमा सामेल हुँदाका अनुभवहरू, पढाउँदाका अनुभूति र रोमाञ्च पक्षहरू आदिको प्रकटीकरण भएको पाइन्छ । यहाँ 'म' पात्र समाख्याताका रूपमा प्रस्तुत भएकोले 'म' नै वक्ता, प्रेषक, सम्बोधक वा वर्णनकर्ताका रूपमा आएको छ । पाठकहरू । श्रोता, प्रापक वा सम्बोधितको भूमिकामा आएका छन् । यसरी यस सङ्ग्रहका निबन्धहरूको समाख्याल 'म' भएकोले प्रथम पुरुषात्मक दृष्टिविन्दुको प्रयोग भएको देखिन्छ ।

म एकलो र उदास उस्तै निबन्ध सङ्ग्रहका निबन्धहरू केही छोटो, छरिता तथा लघु आकारका छन् भने केही मध्यम आकारका छन् । शब्द चयन, वाक्य-पदावलीको गठन तथा अनुच्छेद योजनामा सहजता भेट्न सकिने यी सम्बन्धहरू कलात्मक काव्यात्मक अभिव्यक्तिका नमूना हुन् । विभिन्न विम्ब, प्रतिक अलङ्कार तथा प्राक् सन्दर्भको शक्ति, उखान, टुक्काको यथास्थान .. प्रयोग भएकोले उक्त निबन्धहरू सरल, सरस र प्रेरक अनि पठनीय छन् । यद्यपि व्याकरणगत त्रुटिका केही कसरमसर भने निराकरण हुन सकेको देखिदैन । विषयानुरूप शीर्षकको चयन तथा विषयवस्तु र शीर्षकविचको सामन्जस्य र अभिधात्मक शीर्षक चयनले गर्दा पनि उक्त निबन्धहरूको शीर्षक सार्थकतामा प्रश्न उठाइरहनु पर्दैन ।

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